

A THESIS

**THE USING OF ESSAYBOT APPLICATION TO INCREASE
STUDENTS' WRITING ABILITY AT THE SECOND YEAR
ENGLISH DEPARTEMENT STUDENTS'
OF IAIN PAREPARE**



By

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

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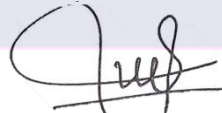
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Parepare, 10th May 2023
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The Research



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DECLARATION OF THE RESEARCH AUTHENTICITY

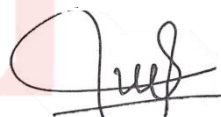
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Declare truly and fully aware that this thesis is truly the result of my own work. If later it is proven that it is a duplicate, imitation, plagiarism, or made by another person in part or in whole, the the thesis and degree obtained are therefore null and void.

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The Research



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ABSTRACT

Suci Amaliyah Basri. *The Using of Essaybot application to Increase Students' Writing Ability at the Second Year English Departement Students' of IAIN Parepare* (Supervised by Hj,Nurhamdah and Yulie Asni)

This study used Essaybot to improve students' writing ability of the second year students' at IAIN PARE PARE. EssayBot is an essay writing assistant powered by Artificial Intelligence, which can give a title, topic, and prompt to start writing. Essaybot can help students to find out inspirational sources from the Web and teach students to paraphrase sentences, as well as generate and complete sentences. The purpose of this research is to know the increasing of students' writing ability by using the Essaybot application.

This research used pre-experimental design. The population of this research was the second year of English Department students at IAIN PARE PARE. The total sample was 20 students. The steps were consist of Pre-Test, treatment, and Post-Test. The data gained analyys by use SPSS then explained descriptively.

The results showed that the average writing ability of students before using the Essaybot application was 62.50 and after given treatment using the Essaybot application was 84.69. Then the results of the Paired sample T-test are Significance Values (2-tailed) in the table showing 0.001. Based on parametric test decision making Sig (2-tailed) value $0.001 < 0.005$ then H_0 (Null Hypothesis) is rejected and H_1 (Alternative Hypothesis) is accepted or in the sense that there are significantly different between the results of the Pre-test and the results of the Post-test. It can be said that Essaybot can improve students' writing skills.

Keyword: Students' Writing Ability, Essaybot, Artifical Intelegence.

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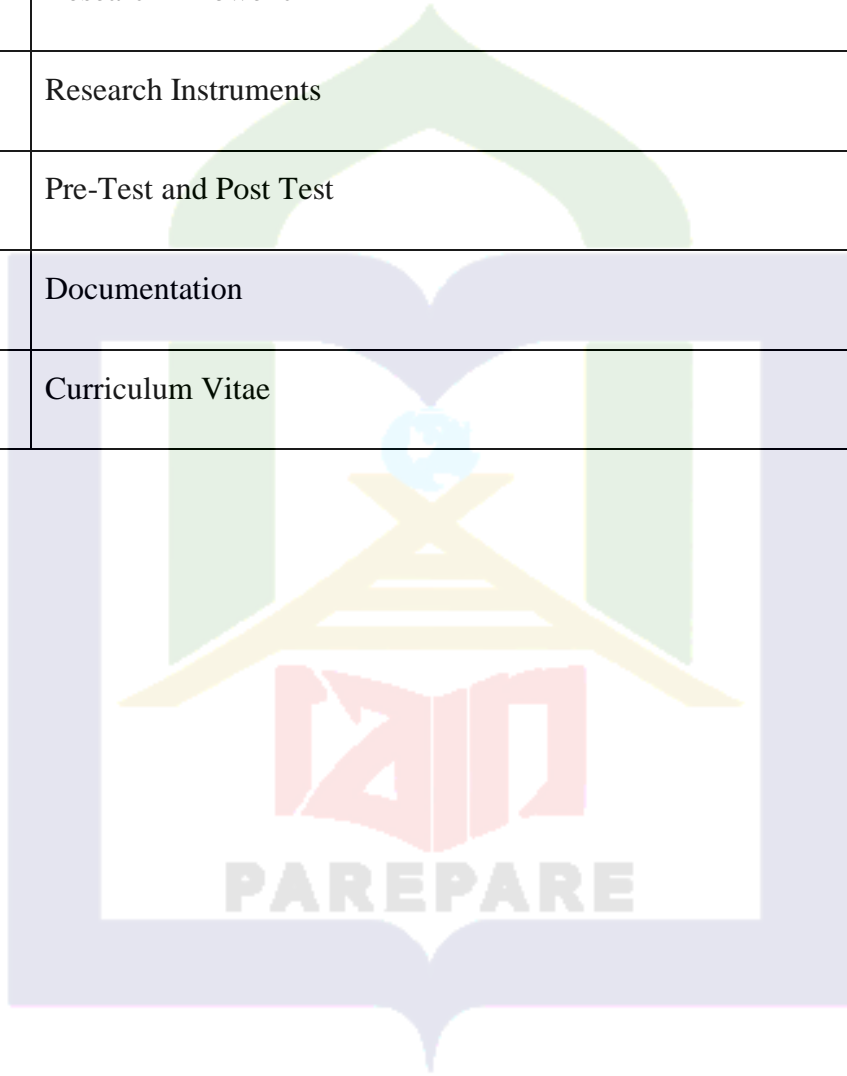
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CHAPTER I

INTRODUCTION

A. Background

In real-life communication, being able to speak in English is not enough. Because not all communication activities can be held in the form of spoken language, but communication activities also need the written form. Many aspects in life need writing skills as a part of the requirements such as in education settings students are expected to be able to write a kind of academic writing.

Among the four language skills “writing is the most difficult skill for second or foreign learners to master” It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words. Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. Writing is usefully described as a process of putting thoughts into words and words into papers . There are several elements of writing, including grammar, paragraph organization, and vocabulary. Also, there are mechanics of writing which are necessary in making a good writing .¹

Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. Writing is one of the important skills to be mastered by the students. They used it to communicate to each other as means of ideas and emotional

¹ Rahimi Mustakim Sagita, Jamaliah, ‘Sosial Humaniora Vol I No . II | 32’ , I.Ii (2008), 31–38.

expression because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes.²

The first significance of writing is that writing is the top level of a language. It is the last macro skill that has to be mastered by people who want to be able to communicate perfectly. The second significance is that writing is a productive skill. It involves producing language rather than receiving it. In writing, people will produce written language. The third significance of writing is that writing is the most complex macro skill in language mastery. In writing, people apply everything that they have got in the three stages before. The fourth or the last significance of writing is that writing is the stage of language mastery where people can generate ideas. In writing, people should construct the idea perfectly to make it so understandable that other people can catch the meaning or the purpose of the message (idea) in writing.

In writing a paper, the point of any writing is to gain and also improve understanding of some particular topics. To help students understand about some topics, while writing a paper, the writer should provide some ideas or information to the readers. To present information and to provide the evidence in writing, gathering information is needed before students ready to start writing. Students must know that gathering information can be done through taking notes. There are three techniques of taking notes that students must know which consist of paraphrase, direct quote, and summarize. Based on the three techniques above, students mostly use paraphrase technique among two others which is direct quote and summarize.³

² Anggota Tim and others, *IMPROVING THE STUDENTS ' WRITING ABILITY IN ARGUMENTATION* Halaman Pengesahan, 2015.

³ 2011 BRASIL, 'Strategi Parafrese Dalam Skripsi Mahasiswa Jurusan Bahasa Inggris', *Phys. Rev. E*, 2011, 1–5 <<http://www.ainfo.inia.uy/digital/bitstream/item/7130/1/LUZARDO-BUIATRIA-2017.pdf>>.

Based on the curriculum at IAIN Parepare in the English language education department, there is an academic writing course. In this course, students are introduced to correct writing. Because one of these skills is very important to master, especially for English education students.

Based on the three techniques above, students mostly use paraphrase technique among two others which is direct quote and summarize. Paraphrase is 2 needed to be put in writing for peoples to gain clear understanding about the main ideas from the topic. It can be said that using paraphrase to introduce something to the reader is an important thing to do. People will understand a writing more easily if we as the writer provide them with good quality of academic writing. That is why students have to understand how important paraphrase to prove some ideas on their writing.

Learning media is one of the important aspects in achieving learning objectives. There are many supporting media to help students in writing. One of them is the Essaybot application that can help students write a paragraph or essay. Besides that, this media is also useful for writers who can write clearly and not too verbally or theoretically. The Essaybot application is arguably still very new. This Essaybot uses an algorithm to automatically generate articles on any topic. Even add your own quote.

In order to avoid plagiarism, the writer can use paraphrase, direct quote and summarize to minimize it. Many students who are suspected being plagiarists do not know that they did plagiarism. It happens because lack on theories of paraphrasing. In some cases, this happened because most students paraphrase in wrong way. They did

not know the theory of forming the paraphrase. They still have difficulties in making paraphrase and keeping the original ideas from the original source.

Bryan discovered the website EssayBot.com, which uses an algorithm to automatically generate articles on any topic. According to bryan EssayBot appears to work by using the title you provide as keywords to search the internet for potentially relevant paragraphs. And helped “write” the article by selecting from among the paragraphs EssayBot suggested. EssayBot then helped brayen avoid plagiarism detectors like Turnitin by automatically rephrasing the paragraph. EssayBot cautioned bryan that rephrasing is more of an art than a science. I found it especially amusing that EssayBot rephrased “plagiarism” as “writing.”⁴

B. Research Question

Based on the background previously covered, the researcher formulates the research question as follows:

Does the use Essaybot Application improve the students’ writing ability ?

C. Objective of the Research

Referring the above research question, the objectives of the research are formulated as follows:

To show the improvement of students' writing in using the essaybot application.

D. Significance of the Research

The result of this study is expected to be able to provide the following benefits:

⁴ Brian L. Frye, ‘Illegitimacy of Plagiarism Norms 2: The New Batch’, *SSRN Electronic Journal*, 2012, 2021, 10–13 .

1. For the Stakeholders

This research can improve students' writing method by using the essaybot application and the research really hopes that this research can give useful information for students who will be a candidate of teacher. By these findings, it can be motivations for the students to teach with many new methods.

2. For Students

The result of this research is expected to give more information which is really important to be known as students. The students' hopefully improve their writing ability after using Essaybot application and it can become the option of the students for their learning solution.

3. Further Researchers

The results of this study are expected that the essaybot application can help students write easily. Especially for language researchers, they can adapt the technique or media used in this research as an alternative to teach students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research:

A. Some Previous Findings

Evyta Tri Handayani and Dyah Aminatun (2020). The first article is the students' perspective on the use of whatsapp groups to improve writing skills by. The aim of this article is to find out how learning how to use WhatsApp in writing can influence the development of their writing skills. Before conducting research, the first thing researchers do is look for problems in the class being taught. This can be seen from the response of the majority of students in the writing class who gave a good response to this medium. Apart from that, the students also admitted that the Whatsapp group influenced their writing skills because they were able to make peer corrections, give comments and discuss the topic with others. Looking at the results of this study it can be concluded that the use of WhatsApp can improve students' writing.⁵

Ahmad Yudi Wahyudin (2018). In this article tries to confirm if Instagram has a positive effect on students' writing ability. The results show that students' writing skills improve in terms of aids and that students treated in blended learning classes using Instagram do better than designed. According to the researcher, Instagram could be an alternative medium to support the teaching of writing practice outside the

⁵ Evyta Tri Handayani and Dyah Aminatun, ' Students' Point of View on the Use of Whatsapp Group To Elevate Writing Ability', *Journal of English Language Teaching and Learning*, 1.2 (2020).

classroom. However, there are obstacles for researchers because there are limitations in this regard, researchers would like to use a larger sample to confirm the transferability of the effect of Instagram on the writing ability of undergraduate students.⁶

Ni Kadek Herna Lastari (2018), The English teachers who teach the eighth-grade students of SMP90-DB are suggested to implement mind mapping technique as one of the alternatives in teaching writing. Furthermore, the teachers should create many activities to avoid monotonous activity in the classroom to make the students want to share their knowledge and create comfortable learning in teaching and learning process because the students need more practice writing rather than the theory; thus, the students were motivated to learn writing in order to improve their ability to pass the minimum passing grade. In other words, coherence and unity of the students' writing could be improved as well. The teachers are also suggested to give more attention on the students' condition, like giving more interactive materials and media as well as encouraging the passive students to get involved in the class and avoid focus-less students.⁷

Sri Lestari (2017), Implementing Padlet Application to Improve Writing Ability In English Writing Skill For Non English Department Students. From this study the application of the padlet can improve the writing skills of students not majoring English, but must be accompanied by regular practice. Using padlet

⁶ Achmad Yudi Wahyudin and Fatimah Mulya Sari, *The Effect of Instagram On The Students' Writing Ability At Undergraduate Level*, 2018.

⁷ Ni Kadek and Herna Lastari, 'The Use of Mind Mapping to Improve Writing Skill of the Eighth Grade Students of Junior High School', *Journal of Applied Studies in Language*, 2.2 (2018).

application has function to encourage students to share and collaborate in writing and speaking.⁸

Ufi ruhama (2018). Improving Students' Writing Skills through the Application of Synectic Model of Teaching Using Audiovisual Media. Based on several stages of the research that has been done, it can be concluded that the use of the synectic model of teaching in writing was very effective to increase the students' abilities in writing descriptive text. The implementation of this method helps the students in understanding and expressing their creative ideas in writing through the learning activities. This method not only makes students able to put creative ideas in writing but also help students be more motivated to learn and discuss groups and train them to participate actively in the process of learning.⁹

Previous studies have compared the applications and methods used to improve writing skills. From some of the research above, it is possible that there are those who have the same theory but the use of the application is still different. However , in terms of object and study and object of research, it is very clearly different from previous studies. The research above all focuses on improving their respective writing samples, but the research above uses different applications and methods from the research used. Therefore I chose it . Because the research above is very helpful and you can see what is lacking and needs to be included in my research.

⁸ Sri Lestari, 'Impelementing Padlet Application To Improve Writing Ability in English Writing Skill for Non English Department Students', *LET: Linguistics, Literature and English Teaching Journal*, 7.1 (2017).

⁹ Ufi Ruhama and Dewi Ismu Purwaningsih, 'Improving Students' Writing Skills through the Application of Synectic Model of Teaching Using Audiovisual Media', *English Language Teaching Educational Journal*, 1.3 (2019).

B. Some Pertinent Ideas

1. The Concepts of Writing

Writing is one skill that students have to learn besides listening, speaking and reading. It is one of the activities that students must do in the English classroom. In writing, students should have a capability in arranging words, phrases, and sentences or grammatically correct as well as appropriate with its purpose.

Writing is a creative act, the act of writing is creative because it requires interpreting or making sense of something: an experience, a text, an event. Writing is creative behavior, creative writing behavior because it requires understanding or feeling something: an experience, writing, and event.¹⁰

Writing is a form of thinking, but instead thinking for a certain reading and for a certain time. One of the writer's most important tasks is to master the principles of writing and thinking, which will help him achieve his goals and objectives. The most important of these implied principles are invention, structure, and style. In short, learning to write is learning to think in a certain way.¹¹

From some of definition above, we can conclude that writing is an activity that make students share their information, experience, ideas, or story in the form of writing (symbol) based on the context of language feature tat they have learn and then applying the steps of how to good in writing to producing a good essay.

¹⁰ H.Douglas Brown, 'Teaching by Principles: An Interactive Approach to Language Pedagogy', *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2001, p. 269.

¹¹ Paul Deane and others, 'Cognitive Models of Writing: Writing Proficiency As a Complex Integrated Skill', *ETS Research Report Series*, 2008.2 (2008), i-36 <<https://doi.org/10.1002/j.2333-8504.2008.tb02141.x>>.

2. The Purpose of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write. In addition, based on Competency Standard Standar Kompetensi (SK) and Basic Competency- Kompetensi Dasar (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact with people in their nearest environment.

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

3. The Process of Writing

Writing process is learning how to write by writing. This current emphasis in writing instruction focuses on the process of creating writing rather than the end

product. The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing. Langan stated that writing is a process that involves the following steps:

- a. Discovering a point-often through prewriting
- b. Developing solid support for the point-often through more prewriting
- c. Organizing the supporting material and writing it out in a first draft
- d. Revising and then editing carefully to ensure an effective, errorfree paper.

Learning this sequence will give you confidence when the time comes to write. You will know that you can use prewriting as a way to think on paper and to gradually discover just what ideas you want to develop. You will understand that there are four clearcut goals-unity, support, organization, and error-free sentences to aim for in your writing. You will realize that you can use revision to rework a paper until it is a strong and effective piece of writing. And you will be able to edit a paper so that your sentences are clear and error-free.¹²

4. The Problems of Writing

Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour-not counting the thought and research that went on before the actual writing. Therefore, many problems faced by teachers and students. The first problem is “the less proficient writer” problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process.

¹² Suryani Suryani and Azlim Azlim, ‘The Use of STAD to Improve Students’ Writing Skill’, *Journal of ELT Research*, 3.1 (2018), 38 <https://doi.org/10.22236/jer_vol3issue1pp38-42>.

Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is “I can’t write English” problem.¹³

5. Paraphrase

Plotnick argues that paraphrase means to share information from other people’s thought, then re-9 explain it by using our style and does not have purpose to steal the idea. Besides sharing information, the use of paraphrase is to increase the reader’s understanding while reading their writing, giving detailed explanation about some ideas or information, also paraphrase will strengthen the writing itself, especially academic writing. However, paraphrasing is not easy to do. Lots of student nowadays still confused of how to paraphrase correctly. They still confused of how to clearly demonstrate their understanding about an idea from the source material before they transform it by using their own language. Students find it difficult to change the original sentence structure and cite the source with the proper form.¹⁴

6. Theories of Paraphrasing

Kennedy & Smith provides the reader with easiest term to paraphrase. They divided the paraphrase strategy into seven:

- a. Changing structure and grammar paraphrase (syntactic paraphrase) This strategy can be done by changing the sentence pattern.
- b. Changing word paraphrase (semantic paraphrase).

¹³Betty Mattix Dietsch, “*Reasoning & Writing Well*” (Ohio: McGraw Hill, 2003), Hal.25.

¹⁴ Dahlan, ‘Strategi Parafrase Dalam Skripsi Mahasiswa Jurusan Bahasa Inggris’, “*Manajemen Asuhan Kebidanan Pada Bayi Dengan Caput Succedaneum Di Rsud Syekh Yusuf Gowa Tahun*”, 4.2014 (2014).

- c. Changing Structure (organization) of Ideas.
- d. Substitute words in the original with synonym.
- e. Combine or divide sentences as necessary.
- f. Use direct quotations from the original sporadically.
- g. Document the paraphrase.

The most important part of semantic relation among sentences is paraphrase, entailment and contradiction. Two sentences which have the same meaning called paraphrase. Those sentences can be described as sentences which having the same key word and the same truth condition.

7. The Concept of Essaybot

EssayBot is an essay writing assistant powered by Artificial Intelligence . Given the title, topic, and prompt, Essaybot can help you find inspirational sources from the Web, suggest and paraphrase sentences, as well as generate and complete sentences using. Essaybot now includes a citation finder that generates citations matching with your essay.

Some students may be confused or even have difficulty in making assignments, one of which is an essay assignment. Most of them run out of ideas so they are confused about what to write. To write an essay, ideally we have to do it manually and observe something firsthand.

However, the more sophisticated technology is, now there is no need to be confused anymore because there is technology that can help students make essays quickly and easily, with the help of bots. There are many essay writing bots found on the internet, one of which is the essay bot.

Essay bot is a technology in the form of applications and websites. This technology can help and facilitate students in making or compiling essays. With

state-of-the-art technology, this essay bot can create or produce non-market and highly varied writings. This essay bot can also be accessed via Android, iPhone or PC (Laptop and Computer). This essay bot offers several services to its users, among others, first this bot will find the source of the article, then suggest sentences or paragraphs, and compose complete sentences using artificial intelligence. This essay bot will also reduce the level of plagiarism by paraphrasing every sentence. And not only that, this essay bot also contains excerpts from the essays of its users.

The essay bot is mostly used by teenagers, especially students, therefore this bot is designed very simply and is quite easy to use. Users only need to type what they want to write in the form of sentences or questions, they can also directly type in the topic or title of the essay that will be made and the bot will work. The bot will display the first few paragraphs of the essay that will be recommended to the user and the user just needs to determine the first paragraph.

Usually the initial paragraph will be taken from a paraphrased scientific reference database to avoid plagiarism. However, this technology still has to involve its users to compose an essay. Users must add a few paragraphs that are still related to the topic of the essay. But just by typing a word, this bot will offer alternative sentences that can be connected with previous sentences. However, because today's technology is also increasingly sophisticated, there is a possibility that the paragraph may still contain plagiarism even though it has been paraphrased.

Reporting from Vox, Aaron Yin, the creator of Essay Bot said that the working system of this bot is actually almost similar to a translator. So he claims

that using Essay Bot is not cheating. This bot only provides alternative sentences and helps find several sources that can be used by its users.

Although it offers several conveniences, this bot also has several weaknesses including, the resulting sentences sometimes do not match so it is confusing, and makes the sentences become disconnected when combined with the previous paragraph. This is because bots are not able to make the right argument or narrative to frame the essay. So the resulting points are contradictory.

In addition, to get more access users must register first. And in order to be able to download the essays that have been compiled, users are also required to subscribe and are subject to a subscription fee. The subscription fee is around 9.95 USD or the equivalent of 144 thousand rupiah per month. Or if you want to be more efficient, Essay Bot also provides a year-long subscription package, which is priced at 49.95 USD or the equivalent of 722 thousand rupiah.

In conclusion, this essay bot is quite helpful for students and makes it easier for them to compose essays. But don't expect too high, because this is just a bot, not a professional academic service. With these weaknesses, the resulting essays are of low quality. It is better for users to reconsider using the bot in making essays. Because it is possible that the essays that are arranged are not perfect or even do not match the topic you are looking for.

In addition, it is very unfortunate if you have to subscribe and spend money but the results are not appropriate. It is better to compile essays manually by pouring all the ideas we have and developing them. There are several sites and applications that can help us in compiling essays so that our essay results are maximized, including Cambridge Dictionary, Thesaurus, Microsoft Dictionary,

Worldref, or even Google Translate. And to check the accuracy of the grammar, you can use the Grammarly application which can also be accessed through the website. EssayBot's website notes that the platform can help writers "find inspirational sources, suggest and paraphrase sentences, as well as generate and complete sentences using AI" once a title and a prompt are given.

EssayBot doesn't write anything from scratch. Instead, it takes what it assumes to be "relevant" paragraphs from your paper subjects and rewrites them by trying to hide the duplicate texts from search engines.

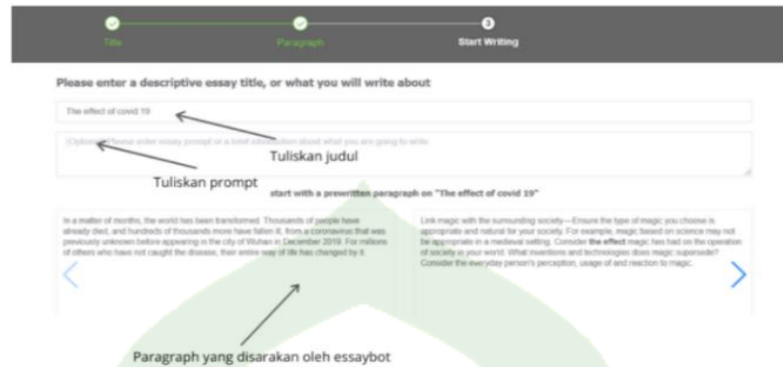
AI writing assistants (based on NLP and machine learning) help users through various steps of the writing process (augmented writing). Using AI systems, they correct grammatical errors within a written text (via conducting a continual error-analysis), provide recommendations for later improvements and provide additional resources for further study. In foreign language classrooms, these systems help learners to go through the writing process individually, correct themselves and think about the process itself. Using AI in this way facilitates learner's self-regulation and autonomy. The examples of AI writing assistants is Essaybot.¹⁵

Students often do not have ideas or have difficulty developing ideas for writing, especially if the topic is determined by the teacher. Essaybot application is one of the recommended applications to improve student writing ability.

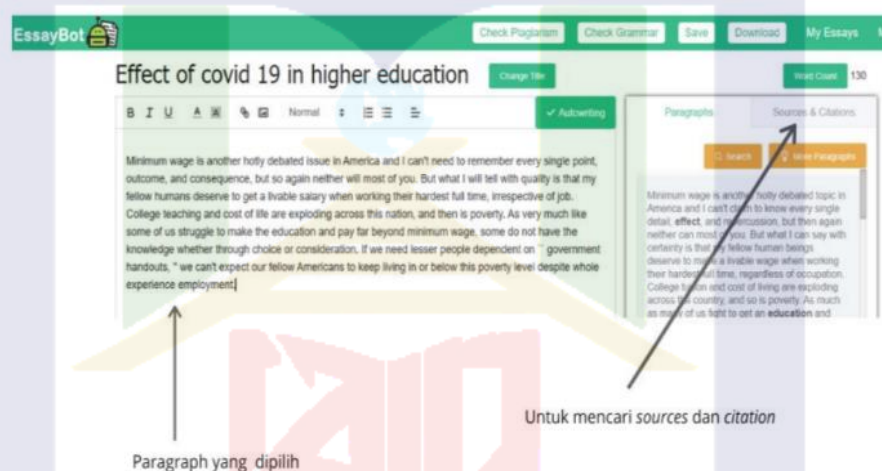
- a. The first step is to open the link <https://www.Essaybot.com> or the Essaybot Application. After that please sign up to create an account. After having an account, you can explore using the title, Essaybot also helps provide a few

¹⁵ <https://sciendo.com/journal/JOLACE>

paragraphs as inspiration (Picture 1).¹⁶



b. Essaybot can also help paraphrase sentences or paragraphs. Essaybot also recommends sources and citations (Picture 2).



After getting ideas, sources and a few sample paragraphs, you can of course start writing your first draft .¹⁷

So Essaybot , can be used to enrich students' knowledge of particular topic before starting wrote his first draft. For Example , before using Essaybot , students

¹⁶https://www.google.co.id/books/edition/Teknologi_dan_Pembelajaran_Bahasa_Inggris/EAAAQBAJ?hl=id&gbpv=1&dq=pengertian+essaybot&pg=PA20&printsec=frontcover

¹⁷https://www.google.co.id/books/edition/Teknologi_dan_Pembelajaran_Bahasa_Inggris/EAAAQBAJ?hl=id&gbpv=1&dq=pengertian+essaybot&pg=PA20&printsec=frontcover

are given a topic to write an essay on , for example “ The pros and cons allowing cell phones in schools” and the this topic is discussed in class to find out what students think. After Discussion to get views from . Students’ can be asked to use Essaybot, with the aim of getting the views of others who have already been published.

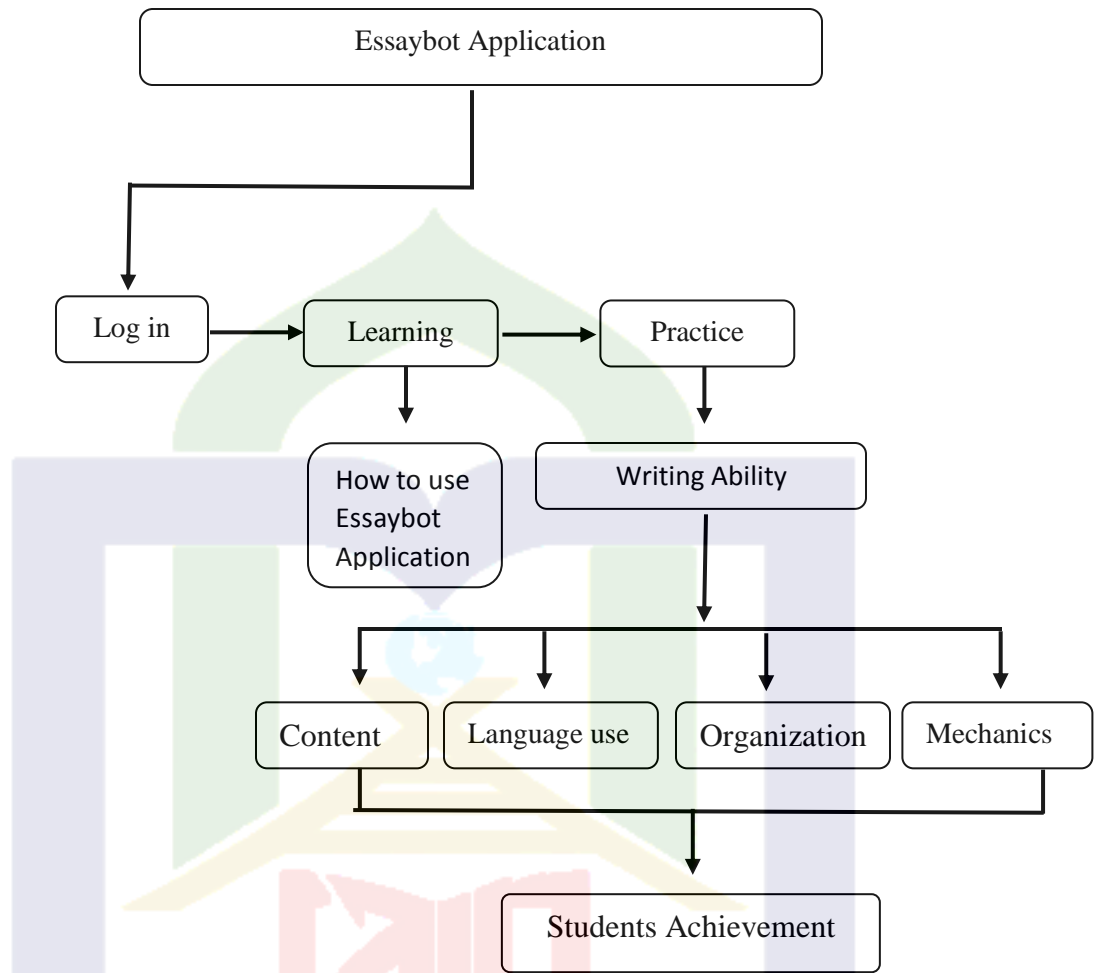
Essaybot has been the primary choice of scholars in relation to writing good and well-researched essays. It is a very straightforward-to-use software that works by suggesting the most accurate contents as soon as the consumer prompts, giving an essay title. Essaybot even paraphrases sentences for the essay writers, which helps them to complete their assignment much faster, in a more professional addition of the new quotation finder is a big boost to the applying. This has made the writers more geared up and given them a sense of confidence.

C. Conceptual Framework

The framework is a description of the pattern of relationships between concepts or variables and is a complete picture of the research focus. The framework of thought is usually presented in the form of a schematic chart.¹⁸

The main focus of this research is using Essaybot Application to improve writing ability the second years students’ of English education program at State Islamic Institute of Parepare . The researchers design the conceptual framework of this research by showing diagram below.

¹⁸ Sekolah Tinggi Agama Islam, “*Pedoman Penulisan Karya Ilmiah*” (Parepare: Departemen Agama, 2013), hal. 26.



D. Hypothesis

H0: There is no effect of using Essaybot Application to Increase Students' Writing Ability.

H1: There is effect of using Essaybot Application to Increase Students' Writing Ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher had established possible cause and effect between dependent and independent variable.

Table Pretest-Posttest Design

O1 X O2

Where :

O1 : Pre-test

X : Treatment

O2 : Post-test

B. Location and Time

1. Research Location

The location of the research had conduct in Tarbiyah Faculty, State Islamic Institute of Parepare. It located in Jln. Amal Bakti, Soreang, Parepare, and the research have been do the research about a month including of analysis data.

2. Research Time

This Research had conduct approximately a month (adjusted to the needs of the researcher).

C. Population and Sampel

1. Population

The population of this research second years' students of English Departement at IAIN Parepare.

2. Sampel

According to Sugiyono the simple is part of the number and characteristics possessed by the population. So the sampling technique in this research is *Purposive Sampling*. According to Sugiyono purposive sampling is about sample which proper to the criteria of the class.¹⁹ The sample can be choose for class experiment for Class Poutry which number of students are 20 students.

D. Procedure of Collecting Data

1. Data Collection

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.

a. Test

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of Second Years Students' of English education program at IAIN Parepare.

- 1) **Pre-test** is the researcher gave a pre-test to the students before giving a treatment . It was consisted of write essay, the researcher just give students writing task without applying this method, the researcher gave

¹⁹ Suharsimi Arikunto, "*Dasar Evaluasi Pendidikan*". Edition of (Cet. X, Jakarta: Bumi Aksara, 2016), hal.245.

the students' to write an essay.

- 2) **The post-test** is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvment in English. The smilar test will be given from pretest.

b. Treatment

The researcher give the treatment to students'and give some materials about Writing Ability material. This treatment have been conducted for three meetings. The procedure of the treatment as follow:

- 1) The First Meeting
 - a) The researcher started with praying to the students to open the class.
 - b) The researcher checks students attendance.
 - c) After that, the researcher had prepared the all materials before going to teach the students in the classroom, before giving materials to the students, first of all, the researcher asked the students about what problems that they faced when studyinh English especially writing.
 - d) After the students tell the problem faced, researcher provide some opinions and motivations for students so that students' attention is more focused and make them interested in learning English, especially in writing.
 - e) After students listen and receive explanitions from researchers about the above problem, the researcher started teaching process and learning writing with a brainstorming strategy used picture. Researcher use picture as expected by the researcher, through a picture of attention students will be more focused and get a lot of responses.
 - f) Before that students' teach the Application , the research give students' Pre-Test.

- g) And finally the researcher gave greeting to the students to close the class.

2) The Second Meeting

- a) The researcher started with praying to the students to open the class.
- b) The researcher checks students' attendance.
- c) In the second meeting, the researcher introduces the essaybot application.
- d) After that, the researcher explained to the students how to use the application and explained the steps that must. And then, the researcher will provide an example so that teach students better understand how to use the essaybot application.
- e) And finally the researcher gave greeting to the students to close the class.

3) The Third Meeting

- a) The researcher started with praying to the students to open the class.
- b) The research checks students' attendance.
- c) In the third meeting, the research teach the students' use the Essaybot Application and the research give the students' 1 topic and make the paragraph use essaybot application.
- d) And finally the researcher gave greeting to the students to close the class.

4) The Fourth Meeting

- a) The researcher started with praying to the students to open the class.
- b) The research checks students' attendance.

- c) In the third meeting, the research teach the students' use the Essaybot Application and the research give the students' 1 topic and make the paragraph use essaybot application.
 - e) And finally the researcher conducted to the students to close the class.
- 5) The five meeting
- a) The researcher started with praying to the students to open the class.
 - b) The researcher checks student attendance.
 - c) In this meeting, the researcher gave the students a piece of paper containing pictures . This image is an example used in the application.
 - d) And then , students are given the Post-Test of explaining the picture in their own words .
 - e) And finally the researcher to close the class.

E. Instrument of the Research

According to Lorraine saying an instrument is a tool used to collect data. It means that instrument are a tool or facilities that are used by the writer to collect the data completely and systematically.²⁰ Research instrument is a tool in researching to collect data.

There are four components presented in the analytic scoring rubric for writing, for example: content, organization, language use, and mechanics. The research uses analytical scoring rubric to analyze the data related to the students' paragraph writing.

Analytic scoring rubric of the students'.

²⁰ Eri Kusumawati, "Increasing Present Continuous Tense Mastery Using Grammar Translation Method at Eight Graders of Mts N 1 East Lampung In Academic 2019".

Table 1 The analytical Scoring Rubric.

No	Aspect	Criteria	Score
1.	Content	• Relevant to topic	4
		• Mostly relevant to topic but lacks detail	3
		• Inadequate development of topic	2
		• Not relevant to topic	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure)	4
		• Loosely organized but main ideas stand out, not well organized (generic structure)	3
		• Ideas confused or even no main ideas, bad organized (generic structure)	2
		• Does not communicate , not organized	1
3.	Language use	• Few errors agreement, tenses, number, word order, article, pronouns of preposition	4
		• Several errors of agreement, tenses, number, word, order, article, pronouns of preposition	3
		• Frequent errors of agreement, tenses, number, word order, article, pronouns of preposition	2
		• Dominated by errors	1

4.	Mechanics	• Few errors of spelling, punctuation, capitalization, and paragraphing	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing	3
		• Frequent errors of spelling, punctuation, capitalization, and paragraphing	2
		• Dominated by errors	1

$$\text{Score} = \frac{\text{Number of correct answer}}{\text{Total number of item on text}} \times 100$$

F. Technique of Data Analysis

Classifying the students' score in to following criteria.

Table 1.2

Scores	Classification
80-100	Very good
66-79	Good
56-65	Fair
40-55	Poor
30-39	Very poor ²¹

²¹ Suharsimi Arikunto, Dasar Evaluasi Pendidikan, (Cet. X, Jakarta: Bumi Aksara, 2011), p.245.

1. To find out the mean score of the students writing ability by using the following formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

N : Total Number of Students

\sum : The total number of the students score

\bar{x} : Mean Score



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two section, namely the findings and the discussion. The findings covers the description of the result of data colleted through tests that can be discussed in the section below.

A. Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the justification of the question in the previous chapter, the researcher supervised a test that was given twice. A pre-test was given before treatment to know the students' writing ability in analytical exposition text before doing the treatment, while post-test was given after treatment that is knowing the students' writing ability after doing treatment and the result of the post-test of this research can answer the question of this research that aims to find out through using essaybot application can improve writing skill students' English Departement of IAIN Parepare.

This research is conducted in writing ablity students of IAIN Parepare as the location which chosen by the research when its observing, this research is processing by follow some step which also referred to the methodology of research, some of the step beginning from the observation step. After do the observation to make clear which the sample are ready to be experimented, than the researcher again try to creat some of the research planning for using at class.

1. Students' writing ability before using Essaybot Application of IAIN Parepare

The students' score in pre-test The pre-test had done before giving the treatment. It was conducted on Thursday, May 25, 2023. The students were given a pre-test, the researcher found out the result of students' writing skills in pre-test based on the aspects of writing before giving collaborative writing which were content, organization, language use, as well as mechanics, which were analyzed and resulted in the information as shown in the following table :

Table 4.1 the students score in pre-test based on scoring rubric of writing .

NO	SAMPLE	CRITERIA				TOTAL	SCORE	CLASIFICATION
		CONTENT	Organization	Language Use	Mechanics			
1	STUDENT 1	3	3	2	2	10	62,5	POOR
2	STUDENT 2	3	2	3	3	11	68,75	VERY POOR
3	STUDENT 3	3	3	2	2	10	62,5	VERY POOR
4	STUDENT 4	2	3	3	2	10	62,5	POOR
5	STUDENT 5	2	2	2	2	8	50	VERY POOR
6	STUDENT 6	3	3	3	3	12	75	POOR
7	STUDENT 7	3	3	3	3	12	75	POOR
8	STUDENT 8	3	3	3	3	12	75	POOR
9	STUDENT 9	3	3	2	2	10	62,5	POOR
10	STUDENT 10	3	2	2	2	9	56,25	POOR
11	STUDENT 11	2	2	2	2	8	50	POOR
12	STUDENT 12	3	3	2	2	10	62,5	POOR
13	STUDENT 13	3	3	2	2	10	62,5	POOR
14	STUDENT 14	2	2	2	2	8	50	VERY POOR
15	STUDENT 15	2	2	3	3	10	62,5	POOR
16	STUDENT 16	1	2	3	3	9	56,25	POOR
17	STUDENT 17	2	2	3	3	10	62,5	POOR
18	STUDENT 18	2	3	3	3	11	68,75	POOR
19	STUDENT 19	3	3	2	2	10	62,5	POOR
20	STUDENT 20	3	3	2	2	10	62,5	POOR

After knowing the students' score in pre-test based on scoring rubric of writing , the following table are students' score to find out the mean score .

Based on the result above, the researcher is going to presented the descriptive statistic for the students writing ability using the Essaybot Application explained below:

Table 4.2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	20	50	75	62,50	7,587
Valid N (listwise)	20				

Column N represents the sample size, which indicates the number of observations available for the pre-test variable. In this case, the sample size is 20, indicating that there are 20 data points used in the calculation of the descriptive statistics. The minimum column shows the lowest observed value in the pre-test variable. In this case, the minimum value is 50. The maximum column displays the highest observed value in the pre-test variable. Here, the maximum value is 75. The mean column represents the average value of all the data points in the pre-test variable. In this case, the mean value is 62.50. The deviation column indicates the standard deviation of the data points in the pre-test variable. The standard deviation is a measure of how spread out the data is from the mean. In this case, the standard deviation is 7.587. Additionally, there is a row labeled "Valid N (listwise)" which signifies the number of cases that have complete data for all variables involved in the analysis. In this instance, the value of 20 indicates that all 20 data points were used in calculating the descriptive statistics.

2. Students' writing ability after using Essaybot Application to improve writing ability at IAIN Parepare.

According to the second research question which explained about writing ability students' improve after using Essaybot Application of IAIN as content in treatment step.

Some step explained by the researcher in doing for 5 meeting at class, the students are asked to join in one class for teaching using Essaybot Application. Some of the step are followed below:

a. Treatment

1) Opening Class

First step of the treatment process, teaching uses videos containing of what is Essaybot Application, the learning process begins with an introduction to the teaching materials given to students. The process of introducing learning material is by giving directions that improving students basic writing and pharaprasing in English materials is very important to know as for learning English.

Introduction to teaching materials is one of the activities in learning. In the initial activity, the researcher also conducted a self-introduction to students to get to know the character of the students better, the identification of the participants' characters also helped the effectiveness of the treatment process carried out.

The purpose of the learning carried out is how students are able to create and make a paragraph in their own language, and are able to understand the sentence they make and students are expected to be able to using the Essaybot Applicatin. The three indicators of mastery of the English

speaking are the reference for the purpose of conducting treatment in this research.

2) Main Class

The main activity is an activity in which the researcher carries out the learning process using Essaybot Application to search the topic . Parepare refers to several steps, in the first stage give the paper for students for Pre-Test .

Several stages are more specifically described in the following points:

- a) The researcher exam to Pre-Test .
- b) The researcher explains to students about: Definition Essaybot and How to using Essaybot Application .
- c) Researchers asked the students to write the topic in the paper but not using Essaybot Application.
- d) In the next meeting , Students' told to teaching many times using Essaybot Application and repeat the use application.
- e) And the last meeting Students told the Post-Test and make the paragraph using Essaybot Application.

3) Closing Class

The closing activity at the treatment stage is carried out by providing verbal reinforcement to students. The material explained in the main activities is repeated for many time in order to make sure the students mau undertand the materials.

The closing activities of the treatment activity is direct evaluation, the researcher asks several questions directly to students, questions in the

form of directions to students to mention the vocabulary and materials which explained before and also contained in the video, other questions are also directed to students to translate sentences containing at English materials before.

The stages of closing activities also include a summary of the teaching material that has been given during the learning process. Evaluation and affirmation of teaching material is considered very important to be explained in the final activity because students will start to remember all the teaching material that they have recorded and memorized both using their notes and using worksheets.

Based on all the explanations above, the use of essaybot application can improve skill writing students'. According to the result data, the students speaking skill after using essaybot application can be improve. The students' score in post-test Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3

NO	SAMPLE	CRITERIA				TOTAL	SCORE	CLASIFICATION
		CONTENT	Organization	Language Use	Mechnics			
1	STUDENT 1	4	3	3	2	12	75	Very Good
2	STUDENT 2	3	4	3	3	13	81,25	Good
3	STUDENT 3	3	3	4	4	14	87,5	Good
4	STUDENT 4	4	3	4	4	15	93,75	Good
5	STUDENT 5	3	3	4	2	12	75	Good
6	STUDENT 6	4	3	4	4	15	93,75	Good
7	STUDENT 7	4	2	4	2	12	75	Good
8	STUDENT 8	4	3	4	4	15	93,75	Good
9	STUDENT 9	4	3	4	3	14	87,5	Good
10	STUDENT 10	4	3	4	4	15	93,75	Good
11	STUDENT 11	4	3	4	3	14	87,5	Good
12	STUDENT 12	4	3	4	4	15	93,75	Good
13	STUDENT 13	3	4	4	1	12	75	Good
14	STUDENT 14	4	3	4	2	13	81,25	Good
15	STUDENT 15	3	4	4	4	15	93,75	Good
16	STUDENT 16	4	3	2	4	13	81,25	Good
17	STUDENT 17	3	4	2	3	12	75	Good
18	STUDENT 18	4	3	3	4	14	87,5	Good
19	STUDENT 19	4	3	3	4	14	87,5	Good
20	STUDENT 20	4	3	2	3	12	75	Good

Based on the result above, the researcher is going to presented the descriptive statistic for the students writing ability using the Essaybot Application explained below:

Table 4.4

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST TEST	20	75	94	84,69	7,715
Valid N (listwise)	20				

The column N represents the sample size, indicating the number of observations available for the post-test variable. In this case, the sample size is 20, indicating that there are 20 data points used in the calculation of the descriptive statistics. The minimum column shows the lowest observed value

in the post-test variable. In this case, the minimum value is 75. The maximum column displays the highest observed value in the post-test variable. Here, the maximum value is 94. The mean column represents the average value of all the data points in the post-test variable. In this case, the mean value is 84.69. The deviation column indicates the standard deviation of the data points in the post-test variable. The standard deviation is a measure of how spread out the data is from the mean. In this case, the standard deviation is 7.715. Additionally, there is a row labeled "Valid N (listwise)" which signifies the number of cases that have complete data for all variables involved in the analysis. In this instance, the value of 20 indicates that all 20 data points were used in calculating the descriptive statistics for the post-test variable.

The improvement of the students' can be explained for the answered according to the score which students get in pre and post test, it can be explained below:

b. T-Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.5

Paired Samples Test

Pair	PRE TEST - POST TEST	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper			
1	TEST - POST TEST	22,187	9,825	2,197	26,786	17,589	10,100	19	,002

The paired differences column represents the differences between the paired values of pre-test and post-test for each observation. In this case, the mean difference is 22.187. The mean column displays the average of the paired differences. Here, the mean of the differences is 22.187. Deviation: The deviation column indicates the standard deviation of the paired differences. The standard deviation measures the spread or dispersion of the differences around the mean. In this case, the standard deviation is 9.825. The mean column represents the standard error of the mean difference. It indicates the precision of the estimated mean difference. In this case, the standard error mean is 2.197. 95% Confidence Interval of the Difference: The "95% Confidence Interval of the Difference" column displays the range within which the true difference between the means is estimated to fall with 95% confidence. The lower and upper values represent the lower and upper bounds of the confidence interval, respectively. In this case, the 95% confidence interval ranges from 17.589 to 26.786. The "t" column represents the t-value, which is a measure of the

difference between the means of the paired samples relative to the variability within the sample. In this case, the t-value is 10.100. The "df" column indicates the degrees of freedom, which is a measure of the amount of information available for estimating the population parameters. In this case, the degrees of freedom are 19.

The significance value (2-tailed) in the table in the table shows 0.001, based on the parametric test decision making value Sig (2-tailed) 0.001 < 0.005 then H₀ (Null Hypothesis) is rejected and H₁ (Alternative hypothesis) is accepted or in the sense that there are results the real difference between the results of the Pre-test and the results of the Post-test can be said that Essaybot can improve students' writing skills.

B. Discussion

In learning writing in the classroom there are often many problems that are found so that students cannot improve their writing skills. There are at least two problems that Betty expressed in the journal she wrote. Less proficient writers jump the process of writing by skipping the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is that teachers should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is "I can't write English" problem, students always think that they can't write because according to them writing is difficult and they can't find good examples in writing, therefore the function

of the teacher is actually to provide the right media so that students can be helped in writing.²²

Learning media is one of the important aspects in achieving learning objectives. There are many supporting media to help students in writing. One of them is the Essaybot application that can help students write a paragraph or essay. Besides that, this media is also useful for writers who can write clearly and not too verbally or theoretically. The Essaybot application is arguably still very new. This Essaybot uses an algorithm to automatically generate articles on any topic. Even add your own quote.

Previously there were many studies that used media to help students improve their writing skills such as Evyta Tri Handayani and Dyah Aminatun in article “the students' perspective on the use of whatsapp groups to improve writing skills . The aim of this article is to find out how learning how to use WhatsApp in writing can influence the development of their writing skills. Looking at the results of this study it can be concluded that the use of WhatsApp can improve students' writing,²³ and Ahmad Yudi Wahyudin in his article tries to confirm if Instagram has a positive effect on students' writing ability. The results show that students' writing skills improve in terms of aids and that students treated in blended learning classes using Instagram do better than designed.²⁴ the results of the studies above show that the problems

²²Betty Mattix Dietsch, “*Reasoning & Writing Well*” (Ohio: McGraw Hill, 2003), Hal.25.

²³Evyta Tri Handayani and Dyah Aminatun, ‘ Students’ Point of View on the Use of Whatsapp Group To Elevate Writing Ability’, *Journal of English Language Teaching and Learning*, 1.2 (2020).

²⁴Achmad Yudi Wahyudin and Fatimah Mulya Sari, *The Effect of Instagram On The Students’ Writing Ability At Undergraduate Level*, 2018.

experienced by students in the writing process can be overcome by using appropriate learning media.

Researchers have used the same method but used different media, the media that has been used by researchers is Essaybot. Therefore, after giving treatment by applying essaybot application gave an improvement writing to students the second years of IAIN Parepare, The research not only focused to improve writing skill but students' can paraphrasing paragraph.

The improvement of student writing can be said to be helped by essaybot. Where essaybot helps students to provide new sentences and can paraphrase blind sentences. There are several things that students think essaybot helps with. Where when students are given a topic and told to tell stories, students use essaybot as a reference but do not imitate the sentence. Because in this essaybot the references have been arranged or the sentences have been neatly arranged.

The increase in students in this aspect of writing can be said to increase. Where in the aspect of content rose 50%. In the organizational aspect, it can be said to increase by 50% aspect as well. In the aspect of language use increased by 45%. And lastly, in the mechanics aspect, arguably the difficult aspect for writing can be said 40%. This is calculated from the entire number of students studied.

After applying the Essaybot, the students were more easily and confidence to write the text. The students showed much improvement in writing after using Essaybot application, the students were able to minimize the mistakes in writing the analytical paragraph, before giving them treatment

the score of pre-test was 62.50 and post test 84,69. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value is 10.100.

From explanation above, it can be concluded the using essaybot application improve students' writing ability at second years students' of IAIN Parepare. The description of the data by applying essaybot application writing strategy in the previous section showed that the student' writing ability before giving the treatment in teaching was fair in the mean score of pre-test = 62,50 it was caused by the students' writing encountered some difficulties based on the criteria of writing components just for seeing with the accuracy aspect.

After giving the treatment and explaining the using of Essaybot application the students were finally able to making the sentence to good paragraph. They could easily to write and can search many reference and can be pharaprashing paragraph .It showed that the mean score result of post-test which was higher than mean score of pre-test provided.

Therefore, there was a difference between the students writing ability before and after giving treatment by using essaybot application. It showed this strategy can be a supporting aspect for the teacher during teacher English classroom and learning process activity will be more effective since the students can apply this strategy. Besides to make students to good writing in English, of course, they need study more and trying to write some text for getting a good a result at their writing.

The good writing will make a good grammar in writing. People will easily to understand and read the text or information if we had a good written.

So teaching English writing should become the main priority for the teacher to make students mastered on it for getting a good a result on their good writing.



CHAPTER V

CLOSING

A. Conclusion

Based on the description of the result data, the researcher conclude the research that:

1. Essaybot Application can improve the student writing ability

The significance value (2-tailed) of 0.001 obtained from the table indicates that based on the decision-making criteria for a parametric test, where the significance value (Sig) of 0.001 is less than 0.005, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H₁) is accepted. This means that there is a statistically significant difference between the Pre-test and Post-test results, suggesting that Essaybot can improve the writing abilities of students.

The null hypothesis (H₀) in this context might state that there is no significant difference between the Pre-test and Post-test results in terms of students' writing abilities. On the other hand, the alternative hypothesis (H₁) suggests that there is a significant difference, indicating that Essaybot has a tangible impact on enhancing students' writing skills.

Therefore, based on the obtained significance value (0.001) being smaller than the predetermined significance level (0.005), it can be concluded that Essaybot has a meaningful effect on improving the writing abilities of students. This finding supports the notion that using Essaybot leads to noticeable improvements in students' writing skills.

It is important to note that the significance level (α) represents the threshold for making a decision regarding the hypotheses. By rejecting the null

hypothesis (H0) and accepting the alternative hypothesis (H1), we are indicating that the observed difference in the Pre-test and Post-test results is not due to chance but rather a genuine effect of using Essaybot.

Overall, the statistical analysis suggests that Essaybot can be considered an effective tool for enhancing the writing abilities of students, as there is strong evidence to support the claim of a significant difference between the Pre-test and Post-test results.

There is an average difference in the students' writing abilities before using the Essaybot Application and after using the Essaybot application.

The research results indicate that the average writing ability of students before using the Essaybot application was 62.50, while after receiving treatment with the Essaybot application, it increased to 84.69. This significant improvement in writing skills suggests the effectiveness of the Essaybot application in enhancing students' writing abilities.

The initial average score of 62.50 reflects the baseline level of students' writing skills before the intervention. It serves as a reference point to assess the impact of using the Essaybot application. After the treatment, the average score of 84.69 demonstrates a substantial increase, indicating a clear enhancement in students' writing abilities.

The substantial difference of 22.19 between the pre-treatment and post-treatment scores provides strong evidence of the positive impact of the Essaybot application. This significant improvement in writing skills suggests that the features and functionalities of the Essaybot application contribute to enhancing students' writing abilities, leading to higher-quality written outputs.

The increase from 62.50 to 84.69 in the average writing score highlights the potential of the Essaybot application in facilitating the development of students' writing skills. By leveraging the Essaybot application's resources, such as grammar and style suggestions, students are able to produce more polished and coherent written work. This improvement in writing abilities is crucial in academic and professional settings, as effective written communication is highly valued.

In conclusion, the research findings demonstrate that using the Essaybot application leads to a significant improvement in students' writing abilities. The average writing score increased from 62.50 to 84.69, indicating a substantial enhancement in the quality of students' written work. These results emphasize the efficacy of the Essaybot application in enhancing students' writing skills and supporting their overall academic and professional development.

B. Suggestion

Based on the data above, the suggestion offer to:

1. English Teacher

The teacher is suggested to do more teaching by exploit some of the media on how the students get the materials easily.

2. Next Researcher

Next researcher is suggested to do more research which may develop the using of essaybot application of research.

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<https://sciendo.com/journal/JOLACE>

[https://www.google.co.id/books/edition/Teknologi dan Pembelajaran Bahasa Inggris/oUc6EAAAQBAJ?hl=id&gbpv=1&dq=pengertian+essaybot&pg=PA20&printsec=frontcover](https://www.google.co.id/books/edition/Teknologi%20dan%20Pembelajaran%20Bahasa%20Inggris/oUc6EAAAQBAJ?hl=id&gbpv=1&dq=pengertian+essaybot&pg=PA20&printsec=frontcover)

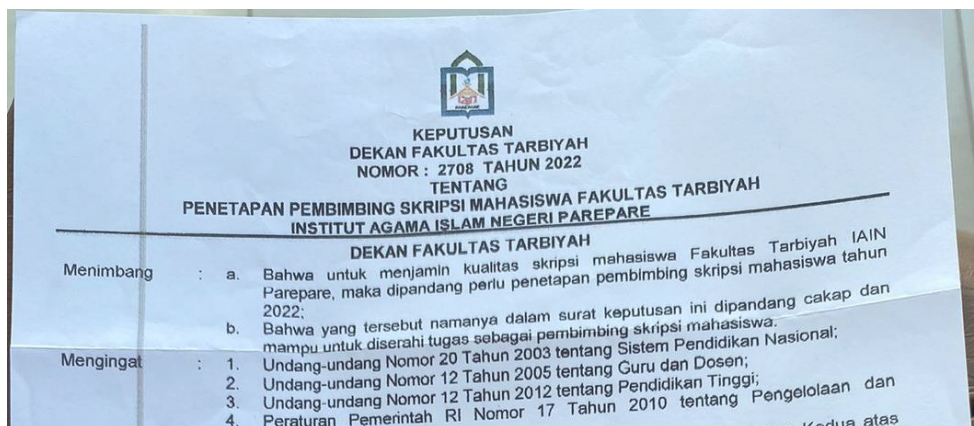
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APPENDIX




Appendix 1:





Appendix 2 :

	SRN IP0000377
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpisp@pareparekota.go.id</i>	
REKOMENDASI PENELITIAN Nomor : 377/IP/DPM-PTSP/5/2023	
Dasar : <ol style="list-style-type: none">1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu	





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

**SURAT KETERANGAN TELAH MENELITI
NOMOR : B.2802/In.39/FTAR.01/PP.00.9/06/2023**

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfah, M.Pd.
NIP : 19830420 200801 2 010
Pangkat / Golongan : Pembina / IV a
Jabatan : Dekan Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Suci Amaliyah Basri
NIM : 19.1300.103
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Jl. G. Lompo Battang, Kec. Paleteang, Kabupaten Pinrang


Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Mei 2023 sampai dengan bulan Juni 2023, dengan judul penelitian **"The Using Of Essay Bot Application To Increase Student's Writing Ability At The Second Year English Department Students' Of IAIN Parepare"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 23 Juni 2023



Appendix 3 :

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
<p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>	

NAME OF STUDENT : SUCI AMALIYAH BASRI

STUDENT’S REG. NUMBER : 19.1300.103

FACULTY : TARBIYAH

THE TILTE OF RESEARCH PROPOSAL : THE USING OF ESSAYBOT
 APPLICATION TO INCREASE
 STUDENTS’ WRITING ABILITY AT
 THE SECOND YEAR STUDENT OF
 IAIN PAREPARE

INSTRUMENT

- TEST
- PRE - TEST
 - POST – TEST

Pre-Test

Look at the picture , and make a paragraph based on your own words !



Covid 19



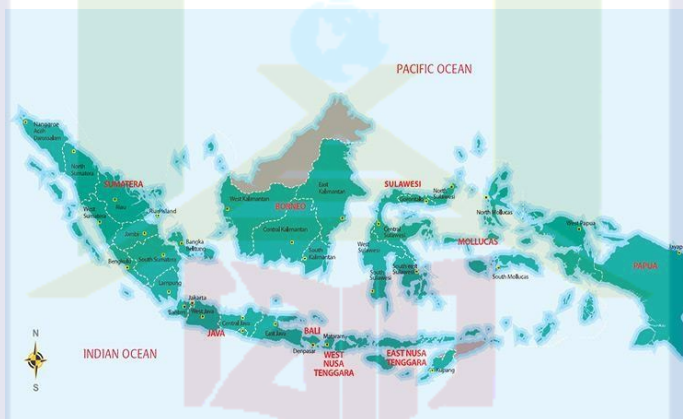
Education

B. Post-Test

Look at the picture , and make a paragraph based on your own words !



Technology



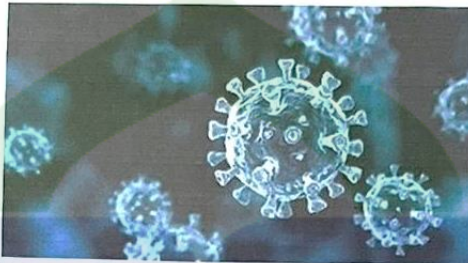
Indonesia

Appendix 4 :


10

Pre-Test

Look at the picture , and make a paragraph based on your own words !



Covid 19



Education

A.) COVID 19 :

Covid-19 is the phenomena in the world. The phenomena is very dangerous to human. Because, covid-19 can make death to human. Covid-19 originally from Wuhan City, Republic China.

Covid-19 from Wuhan, China make dangerous to heart of human. Because ~~lifestyle~~ lifestyle that people very in food is very bad. But, according of WHO covid-19 originally has from biological research in china.

Ri'au

- So, the conclusion of covid-19 are:
- ~ covid-19 is a virus.
 - ~ covid-19 from Wuhan city, China.
 - ~ covid-19 originally has from biological research in China.
 - ~ covid-19 is a dangerous.

B.) Education :

Education is initial of study process. Because, we should learn, and can adaptation to condition of global. Education sometimes do by young people or generation. But, to older people can do it too.

Education are many subject to choice. Because, ⁱⁿ education has mathematics, biology, astronomy, language, and many more. The young people are many ^{good} in education because it's time to learn.

- So, the conclusion of education are:
- ~ Education can be by all people.
 - ~ Education is very interesting.
 - ~ Education has many subject.

C	O	L	M
3	2	2	2

RIANI / 2120203008203021 10

Post-Test

Look at the picture , and make a paragraph based on your own words !



Technology



Indonesia

4344

Technology is a part of phenomenon in the world.
Technology are many

Technology is one of the wonders of the world. Because, technology brings change. An example of technology is progress in the field of communication. The developing field of communication is smart phones that facilitate human activities. Because they can connect one to other. For example, Ali contacted his mother who was in the village with a smart phone.

The conclusion is, technology helps human civilization. Because everything is made easy.

However, technology still has both positive and negative impacts.

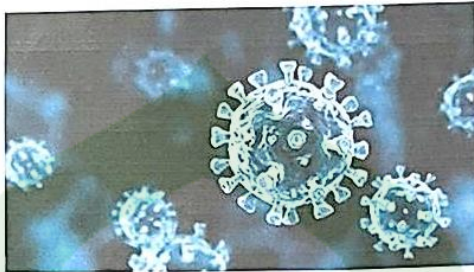
Indonesia is a country in Southeast Asia. Indonesia is an ASEAN country. Indonesia is the fourth largest country in the world.

Indonesia is also a country with a strategic location. Because it is crossed by the equator. So, that Indonesia's natural resources are very abundant.

Indonesia gets many visitors from the world such as the lens of the world, the shopping town, and many more. That's because Indonesia is very attractive in the eyes of the world. So, be proud to be Indonesian.

Pre-Test

Look at the picture, and make a paragraph based on your own words!



Covid 19



Education

1. COVID-19

COVID-19 is a disease caused by SARS-CoV-2, one of the types of coronavirus. Sufferers of COVID-19 can have a fever, dry cough, difficulty breathing, even death. The infection spreads from one person to another through saliva. The droplet range is usually up to 1 meter.

Until now the cause of the Corona virus is not known, but it is known that this virus originated from Wuhan City in China and appeared in December 2019. Prevention to reduce the chance of infection include staying at home, avoiding travelling and doing activities in public places, often washing

hands with soap and water, not touching the eyes, nose, or mouth with unwashed hands.

If you are ~~more~~ infected ~~you are~~ ~~for~~ with COVID 19, stay at home and lock yourself in your room. However, if you live in an area with malaria or dengue fever, you should not ignore the symptoms of fever. Seek medical attention immediately.

2. Education

Education is the process of changing the attitude and behavior of a person or group in an effort to mature humans through a teaching or training. In this case, education is also interpreted as an effort to build children to be more mature. Educating people, who are people who provide new knowledge to others consistently and continuously called educator.

Education is one of our efforts to overcome stupidity and poverty that occurs in our country, namely Indonesia. which we know together, that with someone going to school then, that person already knows various things that exist in this world.

The educational path in Indonesia is divided into three, namely formal education, non-formal education, and informal education. There elementary school, junior high school, and senior high school, even university student.

C	O	L	M
2	3	2	2

ANNISA AFIMAD
2120203808203022

13

Post-Test

Look at the picture, and make a paragraph based on your own words!



Technology



Indonesia

TECHNOLOGY

1.

3 4 4 1

Technology world and time or engineering and society relate to dependency co-dependence, co-influence, and co-production of technology and world upon the different (technology upon society, and vice versa). The cooperative relationship happened from the dawn of mankind, with the invention of early instruments and extends into modern technologies, e.g. the printing press and computers. This theoretical field considering the impacts of science, technology, and society, and vice versa is called science and engineering work.

Educational technology is a subset of all existing technologies. To many educators, the term "educational technology" is synonymous with computers. Although the major focus of this text and of the field of

educational technology is on computers, teachers and students use many other technologies in the course of a day, including the pencil, the telephone, and the stapler. Most teachers, however, do not need lessons on how to use a pencil well, so this text follows the trend to define educational technology as electronic technologies with an emphasis on computing. Basic components of technology include hardware, software, and connections, discussed later in this chapter.

In this modern day and age, information technology plays a big role. However, if you're not in the field of information technology yourself, you might not know just how information technology touches your life. Read below to find out how information technology plays a role in a number of different fields that you might not have realized.

2.

INDONESIA

Indonesia is the home I was born, where I recognize home as earth and food, as the personal area Indonesia also implies memories of my wonderful childhood, the home where my personality, family and friends relate to. They represent part of my experience, just like Indonesia. My previous visits to Germany were like getting home and I seemed so safe there, because of its quality and stability. I know Germany like I remember my town. In Germany, I saw the new family and friends, and existing gently with them feels like family.

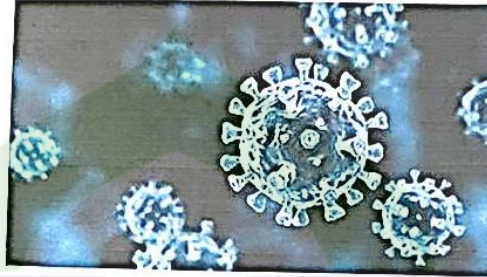
Most level crossings in Indonesia have sirens. They also have two red lights (usually) and full barriers in red and white. Level crossings in Indonesia are not all officially operated by the Railway Company, some crossings (usually in rural and village areas) are guarded by civilian volunteers, and are not usually guarded 24 hours. Crossings in cities and urban areas are fully operated by the Railway Company.

Nabila Aesyad
2120203888203028
Tadris Bahasa Inggris

h

Pre-Test

Look at the picture, and make a paragraph based on your own words!



Covid 19



Education

Corona virus or covid 19 is infectious diseases, corona virus start spreading in wuhan, china and enter in Indonesia since march 2020. And than many more people ~~caugh~~ caught corona virus because covid 19 transmitted through air, symptoms of this disease are: fever, flu, cough, feeling unwell etc.

Preventive measures to reduce the possibility of infection include staying at home, avoiding traveling and activities in public places, washing hands with soap and water, not touching eyes, nose or mouth with unwashed hands.

But now corona virus or covid-19 has subsided in Indonesia and around world and now the world restore and ros from covid-19 start from, economic, politic, Busines and etc. dan Alhamdulillah ke keadaan sekarang sudah membaik dari sebelumnya.

Education

Education is the learning of knowledge and skills. Education is very important because ~~at the moment~~ now the world is progressing very fast. Therefore education very important in this life, that's why everyone has to get an education.

Education in Indonesia consist of Elementry school, junior high school, and junior high school. In elementry school ~~starting from~~ starting from class 1-6, Junior school starting from 7-9 class and high school starting from 10-12 class.

Education is something that is not limited. Basically, education is needed for all human beings. without education, the bad impact on humans will occur.

C	O	L	M
3	3	2	2



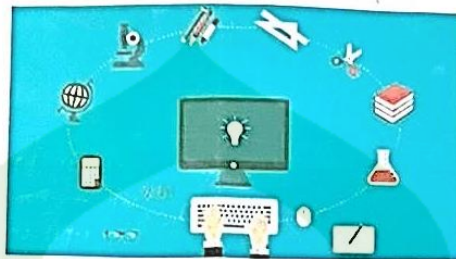
PAREPARE

Name : Nabila Arsyad
Nim : 2120203888203038

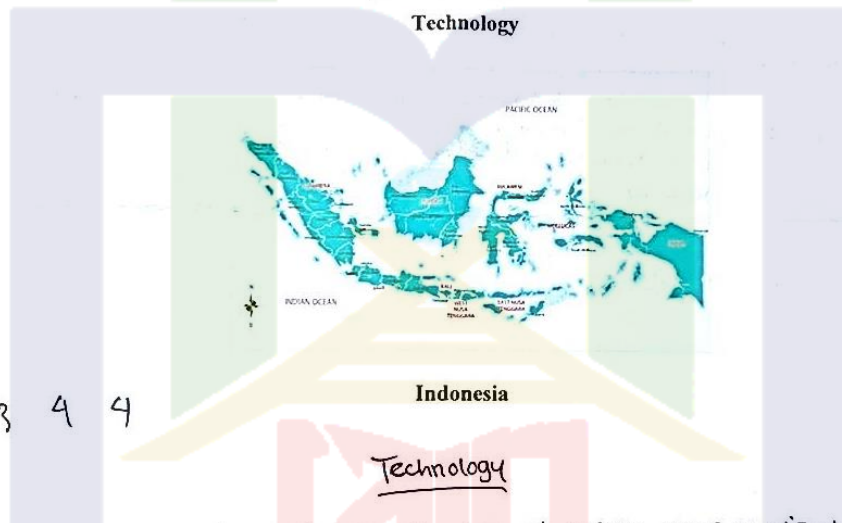
12

Post-Test

Look at the picture , and make a paragraph based on your own words !



Technology



Indonesia

Technology

9 3 4 4

Technology world and time or engineering and society velator to clpendcy co-dependence, co-influence, and co-production of technology and world upon the different (technology upon society, and vice versa). The cooperative relationship happened From the dawn of mankind, with the invention of easy inter instruments and extends . Into modern technologies, e.g. the Printing press and computers . This theoretical field conditerng the impacts of sentance, technology, and society, and vice versa is called selence and engineering workes .

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Indonesia is this home, I was born, where I recognize home as earth and food, as the personal area Indonesia also implies numerous of my wonderful childhood, the home where my personality family and friends relate to. They represent Germany were like part of my experience, just like Indonesia. My previous visits to Germany were like getting home and I seemed so safe there, because of this quality and stability. I know Germany like I remember my town. In Germany, I saw the new family and friends, and existing jointly with them feels like family.

Most level crossings in Indonesia have sirens. They also have two red lights (usually) and full barriers in red and white. Level crossings in Indonesia are not all officially operated by the railway company, some crossings (usually in rural and village ~~are~~ areas) are guarded by civilian volunteers, and are not usually guarded 24 hours. Crossings in other and urban areas are fully operated by the railway company.



Appendix 5 :



Appendix 6 :**CURRICULUM VITAE**

The writer name is Suci Amaliyah Basri, she born on October 28rd 2001 in Pinrang, South Sulawesi. She is the 1nd child of couple Ir.M.Basri and Masda S.Ag. She is a student of English Education Program in Tarbiyah Faculty State Islamic Institute of Parepare. Her education background, she began her study at Inpres Paleteang Pinrang and graduated on 2013, at the same year she continued the study in SMPN 2 Pinrang and then continued the study in SMAN 1 Pinrang and graduated on 2019. During collage, she was active in several organization i.e LIBAM and DEMA. The last, she completed her final with the title of

thesis “The using of Essaybot Application to Increase Students’ Writing Ability at the Second Year English Departement of IAIN Parepare”on 2023.