

ANALYSIS OF LEARNING STRATEGY ENCOURAGING WRITING SKILLS BY USING ICT IN THE FIFTH SEMESTER OF UNIVERSITAS MUHAMMADIYAH BENGKULU

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ABSTRACT

The objective of the research was to find out the Learning strategies that Encourage Writing Ability by using ICT in the Fifth Semester of Universitas Muhammadiyah Bengkulu. There are many multimedia tools out there for students to use in learning, especially in writing. Using ICT will help learning activities from teacher-dominated to student-centered. It is a positive activity for achieving student mastery in writing ability. The design of this research was the descriptive method. The research instruments were questionnaires and interview guidelines. The questionnaire was distributed to 30 students in the fifth semester. The results of the research showed that many students had strategies to improve their writing skills by using different types of ICT. Thus, it can make the process of writing easier and fun for students. Through this research, the students can get opportunities to improve their skills and be capable of applying some tools.

Keywords: ICT, Learning Strategies, Writing Skill

INTRODUCTION

There are four skills in the English Study Program of Universitas Muhammadiyah Bengkulu. Students should have to master four skills. (Suyanto, 2016) said that Writing is one important skill that must be mastered by the students. Nevertheless, writing is still considered the most difficult skill compared to the other three skills, speaking, listening, and reading. Agreeing with (Brown, 2007), writing is characterized as an ability that cannot be created actually. It is seen as an item of consideration, drafting, and re-examining preparation that requires

particular aptitudes. Students got all of the basics in writing when they took some subject at every level. It had 4 levels, namely: Writing for sentence building, writing for paragraphs, writing for essays, and scientific writing. The level starts from beginner to advanced writing. Hopefully, the student can have their product in writing. Students can write everything without worry because they know the regular writing. By learning writing, the student can write their research to fulfill their graduation requirements. The student has different problems when they find that writing is not only about writing something but also about conveying their idea on paper. Besides that, students had to be able to feature writing.

The researcher had done a preliminary search on 30 students in the fifth semester who have writing subjects; it indicated that there are some problems that students face in writing; the first is the students find it difficult to make sentences into paragraphs because they cannot develop ideas for their writing. The second is students have limited vocabulary or lack vocabulary. That's why they could not convey their ideas in a complete and correct sentence. Students find it difficult to develop the topic in writing. Third, the students are still confused about capitalization and punctuation. The next is that students organize their writing less. They were not able to write coherent sentences, which caused their writing to be unorganized. On the other side, the students also did not have good knowledge of grammar, which made it difficult to arrange and form sentences well grammatically. The last is the students have 'low motivation in writing and get bored writing a text because they think that writing activity is a waste of time. So, they just wrote what they wanted to without any desire or intention to make or create a good composition of the writing. From the explanation above, the researcher can assume that students should have good strategies to face their problems in writing skills. They can apply an appropriate strategy to improve their writing skills.

Based on the problems and causes mentioned above, students try to find their strategies in writing to face the problem. One of the strategies that give them enthusiasm and interest in learning comes from popularity, especially among youngsters. It is ICT (Information and Communication Technology). It can change many things in our life. There are many platforms, including ICT. It can help worldwide in many ways, such as in business, trade, marketing, science, education, and others. According to (Yunus et al., 2009), Learning using ICT can help the student improve their ability not only in school but also at home. The students were also asked about how ICT helped them learn English.

Another result from the research (Boudjadar, 2015) is that writing is non-linear in the sense that there are no clear-cut stages of writing that the writer must go through. Students can write as they think; then, it is easy to revise and edit what has been written. Students can improve everything in writing through ICT. Start from planning, writing, and revising at the same time. It is helpful for students to

be active and enthusiastic to finish their topic in writing. Based on the explanation above, the researcher is interested in knowing what students' strategies in ICT for writing ability in the English study program of Universitas Muhammadiyah Bengkulu.

LITERATUR REVIEW

Writing is one of the skills in learning that can be used to express ideas that we think, or we will communicate to readers in written form. Therefore, writing requires special skills in applying it. This is in line with the opinion of (Selvaraj and Aziz: 2019) that writing is a skill that requires or involves brain processes that will organize ideas in writing. Therefore, writers are required to be able to imagine and be creative in making or compiling words. so that their meaning can be conveyed well to the reader. According to (Atayeva et al., 2019) reveal that writing is a production that can produce ideas expressed in written form by managing and receiving as much information as possible. Based on (Nurrohma,2018), writing is an interpersonal communication tool that uses graphic symbols or signs on paper through writing. Writing can accommodate many ideas that are thought about by someone before being communicated or spoken directly.

Technology is very popular in this era. Most people are interested in using technology to finish their job early. For instance, finishing the job at the office early, spending time playing video games or applications on a smartphone, communicating with other people by using a mobile phone, creating a job by using an internet connection, etc. Technology is used in many aspects of human life. It is also included in education progress. Bringing technology into the classroom is a very interesting idea for educators to make creative activities in class to help students understand the lesson. Lockard (Liando & Martha, 2019) define multimedia as 'any system that unites two or more media into a single product or presentation' where multimedia is divided into two components: the hardware and the software.

According to Shah and Empungan (2015), it is undeniable that the use of ICT in the classroom is crucial to supply learners with opportunities to learn and engage themselves in teaching and learning, especially in the information age. Since primary children are exposed to social media, there is no doubt that social media somehow helps to promote learning among pupils, especially writing skills. However, there is always a misconception whenever it comes to writing, as most of us would think that writing should be on paper. With the emergence of recent ICT, writing should not be restricted to paper only. Writing should be integrated with images, audio recordings, and a system of fast writing. However, vowels and punctuation are sometimes irrelevant and time-consuming. Hence, ICT plays a vital role in facilitating and speeding up the learning process (Yunus et al., 2014). This is also further supported by Mardiana (2016), who argues that utilizing social media

in a learning process can affect the pupils and educators, not to mention the present education.

According (to Chin Nee et al., 2019), ICT is widely used in our daily lives nowadays to speed up burdening workloads, solve difficulties, enhance the teaching and learning processes, and make online payments. ICT is formed by various sets of high-tech devices and resources used for communicating, inventing, disseminating, storing, and managing information purposes (Meenakshi, 2013). In addition, Mullamma (2010) believes that the use of ICT and web-based learning solutions offers learners opportunities to experience a more engaging and challenging teaching and learning process. ICT is defined as a technology whose function is to support the process of conveying information and communication. This definition seems to be general; thus, within the scope of the current study, ICT specifically refers to computer-based technologies such as desktops, laptops, tablets, smartphones, and software and internet-based technologies including email, websites, and social networking sites for the purpose of English teaching and learning (Davies & Hewer, 2009).

METHOD

The research design of this study is quantitative. A quantitative survey study was carried out by distributing questionnaires to 30 respondents. The items in the questionnaire served the purpose of exploring Students Strategy Encourage Writing Ability by using ICT. The concern of this study was to investigate the students in the fifth semester at the English Study Program of Universitas Muhammadiyah Bengkulu. The research used a questionnaire in Google Forms. After collecting the data, the researcher investigates the findings of the research and discusses the results of the research.

FINDING

Based on the research, the researcher finds that there many students had variative strategy in ICT, student can improve them self to try different way to writing skill. The researcher gifts two types of questionnaires to 30 students in the fifth semester at Universitas Muhammadiyah Bengkulu.

Table 1. Flatform ICT in Learning Writing

Platform	Never %	Seldom %	Sometimes %	Always %
Tiktok	0	8	12	80
Youtube	0	0	7	93
Whatsapp	0	2	18	80
Instragram	0	12	30	78
Facebook	0	15	26	59

Totally	0%	7,4%	18,6%	78%
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The result of the questionnaire investigated how frequently the respondents use types of platforms in their daily lives. Based on Table 1, respondents have four social media platforms: TikTok, WhatsApp, Facebook, Instagram, and YouTube. From the table above, it can be shown that student prefer to use YouTube and other applications to support their learning strategy in writing. 93% of students show that YouTube helps them learn. Second are TikTok and WhatsApp, which scored 80%. It can be proved that student uses both platforms as their learning strategy in learning writing. Third is Instagram, with 78% of students always using it in learning, and the last is Facebook, with 59% of students using this platform.

Table 2. Content of writing by using a platform in ICT

Item	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
Platform ICT provides me with more feedback about my errors and mistakes.	5	20	25	60
Using a platform in the writing class encourages me to spend more time working on my papers than when I write with a pen.	10	10	30	50
When I use Platform ICT, I am more careful about grammar.	5	15	35	55
I can think of more ideas for my writing when I use the ICT platform.	5	5	10	80
When I use word processing on the platform, I pay more attention to what I am writing.	8	12	45	35
When I use word processing, I am more careful about style	14	18	38	30
think using the platform ICT in writing is interesting.	5	8	20	67
Some Platform-aided writing helps me in developing self-reliance skills, problem-solving strategies, and critical thinking abilities.	0	5	15	80
pay more attention to choosing the right word when I use the platform.	13	18	24	45
The platform ICT-aided writing helps students interact and work together, which helps them in improving writing	7	20	21	52
Using word processing makes me less worried about writing because I know I can edit my writing easily.	0	10	14	76

Some of the students agree that the use of the ICT platform helps them develop their basic writing skills. The items included the elements of idea, style,

and grammar. These three aspects are important basic writing skills since the students need to master writing. This can be further explained when the student is exposed to these elements when they want to write and present their ideas on a platform through typing in English. Writing occurs when people share their ideas through typing, which could be considered one of the ways to write. The pupils gradually gain the confidence to write based on the feedback of the audience on their posts. As a result, it motivates students in writing by practicing to share their ideas on some platform. Then, they can edit the posts with errors and retype whenever they feel like doing so. This is similar to the corrections that they need to make in the exercise books whenever they make a mistake in the sentence. Sometimes, the upper primary pupils refuse to do so. The researcher can show that students have many ways to support themselves in learning.

DISCUSSION

From the results of the research above, it can be explained that learning strategies encourage writing skills by using ICT, which really has an extraordinary impact on student learning, especially in writing skills. ICT has been publicized as a potentially powerful enabling tool for educational change and reform. The utilization of ICT in education has recently started to appeal to the potential and significant progress in language learning. It has become a major issue in the education world and has been used from preschool through to university to facilitate students and teachers in the teaching and learning process. This can be proven by the results of the analysis carried out on 30 students who were the subjects of the research. They almost use ICT in their learning. There are various kinds of ICT platforms that students use in learning, especially in writing. The goal is to make it easier for students to develop their skills in the field of writing. ICT provides and exposes learners with skills that contribute to their future, especially when they are in their workplace one day (Yunus et al., 2013).

This can be further explained when the student is exposed; they write and present their ideas on social media in English. Writing occurs when people share their ideas through typing, which could be considered one of the ways to write. The student gains the confidence to write based on the feedback of the audience on their post on the ICT platform. The result motivates students to practice writing their ideas on social media. Besides that, the student can make corrections they need in the exercise books whenever they have made a mistake in a sentence. Sometimes, the students refuse to make corrections because they do not prefer writing with their hands. As a result, the errors and mistakes will be corrected on the spot. Hence, this is the first evidence that we can conclude that social media helps in promoting basic writing skills among students.

There are many platforms that student have as their learning strategy in writing. Students use TikTok, Facebook, WhatsApp, YouTube, and Instagram. Based on the research, YouTube is more than the other application that supports their writing learning strategy. 93% of students show that YouTube helps them learn. Second are TikTok and WhatsApp, which scored 80%. It can be proved that student uses both platforms as their learning strategy in learning writing. Third is Instagram, with 78% of students always using it in learning, and the last is Facebook, with 59% of students using this platform. Here, the students prefer YouTube as a platform to the others. This is further supported by Almurashi (2016), who proposes that learners can obtain a significant number of benefits and motivations that promote active learning through watching YouTube videos. This explains why YouTube achieved the highest mean score among social media. Students felt that YouTube is a platform for ICT to learn all the languages, and it helps them to improve their ideas better.

The items in the questionnaire were further categorized into the themes of brainstorming ideas, knowing the style of writing, and grammar in general. The third item is the component of the writing skill that students need to prepare for tube mastery. ICT provides and exposes learners with skills that contribute to their future, especially when they are in their workplace one day (Yunus et al., 2013). There are three items that will be very easy for students to get when using ICT. Students have to be creative by using technology in the ICT platform. It will be very easy for students to develop writing skills.

CONCLUSION

From the explanation above, it can be concluded that the learning strategy encourages writing skills by using ICT, which gives good responses from the students. Students believe that the Platform ICT can develop their writing skills. This is seen from the responses of most students in the writing class, who gave good responses. It is related that there are many students who use some platforms in ICT for learning, especially writing. ICT can help the student improve their writing skill. Students can manage their online content. Students got the idea to improve their writing. They had a variety of styles in writing, and they learned grammar as a feature of their writing skills. It can also build interaction among students because they can share knowledge and information with each other.

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