

Using Blog in Improving Students' Narrative Writing Skill

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Abstract

In the current era, Blog is a digital technology as a medium to express various ideas in a written form. This research used a Qualitative Approach and Classroom Action Research. The purpose of this research is to improve students' writing skills through Blog implementation. The procedures of the research were the plan, action, observation, and reflection. The subject of the was 18 students at the eleventh grade of SMA Negeri I Dolok. The learning target of this research was 80% of students could pass the standard of minimum criteria score. The data were obtained from interviews, observation, and tests. The researcher showed that the implementation of the Blog was able to improve the students' writing skills. This was proven by several of evidence. Firstly, it could be seen from the significant improvement of students' test scores in each cycle. In Cycle I, there were 5 students or 27.77% who could achieve standard criteria minimum (KKM), then in Cycle II, it increased up to 12 students or 66.66%, in Cycle III, it increased up to 15 students or 83.33%. It showed that the implementation of Blog can improve students' narrative writing skills

Keywords: Blog, *writing skill*, *narrative text*

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INTRODUCTION

There are four skills that we need to complete communication in learning language. These skills are listening, speaking, reading, and writing. Writing is one of the basic skills that should be taught by the teacher to the students optimally because with this skill, students can produce a written information or text. This era, we can get money from doing our writing, such as novelist, script writer, a journalist, and many We can get success from writing in daily life and also in our social life, for example write application letter. Writing can create jobs, or just activity to express our idea. It can also be a hobby to spend our time. This era, we can get money from doing our writing, such as novelist, script writer, a journalist, and many more.

According to Nunik (2015) states that writing is a complex, cognitive process that requires sustained intellectual effort over a considerable period of time. According to Oshima and Hogue (2006), "writing is a progressive activity in which when you first write something down, you have already been thinking about what and how you are going to say it, then read over, make changes and correction what you have written". Writing comes to be one of difficult skill to master, it is more than arranging words into sentences but connecting than into meaningful and coherent sentences, so there are some problems appear among learners. First, some learners assume writing is more complicated than speaking

because they need to pay attention in writing process. Second, some students often get bored easily when the teacher ask them to write on the text book. Third, teacher still taught using the old method and seemed monotonous.

There are some kinds of texts that can be used to improve students' writing skill, namely descriptive text, recount text, procedural text, or narrative text. One of writing genres taught in vocational high school is narrative text. According to Hartono (2005) narrative text is an imaginative story with complication or problematic events and it tries to find the resolutions to solve the problems. Its goal is to entertaining or informing the reader with a story. Anderson (2005) stated narrative text is a piece of text which tells a story and entertains or inform the reader or listener. Narrative text can be imaginary or factual. Such as fairy tales, fables, romances, myth and legend." Furthermore Wishon (1980) "Narrative is a story of past related to real, imaginary or eventual encounter of such a delicate event to a crisis, which ultimately determines. Narrative text is designed to entertain or tell a story. The text is not intended to discuss or describe something seriously, but merely as an entertain." The generic structures of narrative text are: orientation, complication, resolution and reorientation." The learning process still using traditional way for grading, student need to collect their note taking paper and peer assessment in the end of the class. Today, especially in English learning, many teachers use ICT as a learning media. The use of ICT more interest than traditional learning, such as using paper based book and many more. The expansion of technology has totally influenced pedagogy as a new way of teaching. According to Dirgeyasa (2016), the generic structure of narrative text are orientation, complication, and resolution.

Walker (2005) said "Blog is a website displaying dated entries in a reverse chronological order, most often containing links and other kinds of interactivity between websites and frequently featuring conversational features on the individual blog, for instance, a comment section." According to Laurie Armstrong and Dr. Marsha Berry (2007) Webblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet. Mynard (2007) gives a description that a blog (or web log) is a kind of online diary that has been reported to be a useful tool for language learners for a number of reasons. Blog site is managed by an individual who compiles lists of links to personally interesting material, interspersed with information and editorial. The user can instantly place their words and thoughts onto their own blog site through one of the many pieces of blogging software available. Blog can be a continually updated resource that grows overtime with the accumulation of writing and other content. This archived information is accessed using a simple calendar that highlights the dates on which entries were made. Some sites have a basic text search engine to assist finding material of interest.

Bull, Gina Bull and Sara Kajder (2003) blog is becoming familiar because of its features. Blog allows people to access it everywhere in anytime which makes more efficient. That is why the uses of blog as one of alternative language learning media has been practicing around in education sector nowadays. Bull states in his article that blog will challenge teacher and students to develop writing in authentic ways. Zaki (2008) states the parts of web blog. They are as follows, web blog post, web blog comment, subscription.

RESEARCH METHOD

This research employs qualitative and quantitative approach with Classroom Action Research. Classroom action research is a research where the teacher also as a researcher, tries to make a better teaching learning process. In short, by doing classroom action research, teachers reflect on their own practice of teaching, know the weakness and decide what action should be taken.

According to Kemmis and McTaggart (2014) classroom action research is an approach to research and change which is best represented as a self-reflective spiral of cycles of planning, acting and observing, reflecting and then re-planning in successive cycles of improvement. It shows that classroom action research has systematic steps to see the improvement of every cycles that has been applied. It makes the researcher can make reflection of the steps that has been done.

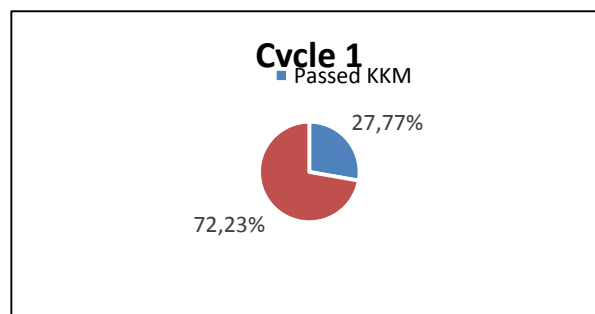
RESULT AND DISCUSSION

The problems are solved by an attempt in applying media blog. After researchers and collaborator as observations of students to assess behaviour during the study using a small group discussion. Lutfian (2011) the use of blog is effective to improve students writin skill. Mohd Said et al (2013) said that the use of blog can positively enhance learning in the second language and can improve writing skill. Suryani (2019) the student were motivated and performed posiive behaviour in the class by using blog in their English study. Web blog is a new thing for students and writing is not an easy thing, and the use of blog is still rarely able to operate. Therefore they have to discuss with their friends to exchanges ideas. Then, researcher use the media in this learning process, the students do not feel bored in teaching learning process, because they can elaborate their idea in writing skill. It could not be denied that there were some students had difficulties but they are still enjoying the learning process due to the interesting media that they used. However, they have some limitation such as, internet network, internet data and their smartphone do not support. After interviewing the teacher, the researcher found that using blog is appropriate for improving the students' writing skill.

Cycle 1

In cycle 1 the students showed they have vague knowledge about narrative text. The researcher tries to give deep understanding about narrative text by introducing blog as the writing media. This media can replace the use of notebook to decrease their bored. The students are given a post test as the trial of using blog under the theme 'Pinocchio'.

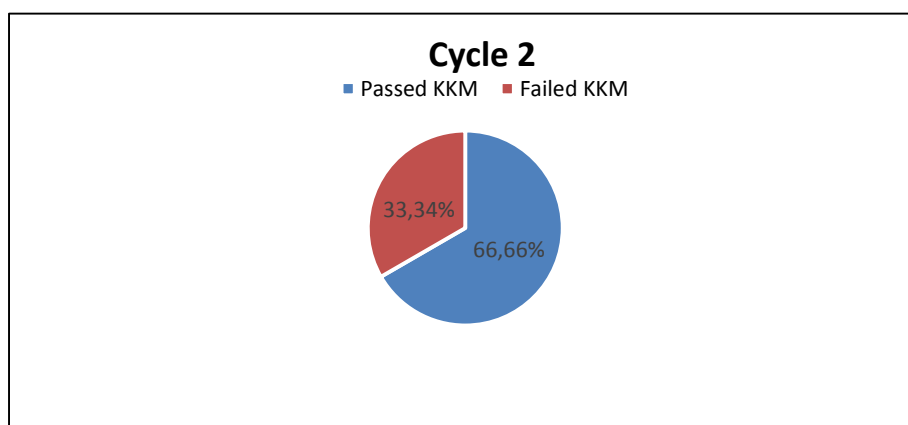
Picture 1. Students' Score Results in Cycle 1



In the post test in cycle 1, the researcher found that the students still think blog as a new thing for them. In cycle 1 the students who passed KKM are 5 students or 27.77%.

Cycle 2

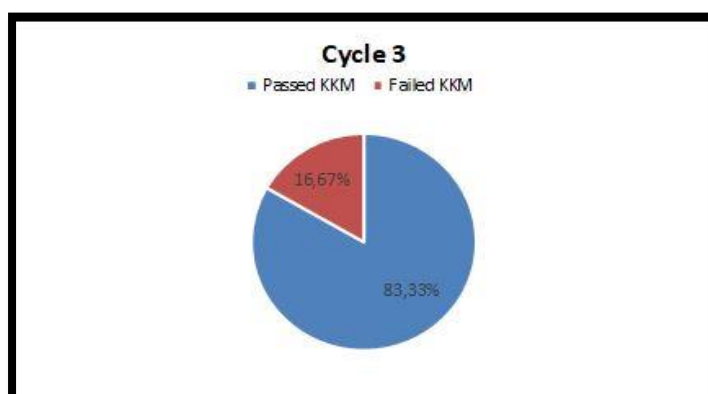
In cycle 2 they make a progress in writing narrative text, because of their understanding about what narrative text is, the generic structure and the social function. In addition the students also follow the exercise that given by the teacher and they write the answer in a piece of paper with 3 theme options namely, 'The Turtle and The Rabbit, Snow White and The Legend of Toba lake', then they send it to whatsapp group. The researcher evaluates their writing then it shows that not all students can get a good score. The progress is indicated by 12 students or 66,66% that passed KKM. It points out that the score is better than the cycle 1.



Picture 2. Students' Score Result in Cycle 2

Cycle 3

In cycle 3, the students are interested in using blog to write narrative text because it is easier than writing in a piece of paper. Moreover, they can choose any themes that they prefer, thus they can elaborate their ideas, feeling and knowledge. The final result of this research is showed by this cycle 3. There are 15 students or 83,33% passed the KKM.



Picture 3. Students' Result in Cycle 3

From this final result the researcher concludes that using blog can improve the students writing skill because they enjoy the new interesting thing and decrease their laziness in the learning process.

CONCLUSION

The researcher wanted to make a conclusion about Using Blog to Improve Students' Narrative Writing Skill in eleventh grade of SMA Negeri I Dolok Batu Nanggar. The students showed they have vague knowledge about narrative text. The researcher tries to give deep understanding about narrative text by introducing blog as the writing media. This media can replace the use of notebook to decrease their bored. There were some students had difficulties but they are still enjoying the learning process due to the interesting media that they used. However, they have some limitation such as, internet network, internet data and their smartphone do not support. In the cycle 1 the students' responses are the students showed they have vague knowledge about narrative text. The researcher tries to give deep understanding about narrative text by introducing blog as the writing media. This media can replace the use of notebook to decrease their bored. Then they showed different responses are they make a progress in writing narrative text, because of their understanding about what narrative text is, the generic structure and the social function. The researcher evaluates their writing then it shows that not all students can get a good score. In cycle 3, the students are interested in using blog to write narrative text because it is easier than writing in a piece of paper. Moreover, they can choose any themes that they prefer, thus they can elaborate their ideas, feeling and knowledge. In cycle 1 the students who passed KKM are 8 students or 27,77%. There is a progress in cycle 2 that there are 16 students or 66,66% that passed KKM. It points out that the score is better than the cycle 1. As the final result there are 15 students or 83,33% passed the KKM in cycle 3.

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