

**THE USE OF BLOG TO IMPROVE STUDENTS' WRITING
ABILITY IN EXPLANATION TEXT**

Undergraduate Thesis

By

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**ENGLISH DEPARTMENT STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2024**

ABSTRACT

THE USE OF BLOG TO IMPROVE STUDENTS' WRITING ABILITY IN EXPLANATION TEXT

By

Shintia Nur Salsabilla

The research aimed to find out whether there was a significant improvement in students' writing abilities after using a blog as media in teaching writing of explanation text, and also to find out which aspect of writing improved the most after using a blog as media. The sample of this research was twenty-seven students of the XI.11 class at SMAN 7 Bandar Lampung. This research used quantitative research with one group pre-test and post-test design and the data was analyzed by using a paired sample t-test. The result showed a significant improvement in students' writing between the pre-test and the post-test after the students were taught by using a blog in writing explanation text. The average score of the post-test (78.57) was higher than the pre-test (67.81). By using a t-test, it was found that the t-value (61.935) was higher than the t-table (1.7056). From the research, it was also found that the mechanics aspect was the aspect that improved the most with a gain of 1.0 or 20% over content, organization, vocabulary, and language use. Therefore, it can be concluded that the blog effectively improved students' writing ability in explanation text.

Keywords: *Blog, Explanation Text, Teaching Writing, Writing Ability, Paired Sample T-test*

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Shintia Nur Salsabilla

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In

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Menyatakan bahwa skripsi ini adalah benar hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Shintia Nur Salsabilla was born in Bandar Lampung on July 11th, 2002. She is the third of six children and the second daughter of a beautiful couple Mr. Elf Winardi and Ms. Lismawati. She has two brothers and three sisters who are dear to her.

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MOTTO

“(Remember) when you asked help of your Lord, and He answered you, “Indeed, I will reinforce you with a thousand from the angels, following one another.”

Surah Anfal Verse 9

‘Uthmaan Ibn Hakeem said:

“Befriend the one who is above you in the religion and below you in the worldly life.” (As-Samt, of Ibn Abee Dunyaa, p.45)

DEDICATION

Bismillahirrahmanirrahim, in the name of *Allah Subhanahu Wa Ta'ala*, the Entirely Merciful, the Especially Merciful, this script is proudly and fully dedicated to:

My dearest parents, Mr. Elf Winardi and Ms. Lismawati, who always pray for me, and provide the best moral and material support for me

My precious siblings, Sizar Willy Pradana, Sonia Elma Thalia, Shine Rahma Dilla, Wina Ramadhanti, and Farhan Novanto who are always there for me and encourage me

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Bandarlampung, April 2nd 2024

The researcher

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I. INTRODUCTION

This chapter is concerned with the background, research questions, objectives, uses, scope of the research, and definition of terms.

1.1 Background

In Indonesia, English is positioned as a foreign language. English is not a language used by Indonesians in everyday life. The use of English in Indonesia is only used in particular professions. In today's age of information and globalization, the government recognizes the importance of English and individuals who have excellent communication skills in the language. Despite the position of English in Indonesia as a foreign language, the development of science and technology has made English an important language to master technology and compete with human resources at the global level. In a progressive effort, the government has issued the Indonesian Basic Law Number 2 of 1987 concerning the National Education System. Since 1994, English lessons have officially been taught in elementary schools as a local content subject.

The aims of the English curriculum encompass enhancing students' proficiency in both written and verbal communication. Familiar to many, English proficiency is typically measured across four core competencies: listening, reading, writing, and speaking. Among these competencies, writing is one of the competencies that students must master.

In Curriculum 2013, the teaching of writing aims to make students able to observe,

question, explore, associate, and communicate appropriately in writing. Writing is a person's ability to convey ideas in the form of written work. Writing is one of the productive skills in language. A person must perform an action to be able to produce a language. According to (Nunan, 2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In writing, habit and exercise are crucial factors to achieving success in writing effectively and accurately. This is in accordance with (Richards and Renandya, 2002) that writing is the most difficult skill for second language learners to master. Based on this statement, writing is an activity that takes time to complete.

Writing is not an easy activity because writing requires skills to develop ideas from the writing that will be created. This is supported by Brown (2001) who states that writing is the written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. Furthermore, writing is the skill with the most difficult challenges. This is in line with Heaton (1975) who defines that writing skill not only talks about grammar and vocabulary but also of conceptual and judgment elements. Therefore, writing activities require concepts and evaluation in the process of writing.

As is well known, teaching writing skills in the classroom is done by the teacher by introducing the type of text to be studied, then the teacher explains the structure and language features of the text, as well as how to write the text properly and regularly. However, in fact, students are still confused in understanding the type of text being taught. This affects how students put their ideas into the writing. In writing classes, students have problems in terms of language. These include difficulties with

sentence structure and word order, the use of inappropriate vocabulary, the use of awkward expressions, and unconventional grammar. Therefore, teaching writing to students should be conducted by getting students to understand the concept of the text to be written as well as how students develop ideas for the writing.

There are many types of texts in English. One of the text types is explanation text. According to Kosasih (2014), explanation text is a text that explains a process or event about the origin, process, or development of a phenomenon, which may be a natural, social, or cultural event. Furthermore, (Kosasih, 2014) states that explanation text can be equated with procedural narrative text. It can be equated with procedural narrative text, which is a text that tells the procedure or process of something happening. With this text, readers can get an understanding of the background of something happening clearly and logically. Explanation texts use many facts or contain statements that have a causal relationship. However, the causes or effects are a set of facts that the author thinks have a causal relationship and not the author's own opinion.

The argument is also supported by Knapp and Watkins (2005) that the process of explaining is used to logically sequence the way that the environment physically functions, as well as understanding and interpreting why cultural and intellectual ideas and concepts prevail. Knapp and Watkins (2005) add that the typical structure of an explanation includes a description stage followed by an explanation sequence with an optional interpretation/evaluation, although this was not an essential requirement for this task. The structure can be assessed at three levels: the text introduces the explanation by classifying and describing the phenomenon, the text has an explanation sequence that elaborates by explaining how and why, and the text includes some interpretation/evaluation.

Based on the statements above, the researcher focused on explanation texts which contain a series of explanations about how and why a particular event happens accompanied with its facts.

In writing explanation texts, writers must show facts and provide compelling explanations to substantiate their writing. This is in line with Corbett and Strong (2020) who state that explanation text is any text that explains actions, ideas or processes to the reader. This genre is arguably the most challenging among various textual categories, as a comprehensive understanding of the subject matter is essential to convey it clearly. In addition, Barwick (1998), the purpose of an explanation tells how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing knowledge. The texts are a central part of scientific writing and expressing scientific expertise. By writing explanation text, students will be able to express their ideas regarding how and why phenomenon occurs as well as be able to think critically to find facts related to the issue of the text. In addition, students can also learn to write good papers that can be read by the public.

In today's era, where science and technology have developed further, the use of technology as a learning medium is widely used by the community. There are so many technologies that have been developed by humans and used for many things. Richardson (2010) states that there are several toolboxes that change the way teachers teach and learn in a collaborative way. These include weblogs, Wikis, Really Simple Syndication (RSS), Aggregators, Social Bookmarking, Online Photo Galleries, Audio/Video Casting, Twitter, and Social Networking Sites. Among the technologies mentioned above, a weblog is one of the tools used by teachers. Richardson (2010) states that a Weblog, also known as a blog, is an easily created, easily updateable Web sites that allow an author (or authors) to publish instantly to the Internet from any Internet connection.

According to Galien and Bowcher (2010), a blog is a fairly new tool for written communication and interaction and appear in many different languages. In this regard, the use of a blog as a learning medium is in line with writing activities. This is also in accordance with the definition of a blog according to the Oxford Dictionary that a blog is a website where an individual person, or people representing an organization, write regularly about recent events or topics that interest them, usually with photos and links to other websites that they find interesting. Based on the statement above, the use of a blog as a medium for writing may assist students in attempting to improve students' writing skills. Fernette and Brock in (Richardson, 2010) found that blogs can promote critical and analytical thinking; be a powerful promoter or creative, intuitive, and associational thinking; promote analogical thinking; be a powerful medium for increasing access and exposure to quality information; and combine the best of solitary reflection and social interaction. Richardson (2010) states that the use of weblogs for students as a medium to post their work online for peer and teacher response, and also to create spaces where students can collaborate with other online.

There have been previous studies related to the use of blog media as a medium to improve writing skills. One of the previous studies was a study conducted by Syahrul (2021) with the title "The Use of Blog to Increase Students' Writing Skill (Pre-experimental Research at the Eleventh Grade of SMA Negeri 4 Jenepono)". This research aimed to find out the achievement of the students' writing dealing with content and organization. The research findings indicated that the application of blog to teach writing in term of content and organization. It was proved by the value of the t-test in term of content and organization which were higher than the value of t-table. This research finding indicated that (H1) was accepted and (H0) was rejected. It means that there was a significant difference of the students' writing before and after using blog.

1.2 Research Questions

The research questions for this research are as below:

1. Is there any significant improvement in students' explanation text writing achievement after the students were taught through Blog?
2. Which writing aspect significantly improves the most on students' explanation text writing achievement after the students were taught through Blog?

1.3 Objectives

The objectives for this research are as below:

1. To find out whether is there any improvement as the use of blog on students' explanation text writing achievement.
2. To find out which writing aspect has significantly improved after the use of blog on students' explanation text writing achievement.

1.4 Uses

The researcher hopes that the findings of this research can provide benefits as below:

1. Theoretically

The result of this research may support the theories that prove the use of blog in writing explanation text and the outcome of the research may provide useful information for future research concerning the use of blog media in teaching writing.

2. Practically

The result of this research may provide English teachers with information regarding how blog media might be used to improve students' writing performance.

1.5 Scope

The scope of this research was blog as the X variable, whereas the skill of writing explanation text as the Y variable. The research was a quantitative study. The study was focused on the use of blog media to improve the writing skills of 27 students in the eleventh grade of SMAN 7 Bandar Lampung. The writing skill was centered on writing an explanation text that contains the thesis, explanation sequences, and closing. The researcher applied the five components of writing skills from Jacob (1981) which consist of content, organization, language use, vocabulary, and mechanics.

1.6 Definition of Terms

The following are some definitions provided to clarify the reader's understanding of the terms used by the researcher.

1. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
2. Teaching writing is a unique way to reinforce learning. English teachers should guide the students in writing, by presenting materials related to their interest, needs, capacities and age until they are able to make composition with few or no error.
3. Explanation text is a type of text that is often used to tell how and why thing (phenomena) occur in nature.
4. Media is the physical form in which a message is incorporated and displayed. Examples include flip charts, photographic prints and slides, audio and video tape, and computer multimedia.

5. Blog is a website where an individual person, or people representing an organization, write regularly about recent events or topics that interest them, usually with photos and links to other websites that they find interesting.

All the above are what this chapter discusses, including background, research questions, objectives, uses, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter covers some theories related to this research. It consists of the concept of writing, components of writing, the teaching of writing, explanation text, media in teaching writing, blog as a media in teaching writing, the procedure of using Blog in teaching writing, advantages and disadvantages of using blog, previous studies, theoretical assumption, and hypotheses.

2.1 Concept of Writing

Writing is one of the language skills in the form of productive skills. With writing skills, a person can express ideas and give an impression to the reader. The above statement is in accordance with (Nunan, 2003) that writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. (Richards and Renandya, 2002) also state that writing, unlike speaking, provides us with a way not only to generate ideas before presenting them to an audience but also to scrutinize the ideas and language we produce. Therefore, writing is not only generating an idea but also discerning the ideas and language that will be produced.

According to (Nunan, 2003) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Nunan (2003) also states that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. In other words, writing is both a physical and mental activity.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. It means that writing is a specific activity that helps writers organize their thoughts into meaningful piece of writing that conveys a message. Harmer (2004) also states that writing is often time bond in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or others. Moreover, Rao in (Elfa, 2020) states that there are two benefits of writing especially writing in English as a foreign language. The first, it encourages students to think, manage idea, and improve their abilities to summarize, analyze and criticize. The second, it empowers their learning process. It is clear that writing is very important for students to have better knowledge and achievement.

From the definitions above, the researcher concludes that writing is an activity that involves the writer's body and mind working together to produce a written work.

2.2 Components of Writing

According to Jacobs et al in Shanorra et al (2021), there are several writing skill components that students should master, including:

1. Content

Content is a planning, writing, and editing process to make the text clear and can be understood. In order for the reader to understand what message is conveyed by the author, the substance of the writing needs to be clear. Also, in content should be well unified and completed in order to provide a good text in writing. This is usually called unity and completeness, which is the product of good writing.

2. Organization

The writer reflects on how he chronologically arranges and organizes ideas when compiling the text. From the beginning to the end of the idea, presenting the idea in chronological order is a must. There are several forms for writing to

be structured and coordinated. This organization is also primarily recognized as an order.

3. Vocabulary

In the process of writing texts, writers often think of the proper way to creatively and appropriately combine words into sentences and then combine those sentences into paragraphs. Furthermore, by doing this, the text can result in an understandable piece of writing. Therefore, the ability to master various word choices can help develop more varied writing with a writing style that is not monotonous.

4. Language Use

Language use in writing has implications for the correct form of language or grammatical conventions. It focuses on verbs, nouns, and agreement. The more specialized nouns and stronger verbs provide the reader with a sense of a mental picture of the description. These special nouns can be characterized by using adjective modifiers, adverbs, and writing principal forms.

5. Mechanics

Mechanics in writing deal with capitalization, punctuation, and spelling appropriately. This aspect is very important in terms of directing the reader to understand or recognize what the writer means with certainty. The use of good mechanisms in writing will make it easier for readers to understand the ideas of conveying messages or information that are stated in the writing.

Based on the statement above, the researcher conducted a study to improve the ability to write explanation text by using the components of writing. There are content, organization, vocabulary, language use, and mechanics.

2.3 Teaching Writing

According to Raimes (1983), teaching writing is a unique way to reinforce learning. English teachers should guide the students in writing, by presenting materials

related to their interest, needs, capacities, and age until they are able to make composition with few or no error.

The five-step process writing approach described by Donald Graves (1983) in Johnson (2008) is as follows:

1. Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

2. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stages are like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, add parts, take parts away, add parts, and continually mold and change. Here you look for flow and structure. You reread paragraphs and move things around.

4. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: the quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in steps 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

5. Publishing and sharing.

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

Basically, the purpose of teaching writing is to teach students how to produce a piece of writing by composing according to the stages and using the components of writing.

2.4 Explanation Text

Explanation text is one of kind text that students in Senior High School should learn. According to Knapp and Watkins (2005), explanation text describes the processes involved in comprehending and expressing the how and why of specific phenomena, events, and concepts. Explanations generally require connectives words that join the verbs together so that they logically indicate sequences that are temporal such as *when, then, first, after this*. In addition, Bashir (2017) states that explanation texts are categorized according to the type of process they describe. The first is sequential explanation, explanations that describe natural and non-natural phenomena, for example is life cycles. The second type is cause and effect explanation, explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

Furthermore, Kosasih (2014) states that in terms of text genre, an explanation is a text that explains a process or event about the origin, process, or development of a phenomenon, which may be a natural, social, or cultural event. Explanation texts use many facts or contain statements that have a causal relationship. It is essential to emphasize that these causal connections are derived from a collection of factual

evidence perceived by the author, rather than subjective viewpoints. Therefore, the causes or effects are a set of facts that the author thinks have a causal relationship and not the author's own opinion.

Kosasih (2014) adds that the actors or objects in explanation texts are generally objects or events (non-human participation). In explanation text, personal pronouns such as *he, she, they*, and others are not used because the focus of the explanation is more on objects, events, or nature. The text contains several facts that can extend the insight, knowledge, and beliefs of the readers or listeners. Since the object of the discussion covers a certain field, technical words or terminology related to the field it discusses will be found in the explanation text.

The statement is also supported by Professional Development Service for Teachers (2013) that an explanation text is written to explain how something works or the process involved in actions, events, or behavior. For instance, like the formation of a rainbow. In addition, explanation text is organized by a definition or statement, and a sequenced explanation. The features of explanation writing are: non-human participants, cause and effect relationships, passives and timeless present tense.

Explanation text also has a generic structure, those are:

1. Thesis: identify something that will be explained.
2. Explanation sequences: describing the explanation sequence, detailing the process of events relevant to the phenomenon being explained as a how or why question.
3. Closing: a closing statement or conclusion about the events described earlier.

Example of Explanation Text

How volcanoes are formed

A volcano is a vent or an opening on the Present tense earth's surface which allows molten rock called magma, volcanic ash and gas to escape out onto its surface.

Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.

When the pressure builds up in the chamber, the magma, gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.

The red-hot magma that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.

In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.

Based on the explanation above, an explanation text is a type of writing that describes how something works or the steps involved in acts, events, or behaviors. Its goal is to give readers a thorough knowledge of a topic or process by breaking down complicated ideas into simpler, more understandable components. In an explanation text, there are three structures that cannot be separated, namely thesis, explanation sequences, and closing.

2.5 Media

A medium (plural, media) is a channel of communication. Derived from the Latin word meaning "between," the term refers to anything that carries information between a source and a receiver. Heinich et al. (2001) state that media is the

physical form in which a message is incorporated and displayed. Examples include flip charts, photographic prints and slides, audio and video tape, and computer multimedia. The purpose of media is to facilitate communication. More specifically, Arsyad (2010) in Meling et al. (2019) states that the definition of media in the teaching-learning process tends to be more defined as a graphic, photographic, or electronic tool to be able to understand, manage, and reorganize visual or verbal information.

Heinich et al. (2001) categorizes media into several groups, they are visuals, audio, video, computers, as well as the internet and intranets.

1. Visuals

Visual refers to the learned ability to interpret visual messages accurately and to create such messages. Visual media consists of two types, namely nonprojected visuals and projected visuals. Examples of nonprojected visuals are still pictures (photographs), charts, graphs, posters, and cartoons. Meanwhile, examples of projected visuals are document cameras, digital images, CD-ROM, photo CD, DVD-ROM, digital cameras, and stills from videotape or videodisc.

2. Audio

Audio media is used for recording and transmitting the human voice and other sounds for instructional purposes. Examples of audio formats are audiotapes, compact discs (CD), and MP3. The uses of audio media are limited only by the imagination of teachers and students. The teacher can use audio media in all phases of instruction from the introduction of a topic and to the evaluation of student learning.

3. Video

Video is the storage of visuals and their display on a television-type screen. Examples of video formats are videotape, DVD, videodisc, and internet

video. Through the use of audio media in the cognitive domain, students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound, and motion make personalities come to life.

4. Computers

The computer provides a virtually instantaneous response to student input, has an extensive capacity to store and manipulate information, and is unmatched in its ability to serve many students simultaneously. Computers have four roles in learning, namely as an object of instruction, as a tool, as an instructional device, and as a means of teaching logical thinking.

5. Internet and Intranets

The internet is a worldwide system for linking smaller computer networks together, based on a packet system of information transfer and using a common set of communication standards. Meanwhile, the intranet is an internal network for a company or school that cannot be accessed by external users. For access to the Internet, there is World Wide Web. The World Wide We (the Web) is not separate from the Internet. The Web is a series of communications protocols between client and server. An example of a type of web that exists is a blog. O'Leary (2011) states that Blogs provide a type of website that contains information and personal opinions of the individual authors. Meanwhile, the Intranet consists of Wide Area Network (WAN) and Local Area Network (LAN).

Based on the explanation above, Blog is one form of media used in learning which is included in the type of internet media.

2.6 Blog

Richardson (2010) states that there are several toolboxes that change the way teachers teach and learn in a collaborative way. These include weblogs, Wikis, Really Simple Syndication (RSS), Aggregators, Social Bookmarking, Online Photo Galleries, Audio/Video Casting, Twitter, and Social Networking Sites. Among the technologies mentioned above, a weblog is one of the tools used by teachers as a medium for learning and teaching. Richardson (2010) states that a Weblog, also known as a blog, is an easily created, easily updateable Web site that allow an author (or authors) to publish instantly to the Internet from any Internet connection.

According to Oxford Dictionary, Blog is a website where an individual person, or people representing an organization, write regularly about recent events or topics that interest them, usually with photos and links to other websites that they find interesting. According to Galien and Bowcher (2010), a blog is a fairly new tool for written communication and interaction and appears in many different languages. In this regard, the use of a blog as a learning medium is in line with writing activities.

Du and Wagner (2005) define a blog as an electronic journal kept by an author, who regularly updates the journal (known as blogging). On the other hand, Johnson (2004) points out that the application of blogs is a useful supplemental aid to teachers. From any computer connected to the Internet, teachers can create, edit, or delete their teaching handouts such as notes, homework assignments, and review materials. All these teacher's messages will be organized in a reversed chronological order with the latest postings on the top.

Richardson (2010) expresses that Weblog or known as Blog is truly a constructivist tool for learning. Because the content that students and teachers create is on the World Wide Web, it is content that becomes a part of the wider body of knowledge that the Internet represents. Richardson (2010) adds that a potential audience is one

of the most important aspects of the Read/Write Web. The idea that the relevance of student work no longer ends at the classroom door can not only be a powerful motivator but can also create a significant shift in the way teachers think about the assignments and work teachers ask of the students in the first place.

Based on the explanation above, the researcher concludes that a blog is useful as a medium to train students' writing skills.

2.7 Procedure of Blog in Teaching Writing

In teaching writing through blog, (Sulistyo et al., 2019) mention that the step is to provide a class blog conducted by the teacher. One text model will be provided in order to help the students understand the standard, targeted linguistic forms, and structures they had to achieve in the writing class. Afterward, discuss a new topic and cultivate students' background knowledge in pre-writing activities.

Based on the explanation above, the researcher adopted the steps above as a guide or procedure that can be done by the researcher to implement the teaching process using the Blog.

1. The teacher displays a blog website to the students through the projector. Students pay attention to the material that the teacher explains on the blog.
2. The teacher helps students to create their blog accounts. After that, the teacher divides students into groups. The teacher provides student worksheets to be done in groups, which can be accessed and worked on using their own accounts.
3. The teacher teaches students how to write an explanation text from pre-writing to publishing by practicing it through a blog. Students pay attention to how to make an outline and draft through the projector display.
4. The teacher asks the students to create an explanation text individually based on the outline taught by the teacher with the topic that the teacher determines.

5. After the text outline is completed, the teacher asks each student to post their essay writing to their blog account.
6. Each student shares the link of their blog essay to the class group. The links of students' posts will be shared randomly in order for students to give feedback on other students' posts based on the shared links.
7. After getting feedback from their friends in the comment section, each student will revise their writing and update their blog post after the revision is complete.

The following are the stages of using a blog in writing:

Table 2.1 The Stages of Writing in Using Blog

The stages of writing	The use of blog in writing
Pre-writing	The teacher displays some pictures on the blog post to stimulate students' ideas. Students identify the images given by the teacher by answering 5w+1h questions.
Drafting	The teacher teaches students to organize the main idea based on the picture shown and the questions that students have answered. The teacher develops the content by adding details, facts, and examples to support the argument of the topic. To end the writing, the teacher creates an affirmative sentence that supports the topic.
Revising	The revision will be performed after receiving feedback delivered in the comment column on the writing post.
Editing	By using a blog, the revised writing can be edited easily through the features in the blog account.
Publishing and sharing	The posting feature on a blog account can support the publishing and sharing process in writing.

Those were the procedures of teaching through blogs that were carried out by the researcher.

2.8 Advantages and Disadvantages of Using Blog

As one of the media for improving writing skills, Blog has advantages both for teachers and students in the teaching and learning process.

2.8.1 Advantages of Using Blog

According to Johnson (2004), the following are the advantages of blog for students.

1. Students have access to complete notes on the Internet. Students have the option of previewing the class material before class and reviewing the material after class.
2. Because students are connected to the Internet, they have access to online English dictionaries. Students can easily look up words they do not understand by cutting the unknown word and pasting it into an online dictionary.
3. Since the class material is organized into sections, students can easily find information.
4. Students can read comments for the class as a whole and comments directed at them individually. This maximizes feedback and contact with the teacher.
5. Students can observe how their writing has changed over time.

Based on the list above, the researcher knows that blog has many advantages for teaching and learning activities for both teachers and students.

2.8.2 Disadvantages of Using Blog

Although a blog has several advantages to use in the learning process, it also has disadvantages. According to Akdag et al (2017), those disadvantages are as follows.

1. Students have difficulty composing organized sentences, especially at the beginning of writing using blog, which can have a negative impact on student motivation to write blogs.

2. Students have difficulty posting on blogs because it is not easy for students to find authentic subjects to write about. Students are hardly able to keep themselves on the track.
3. Blogging activities take too much time, making students feel bored.
4. Writing on a blog requires the internet in its practice, which often causes connection problems.

Based on the list above, the researcher knows that Blog also disadvantages for teaching and learning activities for both teachers and students.

2.9 Previous Studies

There are some previous studies that have relation to this research such as follows:

Azkiyah (2019), a researcher from the State Islamic University Sultan Maulana Hasanuddin Banten, conducted study. The data is gathered through observation and test. This research was conducted at the 11th grade of MAN 10 Jakarta. This research uses a pre-experimental research method. The use of observation is to describe teaching and learning using the blog. The data is in statistical measure in the form of pre-test scores and post-test scores. The objective of the research were to describe the students' writing skill of analytical exposition text before and after using blog, to describe teaching and learning of writing analytical exposition text using blog, and to analyze the impact of blog in writing analytical exposition text. The result of the research shows that the students' writing skills of analytical exposition text in the post-test were higher than the pre-test. It means blog has an impact on students' writing analytical exposition text.

On the other hand, Sari (2022) a researcher from State Islamic University of Sultan Syarif Kasim Riau conducted quantitative research. The main objectives of the research were to find out whether there is significant difference of the students' writing skill before being taught by using and after being taught using English

Web Blog at SMK Peldes Ujungbatu. The researcher used one group pre-test and posttest design. The result of data analyzed showed that the mean score of the students after being taught by using English Web Blog (82.67) was higher than before being taught by using English Web Blog (74.33). It can be concluded that there was a significant difference on students' writing skill of recount text before and after being taught by using English Web Blog at the tenth-grade students of SMK Peldes Ujungbatu.

Furthermore, Anti (2023), conducted a study to determine whether the use of blog-based learning media significantly improved the writing skills of eighth grade students of SMPN 8 Palopo. The researcher applied a classroom action research method using pre-test and post-test treatment conducted four meetings. The instrument used to collect data was a writing test. The students' mean score in the post-test was higher than the mean score in the pre-test (81.75 50.42). The percentage in the post-test was higher than the percentage in the pre-test (78,57% 10,71%). The researcher concludes that blog-based learning media can improve students' writing skills.

Moreover, Ningsih et al (2023), researcher from State Islamic University Sjech M.Djamil Djambek Bukittinggi conducted a quantitative research. This study aims to determine whether there was a significant difference between students who used learning media using blogs and students who do not used blogs in learning exposition texts at SMKN 4 Payakumbuh. The design of this study used was the pretest-posttest control group design. The results of this study indicate that the t-count value of the SPSS results is 6.422 and the t-table value is 2.060 so that t-count > t-table then H_0 was rejected and H_a was accepted. It was proved that using blog as writing could help students in improving their ability in writing.

Lastly, Fahri (2022), researcher from State Islamic Institute of Palopo conducted pre-experimental research. The sample of the research was 15 students taken from

the sixth semester of English Language Education Study Program at IAIN Palopo. The research results showed that blog helped the students to achieve a greater improvement on their accuracy in writing skill.

Based on previous studies, the researcher conducted a study that was similar to the above studies by using a blog as a medium to improve the writing skills of high school students in writing an explanation text.

2.10 Theoretical Assumption

According to the previous study, this research focused to find out whether the use of blog as a strategy in language teaching can improve students' writing achievement after the implementation of blog and also find the aspect that most improve students' writing achievement after using blog in teaching at the eleventh grade of a senior high school student. Teaching writing skills to senior high school students is very important, they can follow current development of their ideas and convey them well to the reader.

During teaching writing, it is critical to select an engaging learning medium that will help students achieve the objective of the teaching-learning process. The blog is one type of media that can be utilized to help students gain ideas for their writing. The researcher assumes that teaching writing through blog could make the learning process to be more interesting and challenging since it will be easier for the students to access the internet and develop their ideas. It is strengthened by Johnson (2004) that students have access to complete notes on the internet and students can observe how their writing has changed over time. Using blog will make them enjoy the learning process of writing. It can help the learners to understand English texts easier. Therefore, the researcher believes that the use of blog will increase the student's participation and motivation to learn English.

2.11 Hypotheses

Based on the literature reviews above, the researcher states the hypothesis of this research as follows:

1. There is an improvement in students' writing achievement in explanation text after the use of blog.
2. Content is the aspect of students' writing achievement that improves the most after the use of blog in explanation text.

All the above are what this chapter discusses, such as the concept of writing, components of writing, the teaching of writing, explanation text, media in teaching writing, blog as a media in teaching writing, the procedure of using blog in teaching writing, advantages and disadvantages of using blog, previous studies, theoretical assumption, and hypotheses.

III. METHODS

This chapter discusses the research method and design. In this method, the major components include research design, variables, population and sample, data collecting techniques, research procedure, scoring criteria, instruments, validity, reliability, data analysis, data treatment, and hypothesis testing.

3.1 Research Design

Based on the research question and research objectives, this research is a quantitative study that is intended to see if there is a worthwhile effect of using blog on students' writing ability in the explanation text. The research design utilized is one group pre-test and post-test design because the researcher only uses a single class. This research design was utilized to compare the writing achievement of students through pre-test and post-test scores after the treatment is provided.

According to Setiyadi (2018), the research design is represented as follows:

T1 X T2

Notes:

T1 refers to the pre-test provided before the researcher uses blog to measure student competence before students are provided the treatment.

X refers to the treatments provided by the researcher using blog in students' writing achievement in the explanation text.

T2 refers to the post-test that is provided after the use of blog and to measure the improvement of students after they obtained the treatment.

3.2 Research Variables

In this research, there were two types of variables. The variables were as follows:

1. Independent variable.

The independent variable in this research was blog (X).

2. Dependent variable.

The dependent variable in this research was the students' writing achievement in the explanation text (Y).

3.3 Population and Sample

The population of this research was included eleventh-grade students in the second semester of SMAN 7 Bandar Lampung in the academic year 2023/2024. The school has several classrooms made up of eleventh-grade students. This research's sample was 27 eleventh-grade students from one of the classes.

3.4 Data Collecting Techniques

This research is intended to gain data on students' writing achievement after being taught using blog. The data was gained from:

1. Pre-test

The pre-test was carried out before the researcher provides the treatment to the students. This serves to assess the students' writing achievement before blog was used as the treatment. The pre-test took the form of a writing assignment. The students were asked to write their arguments in a few sentences related to the phenomenon in the form of a text.

2. Post-test

The post-test was conducted after students were taught through the blog about explanation text. The post-test was in the form of a writing test. The students were asked to write their arguments in a few sentences related to the phenomenon in the form of a text.

3.5 Research Procedures

The researcher took the following steps to carry out this research:

1. Determining the population and selecting the sample

The researcher determined the population by selecting one of the schools as a setting for data collection. SMAN 7 Bandar Lampung was selected as the school by the researcher. The population consisted of all eleventh-grade students in the academic year 2023/2024. The researcher took one class as the sample of this research.

2. Selecting and determining the materials

After determining the population and selecting the sample, the researcher developed materials for the pre-test, treatments, and post-test based on the course objectives in the syllabus of eleventh-grade students at SMAN 7 Bandar Lampung in order to ensure validity.

3. Providing the pre-test

The pre-test was administered prior to the treatment in order to assess students' writing abilities. The pre-test took the form of a written test. Students in the experimental class were asked to produce an explanation text about phenomena around them. The duration was about 70 minutes.

4. Conducting treatments

After the administration of pre-test, the students in the experimental class were given treatments that include composing an explanation text on a topic of their individual interest. Each treatment was carried out in accordance with the time allocated in the syllabus for eleventh-grade students at SMAN 7 Bandar Lampung. The treatments took place across three offline meetings. During the meetings, students were taught explanation text through blog media, how to create a blog, how to manage it, do the writing practice process through the blog. After the treatment, the students were given a post-test to evaluate their writing ability in creating explanation text.

5. Providing the post-test

The researcher administered the post-test to see whether students' achievement in producing an explanation text has improved. The researcher assumed that after being taught to write using blog, the students in the experimental class would have a better understanding of how to compose an explanation text appropriately. The post-test took the form of a writing test. The students were invited to write about phenomena around them.

6. Scoring the test

The researcher and the teacher gave scores by using a scoring rubric based on five aspects of writing: content, organization, vocabulary, language use, and mechanics in writing explanation text.

7. Analyzing the test results (Pre-test and Post-test)

The data were examined using the SPSS 25 software package after the researcher has scored the pre-test and post-test. This was done to determine the means of the pre-test and post-test and the significance of the improvement.

3.6 Scoring Criteria

According to Jacobs (1981), in evaluating students' writing achievement, five components of writing should be tested: content, organization, vocabulary, language use, and mechanics. The researcher examined the results of the students' explanation text writing assignments to confirm if the treatment had an effect on students' writing skills. The researcher utilized Jacobs's ESL composition profile (Jacobs et al., 1981) as the scoring system criteria since it provides a clearly defined standard. The scoring rubric comprised five rating categories and a 100-point scale. The score of the test was derived as follows:

Table 3.1 Scoring Rubric by Jacobs et al. (1981)

ASPECT	SCORE	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable, substantive, thorough, development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good: fluent expression, ideas clearly stated supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main, ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: ideas confused, disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.

VOCABULARY	20-18	Excellent to very good: sophisticated range, effective word/idiom, choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, and usage but meaning not obscured.
	13-10	Fair to poor: limited range frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very poor: essentially translation e little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
LANGUAGE USE	25-22	Excellent to very good: effective complex constructions e few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.
	21-18	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate.
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3.7 Instrument

The instrument of this research is writing tests. Students were provided with a writing assignment to assess their writing abilities by composing an explanation text about the phenomena around them.

3.8 Validity

The researcher strived to follow the principles conducting acceptable research in order to produce a convincing opinion that this research deserves to be included in scientific work. This includes taking into consideration the validity of the instruments used for data collection in this research.

According to Hatch and Farhady (1982:281), there are two basic types of validity; content validity and construct validity. In order to measure whether the test has good validity, those two types of validity are analyzed.

1. Content Validity

Content validity is the degree to which a test measures an intended content area. The content validity of the test in this research was fulfilled since the researcher created it based on the course objectives in the syllabus of eleventh-grade students at SMAN 7 Bandar Lampung. The type of text is an explanation text and the themes are representative of writing materials in the Merdeka curriculum.

2. Construct Validity

Brown (1996) defines construct validity as the accumulation of evidence to support an interpretation of what a measure represents. It indicates that a test that

assesses students' cognitive knowledge and skills based on related materials theory has addressed construct validity. According to Jacobs (1981), five writing components should be assessed to measure students' writing achievement when creating an explanation text.

The five components of producing explanation text were assessed in the pre-test and post-test to check if the student's skill could be improved as the theory mentioned. The researcher attempts to fulfill construct validity by constructing tests based on construct validity theory and writing components.

3.9 Reliability

Reliability is another factor to consider when tests are constructed for use as research instruments. The tests developed by the researcher must be valid and reliable. According to Hatch and Farhady (1982:243), the reliability of a test could be defined as the extent to which a test produces consistent results when it is administered under similar conditions.

A test is considered reliable if the results are consistent. The researcher used inter-rater reliability to ensure the reliability of ratings and to avoid the subjectivity of the research. Inter-rater reliability is used when the test score is estimated separately by two raters.

In this case, the researcher was the first rater and the English teacher at SMAN 7 Bandar Lampung was the second rater. It is essential to understand that both raters employ identical scoring criteria when grading the students' explanation text writing assignment.

Both of the raters used *Rank – order Correlation* with the formula:

$$\rho = 1 - \frac{6 \cdot (\sum d^2)}{N \cdot (N^2 - 1)}$$

Notes:

ρ : Coefficient of rank correlation

N: Number of students

d: The difference of rank correlation)

1 – 6: Constant number

(Hatch and Farhady, 1982:206)

According to Setiyadi (2018), the criteria of reliability are derived as follows:

Table 3.2 Reliability

r-value	Interpretation
0.000 – 0.200	Very low reliability
0.200 – 0.400	Low reliability
0.400 – 0.600	Medium reliability
0.600 – 0.800	High reliability
0.800 – 1.000	Very high reliability

Based on the standard reliability above, it can be inferred that writing tests will be deemed reliable when the test falls within the range of 0.6 to 0.8, (high reliability). To streamline data analysis, the researcher would use SPSS 25.0 to compute the correlation between the variables. Correlation coefficients can yield positive or negative numbers. A coefficient approaching 1 indicates a strong relationship between the variables, while a value nearing 0 suggests a weaker relationship.

3.10 Data Analysis

The data collected in this research is in the form of scores. The following steps were taken to analyze the data in order to obtain the results of this study:

1. Scoring the students' pre-test and post-test writing worksheets.
2. Entering the scores from the students' worksheets into a table in the appendix
3. Calculating the mean of the pre-test and post-test using the following formula:

$$Md = \frac{\sum d}{N}$$

Notes:

Md: mean

$\sum d$: total score of students

N: number of students

4. Drawing a conclusion to answer the first research question. It was developed from the result of statistical computerization which is repeated measure T-test in SPSS.
5. Drawing the conclusion to answer the second research question.

3.11 Data Treatment

The researcher conducted a normality test in this stage before answering the hypothesis testing.

Normality Test

The purpose of a normality test was to ascertain whether the data exhibited a normally distributed pattern. The researcher analyzed the data using the SPSS program. To find out whether the data is distributed or not, the researcher applied *Shapiro-Wilk Formula* with the hypotheses as follows:

H₀: The distribution of the data is normal.

H₁: The distribution of the data is not normal.

The level of the significance used was 0.05. H₀ is accepted if the result of the normality test is higher than 0.05 ($p > q$).

Table 3.3 Test of Normality (Shapiro-Wilk Test)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.160	27	.074	.924	27	.049
Post-Test	.118	27	.200*	.967	27	.518

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.3 shows the evidence that both of the data are distributed normally. The value of the normality test in the pre-test is 0.049 and in the post-test is 0.518. It can be assumed that H₀ is accepted because the data from both tests are higher than 0.05. Thus, the data are distributed normally.

3.12 Hypotheses Testing

After the gathering of data, the researcher analyzed the data to see whether there was a significant improvement in students' writing skills in the explanation text after they wrote using the blog and which components improved the most.

The hypothesis was analyzed using the Paired Sample T-Test of Statistical Package for Social Science (SPSS). The researcher used a level of significance of 0.05. The hypothesis testing is stated as follows:

$H_0 = \text{Sig.} > 0.05$

$H_1 = \text{Sig.} < 0.05$

H_0 : There is no improvement in students' writing achievement after the use of blog in explanation text.

H_1 : there is significant improvement in students' writing achievement after the use of blog in explanation text.

H_0 indicates that there is no writing aspect of students' writing performance that improves the most after the use of blog.

The criteria is: If the t-value is higher than t-table: H_1 is accepted

These are all above what this chapter discusses, including research design, variables, population and sample, data collecting techniques, research procedure, scoring criteria, instruments, validity, reliability, data analysis, data treatment and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This final chapter focuses on two things. Firstly, the conclusion of the research results. Secondly, suggestions for English teachers who want to implement the use of blog in teaching writing and for other researcher who want to conduct similar research.

5.1 Conclusion

The objectives of this research are to find out whether there is significant improvement on students' writing skill of explanation text after the use of blog as media and which aspect of writing improved the most after the use of blog as media. Related to this research, it was concluded that:

1. The use of blog as media in writing improved students' writing ability in composing explanation text. The result of this research presented that the students got higher scores after receiving the treatment through blog as media. It proved that the mean score of the post-test (78.57) was higher than the mean of the pre-test (67.81). The t-value score of the result analysis was also higher than the t-table ($61.935 > 1.7056$). This result happened because through blog as media in teaching writing could make learning process more creative and not monotonous. It made the students to be interactive and motivated to learn. It can be concluded that the use of blog as blog advantageous to students in writing explanation text.
2. The mechanics has the highest gain percentage than other aspects. The mechanics aspect improved up to 1.0 with a percentage improvement was 20%.

This is because students write regularly through the blog. With consistent writing practice, it helps students strengthen their ability to write correctly. Not only that, the feedback provided by teachers and other students helps students to minimize errors in mechanical aspects. Furthermore, a blog is a means that can direct the student in composing writing.

5.2 Suggestions

In reference to the conclusion above, the researcher gives some suggestions as follows:

1. Suggestion for English Teachers

- a. The researcher recommends that English teachers apply blog as one of the media to improve students' writing in explanation text. The blog can help students to think more in a creative way and their ideas related to the topic. The blog can be a tool for students to think creatively because blogs have many features that can be used. Not only can students post writings on the blog, but they can also post pictures, videos, PowerPoint presentations, and audio. This gives teachers and students many ways to learn and teach through the blog.
- b. English teachers may use to apply blog as media to teach other English skills such as reading and listening. Blog can not only be used as a writing medium, but can also be used for reading and listening. This is because blogs can upload text and audio which can be read and heard by the audience. In addition, the blog is easy to open from anywhere and at any time.

2. Suggestion for Further Researcher

- a. This research aimed to find out the improvement of students' writing ability through blog as media. Therefore, further researchers can try to find out the students' attitudes, motivations, or perceptions of using this media in the

classroom. This is to find out how students feel or experience when they are taught through blog, and whether they have the willingness to engage in the use of blog as media.

- b. In this research, the aspect of writing improved the most was the mechanics aspect while the lowest was the vocabulary. The researcher suggests further researcher to pay more attention to the language aspect in writing skills in order to improve as well. This is to enable the researcher to find out why students are weak in improving their vocabulary.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to implement the use of blog in teaching writing and for other researcher who want to conduct similar research.

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