Exploring the Experiences of Using Digital Technology on Teaching Writing Skills

Bunga Elsa Benyta¹, Sri Kusuma Ningsih²
¹²Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia
E-mail: sri_kusuma@uhamka.ac.id

I. INTRODUCTION

Nowadays, using digital technology has been widely used in everyday life, for example, in the study. Digital technology in education can be a learning tool between teachers and students by implementing a two-way system. Technology can be essential to teaching and learning environments by facilitating student learning. By utilizing digital technology, students can learn writing skills that make it easier for teachers to teach the material. In addition, teachers must be able to master the digital technology that will be used when teaching. Currently, digital technology has a positive effect on the teaching and learning process, especially in teaching writing skills. For example, when teachers can teach writing skills through digital technology that allows students to be able to make convincing arguments. The use of digital technology will make it easier for teachers to explain the material. (Pourhosein Gilakjani & Sabouri, 2017) said that teaching methods for languages have changed due to digital technology. Because of using digital technology, students can get access to a lot of information that is not provided by their teachers. Therefore, digital technology is a very important learning access for teachers from the beginning of teaching to the teaching and learning process (Eady, Michelle J. and Lockyer, 2013).

With access to digital technology they get, students can solve problems with critical thinking skills using technology creatively (Ohler, 2013). Additionally, students can study with their friends, allowing them to become independent and creative learners. The use of technology makes the teaching and learning process more enjoyable. It proves that students learn not only by using books but also by using digital technology that contains a lot of information. Several studies using research surveys have looked at teachers’ access to using digital technology in the classroom and how teachers integrate technology. The application of digital technology in the field of education has changed the method of teaching English. Teaching becomes more disciplined and productive (Mohammad, 2018). Digital technology in education makes it easier
for teachers to facilitate teaching-learning in the classroom. One of the uses of digital technology is as a medium to improve students' skills in learning English and improve student literacy outcomes in reading (Regan et al., 2014). Teaching and learning using technology can improve students' understanding and make it easier for teachers to teach writing skills because writing skills are one of the things needed when students study languages. One of them is the student's writing skills in structuring a sentence and giving ideas and opinions. Having writing skills, students can think and compose sentences using proper grammar and spelling (Aghajani & Adloo, 2018). Therefore, learning how to write accurately and correctly with digital technology is essential. By using digital technology, it will be easier for teachers and students to identify students' writing.

Teaching and learning activities using digital technology can make it easier for teachers and students. Learning using digital technology can make students independent and creative learners in class because, with technology, students can find many things that can support learning. For teachers, digital technology in education can be used to interact with students in online discussions and provide opportunities for students to practice developing knowledge and skills in an environment that supports and encourages learning (Aghajani & Adloo, 2018). Research shows that digital technology can change curricula, learning environments, and learning experiences. Therefore, teachers must pay attention to the English teaching curriculum by combining several types of technology and educational networks in teaching writing skills.

II. METHOD
1. Participants
The participants in this research were English teachers who taught writing skills using digital technology. More specifically, the participants are the level who use digital technology in teaching. The research aims to determine teachers' perceptions and experiences about writing skills and the use of technology.

2. Procedure
The procedure that will use in this research is to use questions to interview several teachers related to writing skills and the use of digital technology. There are 4 English teachers to answer the questions contained in the interview. There are about 23 questions. In the research, an English teacher participated as a respondent.

3. Instrument
The questions for the interview were structured to find out more about the respondents' responses. The questions consist of 23. The questions are about the ease of using digital technology, the use of digital technology in teaching, and the experience of using digital technology when teaching writing skills. Teachers were required to explain how they used digital technology in teaching writing skills, and the teacher responded to what factors supported the use of digital technology.

4. Time and Location Research
The time taken for this research is about one month, it's from October to November. The location of this research is the Bekasi.

5. Technique Collecting Data
In this research, open-ended interviews were conducted to better understand the participants' views on the use of technology in the classroom during the data collection.

6. Technique Analyzing Data
For data analysis conducted in this research used a qualitative approach that conducted open-ended interviews to understand the participants' responses in interviewing about the use of technology in teaching in the classroom. Interviews were conducted by telephone and zoom meeting using Indonesian as the first language, then translated into English. The interviews were audio recorded and transcribed for analysis.

III. RESULT AND DISCUSSION
In this research, some teachers used digital technology and did not use digital technology to teach writing skills. Teachers who use digital technology to teach because they are comfortable with the technology that facilitates learning in class. The teacher revealed that digital technology helps the learning process in the classroom today. Besides that, teachers are comfortable with using digital technology students are also comfortable and more interested in learning to use digital technology. However, some teachers still do not use digital technology because a teacher does not understand how to use digital technology in teaching writing skills. And the lack of facilities in schools for teaching using digital technology.
1. Research question 1: What are the experiences of using digital technology on teaching writing skills?
   In the interview, the participants explained their experiences and how much time they spent writing using digital technology.
   a) General instruction
      The teacher explains using cellphones, laptops, projectors, and computers in learning to complete assignments and provide material. When using a laptop, the teacher explains the material utilizing PowerPoint, and then the students write it in notebooks. Practice questions are taken from textbooks or power point presentations made by the teacher. The teacher can ask students to answer questions in the book, then come to the front of the class. Students can answer these questions and write them in their books. If the students still don't understand the material, they can ask the teacher directly, and the teacher will answer them.
   b) Individualized instruction
      Some teachers rarely use digital technology when teaching writing skills in class. The teacher wrote on the blackboard, then explained it. In English lessons, the material has to take from books. After the teacher explains, the students have given the time to write the notes in their notebooks. If the students still don't understand the material, they can ask the teacher directly. For practice questions, the students can write them manually in a book or use the Canva application.
   c) Specific classroom activities
      In the classroom, teachers sometimes use digital technology to develop teaching writing skills. Teachers use laptops, computers, LCD projectors, and handwritten as tools to support learning. Several teachers use YouTube, video conferencing, Google meetings, zoom meetings, and Google slides to provide material that will be learned that day. The teacher teaches writing skills with learning methods that are appropriate to what will be studied. In addition, some teachers use the blackboard to give assignments related to learning to write. In this way, students can understand what the teacher is teaching.
   d) Test preparation and assessment
      The teacher explains that using technology makes it easier to assess student learning because using digital technology can assess students' learning can do anywhere and anytime. Technology can be brought anywhere. When the teacher is not at school, the teacher can also assess student learning outcomes for example, by using a laptop connected to the internet, they can assess learning. Then, the teacher can also assess by using a laptop the student's work using excel or word files found on the Google form. In addition, the teacher assessment that student learning outcomes using technology can be faster than those without digital technology is because of the help of sophisticated tools today.

2. Research Question 2: What are the perceived barriers to using technology when teaching in the classroom?
   a) Time involved
      With the existence of digital technology, some old teachers are frustrated with the time it takes to learn technology. Technology can waste learning time, even though the teacher has tried his best to make the classroom a learning environment. The teacher considers it complicated and time-consuming if learning requires technology. That's because he doesn't understand how to use technology when teaching in class. The teacher also said that learning how to use digital technology can take a lot of time. He would like a lot of time to learn these things, but for now, he doesn't have time to be able to plan creative lessons.
   b) Limited access
      A number of schools are having difficulty gaining access to digital technology because it is a significant barrier to integrating technology into their classrooms. These teachers also have to compete with each other for access to technology in schools because schools do not have enough computers and projectors in the classroom. The school needs several computers and LCD projectors to support learning in class. In addition, many teachers in the school do not yet have extensive knowledge of using digital technology, so other teachers have to assist them in teaching using digital
technology. That's why some teachers still cannot use digital technology when teaching.

c) Testing
Teachers have concerns about students taking exams using digital technology. Because some students still don't understand how to type assignments on a laptop or computer. In addition, some teachers complain about ways to assess learning. They are still unfamiliar with and confused about how to assess student work using digital technology, which can slow down the assessment of student work which will be given later to students. Therefore, teachers need training to use digital technology in teaching writing skills.

3. Discussions
The interview data used in this study is to find the experience and how long it takes teachers to teach writing skills using digital technology in Bekasi schools. The results of the interviewed teacher's data can help the writer to be able to find out what happens in the classroom when the teacher teaches writing skills using digital technology. In addition, this research describes the reasons why English teachers use digital technology in teaching, which can make it easier for teachers to develop writing skills. This research also presents how teachers experience obstacles when teaching with digital technology. From this research, the authors know what factors make teachers able to teach using digital technology. The results of the study show that there are still teachers who rarely use digital technology as a medium for teaching at school. The use of digital technology makes teaching more disciplined and productive (Mohammad, 2018). Learning becomes easier and more fun for teachers and students. The first is that students can compose sentences and express ideas and opinions. Having writing skills, students can think and construct sentences with proper grammar and spelling (Aghajani & Adloo, 2018). Therefore, by learning to use digital technology, students will be able to write correctly and identify what they are writing.

According to (Lam & Lawrence, 2002) and (Pourhosein Gilakjani & Sabouri, 2017), digital technology can help students in the learning process because they will get a lot of information that their teacher cannot provide. Teachers will also find it easy to teach learning in class. Teachers use digital technology in teaching to increase students' understanding of the ability to think critically and use digital technology in creative ways (Ohler, 2008). When teachers teach in class, teachers use technology to present knowledge through PowerPoint, WPS Office, Canva, and graphic organizers. When explaining through PowerPoint, the teacher uses a laptop and LCD projector so the students can understand it. Sometimes teachers use YouTube as a learning medium because, on YouTube, there are many interesting lessons for students to learn. Canva is used for students to express their writing in the form of posters in their creative ways. These applications support students in expressing their imagination and expression.

IV. CONCLUSION AND SUGGESTION
A. Conclusion
Based on the research findings, teachers are more comfortable teaching using technology. It indicated that teachers could teach anywhere and anytime if there is digital technology. With digital access to this technology, it can make it easier for teachers to inspect student work, which is not only done at school. The use of digital technology is implemented to teach writing skills which can make it easier for teachers and students. Not only do teachers feel comfortable using technology, but students also feel comfortable when they use digital technology to learn English. Researchers found that there was an increase in students' enthusiasm for learning.

However, there are still teachers who have difficulty using digital technology to teach writing skills. In some schools, the facilities for teaching writing skills are lacking, and teachers do not know how to use digital technology. The use of digital technology can increase students' understanding of learning English. Digital technology has also brought significant changes in learning. The students will become more independent in the study alone or with their friends. Students can also enjoy learning by using digital technology. This study proposes suggestions for teachers to be more able to use digital technology in teaching writing skills because the teacher is responsible for maintaining a learning atmosphere in the classroom so that it is more conducive and students can understand the
learning writing skills. Researchers and teachers benefit from using digital technology that supports students in learning writing skills.

B. Saran

Discussion regarding this research is still very limited and requires a lot of input. Suggestions for future authors are to study more deeply and comprehensively about Exploring the Experiences of Using Digital Technology on Teaching Writing Skills.

DAFTAR RUJUKAN


