The Effect of Application of Typing Master Pro Version 11 Against Blind Ten-Finger Typing Ability

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ARTICLE INFO	ABSTRACT
Article history: Received 05 August 2024 Revised 15 August 2024 Accepted 07 September 2024	The purpose of this study is to assess the impact of the application of Typing Master Pro version 11 on students' typing skills in class XI of SMK Negeri 1 Ampek Angkek. This study was motivated by the low level of ability of class XI students majoring in Office Management and business services in typing ten fingers quickly and accurately, as well as the lack of utilization of applications supporting typing skills. The approach taken was to apply the Typing Master Pro version 11 application. This study used a quasi-experimental method with a quantitative approach. The data instrument used involved a test. The results showed an increase in students' ten-finger typing skills. The experimental group experienced an increase in typing skill scores of 71.17%, achieved a completeness rate of 87.5%, and an accuracy rate of 90%. Meanwhile, the control group experienced an increase of 37.22%, with a completion rate of 43.75%, and an accuracy rate of 80%. The increase in the control group was smaller than the increase in the experimental group.
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INTRODUCTION

As an important part of the national education system, vocational high schools aim to produce a skilled and competent workforce that can adapt to the needs of the world of work and be able to adapt to technological and knowledge developments. One of the skills taught in the Office Management and Business Services expertise program is typing skills, specifically ten-finger typing. However, there is a big difference between the expectation of students' skills and the reality in the field, where students' blind ten-finger typing skills are still low, and assistive applications such as Typing Master Pro have not been fully utilized.

To overcome this, innovation is needed in the development of learning strategies. Uno (2011:3) defines learning strategy as a method used by teachers to select learning activities in accordance with the situation, learning resources, needs, and characteristics of participants to achieve learning objectives.

The application of Typing Master Pro version 11 in developing blind ten-finger typing skills can be explained through several learning theories. One of them is cognitive learning theory, which emphasises that learning is an active process in which new information is integrated with existing knowledge in one's mind. The Typing Master Pro app, with its repetitive practice method, is designed to strengthen motor memory and typing skills through a structured approach. This repetitive practice helps move information from short-term memory to long-term memory, which corresponds to the core of cognitive theory.

In addition, the theory of Computer-Assisted Instruction is also relevant in this context. This theory explains how computer technology can be used to enhance the learning process through instant feedback, personalisation of materials, and continuous practice. Typing Master Pro utilises this approach by providing users with periodic tests and evaluations, allowing them to understand the development of their typing skills and correct weaknesses in real time.

One of the actions adopted as a strategy is utilizing the Typing Master Pro app. This strategy creates an efficient learning environment by involving practicum activities, allowing students to learn and practice directly. This finding is consistent with the research of Roudlotun Najihah (2015) and Anis Susanti (2015). This study aims to evaluate the impact of implementing the Typing Master Pro version 11 application on students' blind ten-finger typing skills.

RESEARCH METHODE

The research conducted is a type of experimental research. Experimental research is a method used in order to identify the cause-and-effect relationship between two factors by deliberately manipulating one factor while ignoring or controlling other factors that may affect. Therefore, experimental research requires two main components, namely a control group and an experimental group.

Table 1.
Research Variables

Variable X	Typing Master Pro version 11
Variable Y	students' typing skills

The research procedure includes preparatory steps, data collection of students' typing skills, preparation of learning materials, preparation of initial and final tests, validation by three experts, and assessment of instrument validity. During the implementation stage, researchers obtained initial test data. The researcher applied the Typing Master Pro version 11 application in the experimental group, while the control group only used Microsoft Word. Then, data analysis and conclusion formulation were

conducted based on the research results. All stages of the study were in accordance with the design listed in Table 2:

Table 2.

Experimental Research Design

Group	Random	Pre-test	Treatment	Post-test
Experiment	V	V	Yes	V
Control	V	V	No.	V

In this study, the research subjects consisted of class XI students majoring in Office Management and Business Services (MPLB) at SMKN 1 Ampek Angkek Agam. The student population consists of two classes with a total of 61 students. From this population, researchers used all XI MPLB 1 class students totaling 32 students as samples, this sampling was based on using purposive sampling, and they were divided into two groups of students.

Table 3.

Sample Table

Group A	16 Students	Experiment
Group B	16 Students	Control

RESULT AND DISCUSSION

Findings

Based on the initial and final test data, the research revealed that there were differences in the improvement of students' typing skills. The experimental group recorded an increase in score of 71.17%, with a completion rate of 87.5%, and an accuracy rate of 90%. This improvement can be considered quite large. On the other hand, the control group experienced a score increase of 37.22%, with a completion rate of 43.75%, and a precision rate of 80%. However, this improvement was lower compared to the experimental group.

In order to determine whether there is a significant difference in the improvement of typing skills between the difference in scores of the experimental group and the difference in scores of the control group, the researcher conducted a paired t test, on the increase in score values in both groups. The research conclusion is considered significant if. $t_{hitung} > t_{tabel}$ or $-t_{hitung} < -t_{tabel}$ with a significance level of 5% (0.05) and the provision of a p value of less than 0.05.

Table 4.

**Hypothesis Test Results of the Increase in Typing Ability Score
of Experimental and Control Groups**

	N	Mean	Std. Deviation	t_{hitung}	t_{tabel}	P
Difference-Experiment	16	33.00	11.702	5.275	2,037	.000
Difference-Control	16	15.94	7.019			

From the data above, it can be concluded that the results of the paired t-test calculation show that the average increase in scores in the experimental group is 33.00, while the control group has an increase of 15.94. This indicates that the increase in the typing skills score of the control group students was lower when compared to the experimental group with a difference of 17.06.

Furthermore, the value of t_{hitung} is 5.275 with a p-value of 0.000. while the t_{tabel} is 2.037. Thus, it can be concluded that t_{hitung} (5.275) is greater than t_{tabel} (2.037) at the sig level of 0.05 (5%) In addition, it can be seen that p is less than 0.05. It can be concluded that there is a positive difference or significant difference in the ability to type ten fingers blind between the ten fingers blind typing ability of the experimental group and the ten fingers blind typing ability of the control group.

There are significant results that researchers found, with an increase in students' typing skills by 71.17%, the student completeness rate reached 87.5%, and the accuracy rate was 90%. This increase can be considered substantial, indicating that the application of the *Typing Master Pro* version 11 application has a positive impact on students' typing skills.

Compared to the research of Roudlotun Najihah and Marimin (2015), which noted the effect of the *Typing Master Pro* application of 40.19% overall and partially, the results obtained by the researchers were much greater. In addition, when compared to Anis Susanti's (2015) study, which used the class action method in cycle III with a learning completeness result of 89%, this study recorded a slightly lower increase in the aspect of completeness.

Meanwhile, research conducted by Khoiriyah and Durinta Puspasari (2015) showed an increase in ten-finger typing skills in the aspects of speed of 115 (good) and accuracy of 90% (very good). In terms of typing accuracy, this study produced the same results, namely 90%.

The three studies above agree that the *Typing Master Pro* application has a positive impact on improving students' typing skills. Thus, this study strengthens the findings

of previous studies, and the conclusion is that the use of the *Typing Master Pro* version 11 application significantly improves the ten-finger blind typing skills of class XI MPLB 1 at SMK Negeri 1 Ampek Angkek Agam.

Previous research has shown the effectiveness of computer applications such as Typing Master Pro in improving blind ten-finger typing skills. For example, research by Alhadi and Andriyani (2016) found that the use of the Typing Master programme significantly improved the speed and accuracy of blind ten-finger typing in learners. This study shows that the practice provided by the programme can effectively improve the motor skills needed to type without looking at the keyboard.

Another study conducted by Susanti and Pramusinto (2015) showed that drill learning methods applied through applications such as Typing Master can significantly improve ten-finger typing skills in vocational students. The results of this study support the theory that repeated personalised practice according to individual ability levels can accelerate the learning process and improve typing accuracy and speed.

Thus, both theory and existing research support the use of the Typing Master Pro app as an effective tool in developing blind ten-finger typing skills. The app not only assists users in improving typing speed and accuracy, but also enables a more efficient and enjoyable learning process.

CONCLUSION

Judging from the results of the analysis and discussion, we can conclude that there is a significant improvement in students' typing skills when they use the *Typing Master Pro* version 11 application compared to students who only use *Microsoft Word*.

The results of the hypothesis test showed that the increase in students' typing skill scores in the experimental group was much greater by 17.06 compared to the increase in the control group. Judging from the value t_{hitung} which amounted to 5.275 and a significance of 0.000. Moreover, the value of t_{tabel} is 2.14479. so that if it is concluded t_{hitung} (5.275) is greater than t_{tabel} (2.14479) at the 5% significance level. As well as a sig (p) value that is less than 0.05, the data proves there is a significant improvement in the typing skills of students who use the *Typing Master Pro* version 11 application.

The results of this hypothesis test also confirm that the application of the *Typing Master Pro* version 11 application has a positive effect on the ten-finger typing skills of blind class XI MPLB students at SMK N 1 Ampek Angkek Agam.

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