

Applying Digital Literacy in Improving Students' Writing Skill at Senior High School

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**Indonesian Journal of
Learning Studies (IJLS)**
Vol. 4, No. 3, 2024
E-ISSN 2775-5231

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Published by:

**Perkumpulan Dosen Muslim
Indonesia**



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Abstract

Applying digital literacy in improving student writing skill at SMAN 5 PALOPO. This study aims to examine the improvement of students' writing skill eleventh grade of SMAN 5 Palopo through digital picture. This research is mixed method research and the type of research is experimental research. The population in this study were class XI MIPA 1 of SMAN 5 Palopo which amounted 35 students, and sample is 20 students were taken using the random Sampling technique method. Collecting data in this study through Pre-Test and Post-Test for quantitative and interview for qualitative.

Based on the results of research and data analysis, it was concluded that the use digital picture can improve the writing skill class XI MIPA 1 of SMAN 5 Palopo. This is indicated by the value of the t-test that has been carried out after the treatment has obtained a significance of 0,00 which means it is smaller than 0,05 ($0,00 < 0,05$) and based on the results of the t-test calculation, it is obtained that the value of t-count $>$ t-table ($7,286 > 2,093$), so in improving English student writing skill in class XI MIPA 1 of SMAN 5 Palopo after using digital picture method interest as possible, so it can be concluded that the digital picture Method can improve the of English student writing skill in class XI MIPA 1 SMAN 5 Palopo. It's been more accurate when student got interview that the all resourch say the digital picture can improve student writing skill.

Keywords : *writing, digital literacy, improvement*

Applying Digital Literacy in Improving Students' Writing Skill at Senior High School

Introduction

Apriyanto (2020) mentioned that Language is an essential tool for communication in human life. It enables people to share their ideas, thoughts, feelings or information with others, either orally or in writing. Among the foreign languages used for international communication, English is one of the most popular and widely learned languages in the world. Therefore, English is a mandatory subject for students at the senior High School level and above in Indonesia. In this case Arellano (2020) say that There are four aspects of language skills that are taught in English: reading, writing, listening and speaking.

In today's era of globalization and communication, using English is a necessity. Therefore, learning English at the senior High School level is important for students to become capable individuals who are ready to face global competition in the future. However, according to Tatter (2018) there are many difficulties that students encounter in learning English language skills, especially writing skill. Writing skill is the ability to produce written texts that are coherent, cohesive, grammatically correct and suitable for the purpose and audience. Writing skill is crucial for academic success and career development.

Digital literacy is the ability to use digital technologies effectively and critically for various purposes, such as communication, learning, and problem-solving (van Laar et al., 2017). Writing skill is the ability to produce coherent, clear, and accurate texts for different audiences, contexts, and genres (Graham et al., 2018). Both digital literacy and writing skill are essential for students in the 21st century, as they are required for academic success, career development, and civic engagement (Heitin, 2016; Sousa & Rocha, 2019). However, many students face challenges and difficulties in developing their digital literacy and writing skill, due to various factors, such as lack of access, guidance, motivation, feedback, and practice (Tinmaz et al., 2022; Van Deursen & Van Dijk, 2010). Therefore, it is important to explore how digital literacy can enhance student writing skill, and what strategies and recommendations can be implemented to foster this relationship.

Literature Review

In this part, the researcher give some term and concept related to the topic, those are digital picture and writing skill. Digital literacy is a term that refers to the ability to use, create, and evaluate digital information and media in various contexts. Digital literacy is not just a technical skill, but a complex and multidimensional concept that involves different aspects Siddiq, F. (2019). According to Marín & Castañeda (2020) digital literacy is a critical competence for empowering citizenship in a digital world. It has become a key element in teaching and learning across the different educational stages that has been addressed since the last decade of the twentieth century within the field of open, distance, and digital education. And According to Audrin and Audrin (2019) digital literacy is the confident and critical use of a full range of digital technologies for information, communication and basic

problem-solving in all aspects of life. It is underpinned by basic skills in ICT the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. From both explanation it can say that Digital literacy is a vital skill for being an active and responsible citizen in a digital world. It involves using various digital technologies for different purposes and contexts, such as information, communication, and problem-solving. It also requires basic skills in ICT, such as using computers and the internet to access, evaluate, store, create, and share information, and to collaborate with others online. Digital literacy is an important aspect of education, especially in the fields of open, distance, and digital education, which have been developing since the late 20th century.

From the definition of Kozina and Kozina (2019), digital literacy is a variety of digital tool utilisations involving simpler and more complex operations, security measures related to the safe use of the digital environment, and information obtained mainly through Internet resources. And Potomac University (2019) said that digital literacy is a vast collection of skills that help users utilize digital tools to the fullest through finding, creating, sharing, and evaluating information. According to Cambridge University Press (2018), digital literacy is about more than just using computers. To become digitally literate, learners need to develop a range of skills. They need to be able to use technology to search for and create content, solve problems and innovate.

Method

The researcher used a mixed method. According to Almeida and Rocha (2018), mixed methods research is an approach that combines both quantitative and qualitative methods into a single study in order to provide a broader and more complete vision of a problem. This research was categorized as action research.

In this research, research instrument that were used were observation sheet, and test. In qualitative way, the researcher has been use observation. observation is a type of qualitative research method that involves collecting data using one's senses, especially looking and listening, in a systematic and meaningful way (Ciesielska. 2018). In observing the activities, the researcher has been tell or taking note what the student has been do while the class beginning and after the class. The research also taking note about what has been do while in the class from beginning until the end of the class.

The second instrument has been use is a test. a test is a type of assessment that measures the knowledge, skills, abilities, or attitudes of an individual or a group of individuals on a specific domain or topic. A test can take various forms, such as multiple-choice, essay, oral, or performance. (Mahmoodi. 2018), . The test has been given about creating narrative text as much 3 paragraph using the choosen theme from researcher. post test has been carried out to determined the student writing skill ability after giving some treatment after see digital literacy.

The last instrument is interview. Definition of interview is a qualitative research method that relies on asking questions in order to collect data. Interviews involve two or more people, one of whom is the interviewer asking the questions (George 2022). This instrument has been give the researcher semi result that is using digital literacy can interested student to learn writing skill.

In collecting the data, technique he has been used is a test. This test has been use determined the improvement student writing skill using the digital literacy of class IX student at SMA 5 Palopo. The test has been divide into two parts, 1) pre test has been conduct to determined the student writing skill before giving treatment. The test has been given about creating narrative text as much 3 paragraph using the choosen theme from researcher. 2) post test has been carried out to determined the student writing skill ability after giving some treatment after seing digital literacy. The test has been giving is creating narrative text as much 3 paragraph using the choosen theme from researcher.

- 1) The first meeting with, he has been introduced my self after that the researcher giving pre test to the student. student has been do the test until the end of the class. After they finish the test, they has been giving to the researcher their test.
- 2) The second meetings, student has been giving some treatment , the treatment is showing digital literacy slide in the whiteboard using projector while showing the literacy the researcher has been explain one by one the digital literacy that is text picture. After explaine all the digital text picture the researcher has been giving conclusion about the material. The improvement target in this meeting is student can make narrative text.
- 3) The third meeting, student has been giving some treatment , the treatment is showing digital literacy slide in the whiteboard using projector while showing the literacy the researcher has been explain one by one the digital literacy that is text picture. After explaine all the digital text picture the researcher has been giving conclusion about the material. The improvement target in this meeting is student can make text about Expressing of Asking and Giving Opinion .
- 4) The fourth meeting, student has been giving some treatment , the treatment is showing digital literacy slide in the whiteboard using projector while showing the literacy the researcher has been explain one by one the digital literacy that is text picture. After explaine all the digital text picture the researcher has been giving conclusion about the material. The improvement target in this meeting is student can make text about Expression of Giving Advice
- 5) The fifthh meeting, , student has been giving some treatment , the treatment is showing digital literacy slide in the whiteboard using projector while showing the literacy the researcher has been explain one by one the digital literacy that is text picture. After explaine all the digital text picture the researcher has been giving conclusion about the material. The improvement target in this meeting is student can make text about Expressing Love and Sadness
- 6) In the sixth meeting or the last, the researcher giving post test to the student. student has been do the test until the end of the class. After they finish the test, they has been giving to the researcher their test.

To know whether the student's writing ability has been be enhanced or not after being taught by using digital literacy, the researcher has been carry out both qualitative and quantitative analyses. A qualitative analysis has been be presented is observation as a narrative of the personal analytic habits of the researcher while teaching the lesson. And use interview as a second qualitative analysis to know is student can be interested to learn writing skill using digital literacy.

On the other hand, a quantitative analysis has been consist of central tendency scores from pre-test and post-test. After the researcher data has been collected, the next part has been have data to analyze. In this research, the researcher has been follow several scoring way in data analysis:

1. First measure student writing skill by classifying the student's score into following criteria

Table 2. Scoring rubric of assessment writing skill

Scoring rubric of assessment writing skill		
Aspect	Score	Description
Content accordance with the title	5	Content is very in accordance with the title
		Content is accordance with the title
	4	Content is fairly in accordance with the title
	3	Content is in less accordance with title
	2	Content is not in accordance with the title
	1	

Source (Dwi Rukmini. 2017)

After classifaying the students` score, then the researcher categorizes the student's score:

Table 3. the student's score categorizes

Score	Category
90-100	Excellent
80-89	Good
70-79	Fair
60-69	Poor
0-59	Very Poor

Source (Depdiknas as cited in wahdania,2016)

2. Next, after the researcher get the result from student test, then analyzed and finding out the average of the class
3. Searching for the percentage increase in student's writing achievement in using the based theme teaching by using spss
4. In order to find out the difference between pre test and post test, it has been calculated by SPSS. After that, calculating the students score.

Result

This study was carried out using t-test analysis with analysis using the SPSS statistical program. This hypothesis testing was conducted to test applying digital literacy in improving student writing skill at SMAN 5 Palopo. The t-test at this stage aims to test whether or not the Pre-Test and Post-Test values have an effect. The statistical hypotheses tested in this study are:

Table 3: Pre-Test and Post-Test Research Test Results

NO	NAMA	NILAI	
		PRE-TEST	POST-TEST
1.	MA	40	70
2.	A	15	35

3.	MAH	60	90
4.	MG	25	95
5.	SMN	60	95
6.	MF	50	40
7.	DA	75	85
8.	R	25	50
9.	MAI	40	90
10.	MAA	25	80
11.	A	15	25
12.	SRS	60	80
13.	AP	65	95
14.	RAA	45	90
15.	SAT	70	80
16.	K	55	95
17.	E	60	95
18.	AMA	50	95
19.	KAR	95	95
20.	ASF	30	90

To facilitate the calculation, it is done using SPSS for windows as follows:

Table 4: Paired Samples Statistics Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	prettest	48.00	20	21.238	4.749
	posttest	78.50	20	22.484	5.028

Based on paired samples statistic shows that the average value of Pre-Test before treatment with digital picture of 20 students is 48,00 while the average value of Post-Test after treatment with digital literacy of 20 students is 78.50.

Table 5: Paired Samples Correlations Test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	prettest & posttest	20	.558	.011

The results of the paired samples correlation test show that the correlation between the two variables is 0,558 with sig. 0,011

Table 13: Paired Samples Test

Paired Samples Test									
		Paired Differences					T	d f	Sig. (2- tailed)
		Mea n	Std. Deviat ion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pai r 1	prettest - posttest	- 30.5 00	20.577	4.601	-40.130	-20.870	-6.629	1 9	.000

Based on the table Paired sample T test, the significance value of 2 tailed $0.00 < 0.05$ indicates a significant difference between the Pre-Test and Post-Test variables, indicating that there is a significant effect on the administration of each variable. The results of the t test or t table can be seen as follows:

$$\begin{aligned}
 T \text{ tabel} &= t_{\alpha/2} (df) \\
 &= t_{0.05/2} (n-1) \\
 &= t_{0.05/2} (20-1) \\
 &= t_{0.025} (19) \\
 &= 2.093
 \end{aligned}$$

In the 0.025 alpha column of the 19th table data the t value is 2.093. which means applying digital literacy has can improve student writing skill at SMAN 5 Palopo.

b. The observation checklist after researcher giving some treatment when applying digital literacy to improve student writing skill

1. first meeting

In this meeting, researcher suddenly goes to class after get the permission from the teacher who teach English education. Researcher did the meeting in 18th September 2023. while first meeting the student in the class researcher give some greetings and some of introduction and inform the student that is researcher teach the student some couple of weeks, to change the regular English teacher. After researcher explained all of that, researcher order to student to prepare themselves to following the first test that is pre test. Pre test means the first test that used to know student skill before researcher give them some treatment.

The test had begun and researcher give the time 15 until 30minute to finish their test. While they do their test, some of the student has a problem to do their test. There are so many student got confused about the test researcher give. Some of The problem they get are, the test itself is new for the student. The student haven yet the test before. But, some of the student know the test because before the test researcher give it to them, researcher give some explanation about the test. And that is some of student didn't confused to do their test. After the time is out, the student has to collected their test to researcher.

The next thing researcher do after give the student the test is give the first treatment that is learn about narrative text. Researcher didn't use English language all the time because the student didn't understand if researcher use English language, while researcher give them lesson. Researcher explanation has a some variant to invite the student to communicate between researcher and the student. For example, researcher ask about some of the legend story in Indonesia. And then the student answer it with some of legend story like first president of Indonesia Soekarno hatta, sultan hasanudin and many more. And that is make the whole class have a communication between researcher and student. After the school bell is ringing, researcher has to close the lesson because that time the student get to rest.

2. Second meeting

On 25th September 2023, researcher give them some greeting to give the student spirit learning to learn something new. After that, researcher give order to student in the class, to pray each one of them that is for ask for blessing to god, when we get studied all of the lesson has been save into the student mind.

The next lesson researcher choose for the student is expressing of asking and giving opinion. The classroom have been quite while researcher teach them. Some times researcher ask to student about the sentence when asking and giving opinion. The student answer it carefully, but researcher give them spirit because researcher purposing that to give student brave to answer it. The lesson is finish and researcher give them some order to make conversation text about the material writer giving to student.

3. Third meeting

On 2nd Oktober 2023, researcher give them some greeting to give the student spirit learning to learn something new. After that, researcher give order to student in the class, to pray each one of them that is for ask for blessing to god, when we get studied all of the lesson has been save into the student mind.

The next lesson I choose for the student is expressing of giving advice and expressing love and sadness. The classroom have been quite while researcher teach them. Some times researcher ask to student about the sentence when giving advice and how to say love and say sadness in english. The student answer it carefully, but researcher give them spirit because researcher purposing that to give student brave to answer it. The lesson is finish and researcher give them some order to make conversation text about the material writer giving to student.

4. Last meeting

the last meeting the student in the class researcher give some greetings and inform the student that is researcher teach the student has the end. After researcher explained all of that, researcher order to student to prepare themselves to following the last test that is post test. Post test means the last test that used to know student skill after researcher give them some treatment.

The test had begun and researcher give the time 30minute to finish their test. While they do their test, some of the student very easy to answer all question in the test. There are so many student didn't confused anymore to do their test. The student very fast to finish their test because the knowledge researcher gave it is come to the test, that's why they are

very easy to answer it. After the time is out, the student has to collected their test to researcher.

c. The interview result after researcher has complete the treatment giving digital literacy to improve student writing skill

There are 4 student researcher choose from class XI MIPA 1 SMAN 5 Palopo. The student has ready for asking them several question it's connected to treatment applying digital literacy to improve their writing skill.

I: Interviewer

S: Student

1. Student perspective after Participate using digital literacy to improve their writing skill

Based on the interview from all student who has been participate. The student perspective after using digital literacy to improve their writing skill it's all positif. It's been more validated from student who done it interview her name is Atika Baso Yusri her say " I think it feel comfortable, because digital picture can more see clearly. Because I sit in chair in front of class. That's why the digital picture it's more clear and more detail in the explanation. So, I can understand and can write nead. Because in the proyektor more nead and also the writing it's more nead. So, automaticly the writing in my book can also more nead too."

2nd interview, Monday, 12th 2023

I: question number one How did you feel about using digital pictures to improve your writing skills?

S: menurut saya rasanya itu nyaman karena. Karena gambar digital dapat lebih jelas terlihat karena kan saya duduk di bangku paling depan. Nah jadi gambar digital itu lebih jelas dan saya lihat lebih rinci penjelasannya. Jadi saya dapat lebih memahami dan dapat menulis dengan rapi karena di proyek nya itu lebih rapi juga tulisannya tertata rapi. Jadi untuk otomatis tulisan di buku saya itu bisa lebih rapi juga.

(I think it feel comfortable, because digital picture can more see clearly. Because I sit in chair in front of class. That's why the digital picture it's more clear and more detail in the explanation. So, I can understand and can write nead. Because in the proyektor more nead and also the writing it's more nead. So, automaticly the writing in my book can also more nead too.)

Based on the result, it can say that the student feel comfortable after using digital literacy to improve student writing skill based from student Atika Baso Yusri. Similarly with another student the researcher interview his name is Muhammad Anugrah who say that he feel good and also interested using digital literacy to improve writing skill he say "I think that, it's very good and also interesting for students too, so don't be nervous"

2nd interview, Monday, 12th 2023

I: question number one, How did you feel about using digital pictures to improve your writing skills?

S: menurut saya itu kak, itu sangat bagus dan juga menarik untuk bagi pelajar juga, supaya tidak teganglah

(I think that, it's very good and also interesting for students too, so don't be nervous

Based on the result, it can say that the student feel good and also interested after using digital literacy to improve his writing skill based from student Muhammad Anugrah Alam. And also the next student the researcher interview her name is Putri who say that she think it is good and can upgrade our creativity when using digital literacy to improve writing skill she say "ya I think it's good and it can be upgrade our creativity in learning"

3rd interview, Monday, 12th 2023

I: question number one, How did you feel about using digital pictures to improve your writing skills?

S: ya menurut saya sangat bagus dan bisa meningkatkan kreativitas siswa dalam pembelajaran.

(ya I think it's good and it can be upgrade our creativity in learning.)

Based on the result, it can say that the student say it is good and can upgrade our creativity after using digital literacy to improve her writing skill based from student Putri. And also the next student the researcher interview her name is Dinda who say that she think it's very helpful and can be understandable after using digital literacy to improve writing skill she say "I feel very happy, because it is very helpful and understandable so it improves my writing skills"

4th interview, Monday, 12th 2023

I: question number one, How did you feel about using digital pictures to improve your writing skills?

S: perasaan saya sangat senang, karena sangat membantu dan dapat dipahami sehingga meningkatkan keterampilan menulis saya.

(I feel very happy, because it is very helpful and understandable so it improves my writing skills.)

2. Student perspective to evaluate their writing skill after using digital literacy

to assess and judge the quality, the relevance, the accuracy, and the reliability of digital information and media, as well as to identify and avoid the misinformation, the disinformation, and the manipulation that may exist online. Based on the interview from all student who has been participate the researcher ask how they evaluate themselves after using this digital literacy. The student have a few way to evaluate their skill. One of the student his name Muhammad Anugrah Alam has a way to evaluate his writing skill it say that "yes, it is one I learn in this lesson. I do applicate when watching film in youtube, I

understand to watching that". Based on the interview the researcher do with student his name is Muhammad Anugrah Alam

2nd interview, Monday, 12th 2023

I: last question, How did you evaluate your own writing skills and progress after the lesson?

S: ehhhh.....

I: *maksudnya adakah seperti menulis lagi atau melihat youtube atau sebagainya?*

(is mean like writing again or watching youtube video)

S: *ya itu juga salah satunya untuk saya pelajari pelajaran ini. Saya juga terapkan itu kalau nonton film di youtube saya lebih mengertilah untuk nonton itu.*

(yes, it is one I learn in this lesson. I do applicate when watching film in youtube, I understand to watching that)

Based on the interview the researcher do with student his name is Muhammad Anugrah Alam it can say that the way he evaluate his skill with practice writing again and watching youtube. Another way from student her name is Putri theb way she evaluate her her writing skill using digital literacy she said that "by making conclusions from what is said"

3rd interview, Monday, 12th 2023

i: last question, How did you evaluate your own writing skills and progress after the lesson?

s: *dengan membuat kesimpulan dari apa yang disampaikan*
(by making conclusions from what is said)

By this interview we can see that student her name is Putri has the way to evaluate her skill by making conclusion from what it said. It means after the lesson is over Putri making conclusion from what she learn that day. Then, it's more effectively from student her name is Dinda the way she evaluate her writing skill after using digital literacy same like Muhammad Anugrah Alam with practice writing again and watching youtube.

4th interview, Monday, 12th 2023

I: last question, How did you evaluate your own writing skills and progress after the lesson?

S:

i: *apakah latihan menulis lagi atau menonton youtube?*

(whether to practice writing again or watch YouTube.

s: *ya, latihan menulis lagi dan menonton youtube*

(yes, practice writing again and practice watching YouTube too.)

Discussions

The research process was carried out using a sample of 20 students in class XI MIPA 1 SMAN 5 Palopo. The data collection technique uses tests, namely Pre-Test and Post-Test. And also qualitative method that are observation and interview. To prove the results of the research, students were given pre-test questions before learning took place or without treatment, the aim was to determine the students' initial ability to increase English writing skill. Post-Test is given after the learning process is complete by providing treatment which aims to determine improving student writing skill on the final ability level of students. Observation is to know condition while researcher give treatment in the class. Interview is about to know student perspective after they given treatment to improve their writing skill.

Based on the results of data analysis shows that the average value in the Pre-Test is 52,08 with the highest score of 95 and the lowest value of 15 while the average value of the Post-Test is 78,5 with the highest score of 95 and the lowest score of 25, so it can be said that the increase in the average score on the Post-Test is greater than the Pre-Test. To find out the enhancement of this research, researcher can prove it with the results of the t-test or Paired Samples T-test. Before doing the t-test, researcher first conducts a prerequisite test, namely the normality test and homogeneity test. The normality test aims to determine whether the data results are normally distributed or not, while the homogeneity test aims to determine whether the data results are homogeneous or vice versa.

In the tests that have been carried out in the normality test, researcher obtained data that the significance value of the Pre-Test and Post-Test data on the Kolmogorov-Smirnov test was $0,200 > 0,05$, then the data was normally distributed. Furthermore, in the tests carried out on the homogeneity test, researcher obtained significant data on the Pre-Test and Post-Test of $0,990 > 0,05$, so it can be concluded that the two data are homogeneous.

Furthermore, the results testing using the Paired Sample T-test obtained a 2-tailed significance value of $0,00 < 0,05$ which indicates a significant difference between the Pre-Test and Post-Test variables. This shows that there is a significant effect on the provision of each variable. which means applying digital literacy can improve the students' writing skill of class XI SMAN 5 Palopo.

The result From the interview researcher does to Atika Baso Yusri, the source think that using digital literacy through text picture it is comfort to her. The reason why the source feel comfort it because the explanation of the digital literacy is detail and because of the source sit in front of class, it is make her understand what the digital literacy through text picture show. Then, writer asking her back about what the source learn after researcher give her some treatment. The source said all the lesson from the first treatment until the last treatment. The lesson are narrative text, expression asking and giving opinion, expression giving advice and expression love and sadness. the digital pictures help the source writing skill is because the digital picture the source saw is nead and then she try copied. That`s why the source say it`s helping her to upgrade writing skill. The next question researcher ask about is there advantages or disadvantages while learning using digital

literacy. The source said there is no disadvantages after all. In fact the source said the digital literacy through text picture have advantages because she sit in front of class and it makes the picture more clearly and it help her to improve her writing skill.

The researcher interviewed Atika Baso Yusri, who expressed her comfort with using digital literacy through text and picture. She attributed her comfort to the detailed explanation of the digital literacy concept and her position in the front of the class, which enabled her to understand what the text and picture showed. The researcher then asked her what she had learned from the treatments he had given her. She mentioned all the lessons from the first to the last treatment, which included narrative text, expression asking and giving opinion, expression giving advice, and expression of love and sadness. She also stated that the digital pictures helped her improve her writing skill because they were neat and she tried to copy them. Furthermore, she did not see any disadvantages of learning using digital literacy. On the contrary, she claimed that it had advantages because sitting in the front of the class made the pictures clearer and helped her enhance her writing skill. These findings support the grand theory from Siddiq (2019) that digital literacy is a complex and multidimensional concept that involves the ability to use, create, and evaluate digital information and media in various contexts.

The result From 2nd the interview researcher does to Muhammad anugrah alam, the source think that using digital literacy through text picture it's very good and also interesting for students too. The reason why the source feel good it because the explanation of the digital literacy make the student not nervous. Then, writer asking him back about what the source learn after researcher give her some treatment. The source said. is narrative text. the digital literacy help the source writing skill is because the digital literacy can't make the student nervous while they study. That's why the source say it's helping her to upgrade writing skill. The next question researcher ask about how the situation in the class while using digital literacy as a tool. The source said, he and researcher make the learning good. Researcher ask him how to evaluate his writing skill and the source said while watching youtube he improving his writing skill.

The researcher interviewed Muhammad Anugrah Alam, who expressed his positive and enthusiastic attitude towards using digital literacy through text and picture. He explained that the digital literacy approach made him feel less nervous and more engaged in the learning process. The researcher then inquired what he had learned from the treatments he had received. He responded that he had learned about narrative text, which was the main focus of the treatments. He also claimed that the digital literacy method helped him improve his writing skill because he was able to observe and imitate the neatness and clarity of the text and picture. Additionally, the researcher asked him how the classroom situation was while using digital literacy as a tool. He replied that he and the researcher had created a conducive learning environment. Finally, the researcher asked him how he evaluated his writing skill. He answered that he had improved his writing skill by watching YouTube videos related to the topic. These findings are consistent with the grand theory of Audrin and Audrin (2019), who defined digital literacy as the confident and critical use of a full range of digital technologies for information, communication and basic problem-solving in all aspects of life, underpinned by basic skills in ICT.

The result From 3rd the interview researcher does to Putri, the source think that using digital literacy it's very good and can make more student creativly in the lesson. Then, writer asking her back about what the source learn after researcher give her some treatment. The source said learned was to create narrative text, namely orientation, complication or and namely the end of the story. That's why the source say it's helping her to upgrade writing skill. The next question researcher ask about how the situation in the class while using digital literacy as a tool. The source said, very helpful for her who has difficulty understanding the lesson. Researcher ask her about the advantage while using digital literacy. The source said The advantage is that we don't look at the book anymore and we can understand more clearly what writer is saying and we can see what is on the blackboard. And then researcher ask her how to collaborate with peers and the teacher while learning. The source said that By asking and answering system. The last thing writer ask her how to evaluate his writing skill and the source said by making conclusions from what is said.

The researcher interviewed Putri, who expressed her positive view of using digital literacy in the lesson. She believed that it could enhance the students' creativity and writing skill. The researcher then asked her what she had learned from the treatments he had administered. She reported that she had learned how to create a narrative text, consisting of orientation, complication, and resolution. She also explained how the digital literacy approach was very helpful for her, as she had difficulty understanding the lesson from the book. She stated that the advantage of using digital literacy was that she could understand the writer's message more clearly and see what was on the blackboard. Moreover, the researcher asked her how she collaborated with her peers and the teacher while learning. She answered that they used an asking and answering system. Finally, the researcher asked her how she evaluated her writing skill. She responded that she did so by making conclusions from what was said. These findings are in line with the grand theory of Potomac University (2019), which defined digital literacy as a vast collection of skills that help users utilize digital tools to the fullest through finding, creating, sharing, and evaluating information.

The result From the 4th interview researcher does to Dinda, the source think that using digital literacy feel very happy, because it is very helpful and understandable to improves her writing skills. Then, writer asking her back about what the source learn after researcher give her some treatment. The source said learned was to create Narrative text, expression asking and giving opinion. giving advice, expression love and sadness. The next question researcher ask about how the situation in the class while using digital literacy as a tool. The source said, because the digital images, we can understand and the writing becomes better and very clear. Researcher ask her about the advantage and disadvantage while using digital picture. The source said the advantage is that we don't use printed books anymore and can be understood clearly and summarize things very precisely. The disadvantage is that if we sit in the back seat, the writing is very unclear and blurry. And then researcher ask her how to collaborate with peers and the teacher while learning. The source said that hold a question and answer session, to find out what we don't know. The last thing writer ask her how to evaluate his writing skill and the source said practice writing again and practice watching YouTube too.

The researcher interviewed Dinda, who expressed her satisfaction with using digital literacy to improve her writing skills. She found it very helpful and understandable, as it allowed her to create various types of texts, such as narrative, opinion, advice, and emotion. The researcher then asked her how the classroom situation was while using digital literacy as a tool. She replied that the digital images made the writing better and clearer, as they could illustrate the concepts and examples. She also discussed the advantages and disadvantages of using digital pictures. She said that the advantage was that they did not need printed books anymore and could comprehend and summarize the information more easily. However, the disadvantage was that the writing was unclear and blurry for those who sat in the back seat. Furthermore, the researcher asked her how she collaborated with her peers and the teacher while learning. She answered that they held a question and answer session to clarify their doubts. Finally, the researcher asked her how she evaluated her writing skill. She responded that she practiced writing again and watched YouTube videos related to the topic. These findings are in accordance with the grand theory of Cambridge University Press (2018), which stated that digital literacy is more than just using computers, and that learners need to develop a range of skills to use technology to search for and create content, solve problems and innovate.

In the interview while researcher asking to the source about The use of digital literacy preceded by some supporting activities like writing activity, picture discussion, and making example was proven effective in improving the students' writing ability. By the using of digital literacy as the visual with nead, the students were motivated and comfort to writing in english. They also became more confident and didn't nervous in showing their writing skill. They were really aided by the digital literacy in producing the English words.

Conclusion

Based on the results of research and discussion on improving the students' writing skill at elevent grade of SMAN 5 Palopo through digital literacy, it can be concluded that the results of data analysis showed the average score on the Pre-Test was 52,08 with the highest score 95 and the lowest score was 15, while the average score on the Post-Test was 78,5 with the highest score of 95 and the lowest score of 25, so it can be concluded that the increase in the average score on the Post-Test was greater than that of the Pre-Test. The results using the Paired Sample T-test, researcher obtained a data significance value of 2 tailed $0,00 < 0,05$ indicating a significant difference between the Pre-Test and Post-Test variables. This indicates that there is a significant increase in the provision of each.

When observation the student really excited using digital literacy for learning. And it's more prove while researcher interview the student, because all of the student researcher interview said that using digital literacy through text picture can improve their writing skill. Therefore it can be concluded applying digital literacy can improve the students' writing skill of class XI MIPA 1 SMAN 5 Palopo.

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