The Effect of ELITA on English Writing Learning for College Students

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Abstract

Today's development of computers and information technology has influenced each individual's work patterns and activities in education, especially in the teaching-learning process. This study aimed to determine ELITA's effect on English writing learning for college students. ELITA is a learning management system that Universitas Tidar applied. It attempts to determine whether there is any effect on the writing skills of students taught using ELITA medium. This quantitative study was used with the sample was 32 students in the English study program at Universitas Tidar. They were given two months of treatment between the study's beginning and end. It can be seen in the result of the paired sample t-test that the t-observed (6.038) was higher than the t-table (1.697). The t-test showed that the p-value (Sig.) was 0.000, The significance level was 5%, and the degree of freedom was 31. As a result, the outcomes had a considerable impact on the writing abilities of the students who were taught using ELITA. ELITA media may be used as an alternate medium to help students practice writing.

Keywords: ELITA, Writing, Learning, EFL Students

INTRODUCTION

A student must learn and be taught how to write well and correctly (Adams et al., 2021). Dalman (2015) asserts that writing activities are beneficial to increase intelligence, developing initiative and creative power, foster courage, and encouraging willingness and ability to gather information. Therefore, writing is the most challenging ability to be mastered for students, particularly for EFL students (Lv et al., 2021; Mali & Salsbury, 2021). However, some students feel it is challenging to develop their writing skills (Arochman & Yosintha, 2020; Lie & Yunus, 2018). Some state that they have difficulty finding the topics, and some have difficulty elaborating on their chosen topics (Dung, 2020; Zare et al., 2021). These issues are prevalent, occur all around us, and frequently impact

motivation. That is why many scholars are working to develop solutions to these issues. One method is to use learning management system media.

ELITA is one example of a learning management system that Universitas Tidar uses to solve the problem (Hantari et al., 2022). This media helps the students much in learning because of its elements. ELITA belongs to a Moodle-based learning management system, Modular Object-Oriented Dynamic Learning Environment. This learning management system was created to conduct teaching and learning processes (Pamungkas & Hendrastuti, 2020). Instructional media development, like a learning management system, is advancing in this era of globalization and information. As media learning is based on information technology, ELITA has now become a demand.

Moreover, due to its advanced development, the term M-learning (mobile learning) is familiar in the educational scope because it can be used to access learning materials on the website, including ELITA. Applying ELITA on e-learning in educational institutions also implies that the global community has embraced the present e-learning industry. ELITA is a learning system that provides lecturers' teaching materials to students via the internet and intranet, as well as other computer network media. Consequently, e-learning has offered students hope and renewed enthusiasm as an alternate answer to their current educational issues.

Additionally, integrating ELITA into e-learning will undoubtedly increase learning results. This learning management system is appropriate for performing teaching and learning activities. ELITA was designed to help teachers and students in their teaching and learning activities to construct a customized online learning environment, this learning management system employs an integrated, well-established, and secure method. There are several capabilities in this learning management system, including assignments, video conferences, chats, choices, databases, forums, glossaries, lessons, quizzes, SCORM, surveys, wikis, files, folders, IMS Content Packages, labels, Pages, and URLs. The ELITA medium has a potential to be an effective learning medium for developing teaching and learning processes.

Some relevant studies on the use of learning technology on writing skills have been conducted (Basri et al., 2019; Bukhari, 2016; Guzmán Gámez & Moreno Cuellar, 2019; Hirschey et al., 2019). Nonetheless, the majority of research focused on academic writing skills and the usage of applications. Thus, this research is essential for filling the gap. Therefore, this study aimed to determine the effectiveness of an intervention using ELITA to enhance students' academic writing.

METHOD
Research Design

This research used a pre-experimental method, with one group pre-testing and post-testing. A quantitative method was applied. Breadth, statistical descriptions, and generalizability are highly desired in quantitative research (Leavy, 2023). This research involves monitoring variables and analyzing their interactions to uncover patterns, correlations, or causal linkages. A target group of persons was sampled for the research project. The study included 32 students aged 19 to 20 enrolled in the English Education Study Program at Universitas Tidar's college of education and teacher training in the odd semester of 2022. When sampling is appropriately conducted, the researcher estimates the

population's characteristics with information from the sampled individuals (Cozby & Bates, 2018). The statistical theory allows the researchers to deduce the features of an entire population from data from a sample. Purposive random sampling was used to choose the sample from a population of all English Education pupils.

Procedures

Experimental research must adhere to a sequence of logical steps. Cohen et al. (2018) propose a ten-step procedure for experimenting: determine the intent of the experiment, choose the pertinent variables, specify the intervention's levels (e.g., low, medium, high intervention), isolate and regulate the experimental environment and settings, choose the proper experimental design, administer the preliminary examination, sampling the pertinent population and assigning participants to groups, perform the intervention, administer the post-test, and evaluate the outcomes. This study's instrument was valid and reliable. The instrument's validity was determined by four experts: three lecturers from Universitas Tidar and a researcher who teaches writing in the odd semester. The evaluation test comprised a writing test that included content, organization, vocabulary, and grammar.

ELITA was used in English writing learning during the odd semester. The pre-test was conducted before the treatments to determine the student's level at the outset. Following that, participants were taught using ELITA. Here, ELITA was considered a suitable medium for learning. Facilitating with complete features makes ELITA become a great learning medium that can develop teaching and learning processes. Then, the participants were given a post-test at the end of their learning. After the post-test, the quality of English writing was approved. Figure 1 depicts the appearance of ELITA.
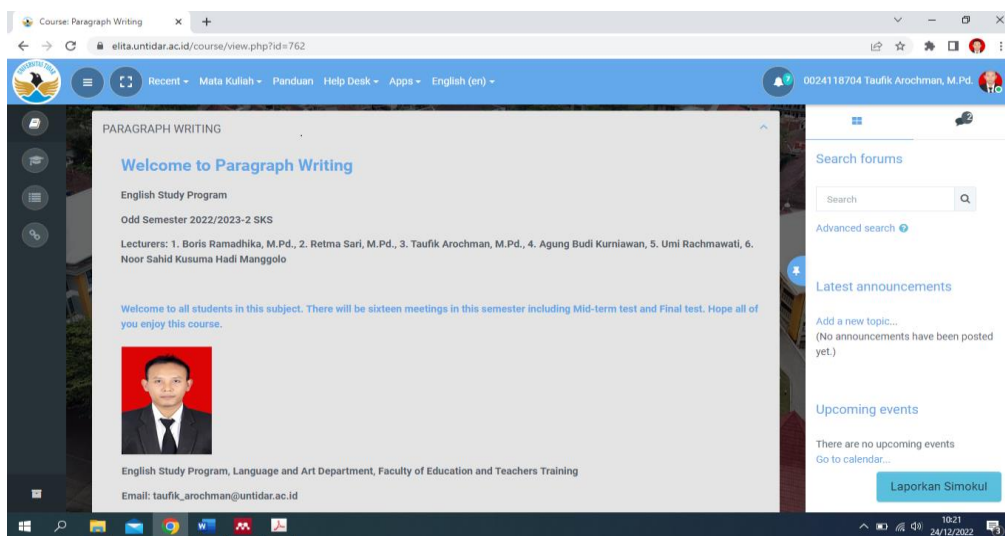

Figure 1. The appearance of E-learning Universitas Tidar (ELITA)

From the explanation above, it can be seen that the data collection using writing tests for both pre-test and post-test. The procedures of getting the pre-test and post-test data were described as follows: administering a pre-test which proposed to measure student's writing skills, applying an experimental that used ELITA to teach writing, and administering a post-test which proposed to measure student's writing skills after given

treatment. There was no different procedure for getting the pre-test and post-test data. After getting the data, it continued to analyze it. There were two types of analysis using descriptive and inferential statistics. The descriptive method was used to display the data, while the inferential method was used to determine whether or not the data differed significantly. First, the researcher did a normality test to determine whether the data was normal. Data is considered normal if the significance value is more than 0.05. After getting the normal data, it was analyzed using Paired sample T-Test and correlation. All of the measuring inferential statistics were done by SPSS 25 program.

FINDING AND DISCUSSION

This study aims to investigate the influence of ELITA on English writing learning for college students. During the pre-test and post-test, ELITA learning was provided. The researchers asked the students to write about their experiences using ELITA media. After they finished writing, the other students were allowed to observe and review. Figure 2 shows the outcome of a student's writing using ELITA.
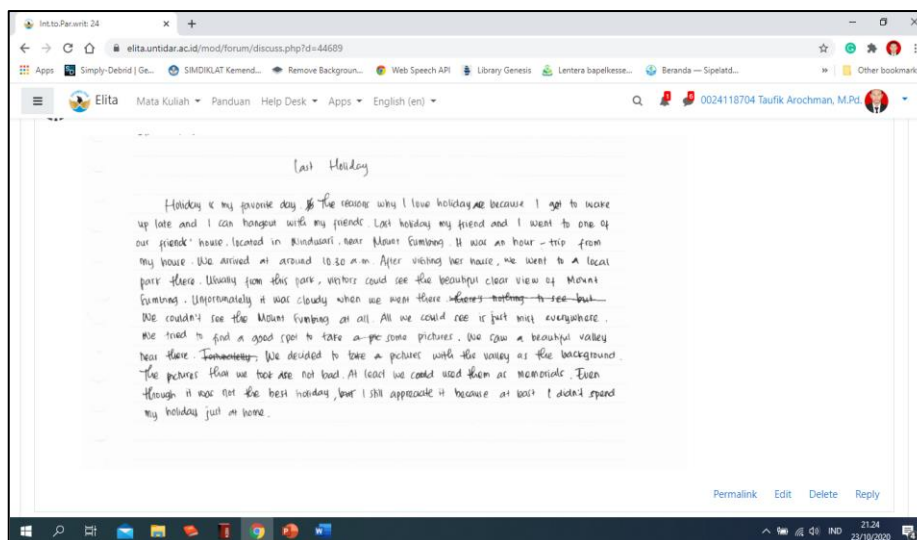

Figure2. Example of a student's experience writing

Figure 2 shows one of the students' writings. The lecturer allowed students to choose their topic. They tried to develop their writing after receiving the topic. Every student was given 20 to 30 minutes to complete their assignments. The students were then asked to look at other people's work and, if necessary, correct the students' writing mistakes. It can be shown that this approach can strengthen students' writing abilities and build their sensitivity to become critical readers in order to encourage students to communicate properly and accurately via written media. Figure 3 shows the students' peer correction in Universitas Tidar.
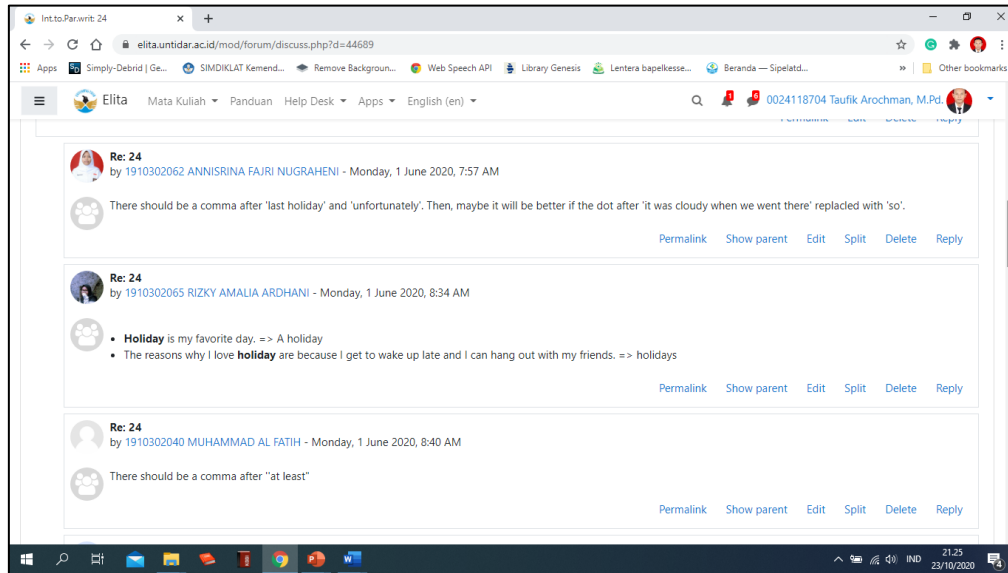
Figure 3. Peer's correction of the students

The first data for this study came from the pre-test at the start of the learning. The English study program used a pre-test to determine the students' writing abilities. The second data for the study came from the post-test data at the end of this semester. Table 1 contains additional information on the students' pre-test and post-test scores.

Table 1. The Descriptive analysis of the pre-test and post-test scores of the students

No	Data	Mean	Median	Mode	Highest	Lowest	Range	Items
1	Pre-test	67.47	67	64	83	55	28	6
2	Post-test	71.41	71	70	84	60	24	6

Based on Table 1, the students' mean pre-test score was 67.47, while their post-test score was 71.41. It means that the students' writing ability improved by 3.94 points. Furthermore, the median pre-test score was 67, while the post-test score was 71. There was an increase of up to four points. The mode score was 64 in the pre-test and 70 in the post-test.

Furthermore, the lowest pre-test score was 55, rising to 60 on the post-test. Meanwhile, the highest pre-test score was 83, and the post-test score was 84. The pre-test and post-test both have six-item categories. Table 2 shows students' writing ability frequency distribution based on their pre-test and post-test scores.

Table 2. Frequency distribution of the pre-test and post-test scores of the students

No	Interval	Pre-test		Post-test		Category
		Frequency	Percentage	Frequency	Percentage	
1	> 82.49	1	3.13	1	3.13	Very good
2	67.5 – 82.49	14	43.75	21	65.62	Good
3	52.5 – 67.49	17	53.12	10	31.25	Average
4	37.5 – 52.49	0	0	0	0	Poor
5	< 37.5	0	0	0	0	Very Poor
Total		32	100	32	100	

Table 2 shows that one student (3.13%) was classified as very good, 14 students (43.75%) as good, and 17 students (53.12%) as average in the pre-test. Furthermore, no students were classified as poor or very poor in the pre-test. As a result, most of the students scored in the average range on the pre-test.

Following the completion of the pre-test, the learning was maintained through the use of ELITA media. The post-test was administered at the end of the semester. Following the use of the ELITA medium, a post-test was administered to determine the students' writing ability. The result of the post-test can be seen in table 2, which shows one student (3.13%) was classified as very good, 21 students (65.62%) as good, and ten students (31.25%) as average. Furthermore, no students scored in the poor or very poor category on the post-test. As a result, more than half of the students scored well on the post-test. Figure 4 depicts the increasing mean point of each subskill of writing.
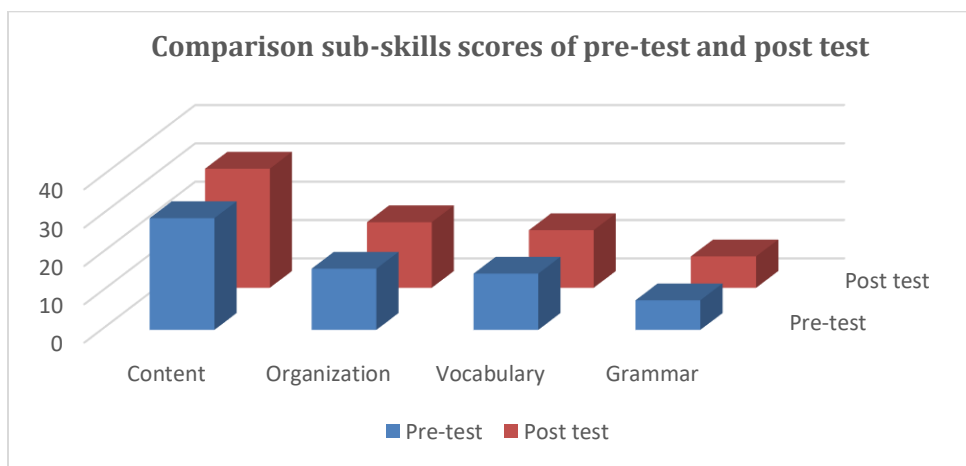

Figure 4. Sub-skills score of students' writing of pre-test and post-test

According to the data in Figure 4, there was an increasing content sub-skill score, which was 29.14 on the pre-test and 31.07 on the post-test. There was a 1.93-point increase. Regarding organization, the pre-test score was 15.95, while the post-test score was 17.11. It means that there was a 1.16-point increase. Furthermore, the vocabulary sub-skill increased by 0.36 points. The pre-test vocabulary mean score was 14.67, while the post-test vocabulary mean score was 15.03. Furthermore, the mean score in grammar was 7.71 on the pre-test and 8.20 on the post-test. It means there was a 0.49-point increase. As a result, after implementing learning using ELITA, all four mentioned subskills improved.

In this study, the researcher conducted a pre-analysis to assess the normality of the data. Additionally, the t-test method was employed in hypothesis testing to examine whether ELITA may increase students' writing abilities. Moreover, the researcher utilized the Shapiro-Wilk calculation to evaluate if the data was standard. This formula is ideal for groups of no more than 50 people. The distribution is considered normal if the probability value (Sig.) exceeds the 5% significance level (0.05). Meanwhile, the data is considered abnormal if the Sig. is less than 5%. Table 3 displays the Shapiro-Wilk analysis of the pre-test results.

Table 3. Results of the normality test of the pre-test and post-test

| | Kolmogorov-Smirnov^a | | | Shapiro-Wilk | | |
VAR00001	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.073	32	.200*	.989	32	.977
Post-test	.119	32	.200*	.969	32	.468

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

According to Table 3, the students' Sig. of the pre-test was 0.977. It was greater than the 0.05 significance level. As a result, the distribution of pre-test scores was deemed normal. Meanwhile, the students' pre-test Sig. was 0.468, greater than the significance level of 0.05. As a result, the distribution of post-test scores was also regarded as normal. Since it was discovered that both sets of data were normal, hypothesis testing was carried out.

The hypothesis was tested to see if it was viable. According to the alternative hypothesis of this study, "there is a significant difference in the writing ability of students taught utilizing ELITA medium" (Ha). The paired sample t-test formula was employed by the researcher in this investigation to evaluate the level of difference and significance. The hypothesis must be modified to the null hypothesis before it can be rejected or accepted (Ho). "There is no significant difference in writing skills of students taught utilizing ELITA medium," Ho claims. The findings of paired sample correlations are shown in Table 4.

Table 4. Results of the paired samples' correlations

		N	Correlation	Sig.
Pair 1	Pre-test & post-test	32	.828	.000

Table 4 shows that using ELITA media results in a correlation of up to 0.828. It means that by using ELITA media, students can learn English writing effectively. After obtaining the correlation score, hypothesis testing can be carried out. If the probability value (Sig. 2-tailed) is less than the significance level of 5%, the hypothesis is significant (0.05). Moreover, there is no significant difference if the probability value (Sig. 2-tailed) exceeds the significance level of 0.05.

Furthermore, we can determine whether the hypothesis has a significant difference by comparing t-observed (t_o) and t-table (t_t). If the t-observed (to) is greater than the t-table (t_t), it indicates a significant difference in using ELITA as a learning media. Meanwhile, if the t-observed (t_o) is less than the t-table (t_t), there is no significant difference in using ELITA as a learning media, particularly for teaching writing. Table 5 also shows the outcome of the paired samples test.

Table 5. Results of the paired samples test

Paired Differences								
			Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper	t	df	
Pair 1 posttest - pretest	3.93750	3.68902	.65213	2.60747	5.26753	6.038	31	.000

The t-test result is shown in Table 5. The post-test revealed that the t-observed (t_o) value was 6.038, and the t-table (t_t) value was 1,697. Meanwhile, the t-test results show a p-value of 0.000, a significance level of 5%, and a degree of freedom of 31. If t-observed (t_o) is more significant than t-table (t_t), the Ho is rejected, and the Ha is accepted. In other words, there is a notable distinction. If the t-observed is less than the t-table, the Ho is accepted, and the Ha is rejected. To put it another way, there is no discernible difference. Using SPSS, it was discovered that the t-observed (6.038) was greater than the t-table (1.697). It means the Ho was rejected while the Ha was accepted. Furthermore, if the p-value (Sig. 2-tailed) is less than 0.05, Ho is rejected, and Ha is accepted. As a result, there was a significant difference in writing ability between students taught using ELITA media.

The mean score of the students increased (3.94) after the post-test (71.41). The use of ELITA media may affect the student's writing skills. In other words, the study's treatment significantly impacted the expected outcomes. According to a study conducted at Universitas Tidar's English study program, there was a significant difference in the writing ability of students taught using ELITA media. Before using the ELITA, the student's writing abilities were considered average. It is clear from the results of the students' pre-test of writing ability.

As we know, writing is an extremely complex cognitive activity (Mays, 2017). It has always been an important ability, especially in English language acquisition. The importance happens because writing reinforces grammatical structures and vocabulary. This ability stimulate students to think critically and creatively (Freeman & Phillips, 2021; Kroll, 2018). Writing is beneficial for students since it can help them develop critical thinking. In addition, the ability to write can also help students convey their ideas in writing without any shame (Akbarian & Farrokhi, 2021; Azizi et al., 2020). An unkind and good writer appears without practice. A writer can start by planning, and successfully making the final product of his writing. Moreover, writing skills can only be obtained from someone who continues to write. This is because writing skills don't come suddenly. That is the way the literacy of this study was written.

Technology supports learning in any context (Flavin & Quintero, 2018; Nicolaou et al., 2019). With the internet and technology, all current learning materials can be displayed easily using website media or applications that can be referred to as e-learning. In line with this study, Alam et al. (2021) explain that e-learning is an information and communication technology to enable students to learn anywhere and anytime. E-learning is divided into synchronous and asynchronous (Amiti, 2020; Ogbonna et al., 2019). Synchronous occur at the same time that learning occurs at the same time that teachers and students are online, thus enabling direct interaction (Nappu et al., 2022). Meanwhile, asynchronous occurs at different times. In this type, students can access learning material wherever and whenever. Learning that occurs can be in the form of readings, tests, quizzes, simulations, educational games, and assignments (Chernikova et al., 2020; Cheung & Ng, 2021; Johansson, 2020; Macaruso et al., 2020). Here, media and technology are important in supporting someone to write.

According to the findings of this study, the average score of students was 67.47. The normality test results reveal that the students had a normal distribution. The observed t-value (6.038) was more than the t-table (1.697). As a result, the null hypothesis (Ho) is rejected whereas the alternative hypothesis (Ha) is accepted. Also, the p-value may be used

to calculate the t-test result. The p-value (0.000) was discovered to be less than the level of significance (0.05). The post-test writing skills of the pupils differed significantly. "There is a significant difference between the students taught utilizing ELITA medium," the stated hypothesis, was approved. With its technology, media aids students in teaching and learning (Balakrishnan & Gan, 2016; Sakat et al., 2012). In other words, there is a significant difference between the students when they don't implement ELITA for learning and after they conduct this media.

CONCLUSION

ELITA was considered a suitable medium for learning. Facilitating with complete features makes ELITA become a great learning medium that can develop teaching and learning processes. For instance, the feature of the assignment provided an opportunity for students to practice their writing skills. In ELITA, there was a facility to provide comments on what a student had written so that fellows could correct someone's work. To evaluate related to the learning that has been carried out, ELITA also has a quiz feature so that they can be easily evaluated after learning is complete. In addition, the forum feature was also commonly used by students to discuss materials or case studies provided by lecturers. In this way, learning was focused on the lecturer and carried out with active learning through discussion.

The results indicate that ELITA affects the student's writing skills. As a result, there was a significant difference in writing skills between students taught using ELITA media before and after. Thus, this media is effective to be used for teaching writing. In brief, using ELITA in the teaching-learning process could enhance students' writing ability (3.94 points). It can be seen from the mean score of the pre-test was 67.47, and after getting treatments of ELITA, the mean score of the post-test was 71.41. ELITA media in teaching writing can be an additional solution to overcome the students' difficulties in generating ideas, organizing ideas, and choosing the appropriate grammar, vocabulary, and punctuation. The researchers suggest that all teachers use the appropriate media in teaching writing. It is also expected that other researchers will expand on this research to enhance students' writing abilities while taking into account various cultural and linguistic contexts.

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