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THE ROLE OF INTERNET TECHNOLOGY IN IMPROVING STUDENTS' WRITING SKILL

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ABSTRACT

Technology's substantial advancement has improved teachers' ability to instruct students. Technology needs to be used in the classroom by teachers. The goal of this study is to describe internet technology's role in helping B1 level students develop their writing skills, including its advantages and disadvantages. To gather information, semi-structured interviews, observation, and documentation are used. According to research, teachers helped pupils improve their writing skills by using technology. Students' participation in the learning process is a strength of using internet technology. In the meanwhile, the application's flaws become its error system and automatic grammar correction. In general, technology can be used to help students become more motivated and creative during the teaching-learning process, especially when it comes to improving their writing abilities.

KEYWORDS

Writing skill, internet technology, students, importnace, views, English language.

INTRODUCTION

Since writing calls for students to be able to use lengthy frameworks, multiple grammatical rules, and develop correctness and fluency, writing is one of the most challenging language abilities to learn. Since pre-writing activities like drafting and brainstorming,

followed by writing activities, and post-writing activities like editing and revision, writing is also thought of as a linear process. Students may refer back to earlier steps while they write, particularly when editing. As a result, teachers have a crucial

responsibility in helping students develop writing skills that will be beneficial for their future careers [5].

There are additionally four justifications for teaching writing. First, writing instruction serves as reinforcement. It indicates that while some pupils learn language orally, the majority learn it through reading and writing it. Second, writing instruction is a linguistic improvement. They learn as they go along because of the text itself. Thirdly, it is regarded as a type of learning. Some students learn language incredibly quickly only by watching and listening. And finally, writing is a skill. The primary purpose of teaching writing is for this reason. It is a fundamental linguistic ability, equally crucial to speaking, listening, and reading. Students must therefore be able to compose letters, put together written reports, respond to adverts, and write using electronic media [1]. As more scholars perceive the potential for using internet technology in writing classes, there has recently been an increase in research in this area. When students are requested to research and rewrite important, high-quality information for a project or topic, it is advantageous to use the internet to teach language skills. A vibrant class conversation about a topic can start in writing thanks to a computer network. The text of that debate can be saved and printed, or the electronic version can be used to provoke thought while students compose their own works. After

posting those works online for the class to read and provide feedback on, the student can then revise.

This study was done to find out how internet technology may be used to teach students how to write. The study specifically looks at writing techniques and internet technology that EFL teachers frequently employ to teach writing skills to students.

Literature review. It is essential to provide definitions of writing and internet technology recommended by academics because the research's focus is on using internet technology to enhance students' writing abilities. These are what they are:

According to Nunan, writing is a productive ability that necessitates the writer's capacity to come up with ideas and back them up with a few supporting phrases that are both true and grammatically sound.

The writer can effectively communicate his or her thoughts, facts, and experiences by utilizing proper grammar. The hardest thing to do in language is probably to write something that is coherent, fluent, and lengthy. [4, 58-59].

There are four steps in the writing process, according to Harmer. Planning, drafting, editing, and the final version are included. The writers try to determine their intended message while planning. When a writer is in the writing stage, he or she places more emphasis on the content and meaning than on the mechanics and

conventions. A writer records his thoughts and ideas and creates a rough copy based on considerations and pre-writing tasks. Following the creation of a draft, the writers typically go back and read what they have written to determine where it works and where it doesn't. The final product is created by writers after they have revised their initial draft and made any adjustments they feel are required [2, 11].

Regarding Wissick's theory, students can have a deeper comprehension of the material as well as improve their writing and discourse participation through the use of technology. The greatest promise of multimedia may be the ability it gives teachers to foster learning environments where students can conduct independent research, produce products for reports, and develop subject-matter expertise. [6, 29-31].

Martin also says that literacy is essential to school and that technology is essential to how our pupils think and behave in the real world. Our teachers can give pupils the opportunity to comprehend pedagogical approaches that better integrate new literacy by utilizing a variety of learning modes. Because of how quickly technology is evolving, it is crucial that teachers have access to professional development opportunities to help students become more motivated and proficient users of technology to enhance their writing [3, 75].

The use of internet technology in classes will be undertaken to enhance the writing abilities of students, and the outcomes will be examined based on the theories provided by academics.

Research methods. The research design is crucial to getting the data when it comes to doing the study. It is how information from the subjects is obtained. The author's research design in this case was a descriptive qualitative study. Instead of using statistics, this design emphasizes comprehension and meaning through verbal storytelling and observations. As a result, the research's findings take the form of descriptions and interpretations of specific phenomena that occurred while the study was being conducted. The study's subjects were students with intermediate English language proficiency.

The information was gathered utilizing observer-only methods. It was an observation in which the author solely focused on the teaching and learning process. Since the use of online technology was anticipated to assist students in producing a written text, students' writing was taken to explore their writing skill in order to obtain the data connected to the use of internet technology in teaching writing.

Analysis and result. There were certain advantages and disadvantages of using internet technology in the teaching and learning process, according to the

research findings. In this study, teaching and learning were more successful thanks to internet technology.

b. The lesson, particularly the writing portion, piqued the pupils' interest.

b. The students' writing concepts were strong.

d. The pupils carried out the teacher's assignment.

e. The knowledge of the students was increased.

The research's findings revealed the following limitations of internet technology: a. Students' internet use was unmonitored.

b. The students opened other websites for the teaching and learning process regularly, such as Facebook.

b. It took a while for students to access the online resources.

d. Time management issues relating to the internet connection in the classroom.

e. The educational process grew congested.

All things considered, there are more advantages to employing internet technology to teach B1 level kids than there are drawbacks. As a result, it can be said that using technology in the classroom while learning to write is quite significant.

Conclusion. Considering everything, it is obvious that incorporating internet technology into writing instruction has a significant impact on language learning as well as student readiness for the information era. The results of this little study showed that while using the new approach to teach and evaluate writing skill is likely to provide some beneficial benefits, it is not the sole strategy that educators should use. Therefore, we can conclude that students' writing abilities are significantly impacted by the use of internet technology. We have used it in the past and believe it is worthwhile to use in the classroom because it is so stimulating.

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