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THE INFLUENCE OF USING BOOK CREATOR APPLICATION TOWARD STUDENTS' PERFORMANCE IN WRITING PROCEDURAL TEXT

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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 SMAN 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 pretest and posttest. 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 SMAN 1 Pasir Sakti in the academic year of 2021/2022.

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

INTRODUCTION

Writing is not merely 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. Writing is not merely about how to write correctly but also how to express the writer's ideas to attract the readers. It is not just writing but also requires a process in order to produce

good writing that can be understood by others as argued by Nunan (2003:88) 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.

Writing is challenging for students for such reasons as vocabulary and diction, grammatical features, exploring and generating

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ideas, organization, and teaching process. As a result, there are several things to consider 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 (2007:38) say that Procedure text is a text that contains direction, manual, method, or steps in doing something, and also Djuharie (2007:39) procedure text also has linguistic features or lexico-grammatical feature such as: imperative; ask someone to do something (cook, fry, cut), action verbs the words related to actions of body and mind (mix, turn) connective of sequence (then, while), and numbering (first, second, third). Basically, this text consists of tips or sequence of steps in making something or in doing such activity.

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.

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 & Siregar (2004) said that the world of education and training is affected by the digital technology and internet industry. 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. 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 electronic devices such as android, smartphone, or tablet. 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.

SMAN 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.

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. 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). 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.

McKay (2008) say that writing is both a process and a product. 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 he/she has 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.

Component of writing

There are five components to measure writing test in the profile of writing are adopted by Jacobs in Laras (2017).

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.

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.

4) Language Use

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.

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 (2005) 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 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.

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 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.

Procedure Text

Procedure text is one of the texts that students usually learn English learning. Procedure text is a text that tell the reader or listener how to do something. 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. 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).

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.

Book Creator Application

Gamble & Easingwood (2000) said that technology in writing enables learners to write and share information everywhere and every time. 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 understanding of writing. One of the learning applications that can be used is the book creator application.

Book creator is, on the other hand, a free and simple internet-based application that helps learners to create enticing digital books. 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. 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 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.

In conclusion, from the explanation above, 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.

METHOD

Research design

This research was used experimental research to know the influence of using book creator application toward students' writing ability. In an experiment, you test an idea (or

practice or procedure) to determine whether it influences an outcome or dependent variable. It means that experimental design is a study that is used to find the effect of the independent variable on the dependent variable.

The researcher was used quasi experimental design. Quasi experiment include assignment, but not random assignment of individual participant. Therefore, this research involves two classes as the control class and the experimental class. This research was applied the pre-test and post-test control group design by Creswell as follows:

Table 2 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	□	Book Creator Application	□ □
Control	□	-	□

In this case the students were given pre-test to know their ability in writing procedure text before treatment and post-test after given the treatment. This research was used two classes the experimental class and the control class. In the experimental class was used the book creator application as a treatment. In the control class was used picture as media that usually used by the English teacher.

Population

In this research, the population were all students in the eleventh grade of SMAN 1 Pasir Sakti Lampung Timur in the academic year of 2021/2022. In this research was chosen class XI students because when doing the preliminary research, the English teacher said that she often

gave writing exercises to make several types of texts based on the syllabus matrices used. Meanwhile, for class X students in learning writing often write simple sentences and emphasize the use of good grammar in a sentence and understand the composition of several types of text based on the existing syllabus. And in class XII students mostly focus on written questions for their final exams.

Sample and Sampling Technique

This research was conducted in eleventh grade students in SMAN 1 Pasir Sakti. This research was used two classes as the sample of the research, one class as an experimental class and another class as a control class.

This research was used cluster random sampling in taking samples from the population. This procedure allows to select cluster randomly and a simple technique that selecting individual randomly. The following are the steps in determining class experiments and class controls: 1) The first, prepare a small piece of paper in which the name of each class is already written. 2) Then roll the paper and put it in a bottle like making a lottery. 3) Take a roll of paper as the experimental class and take another paper as the control class.

Instruments in research can be interpreted as tools or facilities used by researchers in obtaining data. The instrument in this research was used pre-test and post-test.

The pretest was given in the form of written test, the students in experimental class and control class were asked to write a procedure text accordance to generic structure

(goal, materials, steps) in 60 minutes based on lesson plan because it is still covid, therefore the allocation of learning time is still not fully. The pretest was given to 60 students in class XI, where 30 students from experimental class and 30 students from control class. Then the writing assessment is based on several aspects including: content, organization, vocabulary, language, and mechanics.

Then, the posttest was given in the form of written test, the students in experimental class and control class were asked to write a procedure text accordance to generic structure (goal, materials, steps) in 60 minutes based on lesson plan because it is still covid, therefore the allocation of learning time is still not fully. The posttest was given to 60 students in class XI, where students from experimental class and 30 students from control class. Then the writing assessment is based on several aspects including: content, organization, vocabulary, language, and mechanics.

Data Collection

The data of this research was collected by administering the test to the students. For the writing assessment, it does not only come from the researcher but also involved the teacher's assessment, and then the two scores were added to find the average in order to get the final score for each student. Then, look for the gain score to determine the difference in the scores of the experimental class and control class in pretest and posttest which used to find the normality test, homogeneity test and hypothetical test. In this research, the test has two kinds as follows:

1. Pre-Test

The pretest was given before treatment. It was done by writing the procedure text based on the provided topics. The pretest was given to the students in control class and in experimental class and the result of each student was analyzed and scoring to know the students writing procedure ability before given the treatment.

2. Post-Test

The post-test was given after treatment. It was done by writing the procedure text based on the provided topics by using Book Creator Application. The post-test was given to the students in control class and in experimental class and the result of each student was analyzed and scoring to know the students writing procedure ability after given the treatment. The system and degree of difficulty of the post-test will the same as the pretest because both of them were used to measure the students writing procedure ability.

RESULTS AND DISCUSSION

Results

The research was conducted to know whether there was any influence of using Book Creator Application toward students writing ability in procedure text. The research was conducted in the Second semester at eleventh grade of SMAN 1 Pasir Sakti Lampung Timur in the academic year 2021/20122. The population of the students was 302 students. The result obtained from the pre-test and post-test. There were two classes as the sample of the research. They were XI IPA 3 as the

experimental class and XI IPS 3 as the control class.

Table 3 The Result of Experimental Class

No	Students Code	Experimental Class		
		Pre-test	Pos-test	Gain Score
1	E-1	56	79	23
2	E-2	60	75	15
3	E-3	65	74	9
4	E-4	55	81	26
5	E-5	68	75	7
6	E-6	58	77	19
7	E-7	55	78	23
8	E-8	65	81	16
9	E-9	70	85	15
10	E-10	62	81	19
11	E-11	60	79	19
12	E-12	57	77	20
13	E-13	69	77	8
14	E-14	72	85	13
15	E-15	70	79	9
16	E-16	64	75	11
17	E-17	57	88	31
18	E-18	50	80	30
19	E-19	62	78	16
20	E-20	56	80	24
21	E-21	59	86	27
22	E-22	70	85	15
23	E-23	68	80	12
24	E-24	55	79	24
25	E-25	74	83	9
26	E-26	62	86	24
27	E-27	56	85	29
28	E-28	69	75	6
29	E-29	62	77	15
30	E-30	60	80	20
MEAN				17.8

Table 4 The Result Score of Control Class

No	Students Code	Control Class		
		Pre-test	Post-Test	Gain Score
1	C-1	56	74	18
2	C-2	57	72	15
3	C-3	61	74	13

4	C-4	55	67	12
5	C-5	62	70	8
6	C-6	52	73	21
7	C-7	51	76	25
8	C-8	50	70	20
9	C-9	55	62	7
10	C-10	63	68	5
11	C-11	55	73	18
12	C-12	59	80	21
13	C-13	65	70	5
14	C-14	60	72	12
15	C-15	61	67	6
16	C-16	57	75	18
17	C-17	56	67	11
18	C-18	60	75	15
19	C-19	66	70	4
20	C-20	52	75	23
21	C-21	54	67	13
22	C-22	58	72	14
23	C-23	68	75	7
24	C-24	57	64	7
25	C-25	61	65	4
26	C-26	61	70	9
27	C-27	55	70	15
28	C-28	59	69	10
29	C-29	58	68	10
30	C-30	65	75	10
MEAN				12.53

a. Pre-Test in Experimental Class

Table 5 Statistics of the Result of Pre-test in Experimental Class

Statistics		
Pre-Test Experimental Class		
N	Valid	30
	Missing	0
Mean		62.20
Median		62.00
Std. Deviation		6.195
Variance		38.372
Range		24
Minimum		50
Maximum		74

Based on the table above, the table shows that the mean pre-test score obtained by the

experimental class (XI IPA 3) is 62.20. While the median score in the pre-test results of the experimental class is 62.00. Then, the maximum score obtained from the pre-test results for the experimental class is 74. The minimum score obtained from the pre-test results for the experimental class is 50. This shows the level of writing ability of the experimental class students before being given treatment.

b. Pre-Test in Control Class

Table 6 Statistics of the Result of Pre-test in Control Class

Statistics		
Pre-Test Control Class		
N	Valid	30
	Missing	0
Mean		58.30
Median		58.00
Std. Deviation		4.527
Variance		20.493
Range		18
Minimum		50
Maximum		68

Based on the table above, the table shows that the mean pre-test score obtained by the control class (XI IPS 3) is 58.300. While the median score in the pre-test results of the control class is 58.30. Then, the maximum score obtained from the pre-test results for the control class is 68. The minimum score obtained from the pre-test results for the control class is 50. This shows the students level of writing ability in procedure text of the control class before being given treatment.

Based on the data from the pre-test results for the experimental class and the control class above, it can be seen that the mean pretest score

for the experimental class is 62.2, and the mean score for the control class is 58.30. This shows that the writing score of students in both the experimental class and the control class is still below the standard score of 75.00.

c. Post Test in Experimental Class

Table 7 Statistics of the Result of Post-test in Experimental Class

Statistics		
Post-Test Experimental Class		
N	Valid	30
	Missing	0
Mean		80.00
Median		79.50
Std. Deviation		3.860
Variance		14.897
Range		14
Minimum		74
Maximum		88

Based on the table above, the table shows that the mean post-test score obtained by the experimental class (XI IPA 3) is 80.00. While the median score in the post-test results of the experimental class is 79.50. Then, the maximum score obtained from the post-test results for the experimental class is 88. The minimum score obtained from the post-test results for the experimental class is 74. This shows the students level of writing ability in procedure text of the experimental class after being given treatment.

d. Post Test in Control Class

Table 8 Statistics of the Result of Post-test in Control Class

Statistics		
Post-Test Control Class		
N	Valid	30
	Missing	0

Mean	70.83
Median	70.00
Std. Deviation	4.035
Variance	16.282
Range	18
Minimum	62
Maximum	80

Based on the table above, the table that the mean post-test score obtained shows by the control class (XI IPS 3) is 70.83. While the median score in the post-test results of the control class is 70.00. Then, the maximum score obtained from the post-test results for the control class is 804. The minimum score obtained from the post-test results for the control class is 62. This shows the students level of writing ability of the control class students after being given treatment.

Based on the data from the post-test results for the experimental class and the control class above, it can be seen that the mean post-test score for the experimental class is 80.00, and the mean score for the control class is 70.83. It can be seen that the mean score in the experimental class is higher than the mean score in the control class. This shows that students' writing ability increases after they got treatment by using the Book Creator application

Discussion

Based on the findings of the research, it was found that the students who were taught by using book creator application have increased in procedure text writing ability. It could be seen from the result that the students' posttest in the experimental class was higher than the students in the control class, besides book creator

application could improve each aspect of students writing ability including content, organization, vocabulary, language use and mechanics.

In teaching learning process, the researcher was used book creator application as media during teaching writing in procedure text. The first treatment was conducted in offline class on Wednesday, June 9th, 2022 at 09.00 am, in preparation for research the researcher directed students to follow the directions gave by the researcher, such as preparing for the needs in the learning process, preparing a laptop for the learning process using book creator and must have an adequate internet and be able to follow the learning process well, the researcher opened the class with greetings and asked students how they were and checking student attendance. After that the researcher shared the password, and asked students to join the class that has been created by the researcher in the book creator application.

After students enter the writing class in the book creator application, the researcher asked students to open the material that has been provided in the form of a video containing material explanations about procedure text, generic structure, and language features of procedure text and examples of procedure text. After the researcher distributed the material, the researcher asked the students to understand examples of procedure text, generic structure, and language features in procedure text. The researcher asked students whether they understand or not with the material that has been

given, then helps students if students feel confused, for example in understanding generic structures and language features or other things students asked.

The second meeting was conducted on Thursday, June 9th, 2022. The researcher asked the students to determine the generic structure of the procedure text. At the second meeting there were obstacles in the learning process, the students were a little difficult to express ideas in word selection, expressed their ideas in written form and were confused in grammar and were still confused in determining the generic structure contained in the procedure text, then the researcher guided students in the learning process in expressing ideas and word choice. In the last treatment was conducted on Wednesday, June 15th, 2022, just like the second meeting, the writer asked the students to make their own procedure text with a different topic. They have no difficulty in gathered ideas because they already understand, students are more confident in writing.

The researcher did the pretest in order to know the ability of students in writing before the writer conducted the treatment. Pretest was conducted in offline class on Wednesday, May 25th, 2022 at 09.00 am for the experimental class and at 11.00 am for the control class. In the pre-test, the researcher distributed worksheets to students with several instructions and topic choices which were made into a procedure text by the students. The experimental and control classes were given 60 minutes to work on the pre-test questions. The result showed that the

mean score of pretests between the experimental class and control class were slightly different. The mean score of the pre-test in the experimental class was 62.2, while the mean score of the pre-test in the control class was 58.3.

While the posttest was carried out to determine the students' ability to write procedure text after given the treatment. The post-test was conducted in offline class on Thursday, June 16th, 2022 at 08.00 am for experimental class and Friday, June 17th, 2022 at 09.00 am for control class. In the post test, the researcher also distributed worksheets to students with some instructions and topic choices made into procedure texts by students. The experimental and control classes were given 60 minutes to do the post test questions.

Based on the results of the pre-test scores before the treatment was implemented, the students' writing ability was still low. However, after the Book Creator application was applied in the learning process, students' writing ability in procedure text was higher than before. After receiving treatment and after carrying out the post-test, a significant difference was found between the experimental class and the control class, where the post-test score of the experimental class was higher than the control class. This can be seen in the mean pre-test score for the experimental class was 62.2 and the post-test was 80, while the pre-test score for the control class was 58.3 and the post-test score was 70.83. To analyze the data, the researcher used the SPSS (Statistical Package for the Social

Science) version 24 program to get the result of the pre-test and post-test in experimental class and control class, the result of normality test, the result of the homogeneity test, and also results of the hypothetical test.

After analyzed the pre-test and post-test, the researcher used the pre-test and post-test data to determine the gain score. The gain score is obtained from the post-test score minus the pre-test score. The gain score is used to analyze the normality test with the aim of knowing whether the data is normally distributed or not. After conducting the normality test, the researcher analyzed the homogeneity test using gain score, the homogeneity test was carried out to determine whether the data was homogeneous or not.

The result of the data analysis showed that data were normally distributed and homogeneous, the researchers conducted an independent sample t-test to determine whether there was a significant influence with the use of the Book Creator application toward students' writing ability. Based on the results of the calculated data, the data shows that the Sig. (2-tailed) of the equal variance assumed in the independent sample t-test is 0.003, which is lower than 0.005. That is, the hypothesis (H_0) is rejected and the hypothesis (H_a) is accepted. It can be concluded that, there is a significant influence on the use of the Book Creator application toward students' writing ability in procedure text at the eleventh grade of SMAN 1 Pasir Sakti in the academic year of 2021/2022.

Based on the data above, it can be interpreted that after the researcher taught writing ability in procedure text using the Book Creator application in three times, the researcher found that there was a significant influence on students' writing ability in procedure text. The Book Creator application is very effective in improving students' English skills, especially in writing ability, this is because the Book Creator application helped the students to develop their ideas in their writing and they can publish their writing in Book Creator application that can be read by others. Then, student is enthusiastic through teaching and learning writing ability in procedure text by using Book Creator application.

There are several difficulties faced by the researcher when conducted this research and slightly complicate the learning process, the first is about the lack of students' understanding of how to use the book creator application because students are using this application for the first time thus, the researcher must provide detailed and repeated explanations. Second, some students have difficulty in participating in studying at the book creator because the internet connection is sometimes unstable thus, the researcher has to be more patient waiting for students until the internet connection is stable again. Another problem is students' discipline in collecting assignments in the book creator application because the time allocation has not returned to normal due to covid thus, lesson hours are reduced.

While in control class researcher have a problem, such as the researcher follow the media used by the English teacher to teaching writing such as used pictures as a medium and not using other specific strategies or media, thus in the process of teaching and learning writing students felt bored and did not understand the material.

Therefore, students have difficulties to improved their writing skill. But in general, the teaching and learning process ran well, students enjoyed following the steps. Therefore, based on the research results, it can be concluded that there was an influence of using Book Creator application toward students' writing ability in procedure text at the eleventh grade of SMAN 1 Pasir Sakti in the academic year of 2021/2022.

CONCLUSION

Based on the result of the data analysis in previous research, the researcher can provide a conclusion as follows:

There was significant influence of using book creator application toward students' writing ability in procedure text. Based on the result of the data calculation, the null hypothesis (H₀) is rejected and alternative hypothesis (H_a) is accepted. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2 tailed) is 0.003. It is lower than $\alpha = 0.05$ and it means H₀ is rejected and H_a is accepted.

Therefore, it can be can assumed that there is significant influence of using book creator application toward students' writing ability in

procedure text at the eleventh-grade students of SMANegeri 1 Pasir Sakti Lampung Timur in the academic year 2021/2022.

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