



Using LINE Application as an Alternative Tool to Improve Students' Writing Performance



Jumariati

Emma Rosana Febriyanti

Universitas Lambung Mangkurat, Banjarmasin



Background



Rapid development of technology has affected life and society.

A

The invention of mobile phones and smart phones take a very crucial role in communication in the digital era.


B

Particularly the social media that gadgets offer have been the center of people's attention as the media to help them communicate easily.

C


In the field of education, research has been conducted to investigate the effects of social media on the development of students' learning.

D

A decorative border on the left side of the slide consists of various overlapping, semi-transparent geometric shapes in shades of green, blue, red, and purple. The shapes are primarily triangles and polygons of different sizes and orientations, creating a dynamic, abstract pattern.


Alghazo & Nash (2017): students taught using social media WhatsApp showed better behavior than those in the control group with less absence and missed assignments even though no significant difference was found on the course achievement.

Alfaki and Alharthy (2014): significant difference in the mean scores of students taught using social media and traditional learning . The questionnaire's results indicated that using social media (Facebook, WhatsApp, Twitter, and Skype) helped students enrich their vocabulary, practice listening skills, and improve speaking skills.

A decorative border on the left side of the slide consists of overlapping, semi-transparent geometric shapes in various colors including green, blue, red, and purple. The shapes are primarily triangles and polygons of different sizes and orientations, creating a dynamic, abstract pattern.

Amry (2014) : there were significant differences on the students' achievement and their attitudes between students taught in face-to-face combined with WhatsApp and face-to-face only.


A survey study by Li (2017) showed that social media YouTube, Blog , Forums, and Wikis have been widely used in teaching English either as sources of learning, media of instruction and communication, or as informal learning tools.



In university level, writing is one of the skills the students have to master since most of their assignments are in written forms.

In fact,


writing is considered difficult even for the E.D. students due to low interest, motivation and skills to write.



Therefore, making writing becomes a lesson that students like is necessary.

How?

by integrating mobile technology which offers various applications which teachers can make use.



LINE messenger application as one of social media in mobile technology which is familiar to university students has the potential to be used as teaching and learning tool of the writing skills in EFL context.



Research problems :

01

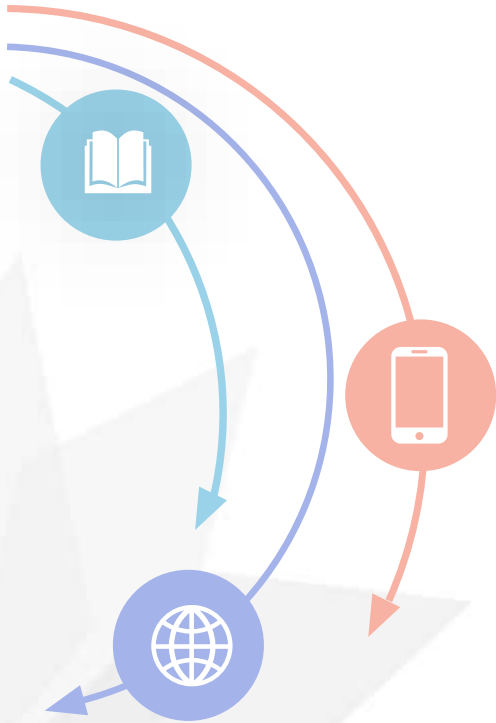
Does the use of LINE messenger application combined with teacher's feedback and peer's feedback improve the students' writing performance?

02

To what extent does the implementation of LINE messenger application improve the writing skills?

Method

A quasi experimental is employed to establish cause-and-effect relationship (Gall, Gall & Borg, 2003; Ary, Jacobs, Razavieh & Sorensen, 2010) in schools setting where random assignment cannot be carried out neither does full control from the researcher.





Place

The English Department of Lambung Mangkurat University in Academic Year 2017/2018 of *Semester Genap*.



Subject

The students of Advanced Writing Course from two classes with total number 37 students.



Type of Writing

Paragraph which consists of 12-15 sentences about some topics determined by the researchers following the course syllabus.



Instrument

Tests consisting of the writing prompts and scoring rubric.

Findings

D

Descriptive statistics

Table 1 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Control	18	24.00	60.00	84.00	70.8718	5.70862
Experimental	19	24.00	64.00	88.00	76.3077	5.32202
Valid N (listwise)	37					

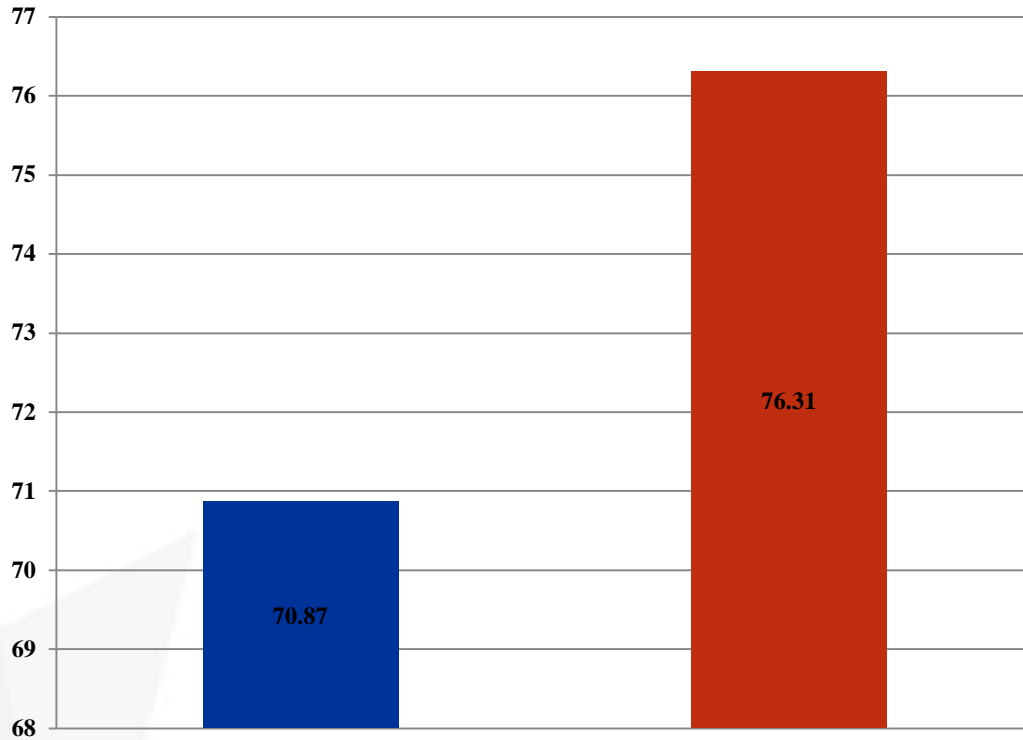


Figure 2 Mean Scores of Post-test between the Control and Experimental Groups

Testing the null hypothesis was carried out by using t test since the data were homogeneous.

Table 2 Result of Homogeneity of Variances Test

Scores			
Levene Statistic	df1	df2	Sig.
.447	1	76	.506

The p value was .506 which means that the data (the scores on the post-t est between the control and experimental groups) were homogeneous.



Table 3 Result of Hypothesis Testing

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
scores	Equal variances assumed	-4.350	76	.000	-5.43590	1.24974	-7.92497	-2.94682

The p value is .000 which means that the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 4 Mean Differences on Each Components

	Writing Components				
	Content	Organization	Vocabulary	Grammar	Mechanics
Control	17.25	15.7	14.25	12	9.63
Experimental	17.58	17.2	16.13	13.88	9.88

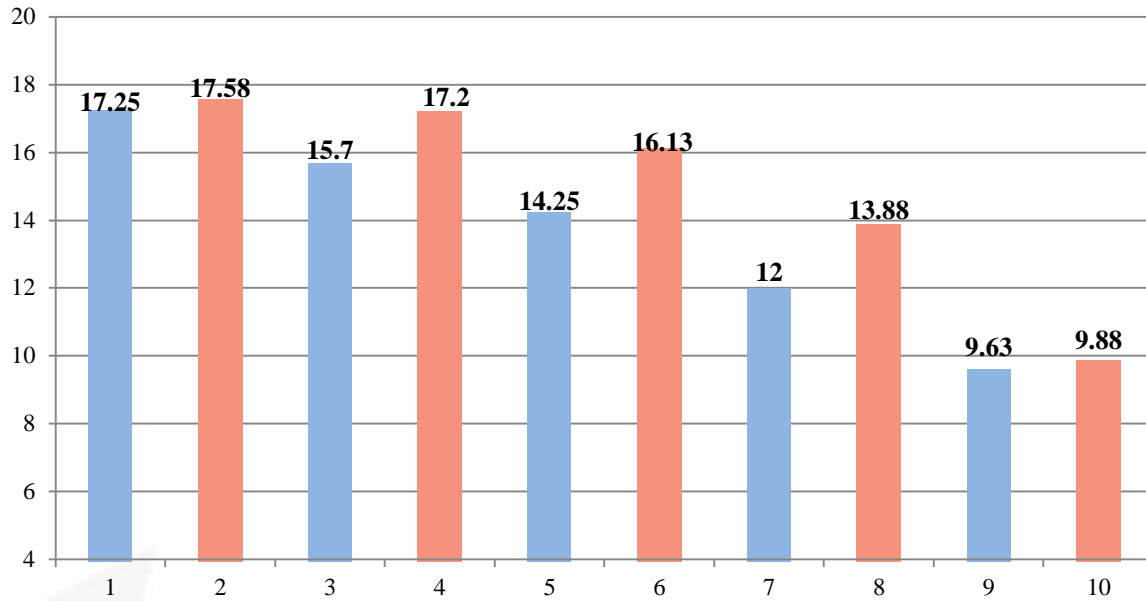
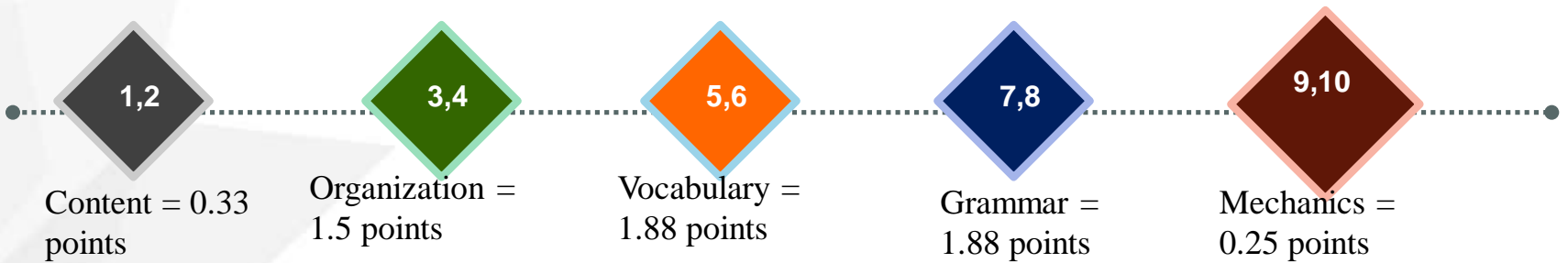



Figure 3 Mean Scores in each Component of Post-test in the Control and Experimental




Discussions

There is a significant difference between the scores in the post-test of control and experimental ($p = .00$). The mean scores in each component of writing in the experimental are higher than those in the control group .

In LINE group, the students have the chance to write a paragraph which will be developed into an essay as their paper- based classroom assignments: they have the chance to write the draft and post it in the LINE group to obtain feedback from their classmates and the teacher .



The significant effect of the present study is also found in the study by Alfaki and Alharthy (2014) which found that social media had significant effect on students' learning development. Similar findings are also revealed in the study by Amry (2014) which found a significant difference on the students' achievement and their attitudes between the students taught using WhatsApp and face-to-face learning.



The feedback which the students obtain either from their classmates or the teacher seems to also contribute to the improvement →

A study by Kim (2010): giving feedback made the students aware of the correct forms of written English either in their own or their peer's draft. They admitted that it gave them the chances to apply their grammatical knowledge and to notice grammatical errors. They also enjoyed sharing their writing with their peers in the sense of openness.

Strijbos, Narciss and Dunnebier (2010) found that the low-competent students improved their writing more than the high-competent students as they learned a lot from their classmates' comments and feedback.

Recommendations

Referring to the findings of the study, it is suggested to teachers of EFL writing to incorporate LINE messenger application in their teaching practices. This is not only to increase students' motivation and performance in writing but also to make the best use of mobile technology particularly in the field of education.



Thank you



TEFLIN
International Conference
UNIVERSITAS NEGERI MAKASSAR
SOUTH SULAWESI - INDONESIA
12-14 JULY 2018



CERTIFICATE

This is to certify that

Jumariati

gave a **Concurrent Presentation**

at the 65th TEFLIN International Conference 2018 hosted by Universitas Negeri Makassar
in Makassar, South Sulawesi, Indonesia on 12-14 July 2018.

Presentation title:

USING LINE APPLICATION AS AN ALTERNATIVE TOOL TO IMPROVE STUDENTS' WRITING PERFORMANCE



Professor Joko Nurkamto
TEFLIN President



Chairil Anwar Korompot, PhD
Conference Chair





23 March 2018

No: 2328/UN36.5.4/TU/2018
Subject: Abstract Acceptance Notification

Jumariati
Emma Rosana Febriyanti

Dear Esteemed Author(s),

On behalf of the Organising Committee (OC) of the **65th TEFLIN International Conference 2018**, which will be hosted by Universitas Negeri Makassar (UNM) in Makassar, South Sulawesi, Indonesia, on 12 – 14 July 2018, we are very pleased to inform you that your abstract, the title of which appears below, has been accepted for presentation at the above said conference.

Abstract Title:

USING LINE APPLICATION AS AN ALTERNATIVE TOOL TO IMPROVE STUDENTS' WRITING PERFORMANCE

You are now officially invited to attend the conference as a **presenter(s)**. In this connection, we would like you to fill out a Confirmation Form to indicate whether you will attend the conference. Please click the link <https://goo.gl/forms/XTNiC76cUbA3YBoJ2> to open the form and respond to the questions.

To learn more about the conference, especially conference fee payment and registration as well as publication opportunities, please refer to the information sheet attached to this letter (Attachment A) and other attachments. For updates, please visit the conference website <https://www.teflin2018unm.org> periodically.

We would like to take this opportunity to congratulate you on the acceptance of your presentation abstract and appreciate your interest in participating at the conference.

Should you have any queries, please do not hesitate to contact the OC at teflin652018@unm.ac.id or keep in touch with our contact persons: Dr. Amirullah (+62-82196788275; amirullah_1@yahoo.com) or Ms. Amra Ariyani (+62-89652212185; amraariyani@gmail.com).

We look forward to seeing you in Makassar in mid-July.

With warm wishes,


Chairil Anwar Korompot, S.Pd., M.A., Ph.D.
Chair of the Organising Committee

E-mail: cakorompot@unm.ac.id
Phone/WhatsApp: +62-81353988845

Contact Details

OC TEFLIN 2018
Gedung DC Lantai 2, Jurusan Bahasa Inggris FBS UNM
Kampus Parangtambung, Jl. Mallengkeri Raya,
Makassar 90224, Sulawesi Selatan – Indonesia

Contact Persons:

Amir : Phone: +62-82196788275;
E-mail: amirullah_1@yahoo.com
Amra : Phone: +62-89652212185;
E-mail: amraariyani@gmail.com