

The Use of Media for Writing Skills in a Senior High School from a Teacher Perspective

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Abstract-Writing is one of the skills that are important in English Skills and to develop this skill the person needs to practice to be able to use this skill properly. The teachers in school have different kinds of media for teaching writing skills to their students. Therefore, the researchers aim at finding out what media the teachers use and how they implement the media in the classroom; the advantages and disadvantages of these media, and how teachers overcome obstacles to the problems faced when implementing these media. By using a qualitative study and collecting the data from interviewing the teachers, two teachers, T1 and T2 from different schools were involved. Findings showed that the media both teachers used were different and the approach also different, the students reacted positively because they had no difficulty due to the teachers instructing the students clearly. In brief, the teachers were successfully implementing the media they used for English Writing skills.

Keywords: Writing Skills, Media For Writing Skills, Teacher Perspective

1. INTRODUCTION

English as one of the international languages in the world should be mastered by people from many countries around the world to communicate with each other. They may know and understand what they speak communicatively because of English. Because of the reasons above, English has become the first foreign language that is taught in Indonesia from elementary school up to university. Writing is one of the four basic language skills: listening, writing, reading, and speaking (Lestari, 2018, p. 2).

Writing is intended to convey thoughts, ideas, and facts in simple language. Students must understand the craft of good writing to excel at both the academic and professional levels. All students require good writing abilities to complete their school and employment requirements (Rao & Durga, 2018). That's why, having English writing skills is very important for a student's future.

Another meaning of writing is apart from expressing existing ideas, writing can also be said to be a communicative skill. Because writing can be said as a tool to pour out content in the brain into writing that can be read by everyone based on the knowledge and development they have (Yundayani, Susilawati, & Chairunnisa, 2019, p. 169).

In developing writing skills, media is needed which refers to the ability to produce effective and interesting content. This involves using appropriate language, good structure, and the ability to communicate messages clearly and efficiently to the intended audience.

Media writing skills can cover various types of content, including news articles, blogs, press releases, advertising text, marketing materials, video scripts, and social media content (Kariadi, Riyanton, & Anggraheni, 2021, p. 428). These skills are important in the world of journalism, marketing, public relations, and other creative industries where good communication is necessary to reach the target audience. What's more, with technological advances, media writing skills have become more numerous and more interesting.

This writing is intended to find out what media English teachers use for students' English writing skills. Because the methods and media that every English teacher uses in every school are different. Therefore, researchers want to know what media are used and how to use them, then find out the advantages and disadvantages of these media and how teachers overcome obstacles to the problems faced when implementing these media. By using qualitative methods and conducting interviews to get answers from the perspective of teachers in high school schools.

2. METHOD

This research used qualitative research to find out the result of this research. The study and collection of a variety of empirical materials - case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in individuals' lives constitute qualitative research (Denzin & Lincoln, 2005 in Aspers & Corte, 2019). The researchers met face-to-face with the participants to ask in-depth questions and clear answers. The total of the

participants are two, teachers from different schools in Indonesia. The researchers protected the participant's identity and all the participants were treated fairly.

2.1 Participant and Setting

The participants in this research are two participants. They are English teachers who have already experienced teaching English skills in their classroom, especially writing skills. Two of the teachers, Teacher One (T1) and Teacher Two (T2) were chosen from different teachers in the senior high schools in Indonesia. The researchers selected the participants based on their experience in teaching English.

2.2 Data Collection Technique

The data used in the research was an interview data collection with structured interview type. A structured interview, often known as a standardized interview, comprises an interviewer managing an interview schedule. The interviewer asks a predefined series of questions in a structured interview, utilizing the exact wording and order of questions as indicated in the interview schedule (Sahoo, 2022). The researchers collect the data using an interview method because this research needs objective and accurate data from the perspective of the participants.

3. RESULT

The results of interviews with 2 different high school teachers in Indonesia will be described below. Each question is asked based on the theory and related to the implementation of the media for English writing skills through the teacher's perspective.

Knowing the media used in learning

This interview began with the question "What media have you used to improve the English writing skills of students at this school?"

The media used is a textbook. Then there is a way to divide the group make pieces of paper and spread them out. Then the other groups will look for the paragraph pieces by reading the instructions given and constructing the sentences correctly. I've used Quizzes before, but only for a short time. (T1)

For now, at school we usually use media via YouTube and then make summaries, then also make essays, make short stories (T2).

Question 2 about the approach regarding the media used by students when learning.

If the media uses Quizzes, they are used to it, so there are no obstacles and it can be used during tests. If the media writes pieces of paper by introducing what the paragraph looks like, what is the text, and what is the paragraph then in the end it is hoped that they will be able to make it themselves. (T1)

When the meeting in class will be notified, and at the time of assignment in stages (T2).

The third question was about the implementation by teachers of the media used during learning, and this is the answer.

The method is on how to use paragraphs. Like what types of words are introduced. Later, after getting to know each of them, they will be trained to make easy sentences in English. Like s+p+o+k. Later, when they have made their sentences, they start reading examples of what the text looks like. Then an analysis of the generic structure of paragraph 1, paragraph 2, paragraph 3, and so on. After that, they were trained to make their paragraphs. (T1)

We as teachers certainly have researched the media so that when learning, it is hoped that students can understand using the media. And also I apply structured paragraph creation but for the theme I am free. I don't care about grammar, but I free students' creativity to keep going. (T2)

Question 4 is about the effectiveness of media that has already been used

Usually yes, it is. Because it is easier for students to understand if they are introduced to what English sentences are like and how they differ from Indonesian sentences. Sometimes students are confused about when to use a verb or something like when to use it. Therefore, you have to introduce the types of words, and how to make sentences, and if the students understand it, it will be easier to lead them to make paragraphs and develop the paragraph according to the generic structure of the text being studied. (T1)

Yes, because I apply it well and it is hoped that these students will continue to be able to improve their writing skills and even be able to write scientific papers, articles, and so on (T2).

Question 5 about the student's response to the use of media at the school

So far, students have been able to follow along when explaining the materials and media. Then, the learning methods and media where the paragraphs are broken up, the students are happy because the activities are not only in the classroom but also outside the classroom. (T1)

Some of my students are happy with the media that has been implemented and some are confused, but the problem is not with the media but with the language because they still don't understand English (T2).

Question 6 about the advantages and disadvantages of the media that have been used

The introduction to the word and its creation takes a while and the students need to understand how to do it. Then the activities outside the classroom also take a bit longer because the instructions have to be explained as clearly as possible. Any form and purpose has to be told so that the students know what a text looks like and how it's organized, what type of structure it is. So it's quite a lot of work there. (T1)

The advantage of the media used is that they can improve and develop their writing skills, but the drawback is that they have difficulty understanding English (T2).

In the first question, for the T1, the teacher still used an old method and media using a textbook and papers to make a sentence and paragraph in writing. Sometimes, also use media such as Quizzes only for exams. Most teachers/lecturers prefer to use textbooks that are readily available and offered to them (Setyowati, 2019. p. 42). That is why, most teachers in Indonesia still use textbooks. However, T2 is already using common digital media like Youtube and making a task like summaries, essays, and short stories to do the writing practice. Even though T2 already uses Youtube, T2 has not used a variety of digital media. To put it succinctly, both of the teachers are still not using the modern media maximally.

For the second question, the use of media Quizzes the students are already used to it and there are no obstacles to it. Quizzes are also good for writing and easy to use even though T1 is not using this anymore. The activities may cover a variety of topics of academic writing and may need students to either free-write an answer or select from the options offered. The design may be tailored to a high level of detail, allowing tutors to produce content with specific learning objectives in mind and provide structured support while also improving learner- centeredness and high-level thinking skills (Fernando, 2020, p. 2) However, the teacher needs to approach and introduce the composed sentence by cutting paper media and explaining the basic sentences until they make a paragraph by themselves. Meanwhile, T2 only informed about the meeting and assignment for the students.

For the third question, T1 implemented the media and method by teaching about paragraphs in writing, introducing the basic structure, and how to make a paragraph by analyzing the structure of the paragraph. Meanwhile, T2 also teaches paragraphs, but the teacher gives the students the freedom to make paragraphs. Introducing the paragraph and basic structure are very important because students need to know the basic before making the paragraph in writing. The reasons why EFL students struggle with writing compare-and- contrast essays can be divided into two categories. The first is a lack of understanding of writing components such as content, organization, vocabulary, syntax, and mechanics. The second point is about personal reasons, such as a lack of writing practice, a hate for writing, anxiety in writing, a bad perception of writing, a lack of desire in writing, a restricted time allotted for writing, and the writing teaching technique used by their professors (Toba, Noor, & Sanu, 2019, p. 67). In brief, both of the teachers give the students basic teaching about making paragraphs.

For the fourth question, T1 said that the media they use in the classroom are effective because T1 introduces the basic understanding of writing paragraphs in English to the students and the students understand it very well. Following that, T2 teaching has also been effective in the student's English writing skills because T2 applies the media very well and the students could also improve their English writing skills to the point they could write academic writing. In a word, both of the teacher's media implementation is successful because it is effective for the student's English writing skills.

For the fifth question of student's response to the use of media at the school, T1 said that the students respond positively because they could follow the teacher's instructions and they were happy about the activities from the media they applied. Meanwhile, some students from T2 were some are happy and some are confused because they have lack an understanding of the English language. In brief, the responses are more positive from the T1 students.

For the sixth question about the advantage and disadvantages of the media that have been used, T1 said the media is effective but it takes a long time to do preparation and explanation because it needs to have clear instructions, or else the students will be misunderstood. Meanwhile, T2 said that the media they using is good because it could improve the student's English writing skills. However, the students have difficulty

understanding English. In brief, both of the media are good and effective, but the difficulty is about the language itself because the students still have a beginner level of English.

Knowing the problems encountered in using learning media

In this interview, we asked respondents about the problems that occur when using learning media at school (for writing skills).

Questions 1 and 2 are about the use of media, is it better to use new media or old media?

Prefer to combine. But I mostly use references from books. (T1)

Personally, I blended the new media with the old media (T2).

Question 3 is about whether there are other media besides the ones mentioned earlier to improve students' writing skills.

Maybe digital media because there are many applications available that have not been explored and used with students. (T1)

As a teacher, I am also doing research for the future regarding media for writing skills, whether it's blended between digital media and pre-existing media (T2).

Question 4 was about difficulties in using the media that had been used.

If it's digital media it is probably better for listening because writing must be diligently practiced so that students can make their own sentences. For example, like a diary; make sentences according to what students do every day to make it smooth. (T1)

The difficulty is that other media are up-to-date and can make student work easier, for example, chatbots. That way the creativity of students will decrease and the level of student desire will decrease (T2).

Question 5: What do teachers do with the limited media available?

In the meeting, the students must be able to write a paragraph. That means the students have to focus on the material. So they just do what is there and don't target too many things. So focus more on the target that is learned so that it does not spread everywhere because not all children have the same ability. (T1)

Make the most of it, because even though the media is limited, I still believe that there is little change in these students (T2).

The first and second questions, teacher 1 (T1) answered the combination but referred to and took references from books. While teacher 2 answered that blended between new media and old media. Both of these teachers' perspectives are almost the same, but both old media and new media believe the media will bring changes, especially in writing skills.

In the third question, teacher 1 (T1) answered digital media because there are lots of applications that have been explored a lot and have not been widely used by students. Then, teacher 2 (T2) answered that he was still researching regarding what media would be used in the future. From the answers above, we conclude that each teacher is still conducting research and preparing media that will be used in the future and there are still many media that teachers and students have not yet explored (Hikmah, 2019, p. 85).

In the fourth question, teacher 1 (T1) answers difficulties or challenges, namely digital media is better used to be listened to/observed. In fact, it is inversely proportional to writing, because writing must be practiced.

Meanwhile, teacher 2 (T2) answered that the difficulty that occurred was the existence of the newest digital media, namely chatgpt, with chatgpt students who were increasingly lazy to write and experienced a decrease in interest in writing. From the answers above it can be concluded that the difficulties that occur in the two are different, T1 has difficulty with the functions of digital media. Whereas T2 has the difficulty of having the latest media which is more modern with advanced AI and can do anything in the academic field (Ahmadi, 2018, p. 117).

The fifth question, teacher 1 (T1) answered, namely to make a paragraph to focus on the material or target being studied. While teacher 2 (T2) gave an answer that is to use the media as well as possible even though the media is limited but believes it can improve the student's writing skills. In brief, from the answers above, it can be concluded that even though the media is limited, it must be used as well as possible and can meet the existing targets.

Knowing the solutions used in overcoming learning obstacles

In this interview session, the questions emphasized where to find solutions to the constraints on the media being used during learning.

The first question is about the strategies used in overcoming difficulties in implementing the media into learning.

Using sentence fragments and organized into paragraphs; instructions must be clear so that all children understand. Instructions are spoken in English as well as Bahasa Indonesia. Then one or two students are asked

what to do. If they can answer, they understand. (T1)

Must be taught slowly and guided (T2).

The second question is about the solution to the obstacles in using the media.

Give clear instructions to students and supervise students well. (T1)

The obstacles that occur are from the students themselves, sometimes they are confused about the content and language, the solution must be guided and taught (T2).

The third question is about how to overcome miscommunication between students and teachers regarding the media used?

Explained in Bahasa Indonesia and asked the students to explain it again. (T1) So far no problems, because I delivered it well. So far the students understand about the media that I use (T2). The first question, teacher 1 (T1) answered that he used sentence fragments and organization in making paragraphs and was given a few surprise questions, and if answered properly it means he has understood. And teacher 2 (T2) uses the slow and gradual method. From these two perspectives, the teacher uses a different method or approach, but maybe this method is the right one for the students at the school (Hilmun, P., Sabella, E. N., & Sabrina, S. M. 2020, p. 279). The second question, teacher 1 (T1) answered, clear instructions must be given to students. While teacher 2 (T2) answered that they must be guided and taught. The two teachers answered very well and the solutions provided were appropriate. In the third question, teacher 1 (T1) answered explaining in Indonesian and explaining again. Then, teacher 2 (T2) answered that there was no miscommunication because his character was very good. If there is a miscommunication, then the solution is explained again and explained slowly.

4. CONCLUSION

The findings above show that the media used to improve writing skills by each teacher for their students are very diverse and different. Even the approaches taken in using the media are very diverse and can be accepted by students. And so far the students have no difficulty in using the media that has been used, which means that the teachers have been successful in implementing this approach. And it was also mentioned that there are challenges, namely AI-based media because that way students' interest in writing will decrease, and if it continues like that then writing works such as articles, scientific papers, and so on will slowly disappear (extinct). That way the role of the teacher must continue to innovate so as not to be inferior to AI and continue to research media that will be used in the future.

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Journal of English Education, Linguistics, Literature, and Language Learning and Teaching

Vol. 1, No. 2, January 2024, pp. 27-32

ISSN 3025-0323 (Online Media)

DOI 10.56854/jee.v1i2.116

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