


THE USE OF BLOG TO INCREASE STUDENTS' WRITING SKILL

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 11,2020 Revised: December 12,2020 Accepted: December 18.2020 Published: January 19,2021</p> <p>Keywords: Blog Writing skill Experimental Research</p>	<p>This research finding out whether the blog increases the students' writing skill. In this study, researcher used in this quantitative research is a pre-experimental method. This kind of study allows the researcher to look at the effects of at least one independent variable and one dependent variable. In this research, the researcher wanted to see whether the treatment make a difference or no. Population The population of the research was the eleventh grade students of SMA Negeri 4 Jeneponto in the academic year of 2019/2020. Sample, the sample was selected by using cluster random sampling technique. The researcher chose one class as the sample. Research Instrument, the instrument used in this research was writing test. To test writing ability the researcher will ask the students to write three paragraphs. There will be two tests, namely pre-test & post-test.</p> <p style="text-align: right;"><i>"This is an open access article under the CC BY-SA license."</i></p> 
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INTRODUCTION

The points of instructing writing in the Curriculum of 2013 are understudies should be capable" to notice, "to ask, to investigate, to relate and to impart appropriately in composed structures. To notice alludes to the manner in which understudies recognize the data of theme they find out about. To ask is characterized as the capacity to recognize the distinctions of the

materials they discussing with another. To investigate alludes to understudies' capacities to look at the materials from the general to explicit subtleties. To relate implies that understudy should have the option to examine and give input towards different understudies about what they realize. The last one is the capacity to impart or all in all to apply and correspond the materials, all things considered." "recorded as a hard copy, a few cycles should be defeated to deliver great composition." "The initial step is prewriting and the subsequent stages are drafting, peer/grown-up changing, altering and distributing. A few people disentangled the friend/grown-up updating as editing." "For certain understudies, confronting composing task is some way or another disappointed." "truth be told, a few understudies are acceptable recorded as a hard copy on their first language. Furthermore, the others are better write in objective language." "Yet some of the time, understudies are a great idea to write in both native language and target dialects." "These realities lead to the supposition that interpretation from primary language to target language or target language to primary language is influenced understudies' exhibition recorded as a hard copy aptitude." "likewise, the issues of cross culture understanding are additionally accepted that it will influence their composing utilizing objective language." Weblogs (otherwise known as web journals), considered as one of the most well-known web 2.0 stools among language students, are utilized all the more generally by those in pretty much every age gathering. Godwin (2003) depicts a blog as online territory where individuals can compose, alter data and distribute it in a flash for public by means of an internet browser. In other saying, a blog is more similar to an online diary which is frequently refreshed by its client (Ozkan, 2011). The term weblog hadn't been known when the blogger, Jorn Barger (1997) put the term forward. Individuals utilized various types of online instruments, for example, Usenet and Internet discussion until the cutting edge web journals took their current structure advancing from the online journal. Blog can be utilized for various purposes from individual interest to business undertakings. An individual blog, for instance, is presumably the most widely recognized and favored sort of blog. Individuals use it for different regions of intrigue and compose on it whatever bids to them about almost everything. A business blog, then again, is saved for business purposes and is utilized to publicize a business on the web.

RESEARCH METHOD

In this chapter, the researcher used in this quantitative research is *a pre-experimental method*. This kind of study allows the researcher to look at the effects of at least one independent variable and one dependent variable. In this research, the researcher wanted to see whether the treatment make a difference or not. This research included pre-test and post-test to measure the students' achievement. This research used pre-experimental method, which entails pre-test, treatment, and post-test. Sample, the sample was being selected by using cluster random sampling technique. The researcher chose one class as the sample. Research Instrument the instrument used in this research was writing test. To test writing ability the researcher will ask the students to write three paragraphs. There will be two tests, namely pre-test & post-test.

RESULT AND DISCUSSION

After conducting the research, the researcher obtained two kinds of data; the score of pre-test and the score of post-test. Pre-test was given before the treatment and post-test was given after the treatment. The results presented as follows:

1. Students' Pre-test and Post-test Scores in Content Aspect

Table 1. The Students' Writing in Terms of Content

Variables	The Students' Score		Improvement
	Pre-test	Post-test	
Content	47,62	70,24	47,50 %

Table 1.1 shows that there is an improvement of the students' writing skill in terms content total mean score in pre-test before giving treatments was 47,62 and after giving treatment students' writing skill in terms content total mean score in post-test become 70,24. Therefore it could be summarized that students' writing significantly improved became 47, 50 %.

Table 2. The Rate Percentage of Content in Pre-test Score

No.	Classification	Pre-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	2	9.52 %
3.	Fair (56-65)	15	71.43 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (39)	4	19.05 %
Total		21	100 %

The table above showed that the percentages of the students' writing skill before giving treatment were still in very poor level. The result of the pre-test showed that out of 21 students' score in writing skill in pre-test there were 0 (0%) students got very good, 2 (9,52%) students good, 15 (71,43%) student got fair, 0 (0%) student got poor, and 4 (19,05%) students got very poor.

Table 3. The Rate Percentage of Content in Post-test Score

No.	Classification	Post-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	3	14.29 %
2.	Good (66-79)	13	61.90 %
3.	Fair (56-65)	3	14.29 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤ 39)	2	9.52 %
Total		21	100 %

The table shows that 21 students divided into 3 students (14.29%) who categorized to “Very Good”, 13 students (61.90%) who categorized to “Good”, 3 students (14.29%) who categorized to “Fair”, while there was 0 student who categorized to “Poor” and there were only 2 students (9.52%) who categorized to “Very Poor”.

The comparison both of the tables above, it shows clearly that the score of the students writing skill in pre-test and post-test are different. The table 3 (pre-test in term of content) shows the students who categorized “Very Good” is 0 and the table 4 (post-test in term of content) shows the category “Very Good” increased to 3 students. The category “Good” also increased. The table 3 (pre-test in term of content) shows that only 2 students who categorized to “Good” while in the table 4.4 (post-test in term of content) increased to 13 students.

The other categories are “Fair”, “Poor” and “Very Poor”. The category “Fair” in the table 3 pre-test in term of content) shows that there were 15 students, while in the table 4.4 (post-test in term of content) shows that only 3 students. Then, the students who categorized to “Poor” in the table 3 (pre-test in term of content) was 0. It is same to the table 4 (post-test in term of content). The last, the students who categorized to “Very Poor” in the table 3 (pre-test in term of content) were 4 students, while the students in the table 4 (post-test in term of content) were only 2 students.

To learn the component between the pre-test and post test result for content aspect, we can see the following diagram

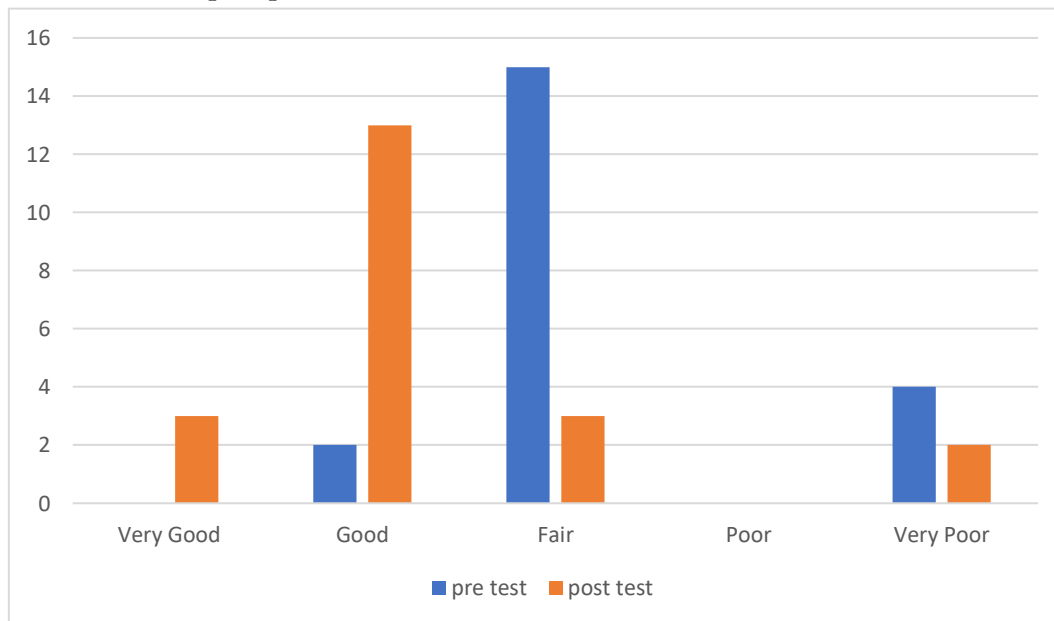


Figure 1. The Components between the Pre-test and Post-test for Content Aspect

Table Above shows that three is an improvement of the students’ writing skill in terms organization total mean score in pre-test before giving treatments was 36,90 and after giving treatment students’ writing skill in terms organization total mean score in post-test become 67,85. Therefore, it could be summarized that students’ writing significantly improved became 83, 90 %.

Table 4. The Rate Percentage of Organization in Pre-test Score

No.	Classification	Pre-test	
		Frequency	Percentage (%)
1.”	Very Good (80-100)	1	4.76 %
2.”	Good (66-79)	6	28.56 %
3.”	Fair (56-65)	8	38.10 %
4.”	Poor (40-55)	2	9.52 %
5.	Very Poor (≤ 39)	4	19.04 %
Total		21	100 %

The table shows that 21 students divided into 1 student (4.76%) who categorized to “Very Good”, only 6 students (28.56%) who categorized to “Good”, there were 8 students (38.10%) who categorized to “Fair”, while there were 2 students (9.52%) who categorized to “Poor” and there were 4 students (19.04%) who categorized to “Very Poor”.

Table 5. The Rate Percentage of Organization in Post-test Score

“No.”	Classification	Post-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	2	9.52 %
2.	Good (66-79)	11	52.38 %
3.	Fair (56-65)	8	38.10 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤ 39)	0	0 %
Total		21	100 %

Based on the table above the students classify into 5 categories which is 21 students divided into 2 students (9.52%) who classified into “Very Good”, 11 students (52.38%) who classified into “Good”, 8 students (38.10%) who classified into “Fair”. While there was 0 student who classified into “Poor” and “Very Poor”.

Both of the table of the students’ classification in term of organization can be seen that they are different. The table 5 (pre-test in term of organization) shows that there was 0 student who categorized to “Very Good”, 1 student who categorized to “Good”, 8 students who categorized to “Fair”, 0 student who categorized to “Poor” and 4 students who categorized to “Very Poor”. While the table 6 (post-test in term of organization) shows differently, there were 2 students who achieved “Very Good” classification, 11 students who classified into “Good”, 8 students who classified into “Fair” and there were not students (0 student) who achieved the “Poor” and “Very Poor” classification.

To learn the component between the pre-test and post test result for organization aspect, we can see the following diagram

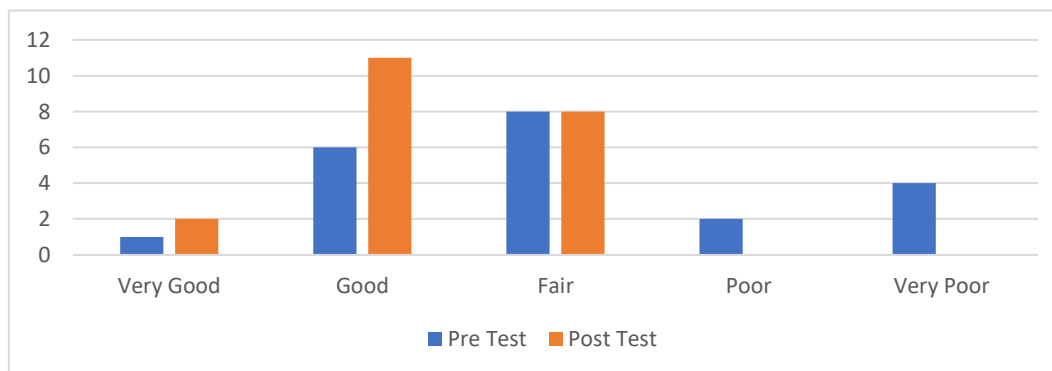


Figure 2. The Components between the Pre-test and Post-test for Organization Aspect

The distribution the value of t-test value and t-table can be seen in the following table below.

Table 6. Distribution the Value of t-Test and t-Table

Variables	Pre-test	Post-test	t-test	t-table	Comparison	Classification
Content	47.62	70.24	6.53	1.725	$t\text{-test} > t\text{-table}$	Significance
Organization	36.90	67.86	7.33	1.725	$t\text{-test} > t\text{-table}$	Significance

The data on the table above shows that the value of the t-test is higher than the value of t-table. It is indicated that there is a significance difference between the results of the students' writing in terms of content and organization by web blog.

CONCLUSION

This research concerned to the use of blog in increasing the students' writing to be good writing. It was indicated by two components of writing namely: (1) content which refers to the idea written by the students; (2) organization which refers to coherence, order of important and chronological order. The description of data collected from the students' writing showed that the students' writing skill was achieved. It was supported by mean score and the total score, also the percentage of the improvement of the students' pre-test and post-test result. Based on the finding, the using of blog made the students had mean score that was higher than before using the web blog. Nevertheless, the difference mean score of the post-test was higher than pre-test. It means that the using of blog to teach writing at eleventh grade of SMA NEGERI 4 Jenepono was effective. The alternative hypothesis was accepted. Based on the result of data analysis and discussion of the result in the previous chapter, the researcher concludes that: The students' writing in term of content and organization at the Eleventh Grade of SMA Negeri 4 Jenepono can be improved after applying web blog. It is shown by the significant difference between the pre-test and the post-test. The mean score of post-test for content (70,24) is higher than pre-test (47,62) and the mean score of post-test for organization (67,85) is higher than pre-test (36,90).

The data of table Distribution the Value of t-Test and t-Table shows that the Value of t-Test for content is higher (6,53) than the Value of t-Table (1,725) and the Value of t-Test for

organization is higher (7,33) than the Value of t-Table (1. 725). Thus the alternative hypothesis (H1) is accepted and null hypothesis (H0) is rejected.

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