

**THE EFFECT OF USING BLOG MEDIA IN WRITING
RECOUNT TEXT AT THE TENTH GRADE
STUDENTS' OF SMAN 4 PALOPO**

A Thesis

*Submitted as Partial Fulfillment for the Attainment of S.Pd. Degree
in English Language Education Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo*



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THESIS APPROVAL

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ABSTRACT

Nurhalisa, 2022, *"The Effect of Using Blog Media in Writing Recount text at the Tenth Grade Students of SMA Negeri 4 Palopo"*. A thesis of English Language Education Study Program at Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Supervised by Abdul Pirol and Rusdiansyah.

This research looks at how blog media can be used. students in writing recount text to discover whether blog media effectively improves writing skill at SMA Negeri 4 Palopo tenth-grade students. The method used in this research is pre-experimental design. There are 20 students in the class as a population, but only 15 are participated in this research as a sample. The instrument in this research was a writing test consisting of pre-test and post-test. The researcher collected the data through pre-test, treatment, and post-test. The data was analyzed statistically by using SPSS 20 edition. The result of the research revealed that the mean score in the post-test is higher than the pre-test scores ($85,93 > 40,93$). Besides, the value of t_{count} is 15.096 with the df (degree of freedom) value of 14, while the t_{table} for the standard of significant level 0,05 (5%) on $df = 14$ is 2144. It means the value of the t_{count} is higher than the value of the t_{table} . The result of the student's scores on the post-test became more elevated than the pre-test representing the treatment's effectiveness in helping the students improve their writing skills. It could be summarized using blog media significantly improve the students' writing skills, especially in writing recount text.

Keywords: *Blog media, Recount text, Writing skill*



CHAPTER 1 INTRODUCTION

A. Background

Writing is considered one of the important skills in English that should be taught to students. By writing, students can communicate with others easily across places and time using written forms. In this case, they can convey their messages to others without face-to-face interaction, such as writing a greeting card to their friends, writing letters to someone special, chatting with friends overseas, and so on.¹ By writing, knowledge is firmly engraved in our minds. In context, the Prophet in one hadith said:

قَيِّدُوا الْعِلْمَ بِكُتَابٍ

"Tie knowledge with writing it down" (HR. at Thabarani).

Besides the other skills, writing is a literacy activity that almost everyone can do. Even in today's virtual era, it's easy to access writing. Also known to the public, of course, if these works are published. Writing is a vital component of English. While writing skills are critical, it does not receive adequate time allocation or attention during the learning process. Learners must understand the aspects of writing to produce good writing. Therefore, teachers must be able to

¹ Sukirman, *Top Techniques in the Teaching of Writing*, 1 edition (Makassar: Alauddin University Press, 2014), h. 2.

lead learners in writing correctly, as this is not an easy task for learners.² In context, the Prophet in one hadith said:

أذا سمعت شيئاً فاكتبه ولو في الحائط

"When you hear something (of knowledge), then write it down even on the wall."
(HR. Abu Khaitamah in Al Ilmu no. 146)

According to Anderson, a recount text is a text that retells past events and usually so what happened.³ The social function of this text is to tell the past experiences by retelling events in sequence. The recount samples are experiences, diaries, personal letters, and incident reports. Based on the preliminary observation, it was found that students still have difficulties composing recount texts. The evidence was found from the confessions told by some students during interviews that are writing a recount was difficult because they did not know what to write and how to write it properly. Moreover, they also rarely did activities writing in the classroom.

Based on the observation results in SMAN 4 Palopo, mastery of writing skills of tenth-grade students of IPA 1 is still low; the researcher found several problems those are; (1) learners are lack habitual in recognizing the words in English, (2) learners are lack vocabulary and still confused about structure, and (3) learners have no motivation or idea in writing. The teacher also stated that learners are more active and more interested in studying when they use media in the learning process. Teachers and lecturers can do several ways, one of which is

² Intawati Yulianti, Siska Nuraeni & Aseptiana Parmawati, "Improving Students' Writing Skill Using Brainswriting Strategy," *Edu academia Journal* 2, no 5 (Setember, 2019): 715. <http://doi.org/10.25273/jipm>.

³ Katy Anderson & Mark Anderson. *Text Types in English 2*. South Yarra: Macmillan Education Australia, 2003).

by using e-learning-based learning resources to provide students with a more engaging learning environment. Blogs are one of the learning media that may be used.

Blog media (Journal Online) is one type of internet-based media. Blogs are one of the facilities available on the internet. The blog is short for weblog. A blog is a means of writing where everyone is free to express what they want to say. All internet users can see this article. Sukiman argues, "Blogs or weblogs are the text of documents, images, objects, media and data arranged hierarchies according to a certain chronology, which can be viewed through an internet browser." Blog media can be utilized in learning to write.⁴

Using blogs as learning media would certainly help teachers and students in teaching and learning activities that are carried out online. A blog is a media or publication tool that is carried out online. This means that using online media in the learning process can foster curiosity and understanding more deeply of the material provided by the teacher or lecturer. Furthermore, Godwin describes a blog as a web-based area where anyone can write, edit information and publish directly through a web browser.⁵ Thus, students assigned to post their writings would be more careful and thorough in producing an article that would be published in general. So that this would affect the way students absorb theory or information related to the theory of writing earlier. So indirectly, this would

⁴ Sukiman. *Pengantar Media Pembelajaran*. (Yogyakarta: Pedagogia, 2012), h. 240

⁵ Godwin, J.B, *Blogs and Wikis: Environments for online collaboration*. (Language Learning & Technology, 2003) h. 7, vol. 2.

require them to understand better the theory and stages in writing to produce good writing.⁶

Considering the issues above, the researcher tried to use the teaching media, using blog because by using blog as a medium for teaching writing, students would be more interested, more active, and feel something new and different from what they usually get in the usual class. They would feel that they are not only an object or teaching-learning process but also a subject. So this teaching media is effective and can encourage students to improve their writing recount text skills first-grade students of SMAN 4 Palopo by using a blog.

B. The Research Question

Based on the background and identification of the above problems, the researcher's question is: "Is blog media effective to improve students writing skills in the recount text of the tenth grade of SMAN 4 Palopo?"

C. The Research Objective

The main purpose of this research is to find out whether or not the used of blog media in writing recount text at the first-grade students of SMAN 4 Palopo in the classroom before and after use the application of blog media.

D. Significance of the Research

The result of this research is expected to provide benefits for:

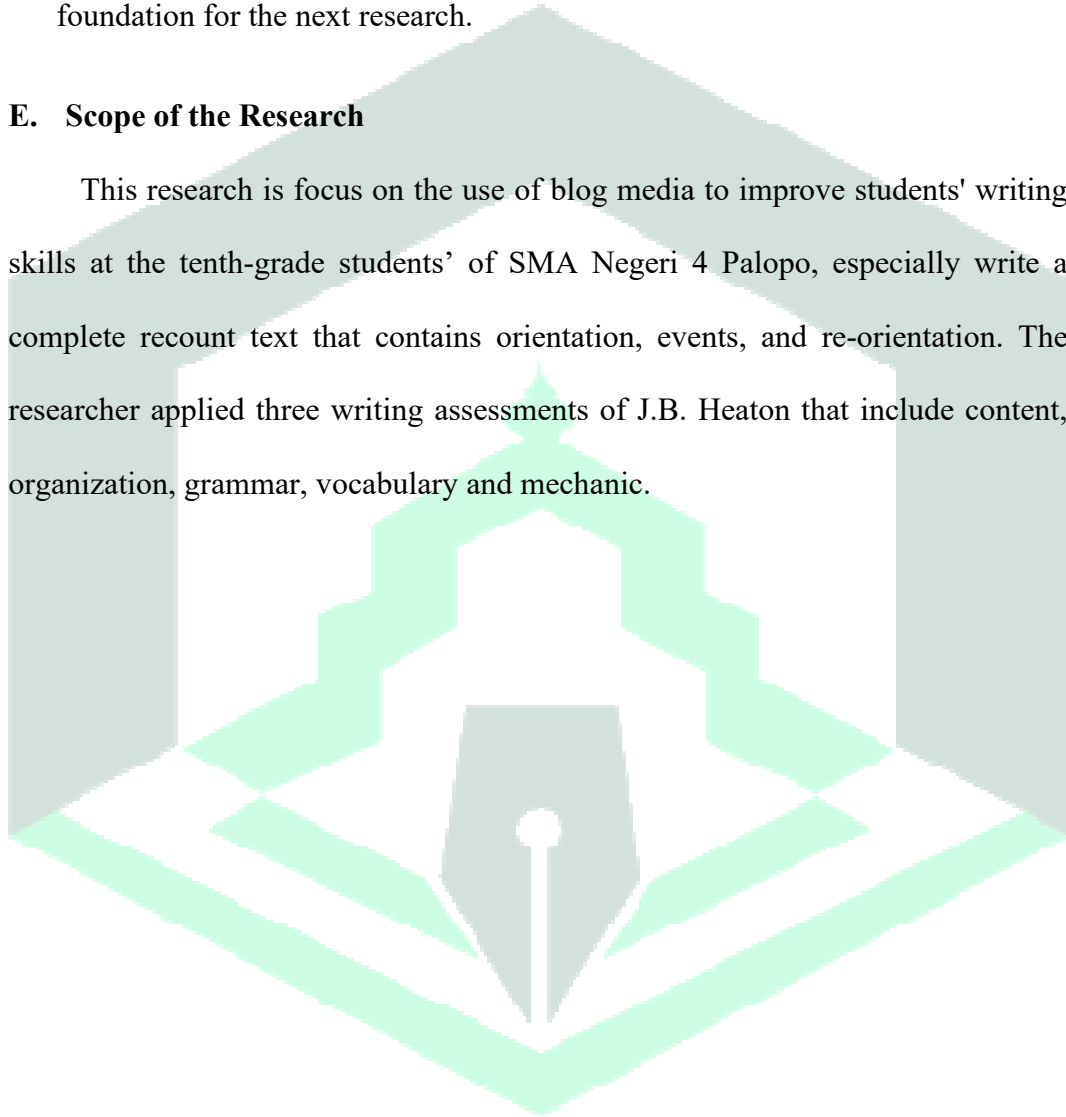
- a. For the English teachers in SMAN 4 Palopo, the research can be used as a source of information about improving the student's writing ability.

⁶ Kurnia febrianti, "Jurnal pendidikan pemuda nusantara", *Teaching writing in language online using blog* vol. 2, No 1 (201 3) : h. 37, <http://jurnal.stkipm-pagaralam.ac.id/>.

- b. For students of SMAN 4 Palopo, the research will make them more interested and motivated to learn and write English.
- c. For other researchers, the research can give a general knowledge of how to improve students' writing skills. The research also can be used as the foundation for the next research.

E. Scope of the Research

This research is focus on the use of blog media to improve students' writing skills at the tenth-grade students' of SMA Negeri 4 Palopo, especially write a complete recount text that contains orientation, events, and re-orientation. The researcher applied three writing assessments of J.B. Heaton that include content, organization, grammar, vocabulary and mechanic.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous studies

The following is an explanation of several previous studies that discuss the use of media in writing skills; there are:

The first research was conducted by Hashem A. Alsamadani, entitled "The Effectiveness of Using Online Blogging for Students' Individual and Group Writing." The study results reveal that blogging has revolutionized EFL pedagogy and methodology (learning and teaching), unlike traditional ways of improving writing skills. Blogging-based writing practice is more participatory and interactive in that learners can dramatically improve their writing skills in terms of content, word choice, style, language mechanics, and the like. This study recommends that blogging be part of writing classes and be incorporated into school curricula⁷. The similarities of this study are the skill, the media, and the method. The difference in this research is the lesson topic and the object.

The second research was conducted by Yanuarti Apsari, entitled "The use of picture series in teaching writing recount text." The study's results revealed that teaching writing using picture series could improve students' ability to write recount text. Specifically, they showed some improvement in the process of writing and vocabulary. Moreover, the data from observation and interview showed some benefits, which are the development of students' writing ability,

⁷ Hashem A. Alsamadani, 'The Effectiveness of Using Online Blogging for Students' Individual and Group Writing', *International Education Studies*, 11.1 (2017), 44 <<https://doi.org/10.5539/ies.v11n1p44>>.

increased student participation in the class, the fun learning atmosphere and increased students' writing interest⁸. The similarity of this research is writing skills and the subject of the lesson, namely text recount. The difference in this study is that the media, objects, and research methods are qualitative descriptive.

The third previous study, "Improving Student Writing Skills Based on Blog Media," was done by Febby Nabila Lestari. This study concludes that media blogs are an effort by teachers to improve students' writing skills. Writing is a positive activity that can produce products in the form of written works, especially if students upload their writings online through blog media. This can open up great opportunities because the writing can be read by every circle and can cause interest to readers⁹. The similarities with this research are the level of this research, the media blog, and the use of writing skills. The differences indicated in this research are the qualitative descriptive method and the lesson topic.

The fourth previous study, "Improving the students' writing skill using a weblog," was done by Novarita dan Vennycintia Maharani. The result was found the mean score of pretests was 50, and the mean score of posttests was 73. Based on the data analysis, the researcher concluded it was significantly effective to use a weblog to improve students writing skills in the descriptive text at SMP Sentosa Bhakti Baturaja before and after treatment. Since the sig. (2-tailed) =0.000 less than the significant level ($\alpha=0.05$), the writers conclude that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. It means that

⁸ Yanuarti Apsari, 'The Use of Picture Series in Teaching Writing Recount Text', *ELTIN Journal*, v.5 (2017).

⁹ Febby Nabila Lestari, 'Meningkatkan Keterampilan Menulis Berbasis Media Blog', 2021, 1–12 <<http://dx.doi.org/10.31219/osf.io/eqq9n>>.

there is a significant effect in using a weblog to improve students writing skills at SMP Sentosa Bhakti Baturaja¹⁰. The similarities of this study are the skill, the media, and the method. The difference in this research is the lesson topic and the object.

The Fifth previous study, "Developing writing skills via Blogs," was done by Muge Gunduz. In this study, the participants were 1st-year university students (n=103) who created group blogs to share their ideas during oral communication classes. Students interacted with their peers via blogs simply by reading and commenting on each other's blog posts. The data was collected from the blog entries and a questionnaire administered at the end of the project to understand students' perceptions of the effectiveness of using blogs in developing their writing and critical thinking skills. It is hoped that the findings of this study provide some food for discussion on several pedagogical and theoretical issues¹¹. The similarities with this research are the lesson topic, recount text, and the use of writing skills. The differences indicated in this research are the method used, Classroom Action Research (CAR), and the level of this research.

The last previous study, entitled "The influence of using web blog towards students' writing ability in the descriptive text in the first semester of the tenth grade at SMA al Kausar Bandar Lampung in the academic year of 2020/2021" Has been done by Kartika Aprila Ulfa. From the data analysis, the hypothetical test obtained the result observed was 16.783, and the table was 2.030. It means the

¹⁰ Vennycintia Maharani, 'CONCEPT: Community Concern for Improving the Students' Writing Skill Using Weblog', *English Pedagogy and Teaching*, 7.1 (2021).

¹¹ M Gunduz, 'Developing Writing Skills via Blogs', *The Eurasia Proceedings of Educational and Social*, 5 (2016), 244–46 <<https://dergipark.org.tr/en/pub/epess/issue/30752/334533%0Ahttps://dergipark.org.tr/en/download/article-file/334827>>.

observed is higher than the table shown by $16.783 \geq 2.030$. This result means there is an influence of using web blogs on students' writing ability in descriptive text in the first semester of the tenth grade at SMA Al Kautsar Bandar Lampung in the academic year of 2020/2021¹². The difference in this study is that the subject is descriptive text. The equations shown in this study are pre-experimental: media, writing skills, objects, and research methods.

Based on the reviews of previous research above, the researcher concludes that there is an increase in students' writing skills by using blogs as learning media. It is believed that writing using blogs can provide a real and potential audience for better student writing improvement, innovation, exploration, and creation, providing more dynamic interactions, better literacy skills, and even the development of working in teams.

All the research findings above are expected to be useful information to the researcher. There is some relationship between those researchers and this research, especially in skill and research instrument. On the contrary, the differences are the sample, population, and methodology. Based on the research findings above, the students need an interesting strategy in writing, so the researcher wants to try one strategy, the Blog Technique, to improve the student's writing skills, especially recounting text. This strategy is a good one because it can help students write down their ideas and thoughts in Blogs Technique.

¹² Kartika Aprilia Ulfa, 'The influence of using web blog towards students' writing ability in descriptive text', *Study Program : English Education Advisor : Meisuri , M . Pd*, (2021).

B. Literature Review

The researcher provides some theories from the experts. This part elaborates on the theories consisting of the definition of writing, recount text, and blog site.

1. Writing

a. Definition of writing

Many experts state the definition of writing; for example, writing is a matter of elaborating text following what the writer can reasonably assume the reader knows and expects. It means that writing is an activity to share information that is understandable to the readers. So, the writer should be able to communicate to the readers through his sentences.¹³ Keenan states that writing is trying to put ideas on paper.¹⁴ Writing is one way to develop our opinions, ideas, or thoughts. According to Oxford, writing is the activity or occupation of writing, for instance, books, stories, and articles.¹⁵ Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹⁶

According to Boardman and Frydenberg, good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. In addition, good writers follow six key processes. You can repeat each step in as many instances as

¹³ Nystrand, *writing English language test*, (New York: longman, 1989), h. 75.

¹⁴ John Keenan, *Feel Free to Write*, (New York: Wiley and sons, 1982).

¹⁵ Martin Manser H, *Oxford Learners Pocket Dictionary*, (New Edition Oxford University Press: 1995)

¹⁶ Penny Ur, *A Course Language Teaching* (Australia: Cambridge University Press, 1996), p. 162

you need to. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, and rewriting the final draft.¹⁷

According to the definitions above, writing is a method of producing language derived from our thoughts. By writing, we can convey our thoughts, feelings, or anything else that comes to mind. It's either written on paper or typed on a computer screen. It is influenced by the researcher's personal opinions, social experiences, and the effects of specific political and institutional circumstances. It is also a process in which the limits of genre influence what we write and must be present in learning activities. When the author is not there, the writing will be read. Writing is also the ability to create a higher-valued form of words.

b. Component of writing

Writing abilities are difficult to teach because they require mastery of grammatical and rhetorical devices and conceptual and judgment aspects. According to Jacob, there are five significant components of writing: content, organization, vocabulary, language use, and mechanics.¹⁸

1) Content

The ability to think creatively and create thoughts while rejecting all irrelevant information is referred to as content treatment. The content of the writing should be clear so that readers may grasp and benefit from the message.

¹⁷ Boardman and Frydenberg. *Writing to Communicate*. (New York: Person Education, Inc, 2002).

¹⁸ Jacob, Holly L, *English composition program*, (Rowley: Newbury house publisher, 1981). Inc.

2) Organization

The capacity to write appropriately for a certain purpose with a specific audience in mind and to choose, arrange, and order information is called organization (judgment abilities). The writing of organization concerns how the writer arranges and organizes the thoughts or messages in writing.

3) Language use (grammar)

The ability to write precise and acceptable phrases is referred to as language use. In writing, grammar plays a crucial part. It regulates our words for them to be correct and ordered. Tense, prepositions, conjunction, phrase (adjectives or adverbs), and articles are all covered.

4) Vocabulary

The capacity to manipulate sentences and paragraphs and use language effectively is called vocabulary (stylistic skills). They should communicate their thoughts in a language that others can understand. People who lack vocabulary will be unable to write and express themselves. Therefore, they cannot understand the writing passage without having a lot of vocabulary.

5) Mechanics

The ability to correctly apply written language standards is known as mechanical skill. The application of mechanics is necessary for proper capitalization, punctuation, and spelling. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to

express. Using favorable mechanics in writing will make the reader understand the conveying of ideas and other messages.¹⁹

c. The process of writing

There are five stages of writing:²⁰

1) Pre Writing

In this stage, students prepare to write by choosing a topic, brainstorming ideas, and organizing them. The pupils can pick a topic that interests them. The students create the planning in writing at this step. Al-Abed, emphasizes that pre-writing produces the effect of writing through originality, creativity, and personal awareness.²¹

2) Drafting

Students should be prepared to incorporate extra thoughts and elements that did not surface during pre-writing at this step. Also, don't worry about grammar, spelling, punctuation, and so on; fixing a word or a sentence takes no time. You can get rid of it later. Instead, it would help if you concentrated on the substance, which should include several detailed details.

¹⁹ Umami Khaerati Syam and Ismail Sangkala, 'Information Transfer Technique in Teaching Writing', *Exposure: Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3.1 (2014), 97 <<https://doi.org/10.26618/ejpb.v3i1.800>>.

²⁰ Bowen Peters, *writing process detail* (2019). http://bowenpeters.weebly.com/writing_process_detailed.pdf

²¹ Al Abed, W., The effect of selected pre writing activities on the Quantity and Quality of first year students composition in vocational training center, (Unpublished M. A thesis: Yarmouk University, 2003).

3) Revising

You may need to change the order of your information, expand a certain section, or cut details in others. Often, you will need to go back to the drafting stage and reword parts of your paper. Revising is not editing! Save the spelling, grammar, and sentence fixes for later.

4) Editing

Following content and style revisions, the text is ready for grammar, spelling, punctuation, and other components to be corrected in writing. You should review each sentence as thoroughly as possible during the editing stage to share your ideas. In this section, check to see if the written material is correct or incorrect in terms of sentence form, phrases, and structure of the student's argument.

5) Publishing

When your writing is published, it becomes open to reader feedback. Depending on the quality of your written work, you may be appreciated or criticized by the readers. Getting the work published is the goal of a writer and the final step in writing. Publishing the work lets you connect with your readers and receive feedback. Their response determines the popularity of your work and helps you improve for the better.

According to the description above, students should consider the writing process correctly because it benefits students when producing an essay. There are five steps in the writing process: 1. planning, 2. drafting, 3. rewriting, 4. editing, and 5. Publication. Those steps have an impact on the writing results of children.

On the other hand, students who do well preparing or planning before writing have a distinct advantage over those who do not prepare or plan before writing. So, the students should apply the writing process as guidance for the good writing of an essay.²²

d. Teaching Writing

According to Harmer, there are three roles of English teachers in teaching writing.²³

1. Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

2. Resource

The teacher must be ready to provide the student's information and language where necessary. They must be available and well-prepared to look at the student's progress and offer constructive and tactful advice.

3. Feedback Provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies and on the tasks they have undertaken.

²² Cahaya murni, an investigation of essay writing obstacles of third semester students in english language education of Islamic university of riau, (university riau: pekan baru: 2019). H. 23.

²³ Harmer, Jeremy. *How to Teach Writing*. (Essex: Longman: 2007). h. 330.

It can be inferred that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing it.

e. The problems with writing

There are five problems in writing, they are:

- 1) Cannot observe and appraise that idea as objective.
- 2) There is no planning for how we start to write. We do not think and speak orderly.
- 3) We do not know our ability and potential ourselves.
- 4) Never look for and dominate information related to the topic which is written.
- 5) The idea is not organized or systematic and gives expression as a writer.²⁴

2. Recount Text

a. Definition of Recount Text

A recount text is a text which retells events or experiences in the past. The purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened (chronological order). A recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader.²⁵

According to Knapp, recount text is written to make a report about an experience of a related event series. The text aims to retell the past event or to tell someone's experience in chronological order. So, recount text is the text that

²⁴ Khaadijah, *pembinaan kemampuan menulis Bahasa Indonesia*, (Jakarta, PT. Gelora pertama, 1998) , p. 2

²⁵ Artono Wardiman, et al. *English in Focus for Junior High School (SMP/MTS)*. (Jakarta: Pusat Perbukuan). P. 61

retells a story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other.²⁶

Recount text is similar to narrative text. Both are telling something about the past. What makes narratives and recounts different is the structure in which they are constructed. The narrative uses conflicts among the participants, whether natural conflict, social conflict, or psychological conflict. In some ways, the narrative text combines all these conflicts. On the contrary, we do not find these conflicts inside the recount text. Recount applies a series of events as the basic structure.

Based on the theories above, the writer can conclude that a recount text is a text that retells past events or experiences. Its purpose is either to inform or to entertain the audience.

b. Types of Recount

There are three types of recount:²⁷

- 1) Personal recount. A personal recount is usually written in the first person (I and We). They are retelling an event that the writer was personally involved in—for example, personal experience, personal letter, diary, journal and postcard.

²⁶ Knapp and Watkins. *Genre, Texts, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales Press, 2005), h. 105.

²⁷ Ulul Azmi, *Acorrelation Between Students' Mastery of Past Tense and Their Ability in Writing Recount Text at The Eleventh Grade of MAHasanussiholat in the Academic year 2010/2011*. (UIN Syarif Hidayatullah, Jakarta), p. 22

2) Factual recount. That is concerned with recalling events accurately. It can range from everyday tasks, such as; accidents, science, news recording, and police report.

3) Imaginative recount. Entertain the reader by recreating the events of an imaginary world as though they are real, such as fiction.

c. Generic Structure of Recount Texts

When writers try to create a piece of a recount text, it is a point. Anderson states that a recount text has three main parts:²⁸

1) Orientation

It gives background information about who, what, where, and when.

2) A Series of paragraphs/events

It consists of paragraphs that retell the events in the order in which they happened.

3) Conclusion (optional)

It is a paragraph that contains a personal comment. In conclusion, a recount text tells the reader what happened in the past. It begins with an orientation that tells the reader who was involved, what happened, where this event took place, and when it happened.

d. How to Teach Recount Texts

Teaching recount texts to the students of Senior High schools is similar to teaching writing to students in common. The topics of writing recount texts can be

²⁸ Anderson. *Text Type in English I*. (Australia: Macmillan, 1997), h. 53.

selected from the student's personal experiences as the nature of recounting is to tell stories of events which emphasizes the sequences. Through the use of Dialogue Journal writing, the process of teaching and learning to write recount texts can be improved since it allows students to experience writing their pieces by going through the process of writing, such as planning, drafting, editing, and rewriting.

3. Blog Web



Picture 2.1 Blogger web

a. Definition of blog

They were introduced in 1998 by John Barger in Sartono. Barger has given blog terms because the blog was considered a personal website and frequently updated. In other words, a blog is a personal website containing personal opinions and informing people about the global community.²⁹

According to Herutomo, a blog is a web application that resembles writing (shared as posts) on the world web page. In a blog, someone can share writing, pictures, hypertext, and links that link to another blog. According to the blog issue, all internet users can usually access this place. According to Wahyudi

²⁹ Sartono, *Pemanfaatan Blog Sebagai Media Pembelajaran Alternatif di Sekolah Transformatika*, 2016, p. 121. (<http://www.pengertianahli.com/2013/12/pengertian-blog-dan-sejarah-blog.html>, 2014).

blog is a web blog that is part of a website application created to provide facilities for users to share written information with many people.³⁰

Furthermore, a blog is also defined as an online writing spot that can be edited and published immediately through a web browser. The blog works as an online journal in which blog users can update their posts from time to time.³¹

Based on the definition above, it can be concluded that a blog is an online space to write through the internet that can be read by anyone and offers a variety of features, including the ability for the writer to update their writing at any time and from any location.

As we all know, technological advancements have influenced the evolution of educational media. Learning media is required as a tool used by a teacher to enhance the effectiveness of learning activities in the classroom and to create a pleasant environment to engage students' attention and thought. As a result, blogs are increasingly considered learning media in the educational sphere.

Regarding this issue, current technological developments have formed a network that can provide possibilities as new learning media for students to interact with learning resources widely. Technological developments like the internet and blog have opened access for anyone to obtain the latest information and knowledge in certain academic fields.³²

³⁰ Nanang Wahyudi, Pemanfaatan Blog Sebagai Media Pembelajaran Interaktif, *Jurnal study Islam Panca Wahana I*, (2014), Edisi 12, p. 84.

³¹ Miftachudin, Students' Perceptions of the Use of Blogs in English Language Learning, *Register Journal, Language & Language Teaching Journals*, (2017), Vol. 10, No. 1, p.102.

³² Rusman, Deni Kurniawan, and Cevi Rivana, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*, Jakarta: PT. Raja grafindo Persada, (2013), p. 106.

Teachers can use technological advancements to make learning media more creative and enjoyable. The learning medium is no longer shaped as a tool in the traditional form of paper. Students with access to ICT-based media have a strong drive to advance and a high level of inventiveness and happiness in their future development. Media that is purposefully designed in this way can be used in educational activities. As a result, this media should draw students' attention to the learning process, and students should be able to study and comprehend the subject matter presented by the teacher.

b. The Types of Blog

Here are the types of blogs you need to know:³³

1) Personal Blog

At the beginning of its emergence, the blog is used for personal purpose. In a way, blogs have become a kind of online daily journal to record personal experiences. Blog authors are free to determine what kind of content they want to write. It can be about love stories, holiday experiences, food recipes, and so on. Not a few people have achieved success by cultivating this type of blog. For example Trinity Traveler, this blog contains her experiences traveling the world.



Picture 2.2 Trinity Traveler blog

³³ Putri Aprilia, *pengertian blog, jenis, fungsi dan contohnya, web development and design*, (2022). <https://www.niagahoster.co.id/blog/blog-adalah/?amp>

2) Professional Blog

In contrast to personal blogs, professional blogs usually have a specific topic. The content on this blog is also made specifically to show the professionalism of the blog owner. For example, the blog Danirachmat.com, a blogger from Indonesia in the field of finance, you can create a blog containing content according to topics that you are good at.



Picture 2.3 Danirachmat.com blog

3) Business Blog

Along with its development, many companies use blogs for specific purposes. Such as promoting products, collecting leads, and bringing visitors to a business website or online store. For example, Niagahoster blog as a means of content marketing.



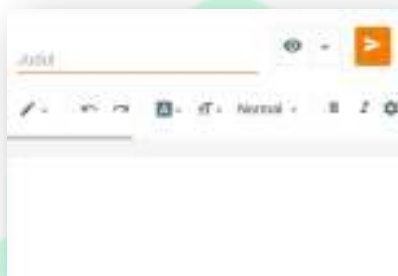
Picture 2.4 Niagahoster blog

Blogs are becoming more popular among the general population, including educated circles, executives, and even regular individuals. Having a blog is relatively simple and inexpensive, if not completely free. There are numerous free blogs on the internet, including wordpress.com, blogspot.com, weblog.com, multiply.com, co, cc, and more.

c. Features of Blog

The blog has many features to facilitate internet users. The following are some feature which is usually found in every blog account.³⁴

1) Blog Post



The blog post is the main feature of a blog account, where users can post their writing. Each post usually consists of one to twelve paragraphs. Besides, a blog post can add images, videos, or other media to complement the writing.

³⁴ Nurita Wulandari, *Skripsi: The Effectiveness of Blog on Students' Writing of Narrative Text*, UIN Syarif Hidayatullah Jakarta: FITK, (2016), p. 7.

2) Archive



The archive is a feature where blog users can organize and manage their posts, making it easy for the internet user to access them. Furthermore, archives are usually classified sequentially according to the date of posting the writing so that blog users can organize their posts according to their needs.

3) Comment Box



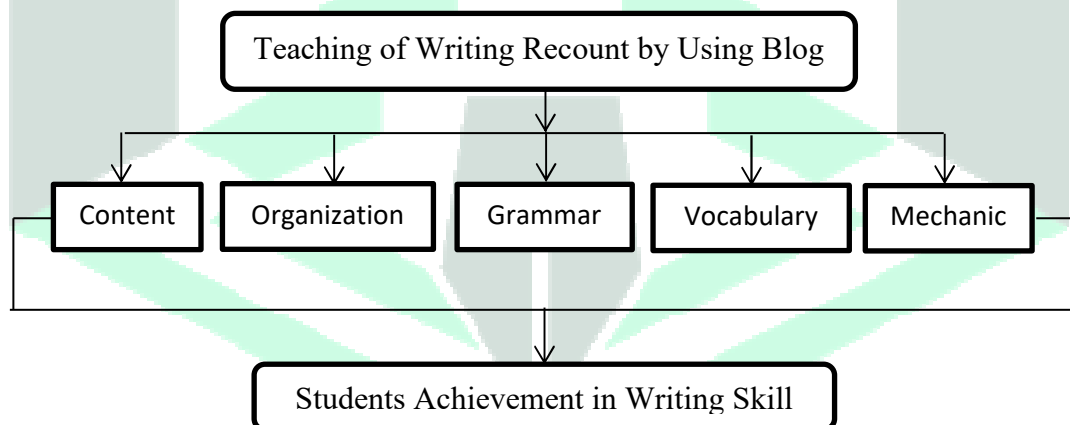
The comment box is a feature on a blog that can be used to connect the writer and the reader. This feature is located below each post that has been posted. In this feature, the readers can provide feedback in the form of comments in the fields provided in each post. The feedback that can be given is like criticism and suggestions for the posted writing. Therefore, this feature can provide an opportunity for any writer who wants to present their writing to become a productive work and can be read by many people.

d. The Advantages of Blog

The advantages of using a blog in the classroom:³⁵

- 1) It promotes learning materials for students and helps teachers reflect on their teaching.
- 2) Blog posting can be used for evaluations; the criteria will probably include; accuracy, fluency; coherence; and relevance.
- 3) All of the contents are viewable in chronological order and well-organized. It allows the teacher and students to find information easily.
- 4) Students can learn more from the comments on their posts and get direct feedback from the teacher online.

C. Conceptual framework



Based on the conceptual framework above, for input, the researcher would teach written material, namely, recount text. The researcher would use blog media

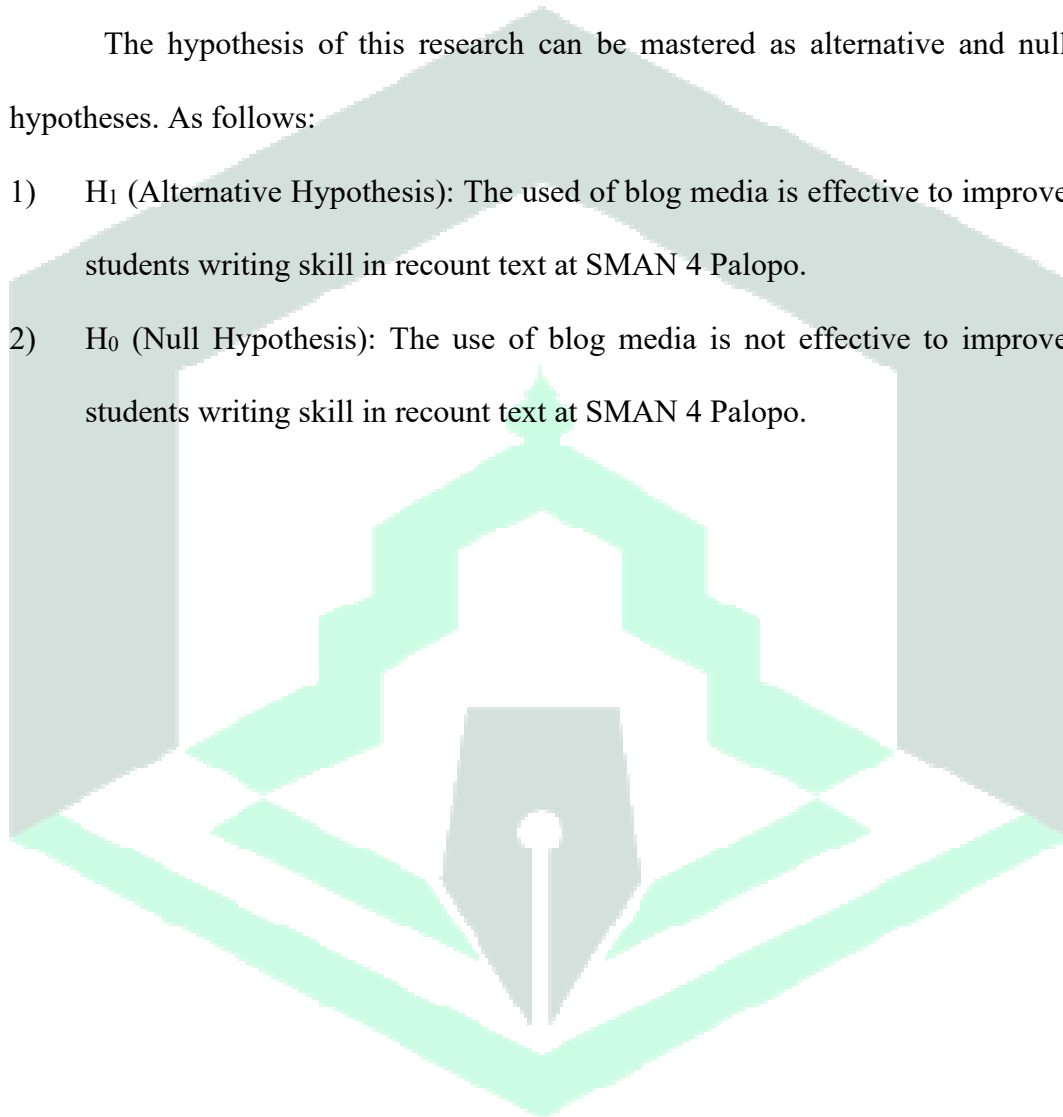
³⁵ Md. Mokter Hossain, and Robert J. Quinn, , Advantages and Disadvantages of Using a Blogging Activity in a College Euclidean Geometry Course,(*International Journal of Computer Technology and Electronics Engineering (IJCTEE)*, volume 2, Number 6, p. 4. 2012)

in the teaching and learning process. This blog would help students to write their ideas in the media. The researcher provides corrections to students' writings. So, the researcher would know the effect of blogs on students' writing abilities.

D. Hypothesis

The hypothesis of this research can be mastered as alternative and null hypotheses. As follows:

- 1) H_1 (Alternative Hypothesis): The used of blog media is effective to improve students writing skill in recount text at SMAN 4 Palopo.
- 2) H_0 (Null Hypothesis): The use of blog media is not effective to improve students writing skill in recount text at SMAN 4 Palopo.



CHAPTER III RESEARCH METHOD

A. The Method Design

This research used a pre-experimental research design with pre-test and post-test groups. There is only one class to be researched to see if the blog can be used in teach writing, especially writing recount text. According to Arikunto³⁶ an experimental research design is aimed to investigate whether or not there is a significant influence of particular treatment over something on other hand it tries to investigate the cause and the effect of particular treatment by comparing one more than one experiment group that received a treatment with another group that did not receive a treatment. Pre-experimental procedures included three steps: pre-test, treatment, and post-test.

The design of this research is described as follows:

Table 3.1 Research Design

O_1	X	O_2	$O_1 = \text{Pre-test}$	$X = \text{Treatment}$	$O_2 = \text{Post-test}$
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B. Research Location and Time

1. Location

This research was conducted in class X IPA 1 SMA Negeri 4 Palopo, Jl. Bakau, Balandai, Bara District, Palopo City, and South Sulawesi.

³⁶ Suharsimi Arikunto, *Penelitian Suatu Pendekatan Praktik*, (Jakarta: Pt. Rineka Cipta, 2010), p. 9

2. Time

The time of this research was carried out on August 09 to September 13, 2022 in the odd semester of the 2022/2023 school year.

C. Variable Operational Definition

The operational definition is a definition based on the properties defined thing that can be observed. Indirect definition the operational will appoint a suitable data retrieval tool used or refers to how to measure a variable.³⁷

1. Independent variable of this research is Blog web. A blog is a personal website or web page on which an individual regularly records opinions, links to other sites, etc.
2. Dependent variable of this research is the skill of writing recount text using blogs as a writing media.

D. The Population and Sample

1. Population

The population of this research is the tenth-grade learners of SMA Negeri 4 Palopo in the academic year 2022/2023. The total number of tenth graders is 65 students. X IPA class consists of two classes: X IPA 1 (20) and X IPA 2 (20). While X IPS class only has one class, X IPS 1 (25). The researcher chose X IPA 1 in SMA Negeri 4 Palopo academic year 2022/2023, consisting of 20 students as a population.

³⁷ Zuhairi, et.al, *Pedoman Penulisan Karya Ilmiah*, (Jakarta: Rajawali Pers, 2016), P. 65

2. Sample

Based on the population above, the researcher chose X IPA 1 in SMA Negeri 4 Palopo academic year 2022/2023, consisting of 20 students. However, the researcher chooses only a sample of 15 people in the class as a sample because there were only 15 students present during the research in progress. The student's ages ranged from 14 – 15 years old.

E. The procedure for collecting data

The procedure for collecting data in this research is as follows:

1. Giving Pre-test

The pre-test was conducted before the treatment. The researcher does the pre-test to know the student's ability to write recount text. This pre-test occurred for one day. The researcher applied a writing test on a paper to ascertain students' ability to write recount text. In this meeting students also created a WA group, in order to facilitate researcher remind and monitor students in using the blog.

2. Treatment

The researcher applied the treatment after giving the pre-test. The treatments conducted in four meetings, in this treatment the researcher monitor and remind students to use blog every day.

a. First meeting

- 1) The researcher explains about text recount
- 2) The researcher explains about blogs and how to create a blog
- 3) The researcher directs all students to create their own blog account

- 4) The researcher asked the students to write a recount text on the blog with the theme of Self-Introduction
- 5) The researcher asks students to share the link of their blog post that have been copied, to the WA group
- 6) The researcher and students can open blog links that have been shared to group to be corrected together

b. Second meeting

- 1) The researcher reviews the recount text again
- 2) The researcher explains again about the blog
- 3) The researcher directs all students to open their respective blog accounts
- 4) The researcher asked the students to write a recount text on the blog with the theme of My Holiday
- 5) The researcher asks students to share the link of their blog post that have been copied, to the WA group
- 6) The researcher and students can open blog links that have been shared to group to be corrected together

c. Third meeting

- 1) The researcher reviews the recount text again
- 2) The researcher explains again about the blog
- 3) The researcher directs all students to open their respective blog accounts
- 4) The researcher asked the students to write a recount text on the blog with the theme of Daily Activity

- 5) The researcher asks students to share the link of their blog post that have been copied, to the WA group
- 6) The researcher and students can open blog links that have been shared to group to be corrected together

d. Fourth meeting

- 1) The researcher reviews the recount text again
- 2) The researcher explains again about the blog
- 3) The researcher directs all students to open their respective blog accounts
- 4) The researcher asked the students to write a recount text on the blog with the theme of Hot News in TV
- 5) The researcher asks students to share the link of their blog post that have been copied, to the WA group
- 6) The researcher and students can open blog links that have been shared to group to be corrected together

3. Giving Post-test

After giving the treatment, the researcher gave the students the writing test to see if there was an increase in the students' writing ability after being taught by using the blog. The form of the written test is the same as the pre-test, except that in the post test the students write on media blogs.

F. The Research Instrument

The instrument of this research is the test that proposes to know the level of students writing skills, especially in writing recount. This research applied two kinds of tests consisting of pre-test and post-test.

1. Pre test

Before beginning the treatment, the students were given a pre-test to determine their skill in writing. All students have been given a topic related to the recount text, namely The Nice Experience, and each student had required to create a recount text on a paper according to the student's experience.

2. Post test

After the treatment, post-tests were used to assess the student's ability to write recount text. The researcher asked the students to write text on media blogs about the topic given by the researcher, namely The Bad Experience. After the blog implementation in the classroom, the researcher can see how blogging writing skills students'. As a response measure of students toward the activities they usually face in English classrooms with its impact on their writing skills.

G. Validity and Reliability Test Instrument

Validity is the accuracy or accuracy of an instrument in measurement. While the reliability test is use to determine the consistency of the measuring instrument, whether that measuring instrument use is reliable and remains consistent if the measurement is repeated.

1. Validity test

Validity means that the instrument can be used to measure what should be measure.

$$r_{xy} = \frac{(\sum xy) - (\sum x) \cdot (\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \cdot \{n\sum y^2 - (\sum y)^2\}}}$$

Rxy : Item correlation coefficient

N : Number of test takers

X : Total item score

Y : Total score³⁸

The rxy criteria are as follows:

0,00 < rxy < 0,20 very low

0,20 < rxy < 0,40 low

0,40 < rxy < 0,60 enough

0,60 < rxy < 0,80 tall

0,80 < rxy < 1,00 very high

The result of the rxy calculation are compared with the critical table r product moment, with a significant level of 5% the priceof rcy is then the test is valid.

2. Reliability Test

Reliable means that if the instrument is use several times to measure the same object, it will produce that same data, formula:

³⁸ Arikunto, S.. *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.(oktober 2018), <https://bit.ly/3guGc94>

$$r_{11} = 1 - \frac{V_r}{V_s} \text{ atau } r_{11} = \frac{V_r V_s}{V_r V_s}$$

Information:

r_{11} = Reliability of all questions

V_r = Respondent's Variance

V_s = Residual Variance³⁹

The criteria used are as follows:

0,00 < rxy < 0,20 : very low

0,20 < rxy < 0,40 : low

0,40 < rxy < 0,60 : enough

0,60 < rxy < 0,80 : tall

0,80 < rxy < 1,00 : very high

The criterion for testing the reliability of the test is that after obtaining the r_{11} is compared with the price of r product moment in the table, if r count > r table then the tested item is reliable.

³⁹ Fitriatun, A., & Sukanti, S. Analisis Validitas, Reliabilitas, Dan Butir Soal Latihan Ujian Nasional Ekonomi Akuntansi Di MAN Maguwoharjo. *Kajian Pendidikan Akuntansi Indonesia*, vol 5, no 8 (2016), <https://journal.student.uny.ac.id/index.php/kpai/article/view/5801>

H. The Techniques of Data Analysis

The following is the technique of data analysis:

1. Classified the student's writing skill

The objective score is classified into three scales; the components involved⁴⁰:

- a. Content is the substance of writing, the idea expressed.
- b. Organization is the purpose of organization material in writing from beginning to end.
- c. Vocabulary is all the words used by the students.
- d. Grammar is the correct use of syntactic patterns and structural words.
- e. Mechanics is the use of the graphic convention of the language.

Table 3.2 Scoring of Content

No	Score	Classification	Criteria
1	27-30	Excellent	Clear, focused, and exciting detail, complete, rich, and well-focused, the main idea stands out, and secondary ideas do not usurp too much attention.
2	15-26	Good	Clear the focus, even though the overall result may not be incredibly captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general.
3	12-14	Average	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme.
4	9-11	Poor	Not fluent, does not communicate, information is minimal.
5	5-8	Bad	No organization, not enough to evaluate because there is no meaningful.

⁴⁰ J.B Heaton, *Writing English Text* (New York: Longman, 1998).p.146

Table 3.3 Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Excellent	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a firm conclusion.
2	15-17	Good	The reader can readily follow what's being said, but the overall Organization may sometimes be ineffective poor to obvious, or the main idea stand out logical be incomplete sequencing.
3	12-14	Average	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail.
4	9-11	Poor	No communication and transition are fragile, leaving the connection between ideas fuzzy, incomplete or bewildering
5	5-8	Bad	No organization, not enough to evaluate, confuses the sender.

Table 3.4 Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Excellent	Adequate words, choice, and usage, specific and accurate.
2	15-17	Good	The acceptable range of occasional errors of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is relatively straightforward, some words may lack precision.
3	12-14	Average	The writer struggle with eliminating Vocabulary, grouping words.
4	9-11	Poor	Many errors in words/idioms, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words do not feat the text: verbs are weak and view in number: is, are, was, were, and dominated.
5	5-8	Bad	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

Table 3.5 Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Excellent	Practical complex construction with few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Practical but simple construction minor problem in complex construction several errors of tense, word, function, pronouns, and prepositions, but the meaning is seldom cored
3	16-19	Average	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate
5	5-8	Bad	Virtually not the master of sentence construction rules

Table 3.6 Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Excellent	Demon station mastery of convention, not problems with spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors in spelling, punctuation, capitalization, paragraphing
3	3	Average	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing
5	1	Bad	Illegible writing

2. To analyze the data, the researcher uses the following steps:

a. Scoring the students pre-test and post-test mean score⁴¹

$$M = \frac{\Sigma x}{N}$$

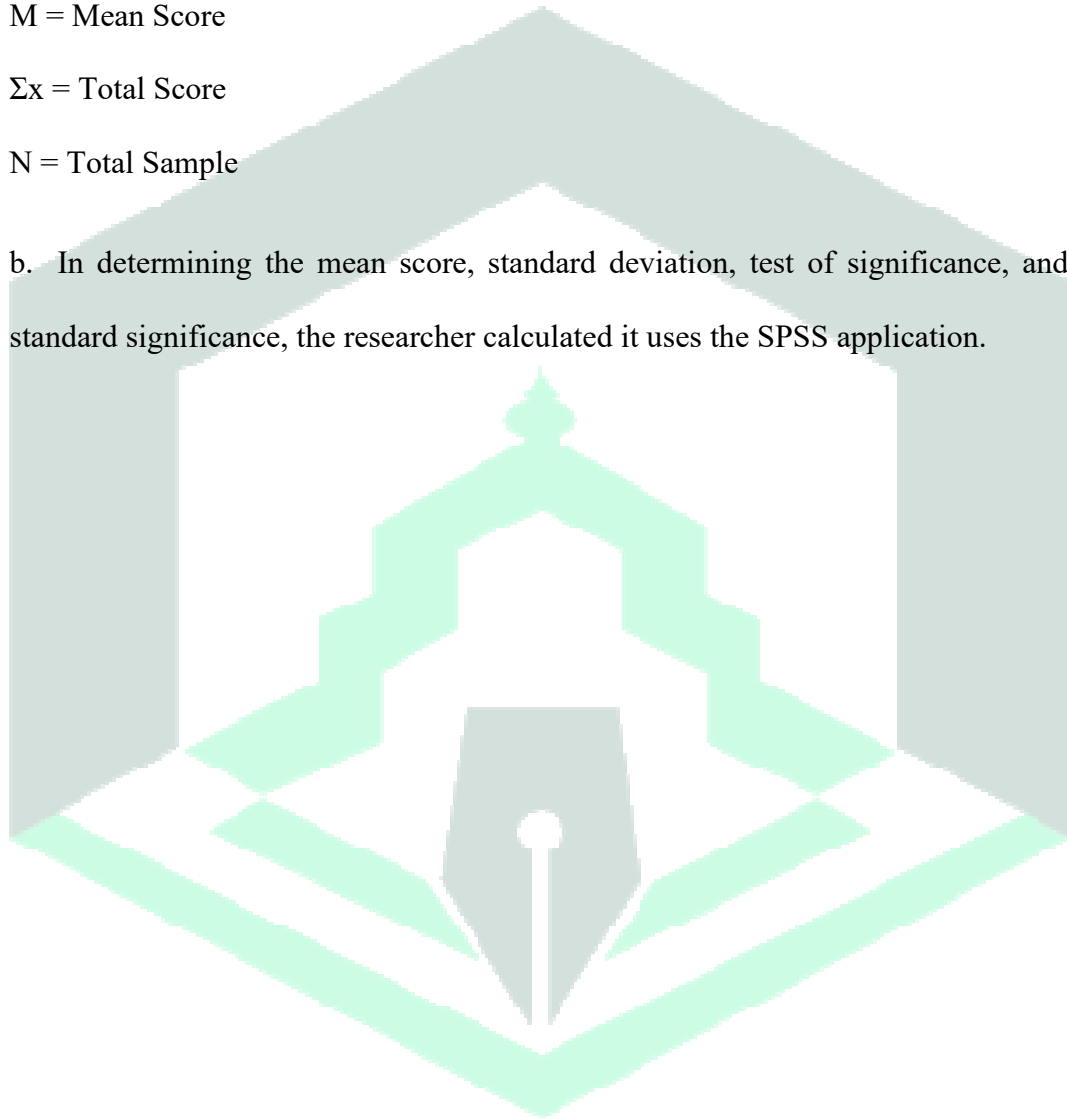
Where:

M = Mean Score

Σx = Total Score

N = Total Sample

b. In determining the mean score, standard deviation, test of significance, and standard significance, the researcher calculated it uses the SPSS application.



⁴¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*; (Jakarta Rineka Cipta, (2003), p.185.

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

In the previous chapter, the researcher mentioned using the pre-test and post-test to conduct this research. The purpose of the pre-test and post-test is to accumulate the learner's writing skill that corresponds to the pre-experimental method. The researcher employed a blog as a teaching medium when employing this method. This chapter showed the statistically analyzed and tabulated data, including the pre-test and post-test scores of students, the classification of pre-test and post-test scores, and the mean and standard deviation of pre-test and post-test scores. The following represents the research's findings:

1. The result of Students' Writing Test in the Pre-Test and Post-Test

Table 4.1 The Students' writing in terms content

Variable	The students' score		Improvement
	Pre-Test	Post-Test	
Content	12,86	23,2	80,40%

Table 4.1 shows that there is an improvement of the students' writing skill in terms content total mean score in pre-test before giving treatments was 12,86 and after giving treatment students' writing skill in terms content total mean score in post-test became 23,2. Therefore it could be summarized that students' writing significantly improved became 80,40 %.

Table 4.2 The Students' writing in terms organization

Variable	The students' score		Improvement
	Pre-Test	Post-Test	
Organization	9,6	17,27	79,90%

Table 4.2 shows that there is an improvement of the students' writing skill in terms organization total mean score in pre-test before giving treatments was 9,6 and after giving treatment students' writing skill in terms organization total mean score in post-test become 17,27. Therefore it could be summarized that students' writing significantly improved became 79,90 %.

Table 4.3 The Students' writing in terms vocabulary

Variable	The students' score		Improvement
	Pre-Test	Post-Test	
Vocabulary	8,66	24	76,5%

Table 4.3 shows that there is an improvement of the students' writing skill in terms vocabulary total mean score in pre-test before giving treatments was 8,66 and after giving treatment students' writing skill in terms vocabulary total mean score in post-test become 24. Therefore it could be summarized that students' writing significantly improved became 76,5 %.

Table 4.4 The Students' writing in terms grammar

Variable	The students' score		Improvement
	Pre-Test	Post-Test	
Grammar	6,33	17,33	44%

Table 4.4 shows that there is an improvement of the students' writing skill in terms grammar total mean score in pre-test before giving treatments was 6,33 and after giving treatment students' writing skill in terms grammar total mean score in post-test become 17,33. Therefore it could be summarized that students' writing significantly improved became 44 %.

Table 4.5 The Students' writing in terms mechanic

Variable	The students' score		Improvement
	Pre-Test	Post-Test	
Mechanic	1,8	4,13	46,6%

Table 4.5 shows that there is an improvement of the students' writing skill in terms mechanic total mean score in pre-test before giving treatments was 1,8 and after giving treatment students' writing skill in terms mechanic total mean score in post-test become 4,13. Therefore it could be summarized that students' writing significantly improved became 46,6 %.

According to the research findings presented above, it can be seen that among the fifth writing components mentioned, content increased the most, followed by vocabulary, organization, mechanic and grammar. From the pre-test to the post-test, each of the fifth factors increased. This is evident in the students' written work, which reflects their tendency to express themselves with much regard for the vocabulary or organizational structure.

2. The Statistic Analysis of Pre-test and Post-test Results

a. The Paired Sample T-Test of Pre-test and Post-test

Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	40.9333	15	12.95854	3.34588
	PostTest	85.9333	15	2.34419	.60527

The result of the paired sample statistic test score is shown in the data that is located in the table that is located above. Based on the collected information, the total N value is 15, representing the total number of students. The standard deviation for the pre-test is 12,95854 points, while the mean score on the test is

40,9333. In addition, the standard deviation for the post-test is 2,34419, and the mean score on the post-test is 85,9333.

b. The Paired Sample Correlations of the Pre-test and Post-test

Table 4.6 The Paired Sample Correlation of Pre-test and Post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PreTest & PostTest	15	.661	.007

The results of the correlation analysis between the pre-test and post-test are presented in table 4.6. There is a correlation of 0.661 between the two variables, and the significance level is 0.007. These findings demonstrate a connection between students' levels of writing ability before and after receiving treatment.

c. The Paired Sample Test of Pre-test and Post-test

Table 4.7 The Paired Sample Test of Pre-test and Post-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreTest - PostTest	-45.00000	11.54494	2.98089	-51.39338	-38.60662	-15.096	14	.000

The researcher discovered that in table 4.7, the paired sample test illustrates the value of t_{count} is 15.096 with the df (degree of freedom) value 14 while the t_t (t_{table}) for the standard of significant level 0,05 (5%) on $df = 14$ is 2.144. It means the value of the t_{count} is higher than the value of the t_{table} .

B. Discussion

In this part, it would be discussed the findings of this research that was composed by the researcher, they were the students in the tenth grade of SMAN 4 Palopo in academic year of 2021/2022 that had been as a sample. This research employed written test according pre-test and post-test of the students' to know the ability in writing recount text by using blog media. Based on the result of students' ability, it can be seen that students' ability that faced are content, organization, vocabulary, grammar and mechanic. During the research, it found that students had the deep difficult in using the right appropriate words, appropriate tenses in writing recount, difficulty in using capitalization, for example in placing comma. Then, according to Anderson, there are 3 generic structures of recount text, which are orientation, event, and reorientation.⁴² Broadly, in real condition, most of students did not draw the conclusion of the story. In addition, some students also did not write sequence of the orientation, even and re-orientation.

This research found to the use of blog in increasing the students' writing to be good writing. It was indicated by fifth components of writing namely:⁴³ (1) content which refers to the idea written by the students; (2) organization which refers to coherence, order of important and chronological order; (3) vocabulary which refers to adequate words choice, usage, specific and accurate; (4) grammar which refers to procedures for combining words or morphemes, arrangement of sentences, as well as rules or procedure for writing; and (5) mechanic which refers

⁴² Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 2003), p.12

⁴³ J.B Heaton, *Writing English Tests*, (New York: Longman, 1998), p. 138.

to spelling and punctuation in write must be adjusted to prevailing spelling, if that does not follow the rules of language can interfere with the readers' understanding, which make the writing uncommunicative.

Based on the result of the research; at the first meeting, the researcher gave a pre-test asking students' to write their nice experience on the paper distributed by the researcher, then the researcher collected the students' written papers to be graded according to the aspects of Jacob's writing where there were 7 students' who scored below average and the scores of 8 other students' who are above average. It can be seen that students' still low attention to aspects of writing. Then, at the second, third and fourth meetings the researcher conducted treatment in the form of introduction, create and teaching using blog media to write and presentation of material about recount text. Furthermore, at each treatment the researcher gave a theme related to recount text to be written on the blog that the students' had made before. After receiving several treatments, students' have started to write well and pay attention to the generic structure of recount text. And then, the last meeting is giving post-test. The researcher gave a theme about bad experiences and then the students' were asked to write about it on the blog by paying attention to generic structure and aspects of writing. The result of the post test is that the students' writing is better and improved than before.

The students' writing in term of content, organization, vocabulary, grammar and mechanic can be improved after applying web blog. It is shown by the significant difference between the pre-test and the post-test. The mean score of post-test for content (23,2) is higher than pre-test (12,86), the mean score of post-

test for organization (17,26) is higher than pre-test (9,6), the mean score of post-test for vocabulary (24) is higher than pre-test (8,66), the mean score of post-test for grammar (17,33) is higher than pre-test (6,33), and the mean score of post-test for mechanic (4,13) is higher than pre-test (1,8). Thus the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

The description of data collected from the students' writing showed the students' writing skill was achieved. It was supported by mean score and the total score of the students' pre-test and post-test result. Based on the finding, the using of blog made the students had mean score that was higher than before using the web blog. Nevertheless, the difference means score of the post-test was higher than pre-test. It means that the using of blog to teach writing at tenth grade of SMA Negeri 4 Palopo was effective.

The use of blogs in teaching writing skills by responding to the research question, it can be stated that blogging as a supplementary tool can substantially improve the writing performance of tenth-grade students. Specifically, this approach not only develops the student's writing fluency, critical thinking, and ability to construct coherent texts but also contributes to extending their vocabulary knowledge. In line with Sartono, learning media through blogs has many advantages. For example, students can learn the material more fully, in a longer time, and of course a more pleasant atmosphere. Students can study

anywhere and anytime, which is different from conventional learning so far in a face-to-face class.⁴⁴

The difference between pre-test and post-test consists not only of the idea that integrating blogging into traditional learning is more exciting than learning from manuals; it also relates to the process-oriented approach. According to Hidayat,⁴⁵ two primary learning methodologies assist in mastering a foreign language: a product- and a process-oriented method. While traditional education encourages only a product-based practice, an integrated study in the form of blogging targets the process of developing writing skills since it involves all stages of the approach: planning, translating and reviewing.

The experimental class designed to evaluate students' writing skills through blog media found that students' test results after the treatment stage different significantly. It is clear that the mean score on the pre-test was only 40,93, but after taking the post-test, it rises to 85,93. The students can develop their ideas in writing recount text by using blog media. This research concluded that the use of web blog media in the class effective and could enhance students' writing ability. Therefore, using web blog media in teaching writing can be an additional solution because this media have an attractive appearance and many advantages help the students' difficulties in generating ideas and using the appropriate grammar, vocabulary, and punctuation.

⁴⁴ Sartono, *Pemanfaatan Blog Sebagai Media Pembelajaran Alternatif di Sekolah Transformatika*, Vol. 12, No. 1, p. 121. (2016).

⁴⁵ Hidayat, G. Production based Learning: An instructional design model in the context of vocational education and training (VET). *Procedia – Social and Behavioral Sciences*, 204(4), 206-211. (2015). <https://doi.org/10.1016/j.sbspro.2015.08.142>

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was done in the tenth grade at SMA Negeri 4 Palopo. It started on August 09, 2022, in the first semester of that year. Therefore, the researcher comes to the following conclusion after doing this research.

Based on the findings the result of students' scores in post-test high than the pre-test, indicates the effectiveness of using Blog media to helping students writing recount text. Blog media was effective in learn because it help students in writing easily.

The uses of blog media improve students' writing skill effectively. The researcher's result demonstrates the improvement of the student's test scores after receiving the blog treatment which is the result of the student's scores on the post-test becomes higher than the pre-test, representing the treatment stage's effectiveness in helping the students enhance their writing skills. Furthermore, the blog implementation can be approved as a suitable medium to increase writing skills due to its effectiveness in improving student's writing skills.

B. Suggestion

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the teacher

Various media available can be used to pique students' interest in learning English. One engaging media proven to improve the students' writing skills is a blog, which is worth trying to use in the writing of the recount text. Blogs make the students write quickly and share their opinion in their writing. The teacher should choose a suitable blog title with the student's level before giving it to the students. The teacher must explain clearly what the students do with this media in teaching writing class.

2. For the students

The students are expected to practice writing, especially recount text, as much as possible in their free day by utilizing the blog and paying attention to the generic structure and the language feature of recount text. The students must put in as much effort as possible during their free time to practice writing.

3. For the further researcher

The researcher hopes this research can be used by the reader or other researchers as a reference for alternative and exciting ways to teach and learn English, especially writing skills. The researcher also hopes that other researchers will do this study with different research objects and methods.

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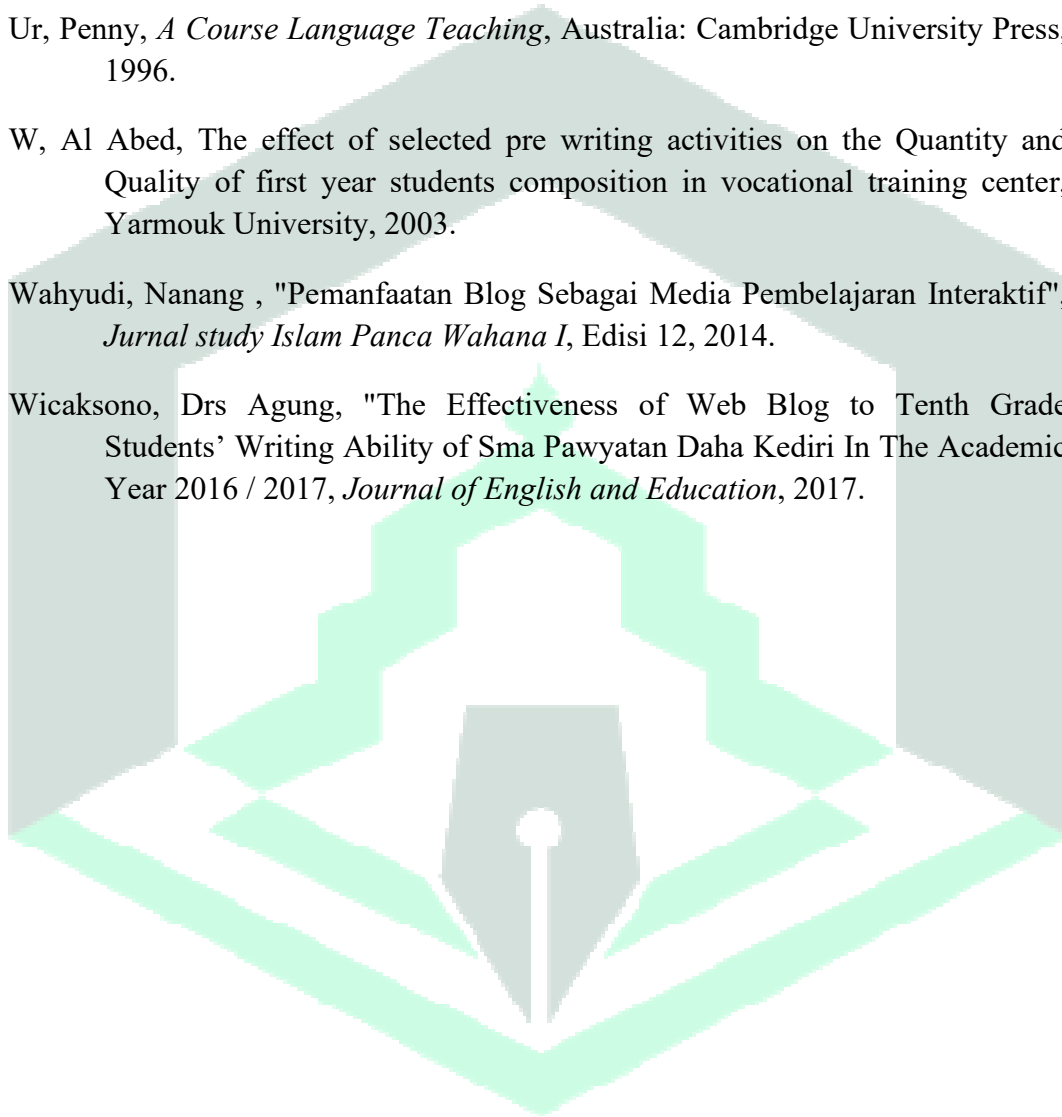
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APPENDIX 1: IZIN PENELITIAN

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat: J. K.H.M. Hidayat No.3 Kota Palopo - Sulawesi Selatan Telpon: (0471) 329048

ASLI

IZIN PENELITIAN
NOMOR : 546/ID/DP/PTSP/VII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2008 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2003 tentang Kota Kecil.
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penelitian Sains Kelembagaan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2019 tentang Penyelenggaraan Fasilitas dan Non Fasilitas di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penyelenggaraan Kelembagaan Penyelenggaraan Fasilitas dan Non Fasilitas yang Menjadi (Unit) Pemerintah Kota Palopo dan Kelembagaan Fasilitas dan Fasilitas yang Menjadi (Unit) Pemerintah yang Dibentuk Pemerintah Kecamatan Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	NURHALISA
Jenis Kelamin	Pemempuan
Alamat	J. Beranda Kota Palopo
Pekerjaan	Mahasiswa
NIM	18 0202 0164

Maksud dan Tujuan mengadakan penelitian dalam rangka penelitian skripsi dengan judul :

THE EFFECT OF USING BLOG MEDIA IN WRITING RECOUNT TEXT AT THE FIRST GRADE STUDENTS' OF SWAN 4 PALOPO

Lokasi Penelitian	GMA NEGERI 4 PALOPO
Lamanya Penelitian	04 Agustus 2022 s.d. 04 November 2022

DENGAN KETENTUAN SEBAGAI BERKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian skripsi melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatl semua peraturan pendukung-undangan yang berlaku, serta menghormati Adat istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyediakan 1 (satu) sampel foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini diutamakan baik bertaku, dimana pemegang dan temanya tidak meniad ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Kota Palopo
Pada tanggal 04 Agustus 2022
s.d. Kepala Dinas Penanaman Modal dan PTSP
Korbid Bidang Pengkajian dan Perencanaan Perizinan PTSP


ERICK K. SIDA, S.Sa
Kepala Dinas PTSP
NIP. 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kelembagaan Poin. Beranda
2. Instansi Poin
3. Danlin UPT SWC
4. Kapimra Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Dinas Fasilitas Kota Palopo
7. Untuk Arsip Kantor dipergunakan penelitian.

APPENDIX 2: SURAT KETERANGAN PENELITIAN


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO
Jalan Balaes Dendro No. 70p (MT) 12102 Palopo www.sman4palopo.sul.go.id Email: sman4palopo@kemdikbud.go.id

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/728-UPT.SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa:

N a m a	: NURHALISA
N I M	: 18 0202 0164
Tempat / tgl. lahir	: Malaysia, 24 Maret 2000
Jenis kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jln. Bitti Balandi Kota Palopo

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, pada tanggal 9 Agustus sampai dengan 13 September 2022, guna melengkapi Skripsi yang berjudul:

“The Effect Of Using Blog Media In Writing Reount Text At The First Grade Students’ Of SMAN 4 Palopo”

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 19 September 2022


UPT
PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4
KOTA PALOPO
DR. H. USMAN, M.Pd
Pembina Utama Muda
NIP. 196012311989031242

APPENDIX 3: SURAT KETERANGAN VALIDASI INSTRUMENT

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : DR. MASRUDDIN, Ss, M.Hum.
Instansi : IAIN PALOPO
Jabatan : DEKAN

Telah membaca instrumen penelitian berupa lembar tes untuk Tes Kemampuan siswa terhadap pembelajaran *writing skills* yang akan digunakan dalam penelitian skripsi dengan judul "The Effect of Using Blog Media in Writing Recount Text at the First Grade Students' of SMAN 4 Palopo" oleh peneliti:


Nama : Nurhalisa
NIM : 18 0202 0164
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrumen tersebut adalah:

.....
.....
.....
.....
.....

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulannya di lapangan.

Palopo,
Validator,


DR. Masruddin, Ss, M.Hum.
NIP. 19800613 200501 1005

APPENDIX 4: RENCANA PELAKSANAAN PEMBELAJARAN LESSON PLAN

Sekolah : SMAN 4 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Materi Pokok : Recount Text
Alokasi Waktu : 360 Menit (4 meeting)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur recount dari sebuah kalimat
- Memahami struktur teks recount
- Membuat teks recount, menyatakan pandangannya tentang Self-introduce, Holiday, Daily activity and Hot news.
- Memposting hasil tulisan teks recount di media blog

B. Langkah-langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none">▪ Guru memberikan salam▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.▪ Guru mengecek kehadiran peserta didik.▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain-lain.▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.	15 menit

Inti	<ul style="list-style-type: none"> • Guru mengarahkan siswa untuk membuka web blog yang telah di share di grup Whatsapp. • Guru mengajarkkan cara membuat akun di blog dan cara menggunakannya. • Guru menjelaskan kembali materi recount text dan struktur bahasanya • Guru memberikan tema (Self-introduce) kepada siswa • Siswa diminta untuk menulis paragraph di blog sesuai tema dan mengikuti struktur bahasa recount text. • Siswa memposting tulisannya di akun blog yang telah dibuat sebelumnya. • Guru menginstruksikan siswa untuk membagikan link blog tulisannya ke grup whatsapp. • Guru meminta siswa untuk saling membuka, membaca dan mengomentari tulisan dari link yang di bagikan teman lainnya. 	60 menit
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. • Guru memuji semua siswa karena telah bekerja sangat keras. • Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah. ▪ Guru mengucapkan "Salam" kepada Siswa. 	15 menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik. ▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain- 	15 menit

	<p>lain.</p> <ul style="list-style-type: none"> ▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	
Inti	<ul style="list-style-type: none"> • Guru menjelaskan kembali materi recount text dan struktur bahasanya • Guru memberikan tema (Holiday) kepada siswa • Siswa diminta untuk menulis paragraph di blog sesuai tema dan mengikuti struktur bahasa recount text. • Siswa memposting tulisannya di akun blog yang telah dibuat sebelumnya. • Guru menginstruksikan siswa untuk membagikan link blog tulisannya ke grup whatsapp. • Guru meminta siswa untuk saling membuka, membaca dan mengomentari tulisan dari link yang di bagikan teman lainnya. 	60 menit
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. • Guru memuji semua siswa karena telah bekerja sangat keras. • Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah. ▪ Guru mengucapkan "Salam" kepada Siswa. 	15 menit

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik. ▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain-lain. ▪ Guru melakukan pemanasan belajar 	15 menit

	dengan mereview pelajaran sebelumnya.	
Inti	<ul style="list-style-type: none"> • Guru menjelaskan kembali materi recount text dan struktur bahasanya • Guru memberikan tema (Daily Activity) kepada siswa • Siswa diminta untuk menulis paragraph di blog sesuai tema dan mengikuti struktur bahasa recount text. • Siswa memposting tulisannya di akun blog yang telah dibuat sebelumnya. • Guru menginstruksikan siswa untuk membagikan link blog tulisannya ke grup whatsapp. • Guru meminta siswa untuk saling membuka, membaca dan mengomentari tulisan dari link yang di bagikan teman lainnya. 	60 menit
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. • Guru memuji semua siswa karena telah bekerja sangat keras. • Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah. ▪ Guru mengucapkan "Salam" kepada Siswa. 	15 menit

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik. ▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain-lain. ▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	15 menit

Inti	<ul style="list-style-type: none"> • Guru menjelaskan kembali materi recount text dan struktur bahasanya • Guru memberikan tema (Hot News) kepada siswa • Siswa diminta untuk menulis paragraph di blog sesuai tema dan mengikuti struktur bahasa recount text. • Siswa memposting tulisannya di akun blog yang telah dibuat sebelumnya. • Guru menginstruksikan siswa untuk membagikan link blog tulisannya ke grup whatsapp. • Guru meminta siswa untuk saling membuka, membaca dan mengomentari tulisan dari link yang di bagikan teman lainnya. 	60 menit
Penutup	<ul style="list-style-type: none"> ▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran. • Guru memuji semua siswa karena telah bekerja sangat keras. • Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah. ▪ Guru mengucapkan "Salam" kepada Siswa. 	15 menit

C. Penilaian Hasil Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek sebagai nilai ketrampilan.

APPENDIX 5: PRE-TEST and POST-TEST INSTRUMENT

Instrument of the Pre-Test

IDENTITAS RESPONDEN

Name :

Class :

Tanggal ujian :

Instruction:

Write a paragraph about one of your Nice experience. Good luck!



Instrument of the Post-Test

IDENTITAS RESPONDEN

Name :

Class :

Tanggal ujian :

Instruction:

Write a paragraph about one of your Bad experience. Write in at least 300 words.

Good luck!

Caution

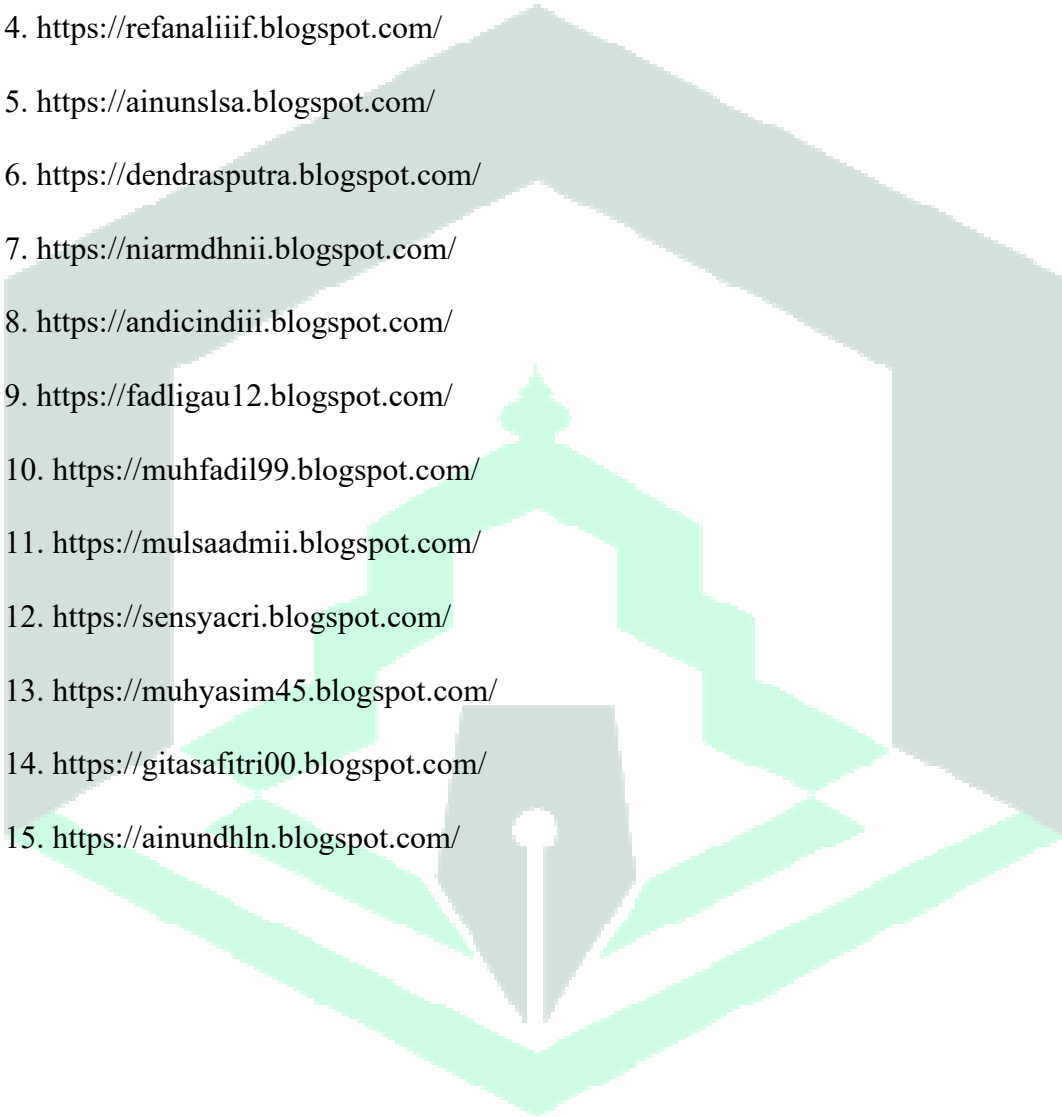
1. Check your internet connection to make easier in continuing the next following steps.
2. Make sure you have Google email account to connect to Blogger platform (sign up first if you have none).
3. Feel free to ask the advisor if you have any questions related to the instruction.

Instruction

1. Visit www.blogger.com on the taskbar.
2. Log in to your Google account.
3. Insert your blog display name.
4. Click New blog.
5. Fill your blog tittle and its URL (ex: www.comelblog.blogspot.com).

APPENDDIX 6 : LINK BLOG STUDENTS'

1. <https://nailahytta.blogspot.com/>
2. <https://rivaldojniivr.blogspot.com/>
3. <https://joshuahkwan.blogspot.com/>
4. <https://refanaliif.blogspot.com/>
5. <https://ainunlsa.blogspot.com/>
6. <https://dendrasputra.blogspot.com/>
7. <https://niarmdhni.blogspot.com/>
8. <https://andicindiii.blogspot.com/>
9. <https://fadligau12.blogspot.com/>
10. <https://muhfadi199.blogspot.com/>
11. <https://mulsaadmii.blogspot.com/>
12. <https://sensyacri.blogspot.com/>
13. <https://muhyasim45.blogspot.com/>
14. <https://gitasafitri00.blogspot.com/>
15. <https://ainundhln.blogspot.com/>



APPENDIX 7: STUDENTS' WORKSHEET (PRE-TEST)

Assessment of the Pre-Test

(49)

IDENTIFICATION

Name: Abdul Muhaimin

Class: VI (A)

Subject: Mathematics

The purpose of this test is to determine the student's ability to solve problems.

Instructions:

Write your answer in the space provided.

Problem 1

A rectangular field has a length of 120 m and a width of 80 m. Calculate the area of the field.

(The rest of the page contains a large empty box for the student's answer.)

Assessment of the Pre-Test

(50)

IDENTIFICATION

Name: Abdul Muhaimin

Class: VI (A)

Subject: Mathematics

The purpose of this test is to determine the student's ability to solve problems.

Instructions:

Write your answer in the space provided.

Problem 2

A rectangular field has a length of 120 m and a width of 80 m. Calculate the perimeter of the field.

(The rest of the page contains a large empty box for the student's answer.)

Assessment of the Pre-Test

(51)

IDENTIFICATION

Name: Abdul Muhaimin

Class: VI (A)

Subject: Mathematics

The purpose of this test is to determine the student's ability to solve problems.

Instructions:

Write your answer in the space provided.

Problem 3

A rectangular field has a length of 120 m and a width of 80 m. Calculate the area of the field.

(The rest of the page contains a large empty box for the student's answer.)

Assessment of the Pre-Test

(52)

IDENTIFICATION

Name: Abdul Muhaimin

Class: VI (A)

Subject: Mathematics

The purpose of this test is to determine the student's ability to solve problems.

Instructions:

Write your answer in the space provided.

Problem 4

A rectangular field has a length of 120 m and a width of 80 m. Calculate the perimeter of the field.

(The rest of the page contains a large empty box for the student's answer.)

Examination of the Firm

10

EXAMINATION REPORT

Name: ABC & Co.

City: Delhi

Registration No: 12345678

The purpose of this report is to determine the financial status of the firm.

Conclusion

After a thorough examination of the books of the firm, it is found that the firm is in a sound financial position. The assets are properly valued and the liabilities are correctly stated. The firm is in a position to meet its obligations and to carry on its business.

Examination of the Firm

10

EXAMINATION REPORT

Name: XYZ & Co.

City: Delhi

Registration No: 87654321

The purpose of this report is to determine the financial status of the firm.

Conclusion

After a thorough examination of the books of the firm, it is found that the firm is in a sound financial position. The assets are properly valued and the liabilities are correctly stated. The firm is in a position to meet its obligations and to carry on its business.

Examination of the Firm

10

EXAMINATION REPORT

Name: ABC & Co.

City: Delhi

Registration No: 12345678

The purpose of this report is to determine the financial status of the firm.

Conclusion

After a thorough examination of the books of the firm, it is found that the firm is in a sound financial position. The assets are properly valued and the liabilities are correctly stated. The firm is in a position to meet its obligations and to carry on its business.

Examination of the Firm

10

EXAMINATION REPORT

Name: XYZ & Co.

City: Delhi

Registration No: 87654321

The purpose of this report is to determine the financial status of the firm.

Conclusion

After a thorough examination of the books of the firm, it is found that the firm is in a sound financial position. The assets are properly valued and the liabilities are correctly stated. The firm is in a position to meet its obligations and to carry on its business.

57

Statement of the Project

PROJECT INFORMATION

Name: Yusuf Said

Class: Grade 10

Subject: English

The purpose of this work is to describe the nature, ability, or skills learned and demonstrated.

Introduction:

When I began my journey in the world of coding, I was filled with excitement and curiosity. I had heard that coding was a powerful tool for solving problems and creating things that could help people. I decided to learn Python, a language known for its simplicity and readability. I started by following online tutorials and practicing small projects. As I progressed, I discovered the joy of debugging and the satisfaction of seeing my code work. I realized that coding is not just about writing lines of code; it's about thinking logically and creatively to solve real-world problems. I am proud of the progress I have made and the skills I have acquired through this project.

58

Statement of the Project

PROJECT INFORMATION

Name: Quinn Jones

Class: Grade 10

Subject: English

The purpose of this work is to describe the nature, ability, or skills learned and demonstrated.

Introduction:

When I began my journey in the world of coding, I was filled with excitement and curiosity. I had heard that coding was a powerful tool for solving problems and creating things that could help people. I decided to learn Python, a language known for its simplicity and readability. I started by following online tutorials and practicing small projects. As I progressed, I discovered the joy of debugging and the satisfaction of seeing my code work. I realized that coding is not just about writing lines of code; it's about thinking logically and creatively to solve real-world problems. I am proud of the progress I have made and the skills I have acquired through this project.

59

Statement of the Project

PROJECT INFORMATION

Name: Quinn Jones

Class: Grade 10

Subject: English

The purpose of this work is to describe the nature, ability, or skills learned and demonstrated.

Introduction:

When I began my journey in the world of coding, I was filled with excitement and curiosity. I had heard that coding was a powerful tool for solving problems and creating things that could help people. I decided to learn Python, a language known for its simplicity and readability. I started by following online tutorials and practicing small projects. As I progressed, I discovered the joy of debugging and the satisfaction of seeing my code work. I realized that coding is not just about writing lines of code; it's about thinking logically and creatively to solve real-world problems. I am proud of the progress I have made and the skills I have acquired through this project.

60

Statement of the Project

PROJECT INFORMATION

Name: Quinn Jones

Class: Grade 10

Subject: English

The purpose of this work is to describe the nature, ability, or skills learned and demonstrated.

Introduction:

When I began my journey in the world of coding, I was filled with excitement and curiosity. I had heard that coding was a powerful tool for solving problems and creating things that could help people. I decided to learn Python, a language known for its simplicity and readability. I started by following online tutorials and practicing small projects. As I progressed, I discovered the joy of debugging and the satisfaction of seeing my code work. I realized that coding is not just about writing lines of code; it's about thinking logically and creatively to solve real-world problems. I am proud of the progress I have made and the skills I have acquired through this project.

-Quinn Jones

Summarize of the Test

(22)

GENERAL INFORMATION

Name: Ann Cook, Jr. A-10

Year: 1974

Department: State of North Carolina

The purpose of this test is to determine the student's ability to write Standard English.

Directions:

Write a paragraph about one of the two questions listed below.

During the time I have had 2000, I had some really good memories. One of my best memories was the excitement and the fun I had at the time I had my first birthday party. I had a lot of friends and family members who came to the party. I had a lot of fun and I had a lot of memories. I had a lot of fun and I had a lot of memories. I had a lot of fun and I had a lot of memories.

Summarize of the Test

(23)

GENERAL INFORMATION

Name: Ann

Year: 1974

Department: State of North Carolina

The purpose of this test is to determine the student's ability to write Standard English.

Directions:

Write a paragraph about one of the two questions listed below.

During the time I have had 2000, I had some really good memories. One of my best memories was the excitement and the fun I had at the time I had my first birthday party. I had a lot of friends and family members who came to the party. I had a lot of fun and I had a lot of memories. I had a lot of fun and I had a lot of memories. I had a lot of fun and I had a lot of memories.

Summarize of the Test

(24)

GENERAL INFORMATION

Name: Ann Cook, Jr. A-10

Year: 1974

Department: State of North Carolina

The purpose of this test is to determine the student's ability to write Standard English.

Directions:

Write a paragraph about one of the two questions listed below.

During the time I have had 2000, I had some really good memories. One of my best memories was the excitement and the fun I had at the time I had my first birthday party. I had a lot of friends and family members who came to the party. I had a lot of fun and I had a lot of memories. I had a lot of fun and I had a lot of memories. I had a lot of fun and I had a lot of memories.



APPENDIX 8: DOCUMENTATION

First Meeting: Giving Pre-Test



Second Meeting: First Treatment



Third Meeting: Second Treatment



Fourth Meeting: Third Treatment



Fifth Meeting: Fourth Treatment



Fifth Meeting: Giving Post-Test



CURRICULUM VITAE



NURHALISA she was born on 24th May 2000 in Malaysia. Her father's name is Abd. Ganing and her mother's name is Murni. She has three brother and three sisters. She is the second child in her family. She started her study on Elementary School (MIS Nurul Junaidiyah Lauwo) in 2006 and she graduated in 2012. After that, she continued her study at MTs Nurul Junaidiyah Lauwo. She graduated in 2015 and continued her study at MA Nurul Junaidiyah Lauwo, She graduated in 2018. After that in 2018 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, Wrote a thesis entitled is "The effect of using blog media in writing recount text at the tenth grade student of SMAN 4 Palopo".

Borahae...