The Future Of Blog In The Efl Writing Classroom

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ABSTRACT
Little investigation has been conducted in the field of English as a Foreign Language (EFL) regarding writing experiences through blogs. Drawing upon Vygotsky’s constructivist theory in language learning, this study was set out to investigate the effect utilizing web blog as a teaching media on students’ writing competence. Thirty-one fourth semester students of English Literature study program in the Faculty of Cultural Studies, Halu Oleo University who took Creative Writing subject in the academic year 2015/2016 participated in the research. Data of this research were obtained from students’ results of pre- and post-test, as well as pre-post in-depth interview which was conducted to find out students’ perception towards the use of web blogs in their learning. The research analyzed both quantitative and qualitative data, the former to investigate the extent to which the use of web blog has been effective, and the latter to gauge students’ perceptions of the teaching media under investigation. Two research questions were posed: (1) Is there any significant effect of utilizing web blog on the students’ competence in writing narrative essay? (2) How do students’ perceptions of using blogs influence their experiences in their English writing? The researcher run a paired sample t-test with 2 tailed t-test using the SPSS 16 to test proposed hypothesis. To reveal students’ perception, descriptive data were transformed into words. Analysis of the data obtained resulted in the followings: pre-test score (M=76.38; SD = 8.77), post-test score (M=86.29; SD=7.78), Df= 30, t-table = 1,697 and t-test = 10.686. Result of paired sample t-test showed that t-
test ≥ t-table at sig α ≤ 0.05 or $H_0$ was rejected and $H_1$ was accepted. These results indicated a significant different on students’ writing competence before and after treatment. It can therefore be concluded that utilizing web blog as media for teaching writing is effective not only in improving student’s writing competence, but also in creating positive learning environment.

1. INTRODUCTION
Writing is a principal language skill due to the fact that it is an essential aspect in learning EFL; at the same time, writing is also challenging where grammatical structure, vocabulary, English spelling, word order, have been indicated as main problems.

Besides, writing requires more attention because it needs more comprehensive process to get a quality writing skill such as content, vocabulary, language use, organization, and mechanics. These indicated writing is one of the difficult skills in English. Another major reason for students struggling with their writing includes: 1) lack of confidence with their ability, 2) limitation of their understanding of the topic, 3) students inability to develop the topic based on their limitation in communicative approach.

To overcome the problems above, teacher provides a set of guidelines structurally starting from simple to complex task. For example a five-paragraph essay devided into an introduction body 1, body 2, body 3, and a conclusion. Students are able to formulate five-paragraph essay in a simple way. However, students face difficulties when they practice their writing without any guidelines, they lose their confidence and lack of performances, it is expected that there is a good approach and technique or media to support students in order to get starting the writing with this guidelines.

Therefore, the researcher eager to get the alternative solution to overcome writing problem by introducing new approach and technique or media as well as technology in teaching writing. Nowadays, people live in technological society with network communication and everything is connected to the computers. Then, interconnectivity through internet enables people to communicate and share information worldwide.

Generally, using media in the learning process is already common at a university level. One of the well-known media is web blog or personal website, also known as blog through internet. Blog is one of popular sites to write and publish articles. It is the third most frequently accessed website after Facebook and Twitter, around 5.270.658 blog users in 2011 (Singapore Management University, 2011). This shows that the use of blog in the practice of writing on the web has become usual activities for Indonesian people.

A number of empirical studies show many positive impact from using blog as a tool in language learning especially in writing skill. Brescia and Miller (2006) claim that a blog (or weblog) is a web-based space for writing. Besides, Çiftçi (2009) in her study reported that both the control (in-class process approach integrated writing classes) writing as content, organization, vocabulary, language use, and mechanics,
having been involved in peer feedback sessions (cited in Li 2015). Then, Sanyat (2015) also states that web blog is not only can help in improving the basic language skills of the blog users, but also in developing their other skills like communicative and critical thinking ability.

2. LITERATURE REVIEW
Literature review presents some relevant literature pertaining to the topic of this research.

2.1. The Nature of Blog
According to the Oxford English Dictionary the noun 'blog' means "A frequently updated website consisting of personal observations, excerpts from other sources, etc., typically run by a single person, and usually with hyperlinks to other sites; an online journal or diary."

As per the Internet vocabulary a 'Blog' usually means an online journal, personal or professional, that is frequently updated and which is intended for general public consumption. The essential characteristics of the blog are its journal form, typically a new entry at regular intervals, and its informal style. Blogs also often include different kinds of media like photo, audio, and video. Because of the relative quickness and ease of publishing the task of blogging requires, the number of users has grown rapidly since then, and we can now observe blogs being used for personal, educational, journalistic as well as commercial purposes.

Blog is a blending word taken from the word web and log, which is a webpage that contains a running log of commentaries, multimedia, and hyperlinks (Armstrong & Retterer, 2008). Most of the blogs employ such templates to make the users easy to create and publish their own weblogs without any requirement of HTML coding systems. Blog software is an asynchronous interactive computer-mediated-communication (CMC) tool. It is similar to a web site except that where web pages are static, blogs are dynamic. Blogs differ from lists serve, chat rooms, and discussion boards, although they are somewhat related. The entries are updated in a linear, time-based way, similar to a personal journal or diary. A blog post frequently consists of a title, link, comment, date and time of the post, and archival information (Blood, 2002). The blog structure (see Figure 2.1.1) allows a reader to see immediately how recently the blog has been updated, and it allows them to search the archives by keyword, by date, or by category.

2.2. Why Using Blog in the EFL Writing Classroom
In language learning blogs has been experimentally used as tools to develop writing and reading comprehension skills: implications indicate that although using web blog should not replace face to face interaction, it may provide a practice environment where students can think reflect, and create language slowly for a real life audience (Pinkman, 2005). Web blogs have been emerges as a new space for communicating via the internet as online communication. If communication is represents of an intermediate space between speech and writing, blog is characterized as occupying an intermediate space among online media. Blog thus
represent a particularly effective tool to combine the publishing and discussion of students writing in a single medium (Mark, 2010).

Blog is one of technological tools that can help enhance writing quality. In enhancing quality, an individual need practice and feedback Parker & Chao (2007). A number of educators have been using blogs in their classes, and they have written about how blogging is grounded in current learning theory as well as writing theory and pedagogy (e.g., process, post-process, and genre). Positive expectation for the use of blog as a new technology in language education are expressed early (Campbell, 2004; Pinkman, 2005).

Additionally, blogs have been used by educators or course instructor to demonstrate other theoretical and pedagogical frameworks in both academic and professional settings. The educators or course instructor who use blogs have suggest the possible classroom applications, such as the following: (a) learning journals, (b) learning blogs or thinking journals, (c) reflective journals, (d) audio learning blogs, (e) reflective or writing journals, (f) visual learning blogs, (g) group discussion and collaborative writing spaces, (h) knowledge management, (i) dialogue for group work, and (j) e-portfolios (Barrios, 2003a; Campbell, 2003b; Johnston, 2002).

Furthermore, Minocha defines blog as a web-based publishing tool which consists of a series of posts by the author(s) on a personalized web page, with post usually arranged in reverse chronology from the most recent post at the top of the page (Minocha & Roberts, 2008). In addition, Parashar Panday (2007) argues that blogs offer many benefits to the students since they help to enhance the skills of communicating, sharing, analyzing, reflecting, reading, writing, keeping records as well as promoting collaboration among people and peers. Hence, blogging is a process of reading/listening, to thoughts, views, experiences, reflecting on thoughts, views, experiences, analyzing, questioning, critiquing, reacting agreeing/disagreeing, writing and recording your reflection, sharing your reflection. Blog had a positive role in self-reflection (Miyazoe, 2009).

2.3. The Benefit of Blog
The rapid growth of using blog in teaching and learning activity becomes new trends in educational world. Various benefits of using blog as a powerful tool in enhancing students’ writing skills are mention by many researchers. These can be summarized as follows:

Communication: Du and Wagner (2006) states that blogs contribute to the enhancement of interactivity among blog users. Parker and Chao (2007) define this new technology as a communication and collaboration tool that can be used to engage students in learning with others within a collaborative environment. Other researchers support these findings (Godwin-Jones, 2003).

Easy access and ease of use: Blog pages were easily created. Students can easily access to the web site and post their comments and easily attach files. They are able to check the list of information at their convenience (Kim, 2008).

Motivation (Peer Relation): Increased student interest was mentioned by many researchers (Ferdig & Trammell, 2004). Use of blogs encourages participation in discussion compared to face-to-face dialogue. Godwin-Jones (2003) states that it is the encouragement of peer-to-peer networking and buddy learning, so central to a constructivist learning approach, which has made discussion forums the mainstay.
Hsu and Wang (2010), in their research conducted in a university in the United States, reported that blogging has a positive impact on college students’ reading comprehension and learning motivation.

**Archived Databases:** Blog enables users to archive their entries and visitors’ comments in chorological order or category-based order (Kim, 2008). Blogs are well suited and linking of files (Godwin-Jones, 2003). They are more convenient and cost effective tools for students in disseminating information than traditional methods such as using folders and printed copies (Tekinarslan, 2008). Blogs provide the construction and integration of database in related topics.

**Responsibility:** In most of the blogging applications students accept greater responsibility for preparing better assignments, since many people can access to blog pages (Tekinarslan, 2008). Self-publishing characteristics of blogs encourages ownership and responsibility on the part of students (Godwin-Jones, 2003). And this sense of ownership of a task increases the likelihood of successful online communications (Ferdig & Trammell, 2004).

**Use of Language:** Some students may have linguistic limitations especially in foreign language education lessons. Removal of accents or intonations in blog posts provides easier communication of students. Moreover blogs can be effective tools for students who want to practice and advance their writing skills (Tekinarslan, 2008).

**Self-Expression:** Some students feel uncomfortable in face to face dialogues in classroom environment. Computer-mediated communication environment could lower students’ psychological barriers to enable them to express their opinions freely and to communicate actively on the Internet (Young, 2003). Blog use gives students legitimate chances to participate (Ferdig & Trammell, 2004).

**Self-Reflection:** Blogging offers particularly useful opportunities for learner-centered feedback and dialogue. Blogging provides the improvement of metacognitive skills through self-reflection (Kim, 2008), an environment in which they find the opportunity to reflect on what they are learning and sharing personal views and opinions (Brescia & Miller, 2007) and in depth discussion of class topics (Pena-Shaff, Altman, & Stephenson, 2005).

**Time for Reflection:** Unlike face-to-face small group discussions where students have to respond immediately, the blog allows time for the synthesizing of information and development of personal approaches or responses to material (Brescia & Miller, 2006).

**In-depth Discussion:** Bloging provides access to diverse perspectives by which in-depth discussion of topics would be possible (Pena-Shaff, Altman, & Stephenson, 2005). Ferdig and Trammel (2004) noted that use of blogs helps students to become subject-matter experts by providing diverse perspectives both inside and out of the classroom.

### 2.4. Limitations of Blog

**Technical Problem:** Despite best intention, technical problems are inevitable in current classroom (for example, running out of ink for markers when teaching in whiteboard). However, as instructional media becomes more depending on technology, a slight problem in field can bring a great impact. In the absence of marker, teacher can make improvisation in teaching, but serious computer problem can affect into a blog course.
**Poor Instructional Design:** The quality of instructional design varies in all teaching settings. Kim (2008) also states that using blogs as an educational tool may fail to produce anticipated results particularly because of project structure and lack of instruction or direction.

**Anxiety:** Computer anxiety becomes an issue for computer user. While learners experience such anxiety, the use of computers in education will continue to present significant issues for students and teacher. Computer anxiety also related with how students perceived computer as a tool to help learner. Computer anxiety has received considerable attention in psychological-based literature and it is defined as emotional distress or the tendency of an individual to be uneasy, apprehensive or phobic toward computer (Igbaria & Iivari, 1995).

### 2.5. Potential Challenging of Using Blog in the EFL Classroom

A potential challenging of using blog in the EFL classroom is expected in providing some contributions of using blog in EFL classroom, for instance: a contribution toward a current educational system and contributions related to the role of expert system technology.

Today technology virtual is very trends for everyone. It is allows anyone to share data and information and easier for everyone to give each other opinions and discuss the information that shared by others. So, there is strong evidence to suggest that, for all educational stakes holder have to put heads together about the tools or media in teaching and learning process. It is including web -based learning as a media for further educational learning.

The rapid growth of technology causes a lot of changes in education teaching process. To provide competent human resources in educational, it needs instructional innovations using the advance of information and technology. Using Expert System Technology as an expert educational media is an example for it. Expert system is one subset of intelligence which can be used for decision making or problem solving with an expert based knowledge.

The expert system is part of the Artificial Intelligence (Artificial Intelligence). An expert system is a set of programs, routines and data computer, which has a knowledge base in limited domain and the use of reasoning structured to perform tasks to do an expert. Expert systems are usually built with the help of experts who emulates these specialists work in their fields. The Expertise consists of knowledge of a domain, specifically, to understand the problem domain, and the relative ability to resolve the whole problems that happened in a system.

From the standpoint of the role of expert system technology, improving the quality of human resources in educational is very important. So that, there is strong evidence to suggest for government and educational institutions jointly strive to accomplish a wide range of technology to build higher quality of education, among others through the development and improvement of teaching and learning media, and improvement of educational facilities.

Efforts to improve educational facilities and its procurement can be done by making teaching and learning media and provides its tools oriented on the use of technology. For example, using expert system technology to design a software of Blog as a media for teaching Writing subject. Accordingly, ought designed perfectly by experts for the sake of reliability of this media, and prevents Hackers.
Finally, by reading this recommendation, everyone who related to improving educational process, is expected to makes a quality improvement especially in teaching Writing subject by using technology.

3. METHODS
3.1. Research Design
I started designing my Master Education thesis topic since in the beginning of third semester courses in the language education of postgraduate program. This research was my first opportunity to study E-learning systemically and it made me think about how E-learning could benefit EFL students. Below were the research preliminaries:

Before establish this research, the researcher conducted a survey on lecturers’ perception and perspective of using blog in compared to the current technique in Faculty of Cultural Study of Halu Oleo University especially at English Literature Study Program. In this survey researcher found that a media for teaching and learning especially in writing skills is rarely used, in a condition where computers are available for students. This condition motivates the researcher to conduct an empirical study to explore the effectiveness of using blog as a media for improving students’ competence in writing.

This research was conducted on March 15th, 2016. It was done at the students of English Literature Study of Faculty of Cultural Study in Halu Oleo University. The researcher did pre-test to measure the students’ writing proficiency before giving treatment. At the pre-test, the researcher gave instruction about the pre-test procedure before doing the test. The test was written in the classroom with time line about 45 minutes. In the time of pre-test, the researcher gave the pre-in-depth interview with the time about 35 minutes.

Then after doing pre-test, the researcher using web-blog as a media to teach writing. In conducting treatments, the researcher ask permission to the head of Computer Laboratory of Haluoleo University to using the laboratory as the room of getting internet connection for the student’s learning in web-blog writing subject. The treatment was done in four meetings which the time frequent twice a week.

The researcher did post-test to measure the students’ writing proficiency. After giving treatment. At the post-test, the researcher gave instruction about the post-test procedure before doing the test. The test was written in the classroom with time line about 45 minutes. Then, in the time of post-test, the researcher gave the post-in-depth interview with the time about 35 minutes. Thus, after post-test, the researcher design an approach of research implementation.

Approach implemented in this research is experimental one group pre-post-test design. One group participants is pre-test on dependent variable and post-test after the treatment is given. This research includes a pre-test, that indicate students’ prior knowledge before treatment and a post-test indicated how participants measured after treatment. The results of pre-test and post-test of the students’ writing competence were compared. The following is the research design:

<table>
<thead>
<tr>
<th>Table 1: The One Group Pre-Test-Post-Test Design</th>
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<tbody>
<tr>
<td>Pre-test</td>
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<td>Y1</td>
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</table>

(Ary, Donald. 1972)
3.2. Participants and Sampling Technique
The population of this research was the students of Majors English Literature in Faculty of Cultural Studies of Halu Oleo University, in academic year 2015/2016 who took creative writing subject in semester IV. The participants of this research are 31 students. In taking sample, the researcher is used purposive sampling technique, it means that the distribution for choose the sample is determine directly with certain purpose. The placement of the student is not based on their grade/mark.

3.3. Procedure
To carry out this research, the researcher asked permission to the Dean of Faculty of Cultural Studies and the Chief of English Literature Study Program in Halu Oleo University to conduct this research. For the purpose of this study the researcher have inform and discuss with the Lecturer of writing course for the use of web-blog instruction as the complementary class, to the regular one which is then call in this research the blog instruction program.

3.4. Procedures for Conducting Meeting
The procedures of conducting this study are as follows:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Topics</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>Students write a paragraph of short narrative essay. Entitles “unforgettable moment” with the length of 200-250 words.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>First Treatment</td>
<td>The participants of the study were exposed with the basic of narrative essay and learned the pattern of building an essay by using web-blog instruction program.</td>
<td>The time is flexible because students’ will discuss the topics related to the material during the treatment for 24 hours.</td>
</tr>
<tr>
<td>Second Treatment</td>
<td>The participants of the study will request to write a narrative essay by using web blog instruction program with cover one of a type of creative writing with regard to write the Screenplay of a “TV Show” that they ever watched before.</td>
<td>The time is flexible because students’ will discuss the topics related to the material during the treatment for 24 hours. Including conventional learning process, peers feedback and teacher feedback.</td>
</tr>
<tr>
<td>Third Treatment</td>
<td>The participants of the research were request to proof read their peers’ in their blog.</td>
<td>The time is flexible</td>
</tr>
<tr>
<td>Fourth Treatment</td>
<td>The participants of the research was request to write a narrative essay by using blog with cover one of a type of creative writing with regard to write the Screenplay of “Utaran Film”</td>
<td>The time is flexible</td>
</tr>
<tr>
<td>Post-Test</td>
<td>Students write a paragraph entitles “Unforgettable Moment” in their experience of short narrative, with the length of 200-250 words.</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Procedure of Teaching Writing Using Web-Blog
The procedures of teaching writing of this research as follows:
Instructional Treatment/Participants

Step 1. First teacher sign in to blog that researcher have been made to Blogger. The teacher have own account to facilitate the students. The teacher trained the students on how to make their own blog. The teacher gave the students an account access of tutor blog www.mynewenglishstyle.blogspot.com. After students get an access of tutor blog, they can log to gain and see the information about the subjects, in tutor/teacher web blog as below screen:

Step 2. The teacher gives a brief explanation about personal narrative essay such as the purpose, the generic structure, and the language features on web-blog page. Teacher will attach several links for further explanation of the course content.

Step 3. The students would attach the feedback or posting some comments on the students’ blog column and the teacher posting about the current topic on tutor’s blog.
Step 4. The teacher creates an assignment on the assignment column, and tells the students to write a personal narrative essay. The teacher provides the topic and posts the assignment with the due date for submitting the task. The students are instructed to choose one of two topics (Bachman, 1990). Each student chooses an interest topic as they like and writes a well-organized and developed essay within the time period given by the teacher.

Step 5. Each student writes their first draft in their own blog. Then, students receive comments from peers. After checking their mistakes and errors (if any), they write the final draft and consult with their peers and teacher concerning any points by using web blog especially (note).

Step 6. The teacher checks and corrects the final draft and sends it back to the students with suitable feedback or even giving grades to the students’ draft. The teacher then monitors the students and notes occasional errors with pay attention to the scope of writing such as content, organization, vocabulary, language use, and mechanics of the students’ performance in writing to review later on the web page. Then, editing the final draft, and giving grades to their assignments.

**Instructional for Teacher/Lecturer**
Step 2. Logged in with username and password and email as a teacher. Showing teacher own blog as tutor blog and introduce the tools to all students.
Step 3. Sign in to the students’ blog to control the students’ activities during given assignment. Giving instruction how to give comment into web blog.

Step 4. Teaching the content how to produce sentence and elaborate into paragraph that provide. For instance: introduce the students about a paragraph, the main idea, supporting sentence. In short the students can easy to find out which one is the main idea and so on.

Step 5. Giving comments into students’ draft as teacher’s feedback in web blog. And the students rewrite/ revise their first draft on the blog.

Step 6. Asking students’ to write the final draft and gives criteria to the students draft through posting back in web page. The teacher corrects the students’ draft with giving comments directly in blog.

3.5. Technique of Data Analysis

Quantitative Data Analysis
The data of this research is analyzed by using SPSS version 16. The students’ achievement data were taken from pre-test and post-test’s result and it was analyzed using descriptive statistic (mean score, median, modus, range, standard deviation). The inferential statistics were aimed to test the hypothesis. The current research used non-independent t-test or paired/matched t-test to compare the means of two variables in one group (Pre-Post) and provide N_Gain of students’ writing composition in pre-test and post-test.

Qualitative Data Analysis
Qualitative data analysis is used to analyze and describe the data of students’ perceptions after interviewing sheet by using descriptive statistics (describe data into words). After analyzing the data, researcher was formulate a conclusion and recommendations about the implementation of blog in enhance students’ writing competences whether their perception based on the interviews result is positive, or negative, by using descriptive explanation.
4. FINDINGS AND DISCUSSION

Descriptive Analysis

Table above shows that there is a significant different score after students are given web-blog instruction program. As a comparison, the mean score in pre-test is 76.38 while in post-test is 86.29, in which the gain score is 9.9. Furthermore the maximum score in pre-test is 89, while in post-test is 99.5 with a gain score is 30, and the minimum score in pre-test is 53.5, while in post-test is 64.5 in which the gain score is 0.

Analysis of Paired Sample T-Test

A statistical analysis of paired sample t-test has been conducted to compare students’ writing performance before and after applying web-blog instructional program.

Table 4: Paired Sample Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post_Test - Pre_Test</td>
<td>9.90323</td>
<td>5.15981</td>
<td>0.92673</td>
<td>8.01059, 11.79586</td>
<td>10.686</td>
<td>30</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Based on the result of above analysis obtained value of t-test = 10.686, degree of freedom (30) then t-table = 1.697, or in other words p value = 0.000 ≤ 0.05.

Feedback Process as a Good Lesson Learning for Boosting the Students’ Motivation.

In giving feedback as well as to contribute the students’ competences in web-blog writing, the steps are as follows:

Graph 1. The Comparison of Students’ Mean Score of Pre-Test and Post-test
1. The researcher gives first stimulation to make them to have motivation in doing writing by using web-blog.
2. Gaining the students more skills to writes by using web-blog in other to reach the objective of web-blog instructional program.
3. Further, encouraging the students’ motivation in order to improving their writing competences by using web-blog.

In addition, the students also used peer feedback when they have a change to give of students’ draft. In order words, they can show their feedback by giving a comment to the students’ draft in web-blog. After the student show their comment, the teacher directly gave correction as reinforcement from the students.

As expected from teaching writing through a web-blog that blogging engages the students is more active in learning, increase students and teacher relationship, improves flexibility in teaching and learning process. It is supported theory by Vigotsky theory that the social interaction among students is happening and it makes the students learning process as the concern of the social interaction and context.

Students’ Perceptions of Using Web-Blog as a Media in Teaching Writing

In this research, questionnaires test used to know the students’ perception of the use of web-blog in teaching writing. The researcher used open ended questionnaire which makes the students answered some questions by using their own words. In this research there were three areas questions have been used, it was adapted from Jones (2006).

A. Previous experiences in EFL learning.
B. How does recent web-blog effect students’ writing and collaboration?
C. Peer Working

Participants’ EFL Learning Experience

In the questionnaires test, 11 of the 33 participants chose writing as their weakest aspect in English learning. Writing seemed to be the most difficult aspect for these participants, 4 participants thought that they had a problem with their English reading. According to the participants, reading used to be the most important content in their English classroom because they learned vocabulary and grammar from reading. Meanwhile, reading occupies the biggest portion in English Literature Study Program. Therefore, participants spent more time on English reading. The participants had an English writing class every week since the first year in the second semester. Each writing class was 90 minutes. In the English writing class, the teacher used PPT as the main teaching media to introduce and explain writing skills. Sometimes the teacher left 10 to 20 minutes for students to practice English writing during the class, but mostly there was no time left to practice writing.

Apparently, time for writing practice in English writing class was not sufficient. At the same time, most participants admitted that they would rather spend time on other subjects than English writing. In this study, all 31 participants thought that they did not spend enough time on practicing English writing during or after class. There were 5 of the 31 participants reported that they rarely practiced English writing outside the classroom. The participants provided the following reasons: First, if there was no homework, there was no motivation to do English
writing because English writing was boring. Second, there was no one who could provide effective feedback except the teacher. Some of the participants also said they did not have effective interaction with their teacher and their communication was limited only to the classroom.

This fact made them believe that practicing English writing was a waste of time because they could not receive useful feedback to improve their writing. Third, they did not have English writing habits. Among all the participants, 6 kept an English diary, 6 used English when writing in social media and emails or messages, 10 practice when doing English task from their lecture. They believed that living in Kendari environment made it difficult to apply English writing in daily life.

Furthermore, they thought it took a much longer time to see the progress in writing practice and they did not feel a sense of accomplishment. That was also why they would hesitate before they started a long-term practicing program.

Participants’ Attitude towards Social Networks in EFL Learning

Most participants normally spent about one hour every day on the Internet. Most used their smart phone to connect to the Internet instead of using a computer. They said there was no Wi-Fi on learning’s room but there is in official room or in computer laboratory access. Also, the limited number of computers in the laboratory was not enough for all the students to use. Under these circumstances, the participants had to use their phone to surf online with an affordable data plan. Their online activities mainly involved reading news, playing video games, chatting with friends and social networking. In the participants’ phones there are different kinds of social apps such as: Facebook, Instagram, LINE, that has the most popular social networks for them. Twenty-four of the 31 participants had their own personal Facebook page. The only five who did not have a Facebook page and had closed the page for some personal reasons. Facebook was very popular among the participants. They thought it is easy to access, flexible and even part of fashion.

How Does Recent Blog Effect Students’ Writing and Collaboration?

Considering the privacy of participants in this research, the researcher used web-blog as a media for teaching writing. And started made web-blog as a media for teaching writing. In this research, all students have obligatory make own blog page and could post their assignment and share with the other members. At the same time, all students were able to leave comments under the blog as feedback to the writer. This web-blog was unchanged after data collection.

During the data collection process, participants were willing to do the assignment that suit with their level of writing subject and were active in discussing their feelings about their assignment. However, when invited to start giving comment on their friend’s blog related to the assignment from the teacher, some participants showed their unwillingness to participate and they gave the following reasons, for instance: “Low language proficiency leads to conflicting emotions”

Some participants indicated that they did not want to write English blogs because they were “not good at it” and “feel embarrassed” to show their writing to their classmates. Apparently, lower language proficiency affects their confidence on English learning. Indeed, participants with higher language proficiency were more active in this research and they were not only interested in English writing but also
the other aspects, such as reading and speaking. Compared to participants who were not willing to write in English, active participants were more willing to talk about their English learning and showed a great motivation to improve their writing it could be seen the students process writing in blog in appendix 7 (Students’ Interaction on Blog).

**Effective Peer Working and Active Collaboration**

During the data collection, there was many effective peer collaboration found in the web-blog. According to their in-depth interview the participants admitted that they prefer feedback from the teacher than their peers. They seemed to trust the authority more than their classmates who they believed were at the same language proficiency level as themselves.

In addition, to be able to efficiently the use of blog as a media in teaching writing, peer feedback is used in order to evoke the students’ effective and active collaboration. During the data collection, there was many effective peer collaboration found in the web-blog. 20 students indicated as high confidence in peer working most of them said such as; “I felt enjoyed in reading my friends’ writing and I am very happy if they read my writing and they leave some comments, I feel amazed, because my friend able to work through writing, I am very excited and hope my friends give me advice or comments to improve my writing work. I feel very happy because with peers’ feedback can improve my English language skill”.

According to their in-depth interview the participants admitted that they prefer feedback from the teacher than their peers. They seemed to trust the authority more than their classmates who they believed were at the same language proficiency level as themselves. In peer working the students write their feel when their peer read their works 11 students indicated low confidence in peer working. Most of them said for instance; “I feel shy when my friends read my work, I have a little worry, my work not really good, feels be afraid because my writing not good as my friends’ work,” etc. The students reported that it was hard to get useful feedback from their peers on their grammar mistakes or word choice, see students’ feedback composition in appendix (Students’ feedback composition).

Finally, teacher feedback is used in balancing peer feedback. In giving feedback the research more focus on how to produce a narrative essay which covered five aspects of writing components as well as to contribute the students, competences in writing by using web-blog. For more clearly see teacher’s feedback in students composition in appendix (students’ feedback composition).

Altogether, there were effective peer collaboration during this web-blog program and the participants were very confident to give and receive peer feedback, and still seemed to rely on their teachers’ feedback towards English writing.

5. CONCLUSION AND RECOMMENDATIONS

As the result of data analysis that has been presented on chapter V, the researcher comes up with conclusion that there is a significant effect of using web-blog as a media for teaching writing at English Literature Study Program in Faculty of Cultural Studies of Halu Oleo University, in academic year 2015/2016 who took creative writing subject in semester IV. It is indicating that the students gain higher score on post-test than the pre-test. Based on the result of first hypothesis testing, it shows that there was a significant difference in the score for pre-test (M=76.38; SD =
8.77) and post-test (M=86.29; SD=7.78), Df= 30, $t_{tabel} = 1.697$ and $t_{test} = 10.686$.

The result of paired sample test showed $t_{test} \geq t_{tabel}$ with $\alpha \leq 0.05$ or $H_0$ is rejected and $H_1$ is unrejected.

The above results indicate a significant difference on students’ writing competence before and after treatment. Using Blog as Media for teaching writing is effective for improving students’ writing competence and produced a positive learning environment for the students. Moreover, the result of questionnaire data analysis indicates that the students felt positive for utilizing web-blog as a media in learning instruction especially writing subject. Web-blog helps the students easier to understand structure and features of narrative essay, help the students to develop their ideas and their imagination when they want to write narrative essay, how to give comment of the students’ draft into web-blog. The most important thing is the students enjoy in learning writing for practicing written in narrative essay by using web-blog.

Altogether, the researcher can be concluded that web-blog instruction is an effective way to overcome the problems faced by the students and teachers in teaching writing. Other finding of this currents research shows that students’ perception on the use of web-blog is positively related with the students’ writing competences, The result of this research suggest the better perception of students on the use of web-blog, the better writing competence will be.

Based on the result of this research, the researcher gives several recommendations as the following points:

1. For University Stakeholders, instructed and supports the lecturers to use virtual learning in their courses, including web-based learning as a media for further educational learning, and facilitated the students with easy in utilizing internet in their learning process.
2. For practitioners in education in order to apply web-blog or the other web based technology as a media for teaching in class, especially in writing subject and include reading.
3. For Further research need to apply web-blog as a media and combining with the good technique by using other genres of text, personal recount, report text, and explanatory text, etc.

References


