IMPACT ASSESSMENT OF INTEGRATION OF MEDIA TECHNOLOGY TO THE TEACHING OF WRITING

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ABSTRACT

Pangasinan State University, Bayambang Campus, responds to the need for societal transformation through its community extension services as a higher educational institution is dedicated to holistic human development. One of the university's three strategic focuses, the extension service, complements other operations like instruction, research, and production. Therefore, extension operations are designed to enhance education, production, and the standard of living for all the community members.

A questionnaire was used as the main data gathering instrument. This paper aimed to answer the following questions: (a) What is the teacher's perception on the integration of media technology to the teaching of writing? (b) What is the impact of media technology to students learning? and (c) What are the effective elements in media technology integration in teaching and learning?. For the statistical treatment of data, weighted mean helped in determining the teacher's perception on the integration of media technology to the teaching of writing.

The results of this study show that integration of media technology to the teaching of writing is more effective in comparison with the traditional classroom set up. This is because integrating media technology in teaching promotes an active learning environment that is more interesting and effective for both teachers and students. In addition, most teacher respondents in this study agree that the integration of media technology in teaching helps improve classroom management as students are well-behaved and more focused. Moreover, this study proved that students learn more effectively with the use of media technology as lessons designed are more engaging and interesting. Accordingly, the participants agreed that integrating media technology fosters students' learning.

Keywords: Impact Assessment, Media Technology, Teaching Writing

INTRODUCTION

Without the right use of engaging activities to inspire and maintain motivation among the target students, a teacher cannot successfully accomplish the goals of teaching English writing. In other words, technology, particularly online platforms, have opened up opportunities in the education sector, particularly from the standpoint of learning English as a second or foreign language. There are many academic chances and advantages to using media technologies. Because it makes information and education easily accessible. Integrating the use of media technology to the teaching of writing increases students' motivation and integrates language skills.

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The teaching of writing places a focus on helping students develop the strategies they need to write well in a variety of contexts and academic fields; hence, writing is one of the most popular means of communication. It is one of the fundamental ideas in understanding a subject. Additionally, it enables students to express their opinions and show that they understand a particular concept. It goes without saying that this is a challenging task for students as evidenced by their writing, which frequently contains grammatical and spelling errors as well as a dearth of appropriate and pertinent terminology.

Teachers found out that the use of digital technologies are a big help in honing student's writing skills and helpful tools for teaching writing to middle and high school students[1]. The internet and digital technologies such as social networking sites and gadgets are means of expressing personal creativity and broadening the audience in writing.

Thus, promoting the integration of media technology to the teaching of writing is part of the pedagogical mission of education, sustainable education, social training, and other aspects of global life. Education should pay attention to an active and creative use of media as a learning tool. There is a growing body of evidence that technology integration on teaching positively affects student achievement and academic performance.

Among other skills of a language, writing is the most productive skill as it perhaps the best and most accurate form of expression. It has been noticed that many EFL learners develop proficiency in speaking, but they face challenges in writing. In addition, writing is a complex activity and there is no consensus on an appropriate teaching strategy on writing.

METHODOLOGY

The instrument used in this study is a questionnaire designed to assess impact of the ABEL Extension Program entitled Integration of Media Technology to the Teaching of Writing in Tanolong National High School.

The use of weighted mean helped in determining the teacher's perception on the integration of media technology to the teaching of writing, the impact of media technology to students learning, and the effective elements in media technology integration in teaching and learning.

RESULTS AND DISCUSSION

Table 1 shows the teachers' perception on the integration of media technology to the teaching of writing. It can be gleaned from the table that the respondents are in favor on the following statements: (2) find it easier to teach writing using media technology – 4.90; (5) the use of media technology improves the quality of teaching writing - 4.96; (6) media technologies help in the preparation of teaching resources and materials – 4.93; (7) the use of media technology enables the students to be more active and engaged in the lesson – 4.96; (8) integration of media technologies allow me to have more time dedicated to actual teaching – 4.93, and (9) the use of media technology enables better classroom management – 4.93.

Media especially the use of internet provides learners access to authentic materials with information[2]. Also, the modern educational environment is significantly impacted by technology, and its beneficial effects on teaching and learning have been widely acknowledged[3].

The results proved that the teachers acknowledge that media technology is helpful in a variety of ways, especially when it comes to helping students learn to write in a fun, engaging, and relevant

way. Educators should have an advance professional development to improve writing teachings[4].

The findings from Table 2 indicates that in the area of writing, media technology integration has the potential to increase learners learning. It allows the students to learn and write freely. More so, it applies to all writing situations.

Table 1. Teachers' Perception on the Integration of Media Technology to the Teaching of Writing

1. I feel confident learning trends in media technology	4.7
2. I find it easier to teach writing using media technology	4.9
3. I am aware of the great opportunities that media technology offers for effective teaching	4.73
4. I think that media technology-supported teaching makes learning more effective	4.76
5. I think the use of media technology improves the quality of teaching writing	4.96
6. I believe media technologies help in the preparation of teaching resources and materials	4.93
7. The use of media technology enables the students to be more active and engaged in the lesson	4.96
8. Integration of media technologies allow me to have more time dedicated to actual teaching	4.93
9. The use of media technology enables better classroom management	4.93
	4.87

Legend: 1-1.80: Strongly Disagree, 1.81-2.60: Disagree, 2:61-3.40: Neutral, 3.41-4.20: Agree, 4.21-5.00: Strongly Agree

Table 2. Impact of Media Technology Integration to Students Learning

1. The use of media technology allows students to be more creative and imaginative.	4.63
2. The use of media technology enables students to access related and relevant information better.	4.66
3. The use of media technology encourages students to communicate more with their classmates.	4.7
4. The use of media technology increases students' confidence to participate actively in class.	4.66
5. I think students learn more effectively with the use of media technology.	4.9
6. I think the use of media technology helps broaden students' perspectives	4.9
7. I think the use of media technology helps improve students' writing ability.	4.9
8. The students are more engaged in classroom activities when using media technologies.	4.66
9. The use of media technology allows students to express their ideas and thoughts easier	4.9
10. The use of media technology plays an important role in the promotion of a holistic learning experience in the classroom	4.93
	4.78

Legend: 1-1.80: Strongly Disagree, 1.81-2.60: Disagree, 2:61-3.40: Neutral, 3.41-4.20: Agree, 4.21-5.00: Strongly Agree

The use of media technology increase learners' participation and creates a learning environment more exciting and learner-centered[5]. In addition, the role of the teacher is evident since it is the teacher who gives instructions in using and incorporating media technology to the subject being taught. Moreover,

writing in blended learning produces good writing and reactions from students[6].

It can be gleaned from Table 3 that teachers are adequately trained in the integration of media technologies to teaching and learning (4.93), teachers actively utilize media technologies in instructional delivery (4.93), teachers actively utilize media technology in the creation of instructional materials (4.93), and teachers actively utilize media technology in enriching remedial programs (4.9). However, it lacks on facilities, technical support, and administrative support (4.4).

Table 3. Effective Elements in Media Technology Integration in Teaching and Learning

1. There are enough facilities for media technologies in my school.	4.4
2. The media technology facilities in my school are well-maintained and functional	4.4
3. Technical support is readily available.	4.4
4. There is enough administrative support for the integration of media technology in teaching and learning.	4.4
5. Teachers are adequately trained in the integration of media technologies to teaching and learning.	4.93
6. Teachers are given adequate teaching time to integrate media technologies in teaching and learning.	4.7
7. Teachers actively make use of the school's media technology facilities.	4.43
8. Teachers actively utilize media technologies in instructional delivery (Learning Management Software, audio-video presentations, etc.)	4.93
9. Teachers actively utilize media technology in the creation of instructional materials (modules, course books, study guides)	4.93
10. Teachers actively utilize media technology in enriching remedial programs.	4.9
	4.64

Legend: 1-1.80: Strongly Disagree, 1.81-2.60: Disagree, 2:61-3.40: Neutral, 3.41-4.20: Agree, 4.21-5.00: Strongly Agree

Technology brings the tools of empowerment into the hands and minds of those who use them. The use of technology has changed the way an individual thinks, works, and plays. Also, when it is integrated to education particularly on curriculum, students' learning processes and outcomes improve, and they become the creator and critics of their own work.

In most cases, the Department of Basic Education was also in charge of supplying computers and, more recently, tablets to schools. The primary purpose of delivering tablet computers to schools was to keep learners current with new technology. The focus has changed away from traditional curricula and toward technology-integrated curricula that support learning and teaching experiences. Therefore, technology must be included in the curricula of schools and other educational institutions that are responsible for training learners to live in "information society."

CONCLUSION

In conclusion, the integration of media technology to the teaching of writing is effective because teachers and students are able to make the best use of it. Thus, integration of media technology in teaching and learning begins with proper implementation and support from the school administration. If the implementation process of the integration of media technology in teaching and learning take place appropriately and continuous maintenance and upgrading is adequately provided, integration of media technology in teaching and learning will

benefit both teachers and students. The integration of media technology in teaching and learning is more about practicality, which is why teachers must be given enough time to learn and explore before they become completely comfortable with its application.

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