

**THE CORRELATION BETWEEN THE USE OF ICT AND  
PARAGRAPH WRITING ACHIEVEMENT OF THE FOURTH  
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY  
PROGRAM AT SRIWIJAYA UNIVERSITY**

**A Thesis by**

**MELISA KRISTINA SIMAMORA**

**Student Number: 06011381621066**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

**2020**

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**2020**

**Approved by,**

**Advisor 1,**



**Dr. Rita Inderawati, M.Pd.  
NIP. 196704261991032002**

**Advisor 2,**



**Dra. Rita Hayati, M.A.  
NIP. 196006161988032002**

**Certified by,**

**Coordinator of English Education  
Study Program,**



**Hariswan Putra Jaya, S.Pd., M.Pd  
NIP. 197408022002121003**

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**MELISA KRISTINA SIMAMORA**

**Student Number: 06011381621066**

**This thesis was defended by the writer in final program examination and was  
approved by examination committee on:**

**Day : Saturday**

**Date : July18, 2020**

Approved by,

Advisor 1,

Advisor 2,



Dr. Rita Inderawati, M.Pd  
NIP.196704261991032002



Dra. Rita Hayati, M.A  
NIP. 196006161988032002

Certified by,

Coordinator of English Education

Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121003

### DECLARATION OF PLAGIARIMS

I, the undersigned,

Name : Melisa Kristina Simamora

Student's Number : 06011381621066

Study Program : English Education

Certify that thesis untitled "The Correlation between the use of ICT and Paragraph Writing Achievement of the Fourth Semester Students of English Education Study Program at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 2020

The undersigned,



Melisa Kristina S

NIM 06011381621066

## **DEDICATION**

This thesis is dedicated to:

- My beloved parents (T.simamora & L.harahap)
- Someone who has completed this (M.K.S)

*“To those that I love, and who love me, support me and inspire me”*

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The writer,

Melisa Kristina S

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>COMMITTEE APPROVAL</b> .....	iii
<b>DECLARATION OF PLAGIARISM</b> .....	iv
<b>DEDICATIONS AND MOTTO</b> .....	v
<b>ACKNOWLEDGEMENTS</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	x
<b>LIST OF APPENDICES</b> .....	xi
<b>ABSTRACT</b> .....	xii

### CHAPTER I: INTRODUCTION

1.1 Background .....	1
1.2 The Problems of the Study .....	9
1.3 The Objectives of the Study .....	9
1.4 The Significance of the Study.....	9

### CHAPTER II: LITERATURE REVIEW

2.1 The benefits of ICT .....	10
2.2 The use of ICT in ELT .....	11
2.3 The use of ICT in writing class .....	13
2.4 Kinds of ICT tools.....	17
2.5 Paragraph writing achievement.....	20
2.6 Correlation.....	23
2.7 Previous related studies.....	23
2.8 Hypothesis of the Study .....	26

### CHAPTER III: METHODOLOGY

3.1 Research Design.....	27
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3.2 Variables of Study.....	27
3.3 Operational Definitions.....	28
3.4 Population and Sample of the Study.....	29
3.4.1 Population.....	29
3.4.2 Sample.....	30
3.5 Data Collection.....	30
3.5.1 Questionnaire.....	30
3.5.2 Documentation.....	31
3.6 Validity of the test.....	31
3.6.1 Validity of ICT tools Questionnaire.....	31
3.7 Reliability of the test.....	32
3.7.1 Reliability of ICT tools Questionnaire.....	32
3.8 Technique for analyzing the data.....	32
3.8.1 Technique for analyzing the Questionnaire.....	32
3.8.2 Technique for analyzing the Documentation.....	33
3.8.3 Technique for analyzing the Correlation.....	34
<b>CHAPTER IV: FINDINGS AND INTERPRETATIONS</b>	
4.1 Findings of the study.....	36
4.1.1 The results of Students' Paragraph Writing Achievement.....	36
4.1.2 The result of ICT Questionnaire.....	37
4.2 Statistical Analysis.....	38
4.2.1 Normality of the data.....	38
4.2.2 Result of the correlation between the use of ICT and paragraph writing Achievement Students.....	39
4.2.3 Result of the Regression Analysis.....	40
4.3 Interpretations of the study.....	41
<b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS</b>	
5.1 Conclusions.....	45
5.2 Suggestions.....	45



REFERENCES.....47  
APPENDICES .....53

## LIST OF TABLES

Table 1	Population of Study.....	29
Table 2	Sample of Study .....	30
Table 3	Validity of the Instrument.....	32
Table 4	Scale of the Questionnaire .....	33
Table 5	The score of paragraph writing achievement.....	33
Table 6	Correlation Coefficient .....	34
Table 7	Category of paragraph writing achievement.....	36
Table 8	The score range of the use of ICT Questionnaire .....	37
Table 9	Students' responses about the use of ICT in learning and the frequency of ICT usage.....	38
Table 10	The result of One-sample Kolmogorov- Smirnov test.....	39
Table 11	The result of Correlation Analysis .....	40
Table 12	Result of the regression analysis .....	40

## **LIST OF APPENDICES**

- Appendix A : The use of ICT tools Questionnaire
- Appendix B : The result of the Questionnaire and paragraph writing of the students
- Appendix C : The Normality of The use of ICT and Paragraph Writing Achievement
- Appendix D : The Correlation between the use of ICT and Paragraph Writing Achievement
- Appendix E : The contributions the use of ICT and Paragraph writing Achievement
- Appendix F : Surat Usul Judul Skripsi
- Appendix G : Surat Keputusan Pembimbing Skripsi
- Appendix H : Surat Izin Melaksanakan Penelitian
- Appendix I : Surat Keterangan Telah Melaksanakan Penelitian
- Appendix J : Research Design Seminar Approval
- Appendix K : Approval after Research Design
- Appendix L : Research Design Seminar Suggestion List
- Appendix M : Daftar dosen yang di undang (Seminar Usul)
- Appendix N : Daftar Hadir Mahasiswa
- Appendix O : Preliminary Research Repot Seminar Approval
- Appendix P : Approval after Preliminary Research Report Seminar
- Appendix Q : Preliminary Research Report Suggestion List
- Appendix R : Thesis Final Examination approval
- Appendix S : Approval after Thesis Final Examination
- Appendix T : Surat Permohonan Izin Try Out
- Appendix U : Surat Keterangan Selesai Try Out

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**ABSTRACT**

In the 21<sup>st</sup> century, technology has spread throughout the world and has been used by the world community. The use of technology is integrated into almost all aspects of human life, including education in paragraph writing. The objective of this study was to find out whether or not there was any significant correlation between the use of ICT and paragraph writing achievement. The sample of this study was 75 fourth-semester students of English Education Study Program at Sriwijaya University. The sampling technique used was total sampling method. In collecting the data, the researcher used two kinds of instruments, the use of ICT tools questionnaire and paragraph writing achievement. The Pearson Product Moment Correlation Coefficient was used to analyse the data. The correlation coefficient (Pearson Correlation) was 0.591, it means the degree of the correlation was fair correlation and the result of Pearson Product Moment Correlation Coefficient showed that there was a significant correlation between the use of ICT and paragraph writing achievement because p-value (0.000) was lower than (0.05).

**Keywords:** *correlation, ICT, paragraph writing achievement*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Melisa Kristina Simamora

NIM : 06011381621066

Approved by,

Advisor 1,



Dr. Rita Inderawati, M.Pd.  
NIP. 196704261991032002

Advisor 2,



Dra. Rita Hayati, M.A.  
NIP. 196006161988032002

Certified by,

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121003

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) Background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study

#### **1.1 BACKGROUND**

In the 21st century, technology has spread throughout the world and has been used by the world community. The use of technology is integrated into almost all aspects of human life, including education. In the field of education, technology has become a new concept of teaching and learning activities as stated in the higher education curriculum. Universities begin to provide technology-based learning where teachers lead students to learn through technology. Technology-based learning has become a new idea in 21st century learning since technological development has helped community activities. It is in line with what Inderawati, Sofendi, Purnomo, Vianty, and Suhendi (2019) obtained in their study about EFL teachers' engagement in utilizing technology for learning supports. It showed that there were many things to be included: the place, class management, equipment, application, instructional material, supporting crew, and instructors' relation in learning activities. Also, mastery of technology is considered to be one of the conditions to keep up with changes in the world in the 21st century (Pacific Policy Research Center, 2010).

Twenty first century skills that sometimes referred to as 21<sup>st</sup> century competencies are a complex term that encompasses skills that may be required to be successful in learning, in the workplace and to live effectively in the 21<sup>st</sup> century (Binkley, p.126, 2019). In spite of the fact that frameworks and definitions of 21<sup>st</sup> century skills exist (Binkley, p.21, 2012), greatly refer to the same list of competencies which incorporate collaboration, communication, ICT, creativity, critical thinking and problem solving (Voogt & Roblin, 2012). Voogt and Roblin (2012) advise that not supporting teachers to substitute their tuition, they need to

Know better how ICT can simplify 21st-century learning. As the expansion of 21<sup>st</sup> century skills can be heightened by way of the use of ICT (Ananiadou, Claro, 2009), it is discussed that their expansion should be cross-curricular, demanding changes in pedagogical practices (Voogt & Roblin, 2012). Nevertheless, Voogt, Erstad, Dede, & Mishra (2013) argue, “Most frameworks admit the complex and cross-disciplinary nature of 21<sup>st</sup> century authority and thus inform integrating them across the curriculum” (p. 407).

Certainly, many countries indicate that the skills are already integrated although in some countries ICT skills are taught severally (Ananiadou & Claro, 2009). In this 21<sup>st</sup> century, the utterance “technology” is a prominent issue in many fields including education. This is by reason of technology has become a knowledge transfer highway in most countries. Technology integration presently has gone till innovations and transformed our societies that have changed the way people’s imagine, labor and exist (Grabe, 2007). As part of this, schools and other educational institutions which are prospective to set up students to live in “a knowledge society” have need of to consider ICT integration in their curriculum (Ghavifekr, Afshari & Salleh, 2012).

Internet users and Population Statistics report that there were 63.5% penetration internet users in Asia. As one of the largest ASEAN countries, Indonesia has been progressively increasing its telecommunication network over the last decade with more than 171,260,000 Internet users in June 2019, from the total population of 273,523,615 in year 2020. Indonesia ranked number 4 within the Top 20 countries with the highest number of Internet users (Internet World Stat, 2020).

By the rapidly increasing popularity of the internet in recent years, the diversity of learning programs continue to shift and change according to the demands of society. Nevertheless, since the development of communicative skills, language learning requires social interaction between the teacher and the students. The use of computers has for a long time been regarded only as a support tool about certain skill areas (Brandal, 2005).

With the rise of technology and its benefits in the world of education, it is very essential if technology is utilized as well as possible. The role of technology in the field of education is four-fold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process. Thanks to

technology; education has gone from passive and reactive to interactive and aggressive. because with ICT students become more active in following the learning process, ICT is very supportive of learning in the world of education and also ICT can be used anywhere especially can be used in learning English.

In Indonesia, English is taught as a compulsory subject from the secondary school students starting from grade 7 to grade 12 until the university level. The aims of learning English are outlined by the government in the curriculum and based on the Indonesian Government Regulation No. 58, the year 2014 (Department of Education and Culture, 2014), the aim of teaching English subject is to develop students' potentials to have communicative competence in the interpersonal, transactional, and functional discourses using any kinds of texts both in oral and written English language. There are four kinds of English skills, and one of them is writing. Writing is one of the important skills which should be learned and mastered by students (Ariana, 2010). Writing becomes very important because it is the highest skill in language learning that people should master. Zahra, Inderawati, and Petrus (2019) highlight their inquiry on the use of ICT in the authentic assessment of the students' productive skill with a good result on it. This makes a teacher obliged to master.

Theoretically, writing is one of the skills in language competence that is a very complex activity for education. Jabrohim (2001) underlines that in the writing process, the students are trained to use their brains and sense at the same time. This thing is known when the students do the writing activity. Additionally, writing is a very essential capability for being mastered by students; writing is also an excellent communication tool. Through writing, each person can convey feelings, ideas, and announcements to others. Sharples (1999, p.8) states writing is virtually an opportunity; it allows students to express something about themselves, to explore and to explain ideas. The students can convey their ideas in their mind by organizing them into a good paragraph so that others recognize them. Besides, they can think critically. Article 28 of the 1945 Constitution of the 1945 Constitution states that freedom of association and assembly, speaking out with an oral or written form and so on shall be determined by law. This stipulation is reiterated in Article 28E paragraph 3 of the 1945 Constitution which reads "every person has the right to freedom of association, assembly, and expression.

There are three writing courses in the new curriculum since 2017 of English Education Study Program of Teacher Training and Education at Sriwijaya University: Paragraph Writing, Essay Writing, and Article Writing. In Paragraph Writing subject, the students are introduced to the definition of writing, the concept of writing, and all of the beginning of the writing process and just write one paragraph. The lecturer taught the theory first. After that asked the students to write; she trained the students until they could write academically. Essay writing has been concerned with the process of making more than one paragraph such as scientific writing. And last, Article writing subject is related to the writing an article.

In the Second-Semester, students of the English Education Study Program at Sriwijaya University learned how to write an academic paragraph in their writing class. The students seem to have difficulties in paragraph writing subject. This conclusion was based on the result of the interview with the lecturer which has taught the second-semester students on paragraph writing class. The lecturer puts forward that the students were too early to get paragraph writing for the second semester because the students did not get a complete structure subject. Therefore, it is difficult for the lecturer to teach the students. However, after being taught and explained slowly, the students could follow it well.

Due to students' problem in paragraph writing, the lecturer needs to have a good strategy in order to help the students, and the use of ICT is one of the good strategies and modern devices that can be used by the lecturer. ICT stands for Information and Communication Technology and defined as a diverse set of technological tools and resources used to communicate, to create, to disseminate, to store, and to manage information (Gunton, 1993; Victoria, 2002). ICT for education implies the development of information communication technology for learning and teaching purpose. Today, technology has increasingly become a vital element for firms to compete and develop. Thus, Inderawati (2017) puts forward that modern classroom must become an advanced technology as the essential key component in the 21<sup>st</sup> century learning. Similarly, Ajayi (2008) highlights that the world of today is considered as a global village through the use of ICT in different Educational, Political, Economic and Social Sectors. Almost in all situations or tasks, the integration and the use of technology to solve problems can be identified.

ICT is considered as one of the pillars upon which quality education for all can indeed become a reality, because of its unique capacity to bring the world together, even the most



remote and disadvantaged of communities (Ndongfack, 2010). Cuban (2001) in his book “Oversold and Underused: Computer in Classroom” suggests that technology will always play a major role in this 21<sup>st</sup> century and more than ninety percent of jobs created now will require advanced technological training. He further explains that for students in this generation to compete for future jobs, they must have adaptive skills in the use of ICT. The latest information and communication technology that has developed so far has been very adequate to be able to equip and to facilitate a variety of student work such as in the project. Various kinds of works can be done by utilizing the ICT tools, such as by using smartphone. Students are often using smartphones on their writing process, and also computer, laptop, overhead projectors and often engage on virtual learning for learning English process. Also, by using overhead projectors is highly beneficial and can be brought into any classrooms and it is easy to use, versatile and it is easy for students to take notes from it. There were also some platforms that can be used such as E-mail, Blogs, YouTube, Plagiarism checker, Mendeley, and Facebook. Students already know more about social media such as FB (Facebook), because Facebook is not just a place to post photos or videos but can be used to learn such as making paragraph writing in closed groups, which students then support to assess and comment on the results of the writing that has been done by a classmate to evaluate each other.

The Indonesian National Qualification Framework or (Kerangka Kualifikasi Nasional Indonesia) abbreviated as KKNI is a reference to the competency qualification gap for word recognition. The INQF or (Indonesian National Qualification Framework) was formulated by the Minister of Education and Culture in 2010 as a reference for curriculum development. The Indonesian Ministry of Education and Culture was promulgated through Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualification Framework. The KKNI curriculum focuses on the independence of students in carrying out their 6 tasks (Daily Tasks, Critical Book Review, Critical Journal Review, Mini Research, Idea Techniques, Projects) and guiding students to start writing on their own, with technology information and communication certainly have very good benefits because the students is very fond of ICT and besides not needing to use ICT books and pens can also be accessed easily to write paragraphs enough to utilize the internet if the students want to find references to support the writings. National Qualification Framework Indonesian-based curriculum or Curriculum-based Indonesian National Qualification Framework (KKNI) will improve the quality of university graduates. As an

example, At KKNI, students are expected to start their competencies in practicing their language skills (reading, writing, speaking and listening). They will be guided to write their sentences and say it.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), created and used the “One Laptop Per Child” (OLPC) initiative as a means of closing the digital divide gap between developed and developing nations on the use of ICT. Though this action has dominated the front pages of many international organizations and countries as the top education agenda, the actual implementation and practice of this “One laptop per child” initiative have not yielded significant results especially in less developed countries (Ames, 2010). Nevertheless, the Development of ICT policies in Africa and Cameroon, in particular, have often strived to match international ICT education policy. Despite the massive investment in the integration of ICT in many secondary schools, the practical use of these ICT tools by teachers remains in a preliminary stage with little sign in the educational outcome (Howie, 2010).

In line with that from the Second-Semester Students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University an English language lab has been facilitated 1 computer for 1 student. With the existence of these computers students are greatly helped in the learning process and also the lecturers who teach writing subject, because with writing class no longer write on the paper, in addition to outdated students will feel bored and hard to get inspiration when they want to write. They can utilized a good application to help the students in paragraph Writing Class such as by using computer, laptop, or smart phone, and also utilized the platforms such as Google translate to check the paraphrase of the sentence, Grammarly.com to check their grammar in writing a paragraph, Plagiarism.com to know whether their writing has a duplicate or not, Mendeley.com to help students to make a references, Facebook to comment each other about their Paragraph writing, E-mail to send the assignment to the lecturer. So, the students could have the feedback and the lecturer will check whether their writing already good or not. Therefore, the existence of ICT is very helpful for students in paragraph writing class subject and also many benefits inside for education.

In line with that, there were some related studies which are considered closely related to this research. The first study entitled “The Influence of ICT in the Development of Writing Skills through an Online Platforms 1” conducted by Lopez (2017) the use of Information

Communication Technologies (ICT) influences students' writing skill because it motivates them to write, augmenting their enthusiasm, motivation, and self-confidence; additionally, the use of ICT permits them into to increase their awareness of syntactic, morphological and grammatical patterns when providing points of view.

The second study entitled "The Use of ICT in Developing Reading and Writing Skills in Children with Hearing Impairment" conducted by Bano & Hameed (2007) This research study was designed to see the effectiveness of video clipping (ICT) in teaching reading and writing skills to children with hearing impairment. The Independent Sample-t-test comparison on reading and writing test of children with hearing impairment showed no significant difference in means of experimental and control groups in pre-test. However the result of independent Sample-t-test comparison of children with hearing impairment showed significant difference in means on post-test, based on writing but no significant difference was found in reading.

Another study dealing with the use of technology could have good achievement for students' reading comprehension. Inderawati, Agusta, & Sitinjak (2018) found that mobile learning as one of the modes of learning had a potential effect on students' reading achievement.

Based on the background of the problems above, the writer is interested in researching The Correlation between the use of ICT and paragraph writing achievement of the Fourth-Semester Students English Education Study Program at Sriwijaya University.

## **1.2. The Problem of the Study**

Is there any significant correlation between the use of ICT and paragraph writing Achievement of the Fourth-Semester students English Education Study Program at Sriwijaya?

## **1.3. The Objective of the Study**

To find out whether or not there is significant correlation between the use of ICT and paragraph writing Achievement of the Fourth-Semester students English Education Study Program at Sriwijaya University

## **1.4. The Significance of the Study**

The result of this research expected to be useful for the Student English Education Study Program Students. It also expected that this study would provide English Education Study Program lecturers with an idea teaching English by using ICT to make class effective,

meaningful and interesting. And the last the writer hopefully this research can inspire another researcher in conducted some research.

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