THE EFFECTIVENESS OF A WEB-BASED MENTIMETER LEARNING MEDIA TOWARDS STUDENTS' WRITING ABILITIES IN MAN KOTA BATU

THESIS

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

THE EFFECTIVENESS OF A WEB-BASED MENTIMETER LEARNING

MEDIA TOWARDS STUDENTS' WRITING ABILITIES IN MAN KOTA

BATU

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for

the Degree of English Language Teaching (S.Pd.) in the English Education

Department

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Assalamu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing, technique, and after reading, students' thesis as follow:

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MOTTO

"If you do good, you do good for yourself"

THESIS DEDICATION

I fully dedicate this thesis to two great people in my life, my father Drs. Sihabbudin and my mother Rochmah. These two were the ones who made everything possible so that I could get to the stage where this thesis was finally completed. Of course, my husband always supported me in everything and also to the whole family that I cannot mention one by one. Thank you for giving me support and motivation as well as prayers. I also present this thesis to Maslihatul Bisriyah, M.TESOL as my thesis supervisor who always helps and provides useful guidance and advice so that I can complete my thesis well. Finally, I dedicate this thesis to my friends who have given me motivation and encouragement and always help each other in the preparation of this thesis.

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Praise be to Allah SWT who has bestowed His grace and guidance so that the researcher was given the strength to complete the final project entitled "The Effectiveness of A Web-Based Mentimeter Learning Media Towards Students' Writing Abilities In MAN Kota Batu". My prayers continue to be given to the Prophet Muhammad SAW who has brought life guidance to mankind.

For the completion of writing this thesis to the completion of the final project at the undergraduate level, the researcher would like to thank many parties who have helped the researcher in the smooth running of this thesis research. Researcher believes that without help and support, researcher cannot complete this thesis quickly. With humility, the researcher would like to thank the following:

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For all parties, the researcher realizes that there are still many shortcomings in writing this thesis that need to be improved. For this reason, researcher needs advice to make improvements to existing shortcomings. Hopefully this thesis will be useful for other researchers and readers.

Malang, June 14 2024
The researcher,

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia decision number 158 of 1987 and number 0543b/U/1987 as follows:

A. Words

ا	= **a**	ز	= **z**	ق	= **q**
ب	= **b**	س	= **s**	ك	= **k**
ت	= **t**	ش	= **sy**	ل	= **l**
ث	= **ts**	ص	= **sh**	م	= **m**
ج	= **j**	ض	= **dl**	ن	= **n**
ح	= **h**	ط	= **th**	و	= **w**
خ	= **kh**	ظ	= **zh**	ه	= **h**
د	= **d**	ع	= **'**	ء	= **'**
ذ	= **dz**	غ	= **gh**	ي	= **y**
ر	= **r**	ف	= **f**		

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong Vocal

أَو	= **aw**
أَي	= **ay**
أُو	= **ŭ**
إِي	= **ĭ**

TABLE OF CONTENTS

LIST OF TABLE

LIST OF IMAGE

LIST OF HISTOGRAM

LIST OF APPENDICES

ABSTRACT

Kartika, Alfi Faizati Alawiyah Ayu. 2024. The Effectiveness of A Web-Based Mentimeter Learning Media Towards Students' Writing Abilities In MAN Kota Batu. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.

Advisor : Maslihatul Bisriyah, M.TESOL

Key Words : Mentimeter, Writing Abilities, Learning Media, English as a Foreign Language (EFL)

In learning English as a Foreign Language (EFL), writing is a crucial skill to master because it is essential for both academic success and effective communication. To improve students' writing skills, incorporating technology into the learning process is necessary. One technological tool that can enhance students' writing skills is Mentimeter, a web application designed to facilitate interactive learning activities. The purpose of this study was to determine the effectiveness of Web-Based Mentimeter as a learning media in teaching and learning English writing in the classroom. The research used a quantitative approach with a quasi-experimental method. The samples taken were class XI MIPA 5 (experimental) and class XI MIPA 1 (control), with 27 students each. Data collection techniques used observation and tests (pre-test and post-test). The result of this research, it can be concluded that there is effectiveness in the use of Web-based Mentimeter. The output of the hypothesis test using the independent sample t-test in the Equal Variances Assumed section shows the Sig value. (2-tailed) is $0.00 < 0.05$, it can be concluded that there is a difference between the experimental class and the control class, where Ha is accepted and H0 is rejected.

ABSTRAK

Kartika, Alfi Faizati Alawiyah Ayu Kartika. 2024. Efektifitas Media Pembelajaran Berbasis Web Mentimeter Terhadap Kemampuan Menulis Siswa di MAN Kota Batu. Skripsi, Program Studi Pendidikan Bahasa Inggris. Fakultas Ilmu Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Maslihatul Bisriyah, M.TESOL

Kata Kunci : Mentimeter, Kemampuan Menulis, Bahasa Inggris sebagai Bahasa Asing (EFL).

Dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL), menulis adalah keterampilan yang sangat penting untuk dikuasai karena sangat penting untuk kesuksesan akademis dan komunikasi yang efektif. Untuk meningkatkan keterampilan menulis siswa, mengintegrasikan teknologi ke dalam proses pembelajaran sangatlah diperlukan. Salah satu alat teknologi yang dapat meningkatkan keterampilan menulis siswa adalah Mentimeter, sebuah aplikasi web yang dirancang untuk memfasilitasi kegiatan pembelajaran interaktif. Tujuan dari penelitian ini adalah untuk menentukan efektivitas Mentimeter Berbasis Web sebagai media pembelajaran dalam mengajar dan mempelajari menulis Bahasa Inggris di dalam kelas. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi-eksperimen. Sampel yang diambil adalah kelas XI MIPA 5 (eksperimen) dan kelas XI MIPA 1 (kontrol) dengan masing-masing 27 siswa. Teknik pengumpulan data menggunakan observasi dan tes (pre-test dan post-test). Hasil dari penelitian ini, dapat disimpulkan bahwa terdapat efektifitas pada penggunaan Mentimeter berbasis web. Adapun output pada uji hipotesis yang menggunakan independent sample t-test pada bagian Equal Variances Assumed diketahui nilai Sig. (2-tailed) adalah $0.00 < 0.05$, maka dapat disimpulkan bahwa terdapat perbedaan antara kelas eksperimen dan kelas control, yang mana Ha diterima dan H0 ditolak.

ألخلاصة

كارتيكا، ألفي فايزاتي ألاوية أيو كارتيكا. 2024. فعالية وسائل التعلم الإلكترونية القائمة على منتيميتر في تحسين قدرات الكتابة لدى طلاب المدرسة الإسلامية الوطنية في كوتا باتو. رسالة بكالوريوس، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانغ.

المشرف : مسلحة البسرية , M. TESOL

الكلمات الرئيسية : منتيميتر، قدرات الكتابة، اللغة الإنجليزية كلغة أجنبية (EFL)

في تعلم اللغة الإنجليزية كلغة أجنبية (EFL), تعد الكتابة مهارة مهمة جدّا يجب إتقانها لأنها ضرورية للنجاح الأكاديمي والتواصل الفعال. لتحسين مهارات الكتابة لدى الطلاب, يعد دمج التكنولوجيا في عملية التعلم أمرًا ضروريًا للغاية. إحدى الأدوات التكنولوجية التي يمكنها تحسين مهارات الكتابة لدى الطلاب هي Mentimeter, وهو تطبيق ويب مصمم لتسهيل أنشطة التعلم التفاعلية. الغرض من هذا البحث هو تحديد مدى فعالية مقياس Mentimeter المتعمد على الويب كوسيلة تعليمية في تدريس وتعلم الكتابة باللغة الإنجليزية في الفصل الدراسي. يستخدم هذا البحث المنهج الكمي مع الأساليب شبه التجريبية. كانت العينات التي تم أخذها هي الفصل XI MIPA 5 (التجريبية) والفصل XI MIPA 1 (التحكم) مع 27 طالبا لكل منها. تستخدم تقنيات جمع للبيانات الملاحظة والاختبارات (الاختبار القبلي والاختبار البعدي). و يمكن استنتاج نتائج هذا البحث أن هناك فعالية استخدام Mentimeter على شبكة الانترنت. يُعرف نتائج اختبار الفرضية باستخدام اختبار t للعينة المستقلة في قسم تساوي التباينات المفترضة بقيمة (Sig. (2-tail هي 0.00 > 0.05, لذلك يمكن استنتاج أن هناك فرق بين الفصل التجريبي والفصل الضابط, حيث يتم قبول Ha و H0 مرفوض.

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses several points related to this research. These point cover the background of the study, the research question, the research objective, the scope and limitation of the study, the significance of the study and the definition of key term.

1.1 Background of the Study

In learning English as a Foreign Language (EFL), there are some skills that should be mastered including reading, listening, speaking, and writing. Those skills are categorized into two types : productive and receptive skills. Productive skill refers to the ability to utilize and express language codes to transfer information in term of writing and speaking skills. While receptive skill is an ability to understand and comprehend language code through reading and listening without creating and transferring any information that can be admitted by other people.

There are some particular differences between teaching productive and receptive skills. In this case, for the productive skills namely : writing and speaking, both are having differences. When writing we need more elements of skills such as using proper sentence, using appropriate words, and correct spelling. However in speaking, we can used gesture, ask question, and facial expression (Hasibuan, 2013). From that description we can conclude that even though in the same type of skill, writing is more difficult to do compare to speaking. Jaramillo and Medina (2011) stated that many students struggle to learn writing skills because of the complexities related to the construction of sentences and grammatical errors.

Furthermore, writing is considered as essential skill that should be mastered especially in academic field. Quintero (2008) proposed that some pointed-out problems with lexical choices, punctuation, or coherence in every sentence and paragraph are some crucial stuff in academic writing, and they take time to understand.

The important of writing also mentioned on Quran surah Al-Alaq (96) verse 3 and 4 :

اقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ (٣) ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ (٤)

"Read! And your Lord is the Most Generous (3). Who taught (human) by

the pen (4)." (QS. Al-Alaq (96): 3-4)

Based on this verse, Allah teaches humans through the pen, so it can be concluded how important it is for humans to learn the existence of writing activities which are in fact carried out through the pen. The ability to write is none other than to become an intermediary for the knowledge given by Allah SWT to humans. In addition, in hadits prophet Muhammad also said,

قَيِّدُوا العِلمَ بالكِتابِ

"Tie knowledge with writing" (HR. At-Thabrani and Hakim from Abdullah

bin Amr).

That hadits further emphasizes that writing is an important activity because through writing human can be preserved and develop knowledge more complex.

The requirement to pay attention to several additional skills makes writing something that is not easy to learn. Based on the importance of writing skills that must be possessed by someone, as well as the difficulties of learning writing,

teachers must spend extra abilities in teaching writing to their students. Thus, teachers should provide additional proper media to help students obtain more optimal results in teaching writing skill.

In the development of technology, many media can be used to help the performance of students' writing abilities. Furthermore, since the development of technology is very rapid and cannot be avoided, the use of technology-based media is very crucial. Through the use of technology in the writing class, students will indirectly have the intelligence to adapt to technology. The ability to adapt to technology can also make it easier for students to adapt the use of technology for the writing process outside the classroom.

One of technology-based media that can be useful in writing classes is a web-based Mentimeter application. Mentimeter is a website-based application that can be used to carry out learning activities or seminars. According to Lusiani (2021), Mentimeter is a web-based application that is simple to download from a smartphone or laptop. Mentimeter can become a media to share and conduct various tasks and activities on teaching writing, so it can formatively evaluate students' understanding (Ruzigul, 2023).

Moreover, this media also includes its ability to affect students' enthusiasm in learning, as a tool for gathering data, and as a platform for expressing viewpoints. The Mentimeter app is an interactive presentation tool that enables students to swiftly reply to information presented by teachers by submitting comments from their smartphone or laptop. As a result, it may be utilised as a learning tool. The direct response from students can give immediate feedback on the material being taught, support students' learning, facilitate practice, and encourage participation

from students (Trees & Jackson, 2007).

Based on previous researchers (Nurhasnawati (2023), Chotimah and Cahyani (2022) and Bayram (2020)), the research subjucts were mostly at University and mostly using online learning. Therefore, researchers found a gap, that there had never been research using Mentimeter studied in high school and using Mentimeter with face-to-face learning. So that learning to use Mentimeter face-to-face learning is more effective compared to previous researchers and conducting research using Mentimeter with the title "The Effectiveness Of A Web-Based Mentimeter Learning Media Towards Students' Writing Abilities In MAN Kota Batu"

1.2 Research Question

Based on the explanation in the background of the study, the formulation of the problem is in the form : How effective is the use of Web-Based Mentimeter learning media on students' writing ability at MAN Kota Batu?

1.3 Research Objective

In line with the formulation of the research question, the research objectives of this study is to determine the effectiveness of Web-Based Mentimeter as a learning medium in teaching and learning English writing at MAN Kota Batu.

1.4 Scope and Limitation of the Study

This research determined the effectiveness of the Web-Based Mentimeter as a learning media in teaching and learning English writing in the classroom. This research focused on the use of the web-based Mentimeter learning on students' writing skills at MAN Kota Batu. Thus, another web-based learning media did not

be used or discussed in this research. The research sample was also limited to eleven grade students of MAN Kota Batu.

1.5 Significance of Study

This research explored the use of Mentimeter towards students' writing ability. Therefore, this research is expected to contribute practical and theoretical to the teaching and learning process of English:

1. For the students : Mentimeter can become a media that students consider to use when learning English writing.

2. For teachers : Teachers can consider using Mentimeter as technology-based media to teach English writing in face-to-face context for senior high school students.

3. For researchers : This study will increase knowledge about web-based media that can affect English writing teaching and learning process.

1.6 Definition of the Key Terms

There are several key terms provided in this study, they are :

1. Mentimeter is a website-based application that used as the media in collaborative learning in learning writing.

2. Writing Ability is one of the English language abilities that must be learned. Among all the skills, learning how to write is regarded as the most difficult. There are various steps involved in writing, starting with the initial draught, structuring, reviewing, focusing, and developing ideas and evaluation. The ability to write is a skill that is both physical and mental.

3. Learning Media is all forms of material, tools and methods used to

support and facilitate the learning and teaching process. This includes everything that can be used to stimulate students' thoughts, feeling, attention and willingness of learners to make the learning process more effective and efficient.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explained the information and theories related to the variables and topics in this research. Information and theories are taken based on previous research. Some of the information and theories that presented include the definition of writing, the components of writing, the aspects of writing, and the general information regarding Mentimeter.

2.1 Writing Ability

Writing is an activity to convey thought and ideas in form of series of word to become sentences and paragraphs (Wahyuda, 2022). By writing, something abstract in our minds can be transformed into something concrete. Knowledge can also be disseminated and developed more effectively. Thus, the ability to write is an essential skill that must be mastered by students. Raimes (1983) suggests several reasons for the importance of having good writing skills and writing can help students in learning. First, through writing students can strengthen their knowledge in understanding idioms, vocabulary, and grammatical structures that have been taught by the teacher. Secondly, through writing students have the opportunity to develop what they have learned and explore language. Finally, when students write they are trying to express the ideas they have in their minds as well as possible and use their hands, eyes, and brain consistently which is a unique way to reinforce the lesson plus by writing students have a connection with the new language learned.

Furthermore, according to Harmer (2007) writing has two purposes which people should know, namely writing-for-writing and writing-for- learning. The two

purposes of writing must be distinguished because it will affect the writing process and the focus of one's writing goals. In the purpose of writing-for-writing, writing is intended to develop a person's writing ability as a "writer" so that the focus of this goal is how a person can write well with various types of writing, so that the language used is not the focus in the writing process but the focus on the whole writing.

On the other hand, writing-for-learning is a writing goal which emphasizes the language used in writing. In addition, as the name suggests, writing-for-learning in this case the writing process aims to improve students' writing skills, this is because writing can be used as an aide-memoire or a training tool to help students practice and work with the language they have learned.

2.2 Component of Writing

In writing there are some components that should be considered, so that we can convey messages well in our writing and can be understood by readers. Based on a statement from Bacha (2002), in writing a text there are three important sub-skills that need to be emphasized when writing, the first is language in the form of sentence structure, vocabulary, grammar, mechanics, and coherence. Furthermore, organization in the form of thesis statements, general statements, topic sentences, supporting sentences, and closing sentences. And finally, content in the form of main ideas, supporting ideas, and logical order of ideas.

In addition, Nunan (2003) stated that there are three components of writing. First, the content which describes what the child is writing means that the content contains the thoughts of the writer. Furthermore, organization which describes a writer arranges his thoughts, which contains how existing ideas are arranged by the

author so that it becomes a writing that has unity, cohesiveness, and organization of ideas. Third, grammar which describes the level of accuracy of the language used which means that the writer must pay attention to the grammatical structure.

Moreover, Preszler (2006) noted that there are six components to writing. The first is the idea, which is the core of the message, the content of the work, and the details of the central theme. Next, organization, which is the internal structure, a series of main meanings, a logical and interesting series of ideas in a writing. Third, voice, which is the heart and soul, intelligence, charm, and passion and conviction of a writer conveyed through words. Fourth, word choice, which is the richness of language, diversity of words, and accuracy that attracts and enlightens readers. Fifth, sentence fluency, which is the rhythm and flow of language, the sound of word patterns, and the way the text is heard by the ear rather than just seen. Finally, convention is the technical accuracy of the article, which includes spelling, paragraphing, punctuation, and capitalization.

Based on Weigle (2002), there are five components in writing. The first component is content, where in writing the content must be clear so that readers can capture the message and gain knowledge. In addition, the content must be organized in a well-integrated and comprehensive manner in order to obtain good writing. The second component is organization, this refers to how the writer arranges ideas or messages in writing, the things involved in organizing the content of writing in the form of coherence, the rules of meaning either from general to specific or vice versa, and chronology that occurs from the beginning to the conclusion. The third component, vocabulary where the right choice of words will produce good writing. Besides that, vocabulary is also related to the expression of ideas because when the

writer has a lack of vocabulary knowledge, the writer will have difficulty in conveying his ideas. Fourth, the use of language, this is in the form of ignoring the point and accurate grammar in writing description and another type of writing. Lastly, mechanics, where this relates to two things, namely punctuation and capitalization. Punctuation is useful to clarify meaning, while capitalization contains the principle of first to differentiate between proper things and particular things. Secondly, to appear as the initial word in quotations, proper adjectives and formal statements.

In short, it can be concluded that when we write, there are many things that need to be considered both in terms of clarity, accuracy, and continuity between words and sentences written. Where these things can affect the readability of writing which can make it easier for readers to capture the content, thoughts, and messages in the writing.

2.3 Process of Writing

The writing process is carried out in several stages, according to Harmer (2007) in writing four stages are needed, namely planning, drafting, editing (reflection and revision), and the final version.

2.3.1 Planning

In the planning process several things should be considered by a student. First, the purpose of their writing which relates to the use of language they will use as well as what information is selected. Secondly, determining the target or audience that will read their writing which also affects the choice of language to be used such as formal or informal nuances. Finally, preparing the content, the way of organizing facts or arguments.

2.3.2 Drafting

Drafting is the first version of a piece of writing. This stage requires a lot of time to focus on the process of developing thoughts and organizing ideas.

2.3.3 Editing (Reflection and Revision)

Rereading the work and giving feedback is done at this stage. For example, looking at the clarity of the information conveyed, ambiguous sentences, and grammatical errors. Then revisions are made to the parts that are deemed wrong and improve the variations in the writing.

2.3.4 Final version

At this stage the writing is ready to be sent to the target audience. Large differences with the initial draft may occur at this stage because many changes are made during the editing process, where irrelevant information in the previous draft is removed.

Furthermore, Hyland (2007) states that there are 8 stages in the writing process, in order to provide students with a clear understanding of how to produce good writing. The first stage is topic selection, the topic selection stage can be done by students and teachers. Students are given the freedom to choose their own topics or with help from the teacher, besides that the teacher can choose topics that must be chosen by students.

The second stage, prewriting at this stage students are involved in brainstorming, note-taking, data collection, and creating a section outline. Stage three, composing or drafting is the stage where students begin to write

down thoughts and ideas on paper. The fourth stage, revision can be done by teachers or peers, this is a response to ideas, text style, and organization of the text. The fifth stage is proofreading or editing, this stage is in the form of improving writing in terms of form, evidence, layout, and so on.

Stage six is evaluation, where at this stage the teacher evaluates the progress of the students and the development of the students should be measured over time. Stage seven, publishing at this stage students allow others to read the final writing, this can be done through a presentation in class, displayed on the bulletin board, or published on the school website. The last stage is a follow-up task, the purpose of this stage is to summarize the weaknesses of students' writing, as well as to improve students' writing skills.

From the explanation above, it can be concluded that in the process of writing a piece of writing, it cannot be done only by passing through one stage of writing, I need planning and improvement in the process before the writing is suitable for reading.

2.4 Media For Teaching Writing

The use of media in teaching writing ability is essential to increasing learning effectiveness and student engagement. Media such as videos, images and digital tools help explain complex and abstract writing concepts to be more easily understood. For example, video tutorials can provide hands-on examples of how to write a good essay or short story, while images can stimulate students' creative ideas. Digital resources such as writing apps and online platforms also provide interactive environments that encourage students to practice writing more often (Hyland, 2003).

In addition, the use of media helps adapt teaching methods to students' various learning styles. Some students may be more responsive to visual and audio learning, while others prefer to learn through hands-on interaction and practice. Digital media allows for more personalized and adaptive learning, providing instant feedback that can help students correct their mistakes quickly (Graham and Perin, 2007). For example, programs like Grammarly or Google Docs offer auto-correction and improvement suggestions that are very useful in the process of learning to write.

On the other hand, it is also important to consider the challenges that may arise with the use of media in teaching writing. The use of technology requires adequate infrastructure, such as access to computers and a stable internet. In addition, teachers need to have sufficient skills in operating digital media and ensuring that its use does not divert students' focus from the main purpose of learning. With proper planning and implementation, media can be a very effective tool to improve students' writing skills and make the learning process more interesting and productive.

2.5 Mentimeter

Mentimeter is a Swedish company based in Stockholm established in 2014 and not only limited to the educational context, but also extend to business, medical sciences, and also entrepreneurship (Ranjbaran et al., 2023). However, this study focused on research conducted in the educational context. Several advantages of Mentimeter in educational context, such as : first, Mentimeter can be used to conduct surveys or reviews of students in response to thoughts and opinions via smartphones or computers that are on the network (Mohin et al.,

2022). Second, Mentimeter can make presentation activities more interactive by involving the audience in it through vote, ask questions, and interact throughout. Third, Mentimeter can become students' assessment media by creating interactive quiz in the class. As of September 2023, according to Mentimeter.com, this web-based application has received 600 million votes, used by 19 million presenters, and has reached more than 220 countries and territories.

In Mentimeter, there are several popular templates and popular features. You can choose it according to your needs. Show in the image 1.
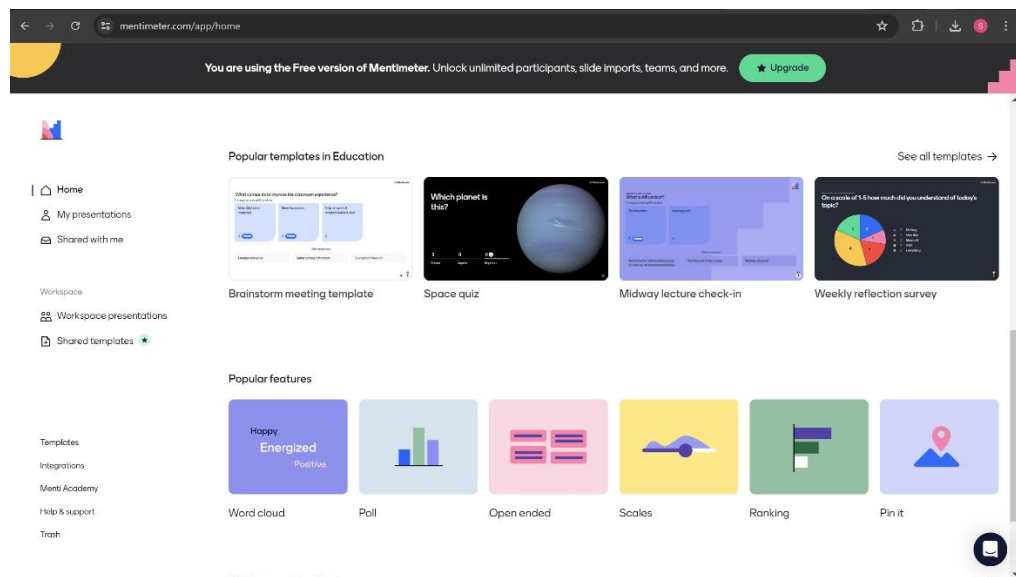
Image 1 Popular Templates and Popular Features

Moreover, to the addition of features made Mentimeter can also be integrated with several applications such as zoom, Microsoft team, Hopin, and Power point so as to support presentation activities.
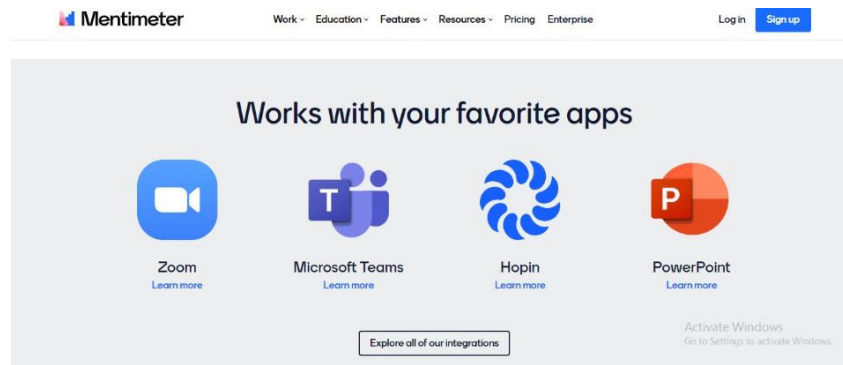
Image 1 Integration Apps

Mentimeter is focused on two activities, namely work and education, each activity focus is presented with its own features that can support these activities. In terms of education, Mentimeter aims to boasting learning outcomes where it can be used to test student knowledge, start discussions, and support students to ask questions directly. Things that teachers can do using Mentimeter are lectures, assessments, seminars, student Events, Classroom lesson.

Additionally, in terms of education Mentimeter offers a modern way to teach by increasing student satisfaction with technology that suits their needs and can create a more collaborative learning experience for everyone. Plus Mentimeter can increase student engagement thus obtaining a higher level of learning because with Mentimeter any teacher can ask and be asked the right questions, get a quick overview of group understanding and clarify any issues or confusion. Get a quick overview of group understanding and clarify issues or confusion. Increase participation with interactivity and anonymous voting. Furthermore, in the field of education, Mentimeter has been used by 97 universities that are among the top 100 best universities.

2.6 Advantages and Disadvantages of Mentimeter

Similar to other learning media, Mentimeter also has advantages and disadvantages. Based on Sari (2021) some of the advantages of Mentimeter include easy to use, no need to download an application to use it, offers interactive learning with attractive presentations, can encourage student engagement, promotes collaborative learning, improves the quality of learning because it encourages students to interact and discuss certain topics, even for the most introverted students. On the other hand, Mentimeter has two weakness. First is the need of a good internet connection, students will not be able to join learning using Mentimeter if they do not have an internet connection. Second, Mentimeter's anonymity feature can make it difficult for teachers to identify which students have contributed to the discussion, beside students cannot edit the answers that have been sent.

2.7 Step How To Use Mentimeter

1. First step

   Open Google and type "Mentimeter.com". Create an account before starting.
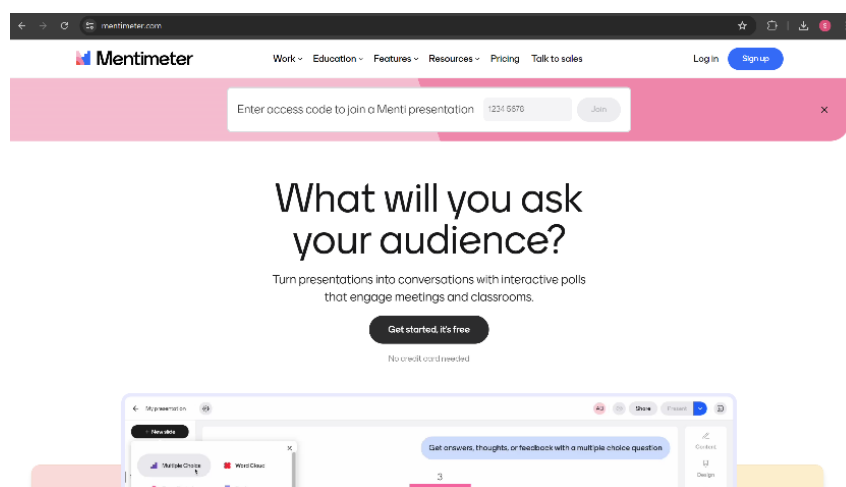
2. Second step

After creating an account, there are several categories and select the category

needed to use Mentimeter.
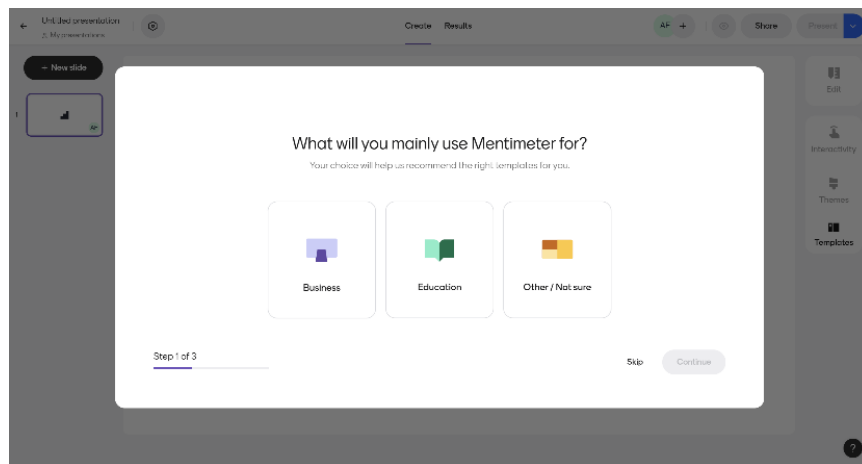
3. Third step

If you want to create a new presentation, click "new menti"
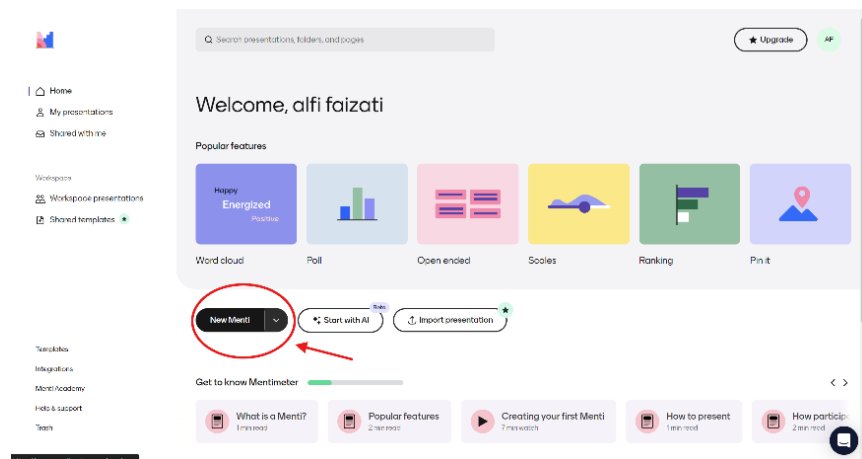
4. Fourth step

   After click "new menti", you choose "start from scratch" and you can choose

   some features that you need to use.
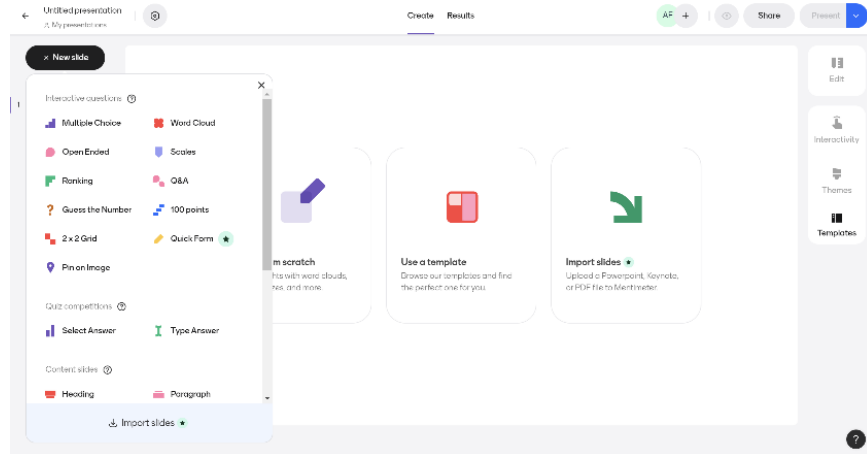
5. Fifth step

   If you want to use Mentimeter to present in front of students, click

   "Instruction" and the screen will display QR code.
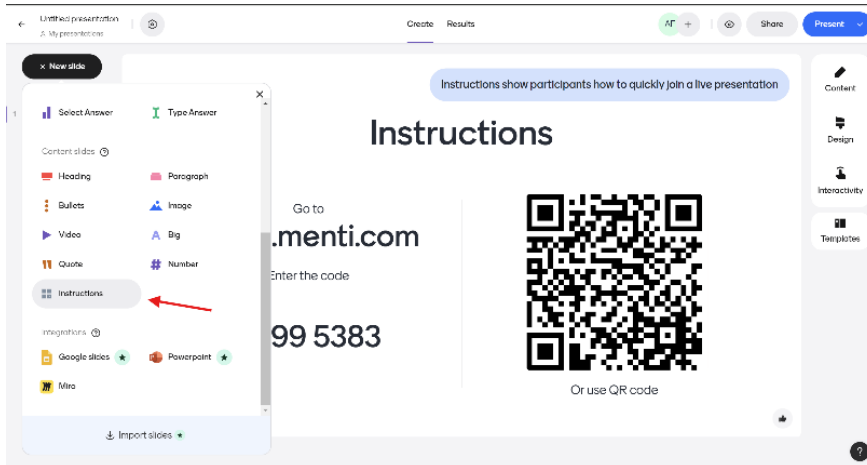
6. Sixth step

After add the new slide, you can change the slide type according to your needs.

Below is an example of a slide with Open Ended type.
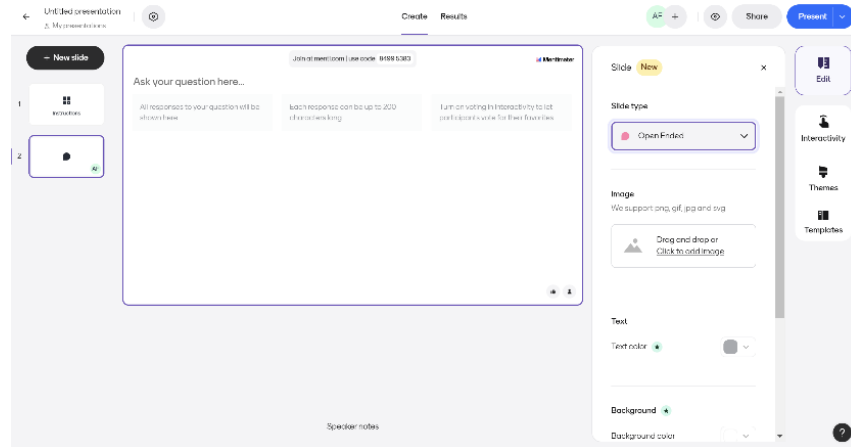
7. Seventh step

If you have done to create all slides, you can present it in front of your students.

2.8 Previous Related Studies

First, Some studies related to the use of web-based Mentimeter showed positive implications to foster students' learning activities. The first study comes from Nurhasnawati, Muzayanati and Ichsan (2023), with the research title "The Effect Mentimeter Application-Based PBL Model on Student Learning Interests in Science Learning Courses Integrated with Religious Values". The objective of this study is to determine students' interest in science learning course within religious values before and after the treatment namely the use of Mentimeter application-based PBL. The study used pre-experimental research design with one-group pre-test and post-test. The result of paired sample t-test found that the sig. (2-tailed) is 0.000, which can be concluded that there is a significant difference before and after the treatment.

Second, another study was conducted by Chotimah and Cahyani (2022), entitled "The Effect of Mentimeter on Students' Writing Achievement in Online Learning". This study aims to examines the use of Mentimeter on students' writing descriptive text in online learning context with the sample of study at Hasyim Asy'ari University Tebuireng Jombang. The study used quasi- experimental design. The results of the study showed that the there was a significant difference in the mean rank of 23.59 on the use of Mentimeter and 13.35 on the use of power point. The statistical test obtained Asymp.Sig. (2-tailed) of 0.022, it is lower than the 0.05 level of significance. It means that the use of Mentimeter can influence students' writing ability in online learning.

The third study is from Bayram (2020) with a research entitled "The Effect of Mentimeter and Kahoot on University Students' E-Learning". The study investigated the effect of Kahoot and Mentimeter toward the attitude of e- learning scale at the Education Faculty students' of the Western Black Sea Region University. The study used quantitative control and experiment classroom design (quasi experimental research design). Then, the finding showed that Kahoot and Mentimeter application have a large effect on the e-learning disposition of 29 prospective teachers, as the object of the study.

Based on those three previous research related to the use of web-based Mentimeter learning media, there are obvious differences between them with this research focus. The first research focused on the use of Mentimeter for measuring students' interests in science learning course within religious values. Afterwards, the second research was focusing on the use web-based Mentimeter learning media in online learning and higher education contexts. Moreover, the second research

also conducted the study by using quasi-experimental research design. Then, the third research focused on the use of two learning media, namely Mentimeter and Kahoot in one research. The study investigated the attitude of e- learning scale at higher education students by using quasi-experimental research design.

Based on this explanation, it shows the same trend regarding the positive shifts that students get from the used of web-based Mentimeter learning media. However, some novelties of this research which were resulted from the gap of the previous studies are : *first,* this study focuses on the use of Mentimeter web-based media in face-to-face learning context for English writing courses, *second,* the object of this study is senior high school students. From those two differences, it is concluded that this study has strong novelty to explore further. Hence, the researcher would like to do a research concerning the effectiveness of the use web-based Mentimeter learning media to improve students' writing abilities in senior high school context. The results of this research are hoped being able to provide insight to English teachers in the process of teaching English writing skills to senior high school students.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained the research methodology that be used to collect and analyze the data of the research. These points cover the research design, time setting of the research, research variable, research population and sample, data sources, research instrument, validity and reliability, data collection technique, and data analysis technique.

3.1 Research Design

This research used a quantitative approach, namely research that is synonymous with investigating problems using data in the form of numbers and measurable variables. The design in this research used quasi-experimental design. Experimental research is defined as a research method that determines research results from the influence of treatment (Sugiyono, 2019). The way to find out is to compare the experimental group that took the test with the control group that didn't take the test. The design is as follow :

Table 1 The Illustration of Quasi-Experiment design

Experiment Group	Pre Test	Treatment	Post Test
Control Group	Pre Test	-	Post Test

In this research, the treatment that given is teaching English writing by using the web-based Mentimeter as a learning media.

3.2 Time and Setting of the Research

This research was conducted at MAN Kota Batu, located at Patimura Street,

No.25, Batu, Batu City, East Java. The research was conducted in class XI MIPA-1 and XI MIPA-5 in the second semester of the 2023/2024 academic year, specifically in May 2024. MAN Kota Batu has achieved in the academic and non-academic accomplishment at the city, provincial, national and international levels. It has superior programs such as tahfidz, Olympic classes and sport classes, has supporting facilities such as computer laboratory, art and music rooms. Additionally, having competent and professional educators and educational staff, ensuring high-quality education and competitive in the era of society 5.0. Therefore, the author is interested in conducting research here.

3.3 Research Variable

Research variables refer to the characteristics, attributes, or concepts that are observed or measured in a study. Variables can be quantitative (e.g., age, income) or qualitative (e.g., gender, marital status). According to Fraenkel and Wallen (2006), research variables are concepts, characteristics, or traits that can change or have different values among research subjects.

3.4 Population and Sample

3.4.1 Population

Population is the overall nature or characteristics possessed by subjects or objects determined by researcher for their research (Sugiyono, 2019). In this case, the research population is all students in MAN Kota Batu.

3.4.2 Sample

The sample is part of the characteristics and number of traits possessed by the population in the study (Sugiyono, 2019). The aim of using samples is to make it easier for researcher when they want to research a large

population and it is impossible to study all the population as a whole. From the existing population, this researcher used class XI MIPA 1 and XI MIPA 5 as the sample of the study.

3.4.3 Data Sources

This research used quantitative data sources, namely in the form of numbers obtained from the pre-test and post-test. Sugiyono (2019) explained that there are two types of data in research, namely primary and secondary data. Primary data is data that is able to answer research questions. Meanwhile, secondary data are sources obtained from literature studies, books or previous research, which can complement primary data sources (Hasan, 2002). The primary data source in this research is the results of the pre-test and post-test. Then, secondary data in this research are journals, books and several articles related to teaching writing using web-based Mentimeter media.

3.5 Research Instrument

The research instrument functions as a tool for collecting data. In general, Sugiyono (2013) divides research instruments into two, namely test and non-test instruments. Some examples of test instruments are personality tests, intelligence tests, or interest and talent tests. Meanwhile, one example of a non-test instrument is the use of a questionnaire.

In this study, the researcher used an essay writing test, including pre-test and post-test. The essay writing test is given to students with question in the form of instruction for writing explanation text with a time 45 minutes. For pre-test, students were given essay question given in the form of instruction for writing explanation text on the topic "Landslide". Then, for post-test, students were given

essay question in the form of instruction for writing explanation text on the topic "Solar Eclipse". Score will be given to the students according to certain criteria.

3.6 Data Collection technique

This research used quantitative methods with data collection techniques taken through pre-test, treatment, post-test.

3.6.1 Pre-Test

The pre-test is a test to measure students' ability to understand the material before the research treatment. This pre-test will affect the post-test after the application of writing learning using Mentimeter. The pre-test will be carried out in both groups, namely in the experimental group or the control group, a pre-test will be carried out before giving treatment and the test in this pre-test is in the form of writing an essay with instruction for writing explanation text on the topic of "Landslide" (See Appendix 6). The allocated time for this pre-test is 45 minutes.

3.6.2 Treatment

After giving the pre-test, the researcher will give treatment using Mentimeter, this treatment will be given to students in the experimental group, while the control group will be treated with learning as is usually done by the teacher in class. The research treatment will be caried out at least one time in learning. After giving a treatment using Mentimeter, will be continued with a post-test.

Table 2 Teaching Procedure for the Experimental and Control Group

Experimental Group (XI MIPA 5) by using Mentimeter	Control Group (IX MIPA 1) by using Conventional Method
1. Teacher extends greetings and looks over the attendance record.	1. Teacher extends greetings and looks over the attendance record.
2. Teacher ensures that the students already to study.	2. Teacher ensure that the students already to study.
3. Teacher gives 15 minutes for students to read about landslide on their smartphone.	3. Teacher gives 15 minutes for students to read about landslide on their smartphone.
4. Students ask to do the pre-test.	4. Students ask to do the pre-test.
5. The time allowed is 45 minutes.	5. The time allowed is 45 minutes.
6. The results of pre-test were collected.	6. The results of pre-test were collected.
7. Teacher prepared material on the LCD screen.	7. Teacher prepared material on the LCD screen.
8. Before starting to use Mentimeter, teacher explain what is Mentimeter..	8. Teacher explain the material and give the example of explanation text.
9. Techer ask students to enter Mentimeter by QR code.	9. Teacher ask some questions to students.
10. Students analyze the image on the screen.	10. Students are welcome to ask questions that they do not understand.
11. Students type what they have analyzed from the image before.	11. Teacher give some examples wrong words on the whiteboard.
12. Teacher ask to the students about the previous material.	12. Students asked to forward and write the correct answer.
13. Students give the answer with choose the correct answer in slide type 'multiple choice'.	13. Teacher distributes the post-test.
	14. Students do the post-test individually.

14. Teacher give the question about their opinion regarding explanation text.	15. The results of the post-test are collected at teacher's table.
15. Students give the answer in slide type 'open ended'.	
16. Teacher give the question about what generic structure in explanation text.	
17. Students give the answer in slide type 'word cloud'.	
18. Teacher ask to the students to give examples of natural disaster or natural phenomena.	
19. Students give the answer in slide type 'open ended'.	
20. Teacher give random examples of paragraph to arrange in the correct answer.	
21. Students give the correct answer in slide type 'select answer'.	
22. Students finish and asked to exit from Mentimeter.	
23. Teacher explain about incorrect writing when students take the pre-test..	
24. Finally, the teacher give closing greeting.	

3.6.3 Post-Test

Post-test is an assessment used to measure students' understanding and mastery of the material during their study period. The goal is to obtain the

final competency of how much students master the learning material. The post-test that will be given is the same as the pre-test, students must answer by writing an essay with instruction for writing explanation text on the topic "Solar Eclipse (See Appendix 7). Completion of the questions was done in 45 minutes. By holding the pre-test and post-test, the researcher will find out whether there is a change between before and after the application of Mentimeter in MAN Kota Batu.

3.7 Instrument Testing

The instrument used in this research is a test instrument. Before being given to students, the test instrument needs to be tested for validity and reliability.

3.7.1 Validity

Validity is used to determine the accuracy of research results. If the instrument is valid, then the research results can also be confirmed to be valid. Calculating the validity of an instrument can be done in two ways, either through applications such as SPSS, or through Microsoft Excel. In this case, the researcher used Microsoft Excel to test the validity of the research instrument.

The test used is the Pearson correlation test. If the Pearson correlation value is more than 0.2564 (significance level if N = 59), then the instrument is considered valid. If the Pearson correlation value is smaller than 0.2564, then the instrument is invalid. According to Arikunto (2010) for testing you can use the manual product moment formula as follow :

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2\ (N\Sigma y^2 - (\Sigma y)^2)}}$$

Information :

r_{xy} = Correlation coefficient between variables X and Y

Σxy = Total of the multiplications between variables X and Y

Σ x = Total score of items

Σ Σy = Individual total score

$(\Sigma x)^2$ = Sum of the square scores of the items

$(\Sigma y)^2$ = Sum of the total scores for the square of the items

3.7.2 Reliability

Reliability is the consistency of a measuring instrument in measuring the behavior in the present or in the future. This reliability refers to the extent to which the instrument given is the same as the subject's behavior (Sugiyono, 2019). Data is considerably reliable if the Cronbach Alpha value is more than 0.6. Based on Kadir (2015), the following is the manual formula for Cronbach Alpha testing :

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma \sigma_t^2}{\sigma_t^2}\right)$$

Information :

n = Number of question items tested

$\Sigma \sigma t^2$ = Sum of the score variance for each items

σ = Varians total

3.8 Data Analysis Technique

Data analysis technique are carried out after data collection has been carried out. This researcher used SPSS and Microsoft Excel to analyze quantitative data that has been obtained through pre-test and post-test. The information obtained at this stage contains evidence that may or may not support the research hypothesis. Data analysis carried out in this research includes: assumption tests, in the form of normality and homogeneity tests, and hypothesis testing as the data analysis technique.

3.8.1 Assumption Test

a. Normality Test

The normality test is a test that aims to see whether the data that the researcher obtained is normal or not before further analysis is carried out. In this research, a normality test will be used using the SPSS with Shapiro Wilk model. This is because the research subjects numbered less than 50 students (Sugiyono, 2019).

A test of the distribution of normal data is the normality test. Given that parametric testing requires distributed normal data, this is the most comprehensive test carried out using parametric statistical analysis. In order to determine if the data distribution of the experimental and control classes was normal, the normality test was also utilized in this investigation. To test its normality, the researcher employed the Kolmogorov-Smirnov test by using IBM SPSS Statistics 25 to analyze it. The data is considered normal if $p \geq \alpha$, and α as a significance level of

0.05.

The hypothesis of the normality test is:

- H0 : The data is normally distributed

- Ha : The data is not normally distributed.

The normality test hypothesis shows that if H0 is accepted, the data is normally distributed; if Ha is accepted, the data is not normally distributed. When the significance value is higher than 0.05 (α=5%), H0 is accepted; when the significance value is lower than 0.05 (α=5%), H0 is rejected.

b. Homogeneity Test

Homogeneity test is a test carried out to determine whether there are data variants. The homogeneity test aims to determine the distribution of the result data to be analyzed, whether it is homogeneous or not. Researcher used the F test via SPSS on pre-test and post-test data results. An assessment used to gauge the variations between two or more populations is called a homogeneity test. There may be differences in the features of different populations. The researcher in this study used SPSS 25 Homogeneity of Variance Tests to gauge the population's homogeneity. The purpose of this test was to determine if the population variances of the experimental and control classes were the same or different. The test resulted significance value (α) = 0.05.

The homogeneity test is carried out via SPSS with the following conditions:

- If the significance value is > 0.05, the data distribution is

homogenous

- If the significance value is > 0.05, the data distribution is not

  homogenous

3.8.2 Hypothesis Test

    Hypothesis testing aims to conclude whether a hypothesis of the research is accepted or not. In testing the hypothesis of this research, the researcher used a paired sample t-test because there was pre-test and post-test data in this research.

a) Hypothesis Null (H0)

    There is no significant difference in English writing skill scores between students who are taught and those who are not taught using Web-Based Mentimeter Learning Media.

b) Alternative Hypothesis (Ha)

    There is a significant difference in English writing skill scores between students who are taught and those who are not taught using Web-Based Mentimeter Learning Media.

CHAPTER IV

RESEARCH FINDINGS

This chapter contains data analysis from the pre-test, normality test, homogeneity test, data analysis from the post-test, hypothesis test and discussion.

4.1 Finding

All the data presented here summarize the evidence regarding the effectiveness of the text composing process carried out by the students as shown by the pre-test and post-test results. The purpose of analyzing the pre-test and post-test results was to evaluate the hypothesis and determine statistical significance. To test the hypothesis, the researcher employed an independent sample t-test, a homogeneity test, and a normality test.

4.2 Pre-test Analytical Description

At this point, the researcher will explain the result from pre-test score of experimental and control class.

4.2.1 Pre-test Score for Experimental Class

The pre-test in experimental class was administered before the treatment on May 13, 2024 at 13.15 WIB. During this activity, students were asked to write an essay about explanation text with the topic is "Landslide", individually in 45 minutes. The data from this pre-test is presented in the table below.

Table 3 Result of Pre-Test in Experimental Class

No.	Initials Name	Pre-Test Score
1	AA	75
2	AH	65
3	ATAZ	60
4	ANMI	70
5	ADNW	70
6	ADF	70
7	ARD	75
8	AA	70
9	EM	80
10	EAAZ	70
11	HRAP	55
12	ISA	65
13	JCH	70
14	JACP	55
15	KBS	75
16	MUN	65
17	MMZ	70
18	MNHAF	80
19	NZQ	80
20	NAA	65
21	NLV	65
22	REP	65

No.	Initials Name	Pre-Test Score
23	SFA	75
24	TFP	60
25	ZNSP	65
26	AD	70
27	BASH	75
Σ		1860
Average Score		68.89

The researcher used SPSS version 23 to analyze the descriptive data of the pre-test scores in the experimental class. The pre-test results for class XI MIPA 5, which served as the experimental class, are displayed in the table above. The data shows the scores of the 27 students in class XI MIPA 5, averaging 68.89 ; the pre-test scores had a lowest score of 55 and a highest score of 80. Below the researcher also used a histogram graph to clarify the pre-test scores in the experimental class.
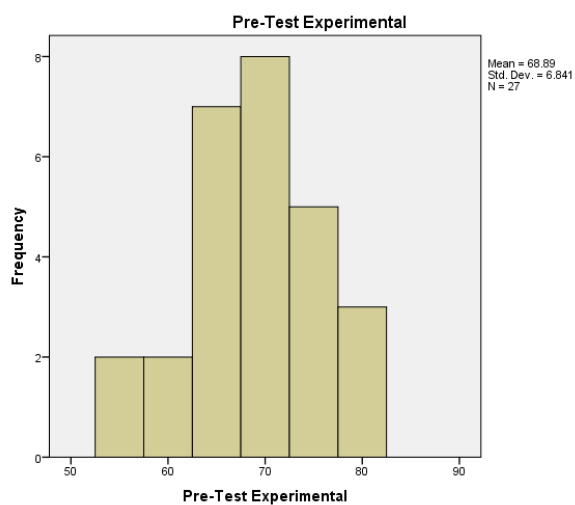
Histogram 1 Pre-Test of Experimental Class

In accordance with the histogram graph above, it can be seen that the frequency distribution of student scores in the experimental class in the pre-test shows the acquisition of student scores from the lowest score to the highest score. There are 2 students getting a score of 55, 2 students getting a score of 60, 7 students getting a score of 65, 8 students getting a score of 70, 5 students getting a score of 75 and 3 students getting a score of 80. The following is descriptive data obtained from the calculation of pre-test scores in the experimental class.

Table 4 Descriptive Statistic of Pre-Test Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-Test Experimental	27	55	80	1860	68.89	6.841	46.795
Valid N (listwise)	27						

Based on the table above, it is a descriptive statistic of the pre-test results of class XI MIPA 5 which amounted to 27 students. The table above shows the average value (mean) for the pre-test is 68.89. Furthermore, the minimum value is 55 and the maximum value is 80 with a total of 1860. The standard deviation on the experimental class pre-test is 6.841. The standard deviation of 6.841 in the table above is smaller than the experimental class pre-test mean of 68.89. This shows that there is good data quality in the experimental class pre-test results.

4.2.2 Pre-test Score for Control Class

The pre-test in control class was administered on May 08, 2024 at 13.15 WIB. During the activity, students were asked to write an essay about

explanation text with the topic is "Landslide", individually in 45 minutes.

The data from this pre-test is presented in the table below.

Table 5 Result of Pre-Test in Control Class

No.	Initials Name	Pre-Test Score
1	AIA	85
2	AMASA	80
3	AMF	65
4	AMH	80
5	ADP	75
6	ARH	90
7	ARA	90
8	ATS	75
9	AKS	70
10	BCL	85
11	CSP	80
12	DEM	75
13	DNA	85
14	FHY	85
15	GRP	80
16	IF	75
17	KV	70
18	MSAH	80
19	MIZ	80

No.	Initials Name	Pre-Test Score
20	NJM	65
21	NRS	75
22	NAZP	85
23	NSPUR	80
24	NAA	75
25	SLV	80
26	SAM	80
27	SK	75
Σ		2120
Average Score		78,52

The researcher used SPSS version 23 to analyze the descriptive data of the pre-test scores in the control class. The pre-test results for class XI MIPA 1, which served as the control class, are displayed in the table above. The data shows the scores of 27 students in class XI MIPA 1, averaging 78.52, the pre-test scores had a lowest score of 65 and a highest score of 90. Below the researcher also used a histogram graph to clarify the pre-test scores in the control class.
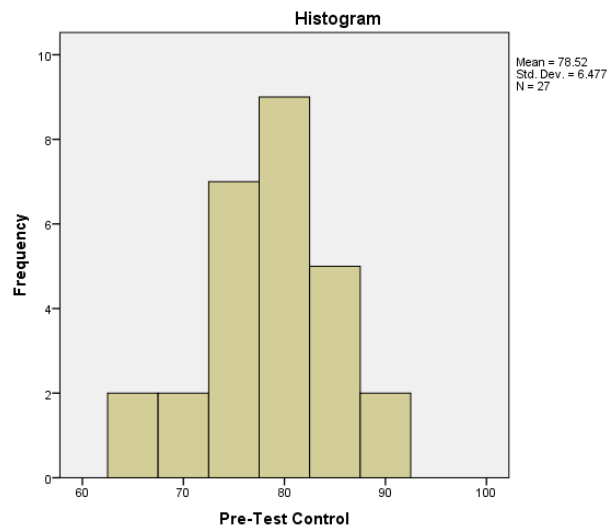
Histogram 2 Pre-Test of Control Class

In accordance with the histogram graph above, it can be seen that the frequency distribution of student scores in the control class in the pre-test shows the acquisition of student scores from the lowest score to the highest score. There are 2 students getting a score of 65, 2 students getting a score of 70, 7 students getting a score of 75, 9 students getting a score of 80, 5 students getting a score of 85 and 2 students getting a score of 90. The following is descriptive data obtained from the calculation of pre-test scores in the control class.

Table 6 Descriptive Statistic of Pre-Test Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-Test Control	27	65	90	2120	78.52	6.477	41.952
Valid N (listwise)	27						

Based on the table above, it is a descriptive statistic of the pre-test results of class XI MIPA 1 which amounted to 27 students. The table above shows the average value (mean) for the pre-test is 78.52. Furthermore, the minimum

value is 65 and the maximum value is 90 with a total of 2120. The standard deviation on the experimental class pre-test is 6.477. The standard deviation of 6.477 in the table above is smaller than the experimental class pre-test average of 78.52. This shows that there is good data quality in the control class pre-test results.

4.3 Post-test Analytical Description

4.3.1 Post-test Score for Experimental Class

The post-test in experimental class was administered on May 27, 2024 at 13.15 WIB. During the activity, students were asked to write an essay about explanation text with the topic is "Solar Eclipse", individually in 45 minutes. The data from this post-test is presented in the table below.

Table 7 Result of Post-Test in Experimental Class

No.	Initials Name	Post-Test Score
1	AA	80
2	AH	95
3	ATAZ	85
4	ANMI	80
5	ADNW	85
6	ADF	90
7	ARD	70
8	AA	90
9	EM	75
10	EAAZ	80

11	HRAP	85
12	ISA	80
13	JCH	75
14	JACP	85
15	KBS	85
16	MUN	80
17	MMZ	95
18	MNHAF	80
19	NZQ	85
20	NAA	85
21	NLV	75
22	REP	75
23	SFA	80
24	TFP	95
25	ZNSP	85
26	AD	85
27	BASH	70
Σ		2230
Average Score		82.59

The researcher used SPSS version 23 to analyze the descriptive data of the post-test score in the experimental class. The post-test results for class XI MIPA 5, which served as the experimental class, are displayed in the table above. The data shows the scores of the 27 students in class XI MIPA 5,

averaging 82.59, the post-test scores had a lowest score of 70 and a highest score of 95. Below the researcher also used a histogram graph to clarify the post-test scores in the experimental class.
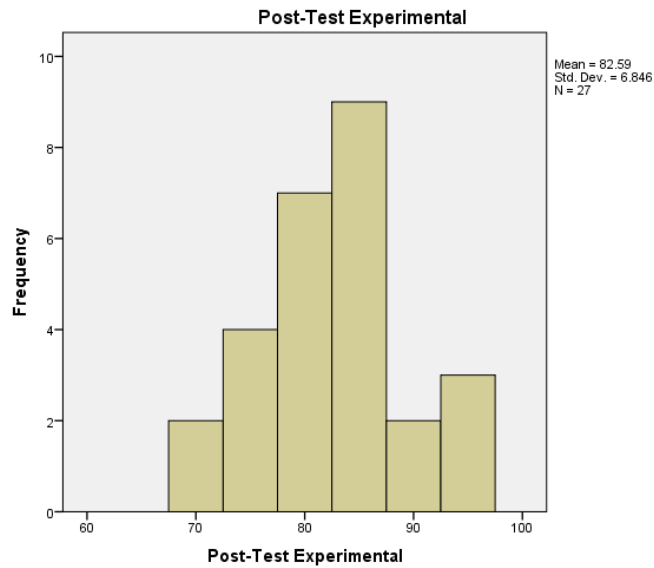
Histogram 3 Post-Test of Experimental Class

In accordance with the histogram graph above, it can be seen that the frequency distribution of student scores in the experimental class in the post-test shows the acquisition of student scores from the lowest score to the highest score. There were 2 students scored 70, 4 students scored 75, 7 students scored 80, 9 students scored 85, 2 students scored 90 and 3 students scored 95. The following is descriptive data obtained from the calculation of post-test scores in the experimental class.

Table 8 Descriptive Statistic of Post-Test Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Post-Test Experimental	27	70	95	2230	82.59	6.846	46.866
Valid N (listwise)	27						

Based on the table above, it is a descriptive statistic of the post-test results of class XI MIPA 5 which numbered 27 students. The table above shows the average value (mean) here 82.59. Furthermore, the minimum value is 70 and the maximum value is 95 with a total of 2230. The standard deviation on the experimental class post-test is 6.846. Standard deviation is how far the sample mean differs if the study is repeated using a new sample from the same population. As a result, it can be said that the post-test score data for the experimental class has high data quality.

4.3.2 Post-test Score for Control Class

The post-test in control class was administered on May 22, 2024 at 13.15 WIB. During the activity, students were asked to write an essay about explanation text with the topic is "Solar Eclipse", individually in 45 minutes. The data from this post-test is presented in the table below.

Table 9 Result of Post-Test in Control Class

No.	Initials Name	Post-Test Score
1	AIA	80
2	AMASA	75
3	AMF	90
4	AMH	80
5	ADP	70
6	ARH	90
7	ARA	85
8	ATS	75

9	AKS	80
10	BCL	80
11	CSP	85
12	DEM	85
13	DNA	75
14	FHY	75
15	GRP	75
16	IF	90
17	KV	65
18	MSAH	85
19	MIZ	70
20	NJM	90
21	NRS	65
22	NAZP	70
23	NSPUR	80
24	NAA	85
25	SLV	85
26	SAM	75
27	SK	80
Σ		2140
Average Score		79,23

The researcher used SPSS version 23 to analyze the descriptive data of post-test scores in the control class. The post-test results for class XI MIPA

1, which served as the control class, are shown in the table above. The data showed the scores of 27 students in class XI MIPA 1, averaging 79.23, the pre-test score had a lowest score of 65 and a highest score of 90. Below the researcher also used a histogram graph to clarify the pre-test score in the experimental class.
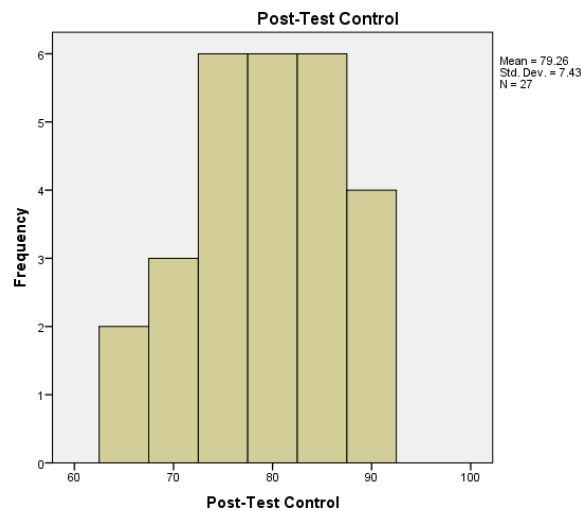
Histogram 4 Post-Test of Control Class

In accordance with the histogram graph above, it can be seen that the frequency distribution of student scores in the control class on the posttest shows the acquisition of student scores from the lowest score to the highest score. There are 2 students getting a score of 65, 3 students getting a score of 70, 6 students getting a score of 75, 6 students getting a score of 80, 6 students getting a score of 85 and 4 students getting a score of 90. The following is descriptive data obtained from the calculation of post-test scores in the control class.

Table 10 Descriptive Statistic of Post-Test Control Class

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Post-Test Control	27	65	90	2140	79.26	7.430	55.199
Valid N (listwise)	27						

Based on the table above is a descriptive statistic of the post-test results of XI MIPA 1 class of 27 students. The table above shows the average value (mean) for the post-test is 79.26. Furthermore, the minimum value is 65 and the maximum value is 90 with a total of 2140. The standard deviation on the control class post-test is 7.430. Unlike the experimental class, the control class was not given treatment during the pre-test or post-test. The control class is given learning as the teacher usually teaches. From the data above, it can be seen that the standard deviation is smaller than the mean, so it can be concluded that the control class post-test has good data quality.

4.4 Analysis of the Data

4.4.1 Normality Test

The Shapiro-Wilk normality test is a statistical method used to test whether a sample comes from a normal distribution. In testing the normality of researcher using the Shapiro-Wilk method as a data normality test, because the sample data totaling 27 samples is still below 50, the hypothesis proposed is:

- H0: The data is normally distributed

- H1: The data is not normally distributed

H0 was accepted if the significant value of the Shapiro-Wilk test was higher than the significant value α (0.05).

Table 11 Pre-Test Normality Testing

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality						
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class	.157	27	.086	.938	27	.108
Control Class	.177	27	.029	.934	27	.086

Based on the results of the Shapiro-Wilk test output on SPSS 23 and in table 10, the normality test results on the pre-test found that the experimental class variable was 0.108 and the control class variable was significant at 0.086. So it can be concluded that the experimental class and control class data are more than 0.05. So it is categorized that the data is normally distributed. Therefore the data is eligible for analysis.

Table 12 Post-Test Normality Testing

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality						
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class	.183	27	.021	.936	27	.095
Control Class	.151	27	.119	.934	27	.088

Based on the results of the Shapiro-Wilk test output on SPSS 23 and in table 11, the normality test results on the post-test found that the experimental class variable was 0.095 and the control class variable was significant at 0.088. So it can be concluded that the experimental class and control class data are more than 0.05. So it is categorized that the data is normally distributed. Therefore the data is eligible for analysis.

4.4.2 Homogeneity Test

After the researcher calculates the normality of the data, the researcher calculates the homogeneity of the data. Homogeneity test is one of the statistical methods used to test the similarity of variances between two or more groups of data. This test is important in data analysis, especially when we want to compare the averages of several groups. Homogeneity testing is calculated using descriptive statistics on the SPSS 23 program. The following were the results of the hypothesis:

- H0 : The sample of the experimental class was not different from the control class, or the sample was homogeneous.

- H1 : The sample of the experimental class was different from the control class, or the sample was heterogeneous.

Table 13 Pre-test Control-Experiment Class Homogeneity Testing

Test of Homogeneity of Variances			
Experiment Class			
Levene Statistic	df1	df2	Sig.
.078	1	52	.782

Table 14 Post-test Control-Experiment Class Homogeneity Testing

Test of Homogeneity of Variances			
Control Class			
Levene Statistic	df1	df2	Sig.
.299	1	52	.587

Based on the results of homogeneity testing on Experiment Class and Control Class with SPSS 23 software, it is found that the significant value of the pre-test and post-test of the experimental class and class and control class is 0.782 and 0.587 so that it can be concluded that the value is greater than

47

0.05 (α = 5%). This means that H0 is accepted or the instrument is homogeneous.

4.5 Hypothesis Testing

The research hypothesis testing is as follows:

- If the ρ-value (significance value) was less than or equal to 0.05 (α = 5%), then the null hypothesis (H0) was rejected. The alternative hypothesis (Ha) was accepted. This means that there is a significant difference in students' scores in writing ability between students taught using web-based Mentimeter and students taught conventionally using book media.

- If the ρ-value (significance value) was greater than 0.05 (α = 5%), then the null hypothesis (H0) was accepted. The alternative hypothesis (Ha) was rejected. This means that there is no significant difference in students' scores in writing ability between students taught using web-based Mentimeter and students taught conventionally using book media.

Therefore, to find out whether the web-based Mentimeter is effectively used as a learning medium to improve students' scores in writing ability, the researcher tested the results of the post-test using an independent sample T-test on the SPSS 23 program. This subject is called independent because it does not depend on different subjects. The results are as follow :

Table 15 The Result of Analyzing Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-Test	Equal variances assumed	.299	.587	1.714	52	.092	3.333	1.944	-.568	7.235
	Equal variances not assumed			1.714	51.656	.092	3.333	1.944	-.569	7.235

Referring to table 14, Levene's Test for Equality of Variances is seen at F = 0.299 because it is greater than 0.05. So this shows that there is no difference in data variance, or in other words the data is the same or arguably homogeneous. Based on the "Independent Samples Test" output table on Equal variances assumed, it is known that the sig value. (2-Tailed) is 0.092, and must be divided by two because we are doing a one-sided test (0.092: 2 = 0.046). So the results of SPSS obtained a significant value < 0.05 (0.046 < 0.05), smaller than 0.05 (α = 5%), so it can be concluded that there is a difference in writing ability between students taught using web-based Mentimeter and students taught conventionally using book media. So, the point is that the null hypothesis is rejected, or it can be said that the alternative hypothesis is accepted.

4.6 Discussion

The research was carried out at MAN Kota Batu using a quantitative approach and quasi-experimental design. The researcher took 2 sample as classes to be used,

class XI MIPA 5 as the experimental class and class XI MIPA 1 as the control class. The two classes had the same number of students that 27 students. The researcher chose these 2 classes to find out and determine how effective web-based Mentimeter was on students' English writing ability in the experimental class and for the control class, learning in the class was carried out as usual, so that the researcher could see the differences between the two classes.

The researcher tested the data using three statistical tests : the normality test, the homogeneity test, and the hypothesis test, all conducted using SPSS version 23. Since the sample size in this study was fewer than 50 students, the Shapiro-Wilk test was employed for the normality test. The Sig. (2-tailed) values for the normality test were 0.108, 0.086, 0.095, and 0.088. Since these values are greater than 0.05, it can be concluded that the pre-test and post-test results for both the experimental and control classes are normally distributed.

For the homogeneity test, the Levene test was used. The results showed a value of 0.782 for the pre-test and 0.587 for the post-test. According to the homogeneity test criteria, a value greater than 0.05 indicates that the data are homogeneous or have the same variance. Therefore, it can be concluded that both groups have no significant differences in variance, indicating they are homogeneous.

After confirming that the data are normal and homogeneous, the next step is hypothesis testing. An independent sample t-test was employed, as outlined by Ghozali (2016), to compare the means of two unrelated groups. Prior to conducting the test, the Sig. (2-tailed) value was found to be 0.092. Since a one-sided test was performed, this value must be divided by two (0.092 / 2 = 0.046). According to the SPSS results, the significance value is 0.046, which is less than the threshold of

0.05 (α = 5%). This result indicates a significant difference in writing ability between students taught using web-based Mentimeter and those taught conventionally using book media. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, confirming that the use of Mentimeter significantly enhances students' writing ability compared to traditional methods.

Based on statistical data analysis, the results showed there are significant difference in student scores in the experimental and control classes. Calculation of independent T-test using SPSS 23 obtained Sig. (2- tailed) shows that the class significance value is 0.092, so it must be divided into two because this study has a one-sided test (0.092: 2 = 0.046) with a significance level of 0.05. Because 0.046 is smaller than the significant (α) 5% or 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Thus, there is a significant difference in the writing ability scores of students who are taught using web-based Mentimeter and students who are not taught using strategies using web-based learning media Mentimeter. Thus, it proves that Web-based Mentimeter is effective in learning English writing ability in MAN Kota Batu.

The previous study conducted by Nurhasnawati, Muzayanati and Ichsan (2023) for measuring students' interests in science learning course has similarities with this research, namely the result obtained state that there is a significant difference before and after the treatment. In addition, there are also similarities in research conducted by Chotimah and Cahyani (2023) regarding the use of Mentimeter in online learning and using quasi-experimental design. The research above has similarities with this research, namely is that it can improve writing ability in explanation text. Ultimately, this research has successfully demonstrated

that using Mentimeter effectively enhances the writing abilities of students at MAN

Kota Batu.

CHAPTER V

CONCLUSION AND SUGGESTION

This last section contains conclusions from each impact of the writing that has been discussed and written before. This chapter also contains suggestions addressed to teachers and researchers for the future.

5.1 The Conclusion

In this case it show there is a difference between the experimental class and control class. For the experimental class that was given treatment had an increase from pre-test to post-test with higher result than the control class that was not given treatment. Based on the Independent Sample t-test, it is known that the sig value. (2-Tailed) is 0.092, and must be divided by two because we are doing a one-sided test (0.092: 2 = 0.046). So the results of SPSS obtained a significant value < 0.05 (0.046 < 0.05), smaller than 0.05 (α = 5%), so it can be concluded that there is a difference in writing ability between students taught using web-based Mentimeter and students taught conventionally using book media.

In addition, web-based Mentimeter is an effective learning media in teaching writing because students can access it by website and the students can join using QR code that given by the teacher. Mentimeter has several interesting features on each slide, so it can make students enthusiastic in paying attention to the learning that given by the teacher. Furthermore, learning using web-based Mentimeter can declared effective in learning writing in MAN Kota Batu.

5.2 The Suggestion

The researcher provides the following recommendations to the English instructor and other researcher in light of the study's findings.

1. For English teacher, teacher is advised to use learning using web Mentimeter as an alternative teaching method to improve writing learning. Considering the feasibility of implementing learning using web Mentimeter in increasing students' interest in writing, the researcher proposes the educators to use learning web Mentimeter as a fun writing learning media. Teachers are also advised to modify the implementation of learning by adjusting the situation and conditions of the class so that students can be more enthusiastic in participating. Besides that, it can also be suggested to educators to provide lots of motivation to students and pay more attention to students who have low enthusiasm and motivation.

2. For further researchers, can make this research an inspiring idea, can develop learning using web Mentimeter in other cases. Besides that, future researchers can use this research as a reference to support several sources. The researcher hopes that future researchers can conduct research using different web Mentimeter and develop them in other language skills.

3. For students, to be passionate about English writing. Students should do it more and practice writing English often, if there are mistake it's normal when learning.

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APPENDICES

Appendix 1 Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1090/Un.03.1/TL.00.1/03/2024	21 Maret 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth.   Kepala MAN Kota Batu
di
     Batu

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Alfi Faizati Alawiyah Ayu Kartika
NIM	:	19180077
Tahun Akademik	:	Genap - 2023/2024
Judul Proposal	:	**The Effectiveness of A Web-Based Mentimeter Learning Media Toward Students' Writing Abilities**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
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Nomor	: 1479/Un.03.1/TL.00.1/04/2024	29 April 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala MAN 1 Kota Batu
di
　　　Batu

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Alfi Faizati Alawiyah Ayu Kartika
NIM	:	19180077
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2023/2024
Judul Skripsi	:	**The Effectiveness of A Web-Based Mentimeter Learning Media Toward Students' Writing Abilities**
Lama Penelitian	:	**Mei 2024** sampai dengan **Juli 2024** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 Grid of Instrument Test

No. KD	Basic Competent	Basic Competency Target
3.8	Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau social yang tercakup dalam mata Pelajaran lain di kelas XI, sesuai dengan konteks penggunannya.	1. Identifying the social function of an explanation text. 2. Determining the text structure of an explanation text. 3. Identifying the linguistic features of an explanation text.

RUBRIC OF SCORING

(adopted from Nurika Desitawardhani, 2014)

Aspect	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	1	Does not show knowledge of subject, non- substantive, not enough to evaluate
Organization	Excellent to very good	4	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	Good to average	3	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	1	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery
	Good to average	3	Adequate range, occasional errors of word usage but meaning not obscured

	Fair to poor	2	Limited range, frequent errors of word usage, meaning confused
	Very poor	1	Essentially translation, little knowledge of English
Language use	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to average	3	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	1	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	Excellent to very good	4	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

	Very poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Maximum score = C + O + V + L + M

$\qquad$ = (4 + 4 + 4 + 4 + 4) x 5 = 100

Minimum score = C + O + V + L + M

$\qquad$ = (1 + 1 + 1 + 1 + 1) x 5 = 25

Appendix 5 Blueprint for Pre-test and Post-test Questions

Test format	Item Number	Level Soal	Questions	
			1	**2**
Writing	1,2,3,4,5,6	C1	1. Explain the natural disaster in the picture below!	1. Explain the natural disaster in the picture below!
		C2	2. Give 3 examples of natural disaster around you!	2. Give 3 examples of natural phenomena around you!
		C3	3. How to prevent flooding?	3. How to prevent densely populated fire?
		C4	4. How to detect an impeding tsunami?	4. How to detect the strength of an earthquake?
		C5	5. Identify the generic structure in the following text below! **How does Rain Happen?** Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation. The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow.	5. Identify the closing in the following text below! **How a Cancer is formed** What is cancer? It is actually a group of more than one hundred separate diseases. Most of us are fear from cancer. It is reasonable because next to heart disease, cancer is the second leading cause of death. Cancer cells come from normal cells because of mutations of DNA. Those mutations can occur spontaneously. The mutations may be also induced by other factors such as: nuclear and electromagnetic radiation, viruses, bacteria and fungi, parasites, heat, chemicals in the air, water and food, mechanical cell-level injury, free radicals, evolution and ageing of DNA, etc. All such factors can produce mutations that may start cancer.

			However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions	Cancer cells are formed continuously in the organism. It is estimated that there are about 10,000 cancer cells at any given time in a healthy person. Why do some result in macroscopic-level cancers and some do not? First, not all damaged cells can multiply and many of them die quickly. Second, those which potentially divide and form cancer are effectively destroyed by the mechanisms available to the immune system. Therefore cancer develops if the immune system is not working properly or the amount of cells produced is too great for the immune system to eliminate.
		C6	6. Make an explanation text with the title "Landslide"!	6. Make an explanation text with the title "Solar Eclipse"!

Appendix 6 Pre-test Explanation Text

Name : …………………………….

Class : ………………………….

Direction :

1. Please write an explanation text with the topic "Landslide" around 200 words.
2. Pay attention about generic structure!

Answer :

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Appendix 7 Post-test Explanation Text

Name : ………………………….

Class : ………………………….

Direction :

1. Please write an explanation text with the topic "Solar Eclipse" around 200 words.
2. Pay attention about generic structure!

Answer :

………………………………

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Name : AMAR .T. A

Class : ll mipu 5

Score

60

Direction :

1. Please write an explanation text with the topic "Landslide" around 200 words.
2. Pay attention about generic structure!

Answer :

Landslide

Landslide are the movement of (Rock, Soil, debris down a slop(ing) (Plane of lend. (landslides are usually cause by rains), earsqueke, volcanos or other factor, landslides can occur on slope that are alredy on the verge of movement du to heavy rain, melting snow, other eros. Earthquake shock can because landslides. Landlides also can occur in area in underwater which can because tsunami. This tsunami can because damage to Costal areas. In many cases, landslide are triggred by certain events (heavy rain, tilting of a slope to buıld around) but they can not always be identified, landslides can also be triggered by process that weaken the Shear of slope materials.

Post-test

Name : Jihan Ananda

Class : X I-MIPA C

Score
85

Direction :

1. Please write an explanation text with the topic "Solar Eclipse" around 200 words.
2. Pay attention about generic structure!

Answer :

Solar eclipse

general statement {

A saar eclipse occurs during the day/procces beginning with the moon is covered the sun so brightly lit circumstances gradually become dark Solar eclipses occur because of sunlight during the day is eclipsed by the moon. As a result, faw a pew moments the sun is covered by the moon and not visible from earth

explanation statement {

eclipse of the sun was divided into three types : total Solar eclipses partial solar eclipse, solar eclipse and ring Total solar eclipse : the occurrence of a total solar eclipse is took place only at the earth's surface is exposed to the core shadow (umbra) of the month. Because the moon is smaller compared to the earth

conclude {

If you want to see a solar eclipse use a special glasses to avoid the danger of seeing a solar eclipse directly. These glasses gererally use special filters that can reduce the intensity of sunlight

Appendix 10 Letter of Completion Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BATU
MADRASAH ALIYAH NEGERI
Jalan Patimura Nomor 25 Kota Batu 65315
Telepon (0341) 5103302
E-mail : man.kotabatu@yahoo.com *Website* : www.mankotabatu.sch.id

SURAT KETERANGAN
Nomor: B-309/Ma.13.36.01/PP.00.6/05/2024

Yang bertanda tangan dibawah ini:

Nama   : Drs. Farhadi, M.Si.

NIP   : 196703231996031001

Pangkat/ Gol   : PembinaTk.1/IVb

Jabatan   : Kepala MAN Kota Batu

Menerangkan :

Nama   : Alfi Faizati Alawiyah Ayu Kartika

NPM   : 19180977

Program Studi   : S.1 Tadris Bahasa Inggris

Universitas   : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Bahwa yang bersangkutan telah melakukan penelitian untuk penyusunan Skripsi dengan judul:

" The Effectiveness of a WEB-Based Mentimeter Learning Media Towards Students'
Writing Abilities in MAN Kota Batu".

di MAN Kota Batu pada Rabu, 08 Mei 2024 s.d 31 Mei 2024.

Demikian surat ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Batu, 31 Mei 2024
Kepala

Farhadi

71

Appendix 11 Documentation
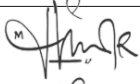
Appendix 12 Evidence of Consultation and Guidance
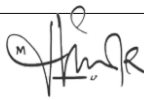
JURNAL BIMBINGAN SKRIPSI

IDENTITAS MAHASWISWI

NIM   : 19180077

Nama   : Alfi Faizati Alawiyah Ayu Kartika

Fakultas   : Ilmu Tarbiyah dan Keguruan

Jurusan   : Tadris Bahasa Inggris

Dosen Pembimbing   : Maslihatul Bisriyah, M.TESOL

Judul Skripsi   : THE EFFECTIVENESS OF THE USE A WEB-BASED MENTIMETER.COM

                          LEARNING MEDIA TOWARDS STUDENTS' WRITING ABILITIES IN SMA

                          SURYA BUANA MALANG

IDENTITAS BIMBINGAN

NO	Tanggal Bimbingan	Nama Pembimbing	Deskripsi Bimbingan	Tanda Tangan
1.	24 Agustus 2023	Maslihatul Bisriyah, M.TESOL	Konsultasi Chapter 1	
2.	14 september 2023	Maslihatul Bisriyah, M.TESOL	1. Mencari jurnal tentang kegunaan Mentimeter di Google Scholar 2. Mengganti previous study	
3.	22 Sepetember 2023	Maslihatul Bisriyah, M.TESOL	Mempelajari Mentimeter apakah bisa dijadikan collaborative learning	
4.	22 Oktober 2023	Maslihatul Bisriyah, M.TESOL	Konsultasi Chapter 2	
5.	27 November 2023	Maslihatul Bisriyah, M.TESOL	Menerjemahkan ayat Al-Qur'an menggunakan	

			bahasa inggris	
6.	04 Desember 2023	Maslihatul Bisriyah, M.TESOL	Konsultasi Chapter 3	
7.	06 Desember 2023	Maslihatul Bisriyah, M.TESOL	Menambah paragraf yang menjelaskan pada setiap judul akan membahas apa saja	
8.	14 Desember 2023	Maslihatul Bisriyah, M.TESOL	Memperbaiki bahasa yang monoton menjadi lebih efektif	

Telah disetujui

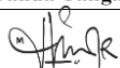Untuk mengajukan Ujian Seminar Proposal,
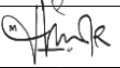

Malang, 29 Febuari 2024

Maslihatul Bisriyah, M.TESOL

JURNAL BIMBINGAN SKRIPSI

Identitas Mahasiswa:

NIM   : 19180077
Nama   : Alfi Faizati Alawiyah Ayu Kartika
Fakultas   : Ilmu Tarbiyah dan Keguruan
Jurusan   : Tadris Bahasa Inggris
Dosen Pembimbing   : Maslihatul Bisriyah, M.TESOL
Judul Skripsi   : The Effectiveness of a Web-Based Mentimeter Learning Media towards
                             Students' Writing Abilities in MAN Kota Batu

Kegiatan Bimbingan:

No	Tanggal	Nama Pembimbing	Deskripsi Bimbingan	Tanda Tangan
1.	20 Maret 2024	Maslihatul Bisriyah, M.TESOL	1. Mencari rubrik penilaian 2. Menyusun instrument	
2.	07 Mei 2024	Maslihatul Bisriyah, M.TESOL	Instrumen perlu disesuaikan dengan materi di buku paket sekolah	
3.	20 Mei 2024	Maslihatul Bisriyah, M.TESOL	Menyusun instrument post-test	
4.	04 Juni 2024	Maslihatul Bisriyah, M.TESOL	Hasil pre-test dan post-test dinilai peneliti dan guru mapel Bahasa Inggris	
5.	10 Juni 2024	Maslihatul Bisriyah, M.TESOL	1. Menambah penjelasan yang ada di discussion, dihubungkan dengan teori yang ada di Chapter 2 (Literature Review) 2. Memisah tabel nilai pre-test dan tabel post-test agar mudah dipahami	
6.	14 Juni 2024	Maslihatul Bisriyah, M.TESOL	1. Cek lagi penomoran halaman dan list referensi 2. Acc sidang skripsi	

Telah disetujui
Untuk mendaftar ujian skripsi,

Malang, 15 Juni 2024

Maslihatul Bisriyah, M.TESOL

Appendix 14 Curriculum Vitae

Nama Lengkap	: Alfi Faizati Alawiyah Ayu Kartika	
Tempat, Tanggal Lahir	: Blitar, 28 Desember 1997	
Jenis Kelamin	: Perempuan	
Agama	: Islam	
Fakultas	: Tarbiyah dan Ilmu Keguruan	
Jurusan	: Tadris Bahasa Inggris	
Perguruan Tinggi	: UIN Malang	

Alamat Rumah : Jl. Selayar No. 4 RT. 01/RW. 02 Ds. Karangtengah, Kec. Sananwetan, Kota Blitar, Provinsi Jawa Timur, Indonesia, 66137

No. Hp / Telp : 081559554228

Alamat Email : djalphie2897@gmail.com

Riwayat Pendidikan

1. 2002-2004   TK Al-Hidayah
2. 2004-2010   MI PERWANIDA Blitar
3. 2010-2011   MTsN Karangsari Blitar
4. 2011-2014   Pondok Modern Darussalam Gontor Putri 3 Ngawi
5. 2014-2017   Pondok Pesantren Al-Iman Putri Ponorogo
6. 2019-2024   UIN Maulana Malik Ibrahim Malang

Malang, 19 Juni 2024

Mahasiswi,

Alfi Faizati Alawiyah Ayu Kartika
NIM. 19180077