# THE USE OF WEBLOG TO IMPROVE STUDENTS' ABILITY IN READING NARRATIVE TEXT: A Pre-Experimental Research

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| Article Info | Abstract |
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| | This research aimed finding the improvement of the students' ability in reading narrative text by using Weblog. The writer applied pre-experimental method and collected the data based on the test. The sample of the research was class X MIA 2 of SMA Muhammadiyah Limbung that consisted of 29 students. The sample was taken by using purposive sampling technique.<br>The research findings showed that the students had poor score in pre-test. After treatment, their reading ability in narrative text increase significantly. The result of the research were the mean score of reading narrative text in term of identify. Orientation obtained by the students through pre-test was 66 and posttest was 80 (21.2%), with the t-test value was greater than t-table (11.4 > 2.04). Complication obtained by the students through pre-test was 66 and posttest was 79 (19.7%) with the t-test value was greater than t-table (9.9>2.04). Resolution obtained by the students through pre-test was 70 and posttest was 79 (12.9%) with the t-test value was greater than t-table (3.8 > 2.04). The result of calculating t-test. Students in reading narrative text was greater than t-table (25.1>2.04). It was concluded that the use of Weblog improved students' ability in reading narrative text. |

## INTRODUCTION

English as a foreign language in Indonesia played an important role in many aspects of life like education, economy, international relationship, technology, etc. There were four skills in English language, such as listening, speaking, reading and writing. The students were 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).

In Umiyati (2011) who has been stated that 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. One of kinds of reading is narrative text. Narrative

text is a text, which contains about story fantasy, fairytale, or a true story that has been exaggerated readers' opinion (Utami, 2016).

Godwin in Montalvo (2013) states that a blog was 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. Therefore, the writer hopes that the using Weblog can give positive effects to improve students' ability in reading narrative text.

Based on the writer's observation at the Tenth Grade Students of SMA Muhammadiyah Limbung. The writer found the problem in teaching reading especially in narrative text. It means that the achievement of the students in reading narrative text is still low and its need the improvement. The students were difficulties to find out the orientation, complication and resolution of the text that they have read.

This condition become the reason of the writer to choose appropriate teaching technique that can cover the problem and the teachers were demanded to create some strategies or activities which can explore the students' ability in reading narrative text through the use of Weblog.

The writer thinks that the use of Weblog was an effective method to improve reading comprehension of students that forces them to interact critically with the text. The purpose of this method was to provide students' motivation to be active in reading activity. It meant that in a teaching-learning process, students were motivated to improve their ideas or opinion through asking some questions and answering to find out the orientation, complication and resolution of the text and they can share with the other friends.

## LITERATURE REVIEW

### Weblog (Blog)

A Weblog is a website that working in the same way as a diary, with the exception that the others users who visit the Weblog can give their opinions or suggestion on what the blog owner writes, who may accompany his/her comments with photos, links and videos (Rubio, et al in Al-Sagaby and Allamankhrah, 2014). A Weblog can also be defined as a web page that includes entries (blog posts) arranged in an ascending chronological order. It operates through a content management system controlled by the blog manager and contains a mechanism whereby older entries are archived (Sharqawi and El-Razzeq in Al –Sagaby and Allamankhrah, 2014).

A blog is more like of an online newspaper with the exception that materials published on blogs are arranged in an ascending chronological order and configured in a way to show the most recent information firstly (Al-Badri in Al-Sagaby and Allamankhrah, 2014). A blog may also refer to a website of a person who writes a mixture of things in the form of calendar that contains events, biographies and opinions on a web page within which stories, personal

experiences, discussions and debates are published with photos and audio records usually attached thereto (Al-Zaran in Al-Sagaby and Allamankhrah, 2014).

**Components of Blog**

Duffy and Bruns in Al-Sagaby and Allamankhrah (2014) state that an educational blog consists of ten major elements as follows:

a. Blog Title: This title is chosen by the blogger, preferably a short and innovative one.
b. Pages: An additional page other than the basic one that contains blogger's CV or any information he likes which remains visible without archiving.
c. Entries: Topics that are dated and arranged in a reverse order from newest to oldest.
d. Fixed Links: Links to permanents titles which are called bookmarks,
e. Comments: Opinions that blog reader write regarding blog topics and replies given by the blogger.
f. Archive: A record of older entries, which allows readers to access older, posts easily.
g. RSS: Allows readers to keep abreast of any updating of the blogs without the need to visit it.
h. Search Engine: Blogs offer opportunity to search for a certain topic within their contents.
i. Labels or Tags: Keywords under which entries are places in a row.
j. Trackback: Allows tracking references by other users to the blog's topics in other blogs or websites.

**Characteristic of Blog**

According to Yang (2009) suggest that there are some characteristics of blogs that makes them useful tools for language teaching and learning.

a. Blogs can stimulate reading and motivate learning
b. Community building through blogs
c. Blogs provide hyperlinks to other resources
d. Blogs provide a learning space

**Definition of Reading**

Patel (2008) stated that reading is an active process which consisted of recognition and comprehension skill. Reading is one of important activity in live with which one can update his or her knowledge. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is very important for students to get knowledge. Therefore the learner of English must know reading English.

## Objective of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe in Haris (2011), stated that the objectives of reading into several points, they are as follows:

    a. Reading to search information

    b. Reading to skim quickly

    c. Reading to learn (from text)

    d. Reading to write (or search information needed for writing)

    e. Reading to analyze the text

    f. Reading for general information

## Reading Technique

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown in Haris (2011) stated about strategies of reading comprehension. First, which the purpose of reading is identify. Second, the use of graph emic rules and patterns to aid in bottom-up decoding. Third, the use of efficient silent reading techniques for relatively rapid comprehension. Forth, skimming the text to look for main idea. Fifth, scanning the text to look for the specific information. Sixth, the use of semantic mapping or clustering. Seventh, guessing when we are certain. Eighth, analyzing to vocabularies. Ninth, distinguish between literal and implied the meaning. In addition, capitalize on discourse markers to process relationship.

## Kinds of Reading Text

    a. Descriptive text

        Artono (2008) states that descriptive text is a part or factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words.

    b. Narrative text

        According to Crystal (2008), "a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009) "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure of face, or of a location". In addition, Schmidt and Richard (2002) narrative text are oral account of a real or fictional story and the genre structure underlying stories.

        By looking the opinion above, the researcher prefer to Schmidt and Richard's opinion, narrative text is about oral account and fictional story. Fictional means that the students read with their own imagination of story and can make them easy to understand in reading a story. In this research, the researcher focus on identify of orientation, complication and resolution of narrative text.

## METHODS

### Research Design

This research study was primarily designed as a pre-experimental research. This research used two variables; Independent variable and Dependent variable. The population of this research was the tenth grade students of SMA Muhammadiyah Limbung. This research used purposive sampling as the technique for selecting sampling and the sample was X MIA 2 class that consist 29 students.

### Analysis Data

In analyzing the collected data, the researcher used descriptive percentage to find data about students' ability. The researcher used assesment of students' ability by Pollard.

## DISCUSSION

As has been presented on findings, the result in student's ability shown the students had improvement 21.2% in orientation, 19.7% in complication and 12.9% in resolution that excellent precentages in reading by using Weblog. The studentsreading ability in narrative text in terms to identify orientation, complication, and resolution is very well. Based on the data analysis collected through a test, it was found that students had excellent score.

## CONCLUSION

Based on the findings and discussion, it could be concluded that most of students had good skill in English especially in reading narrative text in terms to identify orientation, complication and resolution by using Weblog.

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