

USING BLOG TO INCREASE STUDENTS' READING COMPREHENSION
AT THE ELEVENTH GRADE OF SMA BATARA GOWA:
An Experimental Research

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Article Info	Abstract
<p>Received: April 15, 2018 Accepted: May 10, 2018 Online: June 28, 2018</p> <p>Keywords: Literal comprehension, Blogging, Main idea, Interpretative,</p>	<p>This research aimed to find out the improvement of the students' reading comprehension by using Blog that focused on literal comprehension in term of main idea and interpretive comprehension in term of conclusion. The writer applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class XI IPA of SMA Batara Gowa which consisted of 21 students. The sample was taken by using purposive sampling technique.</p> <p>The research findings showed that the eleventh grade students of SMA Batara Gowa had poor score in pre-test. After treatment, their reading comprehension was significantly increased. The result of the research were the mean score literal reading obtained by the students through pre-test was 69 and post-test was 77,2 with the t-test value main idea is greater than t-table (8,2 > 2,08). Mean score interpretive reading pre-test 67, 3 and post-test 75 with the t-test value conclusion comprehension is greater than t-table (7, 6 > 2, 08).</p> <p>The use of Blog increased literal comprehension in term of main idea and interpretive comprehension score in term of conclusion. Literal comprehension improved 11, 8% and interpretive improved 11, 4%. The result of calculating t-test of the indicators in the students t-test reading comprehension (literal and interpretative comprehension) is greater than t-table 15, 8 > 2, 08. It means that there is significance difference between before and after giving the treatment).</p>

INTRODUCTION

English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English became an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University (Mulyasa in Parmin, 2014: 1).

There are four skills in English language, such as listening, speaking, reading and writing. The students are expected to have ability in those language skills, which reveal receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn. English has now become a priority in Indonesia (Murcia et al in Parmin, 2014: 1).

Umiyati (2011: 3) states reading is clearly one of the most important skills in learning English, it can be seen that many instances around the world argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject, but may never actually have to speak the language.

Godwin in Montalvo Bedoya (2013: 28) states that a blog is an example of asynchronous Internet tools. It means that the user can post and be heard not at the same time. Most blogs are personal or journalistic in nature and, as such, allow students express their own opinions with a freedom that cannot be experienced in synchronous tools such as real-time discussion forums, for example. So, the writer hopes that the using Blog can give positive effects in increasing student's reading comprehension.

Based on the writer's observation at the eleventh grade students of SMA Batara Gowa, she found the problem in teaching reading comprehension. It means that the achievement of the students in reading comprehension is still low (3, 5) and its need the improvement. The students are difficulties to find out the literal comprehension refers to main idea and interpretive comprehension refers to conclusion of the text that they read.

This condition becomes the reason of the writer to choose appropriate teaching technique that can cover the problem and the teachers are demanded to create some strategies or activities which can explore the students' reading comprehension by implementing the use of Blog.

The writer thinks that the use of Blog is an effective method to increase reading comprehension of students that forces them to interact critically with the text. The purpose of this method is to provide students' motivation to be active in reading activity. It means that in a teaching-learning process, students are motivated to improve their ideas or opinion through asking some questions and answering to find out the literal comprehension refers to main idea and interpretive comprehension refers to conclusion of the text and they can share with the other friends.

LITERATURE REVIEW

There have been some researches is related to the reading comprehension by using Blog in teaching and learning process. The first research has been conducted by Van Epps (2012: 44). In her thesis: "Blogging as a Strategy to Support Reading Comprehension skills. She found that the students become an effective and meaningful means of learning by using blogs in reading comprehension.

The second is "Improving Reading Comprehension and Self-directed Learning through the Use of Explicit Reading Strategies and Personal Blogs on High School Students" by Montalvo (2013: 8). She found that the use of technology and the teaching of phased explicit reading strategies, such as types of texts, finding the main idea, and summarizing, improved students' reading comprehension.

The third thesis is "The Effect of Classroom Blogging on Reading Comprehension and Interpersonal Contacts among Fifth Students" by De Lallo (2011: 6). She found that the use of CSR to structure students' blog posts when discussing a novel positively impacts and improves students' reading comprehension.

Based on the researches above, it makes the writer interest to compose a research by formula title "Using Blog to Increase Students' Reading Comprehension" (Pre-Experimental Research at The Eleventh Grade Students of SMA Batara Gowa in the Academic Year 2016/2017). This research is different with thesis above. Using Blog is kind of the method that interested to be heard, and doing.

Blogging

Rubio, et al in Al-Sagaby and Allamankhrah, 2014: 98 suggest that A blog is a website that works in the same way as a diary, with the exception that the other users who visit it can give their opinions on what the blog owner writes, who may accompany his/her comments with photos, links and videos. Meanwhile, according to De Izquierdo and Reye, (2009: 104) blogs were used as open source and easy to handle web tools. Even people with little technical background can take part in the creation, managing and maintenance of a blog. Blogs allow teachers and students to upload content pertinent to their courses on the web and reach out to people providing opportunities to promote student-teacher, student-student, and student-others interactions.

Concept of Reading Comprehension

According to Klingner, et al (2007: 8) suggests reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual

competencies, such as experience and how to interpret the text. Teaimah in Al-Sagaby and Allamankhrah (2014: 102) classifies reading comprehension into three levels: comprehending the text, criticizing the text and interacting with the text.

METHODS

In this research, the writer used reading test in essay form which consists of 10 items. The reading test was only focus in finding the literal comprehension refers to the main idea and interpretive comprehension refers to conclusion of the text because the students' achievement in reading comprehension is less understandable.

Data Collection Procedure

To collect the data, the writer used of some procedures:

a. Pretest

Before giving the treatment, the writer gave a pretest. It took in 30 minutes. The writer distributed the material tests that consist of 10 items. That was relevant with the material based on the curriculum at the eleventh grade students of SMA Batara Gowa. The pretest was used to know the prior knowledge of the students' reading achievement.

b. Treatment

The writer gave treatment by using Blog. The treatment of the research conducted in six meetings in which each meeting needs 90 minutes.

The procedures of the treatment were as follows:

1. Opening
 - a) Teacher gave apperception
 - b) Teacher gave some question to the students based on the topic to active students' prior knowledge.
2. Lesson activities
 - a) The teacher explained the definition of Blog;
 - b) The teacher explained how to use of Blog;
 - c) The teacher asked the students to choose reading material that they want to share in the Blog;
 - d) All of the students should read and give a comment about the the main idea, supporting idea and conclusion of the text that was shared by each student.
3. Closing
 - a) The teacher summarized the learning material.
 - b) The teacher closed the class.

c. Posttest

Posttest was carried out in the last meeting. The writer employed posttest to find out the value of treatment whether the result of posttest better then pretest or not. The content of the posttest was same with the pretest.

Technique of Data Analysis

The steps were undertaken in quantitative employing the following formulates:

TABLE 1 RUBRIC OF MAIN IDEA

NO	CRITERIA	SCORE
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007: 17)

TABLE 2 RUBRIC FOR CONCLUSION

NO	CRITERIA	SCORE
1	Conclusion reflects resource readings in development of idea it is excellent.	40
2	Conclusion reflects readings in development of idea it is good.	30
3	Conclusion reflects only reading in development of idea it is poor.	20
4	Conclusion does not reflect any reading of resources in development idea.	10

Pollard (2007: 17)

1. Calculation the mean of the students answered by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean core
 $\sum x$ = The raw of all score
 N = The number of subjects

(Subana, et al, 2005: 63)

2. The percentage of increasing achievement used the following formula: $X_2 - X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P= Percentage
 X_2 = Average score of Post-test
 X_1 = Average score of Pre-test

(Gay in Goestina, 2016: 39)

3. After collecting the data of the students, we classified the score of the students into the following criteria:

TABLE 3 CLASSIFY THE SCORE OF THE STUDENTS

SCORE	CLASSIFICATIONS
96 - 100	Excellent
86 - 95	Very Good
76 - 85	Good
66 - 75	Fairly Good
56 - 6.5	Fair
36 - 55	Poor
00 - 35	Very Poor

(Depdikbud in Goestina 2016: 39)

4. The significance difference between the students' pre- test and post- test, the writer applied the formula as follow:

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

Where:

T = Test of significance

D = The difference between the method pairs (X1 - X2)

Md = The mean of Ds

$\sum d^2$ = The sum of the square

$(\sum d)^2$ = The square of $\sum d$

N = number of students

(Subana, et al, 2005: 132)

5. The criteria for the hypothesis testing was as follows:

TABLE 4 HYPOTHESIS TESTING

COMPARISON	HYPOTHESIS	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005: 121)

The table 4 meant (1) the t-test value is smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal

to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

RESULTS

Students' Literal Reading Comprehension by Using Blog in Term of the Main Idea

Students' literal reading comprehension by using Blog have different in pre-test and post-test. In pre-test the students' achievement in reading comprehension is less understandable about main idea but after applied the use of Blog the students more understandable about main idea, it can be seen clearly in table 5.

TABLE 5 STUDENTS' LITERAL READING COMPREHENSION BY USING BLOG

LITERAL READING COMPREHENSION	THE STUDENT'S SCORE		IMPROVEMENT (%)
	Pre-Test	Post-Test	
Main Idea	69	77,2	11,8%

Table 5 showed that the score of literal 11, 8% from of students in post-test improved after teaching reading comprehension in terms of main idea and supporting ideas by using Blog. The mean score of the students in pre-test were 69 and post-test which to be 77, 2.

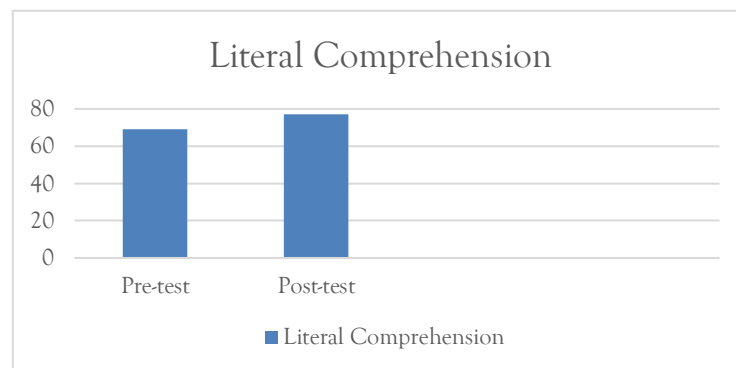


FIGURE 1 THE MEAN SCORE AND INCREASE OF THE STUDENTS' READING COMPREHENSION IN TERMS OF MAIN IDEA

Figure 1 showed that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 69 to post-test with the mean score was 77,2 and the improvement of pre-test to post-test was 11,8 %.

TABLE 6 CLASSIFICATION OF THE STUDENTS SCORE READING COMPREHENSION IN TERM OF THE MAIN IDEA (PRE-TEST)

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	5%
4	Fairly Good	66-75	12	57%
5	Fairly	56-65	7	33%
6	Poor	36-55	1	5%
7	Very Poor	0.0-35	0	0
	TOTAL		21	100%

Table 6 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in pre-test there are 1 (5%) student good, 12 (57%) students got fairly good, 7 (33%) students got fairly, and 1 (5%) student got poor.

TABLE 7 CLASSIFICATION OF THE STUDENTS SCORE READING COMPREHENSION IN TERM OF THE MAIN IDEA (POST-TEST)

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1	Excellent	96-100	0	0
2	Very Good	86-95	2	10%
3	Good	76-85	11	52 %
4	Fairly Good	66-75	5	24%
5	Fairly	56-65	3	14%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
	TOTAL		21	100%

Table 7 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in post-test there are 2 (10%) students very good, 11 (52%) students got good, 5 (24%) students got fairly good and 3 (14%) students got fairly.

Students' Interpretive Reading Comprehension by Using Blog in Terms of Conclusion

a. Students' Interpretive Reading Comprehension

Students' interpretive reading comprehension by using Blog have different in pre-test and post-test. In pre-test students still less understand about conclusion but after using Blog the students more understand about conclusion.

TABLE 8 STUDENTS' INTERPRETIVE READING COMPREHENSION BY USING BLOG

INTERPRETIVE READING COMPREHENSION Conclusion	THE STUDENT'S SCORE		IMPROVEMENT (%)
	Pre-Test	Post-Test	
	67,3	75	11,4%

Table 8 showed that the score of interpretive 11,4 % from of students in post-test improved after teaching reading comprehension in terms of conclusion by using Blog. The mean score of the students in pre-test were 67, 3 and post-test which to be 75.

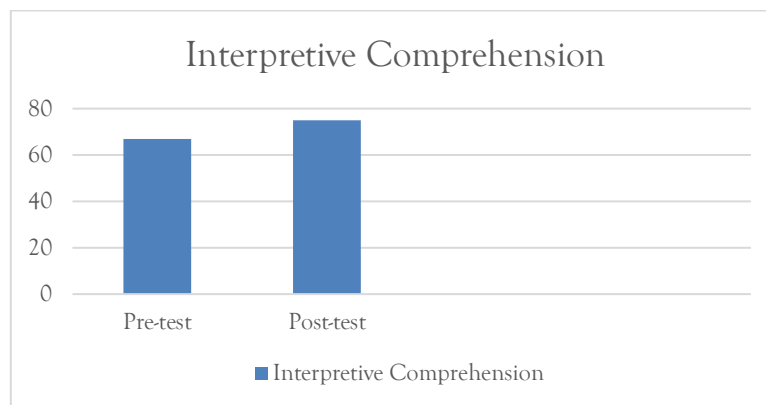


FIGURE 2 THE MEAN SCORE AND INCREASE OF THE STUDENTS' READING COMPREHENSION IN TERMS OF CONCLUSION

The figure 2 showed that there was improvement of the students in reading comprehension in terms of interpretive comprehension from pre-test with the mean score was 67,3 to post-test with the mean score was 75 and the improvement of pre-test to post-test was 11,4%.

TABLE 9 CLASSIFICATION OF THE STUDENTS SCORE READING COMPREHENSION IN TERM OF INTERPRETIVE REFER TO THE CONCLUSION (PRE-TEST)

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	5%
4	Fairly Good	66-75	8	38%
5	Fairly	56-65	11	52%
6	Poor	36-55	1	5%
7	Very Poor	0.0-35	0	0
		TOTAL	21	100%

Table 9 showed that the Classification of the students score interpretive reading in term of conclusion in pre-test there are 1(5%) student got good, 8 (38%) students fairly good, 11 (52%) students got fairly, and 1 (5%) students got poor.

TABLE 10 CLASSIFICATION OF THE STUDENTS SCORE READING COMPREHENSION IN TERM OF CONCLUSION (POST-TEST)

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	8	38%
4	Fairly Good	66-75	9	43%
5	Fairly	56-65	4	19%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
		TOTAL	21	100%

Table 10 showed that the Classification of the students score interpretive reading in term of conclusion in post-test there are 8 (38%) students good, 9 (43%) students got fairly good, and 4 (19%) students fairly.

b. Hypotheses Testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N - 1, where N = Number of subject (21 students) then the value of t-table was 2.08 the t-test statistical, analysis for independent sample was applied.

TABLE 11 THE COMPARISON OF T-TEST AND T-TABLE SCORE OF THE STUDENTS' READING COMPREHENSION

VARIABLES	T-TEST	T-TABLE	DESCRIPTION
Literal Reading Comprehension	8,2	2,08	Significance
Interpretive Reading Comprehension	7,6	2,08	Significance
X	15,8	2,08	

Table 11 showed that the value of the t- test is higher than the value of t-table. The t-test value of main idea was greater than t-table (8,2>2,08) and t-test value of conclusion are greater than t-table (7,6> 2,08) The result of calculating t-test of the indicators in the students' t-test in literal and interpretive reading comprehension was greater than t-table (15,8> 2,08).

The value of the t-test was greater than t-table. The score in variable of Reading Comprehension was (15, 8> 2, 08). It is said that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. It meant that there was a significance

difference between, the result of the students' literal and interpretive reading comprehension in reading by using Blog after treatment.

If the t -test value was higher than t -table at the level of significance 0, 05 and degree freedom (df) 21 ($N-1=21-1$), thus the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. In contrary, if the value was lower than t -table at the level of significance 0, 05 and the degree freedom 20, thus the alternative hypothesis was rejected and null hypothesis was accepted.

DISCUSSION

The research findings indicated that the students' reading comprehension by using Blog shows the improvement of the students reading comprehension in the term of main idea and conclusion. From the improvement shows the process in pretest and posttest. The result of the students reading in pretest is low, especially in finding the main idea and conclusion. It shows that the students could not express their ideas and their understandable. It is before using Blog in reading activity.

Based on the problem above, the writer gave the treatment by using Blog, so that the students could show the improvement in post-test. In pretest, only gave the exercise (reading text) to know their prior knowledge before using Blog.

At the beginning, their reading comprehension was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read, but they did not understand about how to find out the main idea, supporting idea, and conclusion of the reading text.

The writer gave the treatment by using Blog. As the result, students become active and enjoy in reading activity. They will be easy to do the reading activity. Most of their utterance were correct and no need to read for a long time to understand what they read.

The description of the data collection through reading test as explained to the previous finding section that the students' achievement after using Blog is significant. In using Blog in reading activity, the writer found that the mean score of post-test students' achievement is greater than pretest. In table 4.1 showed that the score of find out the main idea which the mean score of pretest is 69 and after using Blog, the mean score of post-test is 77, 2. Meanwhile, the means score of find out the main idea in pretest is 67, 3 and the mean score of find out the conclusion in post-test is 75. Therefore, the writer indicated that there is a significant improvement after using Blog in the treatment.

The research has a line with Poling in DeLallo (2011: 3) suggested that Blog is application that allows for enhanced comprehension and communication among students as well as the ability to build deeper understanding across the curriculum.. so, based on the statement before, the writer believe that the use of Blog in reading activity can help the students to interest in doing reading activity and it can make the students understand about the main idea and conclusion of reading text that they read. Then, the use of Blog give

better contribution for the students to explore their reading skill and their understandable because the students can read the text whenever and wherever they are.

In addition, Ducate and Lomicka in VanEpps, (2012: 4) stated that the function in using Blog in the classroom is to increase opportunities for interaction outside of the traditional classroom, teachers are beginning to employ different types of social software such as blogs, wikis, chat or instant messaging.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 20 indicated that t-table value was 2, 08 and t-test value was 15, 8. Therefore, it can be concluded that statistically hypothesis of H₁ is accepted and the statistically hypothesis of H₀ is rejected. It meant that the use of Blog in teaching reading comprehension could improve the students' comprehension of reading.

SUGGESTION

Based on the conclusion above, the writer presents some suggestions as follows:

1. It is suggested that the teacher especially for the English Teacher at the eleventh grade students of SMA Batara Gowa, they can use a Blog as one alternative among other teaching that can be used in teaching reading comprehension.
2. It is suggested that the English Teacher at English Teacher at the eleventh grade students of SMA Batara Gowa, they can use a Blog in presenting the reading comprehension materials because it is effective to increase the students' reading comprehension

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