

**THE INFLUENCE OF USING BOOK CREATOR
APPLICATION TOWARD STUDENTS' WRITING
ABILITY IN PROCEDURE TEXT**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements for
S1-Degree**

By

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ABSTRACT

The objective of this research is to know whether there is a significant influence of using Book Creator application towards students' writing ability in procedure text. Students' writing ability in procedure text using Book Creator Application is a media that used to teach students' in writing where writing is an important skill that must be mastered by students, they can convey their ideas or topics they have in written form by using Book Creator application thus, they can make their writing as creative as possible and publish their writing to improve their writing ability especially in procedure text.

This research was conducted using a quasi-experimental design. The population in this research was the eleventh grade of SMA N 1 Pasir Sakti that was consisted of 302 students. In taking the sample, the researcher used cluster random sampling technique. The samples used were two classes for the experimental class and the control class, XI IPA 3 and X IPS 3 which consisted of 30 students. Furthermore, in collecting the data researcher was used pre test and post test. After given the pre-test and post-test, the researcher was analyzed the normality and homogeneous distribution data using SPSS v.24 to calculate the independent sample t-test.

From the data analysis, it was found that Sig. (2-tailed) of the equal variance assumed was 0.003 and $\alpha = 0.05$. H_a is accepted if Sig. $< \alpha = 0.05$ and H_o is accepted if Sig. $> \alpha = 0.05$. Its means that, Sig. $0.003 < \alpha = 0.05$. Therefore, H_a accepted. Based on these results, it can be concluded that there was a significant influence of using Book Creator applications toward students' writing ability in procedure text at the eleventh grade of SMA N 1 Pasir Sakti in the academic year of 2021/2022.

Keywords: *Book Creator Application, Procedure Text, Quasi Experimental Design, Writing Ability*

DECLARATION

I hereby stated that thesis entitled "The Influence of using Book Creator Application Toward Students' Writing Ability in Procedure Text" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those were properly acknowledged in the text.

Bandar Lampung, 2022

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MOTTO

وَكُلُّ شَيْءٍ صَغِيرٍ وَكَبِيرٍ مُسْتَقَرٌّ

“Every matter, small and great, is on record.” (Q.S Al-Qamar:53)¹



¹ Abdullah Yusuf Ali, *The Meaning of The Noble Qu'an, Holybooks*, 2006, p. 381 <<http://www.pdf-koran.com/Koran.pdf> %5Cn<http://www.pdf-koran.com/Koran.zip>>.

DEDICATION

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. Allah SWT, whose blessing and mercy have been crucial to completing my thesis.
2. My beloved parents, Mr. Trioko and Mrs. Nafingah , always pray and give me motivation and wish for my success. Thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis, I love them so much.
3. My beloved grandmothers and grandfathers, who have been supportive, caring and generous during the many difficult stages of my study at university.



CURRICULUM VITAE

The writer name is Evi Handayani, or famously called by her friends, Evi. She was born on August, 27th 2000 in Mekar Sari, East Lampung. She is the first daughter of the couple Mr. Triko and Mrs. Nafingah. She has no siblings.

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During her study, she gained a lot of experience and ability in improving her skills such as she learned how to build good public speaking for good communication with others, she also learned about critical thinking in dealing with various problems that occur and how to appreciate the cooperation during her study.



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First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled **“The Influence of Using Book Creator Application Toward Students’ Writing Ability in Procedure Text”**.

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who are involved in the English teaching profession.



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CHAPTER I

INTRODUCTION

A. Title Affirmation

As an early stage in understanding the title of this research, it is necessary to explain some of the keywords that are part of the title of this research. This is done to avoid possible misunderstandings. This research is entitled “The Influence of Using Book Creator Application Toward Students' Writing Ability in Procedure Text”. The following is an explanation of some of the terms contained in the title section.

Influence from “being affected”, influence interferes, causes a change, and impinges.¹ In other words, influence is something that has an influence and changes something that is done. While the influence referred to in this study is an activity carried out to find out the possible effects of using the Book Creator application toward students' writing ability.

Book Creator Application is a free and simple internet-based application that helps learners to create enticing digital books and this application can be accessed by connecting to the internet.² Therefore, Book Creator Application can also be used as a medium that can be used to assist students in writing. Students can take advantage of the various features available to facilitate students writing activities and also students can publish their writings through Book Creator Application.

Writing Ability is capacity of someone to produce written message from words into sentences, into text, into coherence whole where the readers can understand the meaning.³ In other

¹ Johan Zaaïman, *Power and Influence: Assessing the Conceptual Relationship*, Koersjournal, Vol.85, No.1, p. 4.

² Anak Agung Putri Maharani, Made Hery Santosa, *The Implementation Of Process Approach Combined With Screencast-O-Matic And Book Creator To Improve Students' Argumentatives Writing*, LLT Journal: A Journal on Language and Language Learning, Vol. 24, No. 1, p. 14.

³ Martias Wahyuning Imastuti, Sujoko, and Suparno, *Improving Students' Writing Ability In Narrative Text Using Picture Series*, (Sebelas Maret University Surakarta), p. 316.

words, writing ability is the ability to string ideas owned by each person into words which are then compiled into a sentence that has meaning and can be understood by others.

Procedure text is the text that gives instruction about steps how to do something, containing the procedure, process, mean, or steps in making something.⁴

This research found the influence of using the book creator application toward students' writing ability in procedure text. Considering that writing is one of the important skills that must be mastered by students therefore there are many obstacles that faced by the students. By using book creator application students were found convenience to write down their ideas by utilizing the features available in the book creator without feeling embarrassed for their classmates. Besides that, communication between teachers and students in the writing learning process were run well and more easily by using a book creator application. Through this research, it can be a reference for teachers to make the learning process more creative and innovative and the learning process is not monotonous.

B. Background of the Problem

Writing is one of the skills in English that should be mastered by the students in learning English as a foreign language. Fulwiller said that writing is not just about a skill, but it is more than how the writers can encourage or extend their thinking, ideas, and motivate themselves to communicate with other people through writing.⁵ It can be said that writing is a very important skill to be mastered by second language learners because in writing not only learn about how to write correctly but also how to express the ideas that the writer has, thus it can attract the readers.

⁴ Nuri Yanni Harahap, *The Effect Of Picture Sequences Strategy On Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)*, Jurnal Liner (Language Intelligence And Educational Research), p. 130.

⁵ Ufi Ruhama, Dewi Ismu Purwaningsih, *Improving Students' Writing Skills through the Application of Synectic Model of Teaching Using Audiovisual Media*, English Language Teaching Educational Journal (ELTEJ). Vol. 1, No. 3, p. 177.

This is in line with Nunan statement that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.⁶ It means that writing is not just writing but also requires a process in order to produce good writing that can be understood by others.

In writing there are many obstacles that were faced by students. The obstacles derive from many aspects as the foregone researches such as vocabulary and diction, grammatical features, exploring and generating ideas, organization, and teaching process.⁷ From the many obstacles, it was concluded that there were many things that must be considered by students in writing activities. In addition, students must be able to adjust the correct writing arrangement of each text in English because each text will have a different structure between one text and another. Therefore the process that must be carried out is not only writing on paper or books but also must adapt to the genre they use, whether narrative, recount, procedure or descriptive and so on.

In the English syllabus for grade XI of Senior High School there some text that should be mastered. One of them is procedure text. Procedure text is one of the texts studied in writing English. In the procedure text, it contains a group of sentences that explain how to do something or how something is made with sequential steps. It is in line with Djuharie statements that procedure text is a text that gives instruction about stepshow to do something.⁸ Djuharie say that procedure text is a text containing the procedure, process, mean, or steps of make do something.⁹ From the statements above, it can be concluded that procedure text is a type of text in English text that explains how to do something or make

⁶ Hanna Novariana, Sumardi, & Sri Samiati Tarjana, *Senior High School Students' Problems In Writing*, English Language and Literature International Conference (ELLiC), Vol. 2, No. 2, p. 216.

⁷ Suhaimah Bulqiyah, Moh. Arif Mahbub, & Dyah Ayu Nugraheni, *Investigating writing difficulties in essay writing: Tertiary students' perspectives*, English Language Teaching Educational Journal, Vol. 4, No. 1, 2021, p. 62-63.

⁸ Nuri Yanni Harahap, *loc.cit.*, p. 130.

⁹ *Ibid.*

something in detail and sequence, therefore readers can understand the content of the text that is made correctly.

In writing procedure text, there are several rules that students must pay attention to when writing a procedure text. Therefore, procedure text is one of the texts which in practice there are many mistakes made by students starting from the generic structure and composition of the procedure text. Procedure texts consist of goals, materials, and steps, therefore in writing students must be detailed and sequential until the text becomes a good and understandable text. Therefore, students cannot just write procedural texts without paying attention to the correct arrangement.

Based on the preliminary research in SMAN 1 Pasir Sakti Lampung Timur on Thursday, December 16, 2021 by interviewing the teacher and students. The teacher said, there are several obstacles faced by students, the first is the lack of vocabulary owned by students therefore students had difficulty developing their ideas because of the limited vocabulary they had. The second is that many students have difficulty with grammar therefore when they write they look confused about the correct sentence structure. With various obstacles faced by students, learning becomes hampered by the technique or media in teaching writing and sometimes not in accordance with the objectives of learning writing.

After the interview with the teacher, then interviewed several students related to the problems they faced while teaching and learning to writing. Apart from their lack of vocabulary, there are also other obstacles, such as they don't know how to write well. Students feel bored quickly in learning to write, they assume that writing is a very difficult activity to do therefore during the learning process in class they do not feel happy and enjoy it. Another thing is because the teacher does not provide feedback on the results of the writing they have collected therefore they do not

know the part of the errors in their writing.¹⁰ The data from the interview that showed about students score in writing, the distribution can be seen as follows.¹¹

Table 1.1

Students' Writing score at the Eleventh Grade of SMAN 1 Pasir Sakti Lampung Timur Inthe Academic 2020/2021

No	Class	Score		Total
		≥70	< 70	
1	XI IPA 1	14	17	31
2	XI IPA 2	12	18	30
3	XI IPA 3	10	20	30
4	XI IPA 4	10	20	30
5	XI IPA 5	9	20	29
6	XI IPS 1	11	19	30
7	XI IPS 2	11	19	30
8	XI IPS 3	9	21	30
9	XI IPS 4	11	20	31
10	XI IPS 5	12	19	31
Number of Students		109	193	302
Percentage		36,09%	63,91%	100%

Source: The data from English teacher of SMAN 1 Pasir Sakti Lampung Timur

From the data on table 1, the total number of the eleventh grade students in XI SMA Negeri 1 Pasir Sakti Lampung Timur was 302 students. The criteria of minimum mastery (KKM) score of English subject at that school is 70. There are 193 students (63,91%) got score under KKM. It indicated that most students still face difficulties in writing.

¹⁰ Putra, Dimas, Arif. Students Of SMA Negeri 1 Pasir Sakti Lampung Timur, A Questionnaire on Thursday, December 16th, 2021.

¹¹ Solekha, *Interview an English Teacher*, SMAN 1 Pasir Sakti Lampung Timur December 16th, 2021.

In teaching writing, the teacher at SMAN 1 Pasir Sakti Lampung Timur used picture as media to teaching writing where the teacher only explains the material about a text to be studied. Then the teacher asked students to practice by making the text that has been studied on the worksheets that have been provided which are then collected without the teacher giving feedback to students. At the time of online learning the teacher only used the whatsapp application in teaching writing activities.

By interviewing the teacher and students at SMAN 1 Pasir Sakti, found that there are obstacles caused by the lack of selection of suitable media in teaching writing. In this research, the researcher was tried to utilize the existing technology to teach writing. Prawiradilaga said that the world of education and training is affected by the digital technology and internet industry.¹² It means that in the midst of increasing advanced technological developments, it certainly has an influence in the world of education. Therefore, a teacher can choose various applications or tools that they can use in teaching and learning process. With the existing technology, many applications have been developed that can assist students in learning and assist teachers in teaching, especially in teaching and learning writing such as Book Creator Application.

Book creator application on the other hand is a free and simple internet-based application that helps learners to create enticing digital books.¹³ It can be interpreted that the book creator is an internet-based application that can be used for teaching and learning activities, especially in learning writing. Book Creator is an application consisting of text, images, sound and published in the form of a digital book that can be read on computers or other

¹²Moh. Rochman Wahid Maulana et all, *Development of Learning Media Based on Virtual Reality In the Subject Object-Oriented Programming Improving Learning Outcomes of RPL Students at SMK Negeri 2 Bangkalan*, International Journal of Integrated Education, Engineering and Business. Vo. 1, No. 1, p. 59.

¹³ Anak Agung Putri Maharani, *op.cit.*, p. 14.

electronic devices such as android, smartpone, or tablet.¹⁴ Through the features provided in the book creator application, students can make their writings as interesting as possible and they can share their books, send messages, and publish their work in a forum to be read by other members. The purpose of using this application is to improve the quality of the learning process outcomes and it is certainly more interesting for students to learn writing, students are not easily bored and have enthusiasm to try new things.

At SMA N 1 Pasir Sakti Lampung Timur is one of the schools that has adequate facilities, one of which is computer facilities used in daily learning activities that can be accessed by students after observe directly. This is in line with research that will be carried out that in the use of book creator application are needed tools such as computers and laptops, therefore this research was conducted at this school.

Based on the explanations above can be concluded that the use of tools in teaching and learning processes is needed to help improve students' writing abilities. In addition, the use of new application tools can also increase students' interest in learning to write, they will feel that learning is not only focused on the material but they can also develop their ways and ideas through the facilities used in an application provided. Therefore, this research will be conducted with the title "The Influence of Using Book Creator Application Toward Students' Writing Ability in Procedure Text".

C. Identification and Limitation of the Problem

a. Identification of the Problem

Based on the background of the problem, the researcher identified several problems as follows:

1. Students have problems related to grammar.

¹⁴ Isatul Hasanah, Siti Rodi'ah, *Strategy pembelajaran Pendidikan Jasmani Berbantu Media Book Creator Digital Dalam Meningkatkan Kemampuan Motorik Kasar Siswa Pada Tingkat Sekolah Dasar*, Continuous Education : Journal of Science and Research. Vo. 2, No. 2, p. 26.

2. Students lack of vocabulary.
 3. Teacher does not provide the interesting techniques or media in teaching and learning writing.
- b. Limitation of the Problem

The problem in this research was limited and just focused to knowing whether there is an influence of using Book Creator Application toward students writing ability in procedure text at the eleventh grade of SMAN 1 Pasir Sakti Lampung Timur in the academic year 2021/2022.

D. Formulation of the Problem

Based on the background above, the researcher formulated the problem into a research question as follow: Is there any influence of using Book Creator Application towards students' Writing Ability in procedure text at the eleventh grade of SMAN 1 Pasir Sakti Lampung Timur in the academic year 2021/2022?

E. Objective of the Research

The objective of this research was to know whether there is an influence of using Book Creator Application toward students' Writing Ability in procedure text at the eleventh grade of SMAN 1 Pasir Sakti Lampung Timur in the academic year 2021/2022.

F. Significant of the Research

1. Theoritically

For theoretical contributions, this research was expected to given information about the influence of using Book Creator Application toward students' writing ability in procedure text.

2. Practically

- a. Teacher

This Research can be used by Teachers as reference about kind of media that can be used to teach writing ability. Teacher can be used Book Creator Application to teaching and learning writing in the class.

b. Student

The result of this research hopefully was provided useful information to students and to improve their writing ability by using a Book Creator Application. With the used of Book Creator Application students can developed the ideas they have in writing.

c. For the Other Resercher

This research can be inspirated the other researchers to understand more about writing, especially the use of media to teach writing ability.

G. Relevant Study

There are several studies that are relevant to this research. Previous study was conducted by Anak Agung Putri Maharani and Made Hery Santosa, 2021, English education at Ghanesa University of Education. The study entitled "The Implementation of Process Approach Combined With Screencast-o-Matic And Bookcreator to Improve Students' Argumentative Writing". This research observed several theories and read a number of books as references and information relevant to the topics discussed. The results of this study indicate that Book Creator is a very good technique to motivate students and increase their involvement in the writing learning process.

The second study was conducted by Verdiana Puspitasari, Rufi'i, Djoko Adi Walujo with the title "Development Of Learning Devices With Differentiation Model Using Book Creator For BIPA Learning In Class That Have Different Ability". This research aims to develop learning tools with a differentiation model using the Book Creators. The research method used is research and development (Research and Development). Development/R&D). This research model uses ADDIE (Analysis, Design, Development, Implementation, Evaluation). The results of this study shows that: (1) learning devices developed with the differentiation model get the value of the material expert validation results is 92.22%, which means that this learning tool is very feasible used for testing.

It should be realized that it takes the use of an interesting tool or application that can improve the writing ability of students. Therefore this study was conducted and focused on the use of book creator applications toward students' writing ability. By using this application was improved students' writing ability in procedure text. This research was analyzed whether there was an influence of using the book creator application toward students' writing ability in procedure text.

H. Systematic of the Research

This thesis proposal consist of three chapters as follows:

- CHAPTER I INTRODUCTION**
 This chapter consist of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevant study, and systematic of the research.
- CHAPTER II REVIEW OF LITERATURE**
 This chapter consist of the frame of theories involve concept of writing, text, procedure text, and book creator application.
- CHAPTER III RESEARCH METHOD**
 This chapter consist of place and time of the research, research design, population, sample and sampling technique, research variable, operational definition of variables, research instrument, data collecting technique, criteria for evaluating students' writing, validity and reliability of the Instrument, fulfilment of the assumption, and hypotesis testing.

CHAPTER II

LITERATURE REVIEW

A. Frame of Theory

1. Writing

a. Concept of Writing

Writing is one of the important skills learned in English, therefore writing is one of the skills that must be mastered by students besides speaking, listening and reading. Through writing students can develop their ideas into written form so that others can read them. Therefore, through writing, a person can send messages or information conveyed by the author to others. In other words, writing can be a form of written communication.

Writing is considered difficult and people will be able to write after they have mastered listening, speaking, and reading skills.¹⁵ Many students can speak English fluently but they cannot write down what is on their mind in the correct order. In writing, students don't just write but there are several obstacles they often face thus students think writing is a difficult skill to do. This is in line with Langan's statement that most of the problems in writing range from the cognitive problems, (the vocabulary knowledge, the language structure and ideas organization) to psychological problem, (the wrong conception about writing as a 'natural gift' skill instead of a learned skill).¹⁶ The problems faced by students in writing of course also have something to do with English as a second language so that students are constrained by the correct vocabulary and language structure.

¹⁵*Op. Cit.*, p. 176.

¹⁶Gustiana Mettaningrum, Dantes, and Suarnajaya, *The Effect Of Journal Writing Technique And Students' Achievement Motivation Toward Writing Achievement Of The Fourth Semester Students Of English Education Department Of Undiksha*, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, Vol. 1, p. 2.

McKay claims that writing is both a process and a product.¹⁷ When someone writes, not only is the process visible but also produces a written product made by the author. Therefore to get good writing, students must go through the process of writing. Process is needed where a writer must be able to develop the ideas they have in order to become an interesting writing and be understood by others. The product produced by the author is certainly influenced by the process that the author goes through such as how the author develops their ideas as well as the experience and skills they have. Therefore, it can be interpreted that writing is a complex skill because it includes several things, not just writing.

Based on some of the theories above, it can be concluded that writing is one way that can be used to communicate, convey information and also important messages to others. Writing can be a medium like someone in developing one's ideas, thoughts, or feelings into written form that can later be read by others. In addition, to obtain good writing, an organized process is needed and not just writing so that the writing becomes coherent and can be understood by others.

b. Component of writing

There are five components to measure writing test in the profile of writing are adopted by Jacobs in Laras.

1) Content

The content usually contains ideas that will be used by the author related to the topic, idea development, illustrations, a fact and cause and effect as well as comparisons.

¹⁷ Mutmainnah, Khairunnisa Hatta, "Improving The Writing Ability Through Career Exploration Technique". Journal of Language Teaching and Pedagogy. Vol. 1. No. 1, p. 10.

2) Organization

In the organization there are several things that must be considered in a good writing text. They are fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing and cohesive. so that the resulting writing can be understood by the reader and does not cause misunderstanding.

3) Vocabulary

In writing, writers should have a lot of vocabulary so that the writing they write can develop widely and with quality so that the writing produced is not only the vocabulary. Good writers also have to choose the vocabulary to use in their writing. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/ idiom choice and usage, word form mastery, and appropriate register.

4) Language Use

Just like vocabulary, according to Jacob language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, word order/function, articles, pronouns and prepositions, so that the resulting writing has good quality and can be accepted by the reader.

5) Mechanics

Mechanics usually describes spelling, capitalization, punctuation, and paragraphs. In mechanics, more emphasis is placed on writing in accordance with the rules of writing.

Good writing must have proper spelling, correct punctuation, making it easier for readers to understand each sentence and also have clear paragraphs.¹⁸

Based on the explanation above, it can be concluded that there are five components to measure writing test including content, organization, vocabulary, language use, and mechanics. Each component can be used as a reference in the assessment of a writing assignment where if all components can be achieved then a writing can be categorized into a good writing. Therefore, each component has important points that must be considered by students in making a good writing and can be understood by the reader.

c. **The process of writing**

In writing usually has a process that must be passed by a writer and has been arranged in accordance with the order thus the resulting writing can be arranged neatly. With the process in writing, students can develop their ideas in a more organized manner and also to maintain their focus. Through the process that the writer goes through, their creativity can be seen, for example about how they develop the topics they have, therefore each student's abilities can be seen.

Ruddell has organized the following description of writing process into the categories of before writing, during writing, and after writing. The following the description of the categories:

1) Before Writing: Prewriting

Prewriting is done before the writing process begins. In this case, prewriting is usually the basis

¹⁸ Suprihatin, Thesis: *"Improving Writing Skill In Recount Text By Using Grammar At The Second Semester Of The Eight Grade Of SMPN 2 Tanjung Sari Lampung Selatan In The Academic Year Of 2017/2018"* (Bandar Lampung: Tarbiyah And Teacher Training Faculty State Islamic University of Raden Intan Lampung, 2018), p. 20-21.

used in writing and is the earliest process. In prewriting have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include. It means that prewriting is a stage where writers are ready to write, usually during prewriting they have already thought about the topic to be written, considering the topic they will write about. Usually writers can make prewriting in their notebook or they can keep it in their mind.

2) During Writing: Drafting

Drafting is a step that the author must do after writing has prewriting. At this stage they develop the ideas they already have related to the topic they will write about, paying little attention to mistakes that might occur in writing. At this stage, it's just writing a rough draft and focusing more on the content to be written from and paying less attention to the mechanics.

3) After Writing: Revising, Editing

After the draft has been made students reread their writing to find out the mistakes that occur from the draft they have made. After knowing the location of the error that occurred, the writer rearranged the arguments or supporting information and changed the sentences in their writing which were considered unclear. The revision process may be done in person or in writing by the teacher.¹⁹

Based on the explanation above, it means that there are several processes that must be passed by students in writing starting from prewriting, drafting, revising and editing. By following a good process, it

¹⁹ Supiah, *The Use of Journal Writing in Teaching English Writing*, 30 October 2018, p. 7.

is hoped that it can help and facilitate students in assembling the writing they will make thus the resulting writing becomes more organized. With the process in writing, students do not just write but can also understand that each process gives them an understanding that to produce good writing requires a coherent process.

d. Approaches in Teaching Writing

Chang said the learning activity in the classroom is spent by the teacher in explaining the lesson, whereas the learners take notes and listen to the teacher.²⁰ In teaching and learning writing, writing is usually only used as homework that must be completed by students at home. This happens because usually during the learning process at school the teacher only focuses on delivering the material and students just sit in their place while listening to the teacher's explanation without writing directly so that they cannot practice the knowledge they have learned. Whereas in writing learning, an active process is needed that can build students' writing skills thus they are not only passive in the teaching and learning process. Harmer said that there are approaches in teaching writing as follow:

1. Process and Product

In the teaching of writing we can either focus product of that writing or on the writing process itself. When you focus on the product, you will prioritize the goal of the task in the end of the product. The product approach approach has similarities with the genre i.e. an approach with values the construction of the end product as the

²⁰ Nidya Indrilla, and Dyah Setyowati Ciptaningrum, *An Approach In Teaching Writing Skills: Does It Offer A New Insight In Enhancing Students' Writing Ability*, LLT Journal: A Journal on Language and Language Teaching, Vol. 21, No. 2, p. 124.

main thing to be focused on (rather than the process of writing itself). While the process approach pays attention to several stages that each writer goes through. Therefore, it needs to be applied in foreign language writing activities starting from the pre-writing phases, editing, re-drafting and finally producing a finished version of their work because writing in a foreign language is different from writing in the first language.

2. Genre

A lot of writing within a discourse community is very genrebound. It means that writers compose their writing so that people who read it can understand what kind of writing is being created. Therefore if a teacher asks students to write a type of text, they must first study the construction of that type of text. We know what writing we do to help students learn language or to do test them on that language.

3. Creative Writing

The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays. The work in this approach is more often regarded as an achievement. This can be seen when a teacher asks students to write imaginatively, then students will make writing that is more varied of correct and appropriate language than they might for more routine assignments.

4. Writing as a cooperative activity

Usually people will write about themselves but sometimes they also write about other people either at home or at work. Writing as a cooperative activity means that it requires other people to be involved in a piece of writing, so the teacher will usually form a group to write things down on their own.

5. Building the writing habit

To build students' writing skills, various activities can be carried out. Many obstacles faced by students when writing perhaps they have never written much in their first language. Perhaps they think that they don't have anything to say and can't come up with ideas. The way that can be done is by giving them a task that is interesting for students. The teacher can promote instant writing by dictating half a sentence which the students have to complete or the teacher can ask students to listen to a song and write the lyrics.

6. Writing for learning and writing for writing

Writing-for-learning is the kind of writing we do to help students learn language or to test them on that language. Similarly, when a teacher asks students to write a sentence using 'going to' the aim is not to help them write but to help them remember, therefore to write down things to be done in the future, you can use 'going to'. When we ask students to design a good magazine advertisement, however, we are doing this so that they may become good at writing advertisements. Therefore if we are to build the students' writing skills we will have to use such writing-for-writing.²¹

Based on explanation above, it can be concluded that the approach in teaching writing is very important because students will gain knowledge through the approach used. There are six approaches, including process and product, genre, creative writing, writing as cooperative activity, building the writing habit, and writing for learning and writing for writing. In this research will use the process and product approach

²¹ Jeremy Hermer, *The Practice of English Language Teaching (4th edition)*, (Cambridge: Pearson Education Limited, 2007), p. 325-330.

because according to the researcher, writing requires a series of processes that must be passed by the author to produce a good written work that can be understood by the reader.

2. Text

a. Definition of Text

Halliday and Hasan said that a text is a semantic unit not of form but of meaning.²² Text usually consists of morphemes, phrases, clauses, sentences, and other linguistic units. Text is a unit in which the author has a structure and uses the correct grammatical. Text can also be interpreted as a unit which contains various information and also explains meaning in various contexts.

Text is basic means of this communication, be it spoken or written, a monologue or an interaction.²³ Text is related to the language used to communicate in everyday life which is usually applied in spoken or written form. Text is not just a message but contains thoughts from someone addressed to another person. Therefore, the text is arranged sequentially thus the information conveyed can be understood clearly.

According to Emilia in the Neni's thesis, that a text has texture and good characteristic, as follow:

1) Coherence

In coherence, it usually consists of a group of clauses or sentences related to context. Coherence divided into situational and generic coherence. Situational coherences usually text can be identified clearly into types of text such as recount, procedure, narrative,

²² Lihong Shen, *Context and Text, (Theory and Practice in Language Studies)*, Vol. 2, No. 12, p. 2663-2669.

²³*Ibid.*,

exposition, discussion, and can identify the structure in the text.

2) Cohesion

Cohesion usually refers to how the writer relates each part from the text. Therefore each form of the sentence is related to one another.²⁴

Based on the statement above, the text is the part that contains the message that is used to convey information to others. In addition, the text must also be related to the theme that is owned and written in sequence and using the right structure to make it a good text.

b. Types of Text

Gerot and Wignel in Dyah's thesis said that there are several types of text genres, including the following:

1) Narrative Text

Narrative text is one type of text that is often encountered which contains various stories whose purpose is to entertain the reader. Narrative text usually consists of orientation, complication, resolution, and re-orientation.

2) Descriptive Text

Descriptive text is a type of text that aims to describe something such as a particular person, place, animal or thing. The descriptive text consists of identification and description.

3) Procedure Text

Procedure is a type of text to tell how to do something. The procedure text is also followed by instructions to make or do something

²⁴ Neni Astuti, Thesis: *"The Influence Of Using Collaborative Writing Technique Towards Students' Writing Ability In Descriptive Text At The First Semester Of The Eight Grade At MTS AL-HIKMAH Bandar Lampung In The Academic Year Of 2018/2019"* (Bandar Lampung: Tarbiyah And Teacher Training Faculty State Islamic University of Raden Intan Lampung, 2018), p. 24-25.

- 4) Exposition
Exposition is a type of text that contains information about something that is happening, explanation, interpreting meaning, it includes editorials, essays, informative and instructional materials.
- 5) Recount Text
Recount text is to retell events or activity in the past experience. The purpose of this text is to informing or entertaining.
- 6) Report Text
Report text is a text to describe the way things are, with reference to arrange of natural, mode, and social phenomena in our environment.
- 7) Spoof Text
Spoof text is a type of text that retells on an event with a humorous twist.
- 8) News Item
News item is text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. News item consist of Newsworthy events, Background event, Sources.
- 9) Anecdote
Anecdote is text to share with others an account of an unusual carousing incident.
- 10) Review
Review to critique an art work, event for a public audience, thus this text aims to criticize something general.
- 11) Discussion
Discussion is text to present points of view about an issue. In the discussion usually consists of Issues, Arguments, and Conclusions.²⁵

²⁵ Dyah Ayu Amalia, Thesis: *"The Influence Of Using Peer Editing Towards Students' Writing Ability In Recount Text At The First Semester Of Tenth Grade Of SMA Negeri 17 Bandar Lampung In The Academic Year Of 2019/2020"* (Bandar

Based on the explanation above, it can be concluded that there are several kinds of the text in English such as narrative, descriptive, recount, explanation, anecdote, procedure, discussion, review, news item, spoof, report, analytical exposition, and hortatory exposition. In this will focus in the students' writing ability in procedure text because this text will be included as material that will be study by students for the eleventh grade.

3. Procedure Text

a) Definition of Procedure Text

Procedure text is one of the text that students usually learn English learning. Procedure text is a text that tell the reader or listener how to do something.²⁶ It means that the procedure text is written to show the readers how something is made by including the materials needed and steps so that readers can follow it. For example, when making a drink and food, or turning on electronic equipment, steps are needed to be taken. The purpose of procedure text is to provide instructions for making something, doing something, or getting somewhere.²⁷ It can be interpreted that clear instructions are needed in a procedure text thus as not to be wrong in making something. Therefore in the procedure text the author must make the text sequentially starting from Goal (how to make something or how to do something), Materials (containing materials to be used or what equipment is needed), and Steps (explaining the steps) in making or doing something).

Lampung: Tarbiyah And Teacher Training Faculty State Islamic University of Raden Intan Lampung, 2018), p. 14-15.

²⁶ Nuri Yanni Harahap, *The Effect Of Picture Sequences Strategy On Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)*, Jurnal Liner (Language Intelligence And Educational Research), p. 130.

²⁷ Mark Anderson, and Kethy Anderson, *Text Types In English 3*. (south Yarra: Mcmillan Education Ltd, 1998), p. 28.

Based on the explanation above, it can be interpreted that procedure text is one type of text in English which explains how to make or do something followed by the correct steps. The instructions in the procedure text are intended as a guide for the reader thus as not to make mistakes in making or doing something. In addition to the procedure text, there is also detailed information about the material that helps the reader in completing the sequence steps.

b) Social Function of Procedure Text

Social function in a text has to do with the purpose or topic of a text. Therefore, the social function becomes the most important part in a text and must be owned by various types of text therefore differ from one another. Shirin says social function is to describe how something is accomplished through a sequence of action or steps.²⁸ It can be interpreted that the social function is the part that shows the purpose of a procedure text which explains how to make or do something accompanied by instructions that are written sequentially. With the social function, the reader can find out what the purpose of the text is.

Based on the explanation above, can be conclude that the social function in procedure text provides information that contains how something is made accompanied by sequential steps thus that it can be easily understood by the reader. Therefore, social function is very important in a text.

c) Generic Structure of Procedure Text

Every text in English has different elements from one another according to the type of text. The elements in the text must be known by students in order to make it easier for them to understand and create the text in question.

²⁸Nuri Yanni Harahap, *op. cit.*, p. 131.

Generic structure in the text usually contains information about the idea or arrangement related to the text. Through the Generic structure, the reader can easily guess the type of text that is being read. Therefore, the structure of a text must be written sequentially and cannot be misplaced with one another.

Procedure text has the structures that consist of three parts they are aim/goal, materials and steps/methods. It means that these three sections have an important role in the formation of a procedure text that must be studied by students. With the generic structure, it can become a characteristic of a text. Djuharie says the generic structures of procedure text that consist of three forms, namely Goal, Material, Steps, including the following:

1) Goal

Telling about the aim of activity and predict the conclusion might happen. This goal tells the reader how to make or do something.

2) Materials

Materials that needed to make something or to do the activity. This section provides detailed information to the reader about the material to be used.

3) Steps

Consisting steps in sequential order to complete the procedure of making or doing something.

Every steps are written in form of imperative or command.²⁹

Based on the explanation above, it can be conclude that the generic structure gives characteristics to each type of text that make it different from one another. In procedure text, the generic structure must be arranged sequentially so that it makes it easier for the reader to start from explaining the goal, the material used, and the steps that must be carried out clearly.

²⁹Nuri Yanni Harahap, *op. cit.*, p. 132.

d) Language Features Of Procedure Text

Language features are used to convey meaning or express deep meaning in a text. Each text has language features that differ from one type of text to another. Language features in a written procedure text usually use second or third person pronouns and details irrelevant to the purpose that should be avoided. Gerot and Wignell said the language features in procedure text are:

- 1) Imperative sentence in form of asking to do something such as go, sit, don't mix, etc.
- 2) Use simple present tense.
- 3) Action verbs in form verbs related to physical, or intellectual activity. This section begins with the use of action verbs that ask the reader as if to do something such as mix, turn, don't, put, etc.
- 4) Connective of sequences such as then, while, next, etc. The aim is to show the relationship between one step to another so as to provide clear instructions to the reader.
- 5) Use of adverbials to state the detail of time, place, or accurate steps, such as for five minutes, 2 centimeters from the top, etc.
- 6) Numbering, a number that shows the sequence of events, such as first, second, third, etc.³⁰


It means that language features are the linguistic features of procedure texts that provide specific language patterns in their writing, the intended patterns such as the use of tenses or various rules related to the use of grammar. Therefore, each text has a different pattern thus it distinguishes one text from another.

³⁰ Eka Dyah P, *Analysis Of Students' Ability To Write Procedure Texts At The Informatics Engineering Students Of Stare Polytechnic Of Cilacap*, Inovish Journal, Vol. 2, No. 2, p. 7.

e) **The Example of Procedure Text**

Table 2.1

(Adapted from Bahan Ajar 3 Kali Pertemuan Procedure Text)

How to Use An Electronic Iron	
	
Steps:	
<ol style="list-style-type: none"> 1. Prepare the iron, the clothes, a place mat or any flat surface board, some clothing hanger. 2. Plug the iron cable into an electricity socket and wait until the iron get warmer. 3. Place the clothes on the place mat. 4. Apply the iron on the clothes surface evenly. 5. Flip the clothes and apply the iron on the other side of the clothes evenly. 6. Put the clothes on the clothing hanger.³¹ 	

4. Book Creator Application

a) Definition of Book Creator

Gamble, N & Easingwood said that technology in writing enables learners to write and share information everywhere and every time.³² It means that with the use of technology in writing students can explore the ideas they have anytime without any limitations that hinder their learning activities. In learning and to improve students' writing skills, teachers must motivate students in a lesson in order to increase students' willingness to learn writing more. Teachers must use suitable and interesting media such as using applications to help students improve their

³¹Luh Mila Sayuni, *Bahan Ajar 3 Kali Pertemuan Procedure Text Bahasa Inggris*, p.8.

³²Anak Agung Putri Maharani, *op.cit.*, p. 13.

understanding of writing. One of the learning applications that can be used is the book creator application.

Bookcreator is, on the other hand, a free and simple internet-based application that helps learners to create enticing digital books.³³ It can be interpreted that this application is an internet-based application. This application can be used by a teacher in the learning process especially in writing activities to improve students' writing skills, where through this application can help students write and explore their ideas as creatively and as innovatively as possibly, therefore students can create various types of writings by developing their own ideas. With book creator students not only produce products in written form but also provide meaningful writing experience for students. This is because the use of applications that have never been used is expected to provide something new for students in the writing learning process thus students will feel interested and want to try.

Book creator is an application consisting of text, images, and sound and published in digital form that can be read on computers or other electronic devices such as android, smartphone, or tablet.³⁴ It means that by using the book creator application students must download it first and by using this application it is expected to make it easier for students to learn writing because students can learn anywhere and anytime by using a laptop, android, or tablet while having an internet connection. Besides being easy to access at any time, the book creator application also has interesting features provided thus it can be used by students in helping them write. Through the book creator, students can write according to what they want to write and take advantage of the various features that are

³³ Anak Agung Putri Maharani, *op.cit.*, p. 14.

³⁴ Isatul Hasanah, and Siti Rodi'ah, *op.cit.*, p. 26.

available. Then students can share their books, send messages, and publish their work on forums for other members to read.

Based on the explanation above can be conclude that book creator is a simple internet-based application that can be used by teachers as a medium in the learning process, especially in writing activities. Through book creators, students can develop their ideas into written form that they can public and read by others. Students can also use the various features provided from text, images and audio to make their writing as interesting and creative as possible. Therefore, the use of the book creator application is expected to be able to help students improve their writing skills and attract their interest in learning writing in new ways so that students do not feel bored in learning and can access it anywhere and anytime.

b) Advantages and Disadvantages of Book Creator

1) Advantages

There are several advantages of digital book creators by Nurhannisah and Verdiana as follows:

- a) The use of Book Creator can be said to be simple.
- b) Digital book creator teaching materials are very practical and easy to carry.
- c) Book creators are considered in accordance with the cognitive abilities of students to improve their abilities, both in speaking, writing, listening and reading skills.
- d) Book creator can be opened via laptops and smartphones so that it can facilitate the online learning process as it is now.

- e) Students can easily share their books, send messages, and publish their work for others to read.³⁵

Based on the explanation above, there are many advantages to using book creators in the learning process, especially in teaching and learning writing. Teachers can make book creators an interesting medium to use so that students don't feel bored in the learning process. In addition, students can freely express their writing skills by utilizing existing technology without having to feel embarrassed when their friends see the results of their writing.

2) Disadvantages

The use of Book Creator in addition to providing benefits, the use of Book Creator also has drawbacks in its use. Following this there are several disadvantages of using a book creator, including:

- 1) Must always be online and cannot be used offline. Therefore, in its use it requires an internet quota so you have to spend money to buy a quota.
- 2) It takes a stable network to use the book creator. So to open this application smoothly without any problems it is necessary to have a stable internet.

Based on the explanation above, it can be concluded that apart from having the advantages of using the book creator application, it also has several disadvantages. Therefore, in using the book creator application in the learning process, a fairly stable internet connection is needed so that there are no obstacles in the learning process.

³⁵*Ibid.*, p. 27.

c) **Teaching Writing Using Book Creator**

Teaching writing is not as easy as it seems, moreover there are so many obstacles faced by students ranging from grammar difficulties, lack of vocabulary and students' difficulties in developing their writing. Therefore, the new era as it is today provides new challenges and tasks for modern teachers as well. As a teacher, you are required to choose and use an innovative and creative medium in learning, especially writing activities with the aim of improving students' writing skills and making students not bored in learning therefore learning objectives can be achieved. Technology devices are an option that can be used by teachers and students inside and outside the classroom.

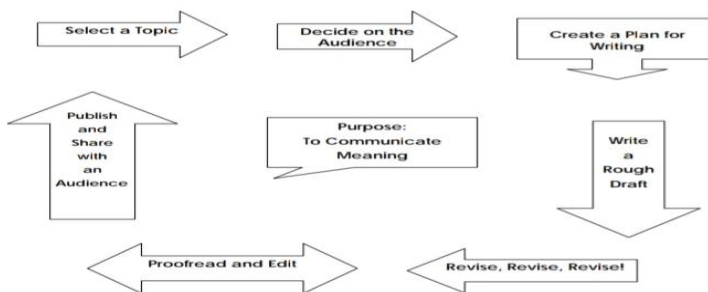
The use of this digital book creator media can certainly be used by students according to their needs.³⁶ As is happening now, almost all schools in Indonesia carry out online learning processes, therefore we need an application that can help students especially in writing activities. With book creators, teachers can choose and adjust materials according to the government curriculum when the learning process takes place. Therefore, the Book Creator application is an application that is expected to provide changes in writing learning and improve students' writing skills.

The increasing number of English language learners, many teaching techniques are applied to obtain maximum and effective learning outcomes. Likewise with the writing learning process to obtain effective results requires a strategy or an appropriate process. There are many strategies that can be used by a teacher in teaching

³⁶ Isatul Hasanah, and Siti Rodi'ah, *op.cit.*, p. 30.

writing and the following are strategies that can be used by teachers in teaching writing according to L. Schaefer.³⁷

Figure 1
(Adapted from *Teaching Young Writers: Strategies that Work, Grades K-2*)



Based on the picture above, it can be seen that in the early stages students can choose the topic to be written, then students can make plans and write drafts of their writing. After making a draft, students can revise and make edits and after it is deemed that there are no errors, students can publish it for others to see and read. This strategy is in line with the use of book creator applications in teaching writing. This is because in book creators, writers don't just write but they also publish the results of their writings or the written products they have made and other people can see and read them.³⁸ Book creator can help students to develop their writing ability. The writing that will be made can be divided into several parts starting from pre-writing, drafting, reviewing and publishing. Through book creator students can freely design the writings they will make by utilizing the features provided in the book creator.

³⁷ L. Schaefer, *Teaching Young Writers: Strategies that Work, Grades K-2* (New York: Scholastic, 2001).

³⁸ Anak Agung Putri Maharani, *loc.cit.*, p. 14.

Dr. Ruben Puentedura said that in implementing the book creator application in the classroom, there are 4 processes or ways that students can go through, including the following:

1. Substitution

Students read a digital book on Book Creator rather than a traditional textbook.

2. Augmentation

Students read books that contain multimedia, such as video and audio files, which enriches learning. For example, when learning about a scientific experiment, it can be more helpful to watch a video that demonstrates what happens during the experiment rather than to read about it.

3. Modification

Students research, collect online resources, and curate them into a book. Students generate original content, including text, videos, audio files, and paintings/pictures to create an original book to demonstrate their understanding and learning outcomes.

4. Redefinition

Students can create books that can be instantly downloaded and shared publicly on the book creator.³⁹

Based on the explanation above, it can be concluded that to teach writing using the book creator application, students must read a lot of digital books because it is felt that it will make it easier for students and attract students' interest in learning. After that, students can design writing starting from making drafts using various features available in the book creator application, then students can edit writing as creatively as possible by adding text,

³⁹ <https://blogs.umass.edu/onlinetools/learner-centered-tools/book-creator/>

audio and images. Furthermore, students can publish their writings and can be read by others.

d) How To Use Book Creator Application

Hernandez said that to teach senior high school using a book creator application, a teacher must transform traditional writing assignments such as expository essays, creative writing or poetry by publishing an ebook around a theme or topic of your choosing.⁴⁰ It means that by sharing their writings it will provide a new experience for students where they can publish their writings without having to be ashamed of their classmates. Besides that students can also add text, images and audio to their writing. Therefore, this will be an interesting writing learning activity.

Considering the teaching technique discussed above, the teacher implements the use of book creator application into English teaching writing activities to create a book as follows.

1. First the researcher choose the specific material of writing that will be given to the students. It is available in the curriculum and the book used.
2. The researcher gives the students a brief explanation about the material.
3. To start writing in the book creator application, students can choose what topic they will write about and students can look at the library display in the book creator application, where students can choose various examples of books that can be used as references in their writing. But before that, students must first sign in to the book creator application using their personal account.

⁴⁰Michael Hernandez, *Book Creator for High School Classroom*, <https://read.bookcreator.com/library/-LCESe5qTaw-qLZCBqm3/book/1sliYo4BSP-Nghil8S8H5g>

**Figure 2. The main page of the library
(Adapted from *The Electronic Journal for English
as a Second Language*)**



4. Then students can make plans about what is needed and prepared in their writing, as students begin by choosing the book shape. There are two types of layouts provided in the tool, traditional layouts and comic book layouts. Both types provide three different forms of the layouts: portrait, square, and landscape.

**Figure 3. Available layouts to create a
new book (Adapted from *The Electronic Journal
for English as a Second Language*)**



5. Here, various features are provided for users to design the book and to add content. A variety of design features are available including background colors, comics, paper, borders, patterns, and textures. Adding more pages to a book is done by selecting the blue arrow button '>' on the right side of the page. In the top left corner, the 'Pages' button allows users to manage pages in the e-book with more features such as copying, moving, inserting, and deleting pages.

Figure 4. Choosing a page design
(Adapted from The Electronic Journal for English as a Second Language)



6. Furthermore, students can start to draft their writing in the book creator application and design their writing as creatively as possible. From the existing drafts, students can develop their writing by revising their writing and students can add various images or audio to their writing.

Figure 5. Adding content to the page
(Adapted from The Electronic Journal for English as a Second Language)



7. Then students can proofread and edit the text if there are still errors until the writing is completely finished without any errors from vocabulary to grammar.
8. Furthermore, students can publish their corrected writing to be read by others and the purpose of writing can be conveyed and accepted by readers.⁴¹

⁴¹ Red Jumper Limited, *Book Creator*, The Electronic Journal for English as a Second Language, Vol. 23, No. 1, p. 2.

Figure 6. Publishing books online
(Adapted from The Electronic Journal for English as a Second Language)



Based on the explanation above, it can be concluded that the use of the book creator application can be applied by combining the techniques that was used by a teacher in teaching writing. In this research was used a book creator by asking students to sign in with their accounts first, after that students can choose the topics provided and can read digital books available in the library as a reference. Furthermore, students can prepare their writing by choosing the layout that was used and making a draft of the writing. Then students can develop their writing and make revisions and edits if to improve their writing and add pictures or audio to make it more interesting. After feeling finished, students can publish their writings and can be read by readers.

B. Hypothesis

A hypothesis is a statement of the researcher's expectation or prediction about relationship among study variables.⁴² Hypothesis can be interpreted as a significant statement of prediction that needs to be proven for its truth. The hypothesis of this research are:

H_0 = There is no significant influence of using Book Creator Application towards students' writing ability at the eleventh grade

⁴² Anupama K, *Hypothesis Types and Research*, International Journal of Nursing Science Practice and Research, Vol. 4, No. 2, p. 78.

of SMA Negeri 1 Pasir Sakti Lampung Timur in the academic year of 2021/2022.

Ha = There is a significant influence of using Book Creator Application towards students' writing ability at the eleventh grade of SMA Negeri 1 Pasir Sakti Lampung Timur in the academic year of 2021/2022.



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