

THE EFFECTIVENESS OF USING DIGITAL MEDIA IN TEACHING ENGLISH WRITING SKILLS FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to determine effectiveness of digital media in teaching English writing skills in class IV students at SDIT Al Hasna Klaten. This research is a type of quantitative research, using an experimental research form. The experimental research method is defined as a research method used to determine the effect of certain treatments on other treatments in conditions that can be controlled, by giving certain treatments to the experimental group and providing a control group as a comparison of pretest-posttest control group design. Based on data analysis, it can be concluded that the learning method using digital media has an effect on learning outcomes. This is indicated by the results of the posttest t-test of students by obtaining a posttest value of Sig. (2-tailed) greater than the alpha value of the study, so it can be concluded that H0 of this study is rejected and H1 is accepted. The learning outcomes of students who use learning with digital media are higher than those who use conventional learning. The increase in English writing skills shows that the average in the experimental class is in the medium category, while the average in the control class is in the low category. This shows that different treatments cause different final results. It can be said that the use of learning with digital media in the experimental class is more effective in improving students' English writing skills compared to classes that use a conventional approach in English subjects for grade IV.

Keywords: Digital media, Effectiveness, English writing

1. Introduction

In the current era of globalization and digitalization, the development of information technology has brought significant changes in various aspects of life, including in the field of education (Hafeez, Kazmi, and Tahira 2022). The use of digital media in the learning process has become an unavoidable trend, especially in English language learning. Digital media, such as learning applications, e-learning platforms, educational videos, and social media, offer various advantages that enable them to support and increase the effectiveness of the learning process (Santoso, Inam, et al. 2021).

Teaching English as an international language has an important role in equipping students with the reading, writing and communication skills needed in a global context. However, conventional learning methods are often no longer effective enough in attracting the interest of students who have grown up in the digital era (Muzakki, Santoso, and Alim 2023). Today's students tend to be more interested and motivated by the interactive and innovative use of technology. Therefore, the integration of digital media in English language learning is an urgent need. In addition, digital media allows access to wider and more varied learning resources (Santoso et al. 2024).

By using digital media, students can access learning materials from various sources that may not be available in print form. This provides an opportunity for students to learn in a more flexible way and according to each individual's needs and learning style (Nechaev and Avdeeva 2023; (Santoso, Tang, and Jumadi 2021). For example, learning videos allow students to understand English writing, pronunciation and intonation more effectively than just reading text

Furthermore, the use of digital media can also increase interaction between students and teachers, as well as between students and fellow students. E-learning platforms and learning applications provide interactive features such as discussion forums, quizzes and educational games that can enrich students' learning experiences (Funa et al. 2022; Triono and Santoso 2024). This more intensive interaction is believed to increase students' learning motivation and make English learning more enjoyable and effective.

The scope of English subjects includes aspects of listening, speaking, reading and writing. The writing aspect in English lessons requires high concentration because in English the writing and pronunciation of a word are often different. The sentences or vocabulary described in written form must be exactly as they should be. So learning English can train students to be more focused in the learning process. This situation also occurred at SDIT Al Hasna Klaten. So learning English can train students to be more focused in the learning process. This situation also occurred at SDIT Al Hasna Klaten.

Based on observations and preliminary interviews conducted by researcher with class IV teachers at SDIT Al Hasna Klaten, several weaknesses were found. These weaknesses include teachers not being optimal in using a variety of learning media, students' lack of enthusiasm in participating in learning and students' low knowledge and understanding, especially in English subjects, as evidenced by the average score below standard 80. One of the obstacles in teaching English writing material to students arises from the students themselves. Students are used to being pampered by their parents, this results in the habit of students being lazy about doing work. In English writing lessons, students find it difficult to choose or determine the letters used in the intended writing form.

With advances in technology, it is hoped that students will choose a shortcut by searching for the desired vocabulary on the internet when they receive an English writing assignment from the teacher. Students' lack of enthusiasm for reading also results in weak writing skills. Many students complain about learning to write English vocabulary or sentences because this lesson is felt to be unpleasant, tiring, difficult, requires a lot of thinking, and is even considered boring, thus having a negative impact on students' ability to develop their creativity (Bwarnirun and Santoso 2021: (Risfaisal and Muslimin 2023))

Part from that, in the teaching and learning process the teacher does not use variation, in this case the teacher does not use visual media or digital media to stimulate students' writing skills. As a result, learning is far from activities that can improve student learning outcomes. English writing skills need to receive serious attention since elementary education. This causes students to feel bored, lack of attention, sleepiness and as a result the learning objectives are not achieved. This is also reinforced by data from interviews with fourth grade teachers, most teachers ask students to write without first giving students examples of how to write sentences in English correctly and precisely, students just sit quietly listening and doing the teacher's assignments so that learning is good. presented becomes less encouraging and less meaningful because the teacher does not involve students to be active.

Researchers took English writing material, not only wrote vocabulary correctly, but also trained students in writing sentences in English. Therefore, students' English writing skills must receive serious attention. Based on the problems that arise, in learning English there needs to be a change that can provide great encouragement and motivation for students to learn to write. Providing encouragement and motivation can be done by using media in the learning process. Arsyad (2013: 2) revealed that media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning goals in schools in particular.

So, to make it more interesting and foster learning motivation for students, media is needed that can channel students' creative imagination. One of the media that can be utilized in the process of learning to write in English is the provision of visual stimuli (images) in digital media. In the initial stages, to stimulate the development of students' cognition and imagination, we can use writing assignments with certain stimuli such as pictures, books, or others. So, with pictures we can help make it easier for children to express their ideas into language or visual symbols (writing), because pictures will provide guidance and inspiration about what and how students should write. It is hoped that learning English using digital media in the form of images on English writing materials can encourage students to be active, creative and skilled in writing English vocabulary, so that students can express their thoughts, thoughts and imaginations in correct written form.

Even though it offers many benefits, the use of digital media in learning English also faces various challenges. These challenges include limited technological infrastructure, lack of digital skills among teachers and students, as well as potential distractions caused by the use of gadgets (Rochmat et al. 2023) Therefore, this study aims to analyze the effectiveness of using digital media in English learning, especially in writing in English, by considering the factors that influence its success and the challenges faced. The title of this study is The Effectiveness of Using Digital Media in Improving Elementary School Students' English Writing Skills (Experimental Study on Grade IV Students of SDIT Al Hasna Klaten in the 2024/2025 Academic Year)

2. Methods

This research is a type of quantitative research. This research uses a form of experimental research. Experimental research methods are defined as research methods used to find the effect of certain treatments on others under controllable conditions. Experimental research is research to obtain information that is an approximation of information obtained from actual experiments in actual circumstances that do not allow to control or manipulate all relevant variables. Meanwhile, experimental research is research carried out by manipulating the research object and providing control. The aim of this research is to investigate whether there is a causal relationship and how big the causal relationship is by giving certain treatments to the experimental group and providing a control group for comparison.

This research uses a quantitative approach. By using numerical data or in the form of numbers that can be searched using experimental research. Quasi-experimental research or pretest-posttest control group design. Sugiyono (Rochmat et al. 2023), explained that experimental research involved two groups. The first is the experimental group, which is a group that is treated by applying digital media in learning to write English (Rasid, Djafar, and Santoso 2021).

The instruments used in this research were a pretest learning results test (before treatment) then a posttest learning results test (*after treatment*) and SDIT Al Hasna Klaten documentation. After data from all respondents was collected, data analysis was carried out. The data analysis techniques used in the research are as follows: Individual Value Analysis, Mean, Percentage (%) of average value and Static t technique (t test).

3. Results and Discussion

A. Result

Based on the data Description of Pretest-Posttest Scores for Experimental Class and Control Class can be seen in the table 1.

Table 1. Scores for Experimental Class and Control Class

Deskripsi	Kelas Eksperimen		Kelas Kontrol	
	Pretest	Posttest	Pretest	Posttest
Nilai Minimum	15	40	25	30
Nilai Maksimum	70	85	75	85
Range	55	45	50	55
Rata-Rata	46,23	60,33	48,42	59,11
Varians	177,06	122,08	205,54	205,48
Standar Deviasi	13,31	11,04	14,06	14,33

From the attached table it can be seen that the pretest scores for the experimental class and control class have differences in their highest and lowest scores. Based on these data, it can be seen that the scores of control class students are higher than those in the experimental class.

After being given learning treatment using digital media in the experimental class while the control class was not given treatment, then both classes were given a posttest. From the post-test results, it is known that there are differences in learning outcomes between the experimental class and the control class. The experimental class experienced an increase with a score of 60.33 (*posttest*), while the control class only experienced an increase with a score of 59.11 (*posttest*) so that from the table it can be concluded that there is a significant influence from the use of learning media using digital media in English subjects.

In table 4.3. shows all the data needed for analysis testing and hypothesis testing, but it can be seen that the posttest variance is quite large, namely 122.08 for the experimental class and 205.48 for the control class. Therefore, comparative data is needed to find out the causes of these differences. Based on this table, it can be seen that the variances of the experimental and control classes are very different. This can be used as an explanation of why the pretest variance is so large because it is influenced by other factors.

English learning outcomes using digital media learning in the experimental class From the data collected on student learning outcomes in the English language subject using digital media, namely with a value range of 0-100, the average obtained = 46.23 (*pretest*) and 60.35 (*posttest*) large variance = 177.06 (*pretest*) and 122.08 (*posttest*), standard deviation 13.31 (*pretest*) and 11.04(*posttest*). The

average increase is 30.48%. English learning outcomes without using digital media learning in the control class. Based on the data collected on student learning outcomes in English subjects without using digital media learning. With a value of 0-100, the average obtained was 48.42 (*pretest*) and 59.11 (*posttest*), the large variance was 205.54 (*pretest*) and 205.48 (*posttest*), and the large standard deviation was 14.06 (*pretest*) and 14.33 (*posttest*). The average increase was 28.53%.

Table 2. Discriptive Statistics

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Hasil Posttest	26	45	40	85	1690	60,36	2,088	11,049	122,090

Based on table 2 above, it shows that N or the number of valid data from the experimental class is 26, the minimum value is 40, the maximum value is 85, from the results of the treatment (*posttest*) it is known that the mean value is 60.36, and the standard deviation value is 11.046. To determine the hypothesis, you can compare the results in the Sig Value column. (2-tailed) in the Independent Samples Test table as in table 3.

Table 3. Independent Samples Test

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Skor Pretest	Equal variances assumed	,745	,392	-,599	55	,551	-2,198	3,667
	Equal variances not assumed			-,600	54,918	,551	-2,198	3,662
Skor Posttest	Equal variances assumed	2,622	,111	,359	55	,721	1,219	3,399
	Equal variances not assumed			,360	52,462	,720	1,219	3,383

In table 3 above, the posttest value Sig. (2-tailed) = 0.721. Meanwhile, research alpha = 5% or 0.05. This means that the Sig value. (2-tailed) is greater than the alpha value ($0.721 > 0.05$), so it can be concluded that in this study H_0 is rejected and H_1 is accepted. So it can be concluded that Digital media is effective for teaching English writing for the fourth grade students of SDIT Al Hasna Klaten.

B. Discussion

The results of this research show that learning English using digital media is effective in improving the learning outcomes of Class IV students at SDIT Al Hasna Klaten. This is shown by the t-count value on the students' posttest results of 2.622 on df 55 of 52.462 and a significance value of 0.111 which is greater than the 5% significance level ($0.111 > 0.05$). Apart from that, the experimental class that used learning with digital media obtained an average of 60.36.

Furthermore, if we look at the average posttest of students who were given learning using digital media (experimental class) it was 60.36 with a pretest of 46.23, while the average posttest of students who were given learning using a conventional approach (*class control*) was 59.11 with a pretest of 48.42. This shows that there is a difference between student learning outcomes in the experimental class English subject when compared with English learning outcomes in the control class. Thus, the use of learning using digital media in learning English is more effective than learning using conventional approaches in an effort to improve the learning outcomes of Class IV students at SDIT Al Hasna Klaten.

This research states that learning with digital media is able to improve student learning outcomes in English subjects in Class IV. Learning outcomes are influenced by many factors. As stated by Suryabrata (2011), the factors that influence student learning outcomes include two factors, namely internal factors (from within) and external factors (*from outside*).

Factors within the individual include psychological factors (*talents, interests, and intelligence*) and physical factors. While factors outside the individual include social factors such as family, school, environment, residence, and friends as well as non-social factors such as tools used to stimulate enthusiasm for learning. In this study, it was proven that learning with digital media has an effect on improving student learning outcomes in English subjects for Class IV. This is in line with the results of research by Cahyani (2024), that digital learning tools contribute to a significant increase in speaking and listening skills, in increasing learning motivation and student engagement. Digital media is one of the effective learning strategies or methods and can reach a very wide area, at a relatively low cost. To access learning materials on digital media, a computer with an internet or intranet network is required. Learning materials are always available whenever and wherever needed. So that it can overcome the constraints of distance, space, and time. Thus, learning through digital media can take place anytime, anywhere, through any path at any speed. In this learning, teachers and students do not need to be in the same place and time to carry out the learning process, but simply use the internet as a medium.

Based on the results of the study through learning with digital media in grade IV students of SDIT Al Hasna Klaten, the results of the experimental class posttest were greater than the control class posttest scores. So it can be seen that there is a significant influence in the use of a learning approach with digital media on student learning outcomes. This is in line with the results of research from Melati (2024), that the use of digital media can help effectively in learning English..

By using digital media learning, teachers are able to increase students' enthusiasm for learning because by using digital media learning, students are not fixated on books alone, but they can learn using current technology such as the internet and online books, so that students are more active in finding their own learning resources. This makes English learning not monotonous and teacher-centered where the teacher is the only source of learning for students. So that the knowledge obtained by students is more diverse and students can choose what information they want to get, as well as the position of the teacher as a facilitator in learning activities.

Experimental class students are given material on writing English that can help students to imagine the tasks given by the teacher easily, this is because of the large amount of information they get, for example from cyberspace, or what is commonly called the internet, there students can find information very easily. Although there is quite a lot of English material, one learning media can accommodate everything. The time needed for students to find assignments is relatively faster. Students feel happy because they are directly involved in the learning process. By using digital media learning, students are given the opportunity to explain their assignments using technology. This makes the process of learning English subjects not boring and students feel more enthusiastic about learning in class.

The effect of using digital media on students' learning outcomes in English writing skills can be seen by conducting a posttest in the experimental class (IV A). Almost all students can do the questions well. This is because students have mastered the material obtained during the learning process using digital media. so that the results obtained are very good. While Class IV B which is the control class, the teacher delivers the same material as Class IV A using conventional methods. The teacher's way of delivering the material uses the lecture method. This makes the teacher the only source of learning. Students also feel bored listening to the teacher's lecture. In addition, students find it difficult to complete the tasks given by the teacher and the learning process feels monotonous. The media used are only textbooks provided by the school. Therefore, the quality of student learning in class IV B is not good and student learning outcomes are mediocre. During the learning process in the control class, students did not show enthusiasm for learning like students in the experimental class.

Students are not very interested in learning material that uses conventional methods because it seems mediocre. Learning activities take place in one direction because students only obtain material by looking for material in English textbooks. Moreover, English subject matter is very complex because students are required to digest the material in an integrated manner. However, the media used cannot accommodate all students' needs. To find out students' learning outcomes in the control class English subject, a posttest was carried out. After carrying out a posttest to determine the learning outcomes of control class students who did not receive learning treatment with digital media, it turned out that the

learning outcomes of control class students also increased but not as good and as large as the increase that occurred in the experimental class.

This happens because from the beginning of learning to the end, students' interest in learning English is mediocre because the media used by the teacher is less able to attract students' attention and the information provided is not as interesting as learning using digital media. In the experimental class, namely learning with digital media, from the learning outcomes it can be seen that after being given treatment in the form of learning with digital media, the experimental class (IV A) obtained an average learning outcome of 60.36. While the control class (IV B) which was not given treatment in the form of learning with digital media in the English subject only obtained a learning outcome of 59.11. The use of learning with digital media in the English subject can have a very good influence in helping students achieve good learning outcomes. This is in line with the results of research from Cahyani (2024), that digital media contributes to increasing learning motivation and student involvement.

This research is able to create a learning atmosphere for students so that students do not feel bored or tired of following the learning process. Knowledge independently, linking experiences and exchanging information so that effective learning occurs and makes students enthusiastic about participating in the learning process. Learning using digital media really helps teachers in explaining the material and students don't get bored while following the lesson, compared to teachers only explaining using the lecture method which will only make the students bored and the material presented will be uninteresting..

Another factor that causes the weakness of conventional learning is that students tend to be passive, teachers find it difficult to know the extent of students' understanding, if teachers do not have good communication skills then students will feel bored and students are often crammed with material that should be given in a lot of time but all at once. at one time makes students become bored. These things make it difficult for students to understand the lessons being taught so it is not surprising that in English lessons students find it difficult to get good grades.

In conventional learning methods applied in control classes, students are not optimally involved and tend to be passive. Student involvement is limited to listening, noting the concepts given. Students are not given pictures, animations or videos that can make it easier for students to understand the material or questions. Thus, students learn by rote and sometimes do not understand the content of the material. This is not enough to support good student learning outcomes.

In learning using digital media, teachers do not have to be the only source of learning, but with learning methods using digital media, students can find the material they are studying themselves so that teachers are not the only source of learning for students. For example, in learning, teachers give questions such as how to make a good and correct summary. In addition, there are animated images and videos related to the material that can be seen directly without having to think abstractly, making it easier to learn learning materials. This condition can have a positive impact on student learning outcomes, students can learn independently. Students will no longer think abstractly because there are animations on the web that make it easier to learn. So that the use of digital learning media can have an influence so that students are more active in learning. This is in line with the results of research from Wicaksana (2020), that digital media in learning the influence of learning with digital media will have a positive impact on student learning outcomes. Based on the description above, it shows that different treatments cause different final results between experimental classes that use digital media-based learning and are able to improve student learning outcomes (*Posttest*) in experimental classes higher than in control classes taught using conventional learning methods.

Based on the description above, it shows that different treatments cause different final results between the experimental class which uses learning with digital media and the control class which uses conventional learning methods. Thus, it is proven that the use of learning with digital media can improve student learning outcomes. This can be seen from the students' final results (*posttest*) in the experimental class which were higher than those in the control class taught using conventional learning methods.

Thus, it can be concluded that the use of learning with digital media in experimental classes is more effective in improving student learning outcomes in English subjects in Class IV compared to classes that use conventional approaches.

4. Conclusion

Based on the description above, it shows that different treatments cause different final results between the experimental class which uses learning-based learning with digital media and the control class which uses conventional learning methods. Thus, it is proven that the use of learning-based learning with digital media is able to improve student learning outcomes. This can be seen from the students' final results (*posttest*) in the experimental class which were higher than those in the control class taught using conventional learning methods. From the statement above, it can be seen that the use of learning with digital media in experimental classes is more effective in improving students' English writing skills compared to classes that use conventional approaches in English subjects in class IV.

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