Writing Short Stories Using Twitter as a Media for Students' Writing Skills

Emma Dwi Indriani*, Latifah Rakhma Romadhon, Kunrat Nur Setiawan
Universitas Muhammadiyah Jakarta

emdwy98@gmail.com

Abstract. *The purpose of this research is to find out the improvement of students writing a short story about their most memorable experiences using Twitter as their writing media. Samples were students of class IX SMP N 3 Tangerang with a total of 30 students. According to Hadi, M, S. (2019), to solve problems and improve the quality of learning, researchers use Classroom Action Research to reduce misconceptions. Researchers conducted 1 Pre-Test session and 2 Post-Test sessions. Moreover, researchers collected data in this study by using Qualitative data from the description of students writing a story using Twitter. The results of the study showed that using social media Twitter as written media students can improve students' ability to write English and increase students' experience in conveying their expressions with written stories. From the results of the Pre-Test session, there were only 2 students who scored between 60-64. Furthermore, 28 students get grades below 60. While during the Post-test 1 session, there was an increase in students with a total of 2 students getting grades above 70. Then during the Post-Test 2 session, the increase in students improved with the achievement of student grades the highest is 80 and the lowest is 65.*

Key words: *short story, twitter, writing skill.*

A. INTRODUCTION

Writing is a significant thing to master. According to Hargrove and Poteet (1984: 239) writing is a visual depiction of thoughts, feelings, and ideas by using the symbols of the author's language system for communication or note-taking. It can be concluded that writing is describing a thought, feeling, and idea and is changed in the form of language symbols and writing as well as activities for recording and communication purposes. In writing English, it is an obligation to be known and taught during junior high school, although English is a second language. Nevertheless, there are still many obstacles that occur in writing. According to Lerner (1985: 402), several factors that influence a child's ability to write are

motoric, behavioral, perception, memory, ability to carry out cross-modal, dominant hand use, and the ability to understand instruction. It can be concluded that according to him, if students whose motor development is not perfect or experience disturbances, they will experience difficulty in writing, such as writing that is unclear, intermittent, or unable to follow the line, so it is complicated to read and understand the meaning written.

Moreover, according to Eric Gould, Robert DiYanni, and William Smith (1989: 18) mentions "writing is a creative act, the act of writing is creative because it requires interpretation or makes sense of something; an experience, a text, and an event ". It can be said that to remove obstacles in writing, students only need to understand the experiences they have experienced. That way, students will be able to write efficiently and be able to think creatively and also critically in writing.

Furthermore, Barli Bram (2002: 7) also argues that "in principle, to write means to try to produce or reproduce written messages". Moreover, the type of writing depends on the purpose of the writer to do the writing. There are several types of writing in English, namely Expository Writing, Persuasive Writing, Narrative Writing, and Descriptive Writing.

English Writing Skill

The ability to write English is also a productive skill. Gebhard, 2006: 211 states writing is an activity that focuses on the choice of words, the use of appropriate grammar, syntax, mechanics, organization of ideas into coherent and cohesive forms, readers, and goals, and is an ongoing process to understand the meaning. This means that writing really involves students' minds to be creative and critical in choosing the right words in writing. And based on Brown (2001) to write English, students need to pay attention to aspects of writing, namely Content, Form, Vocabulary, Grammar or language use, and Mechanics. Content is the main idea or essence that has been described in writing. It can be said that content is content that is based on students' thoughts in devoting to written form. The form is an arrangement of words in writing. Which means in the form of writing the exact

structure of the written text. Vocabulary is a vocabulary. It can be said that at this stage, students must be able to choose the right words in expressing their ideas. Grammar is the use of words with grammatical or grammatical forms and proper syntax forms in writing. And Mechanics is a consideration of students in adding spelling, punctuation, reference quotations, as well as neatness or appearance in writing.

Information Technology is a technology used to process data, including processing, obtaining, compiling, storing, manipulating data in various ways to produce quality information, namely information that is relevant, accurate and timely, which is used for personal, business, and governance and is strategic information for decision making. In contrast, communication technology is all matters relating to the use of tools to process and transfer data from one device to another. Enables the rapid exchange of information without being hampered by space and time limits. Unlike the case with the previous periods that still utilize natural objects around them, that is what they are. However, now, humans are competing to integrate ICT in all aspects of life to build and civilize knowledge-based societies to be able to compete in the global era. One of them is the use of the internet as a learning medium.

With the development of internet technology, the community is also more friendly with social networking sites Facebook, blogger, my space to Twitter. Social networking sites are not only a place to interact with friends. Some use it as a medium to convey products, information, to promote even just to express the user's feelings. From various kinds of social networks, one of them is Twitter. Educational Technology is the development, application, and evaluation of systems, techniques, and tools to improve and enhance the human learning process. Cambridge International research through the 2018 Global Education Census shows that Indonesian students are very familiar with technology, not only in interacting on social media but also for learning needs. The results of the study even mentioned that Indonesian students were ranked highest globally as IT / computer room users in schools (40 percent). More than two-thirds (67 percent) use smartphones in the classroom, and 81 percent to do homework.

Twitter is a website that offers social networking in the form of microblogs, allowing users to send and read messages called tweets. Twitter is used almost in all areas of life. Radio, TV, Celebrities, Companies, Politicians almost all have Twitter profiles and use them to connect with their audience. The same thing applies to education. With Twitter, the instructor will easily share links, communicate, and develop relationships with others, thereby developing networks and increasing communication reach. Some examples of the functions of Twitter in the educational process include, in terms of communication, teachers can use Twitter as a bulletin board for their classes, letting students know about the latest news such as classes canceled, besides, teachers can also keep students to stay in class (using hashtags on Twitter), besides that Twitter can maintain the involvement of students in public lectures, for example, if in public lecture classes where student participation can be intimidating, Twitter can make it easier for students to get involved and discuss in class. Then what if Twitter is used as a learning tool? In my opinion, it is a very extraordinary thing and worth a try. Now Twitter is not just a social network but can also be used as a learning medium. This can be classified as e-learning. In today's global era, almost everyone is comfortable to access the internet. From parents, teens, even small children already familiar with the internet. Moreover, supported by the proliferation of smartphones and internet packages that are competing to name themselves cheaply. No need to bother to go to internet cafes to access it.

The use of social networks for teaching and learning is indeed not much practiced. Many people think that learning is memorizing several materials. Students seem to be photocopiers that copy books into their brains. In fact, memorization is the lowest level of learning. Bloom stated this in the level of learning objectives known as taxonomy bloom.

Try to imagine if when the teacher was explaining the material, then students tweeted about their understanding lessons. Exactly the same as writing in my book a note, only different in the medium. After that, they can discuss using features on Twitter such as hashtags, replies, retweets, etc. For example, like #matematics to

discuss math lessons. It is useful to make it easier to classify group discussions with students and teachers.

That way, students and teachers will not get lost in more general communication, but rather be specific to the discussion according to the topic they want. It also avoids confusion between personal issues and school issues. The students listened and found the lessons they found interesting. Students make a summary in 1 tweet containing 140 characters. It could be that students make tweets about questions that come to mind. So as long as he goes to school, he will collect tweets that also become school records.

Benefits of Twitter

One of the benefits of the social networking site Twitter is that anyone and anywhere we can connect directly with many people at the same time can make two-way communication with them. Nowadays, many Twitter users use Twitter facilities to spread knowledge, insights, knowledge, and inspirational stories. Some Twitter users spread school science, such as history, language, citizenship education, and other subjects. If this can be accessed and functioned appropriately by students, of course, the existence of Twitter will enrich students' knowledge and insights in addition to the lessons they receive from their teachers in class.

The Twitter's strengths:

a. As a simple communication media, that is easy to get and spread information.

b. Easy to navigate and update, "link to" and promote anything.

c. Reach wider, not only between friends.

d. One fed for all users, and anyone can follow others unless blocked.

e. Quick response.

f. Very interactive

Twitter's weakness:

a. Unlimited capabilities: find people, send short messages, direct replies.

b. Limited to 140 characters per update

c. Not everyone finds immediate benefits

d. Put more emphasis on follower counting

e. Easily misused for spam and increase noise levels

f. Relatively smaller user base installed

g. There is no easy and clear financial strategy, yet

The Utilization of Twitter as a Learning Media:

a. Teachers and students quickly obtain information without having to face to face.

b. Students will feel happy to learn because they get new experiences in learning or do not use media or conventional methods.

c. The teacher can give discussion or reflection questions at the end of the lesson.

d. Ask participants to give opinions or comments using Twitter.

The teacher can also make short questions that can stimulate students to learn and use Twitter in a positive direction. Design questions that you will give attractive as possible, and are varied and not too tricky. So students can be challenged to answer all the questions. If students can answer questions brilliantly or very precisely, give congratulations or praise because this will create pride and increase the desire to answer all the questions given.

Strengths of Twitter as a Learning Media:

a. It can communicate not only with teachers or students in one school but with other people who use social media.

b. Learning is not limited by time and space.

c. Can or provide information quickly.

d. Learning will be more enjoyable.

Twitter's Weaknesses as Learning Media:

a. The explanation of a problem cannot be detailed because the maximum loaded character is only 140.

b. Students who comment on Twitter mostly do not lead to the question being discussed.

Twitter can also increase the creativity of writers because 140 characters are not an obstacle to writing a weighty thing, that is where the challenge is how the writer is honed to be creative in making impactful and influential writing. So, precisely 140 characters can increase creativity in writers. So far, Twitter has not explicitly developed in the application of e-learning. Of course it is not as easy as turning the palm of the hand in applying it. Several factors become obstacles in e-learning. Like the uneven internet connection owned by students and not all teachers in this country are internet literate, let alone understand the question of Twitter.

B. RESEARCH METHOD

Data collection techniques in this study are to use qualitative data from a qualitative descriptive approach. This is done with the aim of the researcher describing the situation that is actually happening directly in the classroom when the research is conducted or when students write their story using Twitter. And researchers use classroom action research techniques or CAR because the data analyzed or used is a qualitative approach. With this classroom action research technique, researchers intervene in teaching and expect reflections from students in writing stories they make with Twitter. So that the occurrence of criticism that can enable the realization of changes or improvements in students. This accordance with Hadi, M. S. (2019) that action research is to intervene deliberately in the problematic situation in order to bring about changes and even better improvements in practice. And in carrying out this CAR research, the researcher is described as a teacher by appearing in front of the class and being able to analyze the classroom situation so that the researcher can find out precisely the shortcomings. The sample used was grade IX students of SMP N 3 Tangerang in the even semester of the 2019/2020 school year with a total of 30 students. While the sample object used is writing a short story using Twitter as the students' writing media. Researchers took qualitative data from 2 data, namely, student motivation data and student learning outcomes data. For student learning motivation data, researchers took it from the observations of students during the learning process and the questionnaire or questioner provided and filled out by students of class IX SMP N 3 Tangerang. Meanwhile, for student learning

outcomes data, researchers take it from the values obtained by students through the Test process. The method used by researchers in this study are:

1). Observation Method (Observation)

Researchers make observations or observations to collect data by seeing firsthand what activities students do in class. It aims to obtain data related to the activeness and involvement of students when learning occurs.

2). Test Method

This test is conducted by researchers to hone students' understanding of the learning material provided. This test is carried out in the form of photo documentation in the form of screenshots of inspiring stories taken from several accounts on Twitter. Researchers make this test used for research data instruments in collecting data about student learning outcomes. As for student learning motivation data, researchers take it from questionnaires that have been distributed and filled out by students.

C. FINDINGS AND DISCUSSION

The research finding is answering the problem statements that formulated before. The data are presented based on observation in the classroom are an interview with the informant and analysis of the document. In this section, the writer will be present the types of classroom techniques used by the teachers to develop students' English grammar knowledge, the purpose of each classroom technique, the teacher's role, the students' role, and the role of instructional material.

Based on the results of the pre-test, it is known that there are 2 students (6.5%) who score between 60-64. While 28 students (93%) received scores below 60, pre-test scores for the ability to write English short story in class IX SMP N 3 Tangerang can be seen in the table below:

Table 1. Distribution of Pre-Test Scores for Writing Short Story

Score	Number of student	Percentage (%)
60 – 64	2	6.5
55 – 59	2	6.5
50 – 54	3	10
45 – 49	5	17
40 – 44	8	27
35 – 39	10	33

Table 2. Questioner

NO.	QUESTIONS	OPTION				
		Very Agree (VA)	Agree (A)	Less Disagree (LD)	Disagree (D)	Strongly Disagree (SD)
1.	Are you interested to write short story on Twitter?					
2.	Do you have problems when learning by write short story on Twitter?					
3.	Do you think that write short story use on social media Twitter help to improve your writing skill?					
4.	Do you think learning by using Twitter is like learning new skills and new experiences?					

5.	Do you think it is necessary or not write short story on social media Twitter in learning writing?	

Based on the pre-test conducted by researchers using Twitter as media, researchers used a screenshot of photos in the form of inspirational story tweets taken from several accounts on Twitter as examples, and students followed to try to write short stories on Twitter. Evaluation with students filling out the questionnaire given and relating to learning English and social media Twitter. The following is a summary of the results of the questionnaire:

1. Are you interested to write short story on Twitter?

From the question above, around 15 students from a total of 30 students answered very agree (VA) or very interested to write short story on Twitter. They argue that by learning English using social media, it turns out that it can increase students' enthusiasm in writing. Besides that students also do not feel bored whereas the remaining 15 students think that they are not interested in learning by writing short stories on Twitter because they never know about how to write short stories with limited characters.

2. Do you have problems when learning by write short story on Twitter?

Based on the questions in the second questionnaire, some students answered very agree (VA), which indicates that there are still many students who have difficulty (problems) to write words in English. So that makes them still confused to compose the right words in their stories.

3) Do you think that write short story use on social media Twitter help to improve your writing skill?

From the questions in the third questionnaire, it can be seen that only 3 students answered strongly disagree (SD). They argue that learning by creating short stories using Twitter media cannot help improve students' writing skills. While about 27

other students answered very agree (VA). Because according to them, learning to make short stories using Twitter media can help improve students' writing skills, because according to them, it is not dull, so that makes them motivated to passion in writing short stories in English. In a sense, Twitter helps present ideas for students to describe their stories.

4) Do you think learning by using Twitter is like learning new skills and new experiences?

From the questions in the fourth questionnaire, it is known that some students answered very agree (VA). Because with the use of Twitter for learning media in writing English, they can improve their writing skills and also gain new experiences.

5) Do you think it is necessary or not to write short story on social media Twitter in learning writing?

From the questions in the last questionnaire, it was found that around 14 students answered they agree (A). they think that it is indispensable, in the sense that they sometimes need Twitter to write short stories or status related to their daily lives so that it can help them in facilitating to improve their English writing skills.

In the post-test I, it was found that students who had scored 70 and above had 2 students and there were 11 other students who scored below 60.

Table 3. Distribution of Post-Test 1 Scores for Writing Short Story

Score	Number of student	Percentage (%)
70 – 74	2	6.5
65 – 69	6	20
60 – 64	11	37
55 – 59	8	26.5
50 – 54	3	10

Based on the table above, it can be seen that the results of the post-test 1 session, it is concluded that students have improved. Initially there were 2 students who scored

above 60 from the pre-test to 19 students who scored above 60 while there were 11 students who scored below 60.

Table 4. Distribution of Post-test 2 Scores for Writing Short Story

Score	Number of student	Percentage (%)
75 – 80	2	6.6
70 – 74	20	66.6
65 – 69	8	26.6
60 – 64		
55 – 59		

Based on the post-test II score table above, it can be concluded that students have a significant increase. With the highest score obtained is 80, and the lowest score obtained is 65.

D. CONCLUSION

From the results of research that has been done, it can be concluded that from the use of Twitter as a medium of student writing can improve students' English writing skills. Using Twitter as a learning medium really helps teachers and students become more interested and active in learning. With Twitter learning media, students are trained in independent learning/learning responsibilities, active, and work together in solving problems, collaborative, developing learning strategies, also training students in ICT mastery, and training the use of foreign languages (English), meaningful learning and engaged learning. And the most important thing is that students can use and use their time in a positive direction. Then the results of providing photos in the form of screenshots of short stories from other people who become examples of making stories turned out to be able to make students quick in capturing the material, and students can convey directly what they want to express. Twitter can also make it easier for teachers and students to get information without having to face-to-face. Students will feel happy to learn because they gain new experiences in learning or do not use media or conventional methods. Overall, the use of Twitter is very useful in improving student writing because it sharpens

students' thinking by writing stories using English. Furthermore, it is evident from the results of research that the results show a better improvement.

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