

The application of Blog as a teaching media in improving students' writing

Kurnia Febianti¹

Sri Wahyuni¹

¹STKIP Muhammadiyah Pagar Alam

adam75936@gmail.com

Abstract: The objective of this study is to find out the significant difference of the students in writing achievement before and after applying Blog as a teaching media. Quasi experimental design was used in this study. The population of this study was all 2nd semester of English study program of STKIP Muhammadiyah Pagaralam in academic year 2018/2019. The sample was taken by using purposive sampling technique. The written test was used in collecting the data. The results of the test were analyzed by using t-test through SPSS. The calculation of the independent sample t-test shows that t-obtain was 6.55. The level of significance of ($p < .01$) in two-tailed testing with df 42. The critical value of t-table was. 2.01. The result of the study showed that there was a significant difference of students' writing achievement before and after implementing Blog as a teaching media. It can be seen from the analysis of independent score that shows that of t-obtain was higher than t-table ($p > 2.01$). It can be concluded that Blog could improve students' writing achievement at STKIP Muhammadiyah Pagar Alam.

Keywords: Writing achievement, Blog

INTRODUCTION

Writing is process of transferring and sharing ideas in written form. According to Graham and Perin (2007) writing can be defined as a skill that uses to express the opinion with support evidence and depending on the students' knowledge. Interaction process can be done in verbal and nonverbal, orally or written. It means that, writing is also process of communication. Because of that reason, it is important to have one of these language skills, but in realty we found that there many people that get difficulties in acquiring this skill especially in English as foreign language. Handcock and McDonal (2000) stated writing has a bad reputation in many schools. For many students, writing is a boring chore and an "opportunity" to make a lot of mistake. It means that writing is one of the difficult skills that should be mastered by the students.

Furthermore, Zemach and Islam (2005) which stated writing is also one of the most difficult skills to be mastered in both a first and second language. Saragih, Silalahi, and Pardede (2014), explained that there are many students get problem in writing. The first problem is the students writing are not comprehensible, because the content of the composition is not relevant to the topic, ideas are not clearly stated, the ideas and

sentences are not well organized. The second problem is that there many errors in vocabulary, grammar, and spelling. Another problem is the students have a low motivation and are not interested in doing the task since the writing activities are not interesting. In order to overcome the problem, teachers and lecturers have to applied appropriate technique or teaching media that can improve students' attention and motivation in writing English as foreign language.

The application of Blog is hopefully can improve students writing achievement. In the 4.0 era, most of us are familiar with the use of internet and this chance can be used to help students in teaching and learning process. Blog is web application that can contain written text with various topics. This written text can be read by all internet users. Godwin (2003), describe Blog as web –media were every people can write, edit information and published through web browser. In addition, Akdağ and Özkan (2017), Blog is an effective toll in improving students writing achievement in English then it increases students' interest and help students ability in writing independently. In addition, according to Zhang (2009), there are some effect of applying Blog in improving students' writing ability, such as facilitating students' to think critically, giving various example as model in learning process, and influencing to the quality of students' writing.

Concept of writing

There are many definitions of writing that have been proposed by language experts. Graham and Perin (2007) explain writing as a skill that use to express opinion with support evidence and depending the students' knowledge. It means that in written text there are some message that writer wan to convey to the reader, so there are interaction between writer and reader. Oshima and Hogue (2007), writing is never a one-step action; it is ongoing creative act. It means that the learner have to follow certain steps in order to have good written. Zemach and Rumisek (2005) explain that there are six steps in writing process. Pre writing, Before starting to write, the teacher gives a specific assignment or ideas what to write about; Gather ideas, when you have a topic, think about what you will write about that topic; Organizing, decided which of the ideas that you want to use and where you want to use them and choose which idea to talk about first, which one is the next and the last; Drafting, write the paragraph or essay from start to finish. Use your own notes about ideas and organization; Reviewing and revising, review the structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Getting a reader's opinion about it; Rewriting, Revise structure and content. Check that you have corrected that error you discovered and make any other changes you want to make.

In addition, Linse (2005) states there are five steps of the writing process. Prewriting, for every piece of writing there is always a pre-write activity. In this step

children are given an opportunity to prepare to write and to collect their thoughts and ideas.

1. Writing, in this step children write down all of their ideas.
2. Revising, the initial piece of writing is examined and reworked so that the ideas are logical and flow together, revising occurs when a writer looks for feedback from a teacher or another student.
3. Editing, learners (with the help of their teachers, caregivers, or classmate) proof read their work to make sure that there are not any content errors or grammatical or spelling errors.

Publishing, the writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on computers. It means that in order to have good written the learners have to follow certain steps. According to Boardman (2008), there are three characteristic in writing a good text or paragraph, namely; coherence, cohesion and unity.

1. Coherence: a paragraph has coherence when the sup[porting sentence are ordered according to principles. The sentences are put in order so that the reader can understand the ideas easily.
2. Cohesion: when a paragraph[h has cohesion, all the supporting sentences connect to each support of the topic
3. Unity: the final characteristic of well- written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

Concept of Blog

There were various definitions of Blog. According to Verma (2014) a Blog (shortening of "weBlog") is an online journal or informational website displaying information in the reverse chronological order, with latest posts appearing first. It is a platform where a writer or even a group of writers share their views on an individual subject. WeBlog or Blog is form of online publication, communication and form of expression than known in latest 1990 (Rosenberg 2009). In applying Blog as teaching media, there are some effects of this media toward students' writing achievement in English as stated by Zhang (2009) as follow:

1. Facilitate students' critical thinking. In this part, collaboration in learning process can be seen through interaction among the students and in can be catalyst for students to think critically.
2. As a role mode to publish their written then the students can comments each other and review their written text.

3. Influence the quality of students writing because in writing the passage the students will be more carefully.
4. Facilitate teaching and learning process because when the students explore others Blog, they gain more information.
5. Then the use of Blog gives opportunities for students to join the community so that the written text that have been uploaded can be read by all people.

Furthermore, Zhang (2009) explain that the Blog appears to enrich the learning experience and provide an opportunity for learners to shift from surface to deeper levels of learning. Surface learning is characterized by the approach of the learner to complete only the minimum content necessary to meet assessment requirements, whether that is learning only what may be presented in a test or simply attending and completing activities. It means that Blog is helpful tools in helping teacher to assist their students in EFL writing class. A Blog can be a powerful communication tool. Whatever someone posts on a Blog, he or she knows, may and probably will be read by somebody else in cyberspace. When Bloggers create and post an entry, they do so with the intention to communicate a message that might be interesting to someone, somewhere, in the hope of interacting around the topic at hand (Delgado & McDougald, 2013).

According to Bloch (2008), Blogs are an ideal resource for the teaching of writing because they; are easy to create and maintain; encourage students to be more prolific writers; make writing easier to share; support group work, feedback, and collaboration; provide opportunities to write outside of class; can link to related texts and multimedia; provide students with a sense of authorship; and can be used in various ways by the instructor.

METHOD

Research methodology applied in this research is quasi experimental design. The quasi-experimental method refers to approach to educational research in which an idea or hypothesis is tasted or verified by setting up situation in which the relationship between subject and variable which can be determined (Christensen, & Waraczynski, 1988). In this research, there were two variables, independent variable and dependent variable. The independent variable was Blog as teaching media and dependent variable was students' writing achievement. The population of this research was second semester students' of STKIP Muhammadiyah Pagar Alam.

There were 4 classes and the total number of population was 66 students. The sample was divided into two groups, experimental and control group. Purposive sampling was used in taking the sample. The data in this research was collected by using written test. The students were asked to write descriptive text. The test used to measure students' writing ability. There were two tests in this research. The pre-test and the post-test, the pre-test was given before treatment and the post-test was given after the

treatment. The *t*-test was used to compare the result of pre-test and post-test between the two groups. In the scoring system, rubric is adapted from Anderson cited in Huges (2003) which had some criteria, namely: grammar, vocabulary, mechanic, fluency and organization.

RESULT

The Result of Statistical Analysis

The data of this study were analyzed by using Paired Sample t-test and Independent t-test. Paired Sample t-test was used to find out whether or not there was significant progress on speaking achievement of the students in experimental and control groups before and after the treatment. Meanwhile, Independent t-test was used to find out whether or not significant difference in students' writing achievement between experimental and control groups.

The Analysis on Writing in Experimental Class Paired Sample t-test

To find out whether there was significant progress in Students' writing achievement before and after treatment, the result of writing pre-test and post-test was compared by the researcher. Paired Sample t-test was used.

Table 1

The Result of Paired sample t-test writing of experimental class Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	65.00	23	6.11	1.27
	post-test	76.73	23	6.68	1.39

Table 2

Paired Samples Test

	Paired Differences				<i>t</i>	df	<i>p</i>	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval				
				Lower				Upper
Pair 1 Pre-test – post-test	-11.73	3.99	.832	-13.46	-10.01	-14.10	2	.000

The result of paired t-test of writing in experimental group showed that there was significant progress in students writing achievement before and after treatment by using Blog as teaching media. Since the mean of pre-test was lower than post-test,

Table 5

The calculation of independent sample t-test

Group	N	Mean	Std. Deviation	Std. Error Mean
experimental class	23	76.73	6.68	1.39
control class	21	65.76	3.92	.856

Table 7

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	p.	t	df	p	MD	SE	95% CI	
								Lower	Upper
Equal variances assumed	3.127	.084		42	.000	10.97	1.67	7.59	14.35
Equal variances not assumed			6.70	36.06	.000	10.97	1.63	7.65	14.29

Based on the calculation in table 3 the value of t-obtained was 7 at the significance value of 0.05 in two tailed tasting with df= 42, the critical value of t-table was 2.01808. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis was accepted. So it can be said that there was significance different of students' writing achievement that were taught by using Blog as a teaching media and those who were not.

DISCUSSION

Based on the result of the current, the students who were taught by using Blog as a teaching media get better achievement than those who were not taught by Blog. These findings fix with Alsamadani's (2018) findings. He found that Blogging-based writing practice is more participatory and interactive in that learners can dramatically improve their writing skills in terms of content, word choice, style, language mechanics and the like. The learner-Blogger becomes aware that the arbiter is no longer the classroom teacher, the audience or readership. Akdağ and Özkan (2017) stated that Blog is an effective toll in improving students writing achievement in English then it increases students' interest and help students ability in writing independently. Even in control class students' also gain progress score but the mean score in experimental class was

higher than in control class. It is indicated that there was influence of applying Blog as a teaching media in improving students writing achievement. Meanwhile the calculation of independent sample t-test show that the score of t-obtain was higher than t-table, it can be said there was significant different of students writing achievement in both of classes. It means that Blog can be used in improving students' writing achievement. This finding was supported by Zhang (2009), he pointed out that there are some effect of applying Blog in improving students' writing ability, such as facilitating students' to think critically, giving various example as model in learning process, and influencing to the quality of students' writing.

CONCLUSIONS

Based on the data analysis, it can be concluded that Blog was effective media to improve the students' writing skill at second semester of STKIP Muhammadiyah Pagar Alam. The students who were taught by Blog as a teaching media got better score than those who were not taught (control class). Based on the mean score of students' writing achievement it can be seen that score of pre-test was 65.0000 and the score of post-test was 76. It could be concluded that there was significance progress in students' writing after Blog was applied as a teaching media. In other words, Blog as a teaching media could significantly improve students writing achievement. In addition, Blog can motivate and improve students' interest in writing.

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