

# The Effectiveness of Blogger as the Media in the Learning of Persuasive Writing for Grade X Students of Senior High School 8 Semarang

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**Abstract**—Writing is an active-productive language skill that has to be mastered by the students as a standard of knowledge about an object. But in fact, the students have not fully mastered this skill. Based on this problem, the Blogger was chosen as the media in the learning of writing, especially persuasive writing. This research aimed to find out the effectiveness of Blogger as an alternative in the learning of persuasive writing for grade X students of Senior High School. The research subject was grade X students of Senior High School 8 Semarang. This quantitative method with true experimental design taught the persuasive learning through Blogger as the media to the experiment group by taking the result of learning using posttest. In other words, the researcher used Posttest-Only Control Design. The data collection techniques used were test and non-test techniques. The instrument used in this research was in the form of exercise completed by the assessment criterion. The results of the data were in the form of score of the persuasive writing skills of the experiment group and control group. The hypothesis test was using T test. The findings showed that Blogger was an effective media in the learning of persuasive writing.

**Keywords**—writing, learning, blogger, effectiveness

## I. INTRODUCTION

Humans are social creatures. It means that they communicate with others every day. The communication can run well if the people involved in the communication have good language ability. In line with the learning process of Bahasa Indonesia, the writing skills is also important for the students since the fact shows that the learning of writing is still far from good.

Writing is the highest level of communication; the writer must utilize his/her mastery of the materials and the writing theories [1]. Writing is considered as an important activity for educated people and it is important to face the globalization [2]. Writing is an important skill for students in learning languages [3]. Writing learning is one of the most difficult tasks for students [4]. Learning the writing skills is frightening for many students and the result of the learning is far from the expectation. According to many writers, writing skills is not about talent [5]. For this reason, the students need to have high determination and practice their writing skills every day. Writing skills is an ability that needs to be learned

to communicate effectively inside the school as well as outside the school, the teachers also have important roles in teaching their students to communicate effectively using writing language [6].

One of the intentions of persuasive writing is to convince the readers about the ideas presented by the writers [7]. Persuasive is a verbal art that is aimed to convince someone to do something the speaker wants [8]. In the context of persuasive writing ability, persuasive is an invitation or effort by the writer to convince the readers to do something that he/she wants using written language. Persuasive is an opus that is contained motives, proofs, and facts, and also encourage the readers to accept the writers' ideas [9]. Actually, persuasive is the nature of writing, since many of opus are intended to influence. Persuasive writing is the continuation of writing an argument that express ideas with proofs followed by persuasion [5].

In line with the learning of persuasive writing which has not been so good, the experts try to think of the solution of this problem. Media is anything that is used to deliver messages from the sender to the receiver to stimulate thought, feeling, attention, and interests of the students so that the teaching and learning process runs well [10]. Choosing the right media is one of the methods in coping with the problem of learning persuasive writing. The main function of the media is to help the teachers in teaching the persuasive writing [11]. The factors that need to be considered in using the teaching media are (1) the goal; (2) students' characteristics; (3) types of lesson plan; (4) the classroom condition as well as the school [12].

In this modern era, there is an internet media basis called Weblog that can be used as an alternative in learning the persuasive writing. Blog is really popular in education scope, it is important for the teachers as well as the students, and Blog also contributes in increasing students' ability especially in their search of identity [13]. Blog or WebBlog is a web application that simulates or resemblance the concrete media/printed media [14]. Blog is very well known for the students in urban area and for those whose schools have computer and internet facilities. The use of internet attracts the students' interests since it closes with them.

Blog is a web application which has written contents known as "posting", there are many kinds of blogs, Free blog such as Blogger or *BlogSpot*, *WordPress*, *tumblr*, *Blogdetik*,

*multiply*, from those many free Blogs, Blogger has the highest frequency of users since it is superior [13]. Blogger is one of the free blog providers which has the highest frequency of users since it is superior than the other blogs [15]. Using Blogger in teaching and learning activity starts from (1) the teacher starts; (2) giving examples; (3) read; (4) create the contexts; (5) push the interaction; (6) respect others ideas [13].

Tutik Naviatun, as an Indonesian Language teacher at SMA N 8 Semarang said that schools have provided multimedia facilities such as computers, LCDs and wireless that can be used as learning media. However, the existence of these facilities has not been used optimally. Existing conditions are precisely many facilities that are damaged because they are rarely used. Whereas students of Senior High School 8 Semarang are allowed to bring multimedia facilities such as notebooks. Even if the teacher and students use multimedia, it is only to browse the subject matter. There has been no effort to actualize student skills such as publishing work results, one of which is writing. Of course, writing that has academic benchmarks, it can be done with the guidance of teachers as instructors and educators.

Blogger as an internet basis media becomes the vogue for the students these days. The use of Blogger may maximize the school facilities. The necessity of information and self-existence can be reach by utilizing the internet basis media such as Blogger. In line with the stated background, the researcher conducts this research which concerned about the effectiveness of Blogger as the media in the learning of persuasive writing for grade X students of Senior High School 8 Semarang.

The background of the selection of Blogger media is that internet-based media is currently very popular with teenagers who in this case are students and efforts to make maximum use of school infrastructure. The need for information and self-actualization can be realized, one of which is the use of internet-based media, namely the use of blogs, one of which is Blogger. Students will learn to use multimedia with internet networks to create blogs. In addition to the main purpose of writing persuasive paragraphs, students can first look for information that can create ideas or ideas. The idea or idea is certainly related to problems that are relevant to persuasive writing. Through the media Blogger students can write with persuasive goals in the form of posts which are the main applications of the Blogger media. The use of Blogger media makes students more sensitive and creative in responding and finding solutions to existing issues. Besides that, students are expected to appear enthusiastic in learning to write. Because according to what researchers have said in the background that adolescence (the age of high school students) has a tendency to actualize themselves. Writing and publishing is one way to actualize yourself. The selection of Blogger media in learning is expected to be able to create the results of learning persuasive writing better. learning outcomes of the control class students.

Formulation of the problems in this research are how is the effectiveness of Blogger as the media in the learning of persuasive writing for grade X Senior High School 8 Semarang. The hypothesis of this research is (1)  $H_a$ ; the use

of Blogger, it is effective to be used in the learning of persuasive writing for grade X students of Senior High School 8 Semarang, (2)  $H_0$ ; the use of Blogger, it is not effective to be used in the learning of persuasive writing for grade X students of Senior High School 8 Semarang. Hypothesis are temporary answers for the formulation of the problems in this research, the formulation of the problems is stated in the form of question words. Statistically, hypotheses are statements of the situation of the tested parameters which are tested using sample statistic [16]. This research was considered effective if the average scores of the experiment group was were higher from the control score.

The rest of this paper is organized as follow: Section II describes proposed method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

## II. PROPOSED METHOD

This research used quantitative method. Quantitative method research is a method based on the analysis of numerical data which are processed by searching the clausal relation [16]. The researcher tried to find out the influence of the independent variable which was the persuasive writing and the dependent variable which was the learning using Blogger as the media. There are two variables, there are two groups of research, those are experiment group and control group, and also the use of quantitative method in analyzing the data. Therefore, this research was categorized as experimental research. This quantitative method with true experimental design taught the persuasive learning through Blogger as the media to the experiment group by taking the result of learning using posttest. In other words, the researcher used Posttest-Only Control Design which is also the part of true experimental design.

Population in this research was all of grade X students of Senior High School 8 Semarang. The data collection techniques used in this research were test and non-test techniques. Data source were the students. The instruments of the research were exercises completed with assessment criterion. Assessment rubrics used in persuasive paragraph writing skills include topic criteria, content organization, writing systematic, grammar, creativity and neatness of writing. The data were in the form of score of the persuasive writing between experiment group and control group. The non-test techniques consisted of; observation, interview, documentation. The data analysis technique used in this research was the normality test, homogeneity test, and hypothesis test. The normality test was using Liliefors test. The homogeneity test was using Bartlett test. The hypothesis test was using T test. The data in this quantitative and experimental method research were in the form of statistical numbers. Those numbers were processed using the formula which is appropriate with the given test. In this research the researcher used inferential statistic data analysis technique. Inferential statistic is a statistic technique which is used to analyze sample data and the result is used for the population. Using this technique, the researcher was able to describe the result of the analysis and also make a conclusion from the analysis result [16].

### III. RESULTS AND DISCUSSIONS

#### A. Results

Analysis of the acquisition of values, normality test, homogeneity test and hypothesis testing in the initial and final data has been done. The results obtained in the initial data aim to ensure that there is no difference between the initial values of the two classes or the two classes have the same conditions. The results obtained in the initial data (in the form of student test scores in the form of documentation in the teacher's grades list) are no differences between the initial values of the two classes, the statement corresponds to the criteria for  $H_0$  acceptance if  $t_{count} < t_{table}$  and the results obtained by  $t_{count} < t_{table}$  (0.975; 64) which is  $1.9 < 2$ . After learning in the experimental class and the control class with different treatments, an evaluation was carried out to measure the learning outcomes of the two classes. The evaluation is the final data collection in the form of student grades in learning to write persuasive paragraphs. Through the results of the final data calculation it is known that there are differences between the experimental class and the control class.

The findings of the research showed the difference between the result of the experiment group and control group. The result of the processed data test is shown in the Tables I, II, and III below.

TABLE I. DISTRIBUTION OF THE SCORE FREQUENCY EXPERIMENT GROUP PERSUASIVE WRITING

No	Interval	Fi	Percentage
1	72-75	10	30.3%
2	76-79	5	15.1%
3	80-83	7	21.2%
4	84-87	3	9%
5	88-91	8	24.2%
<b>Total</b>		33	100%

TABLE II. DISTRIBUTION OF SCORE FREQUENCY CONTROL GROUP PERSUASIVE WRITING

No	Interval	Fi	Percentage
1	66-69	7	21,2%
2	70-73	11	33,3%
3	74-77	7	21,2 %
4	78-81	5	15,1%
5	82-85	3	9%
<b>Total</b>		33	100%

TABLE III. T-TEST OF THE LAST DATA OF TWO SIDES EXPERIMENT GROUP AND CONTROL EXPERIMENT

Information	Experiment	Control
Total Score	2680	2433
Average	81	74
N	33	33
Variant	41.01	25.27
S gab		5.75
t count		5.07
t table		2

#### B. Discussion

##### 1. Data test analysis

Each of Experiment group and control group consisted of 33 students. The last data sources were from the scores of experiment group and control group after getting different treatment in their learning process. In extreme group the highest score was 90 and the lowest was 72, while in control group the highest score was 85 and the lowest was 66. Known that the average per experiment group was 81 and the control group was 74.

The result of the data analysis in the form of normality test showed that the two groups had normal data distribution. The last data of the experiment group was  $L_o < L_{kritis} = 0.11 < 0.15$  and the control group was  $L_o < L_{kritis} = 0.10 < 0.15$  so the  $H_0$  was accepted, and the sample was from the normal population distribution. In the homogeneity test, the data were homogenic. The last data showed =  $1.86 < 3.84$  so the two groups have the same variant or homogenic.

The result of the calculation in the last hypothesis was  $t_{count} = 5.07$ . The next step was consulting the  $t_{table}$  with effort index  $(33+33) - 2 = 64$  in significance level of 5% needed coefficient of 2. After being compared with  $t_{table}$ , it was known that the result of the value calculation  $t_{count} > t_{table}$  was  $5.07 > 2$ , therefore the hypothesis was there were differences of the learning results between experiment group and control group.

The hypothesis test on the last data was used as the standard measurement of the effectiveness of Blogger as the media in the learning of persuasive writing and the result was the accepted  $H_a$ . Therefore, using Blogger as the media was effective in the learning of persuasive writing for grade X students of Senior High School 8 Semarang.

##### 2. Data Non-test Analysis

The result of the observation was the success of using Blogger as the media which was highly contributed by the atmosphere of the learning. After the observation on the experiment group was done, the result showed that (1) students got more excited in the learning process; (2) the interaction between one student to other students as well as the teacher ran very well, since many materials related to the Blogger were found by them. This showed that the use of web as the media did not disturb the interaction; (3) the students became more responsive, critical, active, brave, and creative in doing their tasks and publishing them. The facilities were adequate. There were computer room, multimedia room, language room with adequate IT facilities, the availability of wireless and permission of bringing their own netbook or notebook for the students were the main reasons to be able to use Blogger as the learning media. The observation results from the control group showed that there were not any major differences from the learning condition before such as (1) the interest from the students in the control group were lower than the experiment group, (2) The interaction happened when the teacher stimulated the students using questions, (3) the test showed that their creativity and their courageous were not increasing.

The result of the interview showed that after using Blogger as the media in learning activity, students become more excited and the results of the test were better than before. It could be conclude from the data that (1) the students

were very excited and motivated in the learning of persuasive writing using Blogger, since they could get more information and knowledge to expand their ideas in their writing; (2) the difficulty of using Blogger could be fixed by their friends who were better at using Blogger and the result from the IT learning could be continued to finish other tasks or other subjects; (3) the motivation of learning the writing skills increased among the students either for persuasive writing or other kinds of writings.

Those two techniques showed that using Blogger as the media in learning was effective. It can be proofed by the increase of the creativity, enthusiasm, and the motivation in practicing how to write, especially the persuasive writing.

#### IV. CONCLUSION

Based on the research that have been done to grade X students of Senior High School 8 Semarang, it can be conclude that using Blogger as the media in learning the persuasive writing was effective. The evidence showed that there were differences in the result of the learning between experiment group and control group. The average scores of the experiment group were higher (81) than the scores of the control group (74). Last test was the hypothesis test with the result  $t_{\text{count}} > t_{\text{table}}$ , which was  $5.07 > 2$  so that  $H_a$  was accepted, and the data were significant. Therefore, the use of Blogger as the media in learning the persuasive writing for grade X students of Senior High School 8 Semarang was effective.

From the research, the researcher gave suggestions to Indonesian language teachers, headmaster, students and other researchers who will be doing the same kinds of research in Indonesian Language and Literature. It is better for the teacher to use the appropriate media suited with the materials and the learning goals. One of the medias is Blogger which has been proven effective to be used as the media in learning especially in persuasive writing. Through Blogger the teacher can motivate his/her students to publish their writings. The teacher will also be more skillful in using the media. The school should pay more attention on the facilities that support the learning activity such as computer and internet. Through these facilities the teachers and the students may use the web basis media such as Blogger which was already proven effective to be used in increasing the students' achievements.

Blogger that has proven effective in learning, can be used as an alternative media to practice writing skills. Students can take advantage of technological progress not only as a means of personal communication but as a means of learning and self-actualizing for achievement. Furthermore, this research can be used as a research reference in the field of Indonesian Language and Literature Education in using Blogger media in writing learning, or related to web-based learning. For further research, researchers are expected to be more careful in determining the media, strategies or methods needed in learning, so that research can be useful in improving student learning achievement.

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