


[SUAJ](#) [High](#) [Fact](#) [mai](#) [EJ13](#) [Wha](#) [. Tec](#) [Rece](#) [G](#) [Inbo](#) [My E](#) [Com](#) [Wha](#) [jiip](#) [A x](#) [Turn](#) [+](#)

[jiip.stkipyapisdomp.ac.id/jiip/index.php/JIIP/about](#)

[Bookmarks](#) [5 Ide Baru Dalam B...](#) [Ask.com](#) [Gmail](#) [YouTube](#) [Maps](#) [Dashboard](#) [Wolfgang's Steakho...](#) [75 Kata-Kata Bahas...](#) [IMS 2020: Perjalana...](#)



Jiip
Jurnal Ilmiah Ilmu Pendidikan

Alamat: Kampus STKIP Yapis Dompu - Nawa Tenggara Barat

E-ISSN 2614-8854
<http://jiip.stkipyapisdomp.ac.id>
relaksiajiip@stkipyapisdomp.ac.id
 +6285253190336

[Register](#) [Login](#)

[ARCHIVES](#) [ABOUT](#) [CONTACT](#) [SEARCH](#)

HOME / About the Journal


About the Journal

JiIP - Jurnal Ilmiah Ilmu Pendidikan

Adalah Jurnal Ilmiah yang berada dibawah naungan Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Yapis Dompu, berdiri pada tahun 2018 dengan Nomor SK pendirian: **0005.26148854/JL.3.1/SK.ISSN/2018.02** dari LIPI (Lembaga Ilmu Pengetahuan Indonesia), perihal perolehan legalitas ISSN dengan nomor 2614-8854. Memperoleh Peringkat Akreditasi SINTA 5 pada Tahun 2020, dan Sejak Tahun 2022 Memperoleh hasil Re-Akreditasi pada Peringkat 4.

Sejak Tahun 2022 terbit 12 Kali dalam Setahun (Pada Masing-masing Bulan), Naskah yang masuk dievaluasi oleh penyunting ahli. Penyunting dapat mengubah tulisan sesuai dengan gaya selingkung JiIP – Jurnal Ilmiah Ilmu

Sertifikat Akreditasi:



MAIN MENU

32°C Sebagian cerah 14:50 11/04/2023

[SUAJ](#) [Higi](#) [Fact](#) [mai](#) [EJ13](#) [Wha](#) [. Tec](#) [Rece](#) [G](#) [Inbc](#) [My](#) [Con](#) [Wha](#) [jiip](#) [x](#) [Turi](#) [+](#)


[jiip.stkipyapisdomp.ac.id/jiip/index.php/JIIP/issue/archive](#)

[Bookmarks](#) [5 Ide Baru Dalam B...](#) [Ask.com](#) [Gmail](#) [YouTube](#) [Maps](#) [Dashboard](#) [Wolfgang's Steakho...](#) [75 Kata-Kata Bahas...](#) [IMS 2020: Perjalana...](#)

[ARCHIVES](#) [ABOUT](#) [CONTACT](#) [SEARCH](#)

HOME / Archives


Archives



JiIP (Jurnal Ilmiah Ilmu Pendidikan)
Vol. 6 No. 4 (2023)

Merupakan wadah publikasi ilmiah di bidang Penelitian dan Pengabdian Kepada Masyarakat, Jurnal ini menerima artikel ilmiah bidang pendidikan dan Ilmu Sosial Lainnya. Jurnal ini merupakan Open Access Journal dengan e-ISSN 2614-8854 SK LIPI Nomor: 0005.26148854/JL.3.1/ SK.ISSN/2018.02 Tahun 2018, Peringkat Akreditasi Awal SINTA 5 Tahun 2020, dan Sejak Tahun 2022 Memperoleh hasil Re-Akreditasi pada Peringkat 4, melalui Keputusan Menteri Riset dan Teknologi/ Kepala Badan Riset dan Inovasi Nasional, Nomor: 105/E/KPT/2022 dan sejak tahun 2022 terbit 12 Kali dalam Setahun (Pada Masing-masing Bulan), Ketentuan yang diberlakukan dalam jurnal ini bahwa seluruh artikel dapat diakses dan didownload secara bebas oleh pihak yang membutuhkan.

Sertifikat Akreditasi:



MAIN MENU


- [Author Guidelines](#)
- [Copyright and License](#)
- [Etika Publikasi](#)
- [Plagiarism Policy](#)
- [Copyright Notice & Privacy](#)

32°C Sebagian cerah 14:52 11/04/2023

SUA | Higi | Fact | mail | E13 | Wha | . Tec | Recr | C < > | Inbc | My | Cor | Wha | jiiip | Turri | +

← → ↻ jiiip.stkipyapisdompua.ac.id/jiiip/index.php/JIIP/article/view/1768 ☆ ⚙️ 🗂️ 👤 Update

★ Bookmarks 5 Ide Baru Dalam B... Ask.com Gmail YouTube Maps Dashboard Wolfgang's Steakho... 75 Kata-Kata Bahas... IMS 2020: Perjalana...



Jiip
Jurnal Ilmiah Ilmu Pendidikan

Alamat: Kampus STKIP Yapis Dompus - Nusa Tenggara Barat

<http://jiiip.stkipyapisdompua.ac.id>
redaksi@jiiip.stkipyapisdompua.ac.id
+6285253190336


ARCHIVES ABOUT CONTACT SEARCH

HOME / ARCHIVES / VOL. 6 NO. 3 (2023): JIIP (JURNAL ILMIAH ILMU PENDIDIKAN) / Articles

Exploring the Teacher's Experiences of Using Digital Technology in Teaching Writing Skills

Bunga Elsa Benyta
Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia

Sri Kusuma Ningsih
Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia



JIIP
JURNAL ILMIAH
ILMU PENDIDIKAN

32°C
Sebagian cerah

Search

14:52
11/04/2023



Exploring the Teacher's Experiences of Using Digital Technology in Teaching Writing Skills

Bunga Elsa Benyta¹, Sri Kusuma Ningsih²

^{1,2}Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia

E-mail: sri_kusuma@uhamka.ac.id

Article Info	Abstract
Article History Received: 2023-01-15 Revised: 2023-02-22 Published: 2023-03-01	In recent years, technology has been increasingly used in teaching in schools. Teachers and students use digital technology to make teaching-learning more effective and enjoyable. This situation has been supported by policies from schools that require teachers to use digital technology in teaching. This study's survey findings indicate that teachers already use digital technology in teaching, which can make students interested in learning English. This study also relates to the teacher's attitude toward learning writing skills using digital technology. This study employed interviews conducted by four English teachers at a school that mostly uses digital technology in teaching writing skills. These teachers affirm that digital technology can make teaching more accessible and make students interested in learning English.
Keywords: <i>Digital Technology;</i> <i>Writing Skills;</i> <i>Teacher Experience.</i>	
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-01-15 Direvisi: 2023-02-22 Dipublikasi: 2023-03-01	Dalam beberapa tahun terakhir, teknologi semakin banyak digunakan dalam pengajaran di sekolah. Guru dan siswa menggunakan teknologi digital untuk membuat belajar-mengajar lebih efektif dan menyenangkan. Keadaan ini didukung oleh kebijakan dari sekolah yang mewajibkan guru untuk menggunakan teknologi digital dalam mengajar. Temuan survei penelitian ini menunjukkan bahwa guru sudah menggunakan teknologi digital dalam mengajar, yang dapat membuat siswa tertarik untuk belajar bahasa Inggris. Penelitian ini juga berkaitan dengan sikap guru terhadap pembelajaran keterampilan menulis dengan menggunakan teknologi digital. Studi ini menggunakan wawancara yang dilakukan oleh empat guru bahasa Inggris di sekolah yang sebagian besar menggunakan teknologi digital dalam pengajaran keterampilan menulis. Guru-guru ini menegaskan bahwa teknologi digital dapat membuat pengajaran lebih mudah diakses dan membuat siswa tertarik untuk belajar bahasa Inggris.
Kata kunci: <i>Teknologi Digital;</i> <i>Kemampuan Menulis;</i> <i>Pengalaman Guru.</i>	

I. INTRODUCTION

Nowadays, digital technology has been widely used in everyday life, for example, in the study. Digital technology in education can be a learning tool for teachers and students in implementing a two-way system. Technology can be essential for teaching and learning environments, especially in facilitating student learning. By utilizing digital technology, students can learn writing skills easier, and teachers can teach the materials smoothly. Nonetheless, teachers must be able to master the digital technology that will be used for 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, it allows students to make convincing arguments. Technology assembled to support the teaching and learning process (Pourhosein Gilakjani & Sabouri, 2017) said that teaching methods for languages have changed due to digital technology. Due to the increased use of digital technology, students can access

information their teachers do not provide. Therefore, digital technology is a very important learning tool for teachers and students throughout the teaching and learning process (Eady, Michelle J. and Lockyer, 2013).

With access to digital technology, students can solve problems with their critical thinking skills and 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 offers a way for students to learn not only by using books but also digital technology with a considerable amount of information. Several studies using research surveys have examined teachers' access to digital technology in the classroom and how teachers integrate technology. The use of digital technology in education has changed the teaching method of 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 students' 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 as one skill needed when studying languages. Among others, one of the aspects is students' writing skills in structuring a sentence and giving ideas and opinions. Having these 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 to improve 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 information supporting their learning process. 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. Teacher A is 29 years old and has taught for three years in senior high school. Teacher B is 40 years old and has taught for five years in junior high school. Teacher C is 45 years old and has taught for 17 years in junior high school. Teacher D is 29 years old male and has taught for six years. More specifically, the participants are those 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

Data analysis used a qualitative approach with open-ended interviews to understand the participants' responses. Interviews were mostly focused on the use of technology in teaching in the classroom. Interviews were conducted via telephone and zoom meetings using Indonesian as the first language, which was 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 teacher's experiences of using digital technology in 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 teachers explain using cellphones, laptops, projectors, and computers in completing assignments and providing material. When using a laptop, the teachers explain the materials utilizing PowerPoint, and then the students write it in notebooks. Practice questions are taken from textbooks or PowerPoint presentations made by the teachers. The teachers can ask students to answer questions in the book and present them in front of the class. Students can answer these questions and write them in their books. If the students still need help understanding the materials, they can ask the teachers directly, and the teachers will answer them.

b) Individualized instruction

Some teachers rarely use digital technology when teaching writing skills in class. The teachers write on the blackboard, then make explanations. In English lessons, the material has to be taken from books. After the teachers explain, students have given the time to write the notes in their notebooks. If the students still do not understand the material, they can ask the teacher directly. The students can write practice questions 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 hand-phones 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 teachers teach 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 teachers teach.

d) Test preparation and assessment

The teachers explain that using technology makes it easier to assess student learning because it can assess students' learning from anywhere and at any time. Technology can be bought anywhere. When the teachers are not in school, the teachers can also assess student learning outcomes. For example, they can assess learning by using a laptop connected to the internet. Then, the teachers can also assess the students' work using excel or word files found on the Google form. In addition, the teachers' assessments using technology can be faster than those without digital technology.

2. Research Question 2: What are the teacher's 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 teachers have tried their best to make the classroom the best learning environment. The teachers consider it complicated and time-consuming if learning requires technology. That's because he or she does not understand how to use technology when teaching in class. He would like to learn these things, but for now, he does not 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 there are not enough computers and projectors in the schools. 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. As some students still do not understand how to type assignments on a laptop or computer. In addition, some teachers complain about ways to assess learning. They still need to learn how to assess student work using digital technology, which can slow down the assessment of student work that will be given later to students. Therefore, teachers need the 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 interview results help the writer find out what happens in the classroom when the teachers teach writing skills using digital technology. In addition, this research describes 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 enable teachers to teach using digital technology.

The study results show that some teachers still need to start using 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 (Pourhosein Gilakjani & Sabouri, 2017), digital technology can help students in the learning process because they will receive information that their teacher cannot provide. Teachers will also find it easy to teach in the class. Teachers use digital technology in teaching to increase students' understanding of the ability to think critically

and use digital technology in creative ways. When teachers teach in class, teachers use technology to present knowledge through PowerPoint, WPS Office, Canva, and graphic organizers. When explaining through PowerPoint, the teachers use a laptop and LCD projector so the students can understand it. Sometimes teachers use YouTube as a learning medium as it has many contents 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 students' work, which is not only done at school. Additionally, the teacher feels the learning is varied and exciting because there are pictures and animations provided by digital technology. This can shorten the time needed to teach the lesson. Also, the delivery method can be more understandable because students can write the material and the teacher can explain it, or the files taught can be sent via email or WhatsApp.

The use of digital technology is implemented to teach writing skills which can make it easier for teachers and students. These writing skills include narrative text, short functional text, descriptive text, recount text, and greeting cards. It will be easier for students to do assignments creatively using the Canva application on their cellphones or laptop. In addition to learning descriptive text, the teacher uses the Canva application to develop posters into writing. Not only do teachers feel comfortable using technology, but students also feel comfortable using digital technology to learn English. Researchers found that there was an increase in students' enthusiasm for learning.

However, there are still teachers who need help with using digital technology to teach writing skills. In some schools, the facilities for teaching writing skills are lacking, and teachers need to learn 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 Teacher's Experiences of Using Digital Technology in Teaching Writing Skills.

REFERENCES

- Aghajani, M., & Adloo, M. (2018). The Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application. *International Journal of Instruction*, 11(3), 433-448. <https://doi.org/10.12973/iji.2018.11330a>
- Aktaş, N., & Akyol, H. (2020). Effect of Digital Writing Workshop Activities on Writing Motivation and Development of Story Writing Skills. *International Journal of Progressive Education*, 16(3), 270-287. <https://doi.org/10.29329/ijpe.2020.248.20>
- Byrd, D. R. (2011). Putting the Writing Process into Action in the L2 Classroom: Pre-Writing Techniques that Work. *The Journal of Language Teaching and Learning*, 1, 64-77.
- Chang, S.-C. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar. *English Language Teaching*, 4(2), 13. <https://doi.org/10.5539/elt.v4n2p13>
- Eady, M. J. & Lockyer, L. (2013). Tools for Learning: Technology and Teaching Strategies, Learning to Teach in the Primary School. *The Queensland University of Technology, Australia*, 71-89. <https://ro.uow.edu.au/asdpapers/403>
- Ertmer, P. A., Ottenbreit-Leftwich, A. T., & Tondeur, J. (2015). Teachers' Beliefs and Uses of Technology to Support 21st-Century Teaching and Learning. *International Handbook of Research on Teacher Beliefs*, 403.
- Graham, S., Capizzi, A., Harris, K. R., Hebert, M., & Morphy, P. (2014). Teaching Writing to Middle School Students: A National Survey. *Reading and Writing*, 27(6), 1015-1042. <https://doi.org/10.1007/s11145-013-9495-7>
- Issa, B., & Alsaleem, A. (2014). *The Effect of "WhatsApp" Electronic Dialogue Journaling on Improving Writing Vocabulary Word Choice and Voice of EFL Undergraduate Saudi Students*.
- Milon, S. R. H., & Iqbal, M. H. (2017). Students' Perception towards Technology in Learning English as a Foreign Language: A Case Study of Higher Secondary Students of Pabna, Bangladesh. *IOSR Journal of Humanities and Social Science*, 22(06), 47-53. <https://doi.org/10.9790/0837-2206104753>
- Mohammad, R. (2018). The Use of Technology in English Language Learning. *International Journal of Research in English Education (IJREE)*, 3(2), 115-125. <http://ijreeonline.com/>
- Mohammad, R. (2018). The Use of Technology in English Language Learning. *International Journal of Research in English Education (IJREE)*, 3(2), 115-125. <http://ijreeonline.com/>
- Ohler, J. (2013). Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity. *Thousand Oaks*.
- Pardjono. (2016). Active Learning: The Dewey, Piaget, Vygotsky, and Constructivist Theory Perspectives. In *Jurnal Ilmu Pendidikan* (Vol. 9, Issue 3, pp. 163-178).
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2017).

Advantages of Using Computer in Teaching English Pronunciation. *International Journal of Research in English Education*, 2(3), 78-85.
<https://doi.org/10.18869/acadpub.ijree.2.3.78>

Pourhosein Gilakjani, A., & Sabouri, N. B. (2017). Advantages of Using Computer in Teaching English Pronunciation. *International Journal of Research in English Education*, 2(3), 78-85.
<https://doi.org/10.18869/acadpub.ijree.2.3.78>

Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0. *Linguistics and Culture Review*, 6, 89-107.
<https://doi.org/10.21744/lingcure.v6ns3.2064>

Regan, K., Berkeley, S., Hughes, M., & Kirby, S. (2014). *Effects of Computer-Assisted Instruction for Struggling Elementary Readers with Disabilities*.
<https://doi.org/10.1177/0022466913497261>

Shyamlee, S., & Phil, M. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. *A Paper Presented at the 2012 International Conference on Language, Medias and Culture IPEDR, Singapore*, 33, 150-156.
<http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf>