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The Utilization of Jamboard to Improve Students` Writing Skills in Personal Letter

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Abstract

This study used pre-experimental research, conducting one group pre-test and post-test to examine the effectiveness of using Jamboard application media to improve students' writing skills. Furthermore, this study focused on common writing challenges that students face, such as using acceptable grammar, vocabulary, and mechanics when writing personal letters. Twenty-eight senior high school students majoring in Teknik Kendaraan Ringan were carefully chosen from SMK Abdurrahman Wahid Banjarmadu (TKR). The data revealed an improvement in the students' writing ability in personal letters utilizing jamboard by Wilcoxon signed rank test. According to the data, the positive learning outcomes for pre-test and post-test with a mean rank or average rise 14,50. While the number of sum of ranks is 406,00. Based on statistic value of Wilcoxon test the significance (2-tailed) < 0,05. It signifies that the alternative hypothesis (H1) was accepted because there was a substantial difference in the students' writing skills before and after treatment with Jamboard, whereas the null hypothesis (Ho) was denied. After examining the data, the researcher concluded that jamboard could be an alternate media for improving students' personal letter writing abilities. There are a total of 406,00 rankings. The Wilcoxon test has a significance threshold of 0.05 based on the statistic value (2-tailed). It signifies that the alternative hypothesis (H1) was accepted since there was a substantial difference in the students' writing ability before and after treatment with Jamboard, whereas the null hypothesis (Ho) was denied. Following an examination of the data, the researcher concluded that jamboard could be a viable alternative medium for boosting students' personal letter writing talents.

Keywords: Utilization, Writing, *Jamboard*

Introduction

One of the language skills that kids should develop is writing. According to Gebhard (1996), writing comprises various components that must be examined, including word choice, acceptable grammar, syntax, and mechanics. Writing skills, according to Hartfiel (as described in Cahyono, 2001:44), include writing mechanics such as punctuation and capitalization. The concepts are then organized into a coherent and cohesive structure. Students in senior high school are expected to be able to produce a text or message in order to communicate with others. According to Lyons and Kroll (as stated in Weigle, 2002:19), writing is an act that takes place inside a framework that accomplishes a certain objective and is correctly formed for its intended audience. Thus, writing is a social act that involves not only the production of words but also the interaction with others.

The emergence of personal letters can be a way for pupils to express their feelings as the goal of writing as a medium to engage with others. According to Harmer (2004:31), writing is a method of communicating information, messages, and ideas. It indicates that in writing, one puts ideas, opinions, feelings, or experiences that someone read or heard into written form in order to strengthen each student's writing competence. As a result, it is understandable that writing is seen as a challenging language talent. According to Fareed et al (2016), students in the stage of learning writing skills encounter several writing issues. Writing may be an important language skill that requires most of the help teachers offer to form it (Vakili & Ebadi, 2019; Xie, 2017).

Based on Fareed et al (2016), the various writing problems are found by students at the stage of learning writing skills. Personal letter can one of the writing field, does not rule out of the possibility of creating difficulties in writing personal letter for students.

Based on Broughton et al (2002) and Taylor (2009), it is clear that writing is the most difficult skill for students to master. The difficulties of writing are not only in generating and organizing of ideas but also in developing the ideas into readable text that usually face by the students. So here the researcher wants to know the effect off jamboard to teach writing. According to the explanations given by the teacher in the field, the difficulties in writing for students include, students tend to be confused in determining the topic they will write about, difficulty in choosing

vocabulary and arranging sentences. Besides that, the teacher in class also explained that the average score for writing activity was still low.

To address the issue, teachers should be more inventive when teaching writing and provide students with interesting and creative learning tool to bring up student`s creative ideas. A variety of teaching tool arise to address the generally held belief that writing is the most difficult of the four language skills. According to Kennedy (2020), the rise of interactive multimedia brought an untested assumption that if that digital tool was engaging for students and thus beneficial for learning. Then to give the solution of the difficulties of writing, the researcher consider that one of the digital learning tool that can be used to increase students` ability in the writing personal letter is the *Jamboard* application.

Jamboard is interactive whiteboard that can use in the real time. This interactive media can help students find ideas quickly and compile them into well-organized paragraphs into good writing product, since *Jamboard* application provide several tools that students can use to write digitally, such as pens, arrows, sticky notes, text boxes, add images and circles that will help students' in writing personal letter. Moreover, Yulianto (2021) said that before start to writing the students can arrange their idea on the *Jamboard* so they will not lose their ideas to write.

Therefore, in applying *Jamboard* in writing personal letter, hopefully this media can solve students difficulties in writing activity and showed the improvement of students` writing skills in personal letter.

Research Methodology,

The quantitative technique was applied in this investigation, which was carried out at Unisda Lamongan. Sugiono (2008) defines quantitative research methods as "research methods based on the concept of positivism." It is used to investigate specific populations or samples, collect data with research devices, analyze data, and establish goals. Pre-experimental research is employed, in which researchers discover causal linkages involving only one group of people, with no control over the variable. This type of study is more targeted because it only uses one group for the pretest and posttest (The one group pretest posttest). To determine the effect, pupils are given a first test (pretest), then treated (treatment), and the measurement (posttest) is repeated. And Creswell (2009:20) proposes using an experimental design in which attitudes are examined both before and after an experimental treatment. This study was classified as pre-experimental since it used a one-group pre-test and

post-test design. A single group was assessed or observed not only after being subjected to a treatment, but also before being exposed to a treatment in a one group pre-test and post-test design. The researcher utilized statistical data analysis by applying the normality test and the Wilcoxon signed rank test in SPSS 26 to analyze the data.

According to Arikunto (2013), a population is the full subject of a study. The population of this study is the XI grade pupils of SMK Abdurrahman Wahid, which has two classrooms with a total of 56 students.

According to Kerlinger (1965:18), a sample is a subset of a population that is expected to represent the characteristics of the population. The researcher conducted the study using the purposive sampling technique. According to JM. Guarte (2006), purposeful sampling is defined as a random selection of sample units from the population segment with the most information on the feature of interest. In this study, the researcher selected the sample based on information from the teacher, which explains why the pupils' writing score remains low. As a result, the writer chose the 11th grade of Teknik Kendaraan Ringan (TKR) as the sample, which consisted of 28 students.

The instrument utilized in this study was a writing test that was administered twice, once as a pre-test and once as a post-test. The pre-test provided to students before the researcher administers the treatment is designed to assess the students' capacity to write personal letters. While the post-test was used to assess students' abilities after the researcher administered the medication. The researcher then used the writing rubric and score categorization employed by Dahnianti (2018) to determine the students' results after analyzing the pre-test and post-test scores.

Table 1. Specification Aspect of Writing

No	Aspect of Writing	Criteria	Score
1	Content	The essence of writing, the expression of an idea	20
2	Organization	The form of the content (coherence).	20
3	Vocabulary	The selection of a suitable term for the context	20
4	Grammar	Grammatical form and syntactic patterns are used.	20
5	Mechanic	The focus of mastery writing is on spelling and punctuation..	20

Table 2. Classification Score

No.	Classification	Score
1	Very Good	91-100
2	Good	76-90
3	Fair	61-75

4	Poor	51-60
5	Vary Poor	Less than 50

Findings and Discussion,

Findings

The researcher held the meeting four times in order to determine the outcome of the research. The researcher provided the students a pre-test question during the first meeting. The pre-test consisted of a writing exercise. The purpose of the pre-test is to determine the students' scores in writing personal letters based on five components of writing: content, organization, vocabulary, grammar, and mechanics. The researcher discovered that the student's writing talents are still quite inadequate during the pre-test. The researcher then treated the students in the second meeting by explaining how to create a personal letter using the broad framework of a personal letter. The researcher also utilized the *Jamboard* application as a media of student practice. Then, the researcher accompanied the students to practice writing personal letters on the blank *Jamboard* the researcher had provided. In writing their personal letter, the students should apply the general structure and use the discussed expressions. In this stage, the students began to write and edit their personal letters using the tools available on *Jamboard*, such as adding pictures and sticky notes, so their letters look good and creative. The example are shown as follows.
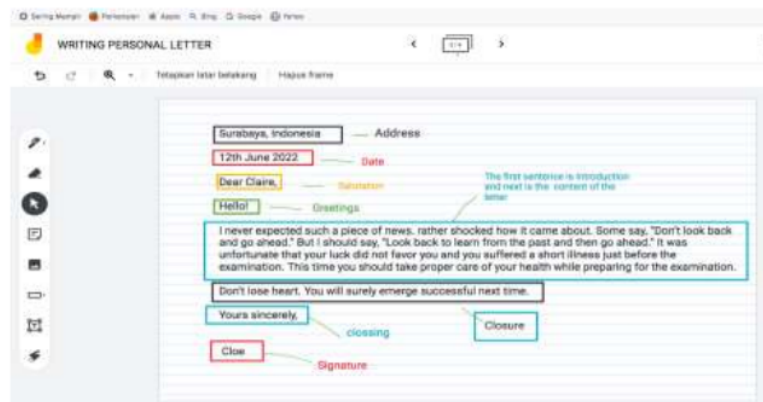

Figure 1. Writing Personal Letter Using *Jamboard*

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The data of students` writing achievement are interpreted in the form of percentage as shown in the table below.

**Table 3. Frequency and Rate Percentage of The Students` Writing in Pre-test**

No.	Classification	Frequency Pre-test	Percentage
1	Very Good	0	0%
2	Good	1	4%
3	Fair	5	18%
4	Poor	8	29%
5	Very Poor	14	50%

Table 3 displays the frequency and percentage of writing in the pre-test for 28 students. As seen, the maximum percentage of pupils in extremely poor rating was 50%. Then, 29% of students are labeled as poor. Meanwhile, just a small fraction of kids were fair, with five in fair and only one in good. Furthermore, no pupils received a very good category in the pre-test.

Table 4. Frequency and Rate Percentage of The Students` Writing in Post-test

No.	Classification	Frequency Post-test	Percentage
1	Very Good	18	64%
2	Good	10	36%
3	Fair	0	0%
4	Poor	0	0%
5	Very Poor	0	0%

Table 4 shows the frequency and percentage of writing in the post-test from 28 students. As seen in the table, practically all of the students were classified as excellent or had excellent writing abilities. Furthermore, a tiny fraction of students received an excellent classification, which is ten students at a rate of 36%. Furthermore, there were no students classified as fair, poor, or very poor. According to the table results, pupils' writing skills in 11th grade at SMK Abdurrahman Wahid increased greatly following treatment. Furthermore, the researcher offers the differences in the chart below to indicate the students' percentage results before and after the pre-test.
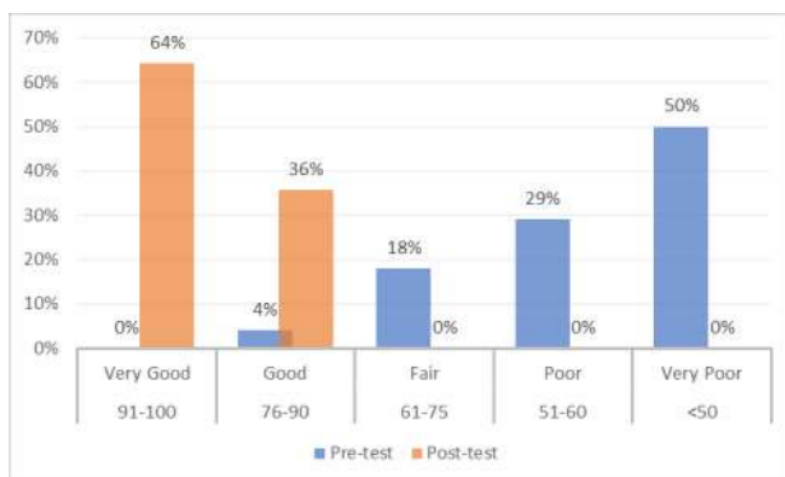
Figure 2. Percentage of Students` Writing in Pre-test and Post-test

Figure 2 shows the results of the students' writing test. As a result, after the research was done, the pre-test and post-test results diverged. The frequency of children with very good classification increased from 0% to 64% following treatment, as seen in the graph. Furthermore, students in the good category received an average of 4% in the pre-test, rising to 36% in the post-test. In the fair category, students' writing skills received 18% in the pre-test and no students received fair in the post-test. Finally, students in low classified received an average of 29% on the pre-test, with extremely poor obtaining the most significant pre-test average of 50%. Furthermore, no children obtained poor or extremely poor grades following treatment. As a result, it is possible. As a result, using Jamboard to increase students' writing ability, particularly in composing a personal letter, is very beneficial and successful.

Discussion

According to the data, the pre-test mean score was 46,7, which increased to 91,29 following treatment. The post-test score is thus higher than the pre-test score. Another outcome of this study was that the normality test and the data acquired were not dispersed in a regular manner. The Wilcoxon test was used to calculate the mean difference of the paired data because the data was not regularly distributed.

The N value, mean rank, and sum rank are all zero when the pre-test and post-test results are compared. The result 0 indicated that no difference existed between the pre-test and post-test values. Furthermore, the mean difference in learning outcomes between pre-test and post-test has grown. Furthermore, the similarity of pre-test and post-test scores was 0, indicating that the two tests had no similarity in the worth of learning outcomes.

Based on the foregoing, it is possible to conclude that (Ho) was rejected, indicating that there is no substantial difference between the students' ability to write personal letters before and after therapy with Jamboard. Otherwise, the alternative hypothesis (H1) was supported, indicating that there is a substantial difference in the students' ability to write personal letters before and after treatment with jamboard. In other words, using Jamboard can help students in the 11th grade of TKR at SMK Abdurrahman Wahid Banjarmadu enhance their writing skills in personal letters.

The previous study found that using Jamboard to improve students' writing skills in personal letters had a significant impact on the teaching and learning process. The use of Jamboard as a method as a learning tool for English teachers could be an alternative since it gives a variety of implementation material to relieve students' boredom while learning to write, such as writing personal letters, narrative text, essays, and so on. Buanawaty (2021) claimed that using Jamboard could help students enhance their literacy skills, particularly in writing. Singh (2021) also claimed that using learning media, specifically Jamboard, might help students think, increasing their ingenuity and uniqueness when composing personal letters.

Another intriguing aspect of Hasanah's research (2020). Jamboard, she learned, has a positive effect on learning motivation and outcomes. Jamboard, according to Hasanah, can help teachers improve their pupils' creative and critical thinking skills. Furthermore, students can share the consequences of their stories through personal letters and photographs, making classroom writing more entertaining and meaningful.

Based on the preceding discussion and data, it is feasible to conclude that using Jamboard helps students in the 11th grade of Teknik Kendaraan Ringan (TKR) at SMK Abdurrahman Wahid improve their writing abilities in personal letters. The data revealed that there was an improvement in the positive mean rank of student's writing ability of personal letter from pre-test to post-test was 14,50 and the sum of ranks was 406,00 and the value of asymp. Sig. (2-tailed) was 0.000 less than 0,05,

indicating that there is a difference in the average of the pre-test and post-test scores. Furthermore, no negative rank was discovered. As a result, using Jamboard has a substantial impact on boosting students' writing skills in personal letters. And it is same with the research before that was done by Broughton et al (2002) and Taylor (2009), it is clear that writing is the most difficult skill for students to master. The difficulties of writing are not only in generating and organizing of ideas but also in developing the ideas into readable text that usually face by the students.

Conclusion and Suggestion

Based on the data and discussion, it is possible to conclude that using Jamboard might improve students' writing skills in a personal letter, particularly in the 11th grade Teknik Kendaraaan Ringan (TKR) of SMK Abdurrahman Wahid. The limitation of the material is focused on how to write personal letter. The pupils' mean score improvement from pre-test to post-test demonstrated this. Furthermore, the positive ranks or the difference between learning outcomes for pre-test and post-test have grown based on the Wilcoxon signed test. It suggests that there was a substantial change in students' capacity to write a personal letter before and after using the Jamboard program.

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