

THE INFLUENCE OF USING BLOG CLASSROOM PROGRAM  
FOR SEVENTH GRADE STUDENTS' WRITING SILL  
AT SMP NEGERI 1 AMBULU IN 2017/2018 ACADEMIC YEAR

Hendra Prio Rivandi

University of Muhammadiyah Jember  
Email: hendrapriorivandi@yahoo.co.id

ABSTRACT

Writing is generally considered one of the most difficult than other skills for foreign language. However, the main problem faced by English teachers is how to motivate students to enjoy writing because the ability of students is still considerably unsatisfactory. Therefore, to investigated the probem of the research, was formuatted as "Is there any influence on students who were taught with Blog Classroom Program than those who were taught with customary teaching for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017 / 2018 academic year?". The design of the research is quasy experimental research. The respondents of the research are 30 student of VII C class as experiment group and 30 student of VII E class as Control group. The data had been gotten from the student ability on subjective test in making descriptive text. The data was analyzed using SPSS. The treatment result showed that experiment group has better means than control group. It can be saw from hypothesis testing result, the significant values is 0,000 which mean it is lower than significances level of 5%. From those analysing result, it can be concluded that there is a significant influence on students who were taught with Blog Classroom Program than those who were taught with customary teaching for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017/2018 academic year.

**Key Word:** Writing Skill, Blog Classroom Program, Seventh Grade Student

**Introduction**

Writing is one of the ability in English which is very important and useful. According to Harmer (2001:79) by far most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. But, creating a good writing skill for students to reach success in academic is not an easy

task. Likes Evmenove (2006:3) states that writing is a very complex skill and students may experience difficulties with any of its aspects: from mechanics to written content expression. According to Oshima (2007:3) academic writing is formal, so in writing a paper should take care to write complete sentences, organization, grammar, and contents in a certain way. In addition, Hadiana

(2017:61) states that the main problem faced by English teachers is how to motivate students to enjoy writing a paper because the ability of students to write a paragraph is still considerably unsatisfactory in writing English. A good teacher must continuously do the best to help students learn and create a communicative class and try to use a variety of teaching methods to help students improve their writing skills in English.

Computer assisted writing instruction proposed an alternative method to the traditional ones. According to Amirsheibani (2014:259) states that computer provides the correct of the erroneous word and structure that students have produced to make their writing is more error free and cohesive sentences and texts can produce by using computer. In addition, Naem (2007:82) states that the term Computer-Assisted Language Learning (CALL) refers to the uses both standard software applications, such as word-processors, email packages and Web browsers, as well as software that are designed specifically for language learning, such as grammar, listening, reading, pronunciation, vocabulary, writing, and comprehension.

Blog Classroom Program is one of CALL Program form in teaching and learning field. Like Artyianti (2013:60)

states that one of the features that the Internet provides is blog which can be used in ESL classroom, because Blogs can be effectively integrated the understanding of learner needs, the educational setting, available resources, syllabus, and teaching learning goals. Further, Dudeney (2008:90) states that a simple blog project that can used with learners of all levels is to get the students to set up their own student blogs to discuss an assignment along in class room with their classmate and blog postings can be used for evaluation. For the last, according to McGrail (2011:416) blogging brings outside school literacy practices into the classroom and has the potential to become a literacy, because such technology capitalize on the strengths of authentic writing, the power of the writing process, and the engagement of collaborative writing. Likes Evmenove (2006:3) states that the area of assistive technology for students with mild disabilities is still not fully develop. Especially, for those school which is locates in restricted area or villages.

Dudeney (2008:87) states that a simple blog project that can use with learners of all levels is to get the students to set up their own student blogs to discuss an assignment along in class room with their classmate. Moreover, McGrail (2011:415) states that blogging is an

approach to writing and its formative assessment in this work give meaning to the act of writing and help students to develop new habits of thought about writing and its role in their lives. In addition, Artyanti (2013:66) states that the use of classroom blog is an effective medium for writing, it can be seen regarding the students' choice of more various languages in writing, the addition of new perspectives to their thoughts, and the motivational aspects in writing.

Based on all reasons above the researcher interested to do the research with entitle "The influence of using Blog Classroom Program for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017 / 2018 academic year".

### **Review of Related Literature**

According to Harmer (2001:86) writing is a process that what people write is often heavily influenced by the constraints of genres, then these elements have to be presented in learning activities. Meanwhile, Evmenove (2006:3) states that writing is a very complex skill and students may experience difficulties with any of its aspects: from mechanics to written content expression. Writing is a natural interactive process because it emerges from the symbolic interaction among author, text, and reader. Because writing was a process of thinking. But

academic writing are difference with creative writing and personal writing. Academic writing is the kind of writing used in high school and college. According to Oshima (2007:3) academic writing is formal, so in writing a paper should take care to write complete sentences, organization, grammar, and contents in a certain way.

According to Oshima (2007:3) writing a paper should take care to write complete sentences, organization, grammar, and contents in a certain way. In fact, According to Oshima (2007:15) writing is never a one step action but it is an ongoing creative act, also the process of writing has roughly four steps; prewriting, organizing, writing, and polishing.

Blog Classroom Program is an example of social program, computer tools which allow people to connect, to communicate and to collaborate online. Further, Karlsson (2014:20) states that blogs are suitable for language learning purposes in particular because the blog hosting sites are available in many languages and this gives learners access to many texts written in the target language and it is also easy to interact on the blogs. For the specific term, Artyanti (2013:59) states that classroom blog had its strengths and challenges which is enabled the students to: have a fun learning

environment, write easily, get feedbacks from teacher and peers, discuss more with friends and teacher outside classroom easily, access more reference for students' writing, get more motivation to write, have their personal space to read and write in a community, and build their analytical and critical thinking skill.

Educational Blog can be set up and used by the teacher, the students, and class in three ways. According to Dudeney (2008:87) blog in language teaching sometimes included a blog roll (class blog), or a list of links to other blogs which the blog writer admires, thereby widening the online community. It can be divided into educational blogs that cover a wide range of topics related education, tutor blog that set up and maintained by the teacher, and student blogs for the teacher to encourage their learners to each set up and maintain their own individual, and class blog to consider is assessment the student or class is essentially a written assignment, blog postings can be used for evaluation. The criteria will probably include as in writing components.

There are four steps in implementing Blog Classroom Program in class. According to Dudeney (2008:91) a simple blog project that can use with learners of all levels is to get the students to set up their own student blogs to discuss

an assignment along in class room with their classmate conclude four steps.

- a. Setting Up a Sample Blog: In this step the teacher set up own blog before class similar to what will like the learners to produce.
- b. Setting up Student Blogs: teacher shows the sample blog, explain and given an instruction to the students to make the same blog. Then, the teacher set up a single blog for entire class with multiple users accessing it outside of class time.
- c. Posting to and Visiting Blogs: the blog that have students set up are ready to spend some time on preparing and posting content. Encourage them to share their blog address in the single blog that teacher create and visit each other's blog to post comments.
- d. Follow Up: the blogs can be kept as an internal blog classroom project and share into others classroom project to discuss each other and post comment.

### **Research Method**

This research deals with quasi experimental research. The design of experimental research which uses in this research is nonrandomized control group, pretest-post-test design. Pre-Test was used to measure the students' writing skill before the treatment was given. Meanwhie,

Post-Test is to measure the students' writing skill on making descriptive paragraph after the treatment was given. The research uses this design because the research will be conducted in the real class. The research uses two classes in the same level. This research was conducted at SMP Negeri 1 Ambu. The population of this research was the seventh grade students and VII C Class as an experiment group and VII E as a control group. This research uses subjective test in the form of essay writing on making descriptive text. This research uses SPSS to analyze the data obtained.

### **Finding**

Pre-Test has done on April 2<sup>nd</sup> 2018. Based on the results of the Pre-Test scores of both the experimental and control group. the means score of experimental group in Pre-Test is 45,30, the standard deviation is 13,275, the maximum score is 63 and the minimum score is 22. Furthermore, the means score of the control group in Pre-Test is 47,13, the standard deviation is 11,485, the maximum score is 64 and the minimum score is 23.

Then, caculating Normality Test to determine whether the data set is well-modeled has the normality distribution or not. The Pre-Test score from both experimental and control group are not normal. It means that the distribution of

students' ability in solving the test questions from researchers is still far from the ideal conditions in which expected. Not all students are able to complete the test instructions in the instrument. It can means that the student's in experiment group and control group have equal ability in writing skill, because both of them have similar condition for the test score. So, the researcher interest to do the research to know the differences of both experiment and control group after treatment. The result on Normaility Test, indicates that both group experiment and control fullfiled the requariments as the research subject. Because they have same ability in writing skill. Then, the experiment group will teach with Blog Classroom Program and the control group will teach with customary teaching to know if there is an influence. In contrast, the Post-Test has done on May 2<sup>nd</sup> 2018. From Post-Test resut the means score of experimental group is Post-Test is 65,57, the standard deviation is 6,971, the maximum score is 75 and the minimum score is 49.

Furthermore, the means score of the control group is Post-Test is 55,17, the standard deviation is 7,666, the maximum score is 64 and the minimum score is 38. The Post-Test score resut used normality too, score from experimental are normal and control group are not normal. It means that the distribution of students' ability in

solving the test questions from researchers is closely from the ideal conditions in which expected. All most of students are able to complete the test instructions in the instrument. But, the experiment group has better ability distribution than control group after given treatment. The calculated homogeneity of variance. The test of homogeneity of variances showed that Post-Test score from both experimental and control group has the same variance. It means that the Pre-Test score are homogenous. In other word, the equal variance is not assume.

The statistics used in this calculation are test of normality, test of homogeneity and parametric test. For the normality of post-test is the significance of the Experiment group post-test is 0,159 and the Control group post-test is 0,093. It means that the Post-Test score from both experimental and control group are normal. The homogeneity of variances indicates that the significance value of Post-Test is 0,800. It means that the Post-Test variances are homogenous.

The researcher using Independent Sample t-test Test for hypothesis testing because from Post-Test Pre-Analyze result the data has a normal distribution and homogenous. Based on those data analyzing result, the significance value of Post-Test is 0,000. It can be concluded that the Post-Test score from both experimental

and control group has a difference means. Or it can be said that there is any influence of using Blog Classroom Program for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017 / 2018 academic year. It can be said that the  $H_0$  is rejected, means that  $H_a$  is accepted. In other word, there is a better influence teaching by using Blog Classroom Program for seventh grade students' writing skill after given treatment.

### **Discussion**

After reviewing on everything which had already gained in the experimental class during the treatment, there are some condition that must be fulfill to applying Blog Classroom Program. First, the school has enough computer in its laboratory to covered the number of the students in class. Second, make sure all students have mastered the foundation requirements of registering and operating Blog. In these case, because some of the student did not have an email and did not know how to creates the Student Blog. So, the researcher guided them to creating an email for those who cannot and helped them creating Student Blog and registered them as the member in Class Blog Site. The last, along teaching and learning process make sure the internet is in its condition before starting to applied the Blog Classroom Program. For instance,

after the student done the draft and wanted to post it in Class Blog Site, there is an incidental problem for the school internet server, its make the student cannot post their draft and do polishing process for the next meeting. So, the researcher instructed them to post the draft in home. Then, the next meeting polishing process can be done.

On the other hand, there are some factors Blog Classroom Program which might give positive contribution to the students' writing skill. First, this strategy is very easy to be implemented that students do not have to practice alot in using Blog Classroom Program to guide them during their writing activity because it is just like when they posted and comments the information, text and feeling in social media such as facebook, Instagram and twitter. Second, Blog Classroom Program is a students' centered strategy because the students are heavily involved in the implementation of this strategy in the class. Third, Blog Classroom Program helped students solve error analyzes problem which is hard to do in its grade. Fourth, Blog Classroom Program can improve student writing components achievement in content, organization and grammar. In other words, Blog Classroom Program is very attractive and helpful strategy to the seventh grade

students of SMP Negeri 1 Ambulu, especially in improving their writing skill.

## **Conclusion**

Based on the data analysis result, it The researcher has the final conclusion for those result. It can be concuded that there is an influence on students' writing skill who were taught by Blog Classroom Program than those who were taught by customary teaching for seventh grade at SMP Negeri 1 Ambulu in 2017 / 2018 academic year. In other words, Blog Classroom Program is very attractive and helpful strategy especiaiy for teaching students' writing skill.

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