

PENGGUNAAN MEDIA AJAR BERBASIS DIGITAL UNTUK MENINGKATKAN KEMAMPUAN MENULIS MAHASISWA

USE OF DIGITAL-BASED TEACHING MEDIA TO IMPROVE STUDENTS' WRITING SKILLS

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ABSTRACT

This research examines the application of the Kleas Action Assessment (PTK) method to improve students' writing skills using digital-based teaching media for semester 3 students. This activity aims to obtain initial data about students' conditions, abilities and activities in learning to write. Based on observations made by researchers before the action, it is known that the majority of third semester students at Riau Islamic University still experience difficulties in writing effectively. Of the total 38 students, only around 30% or 11-12 students have good writing skills. Meanwhile, 70% or 26-27 other students still look stiff, lack confidence, and have difficulty using digital media effectively. Students' low writing skills can be caused by several factors, including: 1. Lack of student interest and motivation in learning writing skills Lack of student confidence in writing. The increase in the percentage of students who got a score of 70 or more from Cycle 1 to Cycle 2 was 22%. This significant increase cannot be separated from the successful integration of digital learning media in the learning process. Based on the results of Cycle 2, it can be concluded that the use of digital learning media is effective in improving the writing skills of students in the third semester of the 2014/2015 academic year at Riau Islamic University. Technological approaches have driven increased engagement, collaboration, and personalized support, resulting in significant progress in students' writing skills.

Keywords: Teaching Media, Digital, Writing Skills

ABSTRAK

Penelitian ini mengkaji tentang penerapan metode Penilaian Tindakan Kleas (PTK) untuk meningkatkan keterampilan menulis mahasiswa menggunakan media ajar berbasis digital pada mahasiswa semester 3 Kegiatan ini bertujuan untuk memperoleh data awal tentang kondisi, kemampuan, dan aktivitas siswa dalam pembelajaran menulis. Berdasarkan observasi yang dilakukan peneliti sebelum tindakan, diketahui bahwa sebagian besar mahasiswa semester III Universitas Islam Riau masih mengalami kesulitan dalam menulis secara efektif. Dari total 38 siswa, hanya sekitar 30% atau 11-12 siswa yang mempunyai kemampuan menulis baik. Sementara itu, 70% atau 26-27 siswa lainnya masih terlihat kaku, kurang percaya diri, dan kesulitan dalam menggunakan media digital secara efektif. Kurangnya minat dan motivasi siswa dalam pembelajaran keterampilan menulis. Peningkatan persentase siswa yang mendapat nilai 70 atau lebih dari Siklus 1 ke Siklus 2 adalah sebesar 22%. Peningkatan yang signifikan ini tidak lepas dari keberhasilan integrasi media pembelajaran digital dalam proses pembelajaran. Berdasarkan hasil Siklus 2 dapat disimpulkan bahwa penggunaan media pembelajaran digital efektif meningkatkan keterampilan menulis mahasiswa semester III tahun ajaran 2014/2015 di Universitas Islam Riau. Pendekatan teknologi telah mendorong peningkatan keterlibatan, kolaborasi, dan dukungan yang dipersonalisasi, sehingga menghasilkan kemajuan signifikan dalam keterampilan menulis siswa.

KeyWords: Media ajar, Digital, Menulis

INTRODUCTION

The development of information technology provides opportunities for formulate and use computer programs in learning oriented towards increasing student abilities in the learning process which changed drastically. In terms of developing skilled student abilities in writing and speaking, students need to be trained through teaching language skills which include listening, speaking, reading, and write. Language skills are provided in a series however it is possible to emphasize one of the most frequent skills used. In this research, the focus of discussion is skills write. In relation to writing ability, in this pandemic era it is very important media is needed that is able to support the improvement of the teaching and learning process which currently cannot be done through a face-to-face process. Education concept on Currently there has been a change from a passive learning model to a learning model active learning that allows students to be directly involved in the learning process both mentally and physically throughout the series the process. Therefore, educational actors, in this case teachers, always expected to implement learning concepts that can actively engage learners and are able to interact well with colleagues and the learning tools presented.

One of the distance learning applications that can be developed by students educators, especially in higher education is a Learning Management System, which one type is Moodle. Moodle is one of the platforms used to support the online learning management system and use computer devices and gadgets. Moodle is also included in based applications web (web-based) where every learning activity is related to accessing material, discussion, questions and answers, so that evaluation can be done through the website display with using browser help. The results of further Moodle development can be obtained accessed by students by utilizing the internet network. Therefore, researchers are trying to utilize Learning Management media Moodle-based system (LMS) as a form of learning innovation with involves technological developments to find out the extent of the process Students' writing skills can be improved online. This medium will used to measure how effectively this media can be applied in improve students' writing skills.

According to Maslakhah (2005), writing is communicating to express thoughts, ideas, feelings and desires to other people written. Furthermore, Djibran (2008:17) states that writing is express thoughts, feelings, experiences, and reading results in form written, not in spoken form. Furthermore, according to Nurgiyantoro (2012), judging from language competence, writing is an active productive activity, an activity that produces language, meanwhile In general, writing is the activity of expressing ideas through the medium of language. This is different from Semi (2017) who states that writing is a creative process of transferring ideas into symbols

writing, which must pay attention to three main aspects, namely the existence of a goal or purpose something to be achieved, an idea or something to be achieved communicated, and there is a system for transferring ideas in the form of a system Language. Furthermore, writing according to Gie (2002) is termed composing, that is, everything a series of activities a person does to express ideas and convey them through written language for the reading public to understand. In life In this modern era, it is clear that writing skills are very much needed. Write,used by someone to take notes or record, convince, report or inform and influence others. The aims and objectives are just that can be achieved well by people who can organize their thoughts and express it clearly, this clarity depends on thought, organization, and use clear and good words. Benefits of Writing Writing is important and has great benefits for a person's life. Akharga (1997) stated that writing activities have many benefits, including: as follows: a. Writing contributes to intelligence In this case, by writing someone can recognize abilities and potential himself. He can know the limits of his knowledge about a topic. To develop the topic, someone must think, explore knowledge and experiences that are sometimes stored in the subconscious. b. Writing develops initiative and creative power. This means through Writing activities, a person can develop his ideas c. Writing grows courage Writing activities force a person to absorb and search more master information related to the topic to be written. d. Writing encourages the will and ability to gather information Writing means organizing ideas systematically and express it explicitly. Through writing, someone can review as well assess his ideas more objectively. Planned writing activities will accustoming someone to think and speak in an orderly manner.

RESEARCH METHODS

Research Design

This research uses a quantitative approach with a Classroom Action Research design. This design was chosen because it aims to improve students' writing skills with digital-based teaching media. Classroom action research is a form of reflective research by carrying out certain actions to improve or increase learning practices in the classroom in a professional manner. In this research, the independent variable is the assessment of digital-based teaching media, while the dependent variable is students' writing skills

Population and Sample

The population in this study were students in Semester III of the 2014/2015 academic year at Riau Islamic University. The research sample was selected using purposive sampling, namely selecting samples based on certain considerations. The class selected as a sample consisted of 38 students.

Research Instruments

The data collection instrument used in this research was a test of student writing skills using digital-based teaching media. The student writing skills test is used to measure students' initial abilities before action (pre-cycle) and after action in cycle 1 and cycle 2. The results are used to assess students' writing development after using students' digital-based teaching media during the learning process.

Before the instrument is used, its validity and reliability are first tested. Content validity was carried out by two experts (expert judgment) who mastered the field of assessment and teaching writing. Based on the results of the validity test, a content validity coefficient of 0.85 was obtained for the writing skills test. The instrument reliability test used the Alpha Cronbach formula and obtained a reliability coefficient of 0.82 for the writing skills test. The results of the validity and reliability tests show that the instruments used are valid and reliable for collecting research data.

Quantitative Data Analysis Techniques

Based on the results of interviews with Writing course lecturers, it is known that the majority of students come from lower middle income groups, so their access to sources for developing writing skills outside campus is limited, and the availability of interactive learning technology support on campus is also still limited.

This condition is a challenge for lecturers to be able to design and implement learning strategies that can increase students' motivation and active involvement in learning to write. One way that is considered effective is through the application of interactive learning technology, such as multimedia presentations, virtual simulations, and online collaboration tools.

In this pre-cycle, researchers also observed students' activities in learning writing skills. Based on observation results, the average student activity score was 2.54, which is included in the low category. This shows that students are still not actively involved in learning and utilizing interactive technology to improve their writing skills.

Meanwhile, the results of student learning evaluations in the pre-cycle show that out of 38 students, only 11 students or 30% got a score ≥ 70 on their writing assignment, while 27 students or 70% got a score below 70. This condition shows the need for efforts to improve students' writing skills through the use of interactive learning technology. Based on the data above, researchers feel the need to take corrective action in learning to write through the application of interactive learning technology. It is hoped that this approach can increase students' interest, motivation and active involvement in learning, so that in the end it can improve the writing skills of third semester students at Universitas Islam Riau.

RESULTS AND DISCUSSION

Pre-Cycle

The Pre-Cycle Activity Represents the Initial Observation Conducted Before the Action in the Process of Improving Students' Writing Skills Through the Utilization of Interactive Learning Technology in the Writing Course for Third-Semester Students in the 2014/2015 Academic Year at the Islamic University of Riau. This activity aims to obtain initial data about the condition, ability, and student activities in writing learning.

Based on the observations made by the researcher before the action, it was found that most of the third-semester students at the Islamic University of Riau still had difficulty in writing effectively. Out of a total of 38 students, only about 30% or 11-12 students had good writing skills. Meanwhile, 70% or 26-27 other students still appeared stiff, lacking in self-confidence, and had difficulty in using digital media effectively.

The low writing skills of students can be caused by several factors, including:

1. Lack of student interest and motivation in learning writing skills.
2. The use of traditional teaching methods that have not effectively utilized interactive learning technology.
3. Limited opportunities to practice writing in the classroom
4. Lack of student self-confidence in writing.

In addition, based on the results of interviews with the lecturer of the Writing course, it was found that most students came from lower-middle-income backgrounds, so their access to sources for developing writing skills outside the campus was limited, and the availability of interactive learning technology support on campus was also still limited.

This condition becomes a challenge for lecturers to be able to design and implement learning strategies that can increase student motivation and active involvement in writing learning. One method considered effective is through the application of interactive learning technology, such as multimedia presentations, virtual simulations, and online collaboration tools.

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Based on the data above, the researcher feels the need to take corrective action in writing learning through the application of interactive learning technology. It is expected that this approach can increase student interest, motivation, and active involvement in learning, so that ultimately it can improve the writing skills of third-semester students at the Islamic University of Riau.

Cycle 1

In cycle 1, the activities carried out include planning, implementation, observation, and reflection. In the planning stage, the teacher prepares a lesson plan (RPP) by applying the use of digital media to improve students' writing skills. The teacher also prepares teaching materials, observation sheets, digital learning media, and instruments to assess students' writing skills.

In the implementation stage, the teacher provides an introduction to the lesson, explains the material related to writing skills, divides students into groups, and provides opportunities for each group to practice writing using digital media. The teacher also provides feedback and guidance during the learning process.

The observation stage includes observing the activities and participation of students during the learning process, as well as documenting the learning process. In the reflection stage, the teacher analyzes the results of observations and learning evaluations, identifies the obstacles encountered, and plans improvements for the next cycle.

The learning outcomes in cycle 1 show that 63% or 17 out of 27 students scored ≥ 70 in writing skills. Meanwhile, 37% or 10 students still scored below 70. These results indicate that the use of digital media has not been fully successful in improving students' writing skills. Although the majority of students (63%) have achieved a score of ≥ 70 , there are still 37% of students who have not achieved satisfactory results. Therefore, improvements and follow-up in the next cycle are needed to increase the success of the learning process.

According to Rugaiyah (2016), in recent years, there has been a significant trend towards the use of technology and integration into the curriculum. With the integration of technology and digital media in learning, it is expected to help improve students' writing skills. Although the results of cycle 1 have not been fully satisfactory, this research shows that the use of digital media has the potential to improve students' writing skills. Improvements and follow-up in the next cycle are needed to increase the success of the learning process.

In cycle 1, the teacher has made various efforts to improve students' writing skills by integrating the use of digital media. In the planning stage, the teacher has prepared lesson plans, teaching materials, observation sheets, digital learning media, and appropriate assessment instruments. In the implementation stage, the teacher has provided an introduction to the lesson, explained the material, divided students into groups, and provided opportunities to practice writing using digital media. The teacher also provided feedback and guidance during the learning process.

The observation stage shows that the activities and participation of students during the learning process have been well documented. In the reflection stage, the teacher has analyzed the results of observations and learning evaluations, identified the obstacles encountered, and planned improvements for the next cycle.

Although the learning outcomes in cycle 1 have not been fully satisfactory, with 63% of students achieving a score of ≥ 70 , this research shows that the use of digital media has the potential to improve students' writing skills. Improvements and follow-up in the next cycle are needed to increase the success of the learning process, such as strengthening the integration of digital media, providing more intensive guidance, and increasing student engagement in writing activities using digital media.

Overall, cycle 1 has shown the efforts made by the teacher to improve students' writing skills through the integration of digital media. Although the results are not yet fully satisfactory, this research provides valuable insights into the potential of using digital media in learning and serves as a basis for improvements in the next cycle.

Cycle 2

The learning process in Cycle 2 focused on improving students' writing skills using interactive learning technology. Planning

Based on the reflections from Cycle 1, the revised plan was developed. The plan for Cycle 2 aimed to improve students' writing skills by utilizing interactive digital learning media. The planning involved the following steps:

1. Selecting appropriate interactive digital learning media to support the development of writing skills.
2. Designing lesson plans that integrate the use of digital learning tools.
3. Preparing the materials and resources required for technology-enhanced learning activities.
4. Organizing the class into groups to facilitate collaborative learning.

Implementation

The implementation of Cycle 2 was built upon the lessons learned from Cycle 1. The key steps in the implementation were:

1. Introducing students to various interactive digital learning media, such as word processing software, video recording tools, and online collaboration platforms.
2. Demonstrating the effective use of these tools for creating and writing compositions.
3. Guiding students to practice their writing skills using the digital learning tools.
4. Encouraging peer feedback and collaboration within the groups.
5. Providing personalized support and feedback to students as they develop their writing skills.
6. Conducting summative assessment at the end of Cycle 2 to evaluate students' writing performance.

Observation

The observation in Cycle 2 focused on monitoring students' engagement, participation, and progress in using digital learning media to improve their writing skills. The observation included:

1. Tracking the level of students' interaction with the selected digital learning media.
2. Assessing the quality of compositions written by students using the technology-enhanced approach.
3. Observing peer collaboration and feedback within the groups.
4. Collecting student feedback on the effectiveness of the technology-enhanced learning experiences.

Reflection

The analysis of the observation and assessment results in Cycle 2 revealed the following:

1. The integration of digital learning media significantly improved students' writing skills. The percentage of students scoring 70 or above increased from 65% in Cycle 1 to 87% in Cycle 2.
2. Students showed increased engagement and enthusiasm in the learning process, as they actively explored and utilized the digital learning tools.
3. Collaborative learning and peer feedback were facilitated by the technology-enhanced approach, leading to improvements in writing skills and confidence among the students.
4. The use of digital learning media enabled more personalized feedback and support, addressing individual student needs.
5. Students' ability to effectively use word processing software, video recording tools, and online collaboration platforms contributed to the overall improvement in writing performance.

The increase in the percentage of students scoring 70 or above from Cycle 1 to Cycle 2 was 22%. This significant improvement can be attributed to the successful integration of digital learning media in the learning process.

Based on the results of Cycle 2, it can be concluded that the effective use of digital learning media improved the writing skills of third-semester students in the 2014/2015 academic year at Universitas Islam Riau. The technology-enhanced approach has driven increased engagement, collaboration, and personalized support, leading to significant progress in students' writing skill

CONCLUSION

In the research "The use of digital media in improving students' writing skill", partners play an important role in supporting the implementation of the research. The involved partners contribute by providing access to supporting facilities and resources, such as computer labs, educational software licenses, and instructional materials related to writing skills.

Additionally, the partners also provide support in data collection, such as allocating time for surveys and interviews with students and lecturers, as well as assisting in monitoring and evaluating the learning process in the computer lab sessions. The partners actively facilitate the integration of digital media to improve students' writing skills. They provide guidance and feedback from lecturers to students during the digital media-based learning activities. Furthermore, the partners also help in organizing and documenting the students' progress and performance as part of the digital media-based assessment. With the support and contribution of the partners, the research "The use of digital media in improving students' writing skill" can be carried out well and achieve the expected goals

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