

JURNAL

THE EFFECTIVENESS OF WEB BLOG TO TENTH GRADE STUDENTS' WRITING ABILITY OF SMA PAWYATAN DAHA KEDIRI IN THE ACADEMIC YEAR 2016/2017



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2017**



SURATPERNYATAAN ARTIKEL SKRIPSI TAHUN2017




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Judul Artikel : The Effectiveness of Web Blog to Tenth Grade
Students' Writing Ability of SMA Pawyatan Daha
Kediri in the Academic Year 2016/2017
Fakultas – Program Studi : Fakultas Keguruan dan Ilmi Pendidikan – Program
Studi Pendidikan Bahasa Inggris
NamaPerguruan Tinggi : Universitas Nusantara PGRI Kediri
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**THE EFFECTIVENESS OF WEB BLOG TO TENTH GRADE STUDENTS'
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IN THE ACADEMIC YEAR 2016/2017**

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ABSTRACT

This research was conducted based on observation and the researcher experience in SMA Pawyatan Daha Kediri showed that teaching English in SMA still got difficulties in students' writing ability. Furthermore, the teacher seldom to use the media and the teacher weakness in using technology in teaching learning process. The problem formulation of this research are (1) Can web blog improve tenth grade students' writing ability of SMA Pawyatan Daha Kediri in the Academic 2016/2017? (2) How is the students' response when web blog applied in teaching on tenth grade students' of SMA Pawyatan Daha Kediri in the Academic Year 2016/2017?. This research used quantitative approach and the design of the research was one group pre-test and post-test to investigate the effectiveness of web blog to tenth grade students' writing ability of SMA Pawyatan Daha Kediri. The sample of the research was class X1 consisting of 31 students. This research was held in four meetings involved pre-test, first treatment, second treatment and post-test. Then the instruments of this research were lesson plan, pre-test, post-test and questionnaire. The result of this research showed the t-test (11.909) is higher than t-table (2.042) with the level of significance 5%. the t-test score is higher than t-table and t value t-test is low at the significance level of 5% ($0.000 < 0.05$) it means H_0 is rejected and H_a is accepted. So it can be concluded that the result of this research has very significant effect to the students' writing ability at the tenth grade students of SMA Pawyatan Daha Kediri.

KEYWORD : Writing, Web Blog

I. BACKGROUND

Writing is one of important skill that should be mastered by students in learning English. It is supported by Rozimela (2004) who states that learning to write is useful not only for the sake of developing students' writing ability but also improving their English skills as a whole. Nunan (2003:

88) states that "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader". This statement clarifies that in writing includes some activities in the process which are inventing ideas, determining the best way to express those ideas, then

organizing it into a good statements or paragraph in order to make the reader read understandably what the writer intend to deliver through the words arranged. All of the processes are connected to each other and continuous. With an interesting idea but not a good words choices and organization of the sentences will make the reader lose the meaning or even displeased to one's writing.

Writing becomes crucial skill in learning, in fact there are many reasons and purposes why people write, because it is a part of four prominent skills that must be mastered well by the students, but it is not easy to master this skill. Richards and Renandya (2002: 303) stated that writing is the most difficult skill for second or foreign language learners to master. The difficulties such as spelling, formatting, grammatical rule, generating and organize ideas. It means that the ability to write need a special skill and process in organizing language to express and explain their ideas by use their student's own words. Learners need to combine a lot of components to compose a good writing not only express their own words into a good ideas into sentences but also input the ideas into readable text. The difficulty becomes more noticeable if their language proficiency is weak.

Learning writing is not easy for the senior high school students, but they have to master this skill well to reach the goal of their future. In the learning process, writing becomes a problem for tenth grade students of senior high school observed. In SMA Pawyatan Daha Kediri, there are some problems that related to the writing English process. The students have low competency in writing; their understanding about aspects of writing is poor. Their knowledge of grammar, diction, and cohesion and coherence are not used appropriately. Students' sentences often contain a lot of grammatical errors, especially in using tenses. Learners need knowledge to express and explain their ideas in taking words to the context when developing sentence to compose a good paragraph into readable text. This problem can be caused by lacking of attractive media to write that makes students feel easily bored to write.

Teaching by using the new media in learning English become popular now days to improve students ability. The media contribute to the teaching and learning process. It can stimulate students' ideas to develop their writing. The use of sophisticated and new things as a media in learning English is more effective in learning

process. Web blog is one of media to facilitate in writing learning process.

Godwin (2003) stated, "There are a range of potential applications of blogging technology in education and training including for student and teacher communication, delivery of learning materials, the provision of mentoring to students, collaboration and professional development for teachers and knowledge management".

It means that in the context of blog there is a general discussion around blogging suggests blogging can be good for reasons of self expression, communication, sharing of ideas and reflection between student and teacher. Considering the problems above, the researcher want to know the effectiveness of web blog in improving tenth grade students' writing ability of SMA Pawyatan Daha Kediri in the academic year 2016/2017. Web blog as a teaching media which can encourage the students to improve students' writing ability.

II. RESEARCH METHOD

This research used quantitative approach and the design of this research was quantitative research one group pre-test and post-test design to investigate the effectiveness of web

blog to tenth grade students' writing ability.

The research was conducted at SMA Pawyatan Daha Kediri on May 2017. The population of this research was tenth grade students of SMA Pawyatan Daha Kediri. The sample of this research used clustering sampling because the school had classified the students into some classes in the same level of ability. The subject of this research was 30 students at class X1 of SMA Pawyatan Daha Kediri.

The writer conducted the technique of collecting data by using test distributed into pre-test and post-test. The test intended to know the effectiveness of web blog to students' writing ability. The test in form of students' writing recount text and publish on web blog. Pre-test given in the earlier meeting to know the students' writing ability in writing recount text and post-test given in the last meeting to know the students' writing ability after being taught using web bog. Then, questionnaire given after pos-test to know the students' response when web blog applied in teaching and learning process.

To start the process of this research, the researcher conducts the pre-test by asking the students to write recount text

relate to “last holiday”. In the next meeting, the students are taught recount text using Web Blog as the treatment. Then the researcher gave the treatment in two meetings to get better results of the students’ writing ability. Then, the post-test was conducted by giving the same activities and same level of difficulties by asking students to write recount text about their “unforgettable experience”. Then the researcher compared the score between pre-test and post-test to find out the differences of students’ writing ability before and after being taught using web blog were increasing or not. Finally after post-test was done, the researcher gave questionnaire to students to know the students’ response when web blog applied in teaching and learning process.

To analyze the significance, the researcher used of t-test to analyze the data from pre-test and post-test. To examine the hypothesis proposed by the researcher about the effectiveness of web blog to tenth grade students’ writing ability, the researcher used t-test and analyzed the data by SPSS version 21. The formulation of t-test can be seen below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Then, to know the students’ responses the researcher used SPSS

version 21 by a Likert-scale of 1 to 5. The formula of questionnaire can be seen below:

$$P = \frac{f}{n} \times 100$$

III. RESEARCH FINDINGS AND DISCUSSION

On pre-test, students have to write recount text based on their understanding about recount text before the researcher gave any explanation. Then on post-test, the students have to write recount text after the researcher gave treatment about recount text using web blog. The researcher showed the score of mean of pre-test and post test to know the difference score between pre-test and post-test.

From the Paired Sample Statistic table, it showed the mean score of pre-test is 60,32 with standard deviation 14.22764 and the mean of post-test score is 90,32 with standard deviation 3.89347. The number of participants in each test (N) is 31. It means that the mean score of post-test is higher than the mean score of pre-test.

Then, to know the significant effect of web blog to tenth grade students writing ability, the researcher showed that t-score is 11,909 and the t-table with degree of freedom 30 is 2.042 at the significant level of 5%. It means t-test is higher than t-table (11,909 > 2,042) and P value is 0,000 with

the level of significance 5%. Because of the t-test score is higher than t-table and t value t-test is low at the significance level of 5% ($0.000 < 0.05$) it means H_0 is rejected.

The result reports that the t-test higher than t-table ($11,909 > 2,042$) and P value t-test is lower than level of significance of 5% ($0.000 < 0,5$) it means H_0 was rejected and H_a was accepted. It can be defined that the effect of web blog to the students writing ability is more effective than teaching writing ability without web blog since alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. In other words, teaching writing ability by using web blog give significant effect to students' writing ability of the tenth grade students in SMA Pawyatan Daha Kediri in the Academic year 2016/2017.

Web blog has many advantages in teaching and learning process in students' writing ability. By using web blog the process learning and teaching can be continued outside the classroom, it means that the use of web students have unlimited time to access the material. Web blog also interactive, so it allows the students to communicate quickly and easily with their classmates and their teacher to get target knowledge. Web blog as one of social media that can motivate and facilitate

students to organize their ideas in typing the words into a good paragraph and publishing their work. By publishing, the students pay attention in the rule of writing.

In this research finding, web blog can help and motivate students' in teaching and learning process. This is in line with Armstrong, et al (2004) in International Journal of Science and Research (IJSR) stated that, "web blog is a medium for writing, which can help and motivate someone to write and collect the information through a web browser and automatically post in internet without waiting a long time. It means that web blog is one of special media for sharing ideas or personal thinking".

By applying web blog in writing class, the teacher can publish the material that students need on web blog. Then the students can be easily access the material anytime. By web blog students can write and explain their ideas into paragraph and publishing it on blog. It also helps the students to pay attention with the grammatical rule, vocabulary used and the mechanics of writing. Because web blog is one of media to publish their product in written, it makes students give attention in writing process. The result of the total score in element of writing before being taught using web blog is low,

especially in element of students' vocabulary, grammatical rule and the mechanics of writing. The total score from the students vocabulary is 428, from the grammatical rule the total score is 411 and from the mechanics of writing the total score is 92. Then result of the total score in element of writing after being taught using web blog is increasing, especially from the total score students vocabulary is 618, from the grammatical rule is 701 then the mechanics of writing is 135. It can be conclude that the students' vocabulary and grammatical rule is increasing very significant and the mechanics of writing is also increasing but not significant. It means that the students score in element of writing is increase after being taught using web blog.

Furthermore, the result of students' questionnaire, most of students responses said that after applying web blog in teaching writing, they like write their experience using web blog, they feel that their vocabulary, grammatical rule and the mechanics in writing has been increasing.

From the data that has been analyzed, it is shown that there was significant effect of web blog to students' writing ability to the tenth grade students of SMA PawyatanDaha Kediri in academic year 2016/2017.

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