

Using Web Blog to Teach Personal Recount Text

Amri Tandukklangi¹, Siam and Kartini Tahir²

^{1,2}Faculty of Education, The University of Halu Oleo, Indonesia

Abstract: *This study is accomplished to find out whether using a web blog to teach personal recount is effective and the students' perceptions of teaching writing through web blog. This study applied quasi experimental design to control class which signify to compare the result of post-test between experiment class and control class. The total number of students involved was 30 at Senior High School 4 Kendari who registered in academic year 2014/2015. The technique of taking samples of this study was purposive sampling, which class selected by lottery. The instruments of data collection were written test and a questionnaire. The writing test is collected by assigning pre-test to know students prior knowledge, treatment to conduct teaching writing through web-blog, and post-test to know students writing achievement after giving a treatment. The questionnaire was settled into 6 items of the open-ended questionnaire and the data collection was conducted in post-test. The survey was made to investigate students' perception after giving a treatment under web blog. The result shows a significant difference in students' writing performance before and after treatment. The researcher used Independent sample t-test with two tail t-test of SPSS 16 to test the first hypothesis and descriptive analysis to investigate the association of students' perception of using Web Blog.*

Keywords: Web blog instruction, ICT, Writing Skill, EFL, Recount Text

1. Introduction

Web blog is a medium for writing, which can help someone to write and collect the information through a web browser and automatically post in internet without waiting a long time (Armstrong, et, al: 2004). To apply this one, most of people have many reasons to put a blog become a one special thing for sharing ideas or personal thinking. According to Jarcho (2007) points that "Learning is a conversation and that blogging lets you have more and better conversation." And also David (2002) notes that "*The lack of formality and the ease of cross-referencing other blog content, or references means is great to accelerate discussion and promote broader thinking and understanding.*" Blog is one facility that can assist someone to improve their writing. In short, to improve students' writing proficiency the students' need more practice also gives feedback in another they can easy to understand and enjoy in the learning process. In addition, the researcher can find out their progress and see what happen next as the result of the process in writing. Indeed, blogs are a huge way to increase students' motivation in writing.

There are many kinds of web blogs such as *Personal Blog, Corporate Blog, and Questions Blog*. The types of blogs are different meaning and function depends on special need of the user. However, the researcher just focuses on personal blogs. It is a personal website which is usually employed by an individual or personal comment, elaborate something, or other topics involve teaching materials, rough drawings, exercises and many sources to suppose the blog or students' writing. The blog can be a note especially for individual or groups. For instead, individual experiences, observations, advices, personal thoughts, opinions, analysis, and comments related a politics, live news, travels, economics, entrepreneurships, computer programming, sports, trainings and so on. In general, those things can reverse-chronological order and non academics writing that's we call dairies.

In brief, a personal web blog can be divided as a type or practice in writing as usually call as a genre. To assert three types of recount such as *Personal Recount, Factual Recount*

and Imaginative Recount (Dewerinka, 1992:15). Nevertheless, we can utilize a web blog as personal recount, which is retold event, even though happen in the previews time to present information or produce the readers fun on our web log.

Soon after, writing skills is closely with web blog, make sure that what the web log is talking about. Kingston et al (2005), points that writing as a productive skill which the learners are expected to achieve so that to guarantee his competence proficiency which is a complete form in interactions involve competence in writing, punctuation, spelling, capitalization, studying, making sounds letter correspondence, knowing the alphabet and distinguishing one letter from others that make students' problems in writing composition, even though they have learnt since in elementary school

To teach writing, content, organization, mechanic, language use will pay attention to the aspect of writing. It can be supported by the teacher how they taught and give feedback and motivation in learning activities. In short, the students' can be a good structure also high motivation to share their ideas that they want to express their voice. To solve this problem, using web blogs creates students' environment to be more active to explore their personal idea and showing into teachers' blogs. That's why most of people can read it.

Also, motivation is a principal pain and expect can improve students' progress in composition. According Ackerman (2006) proves that blogging creates an online portfolio.. Assessment of any type cannot express their progress or sophistication into a developing writer when the writer does not have the motivation to adopt the best methods to create a paper. Nevertheless, a portfolio for all to see can help improve motivation among pupils to be progressive in their writing technique.

In short explanation, we can conclude that by using web blog, the students' can communicate to each other and give solution even though in peer correction. It brings up to someone mistake and give support for someone who has good text. That's why, the tool can enhance the students'

motivation in writing to regard students' activities, especially giving correction and appreciate in their writing in web logs.

Briefly, sometimes learning activity only focuses on teacher and students' are very afraid to get errors in composition. The research proves that although the teacher have sufficient in progress of teaching by giving students' correction and feedback towards writing text, which can be a beneficial thing to teach writing and encourage the students to improve their composition. It is admitted that in the context of teaching generally, "feedback is information that is handed to the learner about his or her performance the learning task, usually with the purpose of improving their performance Ur (1996 :242)." In fact, the biggest problem goes to this degree. The previews explanation, to solve this problem the researcher utilizes a web blog as a medium to improve students' skills in writing by personal recount. It is a kind of genre based approach which is underlined how students perception in different text. Likewise, Callagan and Rothery in Martisa (2007: 13) both report that teaching writing under genre based approach allows students' to write about a particular text type, through four main stages of teaching strategies involved preparation, modelling, joint construction, and independent writing. The aim of this approach is giving the teacher description by offering information about developments of effective text for special uses and provides into a detail of requirement within the context of nature, purposeful language use.

Several researchers believe that web blog can enhance the content of the composition. According to Lenhart & Madden (2005 in Cottle 2007) report that teens who use web blogs are more potential to use in content sharing, creating, remixing activities as opposed to teenagers who do not blog, not only that Baker in his site (<http://www.netc.org/focus/examples/bloggi.php>) also summarizes that through web logs can improve writing in a high school English class (Baker, 2005). Another cause why the researcher hopes to put on the web blog as a tool to teach writing personal recount is that web blog is a notable and familiar technology in our area currently and it is never lost in the future that's why it will be interesting things and getting more in someday. Thus, this study aims to look into the matter of using a web blog in writing personal recount for Senior High School in Indonesia; the students' perspective toward web-web log, and the connection between students' perception and their writing achievement.

2. Literature Review

2.1 Constructivism

One of the learning theories underlie in this inquiry is the social constructivism theory promoted by Lev Vygotsky. In his theory "social constructivism", Vygotsky (1978) postulates that learning and development is a collaborative activity and that children are cognitively developed in the context of acculturation and training. For learning to take place, the child first makes contact with the social surroundings. Founded along the theory above, we can understand the learners can get their cognitive aspect if they are interacting with another apprentice. Vygotsky

constructivism is widely experienced as a social constructivism because the issue of culture and societal setting for the learning process. In Vygotsky's theory, all apprentices have a zone of proximal development.

2.2 The Advantages of Web Blog

Campbell (2003) confirms that web blog can be used by teachers and students as media of communication in the EFL learning environment. He suggests that web blog can be used as a meeting place for scholars to express thoughts, thoughts, and interesting information. In other language, how blogs are integrated with educational activity as resources, both for pupils and instructors. According to Oravec (2002) claims blog can develop "empower students to become more analytical and decisive" (p. 618). Although she doesn't show any statistical information to show that students using blogs will become more analytical and decisive, I firmly believe that scholars who are mindful that their postings and commentaries will be read by their schoolmates will be more careful before they send them.

Furthermore, Jati (2006) claims that teaching writing using blog gives advantages for instructors and students, as follows:

1. All students writing samples are kept in one place and can be read from any computer connected to the Internet anytime.
2. It is mere to edit class material if the textbook can be amended or if something new needs to be appended.
3. All of teacher's notes will be seen together in chronological order. This is really convenient when preparing lesson that build upon previous material taught in the course of study.
4. Students' have access to your complete notes on the Internet. Pupils accept the choice of previewing the class material before class and reviewing the material after class.
5. Instructors can give a collective feedback to the class when a recurring mistake is found by adding entries to a "Writing Feedback" class blog. Additionally, individual feedback can be applied to individual students' blog.
6. Pupils can read the comments for the stratum as a whole and comments addressed at them separately. This maximizes feedback and contact with the teacher.
7. Students can observe how their writing has changed over time.
8. The class material is organized into section, students can easily find information.

Based on the citation above, the teaching of writing through the web - blog is possible because it offers the new ways to apply theoretical and pedagogical concepts in writing. It can provide teachers with different ways of disseminating, sharing, reviewing, and responding to students' text.

3. Methodology

The design of this study used a quasi experimental design that consisted of control class and experimental class. Donald Ary, et al (1979:260) defined that quasi-experimental design as the design that provided as much control class as possible under the existing state of affairs

and it's used when the experimental design is not workable. Control group refers to the group that yielded the usual lot of weather, while the experimental group refers to the group that given the more strange. On this matter, control group taught under explicit instruction technique, while the experimental group taught under web blog.

3.1 Instruments

In that location were two tests were given to students – pretest and posttest- of which result became the main indicator whether or not there is a substantial issue of utilizing the web blog instruction environment in teaching composition. In other word, it was employed to assess the change produced by the students before and after the model of teaching writing developed. This exam called for students to write personal recount text. The length of text which the students demanded to produce was 100-150 words or three paragraphs of the report. For the study, the researchers adapted the questionnaire. It was applied to measure student perception toward using web blog. The questionnaire used open-ended which provide 6 question paper. The items of the questionnaire support the three constructs: (1) The Students' Opinion of Web Blog Instruction (2) The Way to Motivate Students' Performance in Writing (3) The Most Favourite Draft Students' Performance in writing. (Enthusiasm) 4) The Strength of Web Blog 5) The Weakness of Web Blog 6) The Issue of Access in the School System.

3.2 Procedures

Pre-examination was taken to assess the students' writing ability before they were passed on the treatment, and Post Test done to assess the students' writing ability after treating under the combined Web-blog instruction program and face-

to-face instruction. The treatment had been afforded to students where the instructor taught the grade in the face-to-face classroom in control class along with instruction and learning process and experimental class under Web-Blog Instructional Program. The processes of teaching writing using a web blog were as follows

Online

- Instructor posted some additional materials related to the printed materials.
- The instructor also posted some assignments and quizzes, then instructed students to submit their assignment on the web
- The instructor told students to post their ideas and discussed the related materials on the web.

Face to Face

- The instructor taught students how to compose a decent essay.
- Instructor conducted the pre and post-test in class.
- The instructor presented the course material.
- The instructor informed students to write a free topic in 10 minutes before the class started.

Once both sides, the teacher and the students have been familiar with the feature of the system, the teacher started to post an assignment on the assignment column comment, and told students to write a personal recount text on the chosen topic and posted the assignment by the due date of submitting the task. After students wrote their first draft, submit their draft. Their friends/peers and the lecturer were allowed to post comments as feedback on the draft in the reply column. With the help of the feedback, students were able to revise their first draft and post the second draft on the system. A screenshot of feedback provided by the teacher is seen in Figure 1.

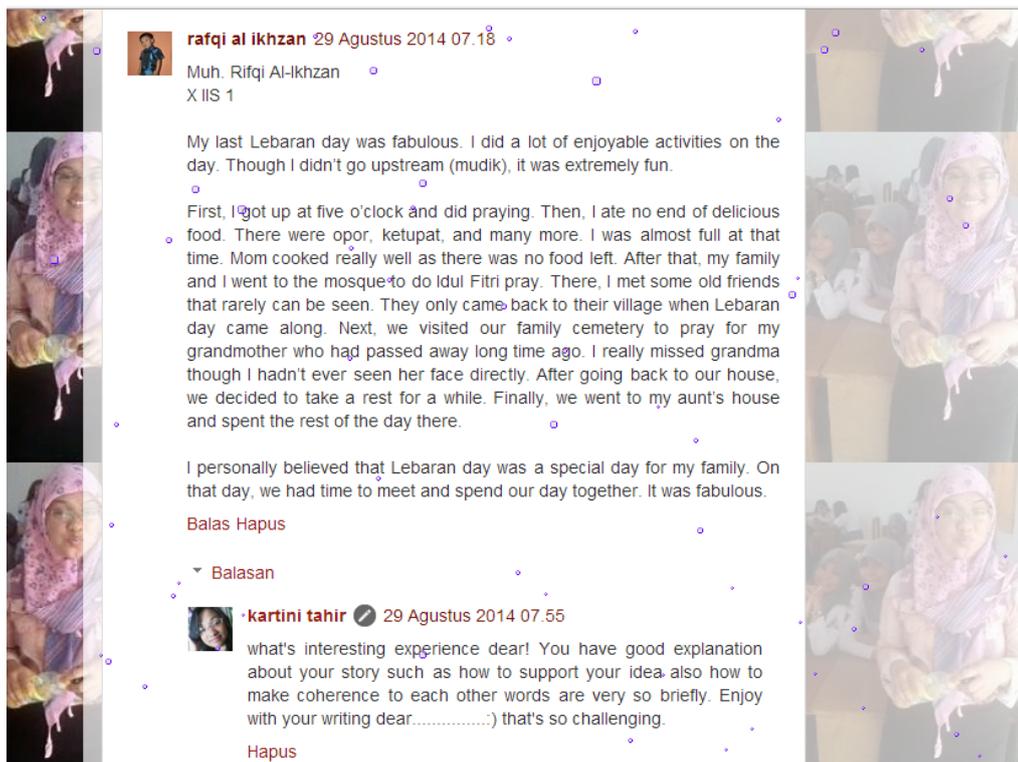


Figure 1: Giving Feedback

While revising their mistakes and errors, they could consult with their peers and teacher concerning any related problems by directly to give a comment to the students draft. The teacher checked and corrected the final drafts which provide a comment to the students draft and reply as a teacher feedback, and provide a comment to the student activity in peer correction in online instruction. The lecturer or teacher monitored the students and noted the occasional errors during the students' performance in writing and reviewed them later on face-to-face mode.

4. Data Collection and Analysis

4.1 Pre and Post Test Analysis

The students' achievement data were taken from pre- and post-test, test result and it were analysed using descriptive statistics (mean score, median, modus, range, standard deviation). The descriptive statistics were aimed to test the hypothesis. The current study used two sample t-test to compare the means of two variables in twogroups in the experimental class and control class. The data gathered through pre and post-test was computed by using SPSS 16 to see the difference between the two test results. To get a description of the questionnaire, the data were also analysed statistically by using descriptive statistic.

4.2 Analysis of the students' perception toward web blog instruction

This questionnaire used open-ended analysis, which make classification for each question into 6 themes. Analysis this study employed *www.doc.google.com* in assessing the structural model of the student acceptance model of web blog, which explain the effect on each latent variables on their performance. The coefficient path analysis was made to predict the association between students' perception on the using and their writing competence.

5. Result

The data gathered through pre and post-test was computed by using SPSS 16 to see the difference between the two test results. To get a description of the questionnaire, the data were also analysed statistically by using descriptive statistic. The questionnaire used open-ended, which provide 6 question theme. The items of the questionnaire support the six constructs: (1)The Students' Opinion of Web Blog Instruction (2) The Way to Motivate Students' Performance in Writing (3)The Most Favourite Draft Students' Performance in writing. (Enthusiasm) 4) The Strength of Web Blog 5)The Weakness of Web Blog 6)The Issue of Access in the School System. The result of the students' score in X IIS OLIM and X IIS 1 of SMAN 4 Kendari, before and after applying web blog technique and conventional technique can be seen in the Table 1.

Table 1: Students' gain Score from Pre-Test to Post Test in Experimental Class

Students' Score	Post-Test	Pre-Test	Gain Score
Mean	74.9778	51.0222	23.9556
Std. Deviation	4.42838368	7.679561275	-3.251178
Minimum	70	43.3	26.7
Maximum	71	63.3	7.7

Table 2: Students' gain Score from Pre-Test to Post Test in Control Class

Students' Score	Post-Test	Pre-Test	Gain Score
Mean	67.5111	51.0222	16.4889
Std. Deviation	5.8849642	7.67956127	-1.794597
Minimum	60	43.3	16.7
Maximum	76	63.3	12.7

Based on the description of the students' score above, the researcher concludes that the students' mean score in the experimental class (Using web blog) is raised 23.95 from 51.02 at pretest became 74.97 at post-test. However, students' mean score in the control class (conventional technique class) only raised 16.48 gain score from 51.02 at pre-test became 67.51 at post-test. In brief, we can conclude that, this result proves the students' writing ability who taught by using web blog has a significant difference to students' writing ability who taught by using conventional class. This result shows that the mean score of the students' whom attending web blog class or higher than the mean score of students' writing ability in the conventional class. Therefore, the students' writing ability in the experimental class that is taught by using web blog has a more significant effect than students' writing ability in control class.

5.2 Independent Sample T-test

A statistical analysis of *independent sample t-test* has been conducted to compare students' writing performance before and after applying web-blog instructional program. It is found that t_{count} is at 4.105 whereas t_{table} is in 2.145 with the level significant is 0.05. It indicates that $t_{count} > t_{table}$. $4.105 > 2.145$ ($df=28$, $\alpha=0.05$). Therefore, the proposed hypothesis H_0 is refused and H_1 accepted. It means that there is a significant effect to teach of personal recount text through a web blog at X IIS 1 of SMAN 4 Kendari. In this study, the researchers also used questionnaire in order to know the students' perception of the use of web-blog instructional program in writing personal recount text. The items of the questionnaire support the six constructs: (1)The Students' Opinion of Web Blog Instruction (2) The Way to Motivate Students' Performance in Writing (3)The Most Favourite Draft Students' Performance in writing. (Enthusiasm) 4) The Strength of Web Blog 5)The Weakness of Web Blog 6)The Issue of Access in the School System. *Content Analysis of Questionnaire*. The result of the student responses shows that most of students have a positive feeling on a web blog. It is proven by the various positive answers on students' opinion, motivation and strength and choose an interesting topic in web blog instruction. In opposite, there are also some issues or weakness of this technique such as mostly students' feels difficult to access in process of publish their comments and the other side the network is limited so that it could be influence of students writing performance.

6. Discussion

Writing is an important language skill that requires a mental effort for expressing and thinking the sentence and joining them into the meaningful and more communicative language. However, in practice, students' still face some difficulties in producing a communicative language through

writing because some teachers are still using conventional methods and media in teaching writing to their students. Some researchers argued students' weaknesses in producing a decent written work because some teachers still concentrate on grammar, spelling, rather than involving students in writing process. Regardless of this fact, a teacher needs to teach students in more communicative ways in a new environment while helping students' to produce a good composition; technology is one of the several solution for students to enhance their writing competence and it has a positive effect on students' motivation. Technology, more specifically web-blog, is being proven to enhance human interaction through writing activities.. The finding of this study supports the theory and previous studies above. The first research question was answered in which, the result of the study shows that web-blog instruction for teaching writing in Senior High School 4 Kendari is effective to enhance students' writing performance. After having been exposed with a complementary online course during the treatment, the participant shows a positive transformation in their writing performance. This finding is closely related with the result of open ended post-questionnaire which also indicates that the majority of participants accept, positively and enjoy the web blog instructional program.

7. Conclusion

In this study, the pre-test and post-test is given to the experimental and control class. But the treatment is only given to the experimental class. It is obtained after conducting the pre-test. Moreover, the questionnaire is also given to the experimental class after conducting the post-test. It has aimed to support the data in finding out the students' response to the use of web blog instruction in teaching writing. Based on the result of the data analysis that has been presented on chapter IV, the writer concludes that there is a significant effect of using a web blog to teach writing at class X IIS 1 of Senior High School 4 Kendari. The result showed that the scores for the experimental class (M=75.08, SD=28) and control class (M=67.51, SD=24.83) conditions; $t(15) = 4.105$. $p = 0.000$, 0.05 . Therefore, the research question on this research "is there any significant effect on the use of web blogs to teach of personal recount text and what the students; perception of teaching writing through web blog" were answered positively. Moreover, the results of the questionnaire data analysis, we can conclude that students felt positively to use web blog instruction compared conventional instruction. It is because a web blog helps the students easier to understand the structure and features of personal recount text, help the students to develop their ideas and their imagination when they want to write personal recount text, how to give comment of the students draft into web blog. The most important is that the students enjoy in learning writing of personal recount text by using web blog. Based on the research finding above, it can be concluded that web blog instruction is an effective way to overcome the problems faced by the students and teachers in teaching writing.

References

[1] Ackerman, Jady D. 2006. *Motivation for Writing Through Blogs*. Bowling Green. State University.

- [2] Ary, D; Jacob, L.C; Razavich, A. 1979. *Introduction to Research in Education*. US: Holt, Rinchart and Winston.
- [3] Armstrong, L., berry, M., and Lamshed, R, 2003. *Blogs as Electronic Learning Journals*. RMIT University.
- [4] Baker, R. 2005. *Blogging Feedback*. Northwest regional Educational Laboratory.
- [5] Blackstone, B., Spiri, J., and Nagunama, N. 2007. *Blogs in English Language Teaching and Learning: Pedagogical Uses and Students Responses*. National University of Singapore.
- [6] Campbell, A.P. 2003. Weblogs for use with ESL classes. *The Internet TESL Journal*, 9 (2),
- [7] Chappell, V. 2007. *What Makes Writing So Important?* Based on brochures from Brown University and University of Missouri.
- [8] Chuo, T., & Whei, T. (2007). The Effect of the Web Quest Writing Instruction program on EFL Learner's Writing Performance, Writing Apprehension and Perception. *TESL-EJ*, 11(3).
- [9] Cook, DA. (2007). Web-Based Learning: Pros, Cons, and Controversies. *Medical Education*.
- [10] Cottle, A. 2007. *Integrating 21st Century Skills in Schools Using a Class Blogging Project*, Curriculum and instruction. Marshall University.
- [11] Daiute, 2000. *Using Blogs in the Classroom*. Retrieved on January 25th, 2014, from <http://husd4-tr.blogspot.com>.
- [12] Derewianka, B. 1992. *Exploring How the Text Work*. Primary English Teaching Association. Newton.
- [13] Drexler, Wendy. 2008. *Collaborative Blogging as a Means to Develop Elementary Expository Writing Skills*. University of Florida.
- [14] Encyclopedia. 2007. *Definition of Media*. Retrieved on January 25th, 2014, from http://www.pcmag.com/encyclopedia_term?0,2542,t%253Dmedia%2526i%253D46707,00.asp
- [15] Ferdig, R.E., and trammel, K.D. 2004. *Content Delivery in the 'Blogsphere'*. University of Florida. Retrieved on January 27th, 2014, from <http://www.thejournal.com/articles/16626>
- [16] Hasyim. 2002. *The Effect Teacher's Correction Toward Students' Writing Ability*. Unhalu. Unpublished Thesis: Kendari.
- [17] Kumar, Ranjit. 2005. *Research Methodology: A step by Step Guide for Beginner* (2ndEd). London: SAGE Publication Ltd.
- [18] Harmer, Jeremy. 2000 : Theory of motivation, Publisher: Wyzant Resources.
- [19] Hatch, E and Lazaraton, A. 1991: *The Research Manual. Design and Statistic for Applied Linguistic*. Heinle and Heinle Publisher: USA
- [20] Huffaker., D.A. 2005. *Let Them Blog: Using Weblogs to Advance Literacy in the K-12 Classroom*. Media, Technology and society Northwestern University.
- [21] Jacobs, H., Zingka, S.A., Wormuth, D. R., Hartfiel, V. F., Hugley, J.B., 1981. *Testing EFL Composition – A Practical Approach*. English Composition Program. Newburg House. Publisher. Inc. USA
- [22] Lin, B. 2004. *Genre-Based Teaching and Vygotskian Principles in EFL: The Case of a University Writing Course*. Nanyang Technological University, Singapore.

- Munira. 2008. Students Ability in Writing Recount Text Under genre Approach at SMUN 2 Kendari. Unpublished Thesis.Kendari.
- [23] Ozer, O., (2004). Constructivism in Piaget and Vygotsky. *The FountainMagazine*. Education. Issue 48.
- [24] Riduwan, J.C. 2006.*Communicative Language Teaching Today*. New York: Cambridge University Press.
- [25] Tekinarslan, Erkan. 2008.*Blogs: A qualitative investigation into an instructor and undergraduate students' experiences*.Australasian Journal of Educational Technology 2008, 24(4), 402-412
- [26] Ur, Penny. 1996. A Course in Language Teaching. Cambridge University Press. Cambridge.
- [27] Wahyono, Teguh.2009. *25 Model Analysis Statistikdengan SPSS 17*.Elex Media Komputindo. Jakarta.