THE EFFECTIVENESS OF USING QUORA WEBSITE IN IMPROVING STUDENTS’ DESCRIPTIVE TEXT WRITING

Devi Rindiani, Lidiyatul Izzah
English study program, Faculty of Education, Universitas Muhammadiyah Jakarta

Article Info

ABSTRACT
This study aimed to determine whether or not the use of Quora Website was effective in increasing students’ ability in writing descriptive texts. The sample of this study consisted of 10th graders of SMK N 1 Dendang, enrolled in the academic year of 2022/2023. This research used a quantitative method with an experimental approach. In collecting the data, both pre-test and post-test were used as the instruments. The results of data analysis revealed that the students made improvements after being taught using Quora website, in which the average score of their post-test, i.e., 79.75 was higher than the one in the pre-test, i.e., 60.63. There was an increase in students’ scores from the pre-test and post-test. This finding confirmed that Quora Website was an effective media in the improvement of students’ skills in writing descriptive text.

Keywords:
Descriptive Text, Writing Skills, Quora Website.

INTRODUCTION
As one of the skills in learning foreign languages, writing is very important to learn as well as the other three skills (Reading, Listening, and Speaking). Writing skills are needed in the world of work or education. Many people think that writing is a difficult skill to learn because writing involves the writer's thinking ability and understanding of the linguistic structure of the language itself.

Writing is one of the skills to communicate. Through writing, writers can channel thoughts, feelings, and opinions to readers, so that readers can feel and understand what the author is
thinking. Writing is a multifaceted process that allows learners to explore and visualize their thoughts and ideas and make them visible and clear (Harlena et al., 2020). Alfaki (2015) said that writing plays a major role in expressing one’s ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others.

Writing has various types, commonly referred to as genres. Different genres in writing affect the structure of the text, the style of language, and its purpose. According to Admin (2009) in Chusna (2016), based on generic structure and language features dominantly used, there are some types of text, including report, analytical exposition, narrative, procedure, recount, spoof, anecdote, discussion, descriptive, explanation, review, hortatory exposition, and news item. Among these types of text, descriptive is one of the texts stated in the English curriculum for tenth-grade students.

According to Jayanti (2019), Descriptive generally means describing a particular person, place, or thing in detail. Siburian (2013) said that description paragraph is a paragraph that describes a person, place or event in great deal. Description writing vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer’s experience. There are 5 types of descriptive paragraph writing proposed by Jolly (1984) as cited by Siburian (2013) as follows:

1. Describing a process
   A description of the process explains not just how a thing is done, but also the reason why it works and what is required to finish the process.

2. Describing an event
   In describing an event, a writer must be able to memorize what occurred during the event so that readers can visualize the true situation and condition.

3. Describing a personality
   In describing an individual, the writer should begin by acknowledging the person's unique qualities.

4. Describing a place
   Demonstrating something concrete is the best approach to describe a location, such as a house, a hospital, a shop, etc.

5. Describing an object
   In describing an object, provide the physical features of its components such as color, form, shape, and further details.

Mateer, et.al., in their publication source, argued: “The use of appropriate media is essential to enhance the instructional process”. By utilizing media, it not only complements traditional learning approaches but also establishes a connection between students’ existing knowledge and the learning objectives. Mateer, et.al added that through media, students are engaged, getting motivated in learning, their knowledge is assisted to recall, and relevant concepts are portrayed. Numerous previous studies have also proved the effectiveness of media utilized in descriptive text writing classes. In the context of teaching descriptive text writing to Indonesian senior high school students, we discovered several relevant studies, including:

Shodiq & Marhamah (2021), Simanjuntak, Siahaan, Simamora (2023), who utilized pictures as media; Nurramdaeni, Suryaman, Moit (2021) who studied the use of Padlet media; Galingging, et.al. (2023) who investigated the Grammarly application; and, Rivai, et.al. (2017) who studied the utilization of videos as media. Among the numerous media utilization in teaching descriptive text, the majority of studies involved junior high school students as the sample and there was still limited discussion regarding the use of Quora Website. Therefore, this research study aims to fill this gap by scrutinizing the use of Quora Website as the media used to improve the descriptive text writing of senior high school students.

Quora website is an internet platform founded in 2009 and opened to the public in 2010. Adam D’Angelo the founder of Quora said that he wanted to make a good question-and-answer
site on the internet. Since the year of its release, Quora Website users have been increasing in number.

Quora is an online platform that facilitates Questions and Answers. It is available in two versions, namely the website and the application. Both versions are easily accessible to users, allowing them to choose based on their preferences. As one of the internet platforms, some tools on Quora have some of similar functions as some tools on other social media platforms. One of these tools is a Question feature, which enables users to ask questions can use this to ask questions. Questions will be posted publicly, so other Quora users can answer them. The Question feature is also the same, which each user can provide. Additionally, Quora offers features such as comment, upvote, downvote, and share features. What makes Quora interesting is that Quora provides tools like writing on blogs. Moreover, a community feature (space) that allows users with similar interests to join or create discussion rooms within a community/group.

The researchers were motivated to demonstrate the effectiveness of this application to be used as teaching media to enhance students’ descriptive text writing. Accordingly, this research was guided by the question: “Is Quora Website effective in improving students’ descriptive text writing?” The researchers believed that the results of this study would contribute positively to the development of English teaching theories, particularly concerning of media use. Besides, the researchers also hoped that English teachers would gain valuable insight from this research to bring a different atmosphere to their descriptive writing classes aligning with the current technological era where almost all teaching and learning media are assisted by internet-based applications or platforms.

METHOD

In this study, the quantitative method was applied with an experimental study in which one group pre-test and post-test design was used. This research involved numbers in analyzing the data to determine the hypothesis. Bryman (2012) in Rahman (2016) defined quantitative research as a research strategy that emphasizes quantification in the collection and analysis of data. In this study, two hypotheses guided the researcher to decide whether or not the use of Quora Website was effective for students’ descriptive writing improvement as follows:

1. Ha = Quora Website is effective in improving students’ ability to write descriptive text.
2. Ho = Quora website is not effective in improving students’ ability to write descriptive text.

In collecting the data, the researchers administered both pre-test and post-test to measure students’ writing ability before and after the treatment. There were 24 students of SMK N 1 Dendang, comprised in one class, registered as 10th graders in 2022/2023 academic year, with a total of 24 participating students.

As it was explained above, this quantitative research used numbers in its data analysis. The gathered data from students’ results of pre-and post-test were calculated and the average number of each test was counted to see if the students made any different achievements after they were taught descriptive text writing through Quora Website. Besides, in order to determine the effect of variable X (Quora Website) on variable Y (students’ descriptive writing ability), statistical analysis of t-test was t

FINDINGS AND DISCUSSION

Before treating students, pre-test was firstly administered. The results of the pre-test were presented the frequency distribution Table 1 below:
### Table 1 Distribution Frequency of Pre-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Scores</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35 – 42</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>43 – 49</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>50 – 57</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>58 – 65</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>66 – 73</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>74 – 80</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Based on the results of the students’ descriptive writing pre-test in the frequency distribution table above, the data obtained revealed that 3 students reached the scores between 35 – 42, 3 students in the scale of 43 – 49, no student reached the scores between 50 – 57, 10 students achieved the scores of 58 – 65, 3 students hit the scores under the level of 66 – 73, and 5 students achieved the scores of 74 – 80. The average score in that pre-test was 60.63 in which the highest score was 78 and the lowest one was 35.

After the treatment was accomplished in around 6 meetings, a post-test was carried out. Students’ descriptive text writing post-test results were displayed in the following Table 2:

### Table 2 Distribution Frequency of Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Scores</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>62 – 67</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>68 – 73</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>74 – 79</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>80 – 85</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>86 – 92</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>93 – 98</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Based on the frequency distribution table above, as many as 4 students hit the scores of 62 – 67, 3 students performed in the level of 68 – 73, 4 students achieved the scores between 74 – 79, 4 students reached the scores between 80 – 85, as many as 6 students got the scores in the scale of 86 – 92, and 3 other students fell in the range of 93 – 98. The average score obtained on the post-test was 79.75 with the highest score of 96, and the lowest one was 62. If the results gained by the students in the pre-test and in the post-test were compared, the students performed better in the post-test in which the average score of their pre-test (60.63) was lower than the one in the post-test (79.75).

In order to confirm that the progress of the students in the post-test was affected by the use of Quora Website in the treatment, a t-test was taken. With the Degree of Freedom (Df) was 23 (N-1), t-observation was computed as follows:

$$ t = \frac{D}{S_D} = \frac{19.13}{16.90} = 5.53 $$

Referring to that result, it was known that t-table with degree at significance level of 5% (0.05) = 2.069.
According to Cann (2013) in Ulfah (2018), if the calculated value of t is greater than or equal to the critical value, the $H_0$ is rejected, and vice versa.

The results of this study demonstrated a noteworthy increase in the mean value from the pre-test to the post-test. In the pre-test, the mean score obtained was 60.63, while the mean score in the post-test was 79.75. The value of t-test (t-observation) was 5.53 and the value of t-table in the degree of significance 5% (0.05) was 2.062. These results clearly indicated that the value of t-test (5.53) was higher than t-table (2.062). This also confirmed that $H_0$ was rejected and $H_a$ was accepted.

CONCLUSION AND SUGGESTIONS

From the quantitative analysis of the statistical formula of t-test, this research has concluded that using of Quora Website is effective to improve students’ descriptive writing skills. On average, the students performed better after studying descriptive text utilizing the media of Quora Website. Their descriptive text writing achievement in the post-test exceeded 19.12 points from the pre-test (60.63) to the post-test (79.75). Besides, the computation of t-test also revealed that the value of t-test was 5.53 in which is higher than t-table value of 2.062.

Therefore, based on the findings of the research and several limitations of this study, such as a small number of students, limited time range used in carrying out the treatment, and limited variables, this research suggested further research to be held by involving more sample with various grades. Some other variables might also be added such as students’ English proficiency and gender. Also, more instruments could also be utilized in collecting the data, such as observation and questionnaires asking students’ perceptions of this media. By these suggestions, the researchers hope that further research will be conducted and will give more contributions to the expansion of TEFL both in theories and practices.

REFERENCES


