The Use Of Digital Media To Improve Students' Writing Articles In Writing Iii Courses

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Abstract
This study aims to investigate the effect of using digital media in writing articles in writing III courses. The design used in this study was a descriptive qualitative analysis and the method in this study is used to analyze descriptions or descriptions systematically about the use of digital media to improve students' Writing articles, this study illustrates that digital media has a positive impact on students' writing skills. The results of the study indicate that fast access to information through online platforms, increased creativity through digital writing tools, and interaction with readers through social media can improve the quality of articles produced by students. However, challenges related to the selection and verification of information were also found, emphasizing the need for media literacy development. In addition, this study contributes to the understanding of how digital media can support writing III Course learning and offers a foundation for developing a curriculum that is responsive to technological developments. So that digital media used to deliver material can take place effectively to improve students' literacy in learning so that it can run according to educational goals.

Keywords: Digital Media, Writing III, Writing Articles

INTRODUCTION

Digital media has been widely used in English language learning. Many studies said that digital media does not have a significant correlation with learning achievement, but digital media itself provides opportunities for students to be more actively involved in classroom activities. In addition, the use of digital media can also hone other soft skills such as the ability to work together, the ability to solve problems, and the ability to learn independently. Lecturers use a variety of technology-based media to support classroom teaching and to increase student participation in classroom activities. A variety of digital media devices are available to help educators modify and enrich learning materials, adapt student assignments, and monitor student learning progress well. The benefits of digital media will be felt more by students if the lecturer himself is able to identify problems experienced in class. Research shows that the integration of digital media in the classroom is influenced by the perceptions of lecturers and students towards technology (J. Lei et al., 2007), limited time to integrate technology in learning, technical support, and digital media literacy of lecturers and students (Ertmer et al., 2012).

Lecturers' perceptions of the nature of learning and knowledge influence the approaches they use in teaching, including whether they use a teacher-centered/student-centered learning approach. Lecturers' perceptions of the role of lecturers in the classroom have a positive correlation with the implementation of digital media use in the classroom. Lei & Zhao further stated that educators who believe that students are a source of knowledge make them more motivated to change their teaching practices and try to use digital media in their teaching. Technical support in digital media integration is one of the factors that is often mentioned (Lee et al., 2015).

In order for technology integration to run smoothly, institutions must have a comprehensive support system. This support system can be in the form of assistance for educators who use technology, training for students, and providing the facilities and infrastructure needed in the teaching process. The use of digital media is a very useful strategy in English lessons, especially for Writing III courses. The importance of the ability to write articles does not only lie in the academic context. Students who are proficient in writing popular articles will have an advantage when entering the world of work or pursuing a career in a field that requires effective communication skills (Murtado et al.,

2023).

In an era where digital content dominates, students are expected to be able to produce writing that is not only informative, but also interesting and relevant to their audience. In addition, in the context of the Writing III course, writing articles also becomes a window for exploring identity and cultural diversity. Students are invited to explore themes that reflect the diversity of society, and introduce readers to aspects of life that they may not have known. By positioning the ability to write articles as the main focus in the Writing III course, universities not only provide academic provisions, but also provide a strong foundation for students to become writers who are able to connect language quality and reader appeal in various life contexts. The paradigm shift in the world of education from conventional methods to technology-based learning methods creates new dynamics that require resilience and adaptability from all parties involved. This phenomenon is increasingly in the spotlight because we are faced with the challenges of the rapid development of information technology. In looking at this evolution, several aspects can be seen that need to be considered. Conventional methods, which usually focus on face-to-face learning and the use of printed teaching materials, are now experiencing a major shift towards the use of technology. This approach not only includes the use of hardware and software in the teaching process, but also introduces interactive learning models, online learning, and digital learning platforms. This shift is not only a response to technological advances, but also a reflection of society's demands for more dynamic, relevant, and flexibly accessible education.

This study shows that the used of digital media can improve the students' writing articles in writing III courses and have a positive impact on the learning process, especially in the context of developing writing skills. With digital media, students can more easily access various references, search for the latest information, and develop creativity in presenting materials. In addition, students' understanding of the characteristics of articles and their ability to present ideas in an interesting way through digital media are also major concerns. Thus, this study not only focuses on the technical aspects of using digital media, but also on the quality and creativity of students in producing articles that are relevant to the development trends of social and digital media. Through this study, it is hoped that empirical evidence can be found that supports the positive role of digital media in improving the quality of writing articles in writing III courses. The results of this study are expected to contribute to a deeper understanding of the role of technology in language education, as well as provide recommendations for the development of more effective learning strategies in facing the digital era.

RESEARCH METHOD

The design used in this study was a descriptive qualitative analysis was chosen as the type for the study (Creswell, 2009). The method in this study is used to analyze descriptions or descriptions systematically about the use of digital media to improve students' writing articles on Writing III courses at the third semester students of Institut Pendidikan Nusantara Global. In data analysis the researcher used interactive analysis model proposed by (Miles et al., 2014) covering data reduction, data display, and conclusion drawing. The subject of this study employed the students in two classes in the third semester students of Institut Pendidikan Nusantara Global with a total of twenty students. The sample consists of only twenty students in two classes. They were chosen because they were observed in investigating of how to make articles in the classroom. Researcher conducted observations on the subject to determine students' interest in investigating of how to make articles.

Researcher conducted observations with the subject first to measure their interest in the study. In analyzing qualitative data, it needs to be done repeatedly to get valid data. In general, there are several steps used to analyze data through the Interactive Data Model, namely: data reduction, data display, and conclusion drawing as seen Figure 1. illustrates down

below:

Figure 1. Interactive Model Analysis (Miles et al., 2014)
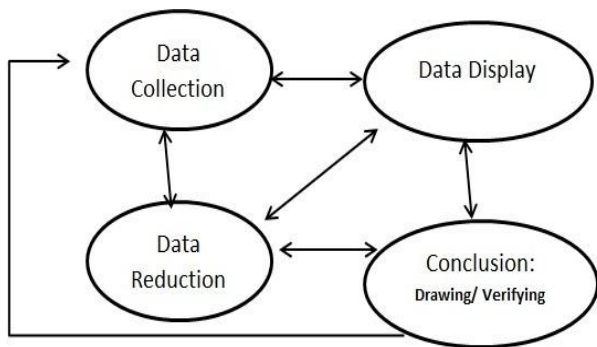
The first step in data reduction is to describe all phenomena discovered in the field by interviews, observations, and documentation. In this step, information is gathered through questions that will be given to the lecture and will be decreased from the interview findings. The researcher then used the data presentation to describe a field research procedure, in which the outcomes of data reduction can be exhibited in the form of a systematic description to make it easier to access and understand. Therefore, the procedure can assist researchers in reaching a final conclusion. The final stage is the conclusion, where the researcher forms findings and makes temporary conclusions that will later be transformed into more ideal conclusions.

RESULT AND DISCUSSION

In the increasingly dominant digital era, the use of digital media in writing articles in writing III courses marks a profound transformation in the learning paradigm. The writing process is no longer limited to paper and pen, but opens up to the unlimited possibilities offered by information technology (Baron. D, 2009). On this journey, there are great opportunities as well as challenges that require students' resilience to understand and master writing skills amidst digital dynamics. One of the main opportunities offered by the use of digital media is access to a wider audience. Students can use blogs, websites, or social media platforms to express their ideas and thoughts to readers in various parts of the world. Thus, the writing process is not only an academic assignment, but also an exhibition to the outside world that allows

them to get feedback and interact directly with readers. However, behind these opportunities, there are also challenges that need to be overcome. Students need to understand the dynamics of sharing information in the digital world, including the risk of spreading false or inaccurate information. In addition, the ability to sort and filter information is an important skill to master, given the diversity of information sources that can be accessed online. The use of digital media also presents challenges in terms of aesthetics and presentation. Students are not only expected to present quality writing, but also to master layout skills, image selection, and the ability to package information to attract readers' attention in a fast-paced and visual digital format (Shanmugasundaram et al., 2023).

Therefore, teaching writing III courses needs to take students beyond the conventional boundaries of writing, exploring the creative potential in presenting digital information. Guidance and assistance are needed in understanding the ethics of writing in cyberspace, building a positive personal image, and using digital media as a tool that enriches, not hinders, the quality of writing (Baehr, 2009). The integration of digital media in writing articles in writing III courses not only welcomes the development of the times, but also forms students into writers who are able to navigate the digital world wisely. By combining creativity, language skills, and an understanding of the dynamics of digital media, students can achieve success in conveying their messages and ideas to the world (Mollah, S. 2024).

The main advantage of using digital media in writing popular articles, especially in Indonesian language courses, can be seen from the availability of various platforms that provide students with a broad stage to express their creativity and convey their ideas. Blogs, websites, and social media platforms are channels that allow students to take their writing to a broader and more diverse level (Richardson et al., 2019).

One significant advantage is the freedom to determine the writing style according to the needs and preferences of readers in the digital world. Platforms such as blogs allow students to develop their own writing style, create a unique

author identity, and adjust the tone of their writing according to the target audience. This helps them practice recognizing the needs of readers and responding creatively to trends and dynamics in the digital world. Websites become a more serious and structured medium, where students can present their popular articles with a more organized layout. This opens up opportunities for them to enrich the content of their writing with multimedia elements, such as images, videos, or graphics, to increase visual appeal and deepen the reader's understanding of the topic being discussed. In addition, social media platforms provide a social dimension to students' work (Richardson et al., 2019).

By sharing popular articles through social media, they can interact directly with readers, receive instant feedback, and build a community of readers interested in the topics they raise. This is a form of interactive learning that provides students with direct experience in managing responses and responses from their audience However, behind this freedom and opportunity, students also need to understand the ethical responsibilities in using digital platforms. Openness to feedback, sustainability of quality content, and maintaining the integrity of information are important aspects that must be considered. Thus, through the use of various digital media platforms, students can develop popular article writing skills in a dynamic, creative, and modern way. This process not only involves students in conventional learning but also opens the door to memorable and useful writing experiences in an ever-evolving digital environment. In addition, digital media allows the use of multimedia elements to increase the appeal of popular articles. Inserting images, videos, or graphics can help clarify concepts, make writing more interesting, and improve its presentation power. This is in line with the trend of digital content that prioritizes visual and interactive experiences, which can enrich the quality of articles and make them more memorable for readers. However, while recognizing its benefits, the use of digital media in writing articles also poses challenges (Mahmudi, et al., 2023).

Students need to understand the rules and ethics of digital writing, including how to compose an interesting title, present information accurately, and interact with readers through comments or responses. Awareness of the impact of social media and online reputation is also an important aspect in the writing process (Al Mulhim et al., 2024). Lecturers in Indonesian language courses need to be actively involved in guiding students in mastering digital writing skills. This involves teaching writing techniques that are appropriate for digital media, mastery of digital tools, and understanding the dynamics of interaction in cyberspace (Elola et al., 2017). Thus, the use of digital media in writing popular articles in Indonesian Language courses not only responds to technological developments, but also opens up opportunities to train students to become adaptive, creative, and effective writers in conveying ideas and information in this digital era.

CONGLUSION

This study illustrates that the used of digital media in writing articles in the writing III course has a positive impact on students' writing skills. Through descriptive qualitative analysis, it was found that digital media facilitates fast access to information, increases creativity in presenting content, and expands interaction with readers. The implications include the need to integrate technology-based learning strategies, develop media literacy, and strengthen the role of lecturers as facilitators in supporting students in facing the demands of the digital era.

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