

DIGITAL MEDIA USE ACTIVITIES ARE RELATED TO STUDENTS' WRITING SKILLS AND COMPETENCIES

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Abstract: This study aims to determine how seriously students participate in learning Indonesian synchronously and asynchronously through digital lecture media, namely the Learning Management System (LMS). In addition, the researcher wanted to know how far the content quality of their writing was when they were given the task of writing a text and what factors influenced the cause of the quality level of their language skills. The methods used in this research are direct observation and questionnaires. The study results show that students are more enthusiastic when lectures are synchronous rather than asynchronous because they can listen directly to the explanations. In addition, the online media activities they engage in outside of class significantly impact the quality and quantity of their written content. Their activities usually include watching films, playing online games, and using social media.

Keywords: *activities students, language skills, online media*

INTRODUCTION

The activities carried out by students today must be connected to internet use. They always use it to study, organize, and discuss whenever and wherever they want. However, not only that, it turns out that they also use the internet network for entertainment, such as watching films, playing online games, and surfing social media (Sampurno et al., 2020). These activities are solely to satisfy their interests. Keep these entertainment activities from dominating their main activity, learning, so that their academic activities become noticed.

But in reality, the current pandemic conditions and the massive development of

digital technology make students tend to prefer to focus on their own world in online media. They spend more time playing gadgets for things outside of academics. As a result, they feel lazy to learn. This will certainly affect their academic performance (Pratikno, 2023b). Therefore, not a few of them have low grades, are late in completing their studies, and are even expelled from their campus.

These problems are no exception during Indonesian language lectures. Such things have certainly been faced by Indonesian language lecturers when they are on the move teaching, guiding, and partnering with students. In teaching and learning activities during this pandemic, everything is done online. By teaching through virtual media, such as zoom meetings, many students become unfocused when their lecturers explain the material. This is because they cannot be monitored directly by the lecturer. It is possible that students who are learning online are fiddling with themselves while playing mobile phones so that they do not understand the substance of the material.

Due to the sophistication of today's technology, mobile phones have now turned into machines of all kinds, including many reading materials. That way, if digital literacy activities are increased, it will be followed by increased reading comprehension, and vice versa if digital literacy activities are low, reading comprehension will also be low (Setyawati et al., 2021). However, now students can get so much satisfaction from it that they forget about their main task, which is studying. Even if there is a learning task, they will use the tool as their angel to help them solve difficult things. As a result, when given writing assignments, many of their writings are copied from other people's texts. This is evident from the results of similarity checks that reach more than 30%, some even reaching more than 60%. Such conditions should certainly be an evaluation material for those that actually language skills activities, such as writing, require hard work of mind and time.

Today, students cannot be separated from using their mobile phones for social media. Intermittently what they do is update their status and comment on people's posts. Unconsciously, their activities are still classified as using written language. However, their use of language on social media still does not show good language ethics so that many language errors occur, both in terms of writing and interpretation. That way, it is further away from efforts to dignify Indonesia in cyberspace, and will even lead to horizontal conflict.

Not only that, other online media activities that can affect students' language quality level are playing games. The games that are popping up nowadays are mostly online games in foreign languages. With the frequency of playing these games, their concentration when learning Indonesian will be divided and become unfocused. This happens because the languages they absorb are two, namely English and Indonesian. The result is the emergence of language symptoms, such as code switching and even code mixing. The scope of phenomena like this will be more clearly discussed in sociolinguistic studies.

In addition, an online media activity that has recently been very popular among students is watching Korean Drama films. The film began to enter Indonesia around 2002 and is now very popular with students during this pandemic. With their frequent viewing of the film, it not only affects their language, but also their culture. In terms of language, there are certainly benefits for them, namely a lot of foreign vocabulary that they know. However, there is certainly an impact on the Indonesian language, namely that they cannot apply the use of standardized language, especially in writing activities.

In general, language skills consist of four components. The four components include reading, listening, writing, and speaking (Gereda, 2020). The four components must be owned and mastered well by someone (Pratikno, 2023). Therefore, there needs to be a basic understanding of the four components so that language skills can be applied smoothly and without obstacles. However, for this study only prioritizes reading, listening and writing skills. In scientific writing, students must of course pay attention to aspects of sentence structure and word formation used (Pratikno, 2014). For example, the final form of a word must be understood by students, whether as a suffix or part of the word itself (Pratikno, 2022).

There are also several previous articles written by others about the impact of authors' digital activities on students' language skills. (Louis Gottschalk, 1975) defines influence as influence that can shape a person's thoughts and behavior collectively. Meanwhile, Badudu (2001) believes that influence is the power that makes something happen. Thus, the effect is the response of one treatment to another change.

By looking at the problems of using digital media that have an impact on the use of student written language, of course it should be of concern to all of us, especially educators and observers of Indonesian language. This research aims to find out how

serious students are taking Indonesian language learning both synchronously and asynchronously through Unisba's LMS lecture media. Apart from that, researchers wanted to know the extent of the quality of their written content when given the task of writing a text and what factors influenced the level of quality of their language skills.

From these activities, which ones affect their language proficiency the most based on the results of the assignment given, namely writing. In addition, the author will map the assessment of students' written language based on spelling, structure, word count, textcontent, and plagiarism. Of course, some of the written language assessments are prominent and some are weak.

REVIEW OF LITERATURE

In connection with the research conducted by the author on the effect of digital activities on students' language skills, of course there are several previous articles that have been written by others (Pratikno, 2023a). One of the previous studies in question was conducted by Marlia (2019). In her writing, she revealed that there was a low interest in writing short stories for students. Therefore, she used film media as a means of fostering interest in writing short stories. With the film, students will have impressions and insights into the reality of social life around them so that it becomes the material for students' imaginations to write short stories (Marlia, 2019).

Writing can be used as a means to share knowledge and experiences with others. Writing means giving birth to feelings or thoughts through writing (Kemendikbud, 2019). However, the problem is that most students still cannot express their ideas through writing. As for those who have written, but the writing is still not good in terms of grammar. Therefore, writing requires interesting language and discussion so that readers are willing to read the contents of our writing happily. The subject of writing has actually been mentioned in the Qur'an Surah Al-'Alaq verse 4 which means "Who taught man with a pen." So, teaching is not always conveying the material orally, but it can also be done through writing.

The same thing has also been written by Adios (2021) about "The Ability to Write Inspirational Stories based on Visual Media for Class IX Students of SMP Negeri 4 Bengkulu City". However, this time he did not only emphasize the film or video aspect, but other visual media, namely pictures, were also tested on students. This was

done as an effort to develop their ideas based on the images they had seen. From this investigation, the results showed that the ability to write inspirational stories based on visual media of class IX students of SMP Negeri 4 Kota Bengkulu received an average score of sufficient. This means that they are still not optimal in writing activities based on visual media (Adios et al., 2021).

On the other hand, there are also previous studies that explore the influence of digital activities from online gaming activities. Of course, this greatly affects students' language skills. Previous research conducted by Trisnadewi and Lestari (2018) highlighted the ability to speak English due to the influence of language games. The results showed that the application of language games had a positive and significant effect on students' speaking ability. However, the cause of students who are still not fluent in English is that they lack confidence because they are afraid of being wrong, do not know how to pronounce the word, and are not familiar with English words because they rarely use them (Trisnadewi & Lestari, 2018).

The last research related to digital activities is social media. Individuals who use social media are certainly very influential on their language use. Such a thing has been researched by Wulandari (2018) with the article title "Social Media and Changes in Language Behavior". In her writing, she highlighted how big and strong the influence of using social media is in expressing opinions or ideas in their minds. The results of the study concluded that social media users should be smarter so that their language behavior is of higher quality and does not fall into things that harm them (Wulandari, 2018).

METHOD

The data collection methods used in this research are observation and questionnaire. Observations were made by directly seeing the results of students' writing after being given writing assignments. After the data was collected and classified which ones were very, less, and not good; then a limited interview technique was conducted with the students. The application of the interview was carried out by asking about the relationship between their writing and the digital activities they usually do.

However, in order to get an accurate correlation, the author also provides a questionnaire to be filled out by students regarding digital activities with their language. Respondents surveyed were Unisba students of PAI and Statistics Study Program class

of 2021. Those who filled in were those who were taking Indonesian language courses in the odd semester of 2021. Filling in the questionnaire was carried out after the respondents attended a series of Indonesian language material, starting from spelling to paragraphs.

That way, at least they already know conceptually and theoretically about the signs of writing. This meant that when they were given a writing assignment, they were not surprised and had written guidelines in hand. That is, there is no excuse for those whose writing is poor or not good. After the data was collected from the results of the survey, the authors began to process and classify it. After that, the final data has been neat then the author analyzes it.

The data analysis was carried out using descriptive quantitative methods. The descriptive quantitative method is a data analysis technique that is carried out in a clear and detailed manner based on the results of the questionnaire. This method places more emphasis on a predetermined instrument, namely a questionnaire. So, what is important in quantitative research is the ability to generalize research results (Mulyadi, 2013). The hypothesis test of this method is that there is a large influence on the use of online digital media on students' language abilities and skills.

FINDINGS AND DISCUSSION

In every life, what a person does there are times when it will affect the activities of others. For example, when doing digital activities, they tend to have different styles of speaking. Of course, this depends on what digital activities they often use. So, in essence the two things have a strong correlation. Therefore, it is necessary to know which types of digital activities can outperform a person's language skills to stand out. And vice versa, which type of digital activity weakens a person's language skills.

As focused in this research, the authors highlight three things students usually do when doing digital activities. These three things include watching movies, playing online games, and/or using social media. Of these three things will be traced in relation to their language abilities and skills. In addition, which digital media components are intensively carried out by them so that it has an impact on their language style. The following is the result of a questionnaire that was distributed to 235 students. However, there were only 234 students who actively filled out the questionnaire.

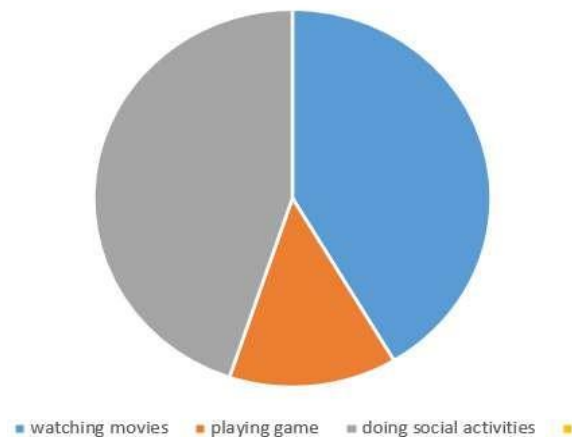


Chart 1. Percentage of Digital Activity

Based on these data it can be seen that students prefer digital activities on social media, namely 105 people or 44.9%. Things like this are certainly not so strange and surprising because those who are synonymous with young people still want to show themselves and the activities they are doing so that their friends or other people know about them. Therefore, they need a medium as a means of self-publication and promotion, namely social media. That way, later the students can know each other and comment on their feelings, whereabouts, and actions.

The types of social media they usually use also vary. In fact, it is also possible for students who choose digital activities to watch movies and play games to use social media for their own benefit. Sequentially, the dominant application used by students for social media is Instagram/IG with 163 respondents, WhatsApp/WA with 105 people, TikTok with 45 students, YouTube with 18 voters, Facebook/FB with 17 students, Telegram with 11 people, Twitter with 7 people, LINE with 2 people, and GMAIL with 1 respondent.

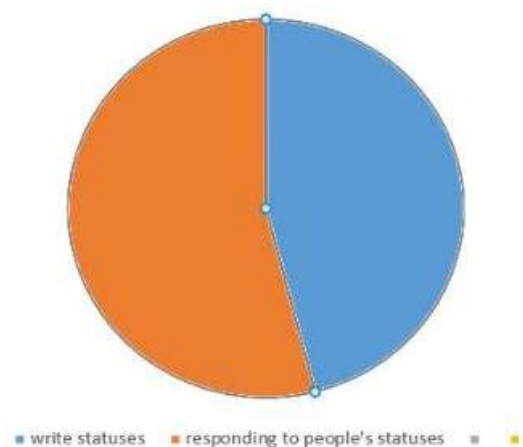


Chart 2. Dominant Activity

In determining the type of social media, sometimes students also choose more than two social media, such as Instagram and YouTube. In fact, those who say they don't choose social media activities can also be sure to have social media accounts like the one above. In fact, what they often do on social media is write their own status. So, in terms of their writing creativity on social media, they are more dominant in writing or updating statuses about themselves, namely as many as 101 respondents. Then, the remaining 86 students prefer to use their social media to comment on or respond to other people's status.

These two activities are actually related and usually students respond to each other's status. Seeing this fact, it is understandable if social media is in great demand by most students in choosing their digital activities. With social media, they can easily communicate with their friends and find out whatever information they want. Even so, because everything that is said will be known by the public, they also need to pay attention to good communication ethics on social media, namely by using polite language.

Therefore, there needs to be good social media ethics for its users (Kamaruddin & Rizky, 2018). Not only that, one of the forms of politeness is speech delivered directly orally (Pratikno, 2020). That way, they will avoid language crimes, both on social media and in society, such as hate speech, lying, verbal violence, and defamation. That way, they will avoid language crimes, both on social media and in society, such as hate speech, lying, verbal violence, and defamation.

The second digital activity chosen by students is watching movies, which is 41.5% or around 97 people. The types of films that students like are very diverse, namely action films, romance, drama, horror, comedy, adventure, fantasy, motivational, historical, thriller, science fiction, cartoon, animation, Sci-fi, and Islamic. When watching a film, of course there is an understanding and experience that they get from the storyline. The trick is to listen carefully to the language or dialogue of the film's contents. Thus, without going through language, the film will not be able to clearly understand what it means.

Most students who like to watch foreign films sometimes don't switch the audio and subtitles to Indonesian. That is, when watching the film, they still use English. As a result, they still understand the meaning of the film so that he gets a lot of vocabulary. So, the language in the film is able to influence the language skills of someone who watches it. This is evident from the results of their foreign language TOEFL scores,

namely some reaching 510. So, they should be more proud to change and use Indonesian subtitles so that they can also get the highest Indonesian Language Proficiency Test (UKBI) score.

Meanwhile, those who watch foreign films but still use Indonesian audio and subtitles also have an advantage in terms of the written language. This can be proven from the writing they make in a well-structured paragraph. The last sequence chosen by students in their digital activities is playing games, namely there are only 32 people or 13.7% of all respondents. Gamers certainly have high imaginative power and creativity towards something, including language. When given a certain topic to write about, they are able to describe it logically and coherently.

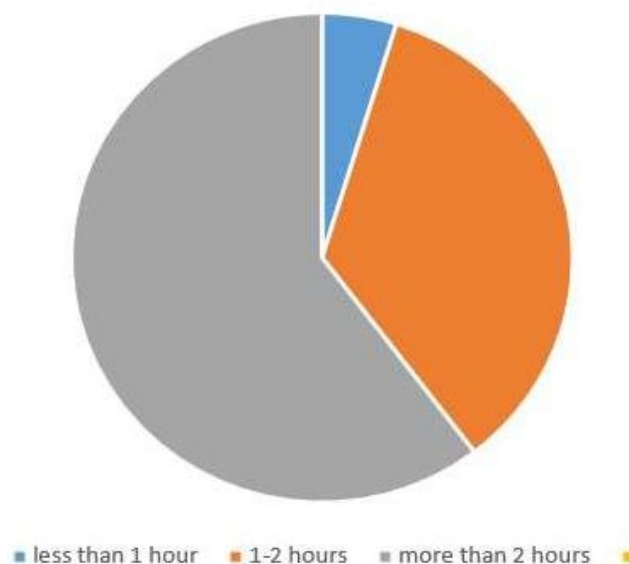


Chart 3. Daily Digital Activity Duration

Digital media that has spread among students has made them addicted. This is evident from the average amount of time they spend on gadgets, which is more than two hours. Based on data in the field, there were 137 students who stated that they had digital activities for more than two hours. Meanwhile, there were 79 students who did digital activities with a time span of 1 – 2 hours. This typical student is usually not too addicted to his gadgets which are just for entertainment. So, the ideal and reasonable time for students to be active in digital media is less than one hour. Of all that there are only 11 students who apply it.

Indeed, it is something that is rare, even difficult for students to implement today because they are still easily influenced by the sophistication of digital media. You can imagine with just a gadget like that, everything can be fulfilled, from learning,

entertainment, transportation, eating, etc. Therefore, it is not impossible that the impact will occur if students cannot manage their time for digital media. The negative influences in question include students forgetting their obligations, namely studying, worshipping, and socializing. In addition, they must be able to sort and choose shows on social media in appropriate language because that can also transmit students' spoken language.

Lately there have been quite a few social conflicts that have occurred due to miscommunication on social media. This can lead to the phenomenon of cyber bullying. The most common form of cyberbullying is mocking; make fun of; slander; spreading fake news, vulgar photos, and/or videos that embarrass victims through social networks (Muzdalifah & Zanirah, 2018). Seeing this sad condition, students need to have a strong commitment so they can control their desires and not use digital media all the time. Moreover, this is done only to attack other people's personalities with derogatory language.

Students also need to know that effective communication must be done directly so as not to cause multiple interpretations. So, students should wisely use online digital media. In fact, they should be able to become ambassadors for polite language on social media to prevent the spread of the phenomenon of language crime and cyberbullying in online media which is currently booming recently. Most of them have been doing activities in digital media for a long time, which is more than 2 years. The following is data based on a questionnaire that has been distributed to Unisba students.

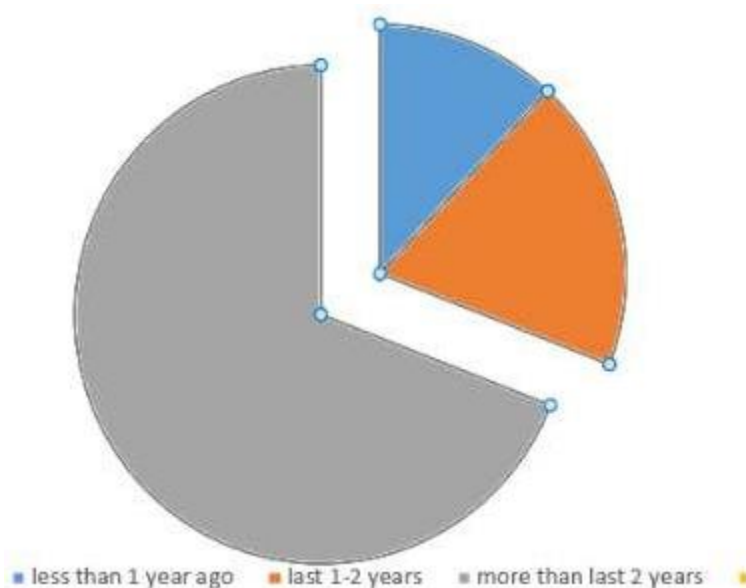


Chart 4. Since When Do You Use Digital Media?

The use of gadgets that students have been doing for a long time also affects their language. However, it is also influenced by which language they use when doing digital activities. For example, students who like to watch movies and use English audio as well as subtitles, their English skills are also good. This can be proven from the results of the TOEFL scores they have obtained. Of course they have applied all of these things for a long time, namely more than two years in their digital activities such as watching movies. Even so, they shouldn't get carried away with the foreign language, but the national language must also be put forward when viewing digital media so that students' Indonesian language structure will be even better.

In line with watching movies, for students who often play online games, they also have the ability to improve foreign language skills because they tend to interact in that language with their partners or competitors. Not only that, if they find foreign vocabulary that is difficult to understand, they try to find out. As a result, their foreign vocabulary has increased. That way, they will get used to foreign languages so that when faced with an English exam, their scores will be the highest.

Apart from that, playing online games has quite a big influence on helping teenagers who have difficulty learning English (Prastius, 2020). However, as Indonesian language activists, we must not remain silent with the rise of online games in foreign languages which continue to erode Indonesian language users for children and adolescents. Thus, there needs to be boundaries and even translation in the game world.

Based on the data in chart 4 above, students who have been active for more than two years doing digital activities in online media actually dominate, namely there are as many as 69% or 156 people. This indicates that digital media has been attached to students for a long time, even long before the Covid-19 pandemic emerged. Meanwhile, there are only 30% or as many as 70 students who actively use it for less than two years, even a year less. Students who are in this position usually appear due to the pressure of a pandemic which requires them to study from home so that they inevitably have to have gadgets.

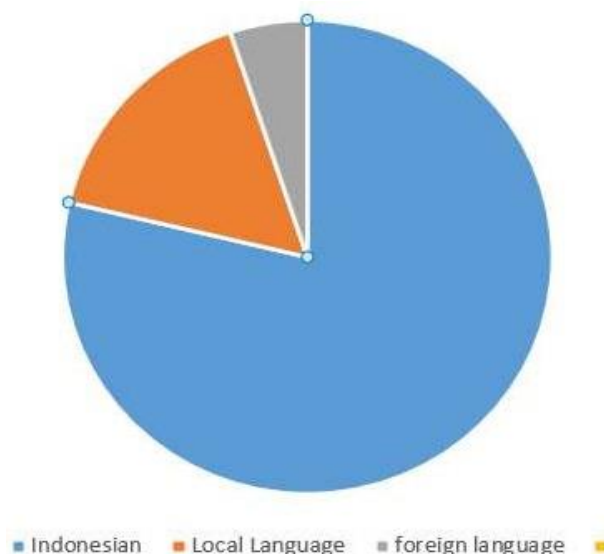


Chart 5. Language Mastery Ability

The students' language skills, mainly Indonesian, can be determined based on several criteria. Among the criteria referred to be conceptually or materially, this ability can be seen based on the results of the semester exams they take. Verbally, this can be known when students make presentations or group discussions. The last is in writing, namely looking at the student's final assignment in the form of a scientific work. Of the three criteria, what will be highlighted regarding students' language skills is the last criterion related to their writing.

In recognizing a writing made by students, whether it can be considered acceptable or not, this needs to be proven in terms of readability. Good writing is writing that is easy to read and understand. The ease of reading the text can be seen from the clear structure and sentence patterns. In addition, the use of spelling and diction must also be applied correctly. Meanwhile, the ease of understanding the contents of a text can be seen from the elements of logic and coherence of sentences. For this reason, in order to make the contents of the text easy to understand, writing must consistently present its ideas in a coherent manner.

The last is testing the honesty of their written language, namely by checking through the Turnitin application. The results are pretty good because most of them are under 30% plagiarism.

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Figure 1. Evidence of Checking Similarity

CONCLUSIONS AND SUGGESTIONS

With online learning, students are actually preoccupied and become not focused on learning. This is due to the influence of the digital media they have, such as their cell phones or laptops. Apart from studying, they use the media for other activities, such as watching movies, social media, and playing games. Of the three activities, the most dominant activities that students often do are social media, watching movies, and playing games.

In connection with this, it turns out that there are things that significantly affect students' language skills, especially for those who like watching movies and playing games. Their language skills are already quite good due to the intensity when watching movies using foreign language audio and subtitles. In addition, the interactions that tend to be massive when they play online games make the vocabulary they have more and more. In the end, the language skills they demonstrated can be seen from the contents of

their writing on the topics provided and their TOEFL results.

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