

THE IMPACT OF DIGITAL CONTENT ON STUDENTS' WRITING SKILL

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ABSTRACT

This research aimed to find out the impact of digital content on students' writing skills in terms of language use. This research used pre-experimental quantitative method. The researcher used digital content which were Grammarly Keyboard and Blogger as the learning media. Kind of writing in this research was descriptive paragraph. To collect the data, the researcher used pre-test and post-test with six meetings treatment. The sample was 28 students at eleventh grade of SMA Negeri 14 Makassar. The data analysed by using formulas from Gay which scoring the writing, mean score, improvement percentage, and t-test value. This research found that in pre-test, the students' mean score in terms of language use was 57. In post-test, the students' mean score in terms of language use was 68. The improvement was 19%. T-test value was 3.14 was higher than t-table value was 1.7033. Therefore hypothesis alternative (H1) was accepted. It means that there are positive impacts and score improvements using digital content (Grammarly Keyboard and Blogger) as the learning media on students' writing skill in terms of language use.

Keywords: Writing, Descriptive Paragraph, Digital Content, Grammarly Keyboard, Blogger, Language Use

ABTRAK

Penelitian ini bertujuan untuk mengetahui dampak dari konten digital mempengaruhi keahlian menulis siswa dalam hal penggunaan tata bahasa. Penelitian ini menggunakan metode pre-eksperimental kuantitatif. Peneliti menggunakan konten digital yaitu Grammarly Keyboard and Blogger sebagai media pembelajaran. Jenis penulisan yang digunakan adalah deskriptif paragraph. Untuk mengumpulkan data, peneliti menggunakan pre-test dan post-test dengan enam pertemuan perlakuan. Sampelnya adalah 28 siswa kelas sebelas SMA Negeri 14 Makassar. Penganalisaan data menggunakan rumus dari Gay yang mana menghitung nilai menulis, nilai rata-rata, persentase peningkatan, dan nilai t-test. Penelitian ini menemukan bahwa di pre-test, nilai rata-rata siswa dalam hal penggunaan tata bahasa adalah 57. Di post-test, nilai rata-rata siswa dalam hal penggunaan tata bahasa adalah 68. Peningkatan 19%. Nilai t-test yaitu 3.14 lebih tinggi daripada nilai t-tabel yaitu 1.7033. Maka, hipotesis alternative (H1) diterima. Ini menunjukkan bahwa adanya dampak positif dan peningkatan nilai menggunakan konten digital (Grammarly Keyboard dan Blogger) sebagai media pembelajaran pada keahlian menulis siswa dalam hal penggunaan tata bahasa.

Kata Kunci: Menulis, Deskriptif Paragraf, Konten Digital, Grammarly Keyboard, Blogger, Penggunaan Tata Bahasa

INTRODUCTION

Writing skill is one of the skills in English that productive skill and every idea in written. Bram (1995) defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what to writes should have something meaningful to convey. This skill allows you to think further about topics. While the other three skills do not need too much energy and effort, this skill requires more focus on. In fact, many students think when they are having written task, it is like nightmare for them. No one can blame for that, because students can make their written task only a few minutes after it is given. Students need a lot of time to write, not to mention time for preparation such as topic, idea, supporting sentences and conclusion.

Such problem that students have to face, students in SMA Negeri 14 Makassar also felt it. Problems are developing the ideas, choosing the correct word, lack of grammar, and how to organize the writing. Teacher gives the students some topic that unfamiliar with them, thus they have to look some information in many sources, such as internet. While they are looking some information, some of them probably have difficult to choose this is the right information that they need to. On the other hand, they do not develop the ideas and this happens a lot to students. The problem is not just stopped right there. After they figure out the meaning of the topic, students must choose the correct words. The correct words mean the words have to be the appropriate part of speech in every sentence. Because we are not using English as the second language, students have difficult in translation since part of speech is really needed and considered when the written tasks do. One word in English can have several part of speech thus students must careful to choose the correct word. Grammar also is one of the problems. What makes writing skill is different because we have to follow the rules of written that have many things to consider. Start from, word order, pronouns, preposition, and even tenses. And the

last one is organization. This includes fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, and cohesive.

To solve the problems are not easy as flipped hands. It is requires more analysis on how to solve the problems. This research will use digital content as the learning media to provide more effectiveness in students writing skills. The gap on this research is the researcher used Blogger app from Google and Grammarly Keyboard to assist students in writing. In the common way of learning writing skill, students only have to write in papers which are the teacher has to check it one by one. With using Blogger and Grammarly Keyboard, these apps make the students and the teacher more effective.

Blogger was reached their famous time in four years after it was launched in 1999. Since then, people continuously use Blogger as a media to share information regarding many topics. To assist students in writing their blog, the students used Grammarly Keyboard which helps them write their paragraphs in grammatical way. Both Blogger and Grammarly Keyboard are free to download in smartphone or computer. This research conducted in senior high school that they already familiar with write one or more paragraphs with using digital content as the media.

LITERATURE REVIEW

Writing Skill

Writing is a process produce a literature text and put the feeling and ideas on paper that reader can understand the meaning. According to Weigle (2002) the components of writing are content, organization, language use, vocabulary, and mechanics. There are five steps of writing process (Zakime, 2018), they are: (1) Pre-writing, where the ideas and plan what they are going to write. (2) Writing, compose the first draft of their texts. (3) Revising, the opportunity to look back at their texts and reorganize ideas, add, change or remove sentences and adapt their choice of words to make sure the ideas are being conveyed clearly. (4) Editing, after writing several drafts, it is time to proofread, check grammar, spelling and

punctuation. (5) Publishing, the final writing is shared with the group in various way.

Digital Content

Digital content is content that only available when you access by using internet and have many various types such as text, audio, or videos. Digital content it will be effective because there is a chance to repeat, practice and fail. Digital classroom requires a shift from a teacher-centered to student-centered environment where the instructor must take on multiple new roles.

Grammarly Keyboard and Blogger

Grammarly Keyboard is an app that offers users a way to edit their written messages, documents, and social posts (Wilmot, 2019). A blog (shortening of “weblog”) is an online journal or informational website displaying information (Djuraskovic, 2019). Grammarly Keyboard supposed to assist students in writing in terms of language use. Grammarly Keyboard can help student in checking the spell, tenses, punctuation, and any other related to grammar mistakes. Blogger is where students had to publish their writing in order the teacher, classmates, or even their parents can see their writing. Both Grammarly Keyboard and Blogger were free to download from Playstore and Appstore. It can be downloaded in PC or Laptop as well.

METHODOLOGY

The researcher used pre-experimental research to know the impact of digital content toward students’ writing skill. Begin with pre-test, treatment, and post-test. This research had one class sample.

The population was students from eleventh grade of SMA Negeri 14 Makassar in academic year 2019/2020. The sample was XI IPS 5 which amount of sample was 28 students.

The instrument of this research was digital content, such as using a text and pictures from internet. Students did not use paper on this research; they typed on the computer or smartphome instead. There were one or two paragraphs for the minimum and maximum paragraphs. The students wrote their paragraphs in

Blogger application and Grammarly Keyboard assisted them in writing. Furthermore, the students published in one blog that the researcher provided it.

FINDING

The findings are shown about the result students' score in pre-test and post-test. The impact of digital content on students' writing skill at the eleventh grade students of SMA Negeri 14 Makassar academic year 2019/2020 was improved. The tables below shows the score of language use.

1. Language Use

Table 1. Students' Writing Skill in Terms of Language Use

Variable	Pre-Test	Post-Test	Improvement (%)
Language Use	57	68	19%

Students' mean score in pre-test was 57. After gave the students treatment, students' mean score in post-test was improved 19% to 68. To get the mean score, the researcher summed all students' score and divided total sample which 28. There is 11 score different between pre-test and post-test. Students' score in term of language use in pre-test and post-test was improved. The figure presents the students' score.

Table 2. Students' Score in Terms of Language Use

No	Clasification	Score	Pre-Test		Post Test	
			F	%	F	%
1	Excellent	81-100	0	0	0	0
2	Very Good	61-80	12	43	21	75
3	Good	41-60	11	39	7	25
4	Fair	21-40	5	18	0	0
5	Poor	0-20	0	0	0	0
Total			28	100	28	100

In pre-test, there were 5 (18%) students got fair, 11 (39%) students got good, and 12 (43%) students got very good. Moreover in post-test, there were 7 (25%) students got good, 21 (75%) students got very good. Hence, there was improvement students' score from pre-test to post-test.

DISCUSSION

Language Use Students in XI IPS 5 learn English twice a week. One for obligatory subject and the other is chosen subject. The chosen subjects are four in this school, and the students in XI IPS 5 choose English as the chosen subjects. So basically they have at least basic in grammar and tenses. But the researcher shocked when found out they cannot even know the simple pattern of present tense. This is the main problem students' writing in term of language use.

In pre-test, many of students cannot write perfectly even one sentence. There were missing verb, miss-used verb, placing word not in the right order, miss-write. The students' means score in terms of language use was 57 which below the standar value or *KKM (Kriteria Kelulusan Minimum)*. Students still confused to identify singular and plural noun, whether to use bare infinitive verb (verb 1) or additional verb (verb 1 s/es), to be am/is/are, and hard to identify adjectives.

During the treatment in first and second meetings, the researcher focused on refreshing their mind with simple present tense. Because without simple present tense, it is really difficult to write descriptive paragraph. On the third until sixth meetings, the Grammarly Keyboard and Blogger were used as the learning media. Grammarly Keyboard was really helpful because it can detect the miss-type, the grammar, the punctuation and of course the tense which the main problem in here. The students used Grammarly Keyboard often to make habit of every mistake they had made and corrected it.

After giving the treatment, students' means score in post-test was 68 which still below the standar value or *KKM (Kriteria Kelulusan Minimum)*. There was improvement about 19%. This is a lot better than in pre-test. Students' mistake in

tense was reduced. It was their regular used of Grammarly Keyboard to make students' habit in writing better. Even though students' score still below the standar value, but the Grammarly Keyboard and Blogger were making positive impact on students' writing skill.

There are some impacts on students' writing skill after they used Grammarly Keyboard and Blogger as the learning media. First, students can learn simple present tense much easier. Students had to write descriptive paragprah which used simplre present tense. Before they use Grammarly Keyboard and Blogger, they had problem with write a complete sentence. Their stuctural was mess. Using Grammarly Keyboard helped them to correct their sentence in a second. So, they can easily remember when they write. Students also analyzed why their sentence is not completed by using Grammarly Keyboard. Second, students can write punctuation in the right order. Punctuation is a symbol for writer use to make their writing easily to write. Sometimes, students confused where they have to put a comma, quation, or parentheses. Third, students can correct their spelling. Spelling for foreign langauge learners is sometimes difficult. These happen because students as foreign language learners rarely write in English. Many English words are different from spelling and pronouncing which it is different from students' mother tongue. Indonesian language is very simple. You write as you pronounce it but for English is not. Grammarly Keyboard as the learning media can easily correct the miss spelling so students can remember the correct spelling of their words. Fourth, using Grammarly Keyboard and Blogger as the learning media can improve students' writing skill in terms of language use. Although in this research, the improvement was 19% and still not achieved the standar value (*Kriteria Ketuntasan Minimal*) which 75, students' score still improved. Researcher believes if the using Grammarly Keyboard and Blogger for longger meeting than only six can improve the students score much more.

RECOMMENDATION

Based on the research's conclusion, findings, and discussion, researcher suggested that teaching digital content as the learning media must and have to be supported with digital equipment/media too. The needed of projector, laptop, and so on are essential; otherwise the teacher will have difficult managing time to explain the material through conventional equipment/media. Students must be aware more about their digital media and digital content. It is crucial because the digital life is really fast improved. Hopefully, the students can be well known digital content as learning media rather than use social media every second. Next researchers have well prepared about digital equipment/media in case the school did not provide much of them.

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