

**THE USE OF HELLOTALK APPLICATIONS TO IMPROVE STUDENTS'
WRITING SKILLS IN DESCRIPTIVE TEXT AT THE FIRST GRADE OF
SMA MA'ARIF NU 5 PURBOLINGGO**

(A Scripts)

By

Sabilla Devita Safitri



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE USE OF HELLOTALK APPLICATIONS TO IMPROVE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMA MA'ARIF NU 5 PURBOLINGGO

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The purpose of this study is to determine whether students' writing skills in descriptive text improved by using Hellotalk Application and to determine which aspect that improve the most. The population of this research was the first grade students of SMA Ma'arif NU 5 Purbolinggo. The sample of this research was class x ipa 2 which consisted of 25 students. This research was quantitative study by using pre-experimental design one group pre-test and pot-test. The writing test was used as the instrument for pre-test and post-test. The data were taken from the test and they were analyzed by using Paired Sample T-Test. The result of this research showed there is a significant improvement of students' writing skills of descriptive text after the implementation of hellotalk application since the value of significant level was 0.00 that lower than 0.05. In other words, all aspect of writing improved regarding the result, but grammar was improved the most. The gain score for this aspect was 0.72, and the mean increased from 2.52 (pretest) to 3.24 (posttest). Briefly, it could be concluded that Hellotalk Application enabled to improve the students' writing achievement.

Keywords: *Hellotalk Application, Writing skill, Descriptive Text, Mobile Learning*

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By

Sabilla Devita Safitri

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In

The Language and Arts Departement of

The Faculty Teacher and Education



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Student's Name : **Sabilla Devita Safitri**

Student's Number : **1713042016**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor

Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001

Dian Shafwati, S.Pd., M.Pd.
NIP 19890913 201903 2 012

The Chairperson of

The Department of Language and Arts Education

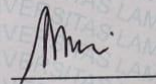
Dr. Sumarti, M.Hum.
NIP 19700318 199403 2 002

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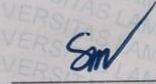
ADMITTED BY

1. Examination Committee

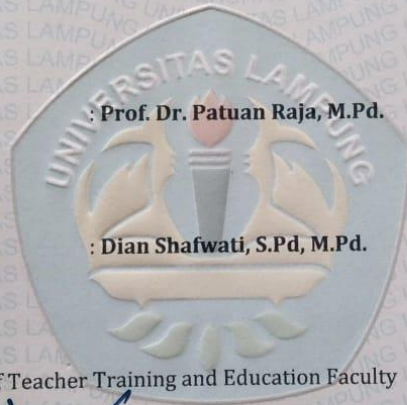
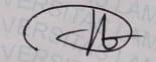
Chief Examiner : Dr. Ari Nurweni, M.A.



Examiner : Prof. Dr. Patuan Raja, M.Pd.



Secretary : Dian Shafwati, S.Pd, M.Pd.



Dean of Teacher Training and Education Faculty

Dr. Sunyono, M.Si.

NIP. 19651230 199111 1 001



Graduate on : May 24th, 2023

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LEMBAR PERNYATAAN

Nama : Sabilla Devita Safitri
Npm : 1713042016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Dan Seni
Fakultas : Keguruan Dan Pendidikan
Judul Skripsi : The Use of Hellotalk Application to Improve Students' Writing Skills in Descriptive Text at First Grade of SMA Maarif NU 5 Purbolinggo

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar lampung, 17 Juli 2023



Sabilla devita safitri
1713042016

v

CURRICULUM VITAE

The writer was born in Metro on February 01st 1999. She is the first daughter of Sagiman and Darti Utami. She has one sister whose name is Sahara Dwi Khoirunnisa.

She graduated from SD Negeri 1 Rejo Binangun in 2011. Then, she continued her study at SMP Muhammadiyah 1 Metro and she graduated in 2014. After graduating from junior high school, she continued her study at SMA Muhammadiyah 1 Metro and graduated in 2017.

In the same year, she passed *SNMPTN* program in English Education Study Program at Teacher Training and Education Faculty, Lampung University. In 2020, she did PPL in Purbolinggo, Lampung Timur.

DEDICATION

This script entirely dedicated to:

My beloved parents

My one and only sister

My beloved friends in English Department 2017

My lovely almamater Lampung University

MOTTO

There is an elevator to success,

But stairs are good exercise.

(unknown)

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critiques, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and those who want to conduct further research.

Writer,

Sabilla Devita Safitri

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I. INTRODUCTION

This chapter introduces the research. This chapter presents the background of the research, research question, objective of the research, uses of the research, scope of the research, and the definition of terms.

1.1. Background

English is rarely used as a medium of learning in Indonesia because it is regarded as a foreign language (EFL). Because English became a subject among other subjects at school, it is only used in that activity and other particular lessons. Reading, writing, speaking, and listening are the four skills that students must be proficient in to be considered proficient in English. Developing communication skills is one of the goals of teaching English. As one of the language skills that English as a Foreign Language (EFL) students struggle with, writing has drawn a lot of attention. According to Silvia (1993), the aspects of writing that many EFL students find challenging include written text features and composing processes (planning and revising). to written text features (fluency, accuracy, and structure).

Students identify the skill of writing as more difficult than listening and reading (Berman and Cheng, 2010). Furthermore, writing is the skill that most students are least proficient in when acquiring a new language (Neamalar, Saratha and Teh, 2001). According to Urquhart and Melver (2005), writing helps students express their knowledge as thoughtfully and clearly as they can. However, writing is one of

the most difficult skills that cannot be understood by students. Since writing in English requires carefulness in the proper use of grammar, writing and grammar are highly related; grammar helps readers understand. Most students get bored when learning English conventionally and seriously in the class since they study to use a book, pen, whiteboard, and board marker.

These problems are mostly caused on by five reasons: (1) the teacher does not use engaging materials, teaching strategies, or media; (2) the students dislike English because they believe it to be a challenging subject; (3) the topic is not interesting to the students; (4) the students dislike writing; and (5) the teacher speaks in Indonesian during the lesson, which prevents the students from understanding the vocabulary. According to Ariyanti (2016), the phenomenon is brought on by a number of pertinent issues, including Indonesians' general reading-writing culture and student learning habits related to the seriousness of academic writing classes. Studies have also shown that traditional teaching methods are reason for students' low-quality essay writing abilities. According to Reid (2013) said in his study that many teachers lacked an thorough knowledge of learning styles and strategies. Without taking seriously the needs of the students, the teachers' decision regarding materials and methods primarily depends on their own preferred learning styles. Because strategies for collaboration are necessary to maximize students' writing performance, conventional teaching methods are unsuccessful for helping students master writing skills.

In the educational aspect, we know that education around the world is moving toward using technology. Learners love everything related to technology and the internet, so new technology is a great motivator that we can take advantage of.

Everyone uses technology in their daily lives, such as a computer, a smartphone, and the internet. According to Cavus and Ibrahim (2009), mobile learning is the acquisition or modification of any knowledge or skill through the use of mobile technology, anywhere, anytime, and which results in the modification of behavior. Nunan (2010) has specified four main roles that technology can play in the language classroom: a carrier of content, an instructional practice tool, a learning management tool, and a communication tool. In modern times, a smartphone or mobile phone can be used to access a variety of applications that make learning languages enjoyable. In order to send messages, record voice notes, receive calls, make video calls, and update your status, use the HelloTalk application. The students can get it from the App Store on iOS and the Google Play Store for smartphones. Additionally, students can find new friends abroad. Unconsciously, they are improving their writing abilities and learning English. According to Geddes (2004) the ability for students to use the language outside of the classroom is one of many advantages of utilizing mobile learning in second language pedagogy. It supports a teaching strategy that is learner-centered.

Several previous studies have been conducted by former researchers telling about "The Effectiveness of HelloTalk App on English Writing Skill" (Hanafi Wibowo, Salwa Raihani 2017). The study finds that learning descriptive text in the post-test with the HelloTalk app is quite effective compared to the pre-test. Making the descriptive text better in terms of complete generic structure and grammatical features It provides students with: a) chatting with native speakers; b) learning English skills for free; c) an opportunity to practice the language for free.

However, it is rare to find out about the research related to the topic. Therefore, the researcher wants to know about the improvement in students' skills in writing descriptive text by using HelloTalk, with the title "The Use of HelloTalk Application to Improve Students' Descriptive Text Writing Skills at First Grade of SMA Ma'arif NU 5 Purbolinggo". Furthermore, this researcher will focus on the use of the HelloTalk application as one of many mobile learning tools to promote students' writing skills, especially in descriptive text. The researcher's design is used because the researcher wants to demonstrate that students' writing skills improve more with the HelloTalk app than without it, and the teacher can reduce students' difficulties by leading them to write descriptive texts using the HelloTalk app. The aim of this research is to know whether the writing skills of students can improve by using the HelloTalk app.

1.2. Research Questions

Based on the identification of the problems above, the research was focused on:

1. Is there any improvement in the first grade students' descriptive text writing skills after they are taught by using HelloTalk Applications at SMA Ma'arif NU 5 Purbolinggo?
2. Which aspect of students' writing skills improves the most after they are taught using HelloTalk Applications?

1.3. Objectives

It is expected of the research are:

1. To find out whether there is an improvement of the first grade students' descriptive text writing skills after they are taught by using HelloTalk Application.
2. To find out which aspect of students' writing skills improves the most after they taught by using HelloTalk Application.

1.4. Uses

This research aims at having the following uses:

1. Theoretically, it can support the theory that HelloTalk Application can be applied to improve students' writing text.
2. Practically, it can be used to inform the English teachers that teaching writing using HelloTalk Application can help the students to develop their ideas to write a descriptive text.

1.5. Scope

The object of this study focused on first grade students at SMA Ma'arif NU 5 Purbolinggo. The researcher in this case used HelloTalk applications as mobile learning to teach descriptive text writing skill about local attraction and historical places. The researcher took one class as the sample, that was chosen the experimental class. This research focused on investigating the use of HelloTalk Applications in improving the students' descriptive text writing skills and the aspect of writing that improved the most after they had been taught using the HelloTalk App.

1.6. Definition of Terms

Some important terms used in this research are defined to avoid ambiguity and to clarify it.

1. Writing

As one of the skills which needs to be mastered, writing plays one of the important tools by which students actively change their passive knowledge and information in their minds into their language (Hasan, 2016).

2. Mobile Learning

Mobile learning is mainly described as a learning method where users use mobile platforms to learn (Rezai and Pesaranghader,2013). Jacob and Isaac (2008) added that Mobile Learning possibly makes a learning atmosphere more joyful and could also be an additional learning medium.

3. HelloTalk Application

Rivera (2017) states that, “HelloTalk is a conversation –based mobile assisted language app that claims to make cultural immersion, language learning, and practice easy, engaging, and intuitive as it allows users to synchronously connect and chat with native speakers from all around the world.

This chapter has discussed about the background, research questions, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter presents some theories that support this research. It consists of previous researches, definition of mobile learning, definition of HelloTalk Application, definition of writing, theory of writing, genre text, descriptive text, writing aspect, concept of teaching writing, procedure of teaching descriptive text using hellotalk, theoretical assumption, and hypothesis.

2.1 Review of The Previous Research

The writer described some related theories and literature to the problems of this study in this chapter in order to provide relevant knowledge in the field.

The first previous research was done by Hanafi Wibowo, Salwa Raihani (2017) "The Effectiveness of Hellotalk App on English Writing Skills". Based on her findings, the researcher determined the efficacy of using the HelloTalk app to improve the writing skills of senior high school language learners. There are improvements after using HelloTalk in learning descriptive text. The learning of descriptive text in the post-test with the HelloTalk app is quite effective compared to the pre-test.

Second previous research was done by Bagus Setyadi Nugroho, Frista Danka Nafasya, Nabila Nurshanya, and Siti Hasanah Awaliyah (2021), "The Implementation of Hellotalk Application in Teaching Vocabulary to Young Learners," was the second previous study. The researchers find out a fact: the use

of the HelloTalk application can assist young learners to improve their vocabulary mastery, despite their pronunciation and spelling issues.

Before using this application, the students could not memorize the words well, and it took them a long time to memorize all of the words correctly.

2.2 Definition of Mobile Learning

According to Stockwell (2010), teaching languages, particularly foreign languages, using computers, or CALL (Computer-Assisted Language Learning), and mobile devices, or MALL (Mobile-Assisted Language eLearning), is an example of how new communication technologies can be used to serve learning objectives. Within this approach, mobile learning refers to the acquisition of knowledge through mobile devices. This means that learning takes place anywhere and anytime. Its implementation apparently serves not as a new way to learn languages but rather as a complement to specific learning activities in the educational context (Venkatesh, Nargundkar, Sayed, and Shahaida, 2006; Martin and Ertzberger, 2013). According to Taylor (2007), this was done because not all learning contents can be transmitted through mobile technology. Because of the flexibility implied, mobile learning content must be brief and light in order to allow for feedback and periodic revision.

Mobile learning allows students to use their smartphones to improve their writing skills more effectively (Yusuf and Hamidun, 2015). As mobile phones have integrated into youth's lives and become a main part of their lives, it is believed that the use of mobile phones in learning is convenient, fast, and efficient, so it could be beneficial for the students (Taylor, 2002). Since mobile

phones are considered suitable for education (Valketal, 2010), it would make sense for teachers to turn to mobile learning and use it as an alternative to teach writing. This is supported by Norazahetal (2010), who said that the change can not be avoided as mobile technologies have their own advantages. Yet, Litchfield et al. (2007) have identified gaps within the mobile learning literature and proposed that further mobile learning research is much needed, especially in writing.

According to Harmer (2007), there are numerous websites available for language learners to practice their skills. Some of the websites are free for people, but some of them are based around a school or an organization and require the user to register them. YouTube, Twitter, and Facebook are some examples of free websites on the Internet. But nowadays, there are several platforms that we can use to learn English, such as Duolingo, WeTalk, HelloTalk, etc.

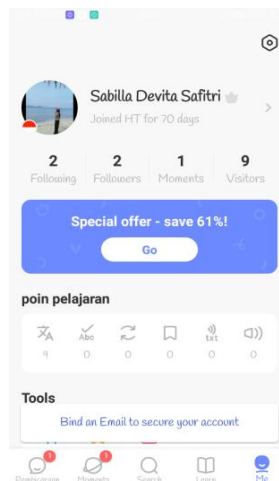
HelloTalk app is used to send messages, voicenotes, take calls, make video calls, and update status. The app also has some additional features that can be helpful in teaching, including reply, translation, favorites, copy, speak, transliteration, and more. It is available for download by students from the App Store for iOS and the Google Play Store for Android. The learners are going to meet new friends from different nations.

Researchers generate the conclusion that mobile learning is a useful tool for learning English, particularly for ESL students, from the above explanation. Technology is widely used in our lives today and has many benefits for improving our daily lives, including learning.

2.3 Definition of HelloTalk

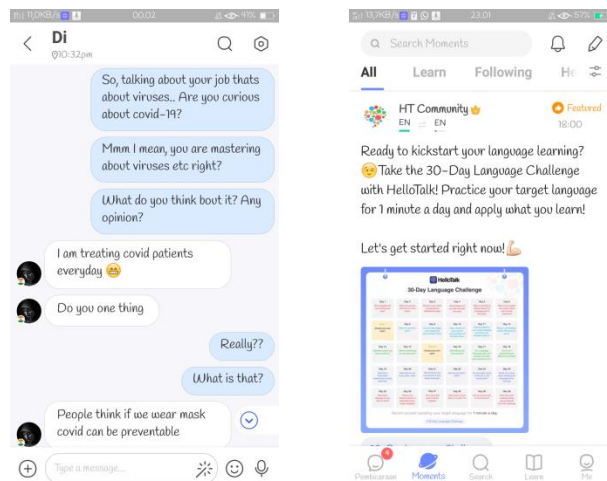
HelloTalk, rated 4.3 on Google Play, is a popular language learning app with a team based in Hong Kong and Shenzhen, China. Zackery Ngai is the CEO and founder of the HelloTalk application, which launched in December 2012 and exists to help language learners practice by chatting just as you would with a friend. This application covers almost all the languages in the world, such as English, Japanese, Korean, Spanish, French, Mandarin, Portuguese, German, Italian, Russian, Arabic, Indonesian, and many others.

According to Rivera (2017), HelloTalk is a conversation-based mobile assisted language application that claims to make cultural immersion, language learning, and practice easy, engaging, and intuitive as it allows users to synchronously connect and chat with native speakers from all around the world. Its main purpose is to connect language learners directly to native speakers and the target culture in order to facilitate language learning.



HelloTalk offers a variety of desirable features to language learners all over the world, such as;

1. Voice messaging
2. Text chat
3. Camera/photo share
4. Doodle share
5. Smileys
6. GPS location share
7. Specific language learners features, that are translation, transliteration, and voice recognition, to help learners write/speak in their target language.



The most challenging obstacle one should overcome in learning a new language is actually starting a conversation and continuing it (Richards, 2016). There is a Moments part defined in the HelloTalk app, shown in Figure 4, which can help learners a great deal with this challenge. This option enables learners to share some posts and write comments on each other's posts. It helps them get a whole lot more exposure to the target language and creates an immersion environment.

This feature might find its roots in Suggestopedia and the peripheral learning principle introduced by Lozanov (1978), who believed language learners grasp

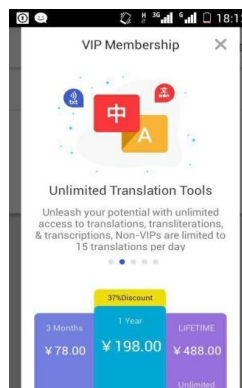
information easily and effortlessly when it is perceived as part of the environment rather than the instructional materials.

HelloTalk has several ways to help users learn a language by chatting, such as;

1. HelloTalk: connects you with someone who speaks the language you are studying.
2. Moments: when users post photos, chat, and can correct mistakes made by others.
3. Learn: includes HelloTalk content partners' vocabulary and listening lessons.

Lately, HelloTalk has created more standalone applications, including;

1. AI Grammar Checker, which rivals Grammarly for efficiency
2. Hello Words, which focuses on vocabulary, and
3. English Times, which has many articles to help improve reading skills for those learning English,



The primary difficulty with this app, which demands immediate attention, is the lack of a system to motivate users to keep using it for language learning. HelloTalk is not entirely cost-free, like many other excellent mobile language learning

programs. As shown in this image, the cost of VIP membership (i.e., the paid version) is somewhat costly. In addition, it might be thought to be extremely unfair to charge for practicing any additional language pairs beyond the first one.

Unfortunately, while they are chatting in the community, the learners are not provided with feedback on their level of progress. Furthermore, there is essentially no formal instruction available for learning a new language. That is, the community's produced grammar, phonology, and vocabulary are only reviewed by peers who are native or sound like natives. To the best of the authors' knowledge, these limitations make learners unable to determine their proper language proficiency, which in turn lowers their level of motivation. The HelloTalk expert team needs to eliminate this requirement.

All those features serve as language learning tools and suitable options for users to build rapport with other members of the language community. Some of the features are really attractive.

2.4 Definition of Writing

There are some definitions and perspectives on writing proposed by some experts. Some experts have different concepts about writing. According to a previous study by Lutfi (2017), Writing means the activity of creating pieces of written work, a communicative act, a way of sharing observations, information, thoughts, or ideas with ourselves and others in a language that is linked together in certain ways and forms a coherent (grammar, vocabulary, handwriting, spelling, layout, and punctuation) whole in its purposeful selection and organization of experience, as well as the production of sentences as instances of usage.

Spratt et al. (2005) state that writing is a productive skill that involves communicating a message by making signs on a page. Richards and Renandya (2002) stated the writing process has four main stages: planning, drafting, revising, and editing. Planning refers to an activity encouraging the students to write their ideas. In the drafting process, students start to gather their ideas. Then, the revising stage allows the students to do a review based on the feedback given. Lastly, editing is the process of preparing the final draft using the accurate spelling, punctuation, diction, grammar, and sentence structure.

According to Harmer (2004), there are four steps in the writing process, they are as follows:

1. Planning

When planning, students need to take into three main problems. To begin, they must consider the purpose of the writing, as this will influence not only the type of text they wish to produce, but also the language they use and the information they include. Further, professional writers look into the audience for whom they are writing, as this affects not only the shape of the writing but also the choice of language, whether formal or informal. Lastly, students have to consider the structure of the piece content that is, how to best sequence the facts, ideas, or arguments that they have decided to include.

2. Drafting

Drafting is a piece of writing. It is frequently assumed that it will be changed later. It is produced on the way to the final.

3. Editing (reflecting and revising)

Other readers who comment and make suggestions often help with reflection and revision. The reaction of another reader to a piece of writing will assist the learner in making revisions that are required

4. Final version

After editing their draft and making the changes they think necessary, students create their final version. Because things have changed over the editing process, this may look significantly different from both the original plan and the first draft. However, the students are now ready to deliver the written text to its intended audience.

We can conclude from previous discussions of writing concepts that a writing skill is the ability to produce written language by developing thoughts and ideas into meaningful text by taking consideration of content, organization, grammar, mechanics, and vocabulary. As a result, when readers read the text, they will understand what it means.

2.5 Theories of Writing

There are many definitions of writing, according to many language experts. Spratt et al. (2005) state that writing is a productive skill that involves communicating a message by making signs on a page. According to Gordonin McDonald and McDonald (2002), writing is a process in which different things happen at different stages in the process of putting thoughts into words and words onto paper.

Writing is a complex skill that requires students to not only explore their ideas or thoughts in words but also apply the strategies in expressing their ideas to make their thoughts visible (Ruhama and Purwaningsih, 2018). This is consistent with Brown's (2000) argument that writing requires students to generate ideas, organize them in a coherent manner, use appropriate references and rhetorical conventions to put together a cohesive written text, revise text to avoid ambiguity, edit for appropriate grammar use, and finally produce the written product.

According to Syatriana (2018), writing is a language skill. It used to communicate directly, not face-to-face with another person, but through written media. Writing is not necessary appropriate topic selection; rather, it requires deciding who will read it, particularly for the article and its objectives. Writing allows us to express the contents of our thoughts and feelings, whether they are imaginary or real. In this case, we can write regarding our experiences, which can be funny, strange, thrilling, embarrassing, or painful.

In writing, the students will know how to incorporate good content into their ideas that is supported with relevant supporting sentences. In this skill, the students can improve their grammar, such as how to use correct tenses, adjectives, articles, and noun phrases. They can also format a text to ensure proper mechanics such as word spelling, punctuation, and capitalization (Rini, 2015).

According to Brown in Saifuddin (2016), writing is a way of life. It is also the development of ideas, arguments, logic, cause and effect. Without some ability to express yourself in writing, a student cannot pass the course. Writing is also a developmental process, they try to avoid imposing their views, offering models, or

suggesting responses to topics before hand.

Husin and Nurbayani (2017) state that writing is one of the English skills that need to be mastered by English as a Foreign Language (EFL) learners in order to have a capability of communicating in written forms with various specific objectives.

Based on the explanation above, researchers conclude that writing is an activity in which thoughts and feelings are announced or expressed in the form of writing that is expected to be read by the reader and functions as a direct communication tool aimed at expressing and impressing from the products of thinking, drafting, and revising.

2.6 Descriptive Text

According to Gerot and Wignel (1994), descriptive text is a text whose function is to describe a particular person, place, or thing. Based on Wahidi (2009) in Irianti (2015), description is used in all forms of writing to create a vivid impression of a person, place, object, or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report. In other words, description text is used to describe a particular person, place, or thing.

The purpose of descriptive text is to describe and reveal a particular person, place, or thing in enough details or specifics to allow the reader to visualize the description. It can be concluded that descriptive text is used to describe anything that is seen by the writer in detail. Similarly with Kane, Crimminin Markamah (2013) states that descriptive text is a strategy for presenting a verbal portrait of a person, a place, or a thing. It means that when we describe something, we need

to capture the details so that the reader can understand what we mean. Furthermore, McKay says in Markhamah (2013) that when we want to describe something, we must be able to make the reader understand what we mean. McKay also discusses the most common types of descriptive writing: describing a process, describing an object, describing a location, describing a person, and describing an event.

Descriptive text is a text that intended to describe a particular person, place, or thing. The schematic structure of descriptive text is divided into three parts: identification, description, and evaluation. Besides its schematic structure, descriptive text also has its own linguistic features. Linguistic characteristics of descriptive text include the following: the use of a specific participant; writing in the present tense; the use of linking verbs; the use of adjectives; the use of relational terms; and the use of material process (Siahaan, 2015).

Descriptive text is a kind of writing that consists of a description, characteristics, or definition of something, an object, or something else. Descriptive writing also involves putting across feelings and describing places, things, and objects. In this case, the researcher is going to describe the students' skill in writing descriptive text based on their writing test results (Husna, 2013).

In this research, the researcher used a local attraction and historical place descriptive text types to conducted this research that suitable with syllabus for first grade senior high school.

Sumarsih and Sanjaya (2013) divide the part of a descriptive paragraph into three parts:

1. Social Function

The social function of a descriptive paragraph is to describe the characteristics and conditions of the object, either a person, thing, place, or animal, by using an adjective and an attribute (Sumarsih and Sanjaya, 2013). Most descriptive texts describe the image of a certain person, animal, thing, or location. The social function of descriptive text is to inform the readers about the illustration of certain persons, places, or things in specific ways.

2. The Generic Structure of Descriptive Text

Based on Sumarsih and Sanjaya (2013), the generic structure of descriptive text is divided into two parts:

- a. Identification is an Introduction to the objects or things described and includes who, what, when, and where.
- b. description is a detailed description of an object's qualities, characteristics, condition, and parts.

3. Grammatical Features

According to Fauziati (2005), the language features of descriptive text include the following indicators:

1. Certain nouns, such as teacher, house, my cat, bridge, etc.
2. Simple present tense
3. Detailed noun phrases to give information about a subject, such as it was a large open row boat, as wee young lady, the deaf person, etc.

4. Various adjectives are used to describe, number, and categorize something, such as two strong legs, sharp white fangs, her curly hair, and so on.
5. Relating verbs to give information about a subject, such as my mom is really cool; it has very thick fur, the rest remains at home, etc.
6. Thinking verbs and feeling verbs to reveal the writer's view, such as the police believe the suspect is armed; I think it is a clever animal, etc.
7. Action verbs, such as our new puppy bites our shoes; it eats soft food, etc.
8. Adverbs to provide additional information about manner, such as quickly, gradually, at three o'clock, and so on.
9. Figurative language, such as similes, metaphors, Jhon is as white as a slate, sitting tight, and so on.

Example of descriptive text :

Uluwatu Temple	
Identification	Uluwatu is a tourist destination located in the Pecatu Area, Badung Regency. It is a sacred buiding. Its is no wonder that all tourists when visiting must wear a poleng cloth.
Description	One of the beauties of this temple lies in the afternoon, tourists can see the kecak dance performance. The dance moves are great, especially when the sun is setting. It's a very beautiful sight.

2.7 Writing Aspects

Knoch, May, Macqueen, Pill, and Stroch (2016) states that writing skills are special that allows writers to express their thought in the form of meaningful words and of a mental interaction through written message. According to Brown (2004), concepts and products need a procedure to make good writing. The components of good writing are content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. While according Jacob et al (1981) and Hosseinpour (2014) define that there are five components of writing should be considered by students in writing:

1. Content

The term content refers to the actual writing itself, or the sense of the main idea (unity), which is a group of connected ideas that a writer presents as a whole when developing a theme. Instead of performing the unique roles of transition, restatement, and emphasis, this term refers to the work of communicating ideas. By looking at the topic sentence and the controlling idea, unity can be found. Each sentence in a paragraph should be connected to the topic and progress the main idea.

2. Organisationsation

Organization is the logical arrangement of the content (coherence). It has logically constructed sentences that flow naturally. The order of the sentences and ideas is referred to as the logical arrangement. Deals with effectiveness of introduction, logical sequence of ideas, conclusion, and length of the writing.

3. Grammar

Grammar is the process of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to enhance a logical relationship in a paragraph. It also refers to the use of proper grammar and syntactic structure. Grammar is concerned with the proper use of sentence structures and constructions, as well as accuracy and correctness in the use of articles, pronouns, prepositions, and negations.

4. Vocabulary

Vocabulary refers to the selection of words that are appropriate for the content. It starts with the assumption that the writer wants to express his or her ideas as clearly and directly as possible. As a general rule, clarity should be the primary goal. The word choices that accurately express the meanings are highly valued.

5. Mechanics

Mechanic refers to the use of the language's graphic conventions. For instance, there are the stages of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation.

From the explanation above, all of these aspects should be addressed so that the intended readers can effectively comprehend the message or information shared by the writer.

2.8 Concept of Teaching Writing

Teaching writing is not a simple matter. In the teaching of writing, the teacher is expected to give many opportunities for the students to practice and produce the text. It means that the teacher should put the students in a new situation to motivate them to expand their ideas and produce good writing. Not only that, but the teacher

should organize the teaching and learning in order for students to know and understand how to write well. Brown (2001) states that the role of the teacher is to help students engage with the composition.

In fact, the teacher will have some difficulty teaching writing because of the students' low motivation to write. To solve the problem, the teacher should build the students' enthusiasm for joining the lesson. So, the teacher should have the right way, or the right strategy, to face up to those problems. Sokolik and Nunan (2003) state that there are some principles for teaching writing;

1. Understand the student's reasons for writing
2. Give students numerous opportunities to write.
3. Make feedback helpful and meaningful.
4. The teacher must clarify to himself and his students how their writing will be evaluated.

The following are Brown's (2001) process approaches to writing instruction:

1. Focus on the process of writing that leads to the final written product.
2. Assist students in comprehending their own composition.
3. Help the students follow the stages of pre-writing, drafting, and re-writing.
4. Give students time to write and rewrite.
5. Place central importance on the process of revision.
6. Let students discover what they want to say when they write.

7. Give students feedback while they are composing a text (not just on the final product), as they want to express their ideas.
8. Encourage feedback from both the instructor and peers.
9. Include individual conferences between teacher and student during the process of composition.

Harmer et al. (2004) state that teachers have a number of important tasks to do when helping students become better writers. The tasks that teachers have to do before, during, and after student writing are the following:

1. Demonstrating

The teacher should be able to explain the material specifically and make the students familiar with the layout of the text and the language used in a certain text.

2. Motivating and Provoking

When students become stuck in their writing, the teachers assist them in coming up with new ideas. In this problem, the teachers should be problem solvers when the students have difficulties learning. It is better if the teachers prepare amusing and engaging ways to teach and learn.

3. Supporting

Students need a lot of help and reassurance when they are writing, both with ideas and how to carry them out. Teachers need to support the students when they are writing in class, be available for them, and prepare to help students overcome difficulties.

4. Responding

In order to assist the students in writing descriptive text, the teachers may give comments or suggestions for its improvement. It is better to react to what they have said than filling their work full of correction symbols.

5. Evaluating

Teachers point out where students do well and where they make mistakes, and they are rewarded when they do well. Teachers should highlight the students' errors and try to put them right before handing back the marked scripts to the students.

We can conclude from the explanation above that in the teaching and learning process, students are first exposed to learn the organization of writing because the clear expression of ideas is the main point in writing, and grammatical problems will become the focus in the following step.

2.9 Procedure of Teaching Descriptive Text Using HelloTalk

In practicing their writing, the students have to follow the steps to make their writing more effective. The writing is divided into four steps by Mappe (2000):

1. Pre-writing

In the process approach, a typical pre-writing activity would be for students to brainstorm on the topic they were assigned. Students will gain inspiration to begin writing a good paper in this manner.

2. Writing

In this stage, students will select among the ideas generated during pre-writing and structure them. The result of the brainstorming session provides a plan and description of the topic.

3. Revising

In this stage, the students review a draft to check five aspects of the writing based on the feedback given by the teacher or their peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into its final form.

4. Editing

In this stage, students have to check their final draft for any mistakes they may have made based on the feedback given. After students pass checking and editing, they are allowed to publish their writing.

The researcher used some procedures for applying HelloTalk Application to write descriptive text by the following:

1. The teacher created a group page (HelloTalkgroup) titled "Fun Learning". The group is a closed group that contains the student who gets accepted by the teacher or the student who inputs by the teacher.
2. The teacher expanded his or her knowledge of the topic by sharing material in the form of PowerPoint presentations, videos, pictures, and Word documents.
3. The teacher asked the students to give examples of what they don't understand from the material.

4. The teacher re-explained the material that the students do not understand in the class.
5. The teacher provided an example of descriptive text.
6. The teacher gave some instructions to guide the student in writing descriptive text.
7. The teacher gave feedback on the students' written text and asks the students to rewrite their product and post their text on HelloTalk.
8. The teacher gave additional knowledge to the students to make a good writing product from a mistake of the students' in HelloTalk. Then did the post test on the class.

2.10 Advantages and Disadvantages of Teaching Writing Descriptive Text by Using Hellotalk Application

In teaching writing descriptive text by using Hellotalk Application there are both advantages and disadvantages. Based on a previous study conducted by Nugroho, Nafasya, Nurshanya, and Awaliyah (2021), there are some advantages and disadvantages in terms of teaching vocabulary by using hellotalk application. It also occurs when teaching descriptive texts using the HelloTalk application.

The advantages of using hellotalk application were easy to use, and the features of the application did not make the students confused. The interfaces of the features piqued the students' interest. This application has a clear explanation and interesting pictures and stories. HelloTalk has various features that students can use, such as: dictionaries, translations, and a grammar checker, to organize their writing.

While, the disadvantages of using hellotalk application were the students often times complain about the stability of the internet sometimes froze and could not be operated because of the unstable internet connection. In addition, This application was not free of charge and only offered a seven-day trial. The users must pay for it, and that was a barrier for the students to use this application on a daily basis. The users got limitation using the features in Hellotalk Application; ai grammar and translation only three times in a day to free access were users allowed to access the features of hellotalk application. For instance, the users will get three free time uses of the grammar checker tool in a day, but if the users used it more than three times in a day and want to learn more than one language, they must pay for VIP version.

2. 11 Theoretical Assumption

In teaching writing, it is important to use an interesting learning strategy that can help students reach the goal of the teaching-learning process. One of the learning strategies that can be used to make students get ideas easier in their writing is hellotalk application. the researcher assumed that HelloTalk was effective tool to students in improving their writing skills in descriptive text, the learning process will be more effective and enjoyable because the students enjoy to find features (grammar checker, translations and dictionaries) that available in hellotalk to make a better writing. Based on Fella and Fadhly (2022) Hellotalk was problem-solving in learning english with fun way because it makes students feel confident, enjoy and motivated. The students were able to compose and express their ideas in hellotalk application. Briefly, HelloTalk is a useful tool for learning languages, especially for the younger generation because of its entirely social setting.

2. 12 Hypotheses

According to Sugiyono (2010) hypothesis, research provides a temporary solution to problem identification. A hypothesis is a specific, test able prediction about what you expect to happen in your study. This research is to answer such a question:

1. There is significant difference between the students' skills in writing before and after being taught descriptive text by using HelloTalk Application in writing skills.
2. Grammar is the aspect of writing that improve the most after being taught by using HelloTalk Application

This chapter has explained previous research, the concept of writing, the concept of teaching writing, descriptive text, hellotalk application, writing aspects, procedures for applying hellotalk application in teaching descriptive text, and theoretical assumptions and hypotheses.

III. METHODS

This chapter discusses the research design, population and sample, variables, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, data treatment, hypothesis testing.

3.1 Design

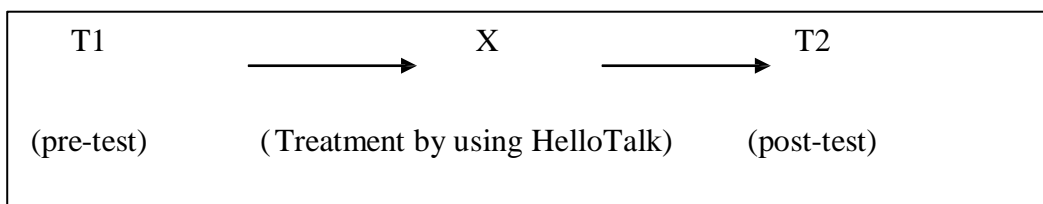
The quantitative research design most closely associated with action or applied research is the pre-experimental design. The goal of this study was to find cause-and-effect relationships between the two variables, with the topic (x) working as an independent variable and the students' writing ability (t) working as a dependent variable. This design consists mainly of one group, which is an experimental group. The experimental group used HelloTalk as a treatment to assist students improve their descriptive text writing skills.

The pre-test and post-test pre-experimental design on one group is the best to use. According to Arikunto (2006), there are three kinds of pre-experimental design: one shot case study, pretest and posttest group, and static group comparison. This research uses a group pretest posttest design. Experimental research is a research design that uses controlled conditions to observe the effect of a specific treatment on others (Arikunto, 2013).

The purpose of this study is to find out if using the HelloTalk app in descriptive texts in senior high school can help students improve their writing skills. This

research design includes the method, which is defined as the means by which the research goal will be achieved. This design improved the treatment's efficacy as measured by the difference between pretest and post-test scores, but there was no comparison with a control group. The research was divided into two parts: a pre-test and a post-test. A pre-test measures some attribute or characteristic that is assessed in an experiment before the group receives treatment, whereas a post-test measures some attribute or characteristic that is assessed for experiment participants after a treatment.

Table 3.1 The Illustration of Research Design



The research measures using one group pretest posttest design, as follows:

1. Giving The Pre-Test (T1).

The pretest was given before the treatment to assess the students' drafting skills in writing descriptive text. We gain knowledge about the writing problems that students face by administering a pretest. Pre-test are administered during the first meeting to assess the basics of students' writing skills. In the pre-test, students are asked to write a descriptive paragraph about the given topic. The paragraph text is made up of 3-5 sentences. The pre-test was in written form.

2. Doing The Treatment by Using Hellotalk (X)

The teacher used HelloTalk as an English learning media and to provide knowledge

about the app's efficiency during the treatment. The teacher gathered a small group of students to share the material, maintain open discussions, and assign homework via HelloTalk.

3. Giving The Post-Test (T2).

In the final meeting after treatment, the researcher administered the post-test. The test process is similar to the preliminary test. Following the treatment, a post-test was carried out to determine which aspect of writing improved the most after learning with HelloTalk. Students received the assignment to write a descriptive text related to the topic given in the posttest, which they had completed in the pre-test. It is used to track the progress of students' writing. The outcomes of the post-test were compared to the pre-test results to determine whether HelloTalk improved the students' ability to write descriptive text.

3.2 Population and Sample

First-year students from SMA Ma'arif NU 5 Purbolinggo in the academic year 2021-2022, grade X IPA 2, formed the research population. There are 25 students in the class. The researcher chose the experimental class for administering the treatments in this research to improve their ability to write descriptive text about local attractions and historical places, the student received four treatments.

3.3 Variables

In this study, there are two types of variables, they are independent variable (X) and dependent variable (Y) It is categorized as the independent variable was hellotalk because it can influence the dependent variable to determine the effect of

the phenomenon and the object that is observed. Then, the dependent variable was writing skills measured to see the effect of the independent variable as a teaching model.

3.4 Data Collecting Technique

To collect the data, the following tests (pre-test and post-test) are used.

1) Pre-test

The pre-test was given to students before they were taught using the HelloTalk Application or before the treatment process. Before being taught by the HelloTalk application, it gives in order to determine the students' descriptive writing ability. This was a written essay test. Students need to create a descriptive paragraph.

2) Post-test

The post-test was given to the students after they were taught by the HelloTalk Application or after the treatment process. It was intended to be used as a post-test to measure their improvement in writing ability after being taught by the HelloTalk Application. The post-test has similarities to the pre-test. The only difference between the pre-test and post-test is the topic..

3.5 Research Procedure

There are several steps to ensure that the result follows its best procedures to maintain a good process, as follows:

1. Selecting Materials for Treatment

The researcher chose and adapted some descriptive text samples from the internet and an English book when deciding to treatment materials.

2. Determining The Population and Selecting The Sample

This study's population consists of first-grade students from SMA Ma'arif NU 5 Purbolinggo. Purposive sampling was used by the researcher to select one class as the experimental class.

3. Administering The Pre-test

Before starting treatment, students were given the pretest to assess their preliminary ability. The students were assigned to write a descriptive text in this step. The topic of this essay is Lampung attractions. The time limit was set at 60 minutes.

4. Conducting The Treatment

Following the delivery of the pre-test to the students, the researcher administered the treatment via the HelloTalk Application. The treatment took 60 minutes, as specified in the syllabus for the first grade of Senior High School. The treatment was delivered in four meetings. The students were instructed to write a descriptive text during the four meetings.

5. Administering the Post-test

A post-test was administered to the experimental class after they received the treatment in order to determine the improvement in students' descriptive text

writing. The test was given in written form. Students were instructed to create descriptive text writing based on the topic of attractions and historical sites. The post-test is taken 60 minutes to be finished.

6. Scoring

The writing test was assessed by two raters, as instructed by the researcher. The first rater (R1) was scored by the researcher, and the second rater (R2) was scored by the English teacher.

7. Analyzing Data

SPSS was used to analyze the data after scoring the pre-test and post-test. It is used to figure out the means of the pre-test and post-test and the significance of the improvement.

3.6 Scoring Criteria

In evaluating the students' writing scores, the researcher and the English teacher analyzed the results of the students' descriptive text writing. The criteria of the scoring system were based on the rating sheet by Brown (2004), which concerned the five aspects of writing; content, organization, grammar, vocabulary, and mechanics. The scoring criteria were based on the rating sheet from Brown (2004), as can be seen below:

Table 3.2 The Scoring Criteria

Aspect	Score	Performance description
Content	4	The topic is complete and clear and the details are relating to topic
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	1	The topic is not clear but the details are not relating to the topic.
Organization	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuse connectives.
	1	Identification is not complete and descriptions are arranged with misuse connectives.
Grammar	4	Very few grammatical or arrangement inaccuracies.
	3	Few grammatical or arrangement inaccuracies but not affect on meaning.
	2	Numerous grammatical or arrangement inaccuracies.

	1	Frequent grammatical or arrangement in accuracies.
Vocabulary	4	Effective choice of words and word form.
	3	Few misuse of vocabularies, word form, but not change the meaning.
	2	Limited range confusing words and wordform.
	1	Very poor knowledge of words, word form, and not understandable.
Mechanics	4	It uses correct spelling, punctuation, and capitalization.
	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

With the formula:

$$score = \frac{C + O + G + V + M}{20} \times 100$$

Table 3.3 Standard of Assessment

The table below states the classification of the scores:

No.	Grade	Level	Range of score
1.	A	Excellent	81-100
2.	B	Good	61-80
3.	C	Fair	41-60
4.	D	Poor	0-40

3.7 Instruments

According to Sugiyono (2010), an instrument is a tool used by researchers when conducting research. There are some kinds of instruments that can be used, such as tests, questionnaires, interviews, observation, and documentation. The researcher will use tests to collect data for this study. The tests consist of a pre-test and a post-test. Before administering the treatment, a pre-test is used to determine the students' ability in writing descriptive text. The students' achievement in writing descriptive text after treatment is determined using a post-test. Some of the tests were written in the form of essays. The pre-test topic was attractions, and the post-test topic was one of historical sites. Each test was completed in 60 minutes. The purpose of the pre-test was to assess the students' writing abilities before the treatment. Furthermore, the post-test was designed to determine whether or not there is an increase in students' achievement following treatment.

3.7.1 Validity of The Test

Validity is the most important consideration in developing and evaluating measuring instruments. Ary et al. (2010) define validity as the extent to which an instrument measures what it claims to measure. To put it simply, validity can be defined as the instrument that measures what is supposed to be measured. The

researcher used construct validity and content validity in this study to ensure test validity. The following is an explanation of content validity and construct validity:

1. Content validity is concerned with whether the test is sufficiently representative and comprehensive. In terms of content validity, the material given is suitable for the curriculum (Setiyadi, 2006). Using content validity, the researcher created this test based on the senior high school syllabus and curriculum.

The content validity needs to depend on the "Kurikulum 2013." Students in the first grade of senior high school were expected to analyze the meaning of simple text in the form of descriptive text in order to interact with the society around them, according to the syllabus of the 2013 curriculum. Students were expected to be able to write a simple text in the form of a descriptive text based on the standard of competence stated above. The descriptive text was used in the content of the items tested in this research. It was appropriate for first-year students at SMA Ma'arif NU 5 Purbolinggo.

Table 3.4 Content Validity

Core Competence	Standard Competence	Indicators
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	

<p>2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</p>	<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	
<p>3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan</p>	<p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>3.7.1. Menganalisis fungsi sosial, struktur teks dan unsur bahasa pada teks deskriptif tentang tempat wisata dan bangunan bersejarah. 3.7.2. Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa</p>

<p>wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>		<p>pada teks deskriptif tentang tempat wisata dan bangunan bersejarah.</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.</p>	<p>4.8. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>4.8.1. Menganalisis teks deskriptif tentang tempat wisata dan bangunan bersejarah. 4.8.2. Menyusun teks deskriptif tentang tempat wisata dan bangunan bersejarah.</p>

Table 3.5 Content Validity of Test

Competence Indicators	Test items	
	Pre-test	Post-test
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana terkait dengan tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.		
4.10 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait dengan tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Writing test	Writing test

2. Construct Validity is needed for the test instrument, which has some indicators for measuring one aspect or construct (Setiyadi, 2006). Construct validity is the process of determining how much of a test can be explained by one or more constructs. Construct validity concerned whether the test was actually in line with the theory of what it means to know language (Shohamy, 1985). This research administered the writing technique while also investigating the outcomes of students' writing based on five aspects of writing. The test had high construct validity in this research since it included prompts in the form of guided questions to assess students' ability to write a descriptive text.

3.7.2 Reliability of The Test

Based on Hatch and Farhardy (1982), test reliability can be defined as the extent to which a test produces a consistent result when administered under similar conditions. A test is considered reliable if the results are consistent. Inter-rater reliability is used when the test score is estimated independently by two or more judges or raters. The researcher is the first rater, and the English teacher is the second rater at SMA Ma'arif NU 5 Purbolinggo. They were both debating the development of criteria for obtaining a reliable test result. In order to achieve reliability, the researcher also used a statistical *Spaerman rank-order correlation* formula:

$$p = 1 - \frac{6\sum d^2}{N(N2 - 1)}$$

Notes:

P: Coefficient of rank order

N: Number of students

d: The difference of rank correlation

1 – 6: Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability, as follows:

A very low reliability	(range from 0.00-0.19)
A low reliability	(range from 0.20-0.39)
An average reliability	(range from 0.40-0.59)
A high reliability	(range from 0.60-0.79)
A very high reliability	(range from 0.80-0.100)

(Arikunto,1998)

The Result of Reliability of Pre-Test Score

$$\begin{aligned}
 R &= 1 - \frac{6\Sigma d^2}{N(N2-1)} \\
 &= 1 - \frac{6(37)}{25(50-1)} \\
 &= 1 - \frac{222}{15600} \\
 &= 1 - 0.01423 = 0.98577 \text{ (a very high reliability)}
 \end{aligned}$$

The Result of Reliability of Post-Test Score

$$\begin{aligned}
 R &= 1 - \frac{6\Sigma d^2}{N(N2-1)} \\
 &= 1 - \frac{6(14)}{25(50-1)} \\
 &= 1 - \frac{84}{15600} \\
 &= 1 - 0.00538 = 0.99462 \text{ (a very high reliability)}
 \end{aligned}$$

3.8 Data Analysis

In order to get the results of this research, the researcher analyzed the data using steps as follows:

1. Scoring the pre-test and post-test

In this study, the scoring system was based on dividing the correct answer by the total number of items timed at 100. In scoring the students' results from the pre-test and post-test, the formula by Arikunto (1997) was employed:

$$S = \frac{R}{N} \times 100$$

Where:

S : the score of the test

R : the total of the right answer

N : the total items

2. Tabulating the results of the tests and calculating the means of pre-test and the post-test.

$$M = \frac{\Sigma x}{N}$$

Note:

M : Mean (average score)

Σx : The Total of the Students' Score

N : The Total Number of the Students

(Hatch and Farhadi, 1982)

3. The Paired Sample T-test for Social Science (SPSS) version 22 for Windows is applied to statistically analyze the data and draw conclusions from the tabulated results of the test given. It was used to test whether the improvement gained by the students was greater or not, in which case the significance was determined by $p < 0.05$ and to answer the second research question, the data were gained from the aspect that improved the most. The researcher analyzed the improvement made by students on each aspect of writing with the following formulation:

$$\frac{\textit{Posttest} - \textit{Pretest}}{\textit{Total Score} - \textit{Pretest}}$$

Therefore, before testing the hypothesis using the T-test, it was necessary to find out whether the data in the experimental class was normally distributed or not.

This test was used to measure whether the data was normally distributed or not. The data were tested by One-sample Kolmogorov-Smirnov Formula (SPSS 22). The criteria for normal distribution are:

Ha: The distribution of the data is normal.

Ho: The distribution of the data is not normal.

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign $> \alpha$). In this case, the researcher will use a level of significance of 0.05.

3.9 Hypothesis Testing

The hypotheses state the following:

1. (Ha) “there is significant difference between the students’ skills in writing before and after being taught descriptive text by using HelloTalk Application in writing skill”

(Ho) “there is no significant difference between the students’ skills in writing before and after being taught descriptive text by using HelloTalk Application in writing skills”

2. (Ha) “Grammar is the aspect of writing that improve the most after being taught by using HelloTalk Application”

(Ho) “Grammar is not the aspect of writing that improve the most after being taught by using HelloTalk Application”

If $P < 0,05$ Ha is accepted

If $P > 0,05$ Ho is not accepted

The researcher used a level of significance of 0.05, which means that the hypothesis is accepted if $\text{sign} < P$. It means that the probability of error in the hypothesis is only 5%.

Those are the methods of research which use in this study, such as design, variables, population and sample, research instrument, data collecting technique, research procedure, scoring system, validity and reliability, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter offers the conclusion of the research findings and suggestions for English teachers and further researchers who are going to conduct similar research.

5.1 Conclusion

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions:

1. The results demonstrated a significant improvement in students' writing following the implementation of the Hellotalk Application. The pre-test mean increased from 61.80 in the first test to 76.00 in the second. Furthermore, because the number was 14, the gain of the test was quite high. With a score of (0.044), the aspect of writing that improved the most was grammar. It happened because the HelloTalk Application provides learners with how to write descriptive text effectively by utilizing HelloTalk features such as the grammatical checker. As a mobile learning tool, the HelloTalk Application can assist students in creating descriptive texts, increasing their motivation and interest in the learning process. Also, it assists students in developing an idea for their writing.
2. Using HelloTalk applications allows students to submit their work more easily, try to actively participate in the teaching and learning process, interact with one another without having to meet in person, and so on. According to the findings, the students' test scores improved significantly after using the HelloTalk

Application. As a result of some statistical testing, HelloTalk appears to be effective. The researcher concluded that HelloTalk is a useful tool for improving students' writing skills and can play an important role in teaching writing to students in the first grade at SMA Ma'arif NU 5 Purbolinggo.

5.2 Suggestion

In reference to the conclusion above, some points of recommendation are put forward as follows:

1. Suggestions for English Teachers

- a. Because the researcher discovered that most students are interested in this learning, the HelloTalkApplication is recommended for English teachers to use as a learning method. Because it provides numerous benefits, variety in implementing material to relieve students' boredom in learning descriptive text. It belongs to the teacher's creativity to provide engaging materials and tasks in the HelloTalk Application.
- b. As the class was conducted online by using Hellotalk Application, teachers should be able to manage the class well. Bringing interesting topic and asking some questions can help the teachers to build interaction with the students.

2. Suggestion for Further Researcher

- a. This study was conducted in the senior high school level. Therefore, the further researchers can try to find out the effect of using Hellotalk Application in different level such as junior high school level.

- b. Further researcher can try to apply Hellotalk Application with different skills to improve the learning process, such as speaking skills, vocabulary mastery or reading skills.

The final chapter has presented the conclusion of the research findings, and suggestion for english teacher and other researchers who are interested in counducting future research or in teaching writing in the same field.

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