THE IMPLEMENTATION OF ICT IN TEACHING WRITING THROUGH COLLABORATIVE METHOD FOR YOUNG LEARNERS

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ABSTRACT

Teaching English for young learners are difficult to do if we do not have many methods to teach. They are growing up optimize and it is suitable time for them to start learning. Growing up means the permanent characteristic changing and cannot turn back into. One of English skill is writing. It can be improved by using ICT. There are many multimedia tools out there for teacher to use in the classroom. Collaborative method is appropriate way to come up students' motivation. Students can combine videos they have seen with poetry or they can write the scripts for short film. Personal digital assistants (PDAs) have been used in some school as a way of providing access to ICT resources at home and school. There is a product called essay punch. It helps students learn to write step by step, from free writing to publishing. The other way is brainstorming. The brainstorming should be an engaging challenge to students, encouraging even reluctant writers to participate. Using ICT will empower teaching learning activity from being highly teacher dominated to student centered. It has positive effect on student achievement. This transformation will increase students' opportunity to develop their creativity and communication skill.

Keywords: *ICT, Writing, Collaborative method*

INTRODUCTION

Issue Background

Now days, we live in a global modern era where distance is not longer a great problem to commercial or social contact. ICTs in everyday life will support you to gain and understanding of the information and communication technology that conduct us in network world.

The end of the twentieth century and the beginning of the twenty-first century are often compared to other historical periods of great technological change such as the Industrial Revolution. This is because of great changes that are happening in our live and society. The terms information society and network society have been used to analyze the education achievement especially in teaching learning process. One of the discussions of ICT is the government regulation in education curriculum. ICT is the key to increase students' interested in learning and be able to get students attention a lot in teaching learning process.

ICT is used in the teaching learning of English, as it is in all areas of curriculum. The student who uses ICT will feel more confident and has wide knowledge; they more creative and can solve

the problem easier. There so many multimedia tools that teacher can use for teaching. But sometimes the obstacle is lack of facilities in some school fields. Teacher should more creative to face this situation. Besides, using collaborative method is one of a good solution for teaching. Teacher gives opportunity to student to work together and share the ideas.

Learning system provide the teacher to use ICT in every teaching learning process and it should be produces such a product. ICT in education has at all times been tempered by a pragmatic recognition of what possible within classroom. This situation is to develop some suitable models in teaching learning through ICT with many expectations and perhaps many obstacles too.

This title is chosen by author to draw attention to improve student ability in writing skill through suitable method that given by the teacher and need support from all who care about education.

Identification Problem (Background)

In accordance with the title of this paper "The implementation of ICT in teaching writing through Collaborative Method for Young Learners", in relation in government regulation about curriculum, the implementation of ICT in teaching learning and the effect of technology in education. In connection in that title, than the problem can be identified as follow:

1. How does ICT can improve students' ability in writing skill through collaborative method?
2. How does student more interested in teaching learning process through ICT and can produce such a product?

Limitation of the problem

To clarify the scope of discussion, the issues discussed is limited to the problem:

a. ICT is able to improve students' achievement in writing skill through collaborative method
b. Students are more interesting when using ICT during teaching learning process in the classroom and it can result a product.

Problem Formulation

Based on the identification problem and the limitation issue, the problem discussed can be formulated as follows:

1. How does the description of the implementation of ICT in teaching writing to improve students' ability through collaborative method?
2. How does the description of the students' effect in teaching writing using ICT during teaching learning process?

DISCUSSION

Writing is one of English skill. Writing is a tool of human communication that creates language and through the inscription or recording of signs, symbols, characters and letters. H.G Wells argued that writing has the ability to "put agreements, laws, and commandments on record. It made the growth of states larger than the old city states possible.

It made a continuous historical consciousness possible. The command of the priest or king and his seal could go far beyond his sight and voice and could survive his death. There are a variety of tech tools and methods out there for teaching writing that can make the process easier and more fun for both teachers and students. Event not every high-tech way in teaching writing is doing well for every student. One of the biggest challenge in the classroom is when teacher asks student to write and they do not do it, because they have never been encourage to do it or enjoy it. There so many kinds of method and teaching technique for writing in order to make students more interesting. There are some techniques focused ways to help students learn grammar, essay - writing, and the most important thing is the role of writing skill for the learners' future.

COLLABORATIVE METHOD

Using collaborative method is one of the solutions to improve students' ability in writing. The concept of collaborative learning is grouping and pairing. Students will make a group for the purpose of achieving an academic goal. It refers to instruction for a small group of students to work together toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. According to Johnson and Johnson (1986) , there is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Totten, Sills, Digby, & Russ, 1991). The advances in technology and changes in the organizational infrastructure put an increased emphasis on teamwork within the workforce. Workers need to be able to think creatively, solve problems, and make decisions as a team.

Collaborative learning supported students to encourage their interaction and cooperation with teacher and expert regardless where they are. According to Vygotsky (1978) , students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually.

Collaborative method can be used in every material at school because it only needs students grouping to work together and sharing their problem in material. Teacher gives a lesson to them and asked them to follow the instruction based on the material given then they should write down in the form of slide or power point to present in the class. Power point is the example of material products that conducted to ICT. It can send to email for the report of the product. Almost all activities are conducted to ICT and it makes students more interesting to do their task better.

THE ROLE OF ICT IN EDUCATION

ICT greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy

formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation and to open access to knowledge in ways unimaginable not long ago (L. Tinio, ICT in Education, 2002)

In the real world, ICT can also supported learning provides to give the opportunity to students to contact with others cultures without seeing directly. The role of technology especially internet is very helpful among teacher and student for teaching and learning. There are three goals to describe the role of technology for teaching learning process:

a. The goal of technology is for literacy
b. Technology facilitates learning across the curriculum
c. Integrating technological skills development with curriculum applications

By technology, students will get the automatic programs that can give more feedback on students writing. Grammatical is the most worried by some students. They have to struggle and understand to learn it. But it is not to be worried anymore because there are hundreds of sites that provide grammar tutorials. Students can learn more both from teacher and technology. Lou *et al.* (2001) found that learners characteristic have an effect on learning with technology. These characteristics include gender, experience, ability and age. Technology can used to help students learn and participate in the classroom.

TEACHING WRITING THROUGH TECHNOLOGY

Teacher can keep an eye on students' progress as they produce a paper or assignment by using writing- focused software. One of its tools called essay punch. It can help student learn writing step by step, from free writing to publishing. Teachers give the clues as question then students should answer all clues that have given by teacher one by one until all clues are answered. Other ways is using multimedia tools, many of which combine perfectly with writing assignments that challenge and engage students. Teachers can ask students to combine videos they have shoot with right instruction based on the material given. In this case, one of the example activities is when teachers ask student to make a long functional text and they have to make a video then combine with the suitable text by using video maker. The others ways is allow students to turn their stories into animations or animations into stories. Student can also write poetry as one the ability in writing. Poetry is an art form composed from words. ICT interacts and supports the qualities of poetry. This playfulness can extend the physical arrangement of words on the page, which can be experimented with painlessly on a computer. ICT has a related part in reading poetry. It is enable multimedia approaches to poetry. Student can combine of words with images; video or movie includes cartoon or animation.

New technology can help student to get information easier and can fulfill their assignment as writing project. For example, Google Drive allows students to work together on a project or to give each other feedback that can be useful in the writing process. *Writing for Teens* for teachers and students to use that can make collaborative writing with the web-based service easy and productive. Students will proud of the work they have done and they will love when seeing it

published. It can motivate student to produce better from the get-go.

The impact of ICT on student motivation is really important to think. ICT motivates teachers and students feel greatly contributes for learning. It is more effective in preparation for standardize testing to measure the result of such teaching practices. Uses ICT can have positive effect on students' achievement when it used appropriately. ICT will empower teachers and learners transforming teaching and learning process from teacher – dominated to student- centered. It will increase learning gains for students. It can develop students' creativity, problem solving abilities, and communication skill.

THE RESULT OF TEACHING WRITING THROUGH ICT

From teaching learning process there are some results that have been applied by ICT. Here are teaching writing process using ICT:

a. Video maker

In this section teacher give a material with the title procedure text and ask student to practice how to make something with a complete instruction in text after that they should make it using video maker and published it for example on you tube.

b. Essay Punch

There is an application called essay punch to help student improve their writing skill. In that application student will find some guidance question and practice them to write step by step. But if the application is hard to do, teacher can give them the easier way likes essay punch using Power Point Text (PPT). Teacher should make some questions that is given one by one to student and they will answer it. Finally, student can combine all the answers become a complete story.

c. Making Poem, Poetry or Script

Some students do not like writing. But using ICT it can help student to have interested in writing. Teacher will show a video or short movie to the student, then they have to turn it into a poem or poetry or make a script based on the movie is given by the teacher. The other ways, students make a script first than turn it into animation. It should be an interesting teaching learning process for them.

CONCLUSION

The role of ICT is very required and gives a good influence in teaching learning process. There are so many multimedia tools that we can use for teaching. Writing skill is one of the goals to improve students' ability and collaborative method is suitable technique to motivate teen's students. Student has high motivation when they learn writing skill trough collaborative method and ICT. Collaborative method gives them opportunity for sharing knowledge and as a problem solving in their lesson. Working together makes easier to find out the solution than work individually. There are so many techniques to ask student has ability in writing skill. They can make a video maker based on the material is given by teacher. The other ways is student allows turning their stories into animation or from animations into stories. Students will proud when their product is published.

ICT gives easy ways for teaching learning. The impact of ICT will empower teachers and students to transform learning style from teacher dominated to students centered. They can find out the problem of material through ICT for example using Google drive. Teacher gives students opportunity to create their learning style especially in writing. Teaching writing trough ICT is more effective preparation for standardize testing to measure the result of such teaching practices.

Teaching learning process can be done by some technique, here the example of teaching learning process for student in order to have ability in writing, they are (1) Video maker, it gives an opportunity to the student to create their own video based on the material given by the teacher. (2) Essay punch. It helps student to write step by step using an application or teacher make a guidance question using PPT. (3) Making Poem, Poetry and Script. It helps students to create a script form a video or make a poem or poetry from a video or they can turn it into animation.

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