The Effect of Weblog Media Toward Writing Ability of the First Grade Students

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Abstract
Weblog is one of media that provides special features to learn writing. Thus, the aims of this research to see the effect of weblog media toward students' writing ability at SMK Manajemen Penerbangan Pekanbaru. The design of this research was quasi-experimental. The first grade students was the population in this research and it consists of two classess as sample. One experimental class and one control class. Data collection technique were the students' writing test consists of pre-test and post test to see the effect of weblog media on the students' writing ability. This research found that weblog media give significant effect toward students' writing ability of the first grade students at SMK Manajemen Penerbangan Pekanbaru.

Keywords: *weblog media, writing ability*

Introduction

In modern time, writing can be delivered to the direct communication to others by using technology as a medium for conversation. One of variety of media technologies in teaching writing is weblog (Ardi, 2012). According to As'ad (2010) cited by (Fahreza, 2017) weblog is a combination from Web and Log, or now more popular is called a blog or blogging. The term blog means the writing activities in an internet application where the outcome of these writings can be accessed by anyone who has an internet connection and the owner of his/her own blog. Referring to curriculum 13 and the competency of writing in English teaching syllabus of first grade students at SMK Manajemen Penerbangan Pekanbaru, the students are expected to develop and produce written text. Dealing with the syllabus that taught in SMK Manajemen Penerbangan Pekanbaru, one of the genres of the text that learned by the students is descriptive text. Besides, the students still have some problems in writing, such us the students are difficult on developing the topic of the text and the students are difficult to produce a descriptive text based on the generic structure and language features of descriptive text appropriately.

In addition, in SMK Manajemen Penerbangan Pekanbaru all of the students use technology on their learning. All of the students get some facilities from school on teaching learning process, such as the entire students' uses tablet and notebook on learning process, whether the tablet or notebook is got from the school. As a result, the teacher send the materials or the lesson to the students by using tablet and notebook. Then, the teacher ask the students to submit their task via LINE, WhatsApp (WA) and Email. Furthermore, SMK Manajemen Penerbangan Pekanbaru provides the students with wireless as the internet connection in that school. Therefore, with these facilities, the students can access the internet easily from their tablet freely in that school. As a result, the students can learn more by using technology that is weblog media, especially on writing subject, because the students still have some problems on that skill.

There are several studies have been done related to weblog media, they are Karsak, Fer, & Orhan (2014); Altunkaya, ates, Dogan (2018); Musa (2016); Özdemir & Aydın (2015); Alsamadani (2017); (Cequena, 2013). Based on some related studies, it shown that the use of weblog can give positive effect to the learning process. In other words, weblog provides powerful and useful media for the students to learn writing. By using weblog media, the students can explore their ideas to make them easily in writing descriptive text based on the appropriate generic structure and language features of descriptive text.

Furthermore, there are some steps that should followed by the students to make their writing interest to read by the readers, such as peer responding, editing, revising and publishing. In addition, in peer responding the students got the comments, suggestions or recommendations from their classmates related to their writing on weblog. Then, the students edited, revised and published their writing based on the comments, suggestions or recommendations that related to the generic structure and language features of descriptive text. In order to know the students' level of writing, the researcher used scoring rubric of descrtiptive, there are five indicators of writing descriptive text, such as content, organization, mechanic, grammar and vocabulary.

Related to the problems, the researcher did the research was to see the effect of weblog media in students' writing descriptive text. From this research, it can be shown the weblog media give significant effect towards students' writingdescriptive text.

Method

This research was quasi-experimental research. This research conducted in the first grade students at SMK Manajemen Penerbangan Pekanbaru. There are four classes of the first grade students. They were X AFP (Airframe and Powerplane), X UPW 1 (Usaha Perjalanan Wisata). X UPW 2 (Usaha Perjalanan Wisata) and X ADP (Administrasi perkantoran). The numbers of the students were 72 students. The sample of this research was purposive sampling that was selected the students based on the particular purpose of the experiment. In this research, the researcher chooses two classes, which are X UPW 1 (experimental class) and X UPW 2 (control class).

Before writing a descriptive text, the students have to know the generic structure and language featureswhich are frequently use in a descriptive text. In addition, the students also pay attention to five indicators of descriptive text, for example content, mechanic, organization, vocabulary and grammar to produce a good descriptive text.

In collecting the data, the researcher gave writing test to the students. The writing test consists of pre-test and post-test. In addition, pre-test was given to the students to measure the students' writing ability before they taught by using weblog media. After that, post-test was given to the students to measure the students' writing ability after using weblog media. On applying weblog media (treatment), some procedures followed by the researcher. Post-test was conducted after the researcher implemented the treatment. Then, the score of pre-test and post-test compared to see the effect of weblog media on the students' writing ability of descriptive text.

Results and Discussion

This research was done in eight meetings both classes. The data of the students shows the normality and homogeneous. Then, after the students conducted writing test, the researcher calculated the score of pre-test and post-test both classes to test the hypothesis. The researcher calculated both of scores using SPSS version 23 to know the effect of weblog media toward students' writing ability. The score both classes can be seen in the table below:

a) Experimental Class

Table 1. The Score Pre-Test of Experimental Class

Students	Score			
	Rater 1	**Rater 2**	**Final Score**	**Category**
1	75	71	73	Good
2	59	62	61	Enough
3	58	62	60	Enough
4	50	51	51	Less
5	52	58	55	Less
6	49	52	51	Less
7	45	62	54	Less
8	49	47	48	Fail
9	49	50	50	Less
10	48	41	45	Fail
11	58	59	59	Less
12	58	62	60	Enough
13	54	59	57	Less
14	45	58	52	Less
15	70	62	66	Enough
Total	**819**	**856**	**842**	
Average	**54.6**	**57.06**	**56.13**	**Less**

Based on table 1, showed the students' score in pre-test of experimental class. From the table above, the researcher found that the total score was 842. In addition, the students' average in writing deescriptive text was 56.13. It can be seen that based on 15 students, only 1 student classified into good category, 4

students calssified into enough category, 8 students classified into less category and 2 students classified into fail category. So, based on the pre-test the students writing ability of descriptive text was less.

Table 2. The Score Post-Test of Experimental Class

| Students | Score | | | |
	Rater 1	Rater 2	Final Score	Category
1	96	95	96	Very Good
2	96	100	98	Very Good
3	91	88	90	Very Good
4	95	91	93	Very Good
5	88	91	90	Very Good
6	88	91	90	Very Good
7	100	95	98	Very Good
8	75	75	75	Good
9	88	91	90	Very Good
10	91	88	90	Very Good
11	100	100	100	Very Good
12	88	91	90	Very Good
13	95	91	93	Very Good
14	84	83	84	Very Good
15	100	100	100	Very Good
Total	**1375**	**1370**	**1377**	
Average	**91.67**	**91.33**	**91.8**	**Very Good**

Based on table 2, the researcher found that the total score post-test of experimental class was 1377 with average was 91.8. It can be concluded that the students score in post-test was higher than students score at pre-test. From the table, it can be concluded that based on 15 students, 1 student classified into good category and the others classified into very good category. Then, it showed that the significant score from the students pre-test and post-test.

b) Control class

Table 3. The Score Pre-Test of Control Class

| Students | Score | | | |
	Rater 1	Rater 2	Final Score	Category
Student 1	50	50	50	Less
Student 2	50	59	55	Less
Student 3	61	58	60	Less
Student 4	68	55	62	Enough
Student 5	66	75	71	Good
Student 6	61	45	53	Less
Student 7	50	56	53	Less
Student 8	45	54	50	Less
Student 9	54	59	59	Less
Student 10	41	49	45	Fail
Student 11	61	66	64	Enough
Student 12	55	51	53	Less
Student 13	62	62	62	Enough
Student 14	36	50	43	Fail
Student 15	50	50	50	Less
Total	**810**	**839**	**830**	
Average	**54**	**55.93**	**55.33**	**Less**

Based on table 3, it showed the students pre-test of control class. The researcher found that the total score of the students was 830 with average 55.33. From the table, it can be concluded that based on 15 students, only 1 student classified into good category, 3 students classified into enough category, 9 students classified into less category and 2 students classified into fail category. In short, based on pre-test score the students writing ability of descriptive text was less.

Table 4. The Score Post-Test of Control Class

Students	Score			
	Rater 1	Rater 2	Final Score	Category
Student 1	70	60	65	Enough
Student 2	62	70	66	Enough
Student 3	68	70	69	Enough
Student 4	66	68	67	Enough
Student 5	66	75	71	Good
Student 6	62	71	67	Enough
Student 7	71	70	71	Good
Student 8	76	75	76	Good
Student 9	70	71	71	Good
Student 10	74	71	73	Good
Student 11	80	79	80	Very Good
Student 12	68	71	70	Good
Student 13	84	75	80	Very Good
Student 14	70	71	71	Good
Student 15	70	66	68	Enough
Total	1057	1063	1065	
Average	70.47	70.87	71	Good

Based on table 4, it showed the students score post-test of control class. It can be seen that the total score of the students was 1065 with average was 71. From the data, it can be concluded that the students score of post-test was higher than the students score of pre-test. The students score at pre-test was 55.33, while the students score at post-test was 71.

After the researcher calculated the students score pre-test and post-test both classess, the researcher need to calculated the students score to see the significant effect of weblog media toward students' writing ability of descriptive text by using independent sample t-test. The result of independent sample t-test can be seen in the data below:

Table 5. The Result T-Test of Post-Test Scores on the Students' Writing Ability by Using Weblog Media

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score	Equal variances assumed	1,031	,319	10,090	28	,000	20,800	2,061	16,577	25,023
	Equal variances not assumed			10,090	25,218	,000	20,800	2,061	16,556	25,044

Based on table 5, it can be seen that df (degree of freedom) is 30-2 = 28. From the table above, the researcher found that $t_{obs} > t_{table}$. It is found that t_{obs} is 10.090 $> t_{table}$ at level of significant 5% is 2.763 and t_{obs} at level of significant 1% is 2.467. In other words, $t_{obs} > t_{table}$, it means that (Ho) the null hypothesis was rejected and (Ha) alternative hypothesis was accepted. Based on the data of Ho and Ha, it can be concluded that there is a significant effect of weblog media toward students' writing descriptive text at the first grade students at SMK Manajemen Penerbangan Pekanbaru.

This research also supported by some researchers, (Karsak et al., 2014). They used mixed method in order to investigate the use of weblog, based on their research showed the quantitative result that using weblog give significant effect between the experimental class and control class. It means, weblog give positive effect to enhance students' writing performance. Besides, qualitative result showed that using weblog in the classroom give positive atmosphere to the students, such as weblog is fun and creative in learning process. Then, (Altunkaya, ates, Dogan, 2018) entitled *Using the Weblog in the Turkish Writing Skills As a Foreign Language* explained that using weblog in the Turkish as a foreign language can improve

the students' writing skills. Based on their research, it found the siginicant effect of studets' score from pre-test and post-test, it supported by the score of post-test was bigger than the score of pre-test (55.43> 39,75). From the score, it can be concluded that the weblog training applied to the experiment group is effective in improving their writing.

This research was done to see the effect of weblog media towards writing ability in form of pre-test and post-test. In this research, pre-test and post-test was given both classes. In the pre test both classess, the researcher found that the students' writing ability no significant different, it means that both classes have the same ability or the sample homogeneous. After pre test given, the resracher gave some treatments to the experimental students by using weblog media and control class gave the conventional one. Then, to know the students' ability after some treatments given, post test is needed. In addition, the result of post-test showed the different significant of students' writing ability both classes. Here, the researcher explained the result of using weblog media towards writing ability.

Moreover, the purpose of this research was to see the significant effect of using weblog media toward students' writing descriptive text. In calculated the students' writing, the researcher used five indicators of writing descriptive text by Brown (2007), such as content, organization, mechanic, grammar and vocabulary. In calculated their scores, the researcher found from the 15 samples of students in post-test, 1 student got a good level, 4 students got enough level, 8 students got less level and 2 students got fail level. While, the students' pre test of control class was 1 student got a good level of writing, 3 students got enough level, 9 students got less level and 2 students got fail level. It can be concluded that the students' writing ability still low. Then, after some treatments given to the students, there is significant effect of students' writing descriptive text in the experimental class that taught by using weblog media. It can be seen in the post-test score. Based on 15 students, it faund that students post-test in the experimental class was 14 students got very good and 1 student got a good level. While, post-test of control class was 2 students got very good, 7 students got good level and 6 students got enough level.

Conclusion and Suggestion

To sum up, it can be concluded that all students who were taught by using weblog media had a very good writing ability. Then, the hypothesis in this research was accepted. It is supported by the result of independent sample t-test. Moreover, this research implies that weblog media is needed in teaching writing ability. It is expected that the teachers are highly recommended to utilize weblog media on the teaching writing ability to improve the students' writing ability in descriptive text. Then, it also suggest to further researchers to use this media in another kinds of writing, not only in writing descriptive text.

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