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THE EFFECT OF USING BLOG ON THE TENTH GRADE STUDENTS' NARRATIVE WRITING QUALITY AT SMAN 1 PESANGGARAN IN THE 2022/2023 ACADEMIC YEAR

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ABSTRACT

The objective of this study was to investigate whether learners who study writing by using blog have better narrative writing quality than learners who do not. This study was quasi experimental study which employed X.4 as experimental group and X.5 as control group. The writer led this study in five meetings which was a meeting for pre-test, three meetings for teaching and learning activity, and a meeting for post-test. The data obtained from the results of writing tests and questionnaires. The use of independent sample t-test from using SPSS was used to analyze the data. Based on the outcome of data, there is a substantial effect of using blog on the 10th grade learners' narrative writing quality at SMAN 1 Pesanggaran in the 2022/2023 academic year. Furthermore, the mean score of both groups that is 85.3 for the experimental group and 76.5 for the control group respectively. In conclusion, the students who learned writing by using blog have better narrative writing quality than students who did not.

Keywords: Blog, narrative writing, writing quality.

INTRODUCTION

One of English skill that should be mastered by learners in the school is writing. In learning English, skills classified into receptive skills which are listening and reading, and productive skills which are writing and speaking. Writing is a final product of a learning. It is supported by Oshima and Hogue (2007:15) who state that, "writing is never a one-step action; it is an ongoing creative act." It means that, in writing a writer is required to express an idea, feelings and experiences into a written form. Before writing, writers must find an idea, make an outline, organize and edit it. If one of these things is not done, the writer will have difficulty to start writing.

At the beginning, ancient people used leaves, stones, wall of the cave, and bark as writing media. However, from period to period writing media are replaced by paper. Meanwhile in modern times, writing is not only done using paper as media. Writing can also be done by using technology and social media. One of them is the use of blogs as a medium. According to Zhang (2009), a place where you can write, edit and publish information directly on the internet is a blog. In other words, blog is a place that provide space for users to write down their feelings, publish, and edit their writing, and give other people information through their post in a blog.

Using blogs indirectly make students more careful in writing and publishing. An earlier study in the use of blogs has been done by Said et al. (2013). From the study it is known that, students think blog is an effective tool in teaching writing in English, blogs helps students to increase their motivation to improve his writing skills. Other studies have been conducted by Zhang (2009), which explains that, one of a very useful communication medium in education is blog. In education, blog can be used as a medium for teachers to send information about lessons, materials, and assignments to students. Students can also use blog to post their writing assignments and their learning journal. From the description, it is clear that a very good blog used to teach writing.

In addition, most of the learners have difficulties in studying English, mainly in writing. Learners face difficulties to start writing, use proper grammar, and select appropriate words. Because of that, blog as a medium in writing is expected to help learners. Most studies on the use of blogs were carried out abroad where students use English as a SL (second language). However, in Indonesia mainly in the context of EFL there are only few studies on the use of blog in teaching writing for senior high school learners.

⁷ Based on the background above, the problem of the study is, “Do learners who study writing by using blog have better narrative writing quality than learners who do not?”

Study area means the place or the area where the study is conducted. This study is led at SMAN 1 Pesanggaran in the 2022/2023 academic year.

¹² The respondents of this study are the 10th grade of SMAN 1 Pesanggaran in 2022/2023 academic year. There are seven classes at 10th grade of SMAN 1 Pesanggaran, each class consist of 36 students. The teacher only give permission to the writer to use two classes to conduct study. Therefore the writer used intact group to determine the respondents.

Before conducting study, homogeneity test was conducted to determine the achievement of two classes. To determine the experimental and the control class, the writer used lottery. From the outcomes of the lottery, X.4 as experiment class, and X.5 as control class. Experimental class was taught by using blog, while the control class was taught by using techniques which were usually used by the teacher namely lecturing.

RESEARCH METHOD

Strategy to arrange setting of the study called study design. It is done in order to get valid data that is appropriate to variable characteristics and objectives of the study. It is to make sure that study outcome will be provable. The study design in this study is quasi experimental study.

Pretest-posttest control group scheme was used as scheme of this study. There two groups which were formed by random assignment. This study was preceded by giving a pre-test to both of two classes. Then one group receives the experimental treatment while other did not, finally they were given a post test.

This study has students' writing score as primary data. The data of the study was analyzed by using Statistical Package for Social Science (SPSS). SPSS is suitable for analyzing study data, especially for quantitative study. According to Muijs (2004:85) SPSS is a software that is used in educational study. This study belongs to educational study. The writer used independent sample t-test by using SPSS to examine the data.

In addition, it also requires an analysis for instrument (questionnaire). There are several types of activities included in the tabulation namely, giving score, coding, and change the type of data, (Arikunto, 2006:236). In this case the writers used coding system, code 1 = answers **a**, and code 2 = answer **b**. After that, validity and reliability of questionnaire was analyzed by using SPSS. The following table is the category of reliability.

STUDY OUTCOME AND DISCUSSION

1. The Outcome of Homogeneity Analysis

There are two classes which had homogeneity test, that are X.4 and X.5. The analysis of homogeneity was done by using Independent Sample t-Test through SPSS program. Based on the calculation, the significance value was 0.123 which was greater than 0.05. It means that the population was homogenous. The writer choose X.4 as experimental group and X.5 as control group through lottery.

2. The Analysis of Questionnaire Validity

There are 20 items of the questionnaire which were analysed by using SPSS. The questionnaire was distributed to 36 respondents.

From the calculation outcomes, it is known that the item number 7, 9, 11, 13, 14, 19 and 20 is stated invalid. This is because the outcomes of the calculation there is no correlation with 0.05 and 0.01 so they are invalid.

3. The Analysis of T-test

The learners' writing score was gotten from the outcome of final-test that had been given to experimental group and control group. Then the writer analyzed the results by using independent sample t-test by using SPSS. The outcome of independent sample t-test can be seen in the table below.

Table 1. The Outcome of T-test Analysis

Group Statistics

Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai kelas X.4	35	85.3429	12.25211	2.07099
kelas X.5	33	76.5455	10.71532	1.86530

1 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Nilai Equal variances assumed	.000	.997	3.144	66	.002	8.79740	2.79828	3.21046	14.38435
14 Equal variances not assumed			3.156	65.641	.002	8.79740	2.78717	3.23207	14.36274

From the table, it is known that the significant level is 0.002 which is lower than the significance level set by writer 0.05 ($0.002 < 0.05$). It shows there is significant difference in the mean between the two groups.

4. The Hypothesis Verification

The data analysis shows that the statistical t-value of independent sample t-test is 0.002 while the value of 5% significant level is 0.05. It shows that t-statistic is lower than 5% significant level ($t=0.002 < p=0.05$). It means that the null hypothesis (H_0) that is formulated "There is no substantial effect of using blog on the 10th grade learners' narrative writing quality at SMAN 1 Pesanggaran in the 2022/2023 academic year" is rejected. Furthermore, experimental group got 85.3 mean score and control group got 76.5 mean score. It means that learners who study writing by using blog get greater narrative writing quality than learners who do not.

Meanwhile, the another hypothesis (H_a) which is expressed "There is substantial effect of using blog on the 10th grade learners' narrative writing quality at SMAN 1 Pesanggaran in the 2022/2023 academic year" is accepted.

In conclusion, based on the explanation above the use of blog has a substantial effect on the 10th grade learners' narrative writing quality at SMAN 1 Pesanggaran in the 2022/2023 academic year.

Discussion

From data analysis, it shows that blog has substantial effect on the 10th grade learners' narrative writing quality at SMAN 1 Pesanggaran. The group who are taught by using blog get greater score than the group who are not.

Blogs are suitable instructional media for learners to improve their writing quality. It can be proven through the outcomes of study that has substantial outcomes on the X.4 learners' writing quality. In addition, the outcome of a questionnaire that was distributed stating that 75% of the 36 students who learn using blogs agree that using blog in learning writing is a great idea. Writing using blog encourage them to be more careful in writing. It is because they are aware of the real reader besides their friends in one class. The outcome of the questionnaire reveals that, 80.6% of students become more careful when writing using blog, because they were aware of the reader beside their classmate. It is supported by Zang (2009) that, students who are studying English are always aware of their audience when they are writing. It means that blog is suitable to use in students' writing learning process. It can encourage the learners to increase the quality of their writing. Besides that, using blog allows students to revise some errors in their writing through the comments given by the teacher, friend, or other person using comment facility that is available in blog. So, blog can help students to enhance their writing quality.

Furthermore, after the experimental group was given the treatment using blogs, the group showed improvement compared to the control group which was not given the treatment. The experimental group mean score is 85.34 = very good and the mean score of control group is 76.54 = good. In short, by using blog when process of learning especially in writing is effective.

Moreover, although the outcomes of the test indicate that blog can improve quality and ability of the students, but 63.9% of students feel that their writing ability is not increased. Moreover, 58.3% do not feel more confident to write after writing using blogs.

Using blog in writing learning process has strengths and weaknesses. Based on applying blog in the class, it can help the learners to be more attention their writing and to revise their error by using feedback that they get from readers. However, blog made some of the students have difficulties at the beginning when they make and use it. This is supported by the statement of the students who stated that, "the process to create blog is quite complicated for me, because it is the first time for me". The writer should explain clearly about how to make and operate blog. In addition, students also have difficulties when accessing the Internet (WiFi) that is provided by the school because the signal is unstable and the access is limited. It is supported by the outcomes of the questionnaire which states 69.4% of students stated that the WiFi access in their schools do not support and cannot be used well.

Finally, based on the outcome of this study and discussion above, blog is not only used as journal online, but it can also help the students to be more careful, so it can enhance their writing quality.

CONCLUSION

It can be concluded, from the outcome of data analysis, there is a substantial effect of using blog on the 10th grade learners' narrative writing quality at SMAN 1 Pesanggaran ($t=0.002 < p=0.05$). Further, the learners who study writing by using blog get greater narrative writing quality than learners who do not. The mean score obtained from the calculation results of the two groups that is 85.3 for the experimental group meanwhile 76.5 for the control group respectively.

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