Beliefs Teacher on Improving Student's English Writing Ability Through Digital Media

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Abstract: Teachers are role models for students. Its existence in the world of education cannot be denied. Good or bad Education is depend on this one figure. Teachers' beliefs form an understanding of how teachers learn to teach, creating meaningful learning for students as teachers. During the Covid-19 pandemic, the implementation of distance learning made students less enthusiastic and less understanding of the material and they often spent time with their gadgets. The importance of this research is to convince every educator that beliefs teacher is the right solution to improve students' English writing skills through digital media. The purpose of this study was to determine the effectiveness of teachers' beliefs in improving students' English writing skills through digital media. The research approach used is a quasi-experimental method. The sample for the survey consisted of 32 students of class 8B SMPN1 Kembangbahu. Research data were collected using (1) a questionnaire; (2) pre-test; (3) class treatment; and (4) post-test. Survey data analysis with ANOVA testing using SPSS. The test results will be displayed, whether it reaches the level of significance or not. The application of beliefs on students' English writing skills through digital media can (1) increase and attract students' interest in learning to write English. The test results will be displayed, whether it reaches the level of significance or not.

Keywords: Beliefs; Ability to write English; Digital Media

1. Introduction

Education is an important need in life. Good education is the key to getting a better life and civilization. The aim of education is the development of high quality human resources. There are several interactions needed to achieve educational goals, such as teachers, students, and materials that must work in harmony and influence each other. The teacher is the main teacher who determines the learning process. Teachers play a big role in the world of education. The task of a teacher is to teach and educate students. A good teacher is a teacher who has self-confidence and natural teaching abilities.

The application of teacher beliefs in improving English writing through digital media for students will be a study of the process of understanding how teacher beliefs affect perceptions and assessments of classroom behavior. Teacher beliefs shape how teachers teach, creating meaningful learning for students. The Covid-19 pandemic has had a major impact on every aspect of life in society. One of them is the education aspect. Learning during a pandemic brings big changes for educators and students. During the pandemic,

gadgets for students as daily food, morning and night cannot be separated from gadgets. As for distance learning, it only takes a few hours, so the rest is for playing games and social media. Of course this is a big challenge facing educators. Support for students in obtaining flexible and engaging learning for the fast-moving world of technology is needed. Educators need high-quality resources that shape teacher beliefs to increase self-efficacy.

It is widely recognized that language teachers, including teachers of foreign languages such as English, bring a set of beliefs from various sources, including their personality, previous learning experiences as students, and teaching practices into their classrooms (Borg, 2003). This belief of language teachers said to serve as a guiding principle for teachers to make instructional decisions and their practice in the classroom, which in turn influences students' language learning in the classroom (Pajares, 1992). This information on language teacher beliefs can also offer important implications for designing and implementing sustainable and integrated teacher education programs to encourage the development and transformation of teacher beliefs for teacher professional development (Song, 2015).

The use of digital media as a learning medium after experiencing significant progress. The existence of this digital media provides a number of educational innovations, replacing traditional learning that is rigid and monotonous and replaced by learning from digital media which is considered more practical, flexible, and not limited by space and time. The use of social media applications to increase student interest in learning, including TikTok, Instagram and Facebook

Therefore, the purpose of this study is to investigate that the application of beliefs is the right solution to improve English writing skills through digital media. Based on the above objectives, this research seeks answers to the following questions:

1. How does the effectiveness of implementing Beliefs affect students' learning to write English through digital media?

2. What are the forms of implementing Beliefs in students' learning to write English through digital media?

2. Research Methods

This research is a quasi-experimental quantitative research. A quasi-experimental is a design that focuses on selecting samples that are not disaggregated by sampling measurements. This quasi-experimental design was used for two reasons. First, this research is based on a class experiment which prioritizes group selection based on the existing class so that it is easier to carry out class treatment. Second, the implementation of the research is in accordance with the learning activities at SMPN1 Kembangbahu which refers to the K13 curriculum.

The quasi-experimental design of this study used one group pretest-posttest analysis, who took one experimental group without a control group. Intended to focus on giving treatment. The experimental group of this research, namely class 8B who is studying English subjects in semester 2. This group is given treatment, namely applying beliefs during learning to write English through digital media. Implementation of the pre-test

writing to determine the initial score of the ability of the experimental group. The pre-test scores are used as the basis for the preparation of treatment designs that apply beliefs during learning to write through digital media. The right treatment will affect the improvement of the experimental group's English proficiency. The improvement in English writing skills will be seen in the post test scores. The implementation of the treatment of this research experimental group is approximately one semester in semester 2 of 2021/2022, which is once a week. The implementation of these beliefs will involve English subject teachers as collaborators in learning English.

2.1. One group pre-test and post-test design

Prior to the implementation of the pre-test, first an observation was held in class 8B by distributing questionnaires via the G-Form link. The validated questionnaire contains questions about mastery of digital media (tiktok) in learning and questions about mastering English writing skills, teachers are also given questionnaires, interviews, and observations about the application of beliefs to students about mastering English writing skills.

2.2. Population and Research Sample

The population of this research, is class VIII students in 2021 SMPN1 Tikung which consists of 8 classes with a total of 256 students. The sample of this study, namely class 8A with a total of 32 students. Determination of the sample was chosen randomly without any special conditions.

The research was conducted in Lamongan Regency. As a preliminary or preliminary study, a survey was conducted involving 71 (seventy one) English teachers in 13 schools representing remote and rural areas in Lamongan Regency. An English teacher is selected and qualified because of his achievements, qualifications, experience and portfolio as an exemplary teacher. In fact, this study reveals the teachers' beliefs in outlining their best practices regarding learning to write English.

3. Findings and Discussion

3.1. Instrument Test

The things that were tested were (1) validity test, (2) reliability test, (3) difficulty test, and (4) different style test. The validity of the test was originally intended to determine the suitability of a question. Second, reliability is defined as a test characteristic that has the ability to produce a constant output that does not change when used repeatedly on the same target. The evaluation of the experimental test results was checked using the KR 21 formula. The KR 21 formula is as follows.

Information:
R11 = reliability test
K = number of questions
M = average score (total score divided by N)

SDt2 = square of the standard deviation of the total score

Third, the level of difficulty of the items is intended to emphasize the level of difficulty, namely the level of difficulty of each item because of the question. This is because the questions are neither too easy nor too difficult. The following formula is used in the analysis of the difficulty of the test in this study.

$$IF = \frac{FH + FL}{N}$$

Information:

IF = index tk. Difficulty of questions

FH = number of correct answers in the top group

FL = number of correct answers in the lower group

N = number of test takers in both groups

Interpretation; A. 0.00 IF < 0.30 is a difficult question. B. 0.30 IF < 0.70 is a moderate question. And C. 0.70 IF < 1.00 is a simple question, discriminatory power or level of discrimination is a characteristic of the test items used to show the difference in skill level between high-skilled and low-skilled participants. The calculation uses the following formula.

$$ID = \frac{FH - FL}{n}$$

Information:

ID = item discriminating power index

FH = number of correct answers in the top group

FL = the number of correct answers in the lower group

n = number of test takers in the upper or lower group with interpretation

a. ID > 0.40 very good

b. 0.30 ID < 0.39 good

c. 0.20 ID < 0.29 medium

d. 0.00 ID < 0.19 under revision

e. ID < 0.00 (negative) will be discarded/replaced

3.2. Research procedure

The implementation of this research includes (1) preparation, (2) treatment, and (3) data collection. Pre-tests were conducted in preparation for this study. Implementation of the pre test, namely the speed test of English proficiency. Second, the treatment in this study was then applied to the experimental class. Experimental class treatment, namely the application of Beliefs in learning to write English.

3.3. Data analysis technique

Use the calculation of the Anova test, to determine the importance of Beliefs' impact on English proficiency. This study uses descriptive analysis and ANOVA test. Data analysis using SPSS 24 for Windows at a significance level of <0.05.

4. Conclusion

Based on the discussion that has been explained in the previous chapter, the following conclusions can be drawn. This study shows that the application of beliefs to students' learning ability to write English through digital media can increase and attract students' interest in learning to write English

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