

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data for the findings of this research were obtained from interview responses with one participant, namely one of the lecturers who teaches writing courses at UIN Antasari University, Banjarmasin. Researcher used interview guidelines which were conducted on Thursday, 11 January 2024, with a duration of 55 minutes, and on Monday, 15 January 2024 with a duration of 30 minutes via WhatsApp voice notes. Both were held at 02.00 PM, but due to the lecturer was abroad, it was still 07.00 AM. Findings contain detailed answers from in-depth interview to obtain information on the implementation of digital literacy in teaching and learning Academic Writing. In accordance with the first problem formulation, what kinds of media used in implementing digital literacy and secondly what are the challenges faced by the lecturer in implementing it for teaching and learning Academic Writing.

In this research, the focus was on the Academic Writing course which the participant had taught. Participant chose to use digital tools and literacy as learning media in accordance with the results from observations during approximately 5 years of teaching Writing classes. The media digital for literacy used varies, listed in the points below:

1. Kinds of Media the Lecturer Used in Implementing Digital Literacy for Teaching and Learning Academic Writing.

a. WhatsApp

The Academic Writing class taught by the lecturer continues with face-to-face learning. However, for participant, if they have studied at the Academic Writing stage, where writing is a complex learning, students cannot just rely on 2 hours in class alone. Therefore, the lecturer opened a group chat room on the WhatsApp application as a forum for students to discuss and consult outside class hours, so that teaching and learning activities are more flexible.

Academic writing taught is in the form of journal articles, therefore, before students enter the world of writing in academically, the lecturer of course prepare reading materials or other media for students to access anytime and anywhere.

As the participant said:

"In Academic Writing, I focus on teaching students scientific writing such as journal articles, which contain other people's theories and this is also useful when they are writing their thesis proposals. So, Academic Writing is no longer writing fiction or fairy tales, right? That's why I created a WhatsApp group so that students can freely consult with me, and I can also provide teaching materials that students are likely to respond to.

Because in my opinion, I'm sure they will all use WhatsApp and read the messages I convey."

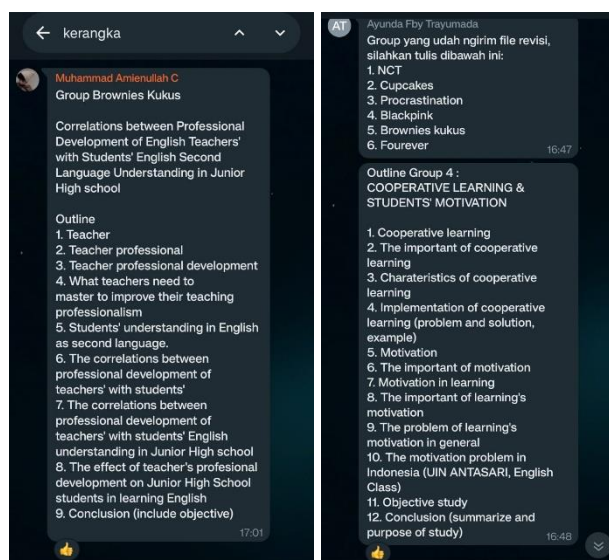
In the WhatsApp group, students are asked to first think about the idea, topic or theme that they want to make into a piece of writing which will later help them determine the title. The lecturer also asked students to send their frameworks to the group regarding problematic issues they wanted to address in their academic writing. In this group, students are free to discuss with each other outside the collage schedule. By exchanging ideas, studying and reading whatever is conveyed through the group, participant believe it will help students find new ideas that they might not have thought of before.

When students send their thoughts, providing a list of each main idea regarding the topic they want to write about, the lecturer will provide feedback and input in the group, so that other students can also see and analyze any criticism and suggestions given. This is not meant to bring them down, but to ignite their enthusiasm to improve the ideas in the writing they want to write.

This is in accordance with the participant said:

"In WhatsApp groups, relaxed, spontaneous discussions can occur outside of lecture hours. So, before starting to write, of course we must first know the main idea or points we want to discuss, this can be used as material for students to determine the title. So, if students experience

difficulties in the writing process, they can consult there and the problems of students who consult can be seen by other friends, so this can trigger student literacy too, because I give suggestions to students regarding their ideas or thoughts. That, doesn't mean to undermine his confidence in writing, yes, like that. This discussion not only gets two-way feedback, from students to me, but also feedback from other students. So, they often discuss and provide other ideas so that learning in the WhatsApp group is able to encourage students to think about out-of-the-box concepts in their writing.”



(Figure 4.1)

The use of WhatsApp media

b. Google Sites

To write something scientific, to publish academic-based writing, of course students must be enriched with good reading that supports the theme or topic they want to write about.

There are several Google Sites that participant introduce to students to help them in writing. The first is a collection of journals which have previously been provided with explanations and descriptions through class meetings. The lecturer told students that they could carry out digital literacy through the Google Scholar site, ERIC journal, SINTA, Scopus, and the Predator journal. Participant explained which journals were national based and which were international based journals.

Same as the participant statement below:

"So the first thing I teach, usually at the first and second meetings, is how students can look for relevant, valid and trusted written sources. Usually, when writing Academic Writing, you usually ask them to look for scientific journals. So, first, I explain the difference between scientific journals and ERIC journals, which are Predator, scientific journals which are indexed by SINTA, which are indexed by Scopus, like that. As for Google Scholar, maybe they already know a lot, right? So, I also think that a journal website that is easy for students to access, especially for those who are beginners and just reading journals, is the ERIC journal, because the level and language can also be adjusted."

At this stage, the lecturer asked students to look for various reading journal articles with titles that similar to what they wanted to write. They are asked to collect as much as possible first without having to read the entire contents. The online journals or online books they find can be

downloaded for free and collected into a folder which will make it easier for the students themselves. There was no limit given by the lecturer on how much students searched, but there was a minimum limit of around 20 titles.

After collecting them, students are asked to select again, which ones can be used as reference material, either just to read, or there are parts from which the theory and content will be taken. This also means that students do not choose haphazardly, they are still given education to see who the author is, the theories contained in it, and how many reading sources are cited, which will show the quality of the reading source itself. For the participant, everything must also be considered.

As the participant said:

"If students read one by one it will take a very long time. So, in my opinion, collecting similar titles is an effective way to take the first steps in academic writing. "I also see the importance of analyzing current media, so that, for example, if we give students to read an article, they not only read it, but they also learn Academic Writing, can evaluate the article, can evaluate the material they are studying."

The participant also provided education that when creating writing, we must pay attention to its authenticity and we cannot just copy and paste other people's writing. To avoid plagiarism, students certainly need to paraphrase every other person's writing that they want to take. The lecturer provided a website that students could access, namely QuillBot. From here

students can paste paragraphs or sentences from previous sources, then paraphrase. It is still necessary to pay attention to how many words are changed and whether the paragraph remains clear or not, as well as paying attention to whether the meaning changes or not. Especially for experts theories, respondents always reminded students that if they wanted to quote other people's theories from the sources they read, they still wrote down the name of who put forward the theory. However, the sentences from the theory are still paraphrased and do not change the meaning of what is conveyed.

As stated by the participant:

“In Academic Writing there is also something called paraphrasing. This must be done, because otherwise we will get the worst possibility, namely plagiarism. Because of what? Because if they just read and then take what they read or write without evaluating, without synthesizing what it's called, it will just be an issue of plagiarism, right? So what, you read an article and then you take it, then you write on it. Well, that's actually plagiarism. So, the paraphrasing site that I recommend to students is QuillBot. Even though there are premium features, students can access them for free to paraphrase. I also remind students, when they read and want to take it as a quote or to add to a sentence in their writing, for example, they must remember that paraphrasing does not change the meaning, especially if it is a theory put forward by experts, for example. That's why we need

literacy so that we can understand the meaning of the theory before paraphrasing it. ”

For participant, Academic Writing is certainly not easy and must go through various stages to produce good results. Checking how the language is arranged is also necessary, so the lecturer advised students to check their grammar on the Grammarly site. Students can use this whether their grammar is correct or not. If a word is wrong or not quite right, the site will give a sign and students can read why the word or sentence they entered is still not correct. The more they read and understand the correct language structure, the better their academic writing will be.

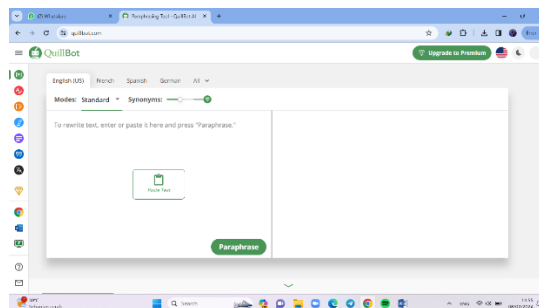
Like what participant said:

"Next, if the sentence we have written is finished, we have to check first whether the grammar is correct or there is still something that needs to be corrected. I tell students to check their grammar on Grammarly, OK? Even though it is limited due to premium features, it can still be used as a resource for students to improve their writing. "That's why I also suggest to students that they read a lot, especially journal articles, so they have an idea of how it is written."



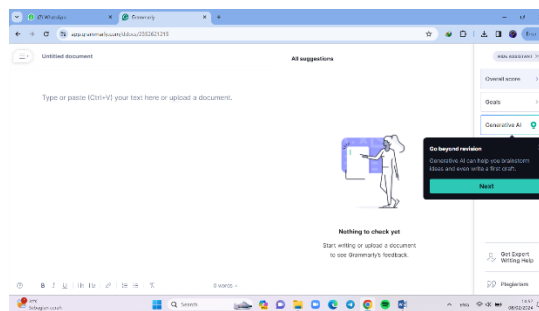
(Figure 4.2)

ERIC Journal site



(Figure 4.3)

QuillBot for paraphrasing



(Figure 4.4)

Grammarly site for grammar checking

c. Microsoft Office

At this stage, the lecturer asks students to bring a laptop every class hour, although later students can still continue it at home, in a café, or anywhere outside the schedule. To make it easier for students to write academic writing, the lecturer assigned them to do note-taking or note-making. Students are asked to collect the information obtained from the reading sources and enter it into Microsoft Excel. Students create a note-taking table where each column contains the author's name, the year the journals were published, title, research objectives, variables, methods, results, limitations, future study, comments.

As stated by the participant:

"I always use this method to educate students about literacy. Just like I taught in your class before. Note-taking is very necessary to make it easier for us to write a journal. So what we need is Excel, yes, Microsoft Excel. Students make a table, then fill in each column, at the top, fill in the author's name, year of publication, title, then there is the research objective, variables or core, results, limitations of the research, future study, and finally comments from us, from the his students. So, here students' literacy skills play a big role. I don't suggest they read the whole thing, but read quickly, looking for key words from each column, like that."

From here, students are asked to read each journal they have selected. Participant did not advise students to read thoroughly and

understand all the contents from the abstract, but advised them to read quickly. Every e-journal they download, when they open the document in PDF form, students can search for the keywords there, copy them first, then place them in the note-making table that was created previously. However, students still have to draw conclusions about what they read. Therefore, the lecturer asked students to write comments in the last column of note-taking, to know they had actually read and captured the meaning of the reading source. The purpose of note-taking itself is to make it easier for students to re-analyze which sources would fit better into the title they want to write. So, literacy here is no longer just reading, but students must be able to review it again to use as reference material and quotations in their academic writing.

Like what participant said:

"So, literacy here is no longer just reading, but students must be able to review it again to use as reference material and quotations in their academic writing. "So with the help of note taking, students can determine the points they can discuss regarding their title, yes, and they can get an idea of how to write an introduction, like that."

With note-taking, students can start their writing in Microsoft Word. Participant were tasked with making an introduction first, and continuing to read the sources they had found to use as a writing reference. This is also

accompanied by paraphrasing of each sentence or theory taken from other sources.

Of course, Academic Writing cannot be done just once. After their first writing is finished or we could say the initial draft, they will rewrite it or what is called re-writing. Here, the participant reminded again that students to check grammar, paraphrase and not just copy-paste. They still have to read a lot of other literacy sources, to enrich their writing, so that students get better academically writing results.

Same as the participant statement below:

"In academic writing, in journal articles, yes, our initial writing is certainly not perfect, that's why every student's writing progress must be reported to me, if there are problems, then we will be consulted. There is no writing that is finished immediately. The initial stage can be called a draft, rough writing. "I always remind students not to just copy other people's writing, it must be paraphrased, so with their higher literacy, they will be more aware of creating original work and the quality of their writing can be better."

The next stage is proof-reading, this is done by fellow students in the class. The lecturer randomly divide who does whose proof-reading, of course everyone gets a share. Students have to re-read carefully, not just checking fellow students for mistakes, but still have to pay attention from the introduction, discussion, findings, to conclusions. From here it can be

used as revision material by each student. This process can be easier by utilizing Microsoft Word, where on the tab ‘review’, students can add comments to individual paragraphs or sentences that may contain errors.

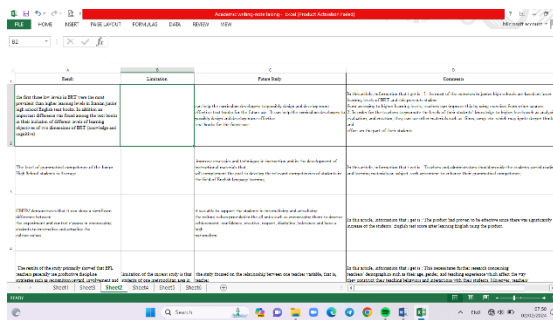
As the participant statement below:

“Finally, after re-writing, there is still proof-reading. We need other people, so I will distribute them randomly, who later, for example, person A will correct person B's writing. So proof-reading is very necessary, as a final revision of students' journal writing, so that they know about mistakes that they may not be aware of. So, students' literacy accuracy is also needed here, they can't just blame their friends' writing. They have to pay attention from the intro to the conclusion. So, to simplify, I recommend they use Microsoft Word. I have also thought this in your class before. In the ‘review’ tab, we can click ‘new comment’ and then students can write their comments on sentences or paragraphs that they consider inappropriate, like that.”

No	Year	Title	Objective	Title	Method
1	Apriani, Indraguna, A&A (2018)	The Analysis of Learning Objective in Lesson Plans High School English Teacher based on Research Journal Elementary	This study was carried out to evaluate the lesson plans of high school English teachers in writing learning objectives of lesson plans. Research Primary (PT) that has been being done in class in order to identify the role of lesson plans in class.	Learning objectives, lesson plans High School	A qualitative type of research conducted through observation, interviews, and documentation to compare the frequency of each level of learning objective in lesson plans.
2	Linda C. Dewi, d&A (2018) 2018	Mathematical Competencies of Junior High School Students	To observe the present condition of the students about subject the conceptual competence of the elementary school subject the operation.	Mathematical Competencies, Junior High School Students	Descriptive, development method
3	Wahid, Ulfah, Dwiandani, Salsab&A (2018)	The Impact of Lesson Plans English Developmental Materials for Grade VII of Junior High School Students	The research was conducted to identify whether lesson plans English Developmental Materials (DM) can be used as a guide for learning English in class. The research was conducted in a research and development (R&D) method.	English Developmental Materials, Grade VII of Junior High School Students	Research and Development (R&D)
4		The role of teacher in learning	This study concerned the role of the teacher in learning.		Discussion, development method

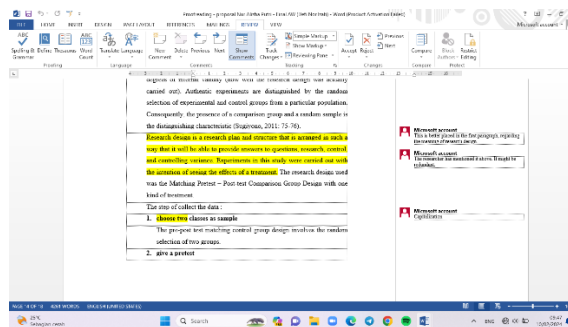
(Figure 4.5)

Note-taking using Microsoft Excel



(Figure 4.6)

Note-taking using Microsoft Excel



(Figure 4.7)

Students proof-reading using Microsoft Word

d. ChatGPT

Using chatbot features is another avenue that participant suggested for students. According to the lecturer, currently students prefer instant access and cannot just rely on the same media. With the help of this AI technology, participant hope that students can be helped and can alleviate their complaints in writing.

Through this chat bot, students can look for new inspiration, look for ideas that they may not have thought of before, or when they experience writers block due to the lack of English vocabulary they master. From there they can find out how to compose introductions and other academic writing structures. However, the lecturer gave this option to students with the intention of serving as a reference, for example, not taking the content at face value. Even if students want to copy the content, they still need to paraphrase to avoid possible plagiarism.

In accordance with the participant explanation below:

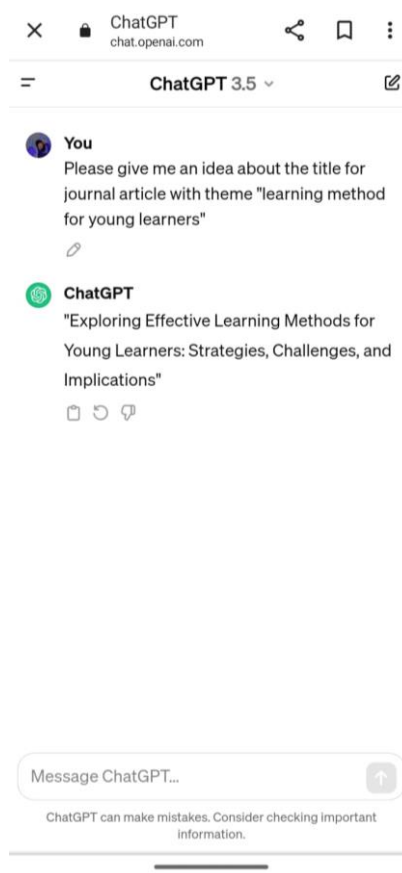
"This is actually not my main medium, but I just give students another option if they need help when they get stuck on ideas, especially if they are putting together words in English, and the words in the journal article are not all in everyday English vocabulary . . . So they can use chatGPT as a reference, for example, to create an introduction, abstract, and even the contents of the discussion. "But I really don't recommend that students take what the chatbot says at face value, so, even if they want to copy, they have to paraphrase again, because we don't know whether this is plagiarism or not."

Outside of class hours, participant allowed students to use chatGPT, but returned with confirmation only as a reference if they were stuck for ideas or confused about how to put words together. Students again have to be able to examine whether what the chatbot conveys is true or not, by

looking for the source, either from Google and typing in keywords or copying what the chat bot says. So, usually, the students will see where the reading comes from.

As the participant said:

"Actually, using GPT chat is normal, so students learn to write, they give it to GPT chat, the results appear, the results are good for them to learn, but don't take for granted what they get in GPT chat."



(Figure 4.8)

Students use chatGPT

2. Challenges Faced by Lecturer in Implementing Digital Literacy for Teaching and Learning Academic Writing.

- a. Students struggle due to standard and scientific English in sources.

This was felt by participant when making note-taking and paraphrasing. When the results of student note-taking are complete, they will be checked first by the lecturer. If they experience difficulties, the lecturer invites them to consult face to face. Some students complained that they did not understand what was discussed from the sources they got. In fact, according to the lecturer, in some of the journals that have been distributed, there are options that can be adjusted according to the student's level, there are also journal classes where the language is not very advanced, but they are still confused because there is a lot of vocabulary that is considered scientific and is not yet familiar.

This is the same as the experiences described by participant:

"That's why I said before that students actually still need to be educated that digital literacy is not just for entertainment or the world of fiction, but can help in learning too, in writing English too. Although not all, there are some students who often come to me in front of the class because they are confused about finding keywords for every source they find. I suggested using the translate feature, but they argued that they didn't understand what was translated, even though they hadn't tried. Even though on the ERIC website, there is a journal level listed, there are many sources there whose language is still easy to understand. Well, here's actually

another use for note-taking, so students, the more sources they read, the more they can become familiar with, at least recognize, the vocabulary that is usually found in journal articles, like that."

- b. Students distracted that reading and writing English are harder.

Because from the start students have thought and assumed that writing in English is difficult, especially academic writing, so they like to look for an instant way. Writing is indeed a complicated lesson and it takes a long time to be able to write well. In fact, according to participants, this will prevent students' writing skills from developing.

Even when it comes to reading, stated by the lecturer, students are still stuck on English reading with fiction themes, of course most of them are interested in reading it. In contrast to scientific reading such as journals. That's why quite a few of them seem lazy about reading digital sources even though they can be found easily on any online platform. Because they are distracted like this, there are still students who provide their writing progress as is, without visible progress.

According the participant said:

"I admit that being able to write academically, especially in English, requires a lot of processes. However, it is very unfortunate that there are still students who have complained that academic writing is difficult, the sources they read, whether in journals or on internet sites, contain a lot of scientific language that they do not understand. So, every writing progress

that I pay attention to, they write just as they are, with rudimentary grammar. Not all, but there are still students like this."

c. Overusing chatbots undermines students original writing.

Participant personally do not recommend using learning media such as chatGPT too often, even though outside of the lecture schedule they cannot control what students do.

The lecturer knows that each student's abilities are certainly different. There are students who have mastered a lot of English vocabulary, there are those who are still at the basic stage, and there are even those who are not yet qualified to write academically. So, participant think that students use this chatbot to spark their thinking, increase their insight and vocabulary, look for new ideas if they feel stuck. But unfortunately, some students do not really improve the quality of their literacy. There are still students who only rely on chatbots without wanting to think about whether what is conveyed is valid or where the source comes from, perhaps the results of writing from chatGPT result in plagiarism of a work.

According to the experiences mentioned by participant:

"Actually, using GPT chat is normal, but if it becomes the main medium for academic writing, I don't recommend it. Because when we ask students to write online, outside of class, we can't monitor them, what they use. Sometimes students use GPT chat directly, so the results of their writing seem very good, like that. So, students learn to write, they give it to the GPT chat, the results appear, the results are good for them to learn, but don't

take for granted what they get in the GPT chat. Well, most of their students don't want to process or evaluate the results from GPT chat, they get what they produce from GPT chat immediately take it raw, submit, finish, like that."

- d. Students still procrastinate despite varied media and deadlines.

For participant, using digital literacy is a must, especially in Academic Writing lessons where it takes a lot of time to look for various references, no longer limited to conventional or physical books. Varying media in learning is very necessary so that students do not get bored easily.

From here, students may feel that because the information from the sources they want to find is very easy to find, with the many digital journal sites, they often procrastinate even though they have been given a deadline. Usually, when the deadline approaches, they move on to work if this is outside of class learning time.

Even in class, the lecturer noticed that there were still people who misused the digital platforms they were running. For example, when participants read the journals they found, they still had time to open games or other social media that were not related to Academic Writing.

According to the stories of the participant:

"We can no longer deny that the use of digital media for student literacy is very necessary. We need a variety of media to support learning, because from your experience, students easily get bored if the way they learn or the media is the same, and in the end they become lazy about

learning. However, on the other hand, this also creates challenges for me, because even though we provide a variety of learning media, students end up slacking off or delaying work. This is not all, and I understand that students' learning interests are different. But here, when they enter the class, take part in teaching and learning activities, then every assignment given becomes their responsibility. So, because of how easy it is to access these digital sources, students tend to procrastinate, especially if they are not given a deadline. For example, if it wasn't done like that, the final assignment would be to write a complete journal article to be submitted at the end of the semester, maybe they would just start working on it a week before the end of the semester, like that. Meanwhile, they need revision, of course what they have made, it can't be 100% good right away, right? One more thing, because they find it easy to find this and that, sometimes during class, I find students opening applications, social media, or even games that have nothing to do with Academic Writing. ”

- e. Network usage is still unstable in some places.

Even though learning face-to-face, participant still use technology in class. Students are usually asked to continue their writing project and paraphrase for which students need a network to open the QuillBot google site link mentioned earlier. In some classes or in certain situations, cellular networks are unstable, making it difficult for students to access digital resources.

This is in accordance with the participant said:

"If learning relies on digital media, it must also have adequate facilities. Well, here, not only students, but I also feel it while teaching in class. At certain times, some networks do not support learning. It's like slow internet, which makes students' progress become stuck, they are hampered by searching for what it's called, looking for new sources, or paraphrasing, checking grammar, all of these processes require the internet. So indeed in some classes the condition of the internet network is still fluctuating.

- f. Students hesitate to share thoughts due to fear of being wrong.

Lecturer always try to encourage all students to participate in providing constructive criticism and suggestions on each of their writing progress on the platform provided. Participant often find that students who are active and brave are just the same people. There are still those who only appear occasionally, or are often not seen providing comments as if they are embarrassed or afraid to express their opinion. In fact, for lecturer, peer-review and sharing readings with each other can help students find other thoughts and that is not necessarily a wrong point of view.

In accordance with the participant experiences:

"Until now there are still students who choose to be passive, although I emphasize that everyone should contribute. But unfortunately, I can still memorize the names of active students because they are definitely the ones who are active at every meeting. There are those that appear every now and then, so, if those that don't appear themselves, their names in the discussion forums are still there. In fact, our point of view regarding literary

sources cannot actually be blamed, as long as it still makes sense. So, in my opinion, those who are not active in the class are still embarrassed or hesitant to provide constructive comments. In fact, I always do peer-review in every class I teach. This is very necessary to build their literacy too, so that when they read comments on their writing, they can improve the quality of their own writing."

B. Discussion

From the findings stated above, the researcher will connect and provide the results of the discussion shown along with supporting theories from a number of theory-related claims which will answer the problem research questions.

1. Kinds of Media the Lecturer Used in Implementing Digital Literacy for Teaching and Learning Academic Writing.

Based on the findings described previously, the media used to apply digital literacy in teaching and learning Academic Writing are varies. In this present time, lecturers cannot just rely on one or two media, especially in extremely complicated writing courses. In other hand, what is required is proficiency in digital and media literacy. Educators are going to be increasingly involved in self-training and more agile in their mastery of digital technologies such as laptops, tablets, cellphones, and additional social media platforms (Mahfud, 2021).

a. WhatsApp

The first media used by the lecturer was WhatsApp, using the WhatsApp Group as a forum for sending digital sites as a source of material, class discussions and consultations. This still applies outside class hours, because Academic Writing cannot rely on just two hours in face-to-face class. In the group chat room, students are asked to send frames of thought or ideas that they want to turn into Academic Writing. By exchanging ideas, studying and reading whatever is conveyed through the group, participant believe it will help students find new ideas that they might not have thought of before. During this process, the lecturer provides feedback in the form of criticism and suggestions for students to redevelop their initial writing material.

In WhatsApp discussions, we can also discuss with each other and students can carry out consultations so that they not only get feedback from lecturers, but also fellow students. This is in line with research from Based on Rosenberg and Asterhan (2018), teachers have accessibility after school, are able to be employed as a channel for either private or public contact, may utilize various forms of textual communication, and have less privacy concerns when using WhatsApp group conversations in the learning process. Teachers can organize all of the activities that will help students develop their writing abilities both inside and outside the classroom.

At this stage the lecturer encourages students to prepare outlines for their academic writing. This is in accordance with the Academic Writing process based on Bailey (2011) Background to writing, the first step is to determine what academic writing is actually written for, what phenomenon or event is the basis for it and what method the writer want to use and determine the target audience.

b. Google Sites

In the next process, participant relies on Google Sites or internet websites for students to look for sources that are relevant and appropriate to the topic that will be discussed in their academic writing. The lecturer provide several digital journal websites as a student literacy process such as Google Scholar, ERIC journal, Scopus, and other digital journal sources. All sources obtained from the internet or any online platform are collected first and then selected. Additionally, there will be greater amounts of internet-based materials used to study the topics because models are designed with students development and technology in mind (Peprizal & Syah in Jusriati et al., 2021).

With literacy skills, students must be able to filter which information is valid, which is ambiguous, and which sources are unclear , the clarity of the theory in it, and the number of times the literacy source has been quoted by other people. This is where students can be helped to find sources that can be used for their writing. This is in line with the statement of Gilster

(1997), who made the term and contained it in his book "Digital Literacy", argued that it is a skill or ability to brainpower and use information in profuse formats from various sources through computers and comparable technologies.

In this process, students utilize their literacy skills to find various reading sources and analyze them. This is in line with the Academic Writing process by Bailey (2011) Reading: finding suitable sources, is the step of looking for sources that are relevant to what we want to write. These sources can be obtained from anywhere, but we must pay attention to their authenticity, facts and real existence. In addition, Bailey (2011) also said Reading: developing critical approaches, is a step that can be called applying critical thinking. Analyze the reading sources found and ensure that there are grand theories from previous researchers.

Google sites are very useful in applying digital literacy to Academic Writing. Web domains such as.com,.org,.edu, and.gov symbolize numerous genres with varying underlying goals, extending from the simple dissemination of information for community benefit to the advancement of business and ideological agendas (Stapleton in Paul, 2005). During the writing process, students requires to do paraphrase. This is done to avoid plagiarism of writing from other people. The lecturer suggests students access the site on Google, namely QuillBot. When paraphrasing, students are asked to pay attention to how many words are changed, the clarity of the

sentence or paragraph, and it must be ensured by the student's understanding that the results of the paraphrase still do not change the meaning the previous author wanted to convey.

Paraphrasing also applies to theories put forward by other people or experts in the field. If students quote theories from sources they have read, they must still display the name of the person who put it forward. In developing student literacy to study digital sources, this is in line with Hobbs in Li et al., (2020) stated that including digital and media literacy into classroom instruction not only binds technological devices and cultural enclaves together but is also a means to encourage students to generalize information gained from numerous courses.

In the next process , students are asked to double-check the grammar of the writing they have written via the Grammarly site. On this site, students will see for themselves the corrections given, which parts of words or sentences are wrong, and from the site's justifications, they can find out the reasons why their grammar is still not correct. From here it will stimulate students' literacy and gain new knowledge which will help their academic writing become better.

Avoiding the issue of plagiarism to create Academic Writing by paraphrasing what the lecturer taught is in line with what Bailey (2011) stated regarding Avoiding plagiarism, this step can be said to be an action to avoid copyright on content or sentences taken from sources obtained. If

the source taken is someone else's theory, the author must include the name of the theory creator. In addition, Bailey (2011) Paraphrasing, changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism.

c. Microsoft Office

After students have finished collecting and selecting reading that is suitable and related to their Academic Writing framework, the next stage is that the lecturer teaches students to take notes. Note-taking is made easier with Microsoft Excel. Each note-taking column contains the author's name, year of publication, journal title, research objectives, variables, methods, results, limitations, future study, and comments. In this process, students hone their literacy skills again by reading all the sources that will be included in note-taking. Participant advise students to do fast reading by looking for keywords for each note-taking column, so this does not mean students have to read journals or other sources in their entirety. This is part of a new discovery by researcher, indicating that Microsoft Excel can be leveraged in Academic Writing lessons.

Literacy in Academic Writing is not just reading sources, but students must be able to review them to use as reference material and quotations in their academic writing. Note-taking can help students make it easier for them to sort out which literacy sources can be used as references

in writing. This is in line with Bailey (2011) who states finding key points and note-making, this step is taken to make it easier for writers to write academic writing. This can be done by underlining or highlighting which parts are included in the content to be written. Not only manually, but writers can also do it via digital word, making a list of keywords, or making a table and making it into several points. This can also help in adjusting the research methods the writer want to use.

In note-taking, in the comments column, students' literacy level and understanding of the sources they read can be seen. When students report note-taking to the lecturer, it will be compare whether the student actually read or not, because every important piece of information in the table is of course interconnected. McLoughlin (2011) states that digital literacy is defined as the use of technology to locate information, utilize that knowledge as thinking input, and transmit enhanced information through digital platforms.

After going through various writing processes until it becomes a complete academic piece of writing, of course this is still a messy draft or initial student writing. The lecturer asks students to read again if something is wrong, reminds students to check grammar, paraphrase and not take other authors' content for granted. This stage enters the re-writing section, where students still have to read a lot of other literacy sources, to enrich their writing, so that students get better academic writing results. This is in

correspondence with Bailey (2011) who states regarding re-writing, in this step, the writer carries out an analysis of the initial draft of his own writing after combining all the paragraphs.

In learning Academic Writing, this enters the next process, namely proof-reading, which is carried out by students with fellow students in class. This system of proof-reading among students is distributed evenly by the lecturer. Students are given the freedom to provide comments (peer-review) to each other using Microsoft Word. It also helps students prepare their research papers, assignments, and individual or group presentations; hence, using the entire Microsoft Office suite in teaching and learning is critical (Bawa et al., 2021). With criticism or suggestions, but with the condition that it must contain something constructive and not appear to be demeaning other students' writing. In this process, students must read wisely and carefully, still paying attention to the introduction, discussion, findings, to the conclusion of the student's proof-reading writing. This process is in line with Bailey (2011), who states that proof-reading means checking the final work for small errors that may make it more difficult for the reader to understand exactly what the writer want to say.

d. ChatGPT

The use of chatGPT is not the main medium for implementing digital literacy during learning in the Academic Writing class. ChatGPT is a type of chatbot that can make students' work easier. Through this chatbot,

students can look for new inspiration, look for ideas that they may not have thought of before, or when they experience writers block due to the lack of English vocabulary they master. Students can also find out how to write an introduction to a journal by writing down key words. However, participant gave this option to students with the intention of serving as a reference, as an example, and as an additional literacy source for students to learn from and find the source of the chatbot's writing. This is done to avoid elements of plagiarism. Johnson (2023) contends that if created information is critically assessed, rephrased, and properly cited, its usage in academic writing is appropriate and does not qualify as plagiarism. In addition, if created information is critically assessed, rephrased, and correctly attributed, it may be used in academic work without being considered plagiarism (Perkins, 2023).

2. Challenges Faced by Lecturer in Implementing Digital Literacy for Teaching and Learning Academic Writing.

a. Students struggle due to standard and scientific English in sources.

Every time during class meetings, participant often receive complaints from students that they have difficulty understanding the content presented from several sources they have found themselves. This usually happens when students are in the process of making notes. The large number of digital journal sources does not rule out the possibility that students still have difficulty understanding both the grammar and vocabulary used. There are still sites where students can adjust the level equivalent to their

knowledge. Unfortunately, there are still students who have difficulty understanding parts of language that they consider scientific language and seem unfamiliar. a number of pupils found it extremely challenging to grasp the importance and meaning of the information and contents they observed from websites (Mudra in Purmayanti, 2022). Furthermore, students remark that some information they obtained on internet sites is often difficult to read and understand (Burnett, 2011).

b. Students distracted that reading and writing English are harder.

From the start, when students have not yet entered the writing phase, they are already distracted and have thoughts or think that reading and writing in English is difficult. This leads them to suggest that Academic Writing will also be difficult. Therefore, students like to pick and choose instant paths which will actually result in their literacy and writing skills not developing.

Even in literacy development, there are still students who are lazy to read scientific journal sources. They prefer to read in English if it is a fictional story that has nothing to do with what they want to write. So, when students report their writing progress, although not all of them, for the lecturer there are still students whose progress has not been seen due to being distracted at the start that literacy and academic writing are difficult things.

Due to the difficulty of their resources, students' inability to make independent decisions, and a lack of encounters, educators must teach them

how to explore and choose information logically, as well as being indicative of the performing rituals of digital activities (Bhatt & MacKenzie , 2019).

c. Overusing chatbots makes undermines students original writing.

The teaching and learning activities carried out by the lecturer follow technological advances. However, today's students prefer the instant method, meaning taking the fast route without increasing their literacy knowledge. In its use, the lecturer actually thinks that students use chatbots such as ChatGPT to provoke their thinking, which might previously be confused about the topic they want to discuss, increase their vocabulary, and look for new ideas if they feel stuck with ideas or have writer's block. The lecturer asked the students that the language used by the chatbot was only as a reference and needed to be filtered again for correctness.

However, unfortunately, some students do not really improve the quality of their literacy, there are still students who only rely on chatbots without thinking whether what is being conveyed is valid or the source is not clear. Because it is feared that copying without paraphrasing or changing it to the chatbot's own language could result in plagiarism of other people's work or writing. This constitutes a new finding by the researcher, wherein there is no theoretical mention in the preceding chapter regarding these challenge.

d. Students still procrastinate despite varied media and deadlines.

The lecturer think that because students feel that currently the information from the sources they want to find is very easy to find, they feel

that there are so many digital journal sites that it doesn't take a long time to look for reading references. Based on this assumption, students often procrastinate even though they have been given a deadline for each assignment for their writing progress. Usually, when the deadline approaches, they move on to work if this is outside of class learning time. During distance learning, teachers used a variety of digital tools to help students learn and perform on assessments; However, certain pupils were not involved in the virtual activities and failed to complete the assigned duties Priyantín & Herawati (2023).

While learning was taking place in class, the lecturer noticed that there were still people who misused the digital platform being used. For example, when students read literacy sources that they find in various media, suddenly in the middle of the time they still have time to open games or other social media that are not related to Academic Writing and they do this even though there is a lecturer in the class.

In addition, teachers have the capacity to use numerous technology tools and incorporate them into their instructional methods, but they still have challenges when choosing appropriate technologies for facilitating customized learning and performing assessments for pupils Priyantín & Herawati (2023).

e. Network usage is still unstable in some places.

Even being in a sophisticated technology era, does not rule out situations where the network is still unstable. Hence, when students run the

digital platform to look for reference sources for their writing while in class, the cellular network link turns out to not support it. This can happen regardless of the position of the class, the conditions or the weather, and of course will make the lecturer and students feel stuck. This is in line with Kimble-Hill et al. (2020) stated that students typically struggle to access and comprehend classes due to inadequate internet connection. Furthermore, numerous students are frustrated and upset at school since they are unable to acquire an adequate internet connection to reach every single site (Argawati & Suryani, 2020).

- f. Students hesitate to share thoughts due to fear of being wrong.

As long as the lecturer teach on digital platforms, there are still passive students. Thus, the display of names of students who are active and brave are just the same people. There were still those who responded occasionally, and there were even students who did not appear to comment as if they were embarrassed or afraid to express their opinions. In fact, participant free them to express themselves as long as it is in a positive realm and with peer-review it can help students find other thoughts and that is not necessarily a wrong point of view.

If education institutions or educators dictate students' access to academic material and knowledge via the Internet due to the difficulty of their resources, students' inability to make independent decisions, and a lack of encounters, educators must teach them how to explore and choose

information logically, as well as be indicative on the performing rituals of digital activities (Bhatt & MacKenzie, 2019).