

The effect of using english blog on students' writing ability in narrative text at tenth grade of MAN Labuhanbatu

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Abstract

This research discussed about the effect of using English blog on students' writing ability in narrative text at tenth grade of MAN Labuhanbatu, and this research intended to find out the effect of using English blog on students' writing ability in narrative text. This research was conducted by quantitative experimental research methods. Design used in this research quasi experimental and used the Nonequivalent Control Group Design model. The data collection instrument is test; pretest and posttest. Data analysis showed that the t-test score was higher than the t-table ($2,969 > 1,667$), and this result explains that the use of English blogs influences the creation of narrative text at tenth grade of MAN Labuhanbatu.

Keywords: Using English Blog, Writing Ability

Introduction

Language has a very important aspect in the communication process. Language is used to convey ideas, feelings, intentions, thoughts and opinions in writing or orally which are useful for people around the world when interacting and communicating with one another. Thousands of languages are spoken worldwide, including Chinese, Greek, Indonesian and Thailand. One of international languages which have a very important influence in the world is English. According to Ali (2012) in Rodearta Purba journal, English is the most important language in the world (Ali, 2012) English is becoming one of the languages that people can understand from whole words, so it is important in people's daily life. So those who can use the language are not afraid that others don't know them. English is taught in many countries. As in Indonesia, English is taught as a foreign language. Teaching English in Indonesia starts from kindergarten to university level. English is one of the most important educational factors for human resource development. Even now that English is easily found anywhere and anytime, it is expected to make people aware of the future in which English is used in all fields. As in modern times, the development of science and technology is remarkable; ICT is one of the important aspects of the advancement of science and technology. One form of

ICT progress that can make it easier for us to find writing in English on various social media is a blog.

A blog is a form of web application that resembles writings (which are loaded as posts) on a general web page. Blogs are also a means that we can use to develop our writing skills, not only providing information, but also able to pour out our various kinds of creative ideas in writing on blogs. According to Sei-Hwa (2006) in Made Hery, ICT is able to become one of the English learning media that provides nuances of creativity, innovation and of course an element of fun (Sei-Hwa, 2006). Merchant (2003) in Made Hery adds that the use of ICT for those who are not particularly in the classroom can provide a new dimension to learning English (Merchant, 2003). In writing, the existence of a blog can help our insights and knowledge in written form. However, in writing we also have to understand knowledge of the basic elements of writing, knowledge of the components that help a writing that is cohesion and coherence, as well as writing competence based on types of writing.

Writing is one of the English skills. Writing as a process to obtain a product is influenced by factors such as vocabulary, grammar, structure, spelling and punctuation. During the first year of high school, the basic skills to be acquired in written English are developing and producing simple functional texts in narrative, procedural, descriptive, and narrative texts. Narrative text is a type of English text for telling stories featuring a chronological sequence of events that are related to each other. The purpose of this text is to entertain the reader about the story. According to A.S Hornby in Oxford Advanced Learner's, A narrative is a description of an event, especially in a novel or story, the act or process of feeling a story. Like John Langan's narration, the author tells the story of what happened through the narration. Clarify your statement by detailing what happened to you. According to Djuharie (2007) a narration is a kind of text about a legendary story and its determination to entertain and entertain the reader (Djuharie, 2007). On the other hand, according to Pardiyono (2007) in Rayendriani Fahmei Lubis journal, Narrative is a story that recounts problematic activities or events in the past and teaches the reader a lesson. The last, according to Djuharie (2007) to write the narrative, there are four components that shall be care Orientation, Complication, Resolution, and Coda (Djuharie, 2007). Then according to Pardiyono (2007) A narrative is a specific type of text, such as a novel, poem, cartoon, film, etc., that tells about events with problematic and unpredictable consequences that entertain and guide the reader or listener, and the pattern uses the simple past tense. increase (Pardiyono, 2007).

Based on observations and interviews with the authors while participating in a mini-survey in MAN Labuhanbatu, researchers found that students were unable to organize ideas from their heads into written stories. This is evident

from the assignment of narrative text material they answered the questions with the same answer. Does not fully understand the structure of narrative text and is not yet interested in writing narrative text. It has been proven that most of the students have low scores in writing as they are unable to write basic paragraphs when writing narrative texts. As a result, students had poor grammar and limited vocabulary.

A study on Weblog-based learning was conducted by Tina (2012) in the area entitled Utilities of Weblogs as Learning Media to Improvement English Learning Outcomes. (Tina, 2012). Based on this research, it can be concluded that learning with weblog media provides higher learning outcomes for English students when compared to multimedia power point presentations. Based on the above background, the author is interested in discussing this case under the title "The Effect of Using English Blog on Students' Writing Ability in Narrative Text at Tenth Grade of Man Labuhanbatu".

Literature Review

This review is presented to provide a clear concept. Apply this study to help students write narrative texts using blogging as a medium. To support the idea of this study, we have included some theory and information to help researchers design this study.

Blog

Blog is a kind of online diary. Blog owners usually write various notes into their blogs, such as diaries. According to Rouf (2007) in Made Hery Santosa journal, a blog is an online page (site) that functions as a journal/diary media for someone (Rouf, 2007). A blog is a personal diary, a daily pulpit, a communal space, a political soapbox, a source of breaking news, a collection of links, It adds that it is a note for personal thoughts and the world (Jovan, 2007).

Blog is a web-based writing space where all writing and editing of information is managed through a web browser and instantly published on the internet. According to Godwin-Jones (2003) there are many potential applications of blogging technology in education and training, including communication between students and teachers, providing learning materials, advising students, collaborating and professional development of teachers, and knowledge management. Blog as an application service from the internet can be used by teachers and students as an unlimited source of learning. Teachers can upload relevant information to the taught learning materials and add multimedia (images, animations, and sound effects, videos) to make learning more interesting and easier.

A blog is a type of website that is easy to create and distribute and is used as a kind of online journal. On the other hand, Mynard (2007) states that weblogs are a type of daily online activity that the media reported to be very helpful in improving students' English learning (Mynard, 2007). Also found that

early adopters of weblogs in the classroom were already creating a variety of ways to use weblogs, showing that weblogs can improve and deepen learning (Richardson, 2009). Based on the opinion of experts that blogs are online pages (sites) that function as media or someone's diary in written form that can help students and teachers learn and write online.

Blogs in Language Teaching

The rapid development of blogs in Indonesia is certainly an inspiration for humans. Many people involve blogging in many aspects of their life, for example blogging for business, self-promotion, passion and education. Blogs used in education are known as edu blogs. Edu blogs cover a wide range of topics related to education, from teaching materials, curriculum, teaching methods and education policy. Many teachers have used blogs as a medium of learning at school, one of which is language learning. In Miftachudin journal, states that the quality of education can be improved by using blogs. In his research, he found that through blogs students' interest and learning initiatives increased in learning English (Ding, 2008). However, with the sheer number of Internet users and the majority of them being used by students, blogs are very effective for language learning. Therefore, if technology can be incorporated into media and learning resources, the existence of blogs, of course, can greatly assist teachers and students in teaching and learning in schools.

In language teaching English blog are really usefully for students and teacher also because in line with the argument that revealed by expert which is the students ability and interest in learning English increased. So, based on the description above, the researcher found several benefits of using blogs in teaching English.

Many students have never thought about the actual writing process. It is important for teachers to make students aware that writing is a process. A good writer rarely sits down and writes a finished piece on the first try. One way she pitches her ideas is by taking class polls and leading discussions. According to Harmer (2004) he has four main elements in the writing process. Planning, drafting, editing (editing, adding), and final drafting.

Narrative Text

Narration is a type of language that retells what happened (a story) in words (although it is possible to imitate the story). A narrative text is a type of text that accurately recounts past activities or events that presents problematic experiences and solutions, and is often an entertaining means of teaching a moral lesson to the reader (Pardiyono, 2007). Storytelling, also called narration, is text that tells a story. According to Thomas & Scally (1978) it is a genre that tells a simple story of the past. A story provides moments and some actions within a certain time can call a story dynamic. According to Djuharie (2007)

there are four factors to consider when writing a story. A portion of the text provides orientation or the beginning of the story. A complication is a piece of text that informs about a contradiction in the story. Resolution is the part of the text that describes the reaction to solve the problem, and the coda is the reflection or evaluation description of the conflict about the story. According to Siahaan, S (2008) the general structure of a narrative text establishes characters, setting, and time. Here are the steps to create the narrative text: Orientation (set the scene and introduce participants), Assessment (retreat assesses emergencies), Editing (crisis occurs), Resolution (crisis changes for better or worse), and Reorientation (optional).

Steps of Using English Blog in Writing Narrative Text

In this research, the researcher has three steps of using English blog in writing text.

1. The first week, researchers will conduct pretests in experimental and control classes.
2. In the second week, researchers will administer treatments in experimental and control classes.
3. And in the final week, researchers will do a post-test in the experimental and control classes.

Methods

Research design

Design of the research is quasi-experimental. According to John Rogers and Andrea Reversz, experimental and quasi-experimental research designs investigate whether there are chance relationships between independent and dependent variables (Loewen, S., & Plonsky, 2016). Simply defined, the independent variable is the predictor variable and the dependent variable is the affected variable. The study design was a before-and-after test design using two groups as samples. Students were administered a pre-test first to know their writing skills. After that, I received treatment on the way. Researchers collaborated with observers during treatment. Finally, they took a post-test. This study compared pretests and posttests to determine the impact of using English blogs on students' ability in narrative text. The design of the research can be illustrated as follows:

Table 1. Pre-test and Post-test Design

Control Class	Pre-Test	No Treatment	Post-Test
Experimental Class	Pre-Test	Treatment	Post-Test

Data Collection Instrument

The tool for this research is the test. The exam was conducted in a pre-test and a post-test (competence test). For the pretest, the researcher gives the student a piece of paper containing her 10 essay questions. The task is to answer the question whether the format of the posttest is the same as the format of the pretest. The data collection technique is described as follows:

1. Pre-test

At the first meeting a pre-test was given to students before doing treatment, to find out their basic knowledge about writing. The researcher asked the students to write a narrative text based on the textbook.

2. Treatment

After pre-test, the students were treated with English blogs in the experimental class. Here are the steps to teach writing using an English blog:

- a. The researcher introduce the purpose of using English blog
- b. The researcher explain the important of using English blog
- c. The researcher gave materials for writing narrative texts and asked them to explain according to the topics that had been given

3. Post-test

A post-test is administered after the end of the experimental class and measures whether the use of the English blog improves the student's writing ability.

Data Analysis

According to Arikunto (2013) explained that the data analysis technique is one of the most important steps in analyzing data, the research will be seen. The researcher analyzed data by counting pre-test and post-test scores, the researcher had the normality and homogeneity test to ensure that students' writing was normal and homogeneity.

Results and Discussions

This research was conducted to find out if using English blogs affects the writing ability of MAN Labuhanbatu students. This study is a quantitative experimental research method. Quantitative data were obtained from the test in the form of pre-test and post-test results. Research method is a written test. Testing was done by pre-test and post-test. Data must be evaluated to determine the value of the test. Cumulative scores in 0-100 formats for evaluation data. After the trial, the test is used as a research tool and the item (question) calculation results in:

Result Validity Test

The number of students (N) in the pretest validity test when reaching the significance level $\alpha = 0.05$ $r_{table} = 0.278 = 36$. The date (validity) of each item

is obtained via the appendix. Criteria for $r_{xy} > r$ tables apply at the time the product is discussed. Question 1 Based on $r_{xy} = 0.596$ and the criterion "Valid". Because the $r_{xy} > r$ table contains 5 valid essays out of 7 tested and 5 out of 5 valid essays were taken for testing.

Validity test after number of test students (N) = 36 when reaching significance level $\alpha = 0.05$ r table = 0.278. The date (expiration date) for each item is obtained via an appendix. Criteria for evaluation if the $r_{xy} > r$ table holds true at the time said product. Question 1 Based on $r_{xy} = 0.416$ and criterion 'valid'. Because the $r_{xy} > r$ table contains 5 valid essays out of 7 tested and 5 out of 5 valid essays were taken for testing.

Table 2. Result of Validity pre-test

No	r table	r count	Criteria
1		0,596	Valid
2		0,397	Valid
3		0,139	invalid
4	0,278	0,406	Valid
5		0,240	invalid
6		0,404	Valid
7		0,417	Valid

Table 3. Result of Validity post-test

No	r table	r count	Criteria
1		0,416	Valid
2		0,274	invalid
3		0,529	valid
4	0,278	0,628	Valid
5		0,216	invalid
6		0,433	Valid
7		0,505	Valid

The formula to find or find out the validity of measuring instrument:

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

(Product Moment Test: Pearson, in (Purwanto, 2012)

Hypothesis Test

Both datasets are known to be normally distributed and have the same variance. The data used to test this hypothesis is the result of student scores. On the one hand, the hypothesis test is tested with a statistical t-test.

Obtained T count = 2,969. Then comparing dk 69 with the T-table at level $\alpha=0.05$ is 1.667. The test criteria are:

Accepts H_0 if T-count $<$; T-table. This is because the hypothesis test calculations revealed T count = 2.969 and T table = 1.667. Therefore, H_0 is rejected and H_a is accepted in this study. In other words, using English blogs affects the writing skills of MAN Labuhanbatu students.

Table 4. Result of Hypothesis Test

T count	2.969	T count > T table
T table	1.667	H_a : Accepted

Discussion

Researchers observed MIPA Class X MAN Labuhanbatu to find out the problems faced by some of the problems that had to be solved in class. The problem lies in the learning process, students and teachers, and the model used to deliver the material. This observation is the reason for researchers to conduct this research. this study not only observes teaching, but also surveys teachers and students in the teaching and learning process.

First, students are still lacking in vocabulary that supports them to write narrative text. Lack of vocabulary can be caused by inappropriate techniques used by teacher. Second, students find it difficult to write narrative texts because they do not know the structure. Students may have difficulty understanding the structure of a narrative text because they are confused by the numerous themes associated with the text, and the narrative structure may be reversed from other texts. Last, students are less interested in learning English. Many students are not interested in improving their writing ability because they do not know how to improve. So, they still need teacher guidance. Based on research findings by researchers, it can be explained that English blogs can be used to stimulate the learning process of X grade students studying and help students improve their writing ability, so that they feel comfortable and easy in writing English.

In this research, researcher conducted research online. Researchers provide learning online by joining student class groups. Researcher conducted research for four days. On the first day the researcher said greeted the students

then conducted research by giving a pre-test of narrative text learning material two classes, namely class X MIPA 1 and class X MIPA 2. On the second day the researcher carried out an assessment of the student's pre-test assignment. On the third day, the researcher gave a post-test on narrative text learning material. The next day the researcher assessed the student's post-test assignments in the two classes and said thanks. In giving pre-test and post-test assignments students can ask the researcher about things that are not understood by students in the narrative text material and the researcher can explain the student's questions.

From the results of the research, the researcher found the results of the calculation X MIPA 1 (Experimental class) that the average pre-test score of the students was 65.833 while the pre-test mean score of the students in class X MIPA 2 (Control class) was 58.714. From the research results, the researcher found that the students score of the calculation X MIPA 1 (Experimental class) showed that the average post-test score of the students was 74.444 while the average post-test score of students in class X MIPA 2 (Control class) was 69.000. The result of the t-test data analysis is higher than the t-table ($2.969 > 1.667$), which explains the superiority of the care-receiving class over the non-care-receiving class. It can be concluded that there is an effect of using English blog on the writing ability of students at MAN Labuhanbatu.

Conclusion

The conclusion of the research are;

1. Students' writing ability increased rapidly from pre-test to post-test. The pre-test average before using the English blog on X MIPA 1 was 65.833 with a standard deviation of 10.598 compared to the average score on X MIPA 2 with the traditional model of 58.714 with a standard deviation of 9.238. The post-test after using the English blog on X-MIPA 1 was 74.444 with a standard deviation of 6.338, compared to 69.000 with a standard deviation of 8.737 for students using the traditional model on X-MIPA 2. Data analysis showed that the t-test scores were higher from t-table ($2.969 > 1.667$). The class with treatment is described as superior to the class without treatment. And it can be concluded that the use of English blogs has an effect on the ability of class X students of MAN Labuhanbatu in writing narrative texts.
2. We believe that English blogs can motivate and motivate students, make writing more enjoyable, and make students more active and interested in teaching and learning activities.

Suggestion

This research describes how using English blog could improve the students' writing ability. It is hard to solve all problems in writing because there are so many problems. They are complex actually. For other researchers may view this study as a reference before conducting research on student writing ability

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