

## THE EFFECTIVENESS OF E-WRITING MATERIALS TO TEACH WRITING SKILL FOR SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL

*Hanif Maulaniam Sholah; Bunyani*

*Al-Qolam Islamic Institute*

E-mail: [hanifmaulanium@gmail.com](mailto:hanifmaulanium@gmail.com)

[Bunyanie@gmail.com](mailto:Bunyanie@gmail.com)

**Abstract:** Practice writing is very important for students. The more students practice, the more their skill improves. To make students eager in writing either paragraph or essay, they need a media which can attract them to write over and over. Recently, the media provided by school is only handbook or module. Students are boring with those media. They are not enthusiastic to write. Here, researcher wants to experiments a software media developed by Dianne Zairina. This software media is an E-Writing Materials. Researcher wants to know whether E-Writing materials can attract students motivation or not. This research belongs to quasi experimental research design with two groups samples which are not randomized. This research was conducted in SMP Al-Munawwariyyah. The population was second grade students where each class consisted of 32 students in average. The samples were taken from class A as experimental group and class B as control group. The result showed that experimental group had better writing achievement than control group. Based on the posttest, mean scores of control group maintain in 77.44 while mean scores in experimental group increase to 82.44. In addition, the response about E-

Writing materials from students based on researcher observation was good. Students enjoyed E-Writing Materials. It can be concluded that E-Writing materials is effective media to improve writing skill for English teacher at school.

**Keywords:** Effectiveness, Writing and E-Writing Materials.

## INTRODUCTION

There are 15 Salafiyah Islamic boarding schools spread in Malang based on researcher document previously only teach Islamic education on their Diniyah program. They teach Fiqih, Qur'an Hadist, Tasawwuf, Tauhid and nahwu Shorof. Recently, in this modern era, many of them have already established formal education which is under education ministry like SD, SMP and SMA even some have university.

However, many students do not show their concern to English subject<sup>1</sup>. They underestimate English lesson as additional lesson which is considered not important. It means that they do not really want to learn English since they considered that English is difficult to learn. Moreover, one thing that is becoming teachers' concern in teaching English is that students score in English lesson were low. They need special treatment that make them pleasure and enjoyable when they study English. In fact, English is the compulsory lesson in every level of formal education. Either students in SD, SMP or SMA should master English because they have to face National examination where one of the test is English test.

The important of learning English should be concerned well since the development of globalization era let alone English is as international language. Many Asian countries have considered English language as a foreign language that should be taught at school as a compulsory subject<sup>2</sup>. English language has four skills to be learnt. They are listening, speaking, reading and writing. While

English components are three, they are pronunciation, vocabularies and grammar. In this chapter, we discuss about writing.

Practice writing is very necessary for students because when they write over and over, they are well trained. They will be easier to organize idea and express it into systematic sentences. Whereas, when the students never write, they will be difficult to write because they cannot organize the idea well or express their idea into a good sentence. Teacher should allocate many times for students to practice their writing in order to train students' skill in writing.

However, writing is perceived as the most difficult skill to teach<sup>3</sup>. In teaching writing, English teachers, where English as Foreign Language usually apply traditional technique to teach writing. Traditional technique is a technique to change an Indonesian text into English text by just transferring Indonesian words into English text or just the same as word for word translation technique. In traditional technique, teachers usually ask the students to write the Indonesian text first because it is considered effective to get students start writing. They are familiar with Indonesian words so that they are not confused about what they are going to write. Then they are asked to open the dictionary when they are writing or after writing the text to translate into English. It is right that dictionary gives lexical information to the students easily without paying a special attention to their different learning style. However, when students write an English text, they have to put their mind into English atmosphere in order to get a good paragraph of English text. The text should be English text, not Indonesian text which is translated without concerning the paragraph and sentence organization.

According to Syllabus SMP Depdiknas 2007<sup>4</sup>, descriptive paragraph should be taught to the students on eight grade of junior High School at first semester. The students are expected to express their ideas and thought clearly based on what they see, hear, feel, taste, and experience. A descriptive paragraph actually, is considered

as the simplest and easiest writing form compared to other writing form.

One problem in writing for students is lack of confident on writing and to get some idea. They do not have good motivation to write. They need something enjoyable. In this study, the researcher wants to help students to get an idea on writing. Students need a way to develop their idea. In addition, traditional teaching methods are very common at school. Teachers historically provided students with particular topics and asked them to write the content. From the researcher's experiences, teachers focus on spotting the mistakes or errors the students made. They believe this is the best way to improve students writing skills. In fact, this does not improve students confident. Students are made down by teacher behavior. Students waste many times only to think how to avoid mistakes. They cannot focus on the idea they should write.

Education ministry had created E-books for helping school providing materials in teaching learning process. Electronic Book (E-books) has been promoted by the Indonesian government which attract many educators in Indonesia either in SMP or SMK and SMA. Some teachers believe that e-books can help them in teaching learning processes because teacher can select the materials easily and they can use computer as a media to run teaching and learning process. However, based on the personal observation at some schools, many students think that the books are the same with the manual book. Students said that the books are boring. They are not motivated well to learn E-Book. Teacher should provide E-learning materials which can help teachers to get the varieties of interesting materials which covers listening, reading, speaking and writing.

Information and Communication Technology has many advantages for its contribution in teaching and learning process. The advantages of implementation ICT (Information and Communication Technology) in the process of language teaching learning is both teachers and students of English can have quick and affordable access to the most recently sources and information. Many good exercises

can be found on the net for free and software can be bought via Internet or in any store. Internet also provides free software where people can download it easily<sup>5</sup>. Surely, ICT can help teachers and students to conduct interesting materials in the classroom. Teacher can make variety interesting material by using ICT. However, implementation of ICT has the disadvantages. The first investment like computers, Internet connection, servers, employment of ICT personnel are expensive. It is also expensive in conducting ICT training for teachers and administrative staff. Thus, teachers often have minimum experience and capability in using ICT in English Language Teaching (ELT). For this condition, many schools or other institutions don't have the willingness to facilitate ICT in school system for teaching learning process.

Based on the researcher observation, schools need media which can accommodate students in learning English especially in writing independently. Here, researcher proposed an E-writing material for learning writing. This is an interesting media that can attract students interest in writing English. By using this media, students are motivated to write independently at home using their own computer or they can practice in school laboratory. This program is never been experimented in previous study. The previous study was conducted by Dianne Zairine entitle "Developing e-writing material for eight grade students in SMP Negeri 21 Malang"<sup>6</sup>. Based on the previous study, it is suggested for the further researcher to experiment the product. That is why, in this study, the researcher wants to examine whether E-writing materials gives better improvement on writing skill.

In addition, researcher also found when conducting observation that students whose gender is male have different motivation with the students whose gender is female. It seems like girl students have higher motivation than boy students. According to Anita<sup>7</sup>, there is different motivation in term of students gender. She explains that girls students have different motivation with boy students. Therefore, in this case, researcher will conduct experiment

to measure students learning motivation on using E-Writing material viewed from different gender.

## **E-WRITING MATERIAL**

Electronic writing (E-writing) material is an offline product that used to help student to learn writing. It is begin from *Descriptive text* and continue with *Recount text*. The materials are taken from the syllabus of second grade students because the subjects are second grade students. The program is easy to use: Run the program, select the kind of the text that students want to write. There appears a text. Students are let to read the text. After students comprehending the text, they can click next. The program will show the characteristics of text. Students will learn it. Here, students have already learnt one kind of the text. They may do exercise by clicking the button "exercise". In this exercise, students drag the answers to the blank of the questions. If it is right, the word will place on it. But, if it is not the answer, the word cannot be dragged. There are three sections of these kinds of exercise.

The next exercise is completing the paragraph by choosing among three answers to fill the blank. If the answer is correct, the sign is thick. If the answer is wrong, the sign is cross. There are five questions for this section. The paragraph provided here is simple paragraph.

The next exercise is matching the picture with the paragraph by dragging the picture to the right paragraph that talking about it. Like the first exercise, if the picture is appropriate, the picture can be dragged and place it to the proper place. However, if the picture is not appropriate, the picture cannot be dragged. The next exercise is still matching the pictures. To make it more interesting, in this exercise, the students click the appropriate picture that suit to the paragraph. If the answer is correct, the sign is thumb up. If the picture is not correct, the sign is thumb down.

## **DIFFERENT GENDER ON MOTIVATION**

Some researcher found that different gender effect to the learning motivation. Nurul<sup>8</sup> conducted a research in Madrasah Aliyah Al-Ihsan Boarding School, Kampar from February to May 2015 to describe student's motivation based on gender in learning physic by using model of collaborative learning. Researcher used 1 boy's class with 15 students and 1 girl's class with 18 students with one group pretest – posttest and data collection instrument was questionnaire. The result of this research found that boys have higher motivation than girls before treatment. Before treatment, boy's motivation is 73,5% in high category and girl's motivation is 69,1% in middle category. But, after being given treatment by model collaborative learning, both of class decrease learning motivation, namely 69,3% in middle category for boys and 61,1% in middle category for girls. The result show that boys have higher motivation than girls before and after given treatment Madrasah Aliyah Al-Ihsan Boarding School.

Yuniarti<sup>9</sup> proposed different motivation on different gender in learning Bahasa Indonesia. The research was conducted in SMPN 1 Sleman Yogyakarta for class 7 students. However, the result of research shows that there is no positive significant of different gender toward learning motivation sine the significance value was  $0,374 > 0,05$ . On the contrary, she also found that there is positive significance influence of gender and attitude toward students Bahasa Indonesia achievement by significance value  $0,000 < 0,05$  and the percentage contribution of gender and attitude toward Bahasa Indonesia achievement is 69,8 %.

The previous research above shows different finding on the effect of gender toward achievement. The research conducted by Nurul (2014) found that boy have higher motivation compared with girl students. However, Yuniarti (2014) found that there is no different motivation between boys and girls. These two different findings encourage researcher to give empirical prove related to the different gender toward motivation. This research is aimed to prove whether different gender affect to the different motivation.

## **METHOD**

This study applies the quantitative research since it concerned with certain numbers of variable and numerical data. The data used in this research is interval data for they are taken from students' scores of pre test and post test. The research method in this study is quasi-experimental research non-randomized pretest-posttest control group design<sup>10</sup>. The first reason for conducting this method is no changing the setting of the class. The researcher only collaborate with the teacher for doing this study in order to make the condition of the class natural. So, the students will not feel being observed which could cause extraneous variable. The research is conducted using the time schedule arranged by school.

The research is conducted in SMP Al-Munawwariyyah Bululawang Malang. There are 9 classes, 32 students for each class in average. Researcher did not conduct system random sampling for the experiment because it was not permitted by principle. The researcher take two classes as control group and experimental group where these two classes are considered have the equal ability based on their school report and some information from their teacher. Group 1 consists of 30 students taught using E-writing material (experimental group) and group 2 consists of 32 students taught using traditional writing method(Control Group). English teacher is included in this research to teach control group using her usual method, while experimental group is taught by researcher as an English teacher using E-writing material. The research was conducted for two months in SMP Al-Munawwariyyah Bululawang Malang. Experimental group attends the computer laboratory to learn writing by using E-Writing material while control group attends the ordinary classroom using the traditional method that usually used by teacher. The aspects that was assessed were cohesiveness, coherence, grammar and vocabulary use. The design of the study is shown in table 1.



Table 1. Non-randomized Control Group pretest-posttest Design

Group	Pre-test	Treatment	Post-test
Control	Y1	X1	Y2
Experiment	Y1	X2	Y2

Y1: Observation in pre-test

Y2: Observation in Post-test

X1: Traditional Method

X2: E-Writing Material

For the test analysis, since non-randomized pretest-posttest control group and experimental group design was used in this research, the researcher applied ANCOVA formula to test the hypothesis. Pallant<sup>11</sup> states that ANCOVA can be used when two groups are involved in pretest/posttest design (e.g., comparing the impact of two different interventions before and after measure of the groups). Further he says that the scores of pretest are treated as a covariate to control for pre existing differences between groups. ANCOVA is also useful when random assignment of subjects to the different groups is impossible, but existing groups are used. Since the groups of this research may differ on a number of different factors, ANCOVA can be used in order to reduce some of these differences<sup>11</sup>.

Independent t-test is used to compute comparison scores between two groups with only two variables that is Independent and dependent variables.<sup>12</sup> For comparing scores between scores of post test on experimental and control group, researcher uses Independent t-test. Then, ANCOVA would be used to compute teaching method as independent variable, writing scores as dependent variable and students motivation as covariance. To get the accurate and correct data, the researcher uses SPSS for windows version to calculate the data.

Researcher also analyzes the different motivation between girl students and boy students toward E-writing materials usage in experimental class. In analyzing these differences, researcher use

classroom observation while students were using E-Writing materials spread questionnaires to know the respond of students on using E-Writing materials. In addition, score result of motivation taken from questionnaires which ask about students motivation toward the media given were also analyzed using ANCOVA as a factor variable or it is called as covariance. Then it would be compared which gender do have higher motivation whether they were girl students or boy students.

## FINDING

### 1. The Pre Test Result Of The Control And The Experimental Group

The result of pre test is in form of scores taken from writing test. Pretest was conducted in order to know whether between control and experimental group have the equal ability or not. If they have the equal ability, it means that the research can be continued on giving treatment so that the scores of posttest can be compared well. Here is the table of comparison between scores between control group and experimental group.

Table 1. The Score Summary of the Pre Test Result Control Group and Experimental Group

Statistics	Control Group	Experimental Group
N	32	30
Mean	68.94	67.31
Std. Deviation	4.819	4.645
Minimum	60	60
Maximum	82	78
Score		
Maximum score		

From the scores of pre test, it can be seen that both groups have the equal ability because they have the same average scores.

It means that the treatment can be given to the both control and experimental group.

## 2. The Post Test Result of the Control and the Experimental Groups

The Post test results were in form of score obtained on writing test which is assigned to both control and experimental group. The test was conducted in both groups after they got the treatments which the meeting was same. The complete result of students' writing achievement test score for the control group and the experimental group could be seen in Table 2 as follows :

Table 2. The Score Summary of the Post Test Result Control Group and Experimental Group

Statistics	Control Group	Experimental Group
N	32	30
Mean	77.44	82.44
Std. Deviation	4.493	3.959
Minimum Score	70	74
Maximum score	88	90

## 3. The Descriptive Statistic of the Post Test Result of Control Group and Experimental Group

Table 2 shows some improvement on experimental group scores. Mean scores of control group maintain in 77.44 while mean scores in experimental group increase to 82.44. The standard deviation is not different significantly. Seeing at the minimum scores, control group has the minimum score with the pre test while the experimental group has the increasing of minimum score from 70 to 74. On the maximum score, control group still has 88 while experimental group can reach score 90.

The data obtained from post test of the control group was organized in the table of distribution frequency as shown in the Table 3. The aim was to find out the three indexes in statistics: mean, median, and mode.

Table 3. The Result of the Computation for Statistical Index of Control Group

Statistics	Control Group
N	32
Mean	77.44
Median	76.00
Mode	74.00

Median is the middle score among all scores accumulated. Mode is the score which mostly appear from the data or list of all scores. From the data above, median scores 76 while mode has score 74. Both scores come close with the score of mean that is 77.44. It can be inferred that the result of mean, median and mode give some measure of how closely the data values cluster around the mean.

Table 4. The Result of the Computation for statistical Index of Experimental group

Statistics	Experimental Group
N	30
Mean	82.44
Median	78
Mode	76

Mean score of experimental group is higher than control group. It is on the point of 82.44. The median of students score is 78 while the mode of students score is 76. These three points are closely on the round of mean. The table above shows that students experimental group scores do not deviate too high. The result of students performance are closely

with what researcher expected where most students would achieve the target score. To test the hypothesis, the scores were calculated using ANCOVA which shown on the following table.

Table 5 The SPSS Output of the Posttest

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	2.415	.125	-4.723	62	.000	-5.000	1.059	-7.116	-2.884
Equal variances not assumed			-4.723	61.032	.000	-5.000	1.059	-7.117	-2.883

Theoretically, the significant level below .05 is rejected. Based on this, the significant level above is .00 meaning that this is below .05. Therefore, the null hypothesis is rejected. It means that there is different achievement between experimental group and control group because experimental group get better achievement than control group on writing test. Here, the use of E-Writing Materials on the students' writing achievement is really effective compared to those which is not using the E-Writing Material in teaching writing. Therefore, it is clear enough that the use of E-Writing Materials is effective.

4. Analysis of students writing scores on using E-Writing materials between boy and girl students

**Tests of Between-Subjects Effects**

Dependent Variable: Writing\_Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	39.220 <sup>a</sup>	2	19.610	1.605	.220
Intercept	1166.888	1	1166.888	95.478	.000
Motivation	.687	1	.687	.056	.814
Gender	29.402	1	29.402	2.406	.133
Error	329.980	27	12.221		
Total	205052.000	30			
Corrected Total	369.200	29			

a. R Squared = .106 (Adjusted R Squared = .040)

The table above is the computation result on calculating comparison between experimental and control group on their writing scores across different motivation. It can be seen from the point motivation on the significance value. The significance value on motivation is 0.814. the value 0.814 is above 0.05. Theoretically, if significance value is above 0.05, null hypothesis is accepted. Alternative hypothesis which says that there is different learning motivation between boy and girls students is rejected. It means that there is no different motivation between boy and girl students. They have similar motivation in learning writing using E-Writing materials.

5. Students responses toward E-Writing materials

To explore students response toward E-Writing materials, researcher spread questionnaires to the experimental group. The result of students response is shown in following table.

Table 4.1 result of students response toward E-Writing materials

No	Question	Agree	Disagree
1	I enjoy using E-writing materials	90%	10%
2	E-Writing materials can help me improving my writing skill	92%	8%
3	E-Writing materials is a good media for teaching writing	96%	4%
4	I can operate E-Writing materials easily	90%	10%

The first questionnaire is asking whether students enjoy using E-Writing material or not. The result of questionnaires shows that 90% students like using E-Writing materials for learning writing. They enjoy this media and feel that this media can improve their writing skill. 10% students do not enjoy this material.

Some statements of students response are as follow:

E3: "saya tidak suka menggunakan media computer karena saya kurang faham dalam mengoperasikan computer."

E6: "Menggunakan computer menurut saya sangat sulit dan membingungkan, mendingan belajar manual saja di kelas.

E9: "saya bingung dengan program ini"

From the responds above, it can be said that they don't really understand on using technology. They prefer studying manual lesson in classroom. This problem can be solved if teacher can guide them well on how to use the media technology since technology is really necessary to master especially in this modern era.

Statement number 2 ask if E-Writing can help improving students writing skill. The data shows that 92% students agree that E-Writing materials can improve their ability. However, 8% students deny for the effectiveness of E-Writing materials for improving writing skill. They respond as follow:

E12: saya merasa tidak ada peningkatan kemampuan setelah menggunakan media ini

E15: "Media ini biasa biasa saja"

Based researcher observation, E12 and E15 are not too serious in learning English. They ignore the use of E-Writing materials. It means that their motivation in learning English was still low.

On the statement number 3, 98% students agree that actually E-Writing materials is a good media for teaching writing. They state that this media is interesting to use. Even students who do not enjoy using this media admit that E-Writing materials is a good media for teaching writing.

For the process of operating the software, only 10% students cannot operate it well since their weakness on using technology. In this case, researcher guided students to operate it step by step until finally they can use it well. It needs more time to give special attention for those students who do not really master technology.

Based on overall observation in experimental class at SMP Al-Munawwariyyah Bululawang Malang, E-Writing Materials can help students enjoy writing paragraph. By using this media, students feel eager to write. They are motivated to train their selves in writing paragraph. They enjoy this media well. Students achievement in writing can increase well because they like to train themselves to write and write. This media can help students to practice writing at home. They have more time to use the media as they like. The more they practice, the more their writing achievement increase.

## **DISCUSSION**

The result of pretest and posttest analyses are discussed to conclude whether both groups of experimental and control group achieve different achievement because it will determine the success of the teaching learning method used by teacher when giving treatment. On the other hand, the result of questionnaires which is in form of



qualitative data are discussed to know whether students like or not with the media. Students response are analyzed to know their motivation toward E-Writing materials.

The finding of students score showed that different treatment used for Experimental Group and the Control Group gave a significant different result in the students' writing achievement. It indicated that the students who were taught by using E-Writing Material have better achievement than students who were taught by using conventional method. It can be seen from their mean score on their Posttest. It is clear that E-Writing Materials can help students to write descriptive and recount text well.

The effectiveness of E-Writing Materials on students' writing achievement can be seen from the results of the analysis of the mean score on students' test. The result of the testing revealed that the Experimental Group, which was using E-Writing Materials have significantly better writing achievement (the mean score of Experimental Group was 82.44 and the mean score of the Control Group was 77.44) in term of content, vocabulary, grammar, and mechanics.

E-Writing materials which was designed to train students to make them eager on writing have geared the Experimental Group to produce pieces of writing that are quite comprehensible. The error they have encountered in the Posttest did not hamper the clarity of the meaning and the content of writing they produced. This proved that there was a significant improvement in the students writing ability after the treatment.

In general, the reduction of the errors encountered by the Experimental Group in Posttest, somehow, was caused by the feedback, errors correction, and short explanation given by their teacher as the part of the treatment. Feed back and error correction, according to learning theory (stimulus response), can reinforce the students knowledge.

Apparently, the improvement of the Experimental Group's writing is due to the increase of the scores on the four components of

writing: content, vocabulary, grammar, and mechanics. The result of the analysis of the scores was achieved by Experimental Group after eight times of getting treatment were significantly higher than the Control Group. This indicated that the Experimental Group achieved better in the four components of writing because of the treatment given.

In the aspect of pleasant, it looks that students enjoy using this media. It can be seen from their responses toward E-writing materials where 90% students eager to write and feel that using this media is helpful way. The high percentage of students eagerness is a proof of E-writing materials' effectiveness in helping students eager to write. 10 % students which feel that E-Writing materials do not help them to write better were interrogated by teacher to know the reason of their negative responses. As a result, they said that they do not feel comfortable studying using computer since they cannot operate computer well. Even, their respond shows their incapability of using computer by saying confused. The problem that appears from those 10% students that they don't really understand on using technology. It is teachers work to handle those who do not understand of using computer. Teacher should guide them more comprehensively in operating computer or running E-writing materials program. It is expected that all students are able to use this effective media.

Based on overall observation in experimental class at SMP Al-Munawwariyyah Bululawang Malang, E-Writing Materials can help students enjoy writing paragraph. By using this media, students feel eager to write. They are motivated to train their selves in writing paragraph. They enjoy this media well. Students achievement in writing can increase well because they like to train themselves to write and write. This media can help students to practice writing at home. They have more time to use the media as they like. The more they practice, the more their writing achievement increase.

For the discussion of different gender affect to the different motivation is discussed based on the ANCOVA computation on the result of students writing scores and students motivation index

toward E-Writing materials. Previous researchers found that different gender effect to the learning motivation. Nurul<sup>13</sup> described student's motivation based on gender in learning physic by using model of collaborative learning. The result show that boys have higher motivation than girls before and after given treatment Madrasah Aliyah Al-Ihsan Boarding School. However, Yuniarti<sup>14</sup> found that there is no positive significant of different gender toward learning motivation sine the significance value was  $0,374 > 0,05$ .

This study reveals that there is no different learning motivation between boy and girl students based on ANCOVA computation which stand on point 0.814 which is above 0.05 where theoretically null hypothesis is rejected. This finding contrast to the theory of Nurul which said that student's motivation based on gender. On the other hand, this study support the theory of Yuniarti which stated that there is no positive significant of different gender toward learning motivation sine the significance value was  $0,374 > 0,05$ .

## **CONCLUSION**

This study revealed that E-Writing Materials could significantly prove that the class who are taught by using E-Writing Materials have better achievement than class who are taught by using conventional method. The class who are taught by using E-Writing Materials could write more enjoyable and could got the idea easier because they are trained well. After 8 meetings of using E-Writing materials, students have a good progress on writing. By using this media, students have more chances to write not only at school but also at home by feeling pleasure.

Based on the analysis using ANCOVA, it can be concluded that E-Writing Materials was effective to improve students writing achievement. The effectiveness can be proven by students' progress on Posttest for students who are taught by using E-Writing materials. The improvement is not only on developing idea, but also on organizing the idea.

Students give positive response to the E-Writing Materials. It is known from the observation when conducting a treatment. It looks that students enjoy this media because they are not confused about organizing the idea. They can write a paragraph easier. They like using this media because this media is designed interesting. They are eager to write using this media than manual writing.

On the other hand, based on researcher observations, some weakness of using E-Writing materials were found. This media only can be used by school who has computer laboratory which can accommodate students to learn English. This media needs a set of computer with high specification. The problem is when school cannot facilitate computer laboratory for students that can be used for students one by one in a class. In addition, This media cannot be used without a set of normal computer. Some computers at school were got viruses, so the software cannot run well. Some errors windows make trouble for running this software. So, the administrator should keep the computer from any viruses which can destruct the process of running program.

Researcher observation related to the different learning motivation between boy and girl students are break down in this research. Boy and girl students have high motivation in learning English especially on the activity of using E-writing materials. This finding is based on ANCOVA computation on students response toward E-Writing materials which is scored by researcher on the form of index using motivation rubric.

## **SUGGESTION**

In accordance with the conclusion above which showed that E-Writing Materials was effective, some suggestions are proposed to follow up the findings. The suggestions are addressed to the English teachers and the future researchers.

Based on the implementation of E-Writing Materials in teaching writing, it is suggested that English teachers apply E-Writing Materials especially in teaching writing. Yet, teachers should

focus on the following aspects design a suitable texts, compose tasks, and allocate the time since more time is required when it comes to low students. Furthermore, teacher should consider the facility provided by school because this media needs computer for each student.

Besides, it is advisable for teacher to give more and various tasks to the students. The tasks can be done at home as a homework or project if the time at school is limited. More and various tasks can enrich students' knowledge and make them be more trained especially in writing activities.

To the future teacher-researchers, particularly those who are interested in using E-Writing Materials in their research, it is suggested that they conduct experimental research design on the use of E-Writing Materials in teaching writing related to the other text types, such as narrative and procedure texts.

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## ENDNOTE

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## Appendix : Students Score

Pretest Score for Control group

Students	Score	Students	Score
1	60	17	64
2	70	18	66

3	68	19	74
4	64	20	72
5	66	21	72
6	66	22	66
7	70	23	64
8	70	24	72
9	72	25	72
10	72	26	68
11	76	27	64
12	70	28	70
13	66	29	64
14	82	30	70
15	78	31	64
16	72	32	62

Pretest Score for Experimental Group

Students	Score	Students	Score
1	64	16	62
2	66	17	64
3	68	18	72
4	60	19	70
5	64	20	72
6	66	21	64
7	68	22	62
8	70	23	70
9	72	24	72
10	70	25	64
11	74	26	62
12	66	27	68
13	64	28	62



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14	78	29	70
15	76	30	64

Posttest Score for Control group

Students	Score	Students	Score
1	74	17	72
2	76	18	74
3	78	19	82
4	74	20	80
5	74	21	82
6	76	22	74
7	78	23	72
8	80	24	80
9	82	25	82
10	80	26	74
11	84	27	72
12	76	28	78
13	74	29	72
14	88	30	80
15	86	31	74
16	80	32	70

Posttest Score for Experimental Group

Boy Students	Writing Score	Motivation Index	Girl Students	Writing Score	Motivation Index
1	80	8	16	80	7
2	84	7	17	82	9
3	84	8	18	84	9
4	80	8	19	84	8
5	80	8	20	82	9
6	82	9	21	80	9

The Effectiveness of E-Writing Materials to Teach Writing Skill

7	74	8	22	84	9
8	82	9	23	84	8
9	84	8	24	90	9
10	84	8	25	80	9
11	84	9	26	80	8
12	80	9	27	84	9
13	80	8	28	80	9
14	84	7	29	92	9
15	80	7	30	90	8