



The Effect Of Using Hello English Application On Students' Ability in Writing Active And Passive Voice At The Eleventh Grade Students Of SMAN 9 Mandau

*Windy Camelia**

STAI Hubbulwathan Duri

*Corresponding Author. Email: windycamelia20013980@gmail.com

ARTICLE INFO

Keywords:

*Writing Ability,
Hello English
Application*

ABSTRACT

This study was carried out find out. "The Effect of Using Hello English Application on Students' Ability In Writing Active And Passive Voice At Eleventh Grade At SMAN 9 Mandau". The descriptive quantitative was applied to describe data, with a quasi-experimental research design. The study population was all 280 students in grade XI consisting of 9 classes. Due to the large population, the researcher took a sample of 57 students. In this study, the average pre-test score for the experimental class was 63.86 and the control class was 60.57. Meanwhile, the average post-test score of the experimental class was 76.55 and the control class was 68. It can be concluded that there is a difference in the average of students' speaking ability during the pretest and posttest. This means that there is a significant influence on students'

Introduction

English has been widely adopted for a communication tool by many people in the world whether the speaker is a native, second language user or foreign language user. As a foreign language, English is usually used as a medium instruction during formal situation or certain places like office, school, workshop etc. Particularly in education, English is used in many lectures, activities, journals, news and books are conducted and written in English. Therefore, English is really important to be learned by academic citizens to lead them acquiring and keeping up with the development of science, technology and information.

In Indonesia, English as foreign language involves four skills, they are speaking, writing, reading and listening. In teaching English, those skills must be served integrate as much as possible. One of those language skills that influence the language ability is writing. Writing is very important that can be used as media of communication where it can help us to have a good socialization, can express idea, feeling, and opinion. (Nunan, 1989) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. According to (Harris, 1993), writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some need a longer time to just think about what to write before making the initial draft. Based on the theories stated above, it can be concluded that writing is a process that occurs over a period of time to produce a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent.

Based on the preliminary research conducted by the researcher through observation at SMAN 9 Mandau, many problems were found. Based on the researcher observations, students have some problems. First, students often make mistakes or are inappropriate in writing correct English sentence structures especially in writing active and passive voice. This less of understanding can lead to stiffness or ambiguity in conveying the message, as the focus shifts between the doer of the action and the object receiving the action. To avoid this confusion, it's important to grasp the difference between active and passive voice sentences and to use them consistently within the appropriate context. Second, the media used previously, namely PowerPoint, did not attract students' attention. Less interesting learning media may be the use of conventional textbooks lacking the use of multimedia elements. For example, students are given grammar rules, especially active and passive sentences, without explaining them in detail to strengthen understanding. The power point media used does not utilize technology or digital learning tools to create an interesting and interactive learning experience. This lack of interaction can cause students to lose interest and have difficulty applying grammar, especially the rules of active and passive sentences in everyday contexts. Therefore, this research chose to use learning media developed with a more dynamic and interactive approach. With features such as educational games, interactive exercises, and attractive visualizations, it makes it easier to understand grammar, especially the rules of active and passive sentences.

Nowadays, the use of application media has changed the learning paradigm by providing a learning experience that is more interactive and can be accessed flexibly. A variety of features such as interactive trials, self-paced practice, and instant feedback make learning more fun and effective. Therefore, researcher want to conduct experimental research using one of the android applications that are easy to use by students to learn, especially in English. One of the applications that can be used to learn English is Hello English.

To find an effect the students ability in writing active and passive voice, it needs an appropriate teaching learning media to solve their problem. From the problem above, The researcher will conduct a research entitled : **“The Effect Of Using Hello English Application On Students' Ability In Writing Active And Passive Voice At The Eleventh Grade Students Of SMAN 9 Mandau”**.

1. The Concept of Writing

a. The Definiton of Writing

Writing is an important element in teaching and learning process. Writing is a way to share unspoken idea or feeling through paper. In writing there are some language components such as grammar, vocabulary, spelling and punctuation that related each other to make writing meaningful and the purpose of writing is achieved.

According to (Hyland, 2002) there are three main approaches to researching and teaching writing, focusing in turning on theories principally concerned with texts, writers and readers.

- 1) The first approach focuses on the products of writing by examining texts in various ways, either through their formal surface elements or their discourse structure.
- 2) The second approach, loosely divided into expressivity, cognitive and situated strands, focuses on the writer and describes writing in terms of the process used to create texts.
- 3) The third approach emphasis the role that readers pay in writing, adding a social dimension to writing research by elaborating how writers engage with an audience in creating coherent texts.

b. The Importance of Writing

Writing is one of the important aspects in learning English. Besides, writing is also a part of linguistics competence (Pradiyono, 2006) and sentences are important keys to make a writing look good (Carino, 1991). (Weaver, 1998) says that in teaching writing, teachers have to give guidance to the students. Henceforth, in the process of teaching and learning writing, teachers have to be able to prepare

appropriate materials that can engage students' interest in writing. In the smaller scope of educational setting, i.e. at schools, most of examinations require students to use their writing skill. Students' success at school is partly determined by their writing skills. Furthermore, it is commonly known that good writing will foster good thinking. When students are trying to write, they should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, it needs good thinking, if all of them are applied, so it can be called good writing.

The fact of writing skill clearly gives many advantages to the writer, it suggests that having good writing skill will give many benefits to the writer. In addition, being able to take part in today's information culture, a writer can express themselves well through writing. The writer can communicate their idea, thoughts, feelings and experiences at the same time.

(O'malley & Pierce, 1996) divide the purpose of writing into three categories;

- 1) Informative writing includes describing events or experience, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. This type of writing can include a biography about a well-known person or someone from the researcher's life.
- 2) Expressive/narrative writing is a personal or imaginative expression in which the researcher produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculation and interpretations. It may include an autobiographical incident or a reflection in which a researcher describes an occurrence in her or his own life. This type of writing is often used for entertainment, pleasure, and discovery or, simply, as "fun" writing and can include poems and short plays.
- 3) In persuasive writing, researchers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the researcher uses to support the view expressed. Researchers use higher-level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing may include evaluation of a book, movie, a consumer product, or a controversial issue or problem. Researchers can also use personal experience or emotional appeals to argue in support of their view.

b. Types of Writing

Type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write. According to (Finnochiaro, 1974), there are two types of writing:

1) *Factual or Practical Writing*

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

2) *Imaginary Creative Writing*

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc. The type of writing above is which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple sentence. When the teacher sets a task for young learners students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

c. Assessing Writing

Table 1: According to (Johnson, 2008) indicator in assessing writing are :

Dimen sion	Exemplary A	Competent B	Emerging C	Failing D
Struct ure	Paragraph breaks reinforce the organizational structure.	Basically sound paragraph breaks that reinforce the organizational structure.	Paragraphs sometimes run together or begin at ineffective places.	Paragraph breaks may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.
Gram mar	All sentences	Most sentences	Some sentences are	Most sentences

	are well-constructed with varied structure.	are well-constructed and there is some varied sentence	well-constructed, but others are fragments or run-on.	lack proper construction ; there are frequent run-on or
		structure in the essay.		fragmented sentences.
Punctuation	Proper use of commas, semi-colons and end of sentence punctuation . No errors in capitalization.	Occasional errors in the use of commas, colons, semi-colons and end of sentence punctuation . Few errors in capitalization	Frequent errors in the use of punctuation such as comma splices, misuse of commas, colons or semi-colons, and apostrophes disrupt the flow of the text.	Repeated errors in the use of commas, colons, semi-colons, apostrophes, and end of sentence punctuation impede understanding of the text.
			Frequent errors in capitalization.	Repeated errors in capitalization
Spelling	Correct spelling, even of more difficult words.	Spelling that is usually correct, especially on common words.	Spelling errors distract the reader; misspelling of common words occurs.	Frequent spelling errors significantly impair readability.

Sentence Parts	Parallelism in verb use, noun-pronoun agreement; proper use of adjectives, adverbs and prepositions.	Occasional errors in verb use, noun-pronoun agreement, adjectives, adverbs or prepositions.	Errors in verb use, noun-pronoun agreement, adjectives, adverbs or prepositions that distract and confuse.	Excessive errors in verb use, noun-pronoun agreement, adjectives, adverbs or prepositions that
-----------------------	--	---	--	--

d. Component of Writing

According to (Jacob, 1981), There are five main component of writing :

- 1) Content
- 2) Organizationa
- 3) Grammar
- 4) Vocabulary
- 5) Mechanics

2. *The Concept of Active and Passive Voice*

a. Active Voice

Before discussing passive voice, firstly the writer would like to discuss active voice. It is important to include the discussion of active voice; because active voice is stem from which the passive voice is produced. Basically in English there are only two voices namely active voice and passive voice. The 7 active voice of the verb simply means the form of the verb used when the subject is the doer of the action. Many active voice sentences are transitive sentences. A transitive sentence is a sentence with a subject that performs the verbal action and an object that receives the verbal action. Active voices follow the tenses (Amirul, 2021) in the book Azar "Fundamentals of English active voices in various tenses as Grammar" gives the forms of the follows.

b. Passive Voice

1) *Definition of Passive Voice*

Passive voice is a voice that indicates that the subject is the patient or recipient of the action denoted by the verb. Many experts have stated some definitions of passive voice. (Murphy, 1985) writes that

in a passive sentence if you want to say who did or what caused the action, use by. Another opinion states that passive voice denotes that the subject receives the action.

(Nesfield, 1954) also argues that Active voice is used when the verb is in the Active voice, the person or thing denoted by the Subject is said to do something; as I love. Passive voice is used when the verb is in the Passive Voice, the person or thing denoted by the Subject is said to suffer something; as I am loved.

Moreover, (Riyanto, 2007) persuades that Passive voice is used when we want to say that the subject (I, We, They, You, He, She, It) is not the doer, but receives an action. (Pratiwi, 2011) argues that Passive voice shows the object get the action or activity from the subject. Passive is A verb is in the active voice when it expresses an action performed by its subjects and a verb is in the passive voice when the action it expresses is performed upon its subjects.

(Martin Walsh, 1972) diganti hasanah argues that The voice of a verb indicates whether the subject of the verb acts or is acted upon. Active voice denotes that the subject of the verb is the actor. Passive voice denotes that the subject receives the action. In addition, (Frank, 1972) points out that the passive voice is preferred when the „doer“ of an action (or, the agent) is unimportant or unknown.

2) (Suherman, 2013) In passive voice sometimes By + agent not included if:

- a) It is not important to mention the perpetrator, such as: "The fan has been put there".
- b) Has become the profession of the perpetrator, such as: "My letter was brought from post office (by the postman) '.
- c) It is not a secret to the general public, such as: "The Suramadu bridge was built in 2008 (by the government)".
- d) The perpetrator is unclear (indefinite pronoun), such as: Someone, somebody, anyone,... etc, like so: "The money was given to Jemmy".

d. Using The Passive Voice

(Betty Schr. Azar, 1992), the use of passive voice are stated below:

- 1) Usually the passive is used without a by-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action. Example, "rice is grown in India." mean that rice is grown in India by people, by

farmers, by someone. It is not known or important to know exactly who grows in India.

- 2) The by-phrase is included only if it is important to know who performs an action. Example, "Life on the Mississippi was written by Mark Twain." Where by Mark Twain is important information.
- 3) If the speaker knows who performs an action, usually the active is used. Example, "My aunt made this rug."
- 4) Sometimes, even when the speaker knows who performs an action, s/he chooses to use the passive with the by-phrase because s/he wants to focus attention on the subject of a sentence. Example, "this rug was made by my aunt, this rug was made by my mother." The focus of attention is on two rugs.

f. Uses of Passive Voice

Passive Voice is used in the sentence that the subject is not necessary to know. Therefore, Because of its impersonal tone, the passive voice is commonly found in textbooks, in scientific, technical or business reports, and in newspaper stories.

Stated that We use the Passive Voice when we are more interested in the action than in the person or people who do the action, (Eckersley, 1970)

Explained that The Passive Voice gives an object and impersonal touch to writing. It may soften statements that might seem harsh or even accusing in the active voice. Generally, the passive voice is used when it is not important to know the doer, or when the doer is not known, (Whison & Burks, 1980). Also explains that the choice between an active and passive sentence allows us to present the same information in two different orders, (Hewings, 2001)

Compare:

Active : The storm damaged the roof

This sentence is about the storm, and says what it did. (The storm is the _agent_).

Passive : The roof was damaged by the storm

This sentence is about the roof, and says what happened to it. (The _agent_ goes in a prepositional phrase with by after the verb).

In addition, Thomson and Martinet (1986) commented that —use of passive voice that where there is an indirect and a

indirect object, make the indirect object the subject of the passive verb. as in:

“They have her a clock”

“she was given a clock”

1) *The Form of Passive Voice*

The passive voice in general is formed by putting the verbs "to be" before the main verb, and the main verb of the active sentence must be changed into past participle. We can see the change of active voice into passive voice by comparing these sentences:

Table 2 : The Form of Passive Voice

Active	Passive
The boy eats a bowl of soup	A bowl of soup was eaten by the boy
Marry will drive the van	The van will be driven by Marry

(Patricia & John, 2007) say that all verbs have active forms, but only transitive verbs (verbs that take an object) can appear in either the active or the passive voice. The voice (active or passive) does not normally affect meaning but it does change the focus of the sentence.

Table 3

Structure	Example	Focus
Active	My dog bit the mailman	In the active voice, the focus is on the agent or the doer of the action (my dog)
Passive	The mailman was bitten by my dog	In the passive voice, the focus is shifted to the receiver of the action (the mailman)

2) *The rules on changing active voice into passive voice*

There are three rules we must be give pay attention on changing active voice to passive voice. Those are:

- Move the direct object to the subject of the sentence
- Move the subject in the last sentence and add preposition “by” before main verbs 9
- Change the verb

3) *Passive voice in many tenses*

Like an active voice, passive voice follow the tenses. (Azar, 2001) in the book "Fundamentals of English Grammar" gives the forms of the passive voices in various tenses as follows:

Table 4

Tenses	Passive
Simple present tense	• I am surprised by the news • Sam is surprised by the news • We are surprised by the news
Simple Past Tense	• I was surprised by the news • We were surprised by the news

Table 5 : The subject from active becomes the object when we change into passive voice

As Subject	As Object
I	Me
You	Your
They	Them
We	Us
He	Him
She	Her
It	It

From the discussion above, it can be drawn the formula of the passive voice as follows:

S + auxiliary verb + past participle

3. Hello English Application

a. The Definition of Hello English Application

Hello English is an application designed for learning English. According to (Putra et al., 2020) Hello English application is a mobile application developed to assist users in the interactive learning of English. This application can be downloaded and installed on the Android, Windows, Web, and Apple operating systems, released in October 2014 in 22 languages there are 475 lessons, and it also features 10,000 bilingual dictionary words. Based on the Google play store, currently Hello English application has reached 50 million users. (Hidayati & Diana, 2019), stated that Hello English application is a particular English learning application, which offers macro skills such as reading, listening, speaking, vocabulary, and grammar in English through engaging games.

Hello English application can be used to learn all the English language basics and its elements, such as speaking, pronunciation, vocabulary, grammar, reading, and listening skills through interesting scenes, (Hidayati & Diana, 2019). It provides various games, tests, and dictionaries. However, this study just focused on grammar and vocabulary.

b. Purpose of Hello English

Hello English is an application that helps students improve their English language skills. In Hello English application presents features to improve English vocabulary, speaking, listening, writing, and speaking. So it can be concluded that the purpose of this application is to help everyone, especially students in learning. English. According to (Amaliah, 2016), Hello English can assist students to understand the topics and avoid boredom in the classroom. Makes learning English more enjoyable, with an attractive appearance and complete material that makes it easier for students to improve their English skills. Hello English as a medium for teaching English as a foreign language can create a fresh mood in the classroom, excite students, and entice them to return to learning English (ButarButar & Simatupang, 2020).

c. Hello English Application Components

Hello English application will be installed using a smartphone, without a smartphone learning using the application will not run well, and the second is the internet network, the internet network is also very important to using the Hello English application, without an internet network the Hello English app will not function properly (Fajiani, 2020).

d. Hello English Application Procedure

Hello English is an application used for learning English where users can work on practice questions and can see the results of the exercises they have done. According to (Fajiani, 2020), if students answer the practice questions incorrectly, the Hello English application will automatically answer the correct questions. So they can immediately find out where they went wrong. In addition, According to (Ginting, 2019), there are several stages in starting the Hello English application:

- 1) Download and install the Hello English application on the Play Store on your smartphone.
- 2) Create an account using your email to "sign-in" in the Hello English applications.
- 3) Continue and follow several steps in creating an account, such as language selection, gender selection, avatar selection, the reason for

wanting to learn English, writing a name for the account, offers for accounts who want to join the pro program, and choosing English proficiency levels.

- 4) After that, your account has been created and you can access features to support your English learning.

a. Features on Hello English Application

According to (Ginting, 2019), the Hello English application tools are integrated into educational games that can help students expand their vocabulary in a fun way. There are several features in the Hello English application, (Fajiani, 2020) S:

- 1) Challenge or quiz, consists of two types of quizzes that the students can use to learn English. The first is the Quizathon challenge. The second is the Spellathon challenge. Almost the same as Quizathon, the only difference is that students will find random letters, blank boxes, and Indonesian words. In this quiz, students are asked to arrange letters to translate words from Indonesian into English.
- 2) Article contains some readings that students can read to find some vocabulary they don't know and to find the meaning students have to click on a word they want to know the meaning, then the word will be detected immediately.
- 3) Games, feature contains various games that can be played by students learning English. Such as learning vocabulary with the spelling bee game. Where students will arrange or spell words according to the meaning of the words that appear.
- 4) Digital dictionary is a dictionary book to look up k up the meaning of a word, there are 10,000 words that students can read differently

f. The Advantages and disadvantages Hello English Application

According to (Ginting, 2019), there are several advantages and disadvantages of the Hello English application as a learning medium, which the researcher will explain. The advantages of using the Hello English application, the first is that Hello English application is very interesting for anyone who wants to learn English because the design is very easy to understand. The second is that Hello English can be used to study anytime and anywhere. The third is that it does not require a lot of quotas, so it does not burden the user.

Furthermore, the advantage of the Hello English app compared to the previously used PowerPoint in class is that both Hello English and PowerPoint provide explanations and exercises on active and passive voice.

However, the difference lies in Hello English's ability to provide corrections when there are mistakes in answering the exercises, whereas PowerPoint does not.

The disadvantage Hello English application is that we have to open a quiz session at an additional cost and not all teachers can use technology.

Method

The research use quantitative approach, which used quasi-experimental research design. Through this research, the research wanted to find out the effect of using Hello English Application on Students' Ability in Writing Active and Passive Voice at eleventh grade at SMA N 9 Mandau. There were two groups, the first was an experimental group which had been given a technique that had been implemented and the second was a control group that had no special treatment in the teaching learning process. In this research, the researcher used the quasi-experimental design named Pre-Test Post-Test Nonequivalent-Group Design. According to Creswell (2012), Quasi-experimental design used to measure the outcome of treatment to a so-called experimental group, compared to a control group. The experiment class was taught by using this technique. The study did in fourth meetings; pre-test, treatment, and post-test. Pre-test and post-test given to students in experiment class. Pre-test given in the first meeting. Post-test given after treatment in order to measure on students' writing active and passive voice in an experimental group. The research was carried out at SMA Negeri 9 Mandau from March to April 2024. It will be located on Stadion Street. The researcher to select this school was effect by the researchers' firsthand experience, which revealed issues with students' ability in writing, resulting in reduced classroom participation. Additionally, the school offered ample resources and time to address these concerns. The subject of the research is the eleventh grade of SMA Negeri 9 Mandau in the academic year 2023/2024 and the object of the research is the effect of using Hello English Application on students' ability in writing active and passive voice.. A population is any group of individuals that have one or more characteristics in common that are interesting. According to Creswell (2012), the population is a group of individuals who have the same characteristics. There are students in the eleventh grade who are divided into several classes, they are :

Table 6: The Population of The Research

No.	Classes	The Number Of Students		
		Man	Woman	Total
1.	X1.1	13	16	29
2.	X1.2	13	15	28
3.	X1.3	14	14	28
4.	X1.4	24	24	35

5.	X1.5	21	21	36
6.	X1.6	18	18	34
7.	X1.7	20	20	34
8.	X1.8	11	15	26
9.	X1.9	17	17	30
Total		120	160	280

Source: Administrative Staff of SMAN 9 Mandau

The sample is a subgroup of the target population that the researcher plans to study in general about the target population (Creswell, 2012). The researcher chose to take samples using Cluster Random Sampling is According to (Gay, 2012), the cluster random sampling technique was the process of selecting a sample in such a way that all individuals in the defined population had an equal and independent chance of being selected for the sample. The cluster random sampling technique was most useful when the populations were very large or spread out over a wide geographic area. Therefore, the researcher used cluster random sampling in choosing the sample. Cluster random sampling selected groups, not individuals. The experimental group was given the treatment using the Hello English application to write active and passive sentences, and the control group was not given treatment.

Table 7 : The Sample of The Research

No.	Classes	Function	The Number Of Students		
			Man	Woma n	Tota l
1.	X1.1	Experimental Group	13	16	29
2.	X1.3	Control Group	14	14	28
Total			27	30	57

Researchers used tests to collect data during their research. First, the researcher gave a pre-test to both classes, namely XI.1 and XI.3. Then, after the pre-test, the researcher carried out treatment in the experimental class. After that, the researcher gave a post-test to both classes. This was used to determine the results after treatment and the effect of the Hello English application on students' ability to write active and passive voice.

Finding and Discussion

A. The Data Descriptive of Pre-Test

Mean of pre-test score from Experiment class from 29 students is 63.86, which was considered to "Average" categorized. The minimum score was 52 and

maximum score is 76. Meanwhile the mean score for pre-test control class from 28 students is 60.57, which was considered to “Poor” categorized. The minimum score was 48 and maximum score is 72.

B. The Data Descriptive of Post-Test

Mean of post-test score from Experiment class from 29 students is 76,55 which was considered to “Good” categorized. The minimum score was 64 and maximum score is 88. Meanwhile the mean score for post-test control class from 28 students is 68 which was considered to “Average” categorized. The minimum score was 56 and maximum score is 76.

C. Normality Test

Table 8 : Normality Test Result

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score Writing	Pre-Test Experiment	.147	29	.113	.958	29	.292
	Post-Test Experiment	.117	29	.200*	.944	29	.131
	Pre-Test Control	.140	28	.171	.951	28	.209
	Post-Test Control	.134	28	.200	.959	28	.324

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 3, the significance (sig) for all data in the Kolmogorov-Smirnov test and Shapiro-Wilk test $> 0,05$. It could be concluded that the research data was normally distributed. Because the data was normally distributed, a paired sample t-test could be used for analyzing the research data.

In the Kolmogorov-Smirnov test, the Pre-Test experimental sig value was higher than the significance level ($0,113 > 0,05$), and the Post-Test Experiment sig value was higher than the significance level ($0,200 > 0,05$). Similarly, the Pre-Test control sig value was higher than the significance level ($0,171 > 0,05$), and the Post-Test control sig value was also higher than the significance level ($0,200 > 0,05$).

Meanwhile, in the Shapiro-Wilk test, the Pre-Test experimental sig value was higher than the significance level ($0,292 > 0,05$), and the Post-Test experimental sig value was higher than the significance level ($0,131 > 0,05$). Similarly, the Pre-Test control sig value was higher than the significance level ($0,209 > 0,05$), and the Post-Test control sig value was also higher than the significance level ($0,324 > 0,05$).

Therefore, the significance (Sig) of all data in the Kolmogorov-Smirnov test and Shapiro-Wilk test was greater than 0,05. It could be concluded that the research data were normally distributed. Since the data were normally distributed, the paired sample t-test could be used for data analysis.

D. Paired Sampe T-Test

The paired sample t-test was used to determine whether there was a difference in the means of two paired samples. The requirement was that the data be normally distributed. The paired sample t-test was employed to address the problem formulation “The Effect Of Using Hello English Application On Students' Ability In Writing Active And Passive Voice At The Eleventh Grade Students Of SMAN 9 Mandau”.

To answer the problem formulation, the paired sample t-test was conducted on the pre-test data of the experimental group compared with the post-test data of the experimental group. Similarly, the pre-test data of the control group was compared with the post-test data of the control group. The results can be seen in the following table:

Table 9: Paired Sample Statistic
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	63.86	29	6.368	1.183
	Post-Test Experiment	76.55	29	7.229	1.342
Pair 2	Pre-Test Control	60.57	28	6.947	1.313
	Post-Test Control	68.00	28	6.532	1.234

Based on Table 4, it is known that for Pair 1, the average pre-test for the experimental group before treatment was 63,86, and the average post-test for the experimental group after being given treatment was 76,55. For Pair 2, the control group's pre-test average was 60,57, and the control group's post-test average was 68. It could be concluded that there were significant differences in the students' ability in writing between pre-test and post-test.

Table 10 : Paired Sample T-Test Experiment Group and Control Group
Paired Samples Test

Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Devia	Std. Error	95% Confidence Interval of the			

			tion	Mean	Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-12.690	9.802	1.820	-16.418	-8.961	-6.972	28	.000
Pair 2	Pre-Test Control - Post-Test Control	-7.429	7.904	1.494	-10.493	-4.364	-4.973	27	.000

Based on Table 5, in interpreting the paired sample t-test, the researcher compared the data by examining the significance value. If the probability was greater than 0.05, it meant that the null hypothesis (H_0) was accepted. If the probability was less than 0.05, it meant that the alternative hypothesis (H_a) was accepted. For Pair 1, the obtained sig. (2-tailed) value was $0.000 < 0.05$. It could be concluded that there were significant differences in the average students' ability in writing between the pre-test and post-test. This indicated that there was an effect of using the Hello English application on students' ability in writing, meaning that the alternative hypothesis (H_a) was accepted.

E. Homogeneity Test

Table 11 : Test of Homogeneity of Variance

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Score Writing	Based on Mean	.501	1	55	.482
	Based on Median	.364	1	55	.549
	Based on Median and with adjusted df	.364	1	54.669	.549
	Based on trimmed mean	.479	1	55	.492

Based on the table, it was known that the significance value (sig) based on the mean was $0.482 > 0.05$. Therefore, it could be concluded that the post-test scores of the experimental group and the post-test scores of the control group were homogeneous.

F. Independent Sample T-Test

Table 12 : The Independent Sample T-Test Group Statistic

		Group Statistics			
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Post-Test Experiment	29	76.55	7.229	1.342
Writing	Post-Test Control	28	68.00	6.532	1.234

From the table, it was seen that the mean of the post-test in the experimental group was 76.55, while the mean of the post-test in the control group was 68. The standard deviation and standard error of the post-test in the experimental group were 7.229 and 1.342, respectively, while the standard deviation and standard error of the post-test in the control group were 6.532 and 1.234, respectively.

Table 13: The Independent Sample T-Test of Post-Test Score in the Experiment Group and Control Group

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score Writing	Equal variances assumed	.501	.482	4.681	55	.000	8.552	1.827	4.890	12.213
	Equal variances not assumed			4.689	54.765	.000	8.552	1.824	4.897	12.207

Source : SPSS 22

From Table 8, in interpreting the independent sample t-test data, the researcher compared the data by examining the significance value. If the probability > 0.05 , it meant there was no significant difference. If the probability < 0.05 , it meant there was a significant difference.

Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). Thus, the researcher could conclude that there was a significant difference in students' ability in writing between the experimental group and the control group after using the Hello English application for the experimental group and no media for the control group at the eleventh grade students of SMA N 9 Mandau.

G. The Statistical Hypothesis

Based on the independent sample t-test results gathered from SPSS 22, it was shown that the sig. (2-tailed) value was smaller than 0.05 ($0.000 < 0.05$). The researcher could conclude that there was a significant difference in students' ability in writing between the experimental group and the control group after using the Hello English application for the experimental group and no media for the control group at the eleventh grade students of SMA N 9 Mandau. This meant that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected

Conclusion

Based on the presentation and data analysis, the effect of using Hello English Application was able to make significant effect on students' writing. The students more interested in learning writing by using Hello English application, it can be seen in their value before use Hello English application and after use Hello English in their class.

Based on the data analysis found the finding of paired sig. (2-tailed) result was <0.001 , because of sig. (2-tailed) was smaller than 0.05, it can be conclude that H_a was accepted and H_o was rejected..

Acknowledgements

The Researcher wishes to express special thanks to Ma'am Deny Silvia, S.Pd, M.Pd, I as the researcher supervisor. Thankyou advance for your correction, suggestion, guidance, and kindness in completing this article

References

- Amirul, B. (2021). *English Grammar For Economic Students: Jilid 2*. Merdeka Kreasi Group.
- Azar, Betty Schr. (1992). *Fundamentals of English Grammar 2nd Edition*, New Jersey: Prentice Hall
- ButarButar, R., & Simatupang, E. (2020). The impact of technology hello English application in EFL classroom. *Lingual: Journal of Language and Culture*, 8(2), 11.
- Carino, P. (1991). *Basic writing: A first course*. HarperCollins Publishers.
- Eckersley, C. E. (1970). Essential English: for foreign students. (*No Title*).
- Fajiani, U. (2020). *Enriching Students" English Vocabulary Using Hello English Application (A Pre-Experiment Study at Mts Bani Rauf Sungguminasa)*. E.
- Fellowes, J. (2007). Grammar knowledge and student's writing. *J. Fellowes, Curriculum & Leadership Journal*, 1–2.
- Finnochiaro, M. (1974). English as a second language: From theory to practice. *New York: Regents*.
- Frank, M. (1972). *Modern English: A practical reference guide*.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational Research:*

- Competencies for Analysis and Applications*. Pearson.
- Hariyono, R., & Carthy, A. M. (2008). *ABC Plus English Grammar. Complete Edition*. Gitamedia Press, Surabaya.
- Harris, John. (1993). *Introducing Writing*. London: Penguin Group.
- Hewings, M. (2001). The Phonology of English as an International Language. J Jenkins. *ELT Journal*, 55(3), 327–329.
- Hidayati, T., & Diana, S. (2019). Students' motivation to learn English using mobile applications: The case of Duolingo and Hello English. *JEELS (Journal of English Education and Linguistics Studies)*, 6(2), 189–213.
- Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics*, 34(8), 1091–1112.
- Jacob, H. L. (1981). *English Composition Program: Testing ESL Composition A. Practical Approach*. London: Newbury House Publisher Inc.
- Johnson, A. P. (2008). *A short guide to action research*. Allyn and Bacon.
- Mc Mahan, E., Susan, X.D., & Robert, F. (1996). *Literature and the writing process*. New Jersey: Prentice Hall Inc
- Nesfield, J. C. (1954). Idiom and grammar. (*No Title*).
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge university press.
- O'malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley Publishing Company Reading^ eMA MA.
- Pratiwi, A. (2011). 100% Best Guide to TOEFL up to 600. *Jakarta: Laskar Aksara*.
- Putra, I., Saukah, A., Basthomi, Y., & Irawati, E. (2020). The acceptance of the english language learning mobile application hello english across gender and experience differences. *International Journal of Emerging Technologies in Learning (IJET)*, 15(15), 219–228.
- Riyanto, S. (2007). *A Handbook of English Grammar-An Effective Way Towards Fluent English*. *Pustaka Pelajar, Yogyakarta*.
- Sampson, G. (1985). *Writing systems*. London, UK: H Utchinson.
- Suherman. (2013). *Top Grammar a Guide to Write English*. Yogyakarta: Pustaka Ilmu Grup.
- Weaver, C. (1998). *Lessons to share on teaching grammar in context*. Boynton/Cook.
- Whison, G. E., & Burks, J. M. (1980). *Let's Write English Revised Edition*. Van Nostrand Reinhold Ltd.