

The Influence of Using Weblog Toward Students Ability in Writing Recount Text

Selviana Bhudu

¹English Language Education, FKIP, Universitas Islam Syekh Yusuf – Tangerang

selviibhudu@gmail.com

ABSTRACT

The goal of this study is to determine whether there was an influence of weblog on students' writing ability in writing recount text at SMAN 10 Kota Tangerang in the tenth grade. There were 286 students in total. The writer used purposive sampling to select the sample of 34 students for this study. This study used a quasi-experiment research design by using pre-test and post-test with quantitative approach. Students' test was used by the writer to collect the data. Based on hypotheses testing, it is known that sig (0,000) is smaller than 0.05. This shows that zero hypotheses (Ho) was rejected and the hypotheses alternative (Ha) was accepted. So, the writer concluded that there was a significant influence of weblog toward students' writing ability in writing recount text at tenth grade students of SMAN 10 Kota Tangerang.

Keywords: Recount Text, Students' Writing Ability, Weblog

INTRODUCTION

English plays an important role in global communication. Many countries learn, use, and teach it as an international language. Some countries consider English to be their mother tongue. English is regarded as a foreign language in Indonesia. English is not normally used as a medium of instruction as a foreign language, but it is used in formal situations such as university and school. It means English is not for daily interactions but lesson.

English as a foreign language is becoming increasingly important. In Indonesia, English is considered the first foreign language and a compulsory subject in high school. One of the goals of teaching English is to improve communication skills. Listening, speaking, reading, and writing are the four skills involved in

this ability. The writer focuses primarily on writing ability because writing is regarded as the most difficult and complicated language skill to learn. as stated by Hedge (2005), "Writing is about expressing the idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation." Thus, a writer must be able to write an effective writing to make a reader understand by developing and organizing ideas, using a careful vocabulary selection, grammatical pattern, and sentence structure that is appropriate to the subject matter and the eventual readers (Kamelia et al., 2019; Sudarmaji et al., 2020). Writers are expected to create written products that demonstrate mastery of all the

elements of writing in a new language (Forsia, 2018). Writing necessitates deep thought in order to generate ideas, words, sentences, paragraphs, and compositions. Writing is one of the most important skills that students should learn. They must express their feelings effectively in writing. They must express their ideas and emotions in a creative manner so that the reader can understand what they are writing.

Based on the writer's interview English teacher of SMAN 10 Tangerang, The author discovered that students struggle with planning, writing, and revising text. Because of their limited spoken and written English and the fact that this is a new experience for them, some students may struggle to organize their ideas, events, and experiences. It resulted in students having poor grammar skills and limited vocabulary. The writer also observed the teacher's method of teaching writing to the students. The teacher simply provides some explanation, exercises from the textbook, and asks students to complete some exercises without clear explanation. Then the students are instructed to write a recount text with a title of their choice. It causes students to have a poor understanding of the material and causes them to be unable to produce their own sentences in English at the end of the class.

Based on the problem stated above, the author proposes a weblog as a medium of instruction to improve the effectiveness of writing instruction. A weblog is one of the applications that provides features for learning English (Amri et al., 2015). Weblog is a social platform for writing practices, as well as a

language for self-learning and self-teaching that allows people to share ideas and improve their writing styles and preferences. (Alsamadani, 2017), weblog provides special features to learn writing. It is also possible to improve students' ability in writing. (Qian, 2011), Unlike internet websites that feature text and photographs uploaded by web developers with no room for participation or communication, a blog allows students to express their writing ideas and share their writing skills online. Fellner & Apple, (2006) investigated how blogging activities can help students improve their writing. According to their research, Fellner and Apple believe that using a weblog would promote writing fluency because students would be able to consider and recycle their vocabularies as well as notice their language use.

Recount text is one type of text that Senior High School students learn. Recount text is a type of text that recounts past events. A recount text, according to (Anderson 1997), is a piece of text that retells past events, usually in the order in which they occurred. Thus, the distinguishing characteristics of recount text can be found in its sequence of events, in which past events are written chronologically. The text's purpose is usually to provide the reader with a description of the event. Furthermore, its most common functions are to inform and entertain. In this study, the author used a personal recount, which is a retold event that occurred during the preview period, to present information or entertain the readers on a blog.

Many students are uninterested in writing. To handle of these

problems, teachers must be able to find creative ways to encourage students to write in teaching writing. Teachers use blogs to increase student participation and activity in the classroom. One technique for increasing student interest in teaching materials is to use a blog. Weblogs can be used to teach writing because they provide new ways to apply pedagogical concepts in writing. It offer teachers a variety of methods for disseminating, sharing, reviewing, and responding to students' text. When a recurring mistake is discovered, the teacher can provide collective feedback to the class by adding entries to writing feedback. Individual feedback can also be applied to istudents' blogs. According to the explanation above, using a weblog in writing classes could help students improve their writing performance if they receive well- organized instructions. There are numerous techniques for improving students' writing abilities. In this case, the writer believes that a weblog is appropriate for students' writing abilities when writing recount text.

METHOD

This research was conducted at SMAN 10 Kota Tamgerang which is located on Jl. KH. Hasym Ashari, Kel. Cipondoh, Kota Tangerang, Banten 15141. The research conducted for nine months and started from January to September 2020. The design research is quasi experiment research design by using pre-test and post-test with quantitative approach. As Arikunto (2010) started, The experimental method is a quantitative research method used to determine the effect of a condition. The writer used a

quasi-experimental, one group pre-test and post-test design in this study to examine the impact of weblogs on students' writing skills. The population in this research is all of students in tenth grade at SMAN 10 Kota Tangerang in academic year 2020/2021. There are 286 students consists 8 classes; there are students of X MIPA in 4 classes and X IPS in 4 classes. The numbers of sample are 34 students from one class. The writer had chosen X MIPA 2 class as the experimental class. The writer chooses these class due to the fact that writer has found the students' English writing problem in the class. This kind of sampling is usually called as purposive sampling. The data collection technique used is test. The type of test was an essay test. For the students to write, the author used five guided questions. The test is completed by collecting objective data on students' achievement in teaching writing recount text via weblog. The author used two types of tests: pre-test and post-test. The test was different between pre-test and post-test. In this research, the writer was analyzed in quantitative analysis of the students' score. After the students' scores had been collected, the writer analyzed the data using SPSS program versuon 25, to see the comparison between pre-test and post-test. It is to see the influence of weblog toward student writing ability. The statistical hypotheses in this research are as follow:

1. $H_0: \rho = 0$ (Null Hypotheses)

There is no influence of weblog on students writing ability in writing recount text at tenth grade of SMAN 10 Kota Tangerang academic year 2020/2021.

2. Ha: $\rho \neq 0$ (Alternative Hypotheses)

There is influence of weblog on students writing ability in writing recount text at tenth grade of SMAN 10 Kota Tangerang academic year 2020/2021.

If $t_{count} > t_{table}$ it means Ha is accepted and Ho is rejected. If

$t_{count} < t_{table}$ it means Ho is accepted and Ha is rejected. With the significant α , 0,05 and the test was test by SPSS 25.

FINDINGS AND DISCUSSION

In this part, the writer showed the result of the analyzing data can be seen in table 1

Table 1. Descriptive statistics of post-test first and second in experimental class.

	N	Min	Max	Sum	Mean	Std. Deviation
Pre-test	34	36	71	1991	58.5588	9.25134
Post-test	34	60	86	2430	71.4706	6.80123

Source: Statistical result SPSS

1. Descriptive test

It showed from the mean score of pre-test is 58.55 and the mean score of post-test in second experimental class is 71.47. The standard deviation first experiment class is 9.25134 and the standard deviation of

second experimental class is 6.80123. The difference minimum score of pre-test and post-test is 14. The difference maximum score of pre-test and post-test is 15. Total score difference of pre-test is 1991 and post-test is 2430.

2. Testing of data normality

Table 2, Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.126	34	.192	.938	34	.053
Post-test	.145	34	.067	.946	34	.095

a. Lilliefors Significance Correction

Source: Statistical result SPSS 25

In this test, the writer used the Kolmogorov test Lilliefors of

Shapiro and Wilk with SPSS version 25 to find out the normality of the data in students' ability in writing in

recount text. From table 2, it can be seen that the data in pre-test and post-test was normally distributed.

3. Testing of data Homogeneity

The purpose of the test of normality was to know the variance of sample was homogeneous or not. The writer used SPSS 25 application with One Way ANOVA method. Homogeneity test results can be seen from the output test of Homogeneity of variance. After calculation the test variant homogeneity using SPSS 25 application, it was found that value was 0.877

The complete results of testing of variants homogeneity could be seen in the table as follows:

Table 3, Test Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.415	7	14	.877

Table 4, Paired Sample Test

Test	Paired Differences						Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		df
				Lower	Upper			
Pre-test - Post-test	-12.91176	6.27823	1.07671	-15.10234	-10.72119	-11.992	33	.000

Source: Statistical Result SPSS 25

Based on the table above, the result was acquired by sig = 0.000 < 0.05, it can be concluded that Ho rejected and Ha is accepted. It means there is a significant between pre-test and post-test in experiment class using weblog at the tenth grade of SMAN 10 Kota

Source: Statistical result SPSS 25

Based on the table above, it is known Sig = ρ -value 0.877 > 0.05. It showed that the variant data of writing score in pre-test and post-test was homogeneous or has a same variant. Since the data was normal and homogeneous, the testing and analyzing of the hypotheses can be done.

4. Testing of the research

After being tested that the data was normal and homogeneous, for the further the writer testing the hypotheses tests (t-test). In this research, the writer used statistical calculating of t-test formula to find the influence of weblog on students' writing ability in writing recount text, and also the purpose of this test was to compare the pre-test and post-test. There are three testing the hypotheses test (t-test):

Tangerang. So, weblog that applied by the writer can improve the students' ability in writing recount text at tenth grade of SMAN 10 Kota Tangerang.

DISCUSSION

The writer would like to describe and discuss the research findings in this section. The author was curious about the impact of blogging on students' ability to write recount text. Its goal was to see if there was an effect on students' ability to write recount text after being taught using a weblog. In these findings, the author presented the results of research and data analysis conducted through pre-test and post-test. It can be examined from the results of the students' ability in writing recount text in each test, the mean score of the post-test was higher than the pre-test. Furthermore, students tend to enjoy and gain more ideas for writing about their experiences on their weblog. The result shows that the mean of findings in post-test is higher than standardized score (KKM) of SMAN 10 Kota Tangerang in score 65 in academic year of 2020/2021. The mean score of the post-test is 71.4. It means that the post-test shows significant influence success to achieve the standardized score. From the finding research above, it shows that the use of weblog was a good option for teaching that help students improve their ability in writing recount text.

Based on the result of research entitled "The Influence of Using Weblog toward Students' Ability in Writing Recount Text of Senior High School Students at the Tenth Grade of SMAN 10 Kota Tangerang in Academic Year 2020/2021". The results of the research hypothesis testing revealed that H_0 is accepted and H_a is rejected. It means that the use of the weblog technique has a significant influence on the students' writing ability between the pre-test and post-test. Writing is an important language skill that necessitates a

mental effort in order to express and think the sentence and join them into a meaningful and communicative language. This result related with the previous research such as, (Amri et al., 2015), stated weblog could successfully result improvement students' writing ability to write something. The finding of this study supports the theory and previous studies above, but in this research the writer used different strategy. The writer asks students to do the tests by social media (whatsapp and schoology). After having been exposed with a complementary online course during the treatment, the participant shows a positive transformation in their writing performance. The students positively and enjoy the weblog instructional program. Also from Wan & Tan (2011), stated that thorough weblog have great potential for English language learning and improved students' writing skill. Drexler et al, (2007) that students' writing skills improved after using the weblog technique, which aided in the development of related skills and knowledge. And Pradana & Ashadi, (2019), stated that students' writing skill after using weblog is very appropriate to use in teaching and learning process of writing.

While, also for writing is assumed by the students that is the most difficult to be learnt even though the teaching technique had been used appropriately by the teacher/the writer. Brown (2004) stated that there are many aspects that can be assessed when the teacher measures the students' writing skill. These are content, organization, grammar, vocabulary, mechanics, and the writing test score, which was

calculated based on proficiency categories.

Furthermore, the findings of this study confirm that weblog technique; students adopt a new identity and learn to use weblog models in their daily activities. The use of a weblog in the classroom has a substantial impact on improving students' writing ability at SMAN 10 Kota Tangerang.

CONCLUSION

Based on the formulation of the problem, the research objective, the testing of hypotheses, and the analysis results, it is possible to conclude that teaching writing using the weblog technique has an influence on students' ability to write recount text. The obtained score in the post-test demonstrates this. The writer demonstrates that the post-test score was higher than the pre-test

score. Based on testing of hypotheses, it was known the sig (0.000) was smaller than 0.05. It indicated that H_0 was rejected. It means the writer hypotheses H_a there was a significant influence of using weblog toward students' ability in writing recount text at tenth grade of SMAN 10 Kota Tangerang is accepted.

This finding has provided an answer to the research question that the use of a blog in teaching writing is quite effective. The use of a weblog enhances the enjoyment and interest in writing and learning. It is because blogging helps students improve their writing skills. Furthermore, it is enjoyable, and most students agree that enjoyment leads to better learning. The use of a weblog motivates students to learn and makes it easier for them to understand the lesson.

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