



Digital Literacy: Student Writing Skills on Narrative Text

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Abstract

This study explores the role of digital literacy in supporting students' Arabic narrative text writing skills. Through interviews, observations and documentation, it was found that students apply the narrative text writing process by starting from the introduction draft, developing the story, presenting the climax and writing the ending. In this process, digital literacy plays an important role in several aspects. First, a basic understanding of the structure of narrative texts is an important foundation. Second, the ability to find and evaluate relevant and credible digital resources can enrich the content and point of view of the writing. Third, the use of word processing, video editing and graphic design software allows for a more engaging and interactive presentation of the story. Fourth, online collaboration platforms and digital communication tools support collaboration and feedback in the writing process. Fifth, the application of digital ethics such as avoiding plagiarism and respecting copyright ensures the academic quality of writing. Overall, digital literacy benefits students in improving their writing skills, creativity, and storytelling effectiveness. The implication of this study is that the use of digital tools can enhance students' creativity, enrich their writing, facilitate collaboration, and improve the quality of the final Arabic narrative text.

Keywords: Arabic, digital literacy, narrative text, university students, writing.

Abstrak

Mahasiswa saat ini tidak hanya dituntut untuk mampu menulis dengan baik secara konvensional, tetapi juga harus mampu mengadaptasi keterampilan menulis mereka ke dalam berbagai format digital. Kemampuan menulis naratif merupakan kompetensi penting yang mendukung pengembangan akademik dan profesional mahasiswa. Penelitian ini bertujuan untuk mengeksplorasi literasi digital dan pengaruhnya terhadap kemampuan menulis teks naratif pada mahasiswa. Literasi digital mencakup keterampilan menggunakan teknologi digital secara efektif untuk mengakses, mengelola, dan menciptakan informasi. Metode penelitian yang digunakan adalah survei dan analisis konten yang melibatkan sejumlah mahasiswa dari berbagai program studi. Hasil penelitian menunjukkan bahwa tingkat literasi digital memiliki korelasi positif dengan kemampuan menulis teks naratif. Mahasiswa yang memiliki literasi digital yang tinggi cenderung menghasilkan teks narasi yang lebih terstruktur dan kreatif. Temuan ini menegaskan pentingnya mengintegrasikan literasi digital dalam kurikulum pendidikan tinggi untuk meningkatkan kompetensi menulis mahasiswa.

Kata Kunci: Literasi Digital, Kemampuan Menulis, Teks Naratif

Introduction

In today's digital era, digital literacy has become an essential competency that must be possessed by individuals, especially in the context of higher education. Digital literacy not only includes the basic ability to use digital devices, but also involves the ability to access, manage, understand and evaluate information obtained from various digital sources. In education, digital literacy is becoming

increasingly important as it enables students to learn and create more effectively in an environment dominated by technology.

One important aspect of digital literacy is the ability to write in a digital context. Today's students are not only required to be able to write well conventionally, but also to be able to adapt their writing skills into various digital formats (Sari & Ilmiani, 2021). Narrative text, as one of the important forms of writing in education, certainly requires special attention in developing students' writing skills (Ilmiani & Delima, 2021). Narrative texts allow students to express their ideas, experiences and imagination in a structured and engaging way.

The ability to write narrative texts in the digital age involves using digital tools and platforms such as word processors, collaborative writing applications, and online editing and publishing tools. Good digital literacy enables students to utilize these technologies to produce more creative, effective and structured narrative texts. Narrative text is a type of writing that tells a series of events or occurrences in chronological order. In academic contexts, students are often assigned to write narrative texts, such as writing essays, reports, or short stories. The ability to write good narrative texts is essential for students, not only for their academic success but also for developing effective communication skills. With the development of digital technology, the process of writing narrative texts has changed significantly. Today's students need to be able to utilize various digital resources, such as search engines, word processing tools, and collaborative platforms, to develop their writing skills.

Digital platforms also provide a variety of resources and references that can be accessed to enrich their narrative writing (Ilmiani et al., 2020). However, while the importance of digital literacy is widely recognized, there is still a significant gap in digital literacy skills among university students. Many students have not fully mastered the skills required to write narrative texts effectively in digital environments. These challenges include a lack of understanding of the use of digital technologies in writing, limited access to digital tools and resources, and a lack of adequate guidance and training in digital literacy. In addition, they also need to understand conventions and ethics in writing in digital environments, such as citing sources correctly and avoiding plagiarism. In the context of Arabic language learning, the ability to write narrative texts also plays an important role.

Writing narrative texts in Arabic requires not only mastery of grammar and vocabulary, but also the ability to convey stories with good structure, clear flow, and appropriate language style. Digital literacy in Arabic language learning can help students in various aspects of writing narrative texts. Writing narrative texts in Arabic requires a deep understanding of grammar, vocabulary, and story structure. In addition, in today's digital era, digital literacy becomes very relevant to support and enrich the writing process.

This study entitled "Digital Literacy: Students' Writing Ability on Narrative

Text" aims to examine the extent to which digital literacy affects students' narrative text writing ability. It will also explore the factors that influence students' digital literacy and how educational institutions can support the development of digital literacy to improve their writing skills. Thus, this research is expected to contribute to identifying effective strategies and approaches to improve students' digital literacy and writing skills, especially in the context of narrative texts.

Previous studies have explored the relationship between digital literacy and students' ability to write narrative texts, as mentioned by Oktafiani that digital literacy affects students' narrative writing skills. This can be seen based on the results of descriptive analysis of students' digital literacy skills in the medium category with a percentage of 66% and narrative writing skills in the medium category with a percentage of 71.4 (Oktafiani et al., 2020). Digital literacy also helps learners develop the skills to analyze, understand and apply information, all of which contribute to successful learning outcomes, including writing ability (Harahap et al., 2023). Chairunnisa also mentioned that digital literacy has an impact on the quality of students' narrative writing. This also has implications for the application of writing learning strategies through assignments as a form of creating student habits during the narrative writing development process. Normuliati also added that digital literacy allows us to find ideas in the surrounding environment to develop writing skills (Normuliati, 2023). However, there is still a gap in understanding how digital technology can be optimally utilized to support the writing process of narrative texts, so this study aims to further explore digital literacy that is utilized to support students' writing skills on narrative texts.

Method

This research uses a qualitative approach to explore what factors support the writing ability of Arabic Language Education study program students on narrative text in terms of digital literacy. This research uses a qualitative approach with a case study method. The qualitative approach was chosen to gain an in-depth understanding of the factors that support the ability to write narrative text in terms of digital literacy. The participants in this study were students of the Arabic Language Education study program who were taking or had taken courses related to narrative text writing. The purposive sampling technique was used to select participants who meet certain criteria, such as students who are active in writing activities or have achievements in the field of writing.

Several data collection methods can be used, including: In-depth interviews with students to explore their experiences, perceptions and factors that support their ability to write narrative texts in terms of digital literacy. Participatory observation in class or narrative text writing activities to observe the processes and interactions that occur. Document analysis, such as student narrative writing,

syllabus, and learning materials, to obtain additional information about writing skills and the use of digital literacy. Data analysis in qualitative research is done inductively, by identifying patterns, categories and themes that emerge from the data collected. The analysis process was carried out by conducting: Transcribing interviews and observation notes. Coding data to identify main categories and themes. Compiling narratives or descriptions to answer research questions. Interpreting data by linking findings with theory and previous research. To ensure data validity, the researcher triangulated the data by using various data sources and data collection methods. In addition, the researcher asked participants to check the accuracy of the interview transcripts and the researcher's interpretation.

Result and Discussion

Basically, writing skills are very relevant to digital literacy because by utilizing technology and visualization, we can stimulate creativity and writing skills. Digital literacy plays an important role in improving students' narrative writing skills. Technology integration, access to digital reading resources, and the use of interactive learning platforms can all help students develop better writing skills in the context of narrative texts. Writing narrative texts in Arabic requires a deep understanding of grammar, vocabulary and story structure. In addition, in today's digital age, digital literacy has become very relevant to support and enrich the writing process.

The results of interviews, observations and documentation that researchers get are that students start writing narrative texts starting with the first draft such as the introduction by introducing the story setting, main character, and initial situation. Then students develop the story by introducing conflicts or challenges faced by the characters. Students present the culmination of the conflict which is the most interesting part of the story. Students also check grammar, vocabulary, and sentence structure. Digital literacy can help in the process of writing narrative texts in Arabic through various ways, namely Access to Online Resources. Students use online dictionaries and translation tools such as Al-Mawrid or Google Translate to find the right vocabulary and understand the meaning of words, sites such as Madinah Arabic or Arabic Online which offer Arabic grammar lessons and exercises.

Students use word processing tools that support writing in Arabic. Features such as spelling and grammar checkers can help identify errors and improve the text. Students also use platforms such as Google Docs for collaboration with friends or lecturers in drafting and revising narrative texts. Meanwhile, for editing, students can use Grammarly, Sakhr Arabic which can help in checking Arabic grammar and sentence structure. As for graphic design tools used to create visual elements that support the story, such as illustrations or infographics that can be included in the narrative text. Students use Canva, to integrate multimedia elements such as video

or audio narration to make the story more interactive and interesting. Finally, students can publish stories on blogging platforms such as WordPress or Medium to reach a wider audience or through social media such as Instagram, Facebook, or Twitter to get feedback and build a community of readers.

As the results of the findings mentioned above, the discussion of these findings is; There are several factors that support students' writing skills in terms of digital literacy, namely; First, Basic understanding of Narrative Text. Narrative text is a text that tells an event or series of events with the aim of entertaining or providing a certain experience to the reader (Charalambous & Wilsenach, 2024). The general structure usually consists of an introduction, story development, climax, and conclusion. Writing preparation that can be done is to identify themes and story ideas, determine the main theme of the story and the main idea to be conveyed, compile a story framework that includes the main plot, characters, setting, and conflict. A basic understanding of narrative text is very important as a foundation for students. Narrative texts have certain structures and characteristics that need to be understood, such as introduction, story development, climax, and conclusion. Preparation such as identifying a theme, developing a story outline, and determining important elements such as plot, character, setting, and conflict are important first steps in writing a good narrative text.

Secondly, students can utilize search engines such as Google, online databases, and digital libraries to find information relevant to their narrative topic. They need to have the ability to evaluate the credibility and relevance of these digital sources. Digital literacy helps students to find and evaluate information relevant to their narrative topics. (Ilmiani & Miolo, 2021). With the ability to find and select credible and relevant digital sources, students can enrich the content and point of view in their narrative writing.

Third, students can process and present information in digital form. Students can utilize word processing software, video editors, and graphic design software to process and present information in a more interesting and interactive form. (Arsyad et al., 2023). This can help enrich their narrative. Processing and presenting information in digital form also benefits students. The use of word processing, video editing and graphic design software allows them to present their narratives in a more interesting and interactive way, increasing reader appeal and engagement.

Fourth, Collaborate and communicate online. Students can utilize online collaboration platforms such as Google Docs or communication tools such as email, discussion forums, or social media. (Ilmiani & Miolo, 2021) to collaborate with friends or lecturers in the narrative writing process.

Fifth, students need to understand and apply digital ethics, such as avoiding plagiarism, respecting copyright, and using technology responsibly in the narrative writing process. Digital literacy also supports online collaboration and

communication in the narrative writing process. (Sun & Chan, 2024). Students can utilize collaborative platforms and digital communication tools to exchange ideas, get feedback, and work together with friends or lecturers, thus improving the quality of their writing. The application of digital ethics is also an important factor in the narrative writing process. Students should understand and apply principles such as avoiding plagiarism, respecting copyright, and using technology responsibly. (Mardiah, 2022). This will ensure that their writing meets academic and professional ethical standards.

Overall, digital literacy provides various advantages for students in writing quality narrative texts. By utilizing digital resources, data processing software, online collaboration, and applying digital etiquette, students can improve their writing skills, creativity, and effectiveness in conveying their stories to readers.

The implication of Digital Literacy in Arabic Narrative Text Writing is that the use of digital tools can increase students' creativity in writing and presenting more interesting and quality stories. (Ilmiani et al., 2022). Digital literacy allows students to access various resources that can enrich their writing. Digital tools facilitate collaboration and allow students to receive real-time feedback, which can help in the process of revising and improving the text. Thus, digital literacy not only supports the technical process of writing narrative texts in Arabic but also enriches and improves the quality of the final product through various digitally available tools and resources.

Conclusion

The conclusion from the findings and discussion of the factors that support students' narrative text writing ability in terms of digital literacy is that students can utilize various digital technologies and tools effectively in the writing process. They use search engines, online databases and digital libraries to find relevant information and evaluate the credibility and relevance of these digital sources. Secondly, students need to have a basic understanding of narrative texts that include the structure and elements of narrative texts in order to better develop a story outline that includes the main plot, characters, setting, and conflict. They can identify themes and story ideas and plan story development in a more structured way. Third, students who utilize word processing software, video editors, and graphic design software are able to process and present information in a more interesting and interactive form. This not only enriches their narratives but also increases reader or audience engagement in understanding the content presented. Fourth, online collaboration platforms such as Google Docs and communication tools such as email, discussion forums, or social media allow students to work together with friends or lecturers. This collaborative process helps them get constructive feedback, improve the quality of their writing, and develop ideas. Fifth,

the application of digital ethics is a crucial aspect of digital literacy. Students must understand and apply digital ethics, such as avoiding plagiarism, respecting copyright, and using technology responsibly, able to produce original and moral work.

The recommendation for further research is the need to evaluate the effectiveness of various online collaboration platforms (such as Google Docs, Al-Mawrid or Google Translate, Madinah Arabic or Arabic Online, Grammarly) in the narrative text writing process, such as graphic design software, video editors, and interactive content creation applications can be used to increase creativity in narrative text writing.

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Author Contribution Statement

AM designed the research framework, conducted literature review, and led data collection through interviews, observations, and document analysis. AMI analyzed the data, developed the thematic categorization, and drafted the discussion section. Both AM and AMI collaborated on interpreting the findings, finalizing the manuscript, and ensuring alignment with academic writing standards.

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