

THE USE OF WEB BLOGS FOR ENGLISH WRITING CLASS FOR EFL STUDENTS

Ni Wayan Juniari¹

Universitas Pendidikan Ganesha

Luh Putu Artini²

Universitas Pendidikan Ganesha

Ni Luh Putu Eka Sulistia Dewi³

Universitas Pendidikan Ganesha

[juniari.4@undiksha.ac.id¹](mailto:juniari.4@undiksha.ac.id)

Submit, 13-12-2022

Accepted, 29-12-2022

Publish, 31-12-2022

ABSTRACT

This research focuses on how web blogs use in teaching English writing classes for EFL students. Learning has led students and teachers to interact at a distance through the involvement of media, platforms, and learning strategies within a complete virtual learning community. This research aims to investigate the use of Web Blog for English writing classes for ELF students. This study carried out library research by conducting a literature review, where the data source used previous research on the related topic to achieve the study's objective. Four research articles published in reputable journals are listed in this research. The research aimed to determine the influence of the used web blog on the achievement of writing taken from several research articles conducted by several researchers. This study discovered that writing is one of the greatest important English abilities, and the use of web blog writing classes for ELF students positively impacts English learning. The findings were derived from a literature review, where the data source was previous studies on the relevant subject. As a result, using the web blog in writing classes for ELF students has a positive influence on learning writing.

Keywords: *Web Blog, Writing, ELF Students.*

INTRODUCTION

English is an International language to connect by further persons around the world. There are four skills that need to be learned in English for English foreign language (EFL) students, listening, reading, speaking, and writing. Harmer (2001) defines writing as productive skills. The product of writing that the writer creates

eventually will be read by other people. Therefore, the writer needs to be able to organize thoughts and ideas into a readable text that will be understandable to the audience. On the other hand, the product of writing also needs to be interesting in order to attract the interest of the audience to read the product of writing.

The writing carries about features that are advantageous in English learning development. Those features are grammar, punctuation, vocabulary, structure, and cohesive devices. As per important ability in language making, writing ability is educated in institutes and academies. In the province of EFL, writing is non one performed as a written message, but further than that, writing likewise put the learners to unite information or transmission their designs and supposed interested in a written arrangement. In the EFL framework, writing is well-thought-out as one of the furthestmost stimulating abilities to be educated. Commonly, writing ability develops the slightest enthusiast the learners. In reality, that productive education of the writing ability predisposed by the effect with the education of further skills likewise develops a mark that writing is the greatest complex ability in English.

Teaching writing is very important to do in order to train the students to know and understand writing. In instruction learning development, the lecture furthermore teaches the material to the students but assesses the students' achievement in writing to know how far the students understand about writing. Writing has a critical role for EFL students. It assists students in achieving academic mastery. Given those functions of writing, the lecturer is critical in an EFL writing class. The expectancy for university students to become good writers is very high. If they do not have good writing skills, they may face a number of difficulties in their university course.

Media plays an important role in the teaching-learning process. As we all know, the teaching and learning process cannot function properly without the use of media. Media use is expected to aid in the teaching and learning of English writing. Information and communication technology are one of the media that can be used in an EFL writing class at university (ICT). Tinio defined ICT as a diverse set of technological tools and resources used to communicate, create, distribute, store, and accomplish evidence (as cited in Wachiuri, 2015). Students gain knowledge from ICT development as media. Blogs, websites, societal networking, and content management systems can all be used to help students advance their writing skills. Blogs are one type of interactive media that can be used to improve writing skills. There are numerous blogs available on the internet. They have a wealth of information and knowledge to share. When used as media, we can upload pictures and videos to blogs to make English teaching more appealing and interesting. According to A.P. Urry et al. (2016), there

are three types of blogs used in foreign language classes: tutor blogs, class blogs, and learners' blogs.

Weblogs are a popular medium among EFL students. Weblogs have features that allow users to draft, post, or leave comments. These structures enable students to easily share their writing knowledge. When compared to further media use in language teaching, blogs have a distinct advantage. According to (Kavaliauskienė, 2014), students enjoy blogging regardless of the difficulty of the tasks. According to Amal (Alsubaie & Madini, 2018), blogs help learners master writing skills, spark writing motivation, and effectively interact in both social and real-world contexts.

Blogs, as applied tools, provide delightful chances in an EFL setting for mutual teachers and students (Aydin, 2019). When students receive well-organized instructions, the use of blogging in writing classes may help them progress their writing performance (Wu et al., 2005). According to the findings of a research study conducted by Vurdien (2013), the use of blogs by teachers aided students in advancing their writing skills and writing improved in definite responsibilities. Blogs likewise encouraged student collaboration, and the use of blogging contributed to a better understanding of how learners' feedback can be effective. A study was conducted to investigate the effects of general writing. The study made use of various stages of blog admissions written by participants in the same study. The findings indicated that blogs could be useful in increasing students' writing presentations by encouraging them and enhancing what is known as student independence in increasing writing skills (Sun, 2010).

Based on those reasons and facts in the field of education, the researcher found that writing is still an important skill that needs to be mastered by EFL students. Globalization which brings a new model of learning, can affect the teaching media. The use of web blogs is hoped to be successfully applied in the class. It is because Web blogs are applications that can bring everywhere and anywhere. Considering this finding, the researcher wants to carry out a study permitted "The Use of Web Blog for English Writing class for ELF Students.

LITERATURE REVIEW

The words "web log" and "blog" are combined to form the word "blog." A tool for textual interaction and communication is the blog. Weblog describes a unique web page that the author maintains in the style of a reverse-chronological journal. It is maintained mostly online as a "log on the web," either on a static web page or through a database-backed website made possible by blogging software. It readily uses hyperlinks to refer to other Internet destinations as a "log of the web ."Blogs are private

online diaries that have recently developed into a collaborative tool and are seen as a new way for people to publicly express their ideas. The use of this style of writing online has grown. Since writing in blogs encourages people to become more analytical and critical writers, the majority of blog writers (bloggers) use this environment for self-expression and empowerment. The content, or "micro-content," as Alexander (2006) prefers to call it, is presented in reverse chronological order via blogging software, which encourages frequent site updates.

As a result, the entries or micro-contents are primarily made up of the blogger's own beliefs and thoughts, which explains why they are called "online diaries." Additionally, blogs can effectively encourage self-expression in a setting where the L2 learner/blogger is creating highly customized content related to their language learning. Due to their ability for both individualism and collaboration, blogs can cross linguistic boundaries and be utilized for language acquisition as bloggers become part of a larger community.

RESEARCH METHOD

In this research study, a qualitative research design was used. The purpose of this study is to investigate the learners' improvement of the usage of web blogs in writing classes. This study was focused on library research, a set of activities related to the method of collecting library data. This library research was carried out by reading and reviewing various literature with related topics. Qualitative research is a kind of study in which the researcher trusts the interpretations of members' request boards and overall interrogations, gathers data involving basically of words for theme tune or demeanors the review in a particular unfair way.

FINDINGS

To support this present study and to gain valid data, the researcher collected the data by reviewing several previous types of research with related topics. In this present study, the data presented show the use of web blogs in writing classes for ELF students. Maharani (2021) conducted research entitled "Improving the students' writing skill using the weblog." The above study used a blog to improve the writing skills of second-grade students at Sentosa Bhakti Baturaja Junior High School. The researchers then used the pre-experimental design to collect data. The goal was to see if there was a significantly effective way to improve students' writing skills by using a weblog with eighth-grade students at SMP Sentosa Bhakti Baturaja. This study used random cluster sampling to select a sample of 18 students from VIII.B. The data was gathered through the use of a test. The exam was in the form of a writing test. Statistical analysis was

used to examine the information gleaned from testing and analysis (paired sample t-test).

The mean of the pretests was 50, and the mean of the post-tests was 73,55. According to the research findings, the researcher concluded that using a weblog to improve students' descriptive text-writing skills at SMP Sentosa Bhakti Baturaja before and after treatment was significantly effective. The authors conclude that another hypothesis (H_a) is recognized, and the null hypothesis (H_o) is excluded because of the sig. (2-tailed) =0.000 is fewer than the substantial level (=0.05). It means that using a blog to improve students' writing skills at SMP Sentosa Bhakti Baturaja has a significant effect.

Arochman & Yosintha (2020) conducted a research entitled "Effect of Using Web-Blog on Writing Instruction for English Language Learners ."The purpose of this research was to determine the efficacy of interference the used a Web blog to improve the writing of English. It seeks to determine, regardless of any difference in the writing abilities of students trained to consume a Web blog (online) and without (offline). This research was confidential as quasi-experimental. This study's example consisted of 64 students from central Java; X Unggulan Classes (XU1 and XU2) are taught at the secondary school level. The Experimental Group was designated as Class XU2. to be taught using Web blog media as the treatment, while Class XU1 was selected as the Experimental and regulator to be taught to use another treatment (employed paper-based media).

They were provided three months of treatment between the start and end of the study. The findings revealed significant differences in the writing abilities of students educated using a Web blog versus those educated without it. The hypothesis testing results show that the observed (2.028) is greater than the t-table (1.671).

Sanjaya et al. (2020) conducted a research entitled "Using Web Blogs in Teaching Writing for EFL Students. " This study investigates learners' perceptions of weblogs as an educational tool in writing classes with the goal of increasing students' writing skills. Thirty (EFL) students participated in this quantitative study. In order to collect data, thirty students from the eighth semester of the English Study Program at IAIN Curup were given a set of questionnaires to fill out in order to get students' responses on weblogs. Following the collection of data, the researcher examined the learner's reply by including the regularity and ratio of occurrences.

The results of the study Based on five indicators provided by the researcher, Weblogs are perceived positively by the majority of students for the following reasons: students' confidence to write, writing skill improvement, information and communication technology understanding and knowledge, serious, thoughtful

advancement, and accessibility. According to the findings of this study, students responded positively to the use of weblogs as average for writing in class. In addition, students choose to complete their assignments on a blog than on paper. This study's findings also recommend that English teachers and lecturers reflect weblogs as an intermediate learning tool in school and university because they can increase students' writing enthusiasm.

In addition, Mabuan, R. A. (2018) conducted a study entitled "Using Blogs in Teaching Tertiary ESL Writing." Based on the TPACK Framework (Koehler & Mishra, 2009) and the Substitution, Augmentation, Modification, and Redefinition or SAMR Model of Technology Integration into the Classroom (Koehler & Mishra, 2009), this study examined an amount of 58 blog posts written by ESL learners concluded weblogs (Puentedura, 2014). It sought to ascertain students' perspectives on the use of blogs in the development of English writing skills, as well as students' comments on the benefits of blogging as a simulated writing stage. Fifty-eight freshmen university tourism students enrolled in a Study and Thinking Skills class at a private university in Manila, the Philippines, participated in the study during the first semester of the 2017-2018 academic year.

DISCUSSION

The current qualitative research design is centered on library research. The current study's data analysis resulted in the establishment of the research findings. The current study's findings indicated the importance of using web blogs when learning English as a foreign language, especially in writing lessons. In general, the findings of this study indicate that using web blogs in writing classes for ELF students has a positive impact. The majority of previous studies discovered that using the web blog in writing class for ELF students learning English as a foreign language. Furthermore, the current research may discover that using the web blog contributes to student success in writing skills and that using the web blog helps students learn the target language more effectively.

CONCLUSION

The current study investigates the impact of the use of web blogs in writing classes for ELF students by conducting a qualitative study that focuses specifically on library research. Because English is a global language, it is regarded as an important language to learn worldwide, and one of the most important skills to be mastered is writing. Throughout the current study, the discussion focused on the use of web blogs in writing classes for ELF students. The findings were derived from a literature review,

where the data source was previous studies on the relevant subject. As a result, using the web blog in writing classes for ELF students has a positive influence on learning writing.

REFERENCES

- Alsubaie, A., & Madini, A. A. (2018). The Effect of Using Blogs to Enhance the Writing Skill of English Language Learners at a Saudi University. *Global Journal of Educational Studies*, 4(1). <https://doi.org/10.5296/gjes.v4i1.12224>
- Arochman, T., & Yosintha, R. (2020). EFFECT OF USING WEB-BLOG ON WRITING INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS. *Journal of Languages and Language Teaching*, 8(4). <https://doi.org/10.33394/jollt.v8i4.2797>
- Aydin, N. (2019). *Paradigmatic and Conceptual Framework for Islamic HDI*. https://doi.org/10.1007/978-3-030-12793-0_11
- Creswell, J. (2012). Creswell (2013) Qualitative Research Narrative Structure.pdf. In *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, Third Edition*.
- Harmer, J. (2001). Book Review : The Practice of English Language Teaching. *RELC Journal*, 32(1). <https://doi.org/10.1177/003368820103200109>
- Kavaliauskienė, G. (2014). SOCIAL NETWORKING SYSTEMS IN TEACHING / LEARNING ENGLISH FOR SPECIFIC PURPOSES. *English for Specific Purposes World*, 15(42).
- Maharani, V. (2021). CONCEPT: Community Concern for Improving the students' writing skill using weblog. *English Pedagogy and Teaching*, 7(1).
- Sanjaya, H. K., Apriani, E., & Edy, S. (2020). Using web blogs in teaching writing for EFL students. *Journal of English Education and Teaching (JEET)*, 4(4).
- Sun, Y. C. (2010). Extensive writing in foreign-language classrooms: A blogging approach. *Innovations in Education and Teaching International*, 47(3). <https://doi.org/10.1080/14703297.2010.498184>
- Urry, L. A., Campbell, N. A., Reece, J. B., Cain, M. L., Wasserman, S. A., Jackson, R. B., & Minorsky, P. V. (2016). Campbell biology. In *Campbell Biology*.
- Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain. *Computer Assisted Language Learning*, 26(2). <https://doi.org/10.1080/09588221.2011.639784>

- Wachiuri, R. N. (2015). Effects of Teachers' Experience and Training on Implementation of Information Communication Technology in Public Secondary Schools in Nyeri, Central District, Kenya. *IOSR Journal Of Humanities And Social Science Ver. VII*, 20(3).
- Wu, G., Van Der Helm, F. C. T., Veeger, H. E. J., Makhsous, M., Van Roy, P., Anglin, C., Nagels, J., Karduna, A. R., McQuade, K., Wang, X., Werner, F. W., & Buchholz, B. (2005). ISB recommendation on definitions of joint coordinate systems of various joints for the reporting of human joint motion - Part II: Shoulder, elbow, wrist and hand. *Journal of Biomechanics*, 38(5). <https://doi.org/10.1016/j.jbiomech.2004.05.042>