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THE INFLUENCE OF BLOG WORDPRESS TOWARDS STUDENTS' WRITING ABILITY ON RECOUNT TEXT

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ABSTRACT

The objective of the research is to find out the influence of Blog Wordpress towards students' writing ability on recount text at tenth grade students of SMK Pasundan 1 Kota Serang. This research used quantitative approach through true experimental as a research design. The samples that used in this research were the students of X AK as the experimental group and X PM as the control group. For experimental group consisted of 32 students while in control group consisted of 29 students. So, the sample total was 61 students. The result showed that the average of total score in pre-test on control group was 62,13 became 67 on post-test. While on experimental group the average of total score in pre-test was 66,04 became 74,25. It showed that the gain score of experimental group was higher than control group. The result of t-test in this research also showed that t_{count} was higher than t_{table} ($3,502 > 2,021$). It means that the alternative hypothesis (h_a) was accepted. So, the researchers concluded that there is a significant influence of Blog Wordpress towards students' writing ability on recount text at tenth grade students of SMK Pasundan 1 Kota Serang in year academic of 2017/2018.

Keywords: *blog, wordpress, writing, recount text*

I. INTRODUCTION

Writing is one of the important skills that must be learnt by students in learning English as a foreign language. It can be useful in a working environment and education especially in academic purposes. Troike (2006:163) said that writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes or in certain types of service function. Thus, seeing how important writing is, students in Indonesia should also have good writing skill.

On the contrary, the students in Indonesia as L2 learners seem to always face the various problem. One of them was generated the structure of the words which make them hard to understand well how to have a good writing skill. It was because writing is a complex activity that needs a skill that not everybody cannot acquire that easy. It supported by Murray (2006:6) who stated that it complex activity because it involves starting, progressing and finishing a complicated and challenging combination of tasks. For example like choose the

right word to make a good sentence and then arrange it into a good paragraph. It requires to activate lots of different skills and orientations, sometimes at different stages and phases in the process, sometimes all at the same time.

The problems that the researchers mention above such as difficult of choosing the right word and make a proper paragraph of writing were also faced by students at tenth grade of SMK Pasundan 1 Kota Serang in year academic of 2017/2018. They had difficulties in completing writing task, such as confused how to express their ideas and thoughts into written text with good words. They also did not know how to start writing in a proper sentence and then arrange it into a good paragraph. Also they also have less interest in learning writing. Therefore, those problems made the students hard to have good writing skill.

A result of the problems above because of the teacher at SMK Pasundan 1 Kota Serang in year academic of 2017/2018 was tended to use lecturing method without involving any media in the classroom. It became one of the reasons why the students got bored and did not interest while learning English, especially when learning writing. Therefore, the researchers suggested using media in teaching learning because it contributed to the teaching and learning process. As Newby, Stepich, Lehman, Russell (2011: 100) said that media could serve or facilitate students learning the process. It can provide a stimulus-rich environment because they can provide vicarious experiences for students.

Considering the issues above, the purpose of this research was to use teaching media which could make their writing skill better. There are many kinds of media that can be used in teaching learning process and Blog Wordpress is one of them. Tandukklangi and Tahir (2015:2) said that Blog Wordpress is a tool to teach writing, notable and familiar technology in our area currently and it is never lost in the future, and that is why it will be interesting things and getting more in someday. Thus, the researchers would like to use Blog Wordpress in this research using recount text as the material because it made the students interested and it was also suitable with the syllabus. Other than that, from the the researchers' experiences in school, the teacher already taught them at a glance this material from the previous teacher even though this material should be introduced for the next semester, the researchers saw the result was still less.

Based on the background of the problem above, the researchers would like to propose the media to observe if there is any influence on students' writing ability on recount text through Blog Wordpress. The researchers only focused on personal recount text due to its many different genre and types in writing, besides that the material of recount text is suitable on the syllabus. Thus, the researchers conducted the research entitled "The Influence of Blog Wordpress Towards Students' Writing Ability on Recount Text at Tenth Grade Students of SMK Pasundan 1 Kota Serang in Year Academic of 2017/2018".

II. THEORETICAL FRAMEWORK

Many experts have proposed the definition and explanation of writing. Harmer (2007:86) said that writing is a process and we write is often heavily influenced by constraints of genres, and then these elements have to be present in learning activities. While Sokolik (2003) cited in Linse and Nunan (2005:98) said that writing is a combination of process and product which is the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

On the contrary, the process of writing itself sometimes a little bit difficult to apply in learning activities. As Yakhontova (2003:41) said that writing is a difficult skill for native speakers and non-native speakers, researchers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, and mechanics such as capitalization. It also pointed by Rijlaarsdam, Bergh and Couzijn (2005:153) who said that writing is a very complex activity because many processes occur at the same time like decisions on information, meaning construction, language formation, editing the product and constant monitoring of the process.

In short, it can be considered that writing is a cognitive process that influenced by constraint of genres. The process of applying it the researchers must balance the elements in order to have comprehensible writing to readers.

The blog is a media that we can use by using the internet to contribute to teaching-learning materials and discussions with students, especially in learning writing. As Karacapidilis (2010:162) said that Blog encourages writing and reflection. It could support an innovative, reflective learning style. Instant messaging, chat, online simulations, and portals represent other potential technologies to create active learning in online classes. While Campbell (2003:1) stated that a Blog could be thought of as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one to do so easily. As Richardson (2010:10) defines Blog by saying that blog as they are known, are easily created, easily updatable websites that allow an author to publish instantly to the internet from any internet connection.

So, it can be concluded that Blog is a media technology or tool that embodies whoever want to write easily with using internet connection. It is like diary or journal based online, and everyone can access it anytime in everywhere.

III. METHODS

The research uses Blog Wordpress as media and focus on recount text on students' writing skill and used a quantitative method as research methodology with true experimental designs. In this research, the researchers used true experimental design because the researchers would like to know the effect of Blog Wordpress towards students writing ability on recount text with true experimental through two classes. Based on Creswell (2010:309) true experimental design comprises the most rigorous and strong experimental design because of equating the

groups through random assignment. The researchers divided the class into a control group and experimental group, the treatment only applied on experimental class while the control group does not. After the researchers gets and investigate the result, the researchers compared the mean or the net scores to see if they are statistically similar between a control group and experimental group and relate them.

The researchers used true experimental design with non-randomized control group design because due to the time for this research was limited and the classification of the class in SMK Pasundan 1 Kota Serang had been determined by the school. It means that the researchers cannot change the classification of the group. So the researchers does not have accesses to full control the target. In this research, design chart can be seen in the figure below:

This research is conducted at SMK Pasundan 1 Kota Serang, which is located at Jl. Raya Jakarta KM.5 (Kec. Cipocok, Serang, Banten). The researchers researched the tenth-grade students of SMK Pasundan 1 Kota Serang in the second semester of academic year 2017/2018.

True experimental is concerned with knowing the effect of a variable (independent variable) to another variable (dependent variable). As explained by Creswell (2012:112), “variable is a characteristic or attribute of an individual or an organization that researcher can measure or observe and varies among individuals or organizations studied.” In this research, the researchers uses two variables as follow:

The populations of this research are the students of SMK Pasundan 1 Kota Serang at tenth grade in the second semester of academic year 2017/2018. The students divided into nine classes. The total of the population is 295 respondents.

The technique in collecting the data in this research was test. This research used pre-test before the treatment and post-test after the treatment to measure students’ writing recount text in order to see wether the test is valid and reliable or not. The data of this research was the score of the students’ writing ability in writing recount text that could be measured by using writing assessment from Brown (2004 : 244).

Based on the variable that took by the researchers, the researchers used tests as the research instrument by using a researcher-made test. As the variables of this research were Blog Wordpress as media to write recount text, so the test that gave to the students were written test. The students were asked to write a recount text. The test that gave by the researchers was pre-test before the treatment and post-test after the treatment. The test was given in order to measure the students’ writing skill in recount text wether the treatment is effective or not after the treatment.

IV. DISCUSSION

This research was conducted on April 22nd until May 5th 2018. It involved 29 students in the control class and 32 students in the experimental class, so the total sample was 61. The researchers only took 39 sample because there were only 15 students in the control class and 24 students in an experimental class who were attended in the pre-test and post-test. It was caused by some reason that will discuss below in detail from each class.

Control Class

The researchers conducted the first meeting in the control class on April 25th, 2018. In this first meeting, the students did a pre-test with a theme “My Holiday”. The pre-test was done to know their score or knowledge about recount text before the treatments. The result from pre-test in control class is one student #S. C.5 with the highest score was 76, one student #S. C.8 with the lowest score was 35, and the mean score was 62.13. The researchers found that most of them forget about the structure of recount text and lack in determining the idea and the concept of writing. In this first meeting, there were seven students who did not attend, one student was sick, and the other was absent.

Then, in the second meeting on April 26th, 2018, the researchers gave the students an explanation about the material of recount text. In this meeting, the students have 2 hours of learning English subject. So, in this meeting the researchers reviewed the students’ understanding of recount text and asked them to make recount text with a theme “My Best Moment”. In this meeting, the researchers saw the students’ interest less, and the class was hard to control stay focused on the material because of the students interrupted by another subject which has a lot of homework and project after English subject. The researchers also saw that the students’ understanding about the organization and structure of recount text were less.

After that, in the third meeting on May 2nd, 2018, the researchers still gave them the exercise to write recount text with theme “Embarrassing Moment”. In this meeting the researchers gave them more explanation about material especially focused on the organization of the structure and past tense in recount text because it still became their problem. Not only that, but the problem was also located on the event at that school, because the school would hold the graduation ceremony on May 7th, 2018. So, some of the students took the permission to not involved in the meeting for practising their own performance. But, because of the teaching time was limited on that day, most of the student still did not finish their exercise. So, the researchers made it as homework for them by giving the deadline in the next meeting.

So, in the fourth meeting on May 3rd, 2018 which was the last meeting, the researchers reviewed and discussed the homework from the last meeting because the researchers has 2 hours teaching time. Thus, the first hour discussed the students’ homework and then the next hour the researchers took the post-test with a theme “My Sad Moment”. The result from post-test in control class is one students #S. C.5 with the highest score was 78, three students #S.

C.1 #S. C.4 #S. C.8 with the lowest score was 60, and the mean score was 67. So, the researchers concludes that post-test showed a better score than pre-test, although there were not much of improvement.

Experimental Class

The researchers conducted the first meeting in the experimental class on April 24th, 2018. In this first meeting, the students have 2 hours of learning English subject. The first hour did a pre-test with a theme “My Holiday”. For the second hour, the researchers explained to them what they are going to do after pre-test, which was told them about Blog Wordpress and explained about material of recount text itself by showing them the the researchers’ Blog Wordpress. The pre-test was done to know their score or knowledge about recount text before the treatment. The result of pre-test in an experimental class is two students #S. E.5 #S. E.24 with the highest score was 82, one student #S. E.11 with the lowest score was 50, and the mean score was 66.04. Same with control class, the researchers found that most of them forget about the structure of recount text. The writing activity was also difficult for them, especially in arranging the idea and the concept of writing. In this first meeting, there were four students who did not attend, two students were sick, and the others were absent. The researchers assumed on those two students who did not attend because of the weather too. On that day, the weather was cold because of rain since early morning.

Then, in the second meeting on April 28th, 2018, the researchers gave the students the treatment by taking them to the laboratory. In this meeting, the students only have 1 hour of learning English subject. So, in this meeting the researchers reviewed the students’ understanding of recount text and asked the students to make their own Blog Wordpress based on the the researchers’ explanation in the first meeting after pre-test. After all of the students in experimental class made their own Blog Wordpress, then the researchers asked them to open the the researchers’ Blog and asked them to make their first post about recount text with theme “Embarrassing Moment”. Due to the time was not enough for them, the researchers told the students to save their writing as a draft in their Blog account. In this meeting, the researchers saw the students’ interest by using the media and different atmosphere of a place.

After that, in the third meeting on May 2nd, 2018, the researchers gave them the treatment on the laboratory. The last, in the fourth meeting on May 4th, 2018 which was the last meeting, the researchers took the post-test with a theme “My Sad Moment” and time allocation 1 hour. They showed the influence of using Blog Wordpress as media for teaching-learning in the classroom. It can be shown from the result of posttest in the experimental class is two students #S. E.18 #S. E.20 with the highest score was 88, two students #S. E.21 #S. E.23 the lowest score was 61, and the mean score was 74.25. So, the researchers concluded that the treatment was done successfully. It showed from the students’ score and can be seen from their interest and their awareness of their writing of past tense form, organization, mechanics and generic structure of the text. A result from this study indicated that Blog as media in teaching learning was effective for the students in learning writing recount text.

V. CONCLUSION

Based on the research findings in the previous chapter, the researchers found that there is an influence of using Blog Wordpress in students writing ability on recount text. The result shows that the students interest on writing recount text increase when they are using Blog Wordpress as the media for writing. Before the implementation of Blog Wordpress as the media in writing, the students never used interesting media to write. Thus, the researchers gave the treatment as a media in teaching learning. When the researchers introduced and demonstrated the use of Blog Wordpress in class, the students seemed enthusiastic and interested. Moreover, they paid attention to the researchers's explanation and they also asked some questions related to the recount text. The students followed the instructions given and they seemed serious in doing the tasks. Moreover, based on the findings of the study, the result of t-test showed that $t_{count} \geq t_{table}$ ($3.502 \geq 2.021$). It means that the null hypothesis was rejected and there was influence of using Blog Wordpress as media in teaching learning. It can be concluded that during the previous meeting with the researchers in Teacher Pre-Service Programs, many students were still not interest to write. As a result, their writing score was low in pre-test. Then, the implementation of Blog Wordpress as the media to write was effective to improve the students' interest in writing recount texts. It indicated that the using of Blog Wordpress as media influenced students' writing ability at tenth-grade students of SMK Pasundan 1 Kota Serang.

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