

ARTICLE

**THE EFFECT OF CLASSBLOG ON THE STUDENTS'
WRITING SKILLS TO THE EIGHT GRADE STUDENTS
OF MTs AnNIDZOM BABADAN KEDIRI ACADEMIC YEAR 2016/2017**



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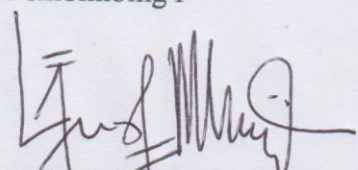
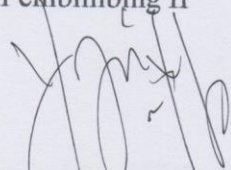
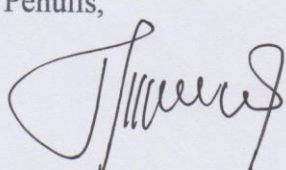
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THE EFFECT OF CLASSBLOG ON THE STUDENTS' WRITING SKILLS TO THE EIGHT GRADE STUDENTS OF MTs AnNIDZOM BABADAN KEDIRI ACADEMIC YEAR 2016/2017

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ABSTRACT

Class Blog is website service that allows the users to publish something without any knowledge of HTML programming and it can be created and updateable easily and also as a media where they can interact with one to another. ClassBlog is appropriate source to be used in teaching writing especially descriptive text. The objectives of this research are to know the students' writing descriptive text before and after being taught using ClassBlog and to find out the effect of using ClassBlog to students writing ability in descriptive text. This research adopted quantitative and the design of the research was one group pretest-posttest to investigate the effect of using Classblog on the students' writing ability of the eight grade students at MTs AnNIDZOM BABADAN KEDIRI. The sample of the research was class VIII consisting of 31 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used the form of essay test writing descriptive text as the instrument to collect the data. To analyze the data, the researcher applied the scoring rubric of writing and using t-test to know the effect of the treatments. The SPSS data in the research showed the means of before treatment is 56,77, while the means of after treatment is 76,64. From this result the researcher found that the t-test is higher than t-table ($11,453 > 2,042$) and P value t-test is lower than level of significance of 5% ($0.000 < 0,05$). It can be conclude that teaching writing by using Classblog gives significant effect on students' writing ability. Classblog is effective on students' writing ability because this media was increasing the students writing ability. This result hopefully, Class Blog can be considered to be an alternative media in teaching writing.

Keywords : Writing, Teaching Writing, Classblog.

I. BACKGROUND

Writing is considered the most of difficult of the language skills. Richards and Renandya (2002: 303) state that writing is the most difficult skill for second or foreign language learners to master. It needs skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. Writing is usually directed to others for a specific purpose. Ur (1996: 163) states the purpose of writing is to convey

ideas and messages. It means that in the process of writing, a writer should explore their mind to find new ideas that make their writing meaningful. The ideas will be in a sentence, a paragraph and a text. This skill becomes more difficult for students in junior high school because it needs hard thinking and produce word sentences, paragraph at the same time. Besides that, Bell and Burnaby cited in Nunan (1991: 6) states that writing is an extremely complex cognitive activity that requires the writer to demonstrate several part of it, those are sentences level which is included from

control of contents, format, sentence structure, the vocabulary, pronunciation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and display information into cohesive and coherent paragraphs and texts. So it makes a horrible, bored and frustrated activity. They also face some problems to organize their writing skill. They are lazy to thinking hard in writing skill, so that their ability in writing skill is getting lower.

In the process of writing, students need to put their attention on ideas, imagination, information, creativity and feeling in order to make a very attractive writing; however the things that must be really concerned are the spelling, punctuation, and the language use such as grammar, vocabularies, linkers, etc. In this case, Teachers should play an important role in improving writing ability. They must use good method to make students interested and to understand the material about writing which is given easily. They should give good method or media to attract and increase the students writing ability.

The majority of the students from the preliminary observation who got from the students of MTs AnNidzom Babadan Kediri, the researcher found some problems in the writing teaching and learning process, the students disliked writing since it required them to work with a complex process which involved. The students didn't understand the components of writing. The content, organization, cohesion, vocabulary and grammar of their writing were poor. In the teaching writing and learning process, students sometimes found difficulties in expressing their ideas.

And students didn't know how to start to write because their limit vocabularies. Some writing classes didn't let them express their ideas freely. The students were shy to express their idea because they were afraid if their statement was wrong and also they can't describe freely because they didn't have more information. They only do the guided activities, for example, filling in the blanks parts of a sentence or completing the texts as the only writing activities in the classroom. The other problem relates to the teaching style. Teaching the writing skills to the learners is very important. The teachers' style in teaching gives effect to the students' understanding about materials. The teacher did not have variation in teaching. The teacher's teaching style is lecturing, so the teachers talk too much in front of the class. It makes bored the students during the learning process. The students did not pay attention to the teachers. They did not pay attention to what teacher said and the last relates to the media. The role of media in teaching process is very important. The media can help the students to understand the materials. The teachers were seldom to use media, that factor also causes the learning process of the writing activity. The students enjoy the learning process with the use of media.

From the problem above the researcher try to improve students writing skill by a media that can solve the students' problem in writing skill. In this research the researcher try to use weblog to improve students' writing skill. The use of sophisticated and new things as a tool in learning English becomes popular nowadays. It is because students are more actively engaged in a new and sophisticated gadget as well the

applications which are supported by Internet connection. One of the applications that provide features to learn English is Webblog. The term weblog is introduced by As'ad (2010: 175) which claims as the following. Webblog is a combination from "web" and "log" and condensed becomes "blog" or "blogging". The term blog means the writing activity in an internet application in which the result of the writings can be accessed by everyone whom has internet connection and blog of her/his own. The blog facilitates the users to edit the content in advance and to create the group discussions. There are a lot of topics may be discussed in the discussions. They can decide the topic or based on the request from the readers. In line with the statement, Pinkman (2005: 14) states that blogs are media where they can interact with one to another.

II. METHOD

The research method used in this study was Quantitative Research. The design of this research is Experimental Research especially One Group Pretest-Posttest Design. According to Ary (2010: 265) "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)". hence the data was taken from pre-test, treatment and post-test in order to know whether or not classblog was effective in improving students' writing ability. The variable of this research were Classblog as an independent variable and writing ability as dependent variable. This research was held in MTs AnNidzom Babadan Kediiri which is located on Ds. Babadan Kec.Kunjang

Kab. Kediri. The writer decided eight grade students of MTs AnNidzom Babadan Kediri as populations. Thus, The researcher chooses eight grade students of VIII as the sample of this research that consists of 31 students. The instruments used were pre test, treatment and post test. To analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS 2.1.

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 28 October 2016. The total pre-test scores of VIII are 1760. The total sample was 31. Mean could be counted from the total score divided by the number of sample.. The following table shows the result of pre-test :

Diagram 4.1

Diagram score Frequency of Before Treatment

No	Class Interval	Class Boundaries	Mid Point	Frequency	Percentage	Categories
1	40-43	39,5-44,5	42	1	3%	Poor
2	44-47	43,5-48,5	46	0	0%	Poor
3	48-51	47,5-52,5	50	0	0%	Poor
4	52-55	51,5-56,5	54	7	23%	Less
5	56-59	55,5-60,5	58	10	32%	Enough
6	60-64	59,5-65,5	63	13	42%	Enough

Then, post-test was held after two times of treatments given to the students. The total score of post-test was 2376. The total sample was 31. Mean could be counted from the total score divided by the number of sample.. The following table shows the result of post-test :

Table 4.2
The Score Frequency of After Treatment

N o	Clas Interv al	Class Boundarie s	Mid Point	Fre que ncy	Precenta ge	Categories
1	68-71	67,5-72,5	70	5	16%	Enough
2	72-75	71,5-76,5	74	7	23%	Enough
3	76-79	75,5-80,5	78	8	26%	Good
4	80-83	79,5-84,5	82	5	16%	Good
5	84-87	83,5-87,5	86	3	10%	Very Good
6	88-91	87,5-92,5	90	1	3%	Very Good
7	92-95	91,5-96,5	94	2	6%	Very Good

It can be seen from the diagram above, that total score of pre-test is different with post-test. In pre-test, is obtained 1760 and the score improve in post-test, it is 2376. Automatically, mean of pre-test and posttest is different too. Mean 56,77 is obtained in pre-test and mean 76,64 is obtained in post-test. Thus, mean of posttest is also better than mean of pre-test.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 4.3
The score mean of Before Treatment and After Treatment

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 POST TEST	76,65	31	6,701	1,204
PRE TEST	56,77	31	5,104	,917

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 56,77 with standard deviation 6,701 and the mean score of post-test is 76,65 with standard deviation is 5,104.

Table 4.4
The score correlation of Before Treatment and After Treatment
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 POSTEST & PRETEST	31	-,327	,073

From Paired Samples Correlations table above, the output showed the data before and after being taught using ClassBlog is 0,327 with significance value (sig.) 0,073. It means there is any correlation between students' writing ability before and after being taught using ClassBlog.

Table 4.5

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
POSTEST - PRETEST	-19,871	9,660	1,735	-16,328	-23,414	11,453	30	,000

From Paired Samples Test table above, it showed that t-test is 11,453 and the t-table with degree of freedom 30 is 2.042 at the level of significance of 5%. It means t-test is higher than t-table (11,453 > 2.042) and P value from the table is 0,000 with the level of significance of 5%. So it can be concluded that the result of this research is very significant or there is very significant effect of Classblog to the students' writing ability at the eight grade students of MTs AnNidzom. The means differences between pre-test and post-test score is -19.871, because the mean is negative, it means that the means score of students before giving treatment is lower



than the means score of students after giving treatment..

IV. CONCLUSION AND SUGGESTIONS

Based on the results, there was significant difference on the pre-test and post-test scores. The students' writing ability before taught by using ClassBlog got the mean score only 56,77 and the highest score that they had gained was 64. The lowest score was 44, it means that the students' writing ability was poor. Second, the students' writing ability after being taught by using ClassBlog got the mean score 76,64. There was the improvement of the mean score after the treatment. The highest score increased become 92 and the lowest score improved become 68. It means that there was a significant improvement of the students' writing ability after being taught by using ClassBlog. Third, the Classblog is really appropriate in teaching writing because this technique is proved able to increase the students' ability in writing.

Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next study are proposed. First the researcher suggests the teachers use the class blog in their teaching writing. The class blog can help the teachers to be more creative and innovative in using various kinds of the interesting teaching techniques which accompany the materials. Second, for Students through the class blog in the teaching and learning process, it is expected that the students are able to continue the community that have been built in the class blog. They can use the community in the class blog to discuss

their writing so they can be more skillful in their writing. Third, For Other Researchers to other researcher, it is recommended for them to develop this technique for teaching other skills that is reading in junior high school students or university students. The writer also hope this study emerged further researcher to conducted or continued the same study in other skills.

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