

## The Use of English Web Blog in Increasing Students' Writing Skill at SMK Pempdes Ujungbatu

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### ABSTRACT

*The main objectives of this 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 Pempdes Ujungbatu. The type of this research was pre experimental design. This research used one group pre-test and posttest design. The writer used one class as sample of the research by using purposive sampling in which the total sample was 18 students chosen from 5 classes as the population of this research. In collecting the data, this research used writing test. While, in analyzing the data, the writer used sample paired t-test as SPSS 25.0. 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 Pempdes Ujungbatu. **Keywords:** Web Blog, Writing Skill, English.*

**KEYWORDS:** English web blog, integration, Writing Skill.

### 1 INTRODUCTION

As one of the four skills, writing plays an important role in mastering language, especially in the term of English. Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge (Mahboob, 2014; Mansoor, 2005; Marlina & Giri, 2014; Rahman, 2002). Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some different definitions of writing explained by some different linguists. Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking (Harmer, 2007). Brown (2000) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to make the product. Writing is a productive talent, according to (Wyrick, 2011, as cited in Fahreza, 2017) writing is productive skill and it is a creative act in expressing ideas. Writing may also help kids examine their thoughts and feelings.

A weblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet (Godwin, 2003). Galien and Bowcher (2010) state that weblog is a new tool used for written communication, interaction and available in multiple languages. Weblogs is one of the applications of computer network technology that has been used besides email, electronic journals, web, multimedia, audio, and chatting. According to As'ad, 2010, as cited in Maharani et al., 2021) weblog is a combination from Web and Log, or now more popular is called a blog or blogging. The term blog means the writing activities in an internet application where the outcome of these writings can be accessed by anyone who has an internet connection and the owner of his/her own blog. Weblog is a web that provides a feature to write and also provide space to exchange comments and peer correction in the form of grammatical errors. They can give an opinion on his/her friends writing. The teacher can also use a weblog to provide feedback to students so that they can improve their writing. Weblog can help the students improve their writing skills better than before they use it. There are three types of weblog that are used in language classes:

1. Tutor blog. The tutor blog is run by a teacher. The contents of this blog can be any type such as syllabus, homework, tasks, notes or just course information. In this type, the teacher can choose to write about his or her life, sharing information about the culture, the goal for students can stimulate online and in classroom discussion. In this type of blog, students usually restricted to be able to write a comment to teacher's post.
2. Class Blog. Campbell (2003) said that the class blog is a shared space, both teachers and students can write to the main area. This class blog usually used as a collaborative discussion between students and students or between students and teachers. Here, the students can be encouraged to reflect more deeply, in writing, on themes touched upon in class. Different from the tutor blog, class blog gave the student a greater sense of freedom and involvement without having to be limited.
3. Learner blog. This type of blog gives each student a personal blog. The advantage of learner blog are the students have their own personal online space to write whatever they want, it is useful to enhance the students' creativity. The students posted stories on weblog and other students can give feedback or comment on the activities of students.

There are many features that can be used to support the teaching and learning process.

Ali Zaki (2008) stated the parts of web blog. They are as follows.

1. Weblog Post

It is the basic features of web blog. Everyone can share everything such as short writing, link, picture, video etc. It is displayed in chronological order.

2. Weblog Comment

The teacher can use it to make many kinds of comments from the material and ask the students to make comments. It is a tool for interaction in weblog.

### 3. Subscription / RSS

This part provides entry subscriber by giving notifications if there is something new. RSS gives up to date news for the people.

### 4. Archive and Explore

It is useful to organize and classify the blog content. It usually will be grouped by month and year date. While explore is a part that useful to look for blog posts based on entered keywords by the user.

### 5. Trackback / Pingback

Trackback is a link to a blog or other site that refers to that entry. By using blog will be easier to blogging without having the technical ability as writing HTML code and web programming

- The Advantages of Web Blog

The use of weblog in the teaching and learning process has the advantages. Dieu (2004) and Mitchell (2003) states that teachers can easily use a weblog to control the collaborative learning process in which students can peer edit others student postings. Students should be encouraged to comment their partner's postings, which can also be shared by other classmates. By using weblog during the learning process and expecting students to participate, weblog can increase engagement and literacy skills. Weblog aims to provide students to write, which in turn encourages the students to produce higher quality work. Weblog is also a perfect tool for teaching grammar, language conventions, and spelling. (Muhammad Adri, 2008, as cited in Lutfian, A 2011) states that web blog has advantages. 1) Publishable, it is easy and cheap to post materials, and also able to access in everywhere. 2) 16 Accessible, it is easy to find in search machine based on subject, author or both of them. 3) Social, web blog provide a tool that can be used to connect various site. It makes easier to connect among sides of the world. 4) Viral, the information spreads faster through web blog. 5) Syndicable, the content of the web blog is easy to syndic by other in the world. It is easy to get thousands information in a second. 6) Linkable, web blog links to others, has access to people on everywhere. Web blog is two ways communication. Based on the advantages above, there is no doubt that web blog will be very helpful for teachers and learners in the learning process.

- The Disadvantages of Weblog

The use of weblog in the teaching and learning process also has the disadvantages. Students can be easily distracted when they can connect to the weblog, because they have access to the virtual world, and the students can forget the task that they are doing. Not all the skills in the language can be applied weblog. Because, learning English using weblog is only conducted in writing skill. It will lack of listening and speaking skill training. Writing may be more casual than traditional assignment.

In this regard, previous researches by (Hengki Kris Sanjaya, Eka Apriani and Sarwo Edi, 2020) with title Using web blog in teaching writing for EFL students stated that the majority of the students have positive perception on weblogs based on five indicators that is provided by researcher, those are: students confident to write, writing skill improvement, information and communication technology experience and knowledge, critical thinking promotion and accessible aspect. (Artvianti, 2013) with the title The Use of Classroom Blog in Teaching Writing to Junior High School Students focused on the investigation of the implementation of classroom blog in teaching writing

to the second graders in one of public schools in Bandung. The strengths and challenges faced by the students in using classroom blog as a learning tool to write are also described. The thesis found that the use of classroom blog created positive effects to the students' writing fluently. (Novarita and Vennycintia

Maharani, 2021) with title Improving the students' writing skill using weblog focused to find out whether there was any significantly effective to improve students in writing skill by the use weblog to the eighth-grade student of SMP Sentosa Bhakti Baturaja.

However, this research focused in increasing students' writing skills using media web blog because these problems were feasible for researchers and would greatly help teachers and students to improve the teaching and learning process. And in this research the researcher focus in using the learner blog type to increasing students' writing skill because they are easy to find and use, entertaining and relevant.

## **2 METHODOLOGY**

This research used quantitative research. The research design of this research was preexperimental method. According to Creswell (2008), an experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. According to Sugiyono (2012) research method experiment can be interpreted as a method research used to find the effect of certain treatments on others under controlled conditions. Based on opinion, it can be understood that experimental research is always carried out with give treatment to the subject the research then looked at the effect of the treatment. This study used pre experimental because this kind of study allows the researcher to look at the effects between two variables (English Web Blog and Writing Skill). In this research, the researcher wanted to see whether the treatment make a difference or not. This research included pre-test and post test to measure the students' achievement. This research used pre-experimental method which entails pre-test, treatment, and post-test.

## **3 RESULT AND DISCUSSION**

This research was conducted to find out how students' writing skill of recount text taught without and by using English Web Blog, as well as to see if using English Web Blog had a significant difference on students' writing skill of recount text, and how is the effect of using English Web Blog on students' writing skill of recount text. The researcher gave pretest and post-test to experimental class only. The data collected from students' score in pretest and posttest. To know the significant difference on the writing skill before and after being taught by using Web Blog, this research used paired sample T-test as SPSS 25.0.

- Data Presentation and Data analysis

The students' writing skill taught by using English Web Blog were obtained from post-test scores. It can be seen as follows:

**Table 1 Students' Post-Test Scores**

No.	Respondents	Pre-Test		Final Score
		Rater	Rater	
		1	2	
1	Student 1	73	80	77
2	Student 2	84	79	82
3	Student 3	88	91	90
4	Student 4	88	87	88
5	Student 5	83	80	82
6	Student 6	76	81	79
7	Student 7	85	87	86
8	Student 8	76	82	79
9	Student 9	85	90	88
10	Student 10	78	85	82
11	Student 11	85	84	85
12	Student 12	83	92	88
13	Student 13	80	77	79
14	Student 14	85	84	85
15	Student 15	73	88	81
16	Student 16	84	81	83
17	Student 17	84	89	87
18	Student 18	50	83	67
	Total	1437	1519	1478
	Mean	80	84	82

From table 1, showed that the mean score evaluated by rater 1 was 80. While, the means score evaluated by rater 2 was 84. Then, by summing up the scores from rater 1 and rater 2, then divided the result into 2. The researcher found the mean score obtained by the pre-test was 82.

**Table 2 Score Classification of Students' Pre-Test**

No.	Categories	Score	Frequency	Percentage
1	very good	90-100		
2	Good	76-89	7	39 %
3	Enough	75	3	17 %
4	Less	<74	8	44 %
<b>Total</b>			<b>18</b>	<b>100%</b>

As shown from the table above, it can be seen that 8 students got score < 74 and categorized as “Less”. 3 students got score 75 and categorized as “Enough”. 7 students got 76-89 and categorized as “Good”. In conclusion, the majority of the students' pretest scores were classified into “Less” category.

The students' writing skill taught by using English Web Blog were obtained from post-test scores. It can be seen as follows:

**Table 3 Students' Post-Test Scores**

No.	Respondents	Pre-Test		Final Score
		Rater	Rater	
		1	2	
1	Student 1	73	80	77
2	Student 2	84	79	82
3	Student 3	88	91	90
4	Student 4	88	87	88
5	Student 5	83	80	82
6	Student 6	76	81	79
7	Student 7	85	87	86
8	Student 8	76	82	79
9	Student 9	85	90	88
10	Student 10	78	85	82
11	Student 11	85	84	85
12	Student 12	83	92	88
13	Student 13	80	77	79
14	Student 14	85	84	85
15	Student 15	73	88	81

16	Student 16	84	81	83
17	Student 17	84	89	87
18	Student 18	50	83	67
	Total	1437	1519	1478
	Mean	80	84	82

From the table 3 showed that the mean score evaluated by rater 1 was 80. While, the means score evaluated by rater 2 was 84. Then, by summing up the scores from rater 1 and rater 2, then divided the result into 2. The researcher found the mean score obtained by the pre-test was 82.

**Table 4 Score Classification of Students' Post-Test**

No.	Categories	Score	Frequency	Percentage
1	very good	90-100	1	6 %
2	good	76-89	16	88 %
3	enough	75		
4	less	<74	1	6 %
<b>Total</b>			<b>18</b>	<b>100%</b>

As shown from the table above, it can be seen that 1 student got score < 74 and categorized as "Less". 16 students got score 76-89 and categorized as "Good" and 1 student got score 90-100 that categorized as "Very Good". In conclusion, the majority of the students' post-test scores were classified into "Good".

The students' writing skill of recount text taught by using English Web Blog were obtained from pre-test and post-test scores. It can be seen as follows:

**Table 5 Students' Pre-Test and Post-Test Scores**

No.	Students	Experimental Class	
		Pre-test	Post-test
1	Student 1	75	77
2	Student 2	69	82
3	Student 3	75	90
4	Student 4	84	88
5	Student 5	66	82
6	Student 6	77	79
7	Student 7	77	86
8	Student 8	76	79
9	Student 9	69	88
10	Student 10	72	82

11	Student 11	67	85
12	Student 12	70	88
13	Student 13	75	79
14	Student 14	82	85
15	Student 15	67	81
16	Student 16	78	83
17	Student 17	88	87
18	Student 18	71	67
	Total	1333	1478
	Mean	74	82

As presented from the table 5, the total score pre-test was 1333, with the mean was 74. While, the highest score was 88 and the lowest was 67. Then, the total of post-test score was 1478, the mean was 82. The highest score was 90 and the lowest score was 67.

#### • Hypothesis

This research applied two hypotheses namely alternative hypothesis (Ha) and null hypothesis (Ho) in order to know the differences of the pre-test and posttest scores. Ha shown there was a significant difference between the two scores after the treatment applied while Ho shown that there was no significant difference between the two scores. In order to know the significant difference of students writing skill before and after being taught by using English web blog was described in table 6 as follows:

**Table 6 Paired Samples Test**

	Mean	Std. Deviation	Paired Difference		T	df	Sig. (2tailed)
			Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair pre - 1 post	- 8.333	7.219	1.702	-11.923 -4.743	- 4.897	17	.000

Based on the output SPSS above, Ha is accepted because  $0.000 < 0.05$ . It means that the variance of the population is not identical. From the output above, it also can be seen that the sig (2-tailed) value is 0.000. It can be stated that  $0.000 < 0.05$ . It means that



null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. It can be concluded Ha is accepted and Ho is rejected.

#### 4 CONCLUSION

Based on the data presentation and data analysis, it showed that the mean score of the students' writing skill of recount text taught without using English Web Blog was lower than the writing skill of recount text taught by using English Web Blog. The mean score of pretest was 74, and the mean score of post-test was 82. Before using the English Web Blog, it can be seen that students difficult to express their ideas, still lack of vocabulary and also the students tended to repeat the same word.

Moreover, there was a significant difference on students' writing skill of recount text taught without and by using the English Web Blog. Based on T-test analysis, the probability sig (2-tailed) was 0.00, it less than 0.05. It means that null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. It can be concluded Ha is accepted and Ho is rejected.

Based on what has been discussed, presented, and analyzed in the preview chapters, the researcher concluded that, teaching writing after using English Web Blog at the tenth grade students at SMK Peldes Ujungbatu is better than before using English Web Blog. Thus, there is significant difference of the students' skill in writing recount text before and after being taught by using English Web Blog at SMK Peldes Ujungbatu.

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