MIKAILALSYS
Journal of Multidisciplinary Sciences

e-ISSN : 2987-2286
p-ISSN : 2987-3924

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Lens,Google Scholar,Base, etc

https://doi.org/10.58578/mikailalsys.v1i2.1292

THE EFFECT OF USING BLOG IN WRITING PROCEDURE TEXT

Desi Nonita & Absharini Kardena
UIN Sjech M Djamil Djambek Bukittinggi, Indonesia
desinonita4@gmail.com

Abstract

This study was due to several problems related to the Learning English in writing. The problem was low daily test in writing on procedure text. Hereby, this study aimed to find out whether there was significant difference the students' score procedure text in the control class and in the experimental class after using blog. Furthermore, this study used quasi experimental design. Then, the total sample was 37 students taken from class XI ITT as experimental class and XI IPS as control class of MA.KM Muhammadiyah. Moreover, the result of this study showed that the calculation of post-test of both classes, experiment class and control class was as follow, it obtained that the t-obtained (2.171) which was higher than the t-table (2.030) with degree of freedom (df) = 35. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected which meant that there was significant difference score writing in the control class and in the experimental class after using blog. It proved that using blog as writing could help the students in improving their ability in writing. This blog could be used as an alternative tool and it hoped that this blog improved students' abilities, especially on procedure text.

Keywords: Effect, Blog, Procedure Text

INTRODUCTION

Writing as one of important skills in English subject, concerns with expressing the points that the author makes after thinking, assembling, and rewriting a text into a written form. (Anita & Kardena, 2021) said that the written text as the product of writing is the result of a writer's ability. The purposes of writing are to inform, to persuade, to express,

Mikailalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

and to entertain reader. Meanwhile, in writing students must make a good writing where the students had to finish in step of writing process. They started form planning what they are going to write. After writing the first draft, the next step editing and revising and the last was finishing. In addition, (Deli, 2021) also adds that teachers are required to lead the students in writing to guide the students to create good writing because the teachers are role models for the students. In other words, writing is a process and product. The process of drafting, revising, and other process occur because students have lot of ideas to communicate when their write. Thus, wrting can be classified as a complex skill.

Furthermore, one of the text that should be mastered the students in writing at school is procedure text. Procedure text is text that describes how to make something or how to do something step by step. (Priyana, 2008) said that a procedural text telling you how to do something. It usually include: the goal of the activity, any materials needed to achieve the goal, and steps to accomplish the goal. Furthermore, (Yuniarti, 2020) states there are several generic structures of procedure text is: aims, Tools/Equipments, Ingredients/Materials, and steps. Next, (Septiani & Safitri, 2021) also reveal that the generic structure of procedure text into there, parts such as goal, ingredients or material and method or steps Therefore, it concluded that a procedure text was a text that describes how to manufacture something through a series of instructions or steps.

Meanwhile, teaching and learning procedure text especially for students at eleventh of senior high school cannot be defined as an easy process. As happening at MA.KM Muhamadiyah, the students found that procedure text is difficult for them. Based on their daily test, it was found that the minimum completeness criteria (KKM) in English at MA.KM Muhammadiyah were 80, but the average students got a score of 77-79. Besides, based on observation the researcher saw that the teacher taught in writing, the teacher taught the material using the text book and using the white board. There were students who paid less attention when the teacher explained. Students did other activities outside of pay attention the teacher such as; talk to other friends, sleepy, and there was a student that writing or drawing when the teacher explained in front of the class. Due to there were some students who did not pay attention or take part in learning when the teacher explained in front of the class, so some students were lazy to write a text with their common reason that was limited on vocabulary, still confused in grammar and they could not add ideas in doing the given task even students could not describe situations and events well.

By considering the problems of teaching and learning in procedure text the assumpt media that can be use to soft those problems. Blog is one of media that helped students give their ideas, in order to improve their writing. (Puschmann, 2010) argues that a blog is a web site, usually maintained by an individual, with regular entries of commentary, descriptions of events, or other material such as graphics or video. By using blog, students wrote any content on the existing blog section, including providing highlights or other information through other available media, such as audio, video, or links to other relevant pages (site) addresses. In general, the advantage of using blogs was they sharing knowledge, practice writing skills, accessed by students anytime and anywhere, created easily and did not require a special programming language.

Similarly, (Kitchakarn, 2014) claims that blogs could be used as a learning tool to develop students' writing skills and provide an exciting environment where they can practice writing. It is clear blogs make them more interested in writing in which they had facilitated in schools for technology tools. In other words, the effective use of blogs could really develop and maximize students teaching writing in the classroom. Also, it allowed students add to their knowledge.

Furthermore, (Jee, 2008) reveals there are several procedures. The first one is Step 1: Demonstration of Creating a Blog: Creating a blog account, uploading drafts, and giving and receiving feedback. The second one is Step 2: Modeling the Feedback Process. They are Providing Feedback: Teacher brings a sample student draft, and demonstrates how to evaluate it using a Writing Feedback Form. After showing a sample on the computer screen, teacher asks students' attention. Teacher shows the form to students, and asks students each question on the form. After entering feedback using MS Word, teacher uploads the form with comments on the blog comment. The last one is Step 3: Classroom Procedure for Writing Instruction with Blogs. They are Writing the Paper-Based First Draft: After brainstorming with group members using graphic organizers, students write the first draft by themselves in class. Then, they upload it to their blogs. After that, Feedback on the First Draft: At home, students read one of their group members' drafts and post feedback based on the Writing Feedback Form. Next, Writing the Paper-Based Second Draft: Based on peer feedback, students revise the first draft and write the second one in class. Next, they upload the draft to their blogs. After that, Feedback on the Second Draft: Only teacher comments on the second draft and assigns grades for both the draft and peer feedback. Afterward, Writing the Paper-Based Last Draft: Based on teacher

feedback, students write the last draft. Moreover, they revise the last draft and upload the final version to their blogs. The last, Feedback on the Final Version: Teacher and students post feedback or reflections.(Munif, 2017) also states that in connection with writing skills, one of effective medium that could be used to improve students' skills in writing is a blog. Therefore, the writer applied the technique blog in teaching writing. Then, purpose of this study was to find out whether there was significant difference the students' score procedure text in the control class and in the experimental class after using blog.

There are several studies that have been discussed about writing, and relation to using blog one of the research related to using blog for enhancing students skills (Asadi, 2018), (Alsubaie & Madini, 2018), (Apriani, 2018), (Ciftci & Kocoglu, 2012), and (Said et al., 2013) it was found some studies examine about whether or not writing blogs does have an effect students' writing skills. Research has confirmed positive uses of the blog which indicated an improvement in the students' writing performance after using the blog entries. Several studies also concur that the use of a blog can positively enhance learning in the second language classroom, which in blogs can improve writing skills and contributed to their vocabulary knowledge. As the result, the researcher considers that blogs are an effective tool to improve students' performance in writing.

Beside, there is also experimental research about using blog for improving students writing ability in writing instruction (Arochman & Yosintha, 2020), (Namouz et al., 2017), (Vahideh, 2016), (Mariani et al., 2021) it was found some studies examine about the effect of blog-supported writing instruction on writing performance students. some researchers revealed that whether there is any effect in the writing ability of the students taught using Web blog (online) and that of those taught without using it (offline). The results showed that there were important effects in the writing ability of the students as media for teaching writing is effective. Moreover, the students expressed a positive attitude towards using blogs as a platform for developing writing skills.

Although many research studies have explained the use of blog related to students writing above, in this study no one has explained about blogs on procedure text in writing. So this article aims to explain the effect of using blogs in writing procedure text.

METHODS

This study used a quasi-experimental design to find out whether there were significant differences between students after using blogs in writing procedural texts in the experimental class and without using blogs in the control class. Experimental research is accurately used to test causal relationships by using hypothesis testing. (Gay, 2012) The population of this study were all students of class XI MA.KM Muhammadiyah. So, the data population of this writer is fifty-seven students which is the number of third grade students in class eleven of MA.KM Muhmmadiyah. In this study the authors used two classes as an experimental class and a control class. The instrument is a technique used to collect data. The instrument used in this research is a test in the form of pretest and posttest. The test is in the form of writing a procedure text where students are given several topics and they have made a procedure text on a blog and posted it. In order for the test to be valid and reliable; the author has conducted validity and reliability tests.

RESULTS

The researcher used two kinds of the analysis of the data in this study were pre-test and post-test. There were two classes, the first class was experiment class and the other class was control class, where there that class were equal since at the beginning of the study because they were normal and homogeneous, it was approved by the normality and homogeneity test of the daily test that were given to the both classes. In order to analyze the data of pre-test and post-test of control and experiment all classes had done by following the steps:

A. *Testing the normality and homogeneity of data*

In analyzing the data of this study, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes showed that the two classes both experimental and control classes were equal at the beginning of the study because they were normal and homogeneous. The writer used a software called SPPS 22 to find out whether the data distributed normally or not and obtain whether the data of two classes were homogenous or not.

1. Normality Test of Pre-test Score in Experimental class and Control class

The normality test of pre-test score of the experimental class and control class, it can be seen as the table below:

Table 1. Test Normality of Data in Pre-test of
Experimental class and Control class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Class_Experiment	.217	18	.024	.901	18	.060
Class_Control	.146	18	.200	.884	18	.030

From the table above showed that the sample was distributed normally because the value of sig was higher than 0.05, it was 0.060 and 0.030.

2. Normality Test of Post-test Score in Experimental class and Control class

The normality test of post-test score of the experimental class and control class, it can be showed by the table below:

Table 2. Test Normality of Data in Post-test of
Experimental class and Control class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Class_Experiment	.163	18	.200	.940	18	.291
Class_Control	.185	18	.104	.945	18	.353

From the table above showed the sample was distributed normally because the value of sig was higher than $\alpha = 0.05$, it was 0.291 and 0.353.

3. Homogeneity Test of the Pre-test Score from the Experimental and Control Classes

Table 3. Test Homogeneity in Pre-test of
Experimental class and Control class

		Levene Statistic	df1	df2	Sig.
Students_Pretest	Based on Mean	.117	1	35	.734
	Based on Median	.095	1	35	.760
	Based on Median and with adjusted df	.095	1	34.663	.760
	Based on trimmed mean	.079	1	35	.780

From the table above showed that the sample was homogeneous because the value of sig based on mean > alpha, it was higher than α = 0.05, it was 0.734.

4. *Homogeneity Test of the Post-test Score from the Experimental and Control Classes*

Table 4. Test Homogeneity in Post-test of Experimental class and Control class

		Levene Stastic	df1	df2	Sig.
Students_Posttest	Based on Mean	.513	1	35	.478
	Based on Median	.265	1	35	.610
	Based on Median and with adjusted df	.265	1	33.835	.610
	Based on trimmed mean	.451	1	35	.506

From the table above showed that the sample was homogeneous because the value of sig based on mean > alpha, it was higher than α = 0.05, it was 0.478.

B. Testing the Hypothesis

After finding the mean score and the value of the t-obtained by using t-test of the both classes, the hypothesis had tested. The hypothesis of this study had tested. The hypothesis was there was significant difference score procedure text in the control class and in the experimental class after using blog as followed:

H_a: There was significant difference score procedure text in the control class and in the experimental class after using blog.

H_o: There was no significant difference score procedure text in the control class and in the experimental class after using blog.

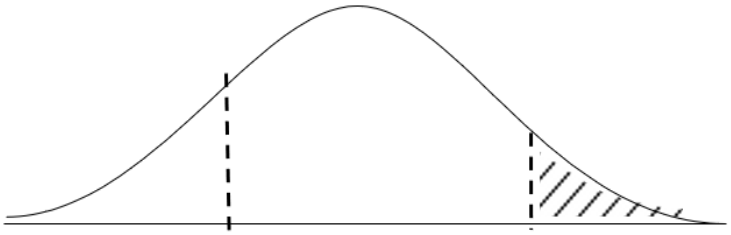


Figure 1. The Curve of the t-test Result in the Post-test of Experimental and Control Class

Ho rejected Ha accepted

t_{tab} =2.030 t_{obt} = 2.171

To measure whether the writer accepted or rejected the hypothesis, the researcher used the formula two tails test to find whether $H_a$or H_o was accepted or rejected through comparing the post-test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table, it meant H_a accepted and H_o rejected (t-obtained> t-table). Based on the table, the t-obtained was 2.171. Meanwhile, the t-table for df= 35 was 2.030. The writer then compared the t-obtained with the t-table. The result was the t-obtained was bigger than the t-table (2.171>2.030).

In other words, it can be understood that there was any significant difference score procedure text in the control class and in the experimental class after using blog because, the value of sig two tails test < alpha, it was smaller than $\alpha = 0.05$, it was 0.003.

DISCUSSION

This study was about the effect of using blog on procedure text at MA.KM Muhammadiyah. This section discussed the results of study based on theory. This study had done by giving the writing test to the students in the experimental class and control class, the function of the writing test was to see the students' grammar to write English well, the vocabulary, the mechanic, and the form. In order to express their own ideas and feelings based on the topic selected. Then, this study aimed to make sure whether there was significant difference the students' score procedure text in the control class and in the experimental class after using blog.

In experiment class, the use of media usually supported to motivate students to be more enthusiastic about working on procedure texts. Then the effect of students using blogs was that the results affect their writing skills and diligent doing texts. It was different with the control class without using blog only use paper, the effect does not increase. Thus, with this blog in learning in class, usually students will see and be stimulated to write in doing the assignments given. In this condition, it was supported by uploading writings to the blog so that by doing a post-test at the end of the teaching treatment, the result was improve writing skill on procedure text.

Based on the result of the study above, the result of the hypothesis from this study answered the problem formulation where this study find that all alternative hypotheses (Ha) was accepted. The result of this study related to the hypothesis, it had proven that the

using blog in writing give significant difference on students' writing. It showed the theory. According to (Zhang, 2012), when the blog applied to English writing teaching, it can change students' attitudes toward writing. Students spent little time in correcting mistakes in their writing. Students can spontaneously revise their spelling and grammatical errors. It meant that the result of the hypothesis from this study and the theory was valid.

Then, writing taught by using blog better than writing that taught without using blog. Zhang (2012) notice out that there are several advantages. The first, the blog writing teaching focuses on students making their personality outstanding. In the blog writing teaching, students begin with basic sentences from accepting writing arrangement, beginning to write, handing in composition to mutual evaluation. Students become the hosts of writing activities and teachers play a role as guiders, find out problems timely in students' writings finally improving writing ability. The second, the blog offers authentic communicative environment, improves feedback productivity and boosts active study. In traditional English classes, some intravenous students aren't adept at expressing their own opinions and feelings but the blog creates a real communicative platform providing teachers and students with more chances to communicate. It meant that the result of the hypothesis from this study and the theory was valid.

To sum up, using blog is one of effective way in teaching writing. It helped the students to increase their writing skills. Then, using blog attracted the students' interesting in learning English especially in writing procedure text. It can be seen from the hypothesis that conducted. It means that there was positive significant in teaching writing procedure text through using blog. Therefore, there was significant difference score on procedure text in the control class and in the experimental class after using blog.

CONCLUSION

Base on the research conducted using blog helps students to improve their writing on procedure text. From the study, the writer also found that the students who used blog were more interesting in learning. Compared to students who did not use blogs on procedure texts, students was not enthusiastic and interested in learning procedure texts in the classroom when the teacher explained. The students was easier to understand the text in English and they were more creative in their blog. Then, based on the study question about used blog on procedure text, it concluded that there was significant difference score on procedure text in the control class and in the experimental class after using blog. It

meant that the alternative hypothesis (Ha) of this study was accepted and null hypothesis (Ho) was rejected.

REFERENCES

Alsubaie, A., & Madini, A. A. (2018). The Effect of Using Blogs to Enhance the Writing Skill of English Language Learners at a Saudi University. *Global Journal of Educational Studies*, *4*(1), 13. https://doi.org/10.5296/gjes.v4i1.12224

Anita, A. S., & Kardena, A. (2021). the Effect of Using Powtoon Toward Students' Motivation in Writing. *ELP (Journal of English Language Pedagogy)*, *6*(1), 1–13. https://doi.org/10.36665/elp.v6i1.369

Arochman, T., & Yosintha, R. (2020). Effect of Using Web-Blog on Writing Instruction for English Language Learners. *Journal of Languages and Language Teaching*, *8*(4), 336. https://doi.org/10.33394/jollt.v8i4.2797

Asadi, A. (2018). Enhancing writing skills of English learners through metadiscourse resources. *Mextesol Journal*, *42*(3).

Ciftci, H., & Kocoglu, Z. (2012). Effects of peer e-feedback on Turkish EFL students' writing performance. *Journal of Educational Computing Research*, *46*(1), 61–84. https://doi.org/10.2190/EC.46.1.c

Deli, R. (2021). *Students ' Difficulties in Writing Paragraph At Tenth Grade Of Smk S Pembina Bangsa*. *6850*(2), 149–154.

Education, E. (2018). Journal of English Education and Linguistics. *Journal of English Education and Linguistics*, *1*(July), 18. https://journals.unihaz.ac.id/index.php/edu-ling

Gay, L.R. (2012). *Educational Study: Competencies for Analysis and Application*. USA: Pearson Education.

Jee, M. J. (2008). Using Blogs as ePortfolios in ESL / EFL Writing Classes. *SLWIS Newsletter*, *2*(2). http://espace.library.uq.edu.au/view/UQ:337603/UQ337603_OA.pdf

Kitchakarn, O. (2014). Developing writing abilities of EFL students through blogging. *Turkish Online Journal of Distance Education*, *15*(4), 34–47. https://doi.org/10.17718/tojde.64132

Mariani, M., Setiyorini, W., & Martisa, E. (2021). *The Effect Of Web Blog Instruction On The Writing Competence Of The English Literature Students, Cultural Science Faculty, Halu Oleo University*. *2*. https://doi.org/10.4108/eai.25-11-2020.2306727

Munif, D. N. (2017). Applying Technology-Based Learning through Online Media Blog to Teach Writing. *Lisanudhad*, *4*(2), 1. https://doi.org/10.21111/lisanudhad.v4i2.1609

Namouz, R., Misher-Tal, H., & Sela, O. (2017). Improving expressive writing in EFL through blogging. *CALL in a Climate of Change: Adapting to Turbulent Global Conditions – Short Papers from EUROCALL 2017*, *2017*, 222–228. https://doi.org/10.14705/rpnet.2017.eurocall2017.717

Nylen, C. (2007). Interlanguage : Interlanguage : In *kementrian kesehatan RI* (Issue 2001).

Puschmann, C. (2010). *The corporate blog as an emerging genre of computer-mediated communication: features, constraints, discourse situation* (Vol. 7). www.oapen.org/download?type=document&docid=400077

Said, N. E. M., Yunus, M., Doring, L. K., Asmi, A., Aqilah, F., & Li, L. K. S. (2013). Blogging to enhance writing skills: A survey of students' perception and attitude. *Asian Social Science*, *9*(16 SPL), 95–101. https://doi.org/10.5539/ass.v9n16p95

Septiani, D., & Safitri, L. (2021). Improving Students Reading Comprehension Of Procedure Text By Using Demonstration Method At Grade X IPA 1 SMAN 1 Candung. *Indonesian Journal of Learning Studies*, 81–86. https://dmi-journals.org/ijls/article/view/25

Vahideh, A. & M. F. (2016). *The effect of blog-supported writing instruction on writing performance of Iranian EFL learners*. *8*(4), 26–34.

Yuniarti (2020). Modul Tema 15. *Penyelamatan Di Air*, 84.

Zhang, Z. (2012). Studies on college english writing teaching based on blog. *Proceedings of the 2012 National Conference on Information Technology and Computer Science, CITCS 2012*, *Citcs*, 1030–1033. https://doi.org/10.2991/citcs.2012.211