

**THE USE OF BLOG-BASED LEARNING MEDIA TO
IMPROVE WRITING SKILL FOR THE EIGHTH GRADE
STUDENTS AT SMPN 8 PALOPO**

A Thesis

*Submitted as a Partial Fulfillment of the Requirement For the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Teacher
Training Faculty State Islamic Institute Of Palopo*



**ENGLISH EDUCATIONAL STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 13 February 2023
Regards,








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THESIS APPROVAL

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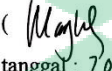
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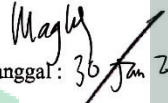


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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The Use of Blog-Based Learning Media to Improve Writing Skill for the Eighth Grade Students at SMPN 8 Palopo* yang ditulis oleh Ina Febri Anti, Nomor Induk Mahasiswi (NIM) 18 0202 0021, mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Rabu, 18 Januari 2023 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada ujian *munaqasyah*.

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In the Name of Allah, the Most Beneficent, the Most Merciful

Praise be to Allah. Who has bestowed grace, hidayah, and physical and mental strength so that the researcher can complete the writing of this thesis with the title "The Use of Blog-Based Learning Media to Improve Writing Skills for the Eighth Grade Students at SMPN 8 Palopo" after going through a long process.

Sholawat and greetings to the Prophet Muhammad Saw. To his family, friends, and followers. This thesis is prepared as a condition that must be completed to obtain a bachelor's degree in the English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo.

As a social being, the researcher realizes that the researcher's knowledge, experience, understanding, strength, and ability to complete this thesis is far from perfection. However, this thesis can be completed properly with grit, power, input, and moral encouragement from various parties, Alhamdulillah. Therefore, the researcher would sincerely thank to:

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The researcher realizes that this thesis still needs improvement. Thus, any criticisms and suggestions for improving this thesis are highly appreciated. Hopefully, this thesis can contribute to the readers and benefit the English teaching and learning process.

Palopo, November 21, 2022



Ina Febri Anti
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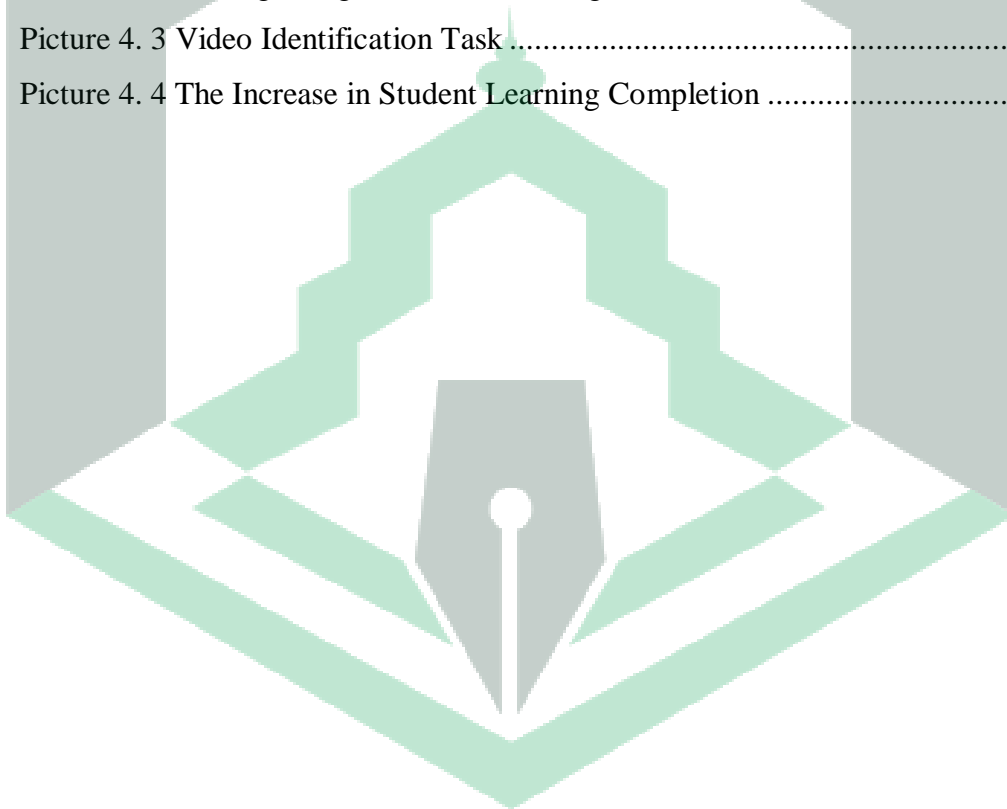
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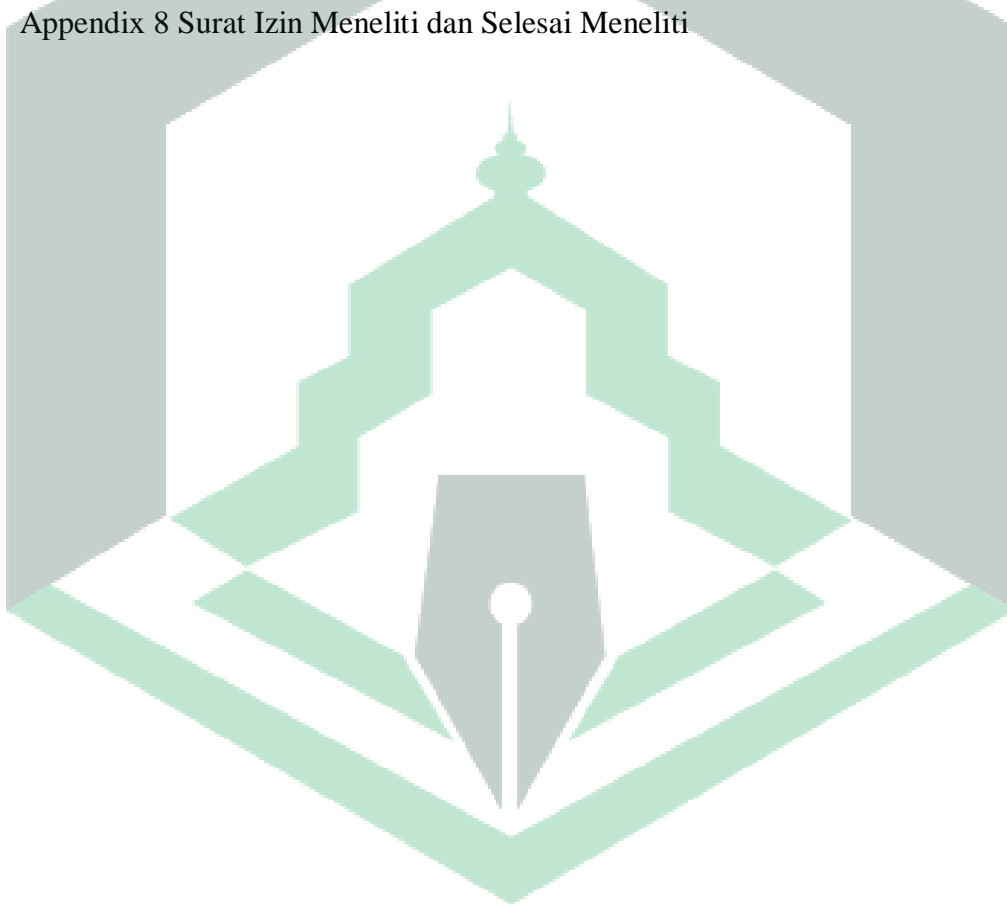
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Appendix 7 Documentation

Appendix 8 Surat Izin Meneliti dan Selesai Meneliti



ABSTRACT

Ina Febri Anti, 2023. “The Use of Blog-Based Learning Media to Improve Writing Skill for the Eighth Grade Students at SMPN 8 Palopo”. A thesis of English Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Wisran and Husnaini.

This study aimed to know whether or not the use of blog-based learning media improves significantly students' writing skills in the eighth grade of SMPN 8 Palopo. The researcher applied a classroom action research method using pre-test and post-test treatment conducted in four meetings. The subject of this research was 28 students of class VIII. A SMPN 8 Palopo. The instrument used to collect data was a writing test. The data of this research were analyzed quantitatively by using descriptive analysis. Descriptive analysis can be done using simple statistics, such as calculating the average (mean) and percentage. The students' mean score in the post-test was higher than the mean score in the pre-test ($81.75 > 50.42$). The percentage in the post-test was higher than the percentage in the pre-test ($78,57\% > 10,71\%$). The result of students' perception got a mean score of 3,17 with 79% of allocations which qualified as “Good.” It can be concluded that the researcher's hypothesis (H^1) was accepted, and the null hypothesis (H^0) was rejected. The researcher concludes that blog-based learning media can improve students' writing skills.

Keywords: Blog, Writing Skill, Learning Media

ABSTRAK

Ina Febri Anti, 2023. “Pemanfaatan Media Pembelajaran Berbasis Blog untuk Meningkatkan Keterampilan Menulis Siswa Kelas VIII SMPN 8 Palopo”. Tesis Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Palopo. Dibimbing oleh Wisran dan Husnaini.

Penelitian ini tentang pemanfaatan media pembelajaran berbasis blog untuk meningkatkan keterampilan menulis siswa kelas VIII.A SMPN 8 Palopo. Tujuan penelitian adalah untuk mengetahui apakah penggunaan media pembelajaran berbasis blog dapat meningkatkan keterampilan menulis siswa kelas VIII.A SMPN 8 Palopo. Peneliti menerapkan metode penelitian tindakan kelas dengan perlakuan pre-test dan post-test yang dilakukan dalam empat kali pertemuan. Subyek penelitian ini adalah 28 siswa kelas VIII.A SMPN 8 Palopo. Instrumen yang digunakan untuk mengumpulkan data adalah tes tertulis. Data penelitian ini dianalisis secara kuantitatif dengan menggunakan analisis deskriptif. Analisis deskriptif dapat dilakukan dengan menggunakan statistik sederhana, seperti menghitung rata-rata (mean) dan persentase. Nilai rata-rata siswa pada post-test lebih tinggi dari nilai rata-rata pada pre-test ($81.75 > 50.42$). Rasio pada post-test lebih tinggi dari persentase pada pre-test ($78,57\% > 50,71\%$). Hasil persepsi siswa mendapat nilai rata-rata 3,17 dengan alokasi 79% yang berkualifikasi “Baik”. Dapat disimpulkan bahwa hipotesis peneliti (H^1) diterima, dan hipotesis nol (H^0) ditolak. Peneliti menyimpulkan bahwa media pembelajaran berbasis blog dapat meningkatkan keterampilan menulis siswa.

Kata kunci: Blog, Keterampilan Menulis, Media Pembelajaran

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the English skills that learners of English must control. Writing is also considered an index of students' success in learning English and their professional careers in the future. Kingston et al. stated that production skills, mainly writing performance, are the only criteria used to determine a student's success in learning English.¹ People also prefer textual contact forms recently when seeking information for conversation. The dominant written language will follow the highly dominant speaking language. Therefore, encouraging pupils to communicate should be the main focus of English instruction and learning.

However important the writing skill is for students, it is one of the most difficult skills. Writing difficulties are often associated with complex processes, complex and interconnected components and rules such as idea development, syntax, grammar, organization, vocabulary, content, communication skills and use of punctuation.²

In Islam, it is also highly recommended to practice writing skills because of the many benefits. Muslims are encouraged to practice their skill

¹ Kingston et al, "*Problems in Writing Disability Among the School Children*", (<http://sitemaker.umich.edu/varanasidesember2005/conferenceschedule>, (Retrieved on April 5th, 2022).

² David Nunan, "*Second Language Teaching and Learning*", (Boston: Heinle & Heinle Publisher, 1999)

in writing the Qur'an. One of the benefits of writing the Qur'an is to train the balance of right and left-brain functions. When someone writes, he is indirectly required to read. So, at one time, there are two activities at once, practicing reading and writing skills.

The importance of writing is mentioned in Q.S Al- Qalam [68]: 1,

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝١ (القلم/68 : 1)

Nun. By the pen and what they inscribe, (Al-Qalam/68:1)³

It is obvious that good writing skills are essential, but teaching could be more effective. It is evident through students' writing assignments and written responses. According to Priyatmojo, writing is one of the four English abilities teachers, and most students believe it to be the most difficult.⁴ A limited benefit for students who need help to express their thoughts in writing with proper syntax, vocabulary, and punctuation is the existence of various indications that point to the misuse of written text. The first indicator is how little value pupils place on writing compared to their enthusiasm for speaking. They like to communicate their views verbally rather than in writing. Thus, students can write in English but need to tell it fluently. Another clue is that most students need help constructing English

³ Lajnah Pentashihan Mushaf Al-Qur'an, Al-Qur'an QS al-Qalam/68:1

⁴ Priyatmojo, A. S., "Cohesion and Coherence of the Students Recount Texts and Its Implication for Teaching Writing of Text Types in English", 2012, <https://enotez.files.wordpress.com/2012/11/paper-seminar-ganesha-university-2011.doc>, Retrieved 2022

phrases in understandable and professional-looking compositions employing grammar, vocabulary, and punctuation.

Writing English for international students is generally tricky, even for students. People can overlook grammar issues when speaking but not when writing. To create words, people must select the appropriate grammar and vocabulary. Since Indonesian writing follows a separate set of systematic rules, some students still need help with utilizing grammar correctly.

Responding to difficulties, encourages teachers to be able to create fun learning and stimulate students' imagination and creativity. One of the lessons that can generate new desires and interests, generate motivation and stimulate learning activities is the use of learning media.⁵ Among the learning media, a weblog (or blog) is a web-based writing forum where all writing and editing of information is managed via a web browser that appears on the internet and is available to the public.⁶

Learning English does not only use textbooks but can also use media applications or web browsers as long as the Internet connection is accessible. Therefore, different applications are made yearly to support English learning, including some Internet websites that can help in learning English. One of them is a web blog.

⁵ Oemar Hamalik, "*Kurikulum dan Pembelajaran*", (Jakarta: Bumi Aksara, 2009)

⁶ M Godwin, "*Cyber Rights: Defending Free Speech in the Digital Age*", (London: MIT Press, 2003)

Blog stands for “Weblog,” which means a type of website or online magazine that contains information related to articles, images, videos, or links and displays the latest posts. As stated by Zhang, a blog is a computer-based writing area where all writing and editing is handled by a web browser and quickly and publicly posted on the Internet.⁷

There are several reasons why teachers or educators use blogs as teaching tools. Some of the reasons are: (1) blogs are free to use, (2) blogs are easy to use, (3) blogs are suitable for the teaching profession (can share knowledge with participating students), (4) blogs provide an alternative to writing publications, (5) blogs train us to think, (6) blogs can be used for knowledge management (documentation), (7) the existence of a community of bloggers that allows ideas to be exchanged, and (8) a meaningful blog to keep up with technological advancements.⁸

The presence of blog-based learning media will make learning more engaging and can increase student motivation. The blog's content includes images as well as words. Pictures and videos can increase students' understanding. If a teacher has a blog account, he can design the appearance of the blog page to be more attractive. In addition, the blog has a comment facility that teachers and students can later use to communicate if there is a discussion that students do not understand. With this research, blog-based

⁷ Zhang, Di, *The Application of Blog in English Writing*, Journal of Cambridge Studies. Linyi Normal University. Vol. 4 . No. 1. 2009, p.1

⁸ Nova Sulasmiasi, “The Use of Blog as Learning Media”, Journal of Teknodik, Vol. 22, No 2 (December, 2018), 153.

learning media will likely be one of the solutions to overcome student difficulties during the learning process.

Based on the observation and interview that the researcher conducted on October 2022 at SMPN 8 Palopo, there are several problems with writing skills found in junior High School number 8 Palopo. First, they still need clarification about grammar because Indonesia has different writing rules and sentence composition. They use Indonesian sentence structure when writing sentences in English. Secondly, they are learning English for the first time or just discovering English in Junior High school, so their English knowledge is still bare, and their vocabulary needs to improve. Third, students need help learning the material because the learning media is less attractive.

Referring to the description of the problem and theory above, the researcher would want to carry out a study titled "The use of Blog-based Learning Media to Improve Writing Skill for the Eighth Grade Students at SMPN 8 Palopo."

B. Research Questions

From the background that had been explained above, then the formulation of the problem in this study are:

1. Does blog-based learning media improve significantly students' writing skills in the eighth grade of SMPN 8 Palopo?

2. How is students' response to blog-based learning media in teaching writing in the eighth grade of SMPN 8 Palopo?

C. The objective of the Research

From the formulation of the problem that has been formulated above, the purpose of this study is:

1. To know whether or not blog-based learning media improve significantly students' writing skills in the eighth grade of SMPN 8 Palopo.
2. To find out students' responses to blog-based learning media in teaching writing in the eighth grade of SMPN 8 Palopo.

D. Significances of the study

The results of this classroom action research are expected to provide the following benefits:

1. Practically

- a. For Students

Students can use blog-based learning media in learning descriptive text for class VIII SMPN 8 Palopo.

- b. For Government and Schools

Governments and schools can improve and progress in information technology, primarily related to internet users' influence on learning.

c. For Researchers

To help class VIII students at SMPN 8 Palopo enhance their writing abilities, researchers can provide insight into the use of blog-based learning material.

2. Theoretically

- a. This research was hopeful to be able to contribute and provide empirical evidence to support the using blog-based learning media in the teaching and learning process, especially to teaching writing skills.
- b. Making a scientific contribution in learning English for Junior High Schools, namely creating interactive learning media to improve students' writing skills.

E. Scope of the Research

The study aims to improve eighth-graders at SMPN 8 Palopo's writing abilities through a blog, particularly when describing people and animals.

For this research to have a clear direction and no misinterpretation, the scope of the problem needs to be limited to problem identification number 1. Thus, it was hoped that the problem could be studied in depth to obtain maximum results. In this case, the authors limited the research to only focusing on eighth-grade students at SMPN 8 Palopo. The learning media that will be studied is a blog-based learning media to improve students'

writing skills in learning descriptive text that students learn at SMPN 8 Palopo.

F. Operational Definition

1. Blog

Blog stands for “Weblog,” which means a type of website or online magazine that contains information related to articles, images, videos, or links and displays the latest posts. As stated by Zhang, a blog is a computer-based writing area where all writing and editing is handled by a web browser and quickly and publicly posted on the Internet.⁹

Blogs are suitable media for online personal journals for students, especially since they allow them to upload their writings. Language learners can use a personal blog as an electronic portfolio, which can show their progress over time. By publishing blogs on the internet, students have the possibility of readers beyond their writings. Instead, readers can in turn comment on what they read. Personal posting on blogs also engenders a greater sense of ownership and responsibility in students, which makes them wiser (in comment and structure) as they realize they are writing for a real audience.

⁹ Zhang, Di, “*The Application of Blog in English Writing*”, *Journal of Cambridge Studies*, Linyi Normal University. Vol. 4 . No. 1. 2009, p.1

2. Writing Skill

Writing has been defined in various ways by specialists in multiple fields. Writing is a complex process and, as such, has aspects of mystery and surprise, claim Rise B. Axelrod and Charles R. Chooper. But everybody can learn to control the art of writing.¹⁰



¹⁰ Rise B. Axelrod and Charles R. Chooper, *"The St. Martin's Guide to Writing"*, (New York: St Martin's Press, Inc, 1985), p.3.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Dealing with efforts to improve writing skills, many researchers attempted using blog-based learning media to improve writing skills. There are several previous studies that support this research, such as:

The first, Hafidatul Ulfa “An Analysis of Generic Structure of Students Writing Descriptive Text on The Students Blog Among the Students of English Department of The State Institute for Islamic Studies of Metro”. The research is a case study-style qualitative investigation. These are the two categories of research techniques. Both qualitative and quantitative attributes apply. Methods of data collecting were employed for document and maintenance purposes. The study's primary and secondary data sources. The researcher then examined the Data analysis performed by Creswell. According to research, students' descriptive text in student blogs generally has a 3% recognized structure and 66% descriptive content.

The results showed that the students who used blogging as a writing medium were proficient in writing a mainly descriptive essay. This study concludes that the correct use of general structure helps students to become good writers because good writers keep a close eye on patterns of a typical

structure. Using a blog to write descriptive paragraphs helps because students can freely share their feelings.¹¹

This research has nothing in common with the study conducted by Hafidatul Ulfa. While the difference between the two lies in the research method, research type, data collecting method, and data analysis technique. And the essential difference between the two is the period of observation. Hafidatul conducted research in 2017.

The second, Intan Azkiyah “The Use of Blog (Weblog) In Teaching Writing Skill for EFL Class (Pre-Experimental Research at Eleventh Grade of MAN 10 Jakarta)”. The first goal of this study is to compare how well students write critical exposition texts before and after utilizing blogs. 2) To explain how blogging can be used to teach and learn how to write analytical exposition texts. 3) to assess the influence of blogs on the production of analytical exposition texts. This study was carried out in Jakarta's MAN 10 11th grade. A pre-experimental research methodology is used in this study. Data is obtained by experimentation and observation. Observation is used to explain blog-based teaching and learning. Pre- and post-tests for authoring analytical exposition texts are being administered.¹²

The sample for this study consists of 21 students from MAN 10 Jakarta's 11th grade. The findings of this study demonstrate that students'

¹¹ Hafidatul Ulfa, Thesis: “An Analysis of Generic Structure of Students Writing Descriptive Text on The Students Blog Among the Students of English Department of The State Institute for Islamic Studies of Metro” (Lampung: IAIN Metro, 2017), p.vi

¹² Intan Azkiyah, “The Use of Blog (Weblog) In Teaching Writing Skill for EFL Class (Pre-Experimental Research at Eleventh Grade of MAN 10 Jakarta)”, (Jakarta: Sultan Maulana Hasanuddin Banten, 2018).

writing abilities for analytical exposition texts were higher in the post-test than in the pre-test. This implies that blogs have an effect on how well students write analytical exposition texts.

The third, Aprilia Ulfa Kartika “The Influence of Using Web Blog Towards 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 2020/2021”. The pre-trial, one-group pre-trial design was used in the investigation. The participants in this study were SMA Al Kautsar Bandar Lampung students in their tenth year. Through the use of random cluster sampling, the researcher collected the sample. The sample was X IPS 1, a 36-student experimental class. The researcher utilized a written test as a technique to gather data. Before the researcher treated the practical course, there was a pre-test and a post-test.

The researcher used a paired sample test procedure to perform the data analysis on the data. The assumption test is derived from the data analysis. 16,783 is the result of the observed, and 2,030 is the result of the table. According to 16,783 2.030, the observed is larger than the table provided. This study concludes that using an online blog impacts students' descriptive writing skills in the first semester of the 10th grade at SMA Al Kautsar Bandar Lampung in the 2020–2021 academic year.¹³

¹³ Kartika Aprilia Ulfa, Thesis: “*The Influence of Using Web Blog Towards Students’ Writing Ability in Descriptive Text at the First Semester of the Tenth Grade at SMA Al Kautsar Bandar Lampung in the Academic Year of 2020/2021*” (Lampung: State Islamic University of Raden Intan Lampung, 2021), p.ii

This study and the one by Aprilia Ulfa Kartika used pre-tests before, and post-tests after the researcher treated the research object, where the similarities between the two studies ended. On the other hand, the method of data analysis and research design varies. The research strategy used in Aprilia's study was pre-experimental, and the paired sample test method was used to examine the data.

The fourth, Ni Wayan Juniari “The Use of Web Blogs for English Writing Class for EFL Students”. This study focuses on the use of web blogs in English writing instruction for EFL students. Through the use of media, platforms, and learning methodologies within a complete virtual learning community, learning has enabled students and teachers to communicate remotely. The purpose of this study is to examine how ELF students use web blogs in their English writing classes.

This study used a literature review to perform library research, and the data source used earlier work on the relevant subject to fulfill the study's purpose. This study lists four research publications that were published in recognized journals. The goal of the study was to ascertain how the used web blog affected the success of writing drawn from a number of research articles written by various scholars. This study found that blogging is one of the most crucial English skills, and that teaching ELF students to write blogs had a beneficial effect on their language acquisition. The conclusions came from a survey of the literature, with prior research on the subject serving as

the data source. Because of this, employing a web blog in writing workshops for ELF kids helps them learn how to write.¹⁴

The fifth, Thoriq Hidayaturrehman “The Effectiveness of Blog as Media in Improving the Students’ Writing Skill of Descriptive Text (An Experimental Study of the Eight Graders of MTsN Brangsong Kendal in the Academic Year of 2013/2014)”. The information gathered was examined quantitatively. The fundamental diagram indicates that descriptive essays are required for the writing portion in middle school's first semester, and the data is the descriptive prose produced by two second-graders. The writing style of MT Brangsong Kendal School is informal. The experimental group is the first, while the control group is the second.

The study's findings demonstrated that MTs Brangsong and Kendal's use of the blogging technique to teach Class VIII students about writing, in general, increased their ability to write about themselves. This method has the potential to be successful. This is expected, given that there was a sizable disparity between the experimental and control groups at the time of the study. The critical value at = 5% is 1.67, and the t-value for the two means following the test is 1.70. It was determined that there is a significant achievement gap between kids in the treated experimental group and the untreated control group because the value of t lies in the Ho-removal zone (blog technique). This strategy makes the learning environment enjoyable and encourages students to interact with one another and express their

¹⁴ Ni Wayan Juniari. “*The Use of Web Blogs for English Writing Class for EFL Students*”. Universitas Pendidikan Ganesha. Vol. 6. No. 1. 2022.

thoughts freely. The author noticed that the experimental class's descriptive writing score was higher than the scores of the students who did not use blogs when writing their descriptive essays.¹⁵

This study is similar to the survey by Thoriq Hidayaturrehman, both of which used quantitative methods to analyze the collected data. At the same time, the difference between both lies in the study design used. In Thoriq's study, a studied experimental design was used.

Based on the three investigations mentioned above. In contrast to earlier studies, this one employed a form of classroom action research (CAR). This study uses blogs as a learning tool in writing classes to address issues that arise in the classroom. Analyzing data with descriptive analysis techniques is done by utilizing simple statistics, such as calculating the average (mean) and the percentage.

¹⁵ Thoriq Hidayaturrehman. "The Effectiveness of Blog as Media in Improving The Students" Writing Skill of Descriptive Text (An Experimental Study of the Eight Graders of MTsN Brangsong Kendal in the Academic Year of 2013/2014" Journal of English Language and Education. Vol 1. No,1, June 2015

B. Literature Review

1. The Concept of Writing

a. Definition of Writing

Education is centered on writing. According to Sanggam Siahaan, writing is a valuable written language skill. It is the ability to communicate ideas to a reader or audience. It was accomplished by the author's skill in using the grammar rules in his chosen language to impart the information he had in mind to the reader.¹⁶

According to Brown, writing involves two steps. Finding meaning comes first, and then infusing language with intention comes second.¹⁷

b. Writing Process

According to Harmer, there are various writing processes, including:

1) Planning

Writers with experience organize their writing. They attempt to formulate their thoughts before they begin to write or type.

2) Drafting

A draft is the initial iteration of a literary work.

3) Editing (reflecting and revising)

A writer often reviews his writing after submitting a draft to determine where it succeeds and where it fails.

¹⁶ Sanggam Siahaan, *The English Paragraph*, Yogyakarta:Graha Ilmu.2008,p 2

¹⁷ Brown H. Douglas,*Teaching by principle an interactive approach to laguage pedagogy*. Second Edition.San Fransisco State University: Addison Wesley Longman. Inc. 2001,p.336

4) Final Version

Once writers have revised their draft and made any required changes, they produce their final edition.¹⁸

c. Types of Writing

According to Douglas Brown, the following are the writing genres:

1) Academic writing

Academic writing includes documents and reports on well-known subjects, instructional materials, centralized records, quick response inspections, technical articles, dissertations, and themes.

2) Job-related writing

Notifications, messages/emails, notes, reports, calendars, labels, ads, announcements, and manuals are examples of writing jobs associated with jobs.

3) Personal writing

Letters, emails, greeting cards, and invitation announcements are all examples of personal writing.¹⁹

¹⁸ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.4-5.

¹⁹ Brown H. Douglas, *Teaching by principle an interactive approach to language pedagogy*. Second Edition. San Francisco State University: Addison Wesley Longman. Inc. 2001

Types of writing, according to Douglas Brown there, are:

a) Imitative

Learners must master fundamental and necessary writing skills when they write letters, words, punctuation, and short questions to develop a writing language.

b) Intensive (controlled)

It goes beyond simply writing, modeling the creation of formal language within the confines of concise and accurate grammatical features until the sentence's conclusion.

c) Responsive

The evaluation tasks, in this case, call for students to speak at a limited speech level, link sentences in a passage, and put together two or three logical paragraphs.

d) Extensive

A broad range indicates effectively managing all procedures and plans created for goals over time, as well as a substantial research project report or even a thesis.²⁰

d. Aspects of Writing

According to Jacob et al., writing has five different components.

These features are:

- 1) Content refers to the effectiveness of the writing and the main idea (units), which are collections of connected pictures that the author

²⁰ Brown H. Douglas, *Teaching by principle an interactive approach to language pedagogy*. Second Edition. San Francisco State University: Addison Wesley Longman. Inc. 2001

offers as a whole when creating a theme. Body paragraphs provide concepts rather than serving a specific purpose, such as transitioning, restating, or reinforcing, in an essay.

- 2) By "organization," we mean the logical arrangement of content (coherence). There are concise and fluid sentences in it. The sequence of phrases and ideas is referred to as a rational account.
- 3) Vocabulary shows the selection of words relevant to the subject matter. It presumes that the author aims to convey concepts as directly and plainly as possible. Its main objective is clarity. Instead of distorting or obscuring its meaning, choose words that more truly depict it.
- 4) Correct grammar and syntax are used to arrange, combine, and divide ideas into words, phrases, clauses, and sentences to establish logical relationships within a text.
- 5) The term "mechanics" refers to the use of standard visual language, precisely the arrangement of letters, words, sentences, and paragraphs utilizing knowledge of the structure and a basic comprehension of other related forms.²¹

²¹ Jacobs., Holly. L., Stephen, A., Zinggraf., Deanne. R., Wormuth, V., Faye, H., Jane, B., Hughey, *Testing ESL Composition: A Practical Approach*, (Rowley: Newbury House Publishers, 1981), p.90

The following formulation represents the rating scale of the scoring criterion that was borrowed from Jacob et al. (1981: 90):

a) The content aspect is explained as the following:

30 – 27 Excellent to very good: creating a thesis or theme pertinent to the studied issue.

26 – 22 Good to average: some subject knowledge, a sufficient scope, a thesis that hasn't developed much, is mainly related to the problem but isn't very detailed.

21 – 17 Fair to poor: minimal subject understanding, little materials, insufficient topic development.

16 – 13 Very poor: doesn't demonstrate knowledge, is irrelevant, or is insufficient for evaluation.

b) The scoring system for the organizational aspect is as follows:

20 – 18 Excellent to perfect: fluid expression, ideas that are clearly articulated and supported, a well-thought-out organization, logical sequencing, and cohesiveness.

17 – 14 Good to average: choppy, poorly arranged, but the primary concept jumps out, little support, logical, but insufficient sequencing.

13 – 10 Fair to Poor: incoherent, concepts disjointed or jumbled, lacking logical development and sequencing.

9 – 7 Very poor: lacks organization, communication, or evaluation skills.

c) The vocabulary component uses the system described below:

20 – 18 Excellent to perfect: sophisticated range, with se use of language, command of word forms, and eligible register.

17 – 14 Good to average: acceptable range, intermittent grammatical or idiomatic faults, choice, usage, and unclear or muddled meaning.

13 – 10 Fair to Poor: limited vocabulary, frequent idiomatic or word choice errors, unclear or muddled meaning.

9 – 7 Inferior: mainly translation, limited vocabulary, idiom, and word form understanding, or insufficient to judge.

d) The following is the language use scoring system:

25 – 22 A complex practical construction, few agreement faults, tense number, word order/function, articles, pronouns, and prepositions are all excellent.

21 – 18 Effective yet straightforward composition, minor issues with detailed structure, several faults in agreement, tense, word order/function, articles, and pronouns, but the meaning is rarely hidden.

17 – 11 Fair to poor: substantial issues with complex or straightforward structure, common problems in agreement, tense, number, word order/function, articles, pronouns, prepositions, deletions, and unclear or muddled meaning.

10 – 5 Inferior: almost no command of grammar rules, errors predominate, does not communicate, or not enough to evaluate.

e) The mechanics component employs the following scoring criteria:

- 5 Excellent to very good: used norms effectively, with few spelling, punctuation, capitalization, and paragraphing mistakes.
- 4 Fair to good: some spelling, punctuation, capitalization, and paragraphing mistakes, but the message is preserved.
- 3 Fair to bad; frequent mistakes in capitalization, punctuation, spelling, and handwriting; unclear or muddled meaning.
- 2 Deplorable: lack of command of conventions, the predominance of spelling, punctuation, capitalization, and paragraphing errors, and illegible handwriting or insufficient for evaluation.

The explanation above can will be simplified as the following table:

Table 2. 1 The Writing Scoring Aspect

Aspect	Criteria	Score	
Content	Excellent to competent, substantial, etc.	30 – 27	
	very good		
	Good to appropriate range, some subject expertise, etc.	26 – 22	
	average		
	Fair to poor	limited understanding of the topic, minimal substance, etc.	21 – 17
	Very poor	Does not demonstrate subject expertise; non-substantive; etc.	16 – 13

Organization	Excellent to very good	Clear thoughts that are spoken with ease, etc.	20 – 18
	Good to average	a little choppy, and loosely structured, but the major points are clear, etc.	17 – 14
	Fair to poor	thoughts that are not related or coherent, etc.	13 – 10
	Very poor	lacks organization, needs to communicate, etc.	9 – 7
Vocabulary	Excellent to very good	sophisticated scope; practical word and phrase selection and usage; etc.	20 – 18
	Good to average	Acceptable range: occasionally using the wrong word or phrase but keeping the meaning clear.	17 – 14
	Fair to poor	Limited selection, frequent word/idiom usage, other problems, etc.	13 – 10
	Very poor	Essentially translation; little vocabulary in English	9 – 7
Language use	Excellent to very good	sophisticated practical constructions, etc.	25 – 22
	Good to average	Construction that is both practical and simple, etc.	21 – 18

Fair to poor Significant issues with complicated 17 – 11
or simple constructions, etc.

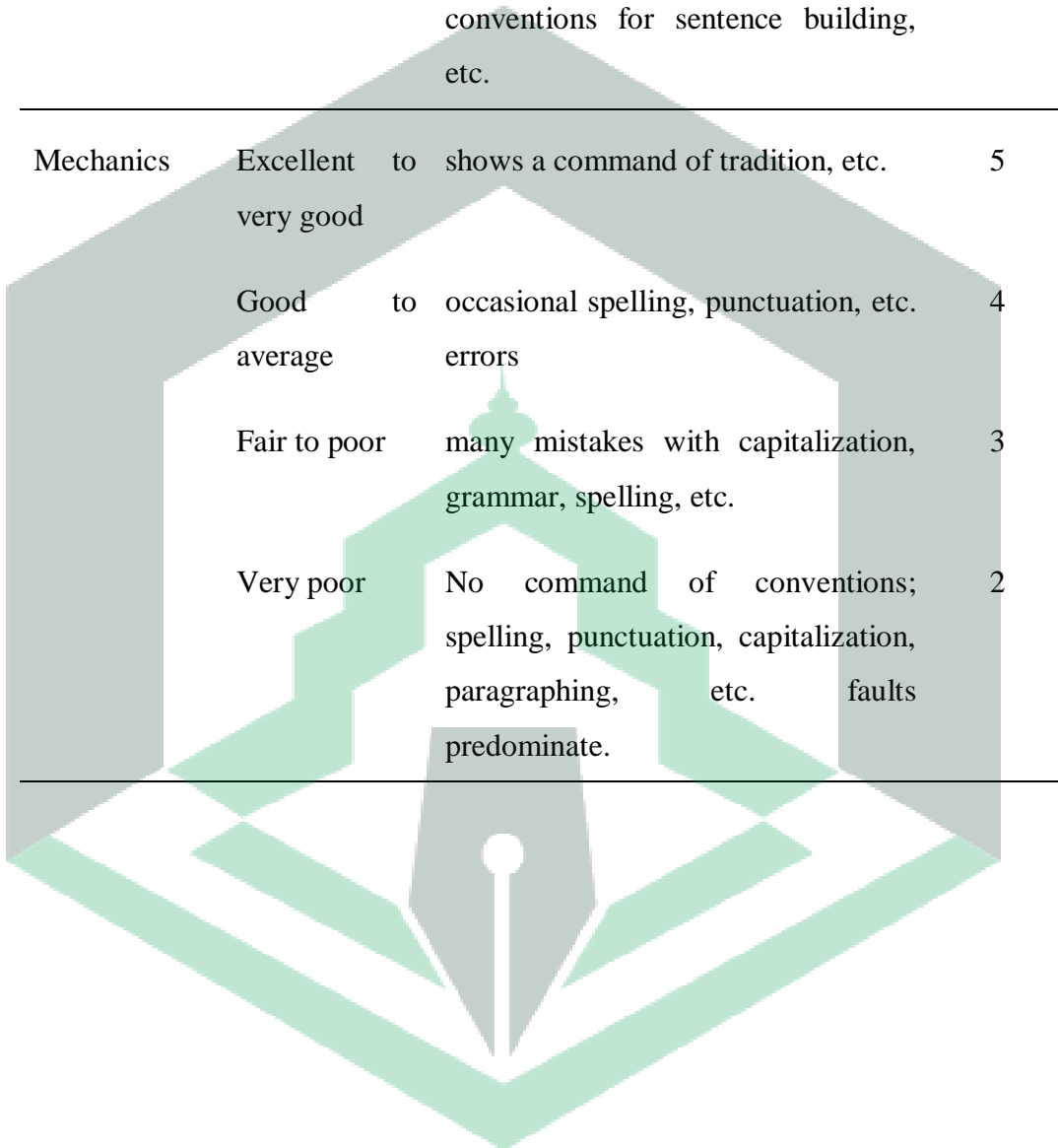
Very poor Very little understanding of 10 – 5
conventions for sentence building,
etc.

Mechanics Excellent to shows a command of tradition, etc. 5
very good

Good to occasional spelling, punctuation, etc. 4
average errors

Fair to poor many mistakes with capitalization, 3
grammar, spelling, etc.

Very poor No command of conventions; 2
spelling, punctuation, capitalization,
paragraphing, etc. faults
predominate.



2. The Concept of Blog

a. Definition of Blog

According to Zhang, a blog or website is a place on the web where people may write and revise their writing, publishing it instantaneously and openly on the Internet.²² However, Jones claimed that a blog is a person's newspaper where they can contribute articles and remarks about a foreigner.²³

b. Blog Features

Blogs are equipped with several features that can support the activities of their users in the blog. Each site has different characteristics, and not all bloggers need every part provided. In general, each blog has features including headers, posts, comments, links (links), blogrolls, sidebars, syndication, and footers, each of these features the author can describe as follows:



Picture 2. 1 Blog View

²² Zhang, Di. "The Application of Blog in English Writing, *Journal of Cambridge Studies*". Linyi Normal University. Vol. 4 . No. 1. 2009, p.1

²³ Jones, Jeannatte Sharla, *Bloggng and ESL Writing*, The University of Texas at Austin. 2006, p. 23

- 1) The header is the top part of the blog that contains the title, short description, and article page.
- 2) A blog post or entry is a blog section that contains information in the form of articles, images, or videos. This article is the central part that describes the contents of a blog;
- 3) Comments are a facility that provides an opportunity for visitors to a blog to provide feedback regarding posts on the blog;
- 4) A link is a text that connects a website page to another page. When a link is clicked with a computer mouse, a new web page will open;
- 5) Blogroll is a collection of links or links from blog pages or web pages that blog owners frequently visit;
- 6) The sidebar contains article recommendations and blog categories. This element includes popular posts and archives. You can also add calendars, clocks, and other exciting widgets. A sidebar can be placed on the left or right of the blog.
- 7) Syndication Each blog has RSS (Really Simple Syndication) facilities. By using this RSS facility, the contents of a blog can be syndicated and read elsewhere without having to visit the blog;
- 8) The footer is located at the blog's very end or the bottom. Usually contains brief information about the blog owner, contact, copyright information, sponsors, and credit for a website. Sometimes, the footer can also be used to display widgets.²⁴All these features can be

²⁴ Gifari Zakawali, "Mengenal Jenis-Jenis Blog Beserta Fungsi Dan Contohnya", Retrieved 23 January 2023, <https://store.sirclo.com/blog/jenis-jenis-blog/amp/>

used to build a blog that can benefit others and increase human interaction in cyberspace.

c. Types of Blog

1) Personal blogs

Personal websites that publish writings, creative works of art, poems, essays, or pictures. Making a blog out of personal experiences that draw readers besides your friends and family can be difficult. If reaching a broad audience is your aim, pick your stories wisely. People can relate to experiences like love, grief, perplexity, etc. Make sure your anecdote has a plot (beginning, middle, and end) and a stage and is based on these themes.

2) Business blogs

A business blog was established as a crucial component of the company's marketing strategy. They can serve as a unique and valuable tool for messaging and Twoway transmission as part of the business's PR initiatives. The blog is an expensive and efficient way for small businesses to deliver training for their members or customers.

3) Niche/topical blogs

Niche / Blog Fokus identify a specific issue. Health, gardening, education, sports, fashion, and way of life are only a few examples. You can blog about any particular interest you have. A blog may be in your future if you enjoy cooking, traveling, are an

avid mystery reader, or collect antiques. Relevant blogs quickly gain devoted readers, adding to the appeal of blogs.

4) Media-type blogs

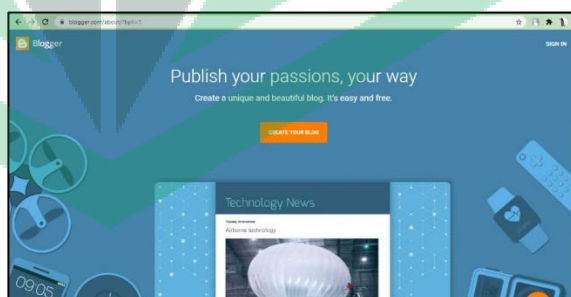
Blogs featured on the MediaType blog were chosen based on their content. You are a blogger if you enjoy watching video blogs. You have a link blog if you look at the content of other websites. You can store a photoblog or an art blog if you post pictures or artistic sketches on your blog.

5) Reverse blogs

A distinctive but well-liked blog is Version Blog. The content was supplied by the reader rather than the owner. The reverse blog has a group that moderates comments, stays out of conflict, and gives slow issues priority for higher participation.²⁵

d. How to Create a Blog

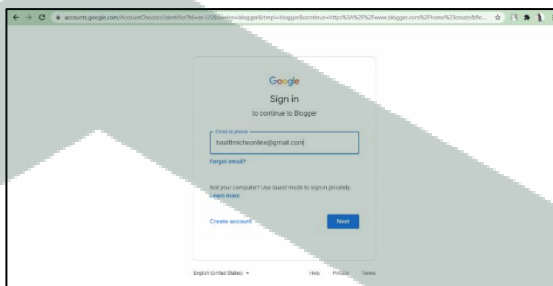
- 1) Open a browser, then type blogger.com. then click the orange button “create your blog”.



Picture 2. 2 How To Login Blogger

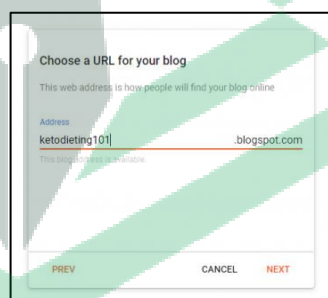
²⁵ Ogi Djuraskovic, Kristi Hines, *How to Start a Blog*, USA: first Site Guide, 2013, p. 6

- 2) If you already have an email address at gmail.com, you don't need to register from the start. Because you can immediately log in via email and password, to create your first blog, click the create blog button (started blog).



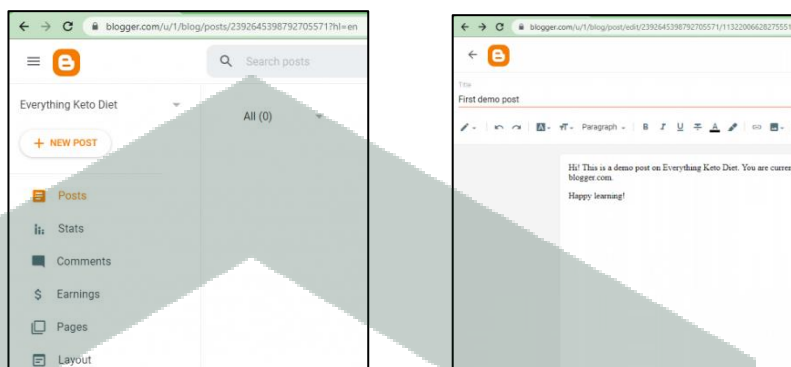
Picture 2. 3 How To Login Create a New Blog

- 3) Fill out the form in the form of an email address, nickname, date of birth, etc. Then verify the captcha.
- 4) Fill in the blog data in the form of the blog title and the URL address in the form of a name like Mawarblogger.blogspot.com, and select the template you want. Click the next button.



Picture 2. 4 Make a Blog Name

- 5) Please press “new post” and continued with click the pencil button if you want to upload writing.²⁶



Picture 2. 5 How To Post New Posts

e. Advantages of Blog

1) Simplicity

The simplicity of using a blog is its most attractive feature. Users of blogs can be familiar with the design or programming of blogs. Most blog hosting services let users select a template and quickly post their blog. An easy-to-use interface encourages people to publish material or keep blogs based on their content.²⁷

2) Discussion

You can encourage class conversation by facilitating students to post questions or engage in pre-class discussions on a blog. Or the teacher can ask the pupils to continue and finish the

²⁶ Nova Sulasmianti, “Pemanfaatan Blog sebagai Media Pembelajaran”, Vol. 12, Jurnal Teknodik, 2019.

²⁷ Tseng. Min-Chen, *The Use Of Blog In English Classes for Medicine-Related Major*, Chang Gung Journal of Humanities and Social Sciences. 2008, p 170

discussion in class. Teachers can promote dialogue and engagement in the classroom.

3) Record

Papers, exercises, and notes from students can be sent via blogs. They can track the evolution of their posts. The materials and comments of teachers are open to all pupils. You can read documents before or after lessons. Students can concentrate on their studies rather than duplicating the notes of black- or white-card professors because they don't have to worry about teachers wandering off during class.

4) Grading

A blog offers a system of color-coded corrections. A teacher can easily alter the color of individual faults when correcting student work. Additionally, as long as they have Internet connectivity, teachers can revise their pupils' writing at home or school. They are exempt from wearing a lot of the student equipment at school or home.²⁸

5) Accessible

One of the most frequent advantages of blogs that most participants cite is the anytime, anyplace approach. They used their laptops, iPods, and iPhones to access the blog while on the premises.

²⁸ Ibid.;

6) Alternative Source

Participants discovered blogging to be a substitute source for unique or more approachable answers to the issues they were attempting to tackle.²⁹

3. The Relationship of Blog Media and Writing Skill

a. The Relationship of Blog Media and Writing Skill

Blog media is an online journal that contains writing on various topics, such as tutorial articles, news, opinions, fictional stories, and so on. Blog media can also be used as a medium for student learning in reading and posting about what has been learned and known. Blog medias have the advantage of being easy for many people to use in reading and posting on various themes and has been downloaded by more than five million people. How to access it is quite easy, the features are simple, and it has an official shelter. In addition, media blogs also contain interesting reading content and well-known authors.

Blog media have a difference with others blogs, namely when using a medium blog, you will not be disturbed by the advertisements that appear. This is different from other blogs that often display advertisements when used, such as kompasiana.com and other blogs. In addition, the medium blog also does not make it difficult for someone to be able to create content with access to the features in it, compared to

²⁹ Hossain, Mokter Md. Quinn, J. Robert, *Advantages And Disadvantages of Using Blogging Activity in a College Euclidean Geometry Course*, International Jurnal Computer Technology And Electronics Engineering (IJCTEE) . Vol 2, Issue 6. 2012, p.4

other blogs such as wordpress.org which must download open-source affiliated software. With blog media, writers can have their own audience because they have many readers, can follow other writers to get new information, and can be uploaded on social media.

The use of blog media as a media for learning students' writing descriptive text writing skills can be an effective media for teachers in the learning process. The use of blog media can facilitate and attract students' interest in developing their writing. Blog media is an online media that is popular among famous writers today, so students can more easily get good reading as a stimulus for writing. Use and features that are not difficult can make it easier for students to use media blogs as learning media.³⁰

b. Steps to teach writing using blog-based learning media

The problem is that many teachers do not optimally use blogs as learning media because many teachers do not understand how and what steps must be taken to use blogs as teaching media. For this reason, teachers are encouraged to be able to create their blogs as blogs for the subjects they are effective. After being able to create a blog, teachers are also required to be able to carry out the stages of using blogs as learning media.

³⁰ Garris Pelangi, "*Penggunaan Blog Medium Sebagai Media Pembelajaran Keterampilan Menulis Teks Prosedur Siswa Kelas XI IPA MAN I Jakarta Tahun Pelajaran 2021/2022*", (Jakarta: UIN Syarif Hidayatullah, 2022)

Some of the steps taken by the teacher to utilize blogs as a media for learning to write are:

- 1) The teacher must have a blog first. After that, the teacher can fill the blog with various written learning materials and name or label them on the blog.
- 2) Invite students to create a blog. If students already have a blog, the teacher needs to empower it for learning purposes. All students can develop and have a blog. All that is necessary is supporting facilities such as smartphones, laptops, and computers that must be connected to an internet connection.
- 3) The teacher uploads subject matter through the blog through writing, pictures, and videos.
- 4) The teacher explains the writing learning material. After that, the teacher began assigning students according to the learning material. For example, descriptive text material. The teacher has previously written descriptive text on the teacher's blog. This needs to be done to motivate students so that the teacher does not just give orders. Teachers must have the courage to set an example. Afterward, the teacher assigned the students to write descriptive text on the student's blogs. Teachers can give other students the to provide comments to each other on student blogs. Teachers can also directly comment on student blogs. This depends on the needs.

5) Assessment of student assignments on the blog. The teacher can evaluate student work on the blog according to the learning assignments. Here the teacher only needs to open the student blog according to the student blog data he has. Teachers will benefit more because they are open to more space and time. It can be done anytime and anywhere.³¹

4. The Concept of Descriptive Text

a. Definition of Descriptive Text

When a writer tries to explain an object to their audience, they are writing descriptive text. Anything can be an object. A person, an animal, a plan, or a car are examples of physical things, and opinions, ideas, love, hate, beliefs, etc., are examples of abstract objects.

A description that accurately captures an object's appearance, sound, taste, or smell. It may also cause feelings of joy, loneliness, or dread. It produced visual representations of individuals, groups, and even discrete periods, such as a date, hour, or cause. For the reader to picture the thing or location you are describing, descriptive language uses words to paint a picture.³²

³¹ Sartono, "Pemanfaatan Blog Sebagai Media Pembelajaran Alternatif di Sekolah", Vol. 12, Transformatika, 2016, p.128

³² Cynthia A. Boardman and JiaFydenberg, *Writing to Communicate*, (United Stated of America: Pearson Longman, 2008), p. The 19

b. Types of Descriptive Writing

Tiur claims that there are five different kinds of descriptive writing paragraphs. Those are:

1) Describing the process

The process description outlines the steps, their intended purposes, and the materials required to complete them.

2) Describing an event

The writer must be able to recall both the event itself and what transpired during it to describe it accurately. For instance, it was presumed that the author would discuss the tsunami that hit Japan. In this instance, he must explain every aspect of the incident so that the reader may picture the exact circumstances.

3) Describing a personality

The first step in describing someone is to acknowledge their distinctive qualities. We must inform them about all aspects of appearance (hair, eyes), feeling (coziness, suspense), morality (greed, honesty, worthy, trustworthiness), and intelligence (intelligence, wise).

4) Describing a place

You are making a presentation. A home, a hospital, and a school are a few examples.

5) Describing an object

It is possible to accurately describe an object by stating its physical attributes, such as color, form, etc.³³

c. Part of Descriptive Text

According to Tiur, a descriptive text consists of three parts:³⁴

- 1) Social function is identifying a specific person, place, or object.
- 2) The generic structure, which was split into two halves, is as

follows:

- a) Determining the phenomenon that will be described is known as identification.
 - b) Description means the parts, qualities, and characteristics described.
- 3) Conclusion

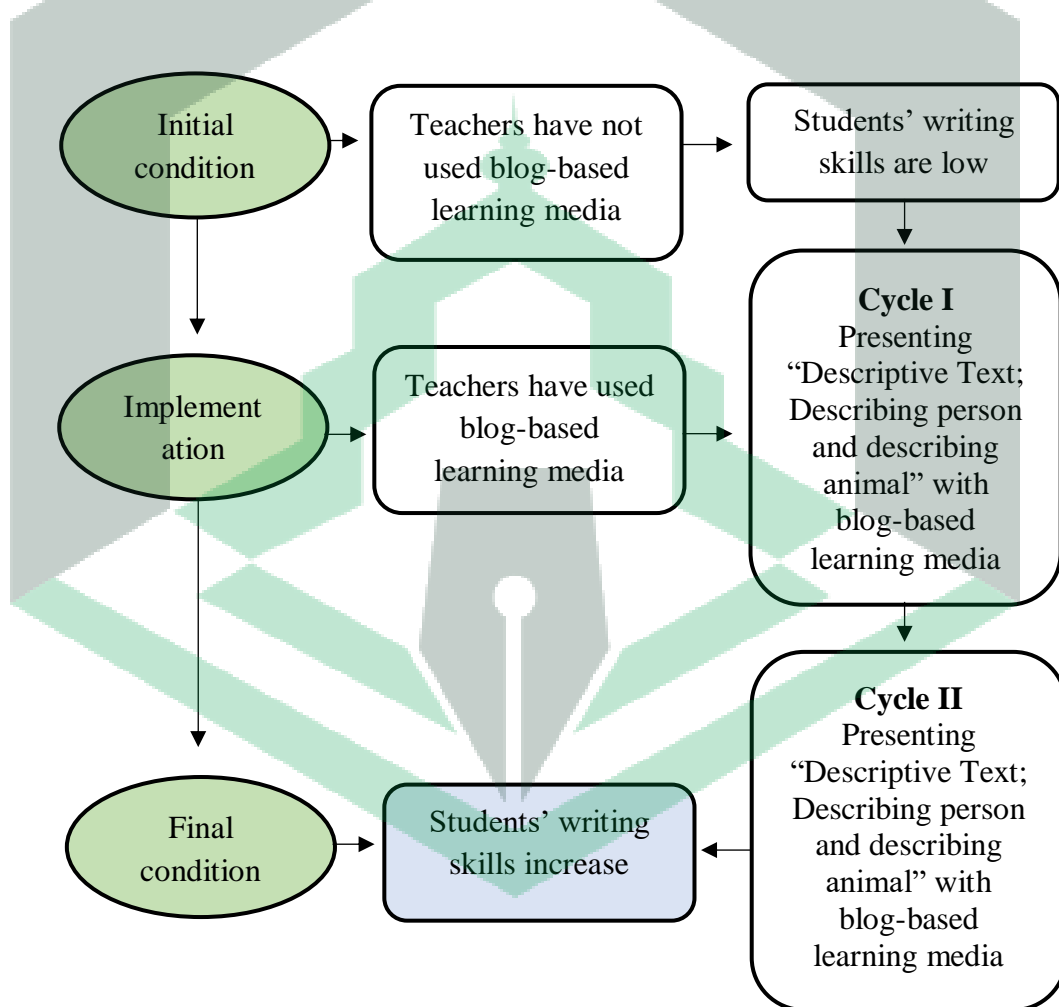
All three components of the descriptive essay outlined above must be present for it to be considered appropriately. As a result, the writer of a descriptive essay must combine the three components of the description mentioned above into a single paragraph.

³³ Asih, Tiur Siburian. *Improving students' achievement on writing descriptive text through think pair share*, IJLLALW vol.3(3) july 2013;30-43

³⁴ Ibid.;

C. Conceptual Framework

The researcher will take class VIII to be a sample of this research and then distribute writing learning materials, namely descriptive text material, using blog-based learning media in the form of text and video. The researcher would explain the topic, which is describing things, people, and animals. After that, the students would practice writing and submit their assignments in the comments column on the blog.



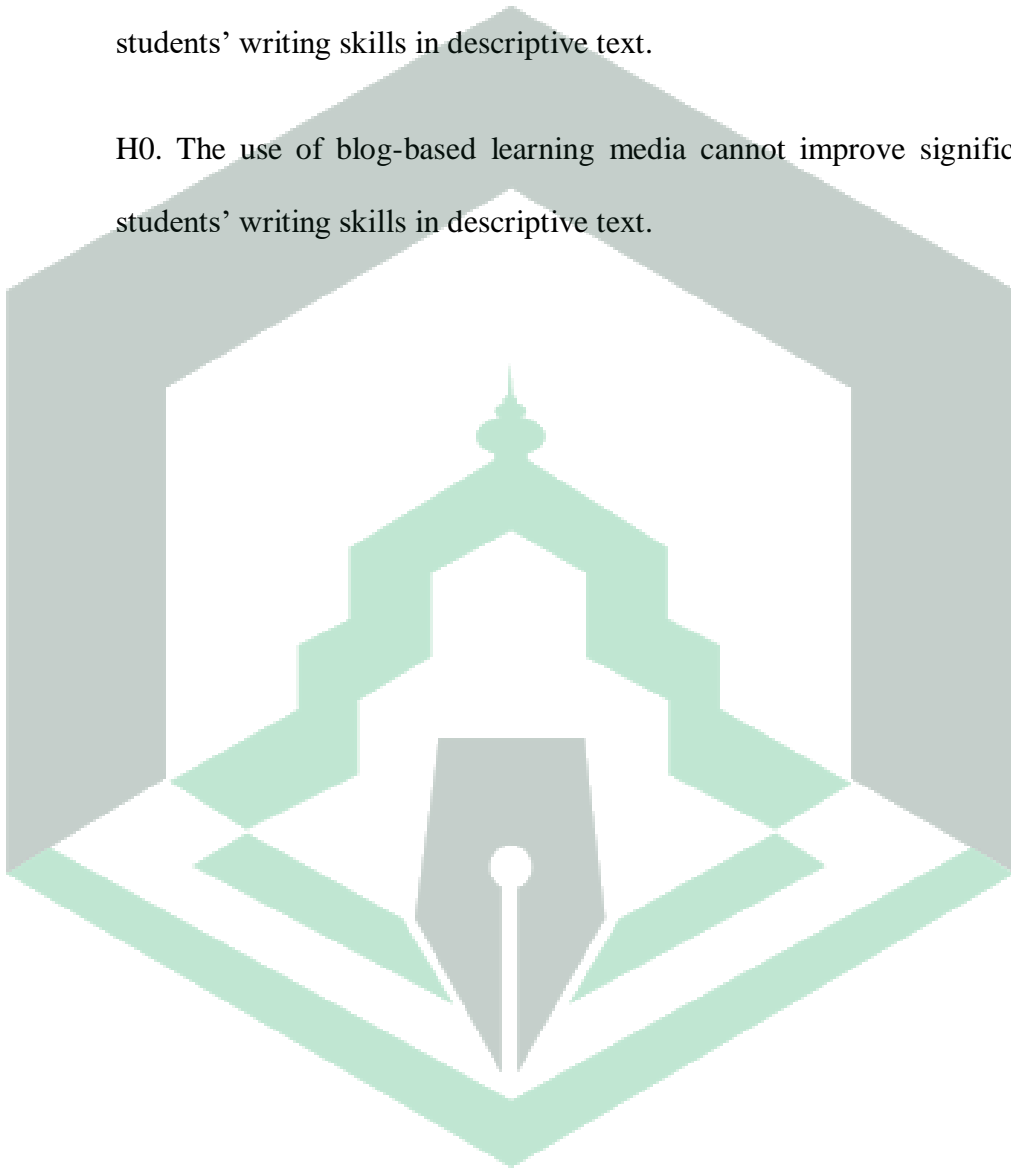
Picture 2. 6 Conceptual Framework

D. Hypothesis

The hypothesis of the research is as follows:

H1. The use of blog-based learning media can improve significantly students' writing skills in descriptive text.

H0. The use of blog-based learning media cannot improve significantly students' writing skills in descriptive text.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a Classroom Action Research (CAR) program that aims to enhance the knowledge, styles, techniques, and methods of classroom teachers and to provide insight into the behavior of teachers and students by using blog-based learning media. It uses an action research design to answer the research problem. In addition, the main research objectives are to improve teaching quality and to learn in writing classes.

The CAR models come in various designs, including Kurt Lewin, Kemmis, and Mc. Taggart, and Elliot. The CAR model, developed by Kemmis and Mc. Taggart is used in this investigation since the study design was straightforward in its sequential steps. CAR seeks to enhance both student conduct and instructional techniques in the classroom. The researcher adopts this learning method because the researcher finds many problems in SMPN 8 Palopo, especially in the first year, namely a need for knowledge of English grammar or grammar, such as in verifying their writing in Indonesian grammar and in writing English sentences. This is consistent with expert research that classroom action research (CAR) aims to improve the quality of educational practice so it gets better. In general, four steps must be taken to conduct research using action research methods in the classroom, namely (1) planning, (2) implementing, (3) observing, and

(4) reflection. The four stages are a constitutive element of a cycle, with a series of successive operations and then a return to the first stage. Participatory and collaborative methods will be used to conduct this action research in the classroom, specifically as cooperative or collaborative research between instructors.

This project aims to develop student's abilities to write descriptive texts in English. The proper remedy is sought after identifying flaws or shortcomings in the teaching and learning process using CAR. This objective can be accomplished by consistently using blog-based learning resources for English learning. Therefore, this research will be able to understand, forecast, and control a symptom that results from it.

B. The Model of Action Research

The model created by Kemmis and McTaggart served as the foundation for the classroom action research paradigm employed in this study. This cycle repeats until the desired outcome is attained. Planning, structuring, and strategy are all components of research design, which aims to address potential questions while minimizing biases. Four stages comprise this action research approach, which can be summed up as follows:³⁵

³⁵ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas*, (Jakarta: Rajawali Pers), p.71-

1. Planning

Planning entails creating a crucial action plan to enhance what has already occurred. The CAR plan needs to be adaptable enough to account for unanticipated consequences and hidden limitations. The CAR plan should be prepared based on the results of the first reflected observations. Researchers should make initial observations of classroom situations in the context of the overall school situation. From there, the researcher will get an overview of the remaining problems. Then, collaborators or research partners observe classroom learning, paying particular attention to teacher behavior, efforts to help students learn, and student behavior born in the learning process. The results of initial observations of the processes occurring in the situation you want to improve are presented as comprehensive field notes that clearly describe the images or stages of learning in the condition to be improved or enhanced.

2. Action

The action spoken here is conscious and controlled, a careful and wise variation of practice. The recognized method is an idea in action. This action is used as the basis for further actions, namely those accompanied by the intention of improving the situation. CAR is based on theoretical and experimental considerations so that the result is an optimal increase in the teaching and learning process.

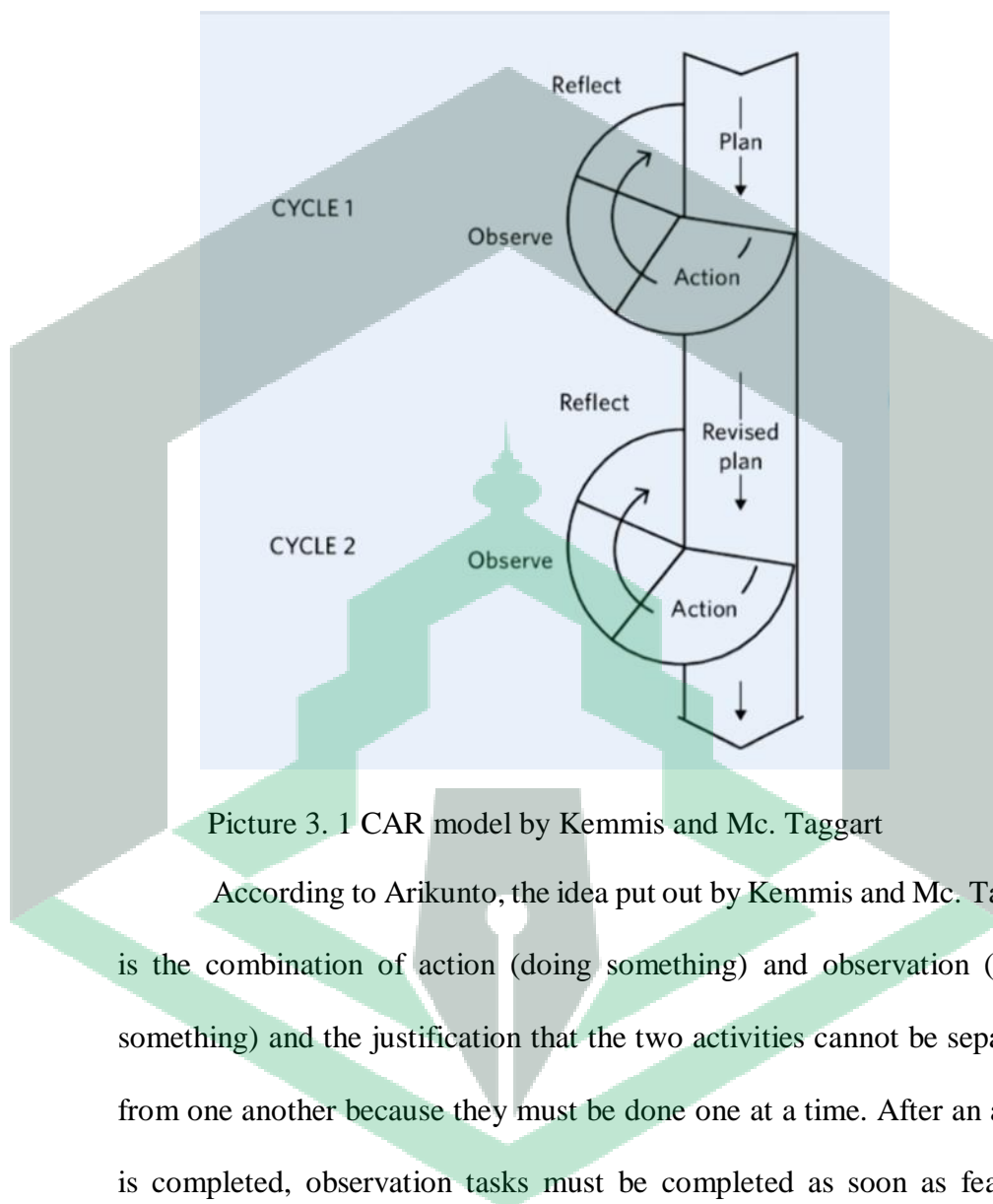
3. Observing

The outcomes of the undertaken acts are recorded through observations. Observations should be organized and built on receptivity and openness. The whole course of the actions involved, their impacts (both intended and unintended), the circumstances and limitations of the planned activity and its effects, and any additional issues that develop in the proper context, are the object of observation. Observations in CAR are data collection activities in the form of teaching and learning process implementation procedures.

4. Reflection

Reflection is remembering and contemplating an action precisely as recorded in observation. Reflection seeks to understand a strategic move's current processes, problems, issues, and constraints. Reflection is often supported by discussion between researchers and collaborators. Through forums, reflection provides the basis for improving the plan. Reflection is analyzing, interpreting, and interpreting (interpreting) all the information obtained from observations about the performance of actions.

The following is a visualization of the classroom action research cycle developed by Kemmis and Mc. Taggart.³⁶



Picture 3. 1 CAR model by Kemmis and Mc. Taggart

According to Arikunto, the idea put out by Kemmis and Mc. Taggart is the combination of action (doing something) and observation (doing something) and the justification that the two activities cannot be separated from one another because they must be done one at a time. After an action is completed, observation tasks must be completed as soon as feasible. Following that, the reflection process, which entails observing what has occurred, is based on the findings of these observations. A sequence of

³⁶ Kemmis, S. & Mc. Taggart, *The Action Research Planner*, (Victoria: Deakin University Press)

responses is developed from this reflection following the problem's setting and context.³⁷

C. The subject of the Research

The research subject is all students in the eighth grade of SMPN 8 Palopo, especially the students of VIII.A class of 28 students is the only research class in the eighth grade of SMPN 8 Palopo. The sum of all students is approximately 229, divided into seven classes. The data was taken from the date of the class and students of SMPN 8 Palopo in the October 2022 2022/2023 academic year.

The researcher will use non-probability sampling, especially a purposive sampling technique. The purpose is to choose the proper subject of research that is suitable for this research and to achieve the goal of this research. This technique is preferred because each of the population members does not have an equal chance of being selected to be the sample. This research will use Web blogs on gadgets. Therefore, the researcher chooses a sample class that is supported by using devices while in the studying process.

D. Instrument of the Research

1. Observation Sheet

In this classroom action research, student participation in teaching and learning activities utilizing blog-based learning media is tracked using the teacher's observation sheet.

³⁷ Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta), p.131

2. Questionnaire

The survey determines how students respond about learning resources based on blogs.

3. Study Result Test

After each cycle of teaching and learning activities, written exams are given. Writing descriptive text that tries to gauge students' comprehension of the subject matter covered was one of the two cycles and two examinations in this study.

E. The procedure of Data Collection

1. Pre-Test

For the pre-test, the researcher will administer writing tests. A pre-test will be issued during a meeting and given beforehand to compare students' writing skills before and after the treatment.

2. Cycle I

a. Planning

- 1) We are examining Descriptive Text learning materials and indicators.
- 2) Develop a Learning Implementation Plan following the Indicators.
- 3) Prepare learning materials.
- 4) We are preparing research instruments.

- 5) Prepare observation sheets to observe teachers and test sheets to find student learning outcomes and student activities during the learning process.

b. Implementation

Carry out activities that have been planned at the planning stage.

- 1) Execute the process of instruction and learning. By providing students with the link to the instructor's blog, the teacher can present teaching materials or learning materials in the learning media blog. If there is any content that needs to be clarified or clarified, pupils can then ask the teacher. Two meetings were held to cover the first cycle's material. The text is a "Descriptive Text, describing a person dan describing an animal."

- 2) Present

- a) At the beginning of the learning, researchers say hello and invite all students to pray together. The researcher invited the class leader to lead the prayer.
- b) The researcher then directs the student to open a blog and read the material and watch the available on the blog. The researcher then explained the material using blog media. Students ask about material that is not yet understood, and researchers answer questions.

c) In providing material using blog media. Researchers made several questions in between learning after showing the images used as a reference to create descriptive text. This is intended, so students always focus on the material provided and understand the researcher's direction.

3) Practice

Researchers divided the students into four groups, each group consisting of 7 students. In groups of students, they discussed and made descriptive text. Each group posted their discussion results in the blog's comments section.

4) Produce

The pupils were placed into four groups by the researchers. The researcher then displayed a photo of "Angga Yunanda" an actresses. Each group collaborates to write a description of a person in the image. After that, students submit their group work to the comment section of the blog media. The teacher then corrects each answer from each group.

Researchers guide students to conclude the content of the material that has been studied, namely describing the person and describing the animal. Researchers provide opportunities for students who do not understand to ask

questions. Students are encouraged to remain excited about learning English by researchers. The researcher concluded the meeting with a greeting when all the tasks were completed and everyone then prayed together.

c. Observation

Observation activities are carried out when the learning and teaching process begins. Observers observe the actions of teachers and students in this case, namely peer teachers.

d. Reflection

Reflection activities are carried out when the teaching and learning process has been completed. At this stage, the data is discussed based on the learning outcomes and observations regarding the weaknesses and strengths. The failings are given solutions for improvement in the next cycle.

3. Cycle II

a. Planning

- 1) We are examining Descriptive Text learning materials and indicators.
- 2) Develop a Learning Implementation Plan following the Indicators.
- 3) Prepare learning materials.
- 4) We are preparing research instruments.

- 5) Prepare observation sheets to observe teachers and test sheets to determine student learning outcomes and student activities during the learning process.

- 6) Implementation

- b. Implementation

Carry out activities that have been planned at the planning stage.

- 1) Execute the process of instruction and learning. By providing students with the link to the instructor's blog, the teacher can present teaching materials or learning materials in the learning media blog. If there is any content that needs to be clarified or clarified, pupils can then ask the teacher. Two meetings were held to cover the first cycle's material. The text is a "Descriptive Text, describing a person dan describing an animal."

- 2) Present

- a) At the beginning of the learning, researchers say hello and invite all students to pray together. The researcher invited the class leader to lead the prayer.
 - b) The researcher then directs the student to open a blog and read the material and watch the available on the blog. The researcher then explained the material using blog media.

Students ask about material that is not yet understood, and researchers answer questions.

- c) In providing material using blog media. Researchers made several questions in between learning after showing the images used as a reference to create descriptive text. This is intended, so students always focus on the material provided and understand the researcher's direction.

3) Practice

The pupils were placed into four groups by the researchers. The researcher then displayed a photo of "Bear" an animal. Each group collaborates to write a description of a person in the image. After that, students submit their group work to the comment section of the blog media. The teacher then corrects each answer from each group.

4) Produce

A video discussion between the researcher and a descriptive text is shown. After seeing the film, the students should note whether sentences contain human descriptions. Students write these descriptive sentences in the comments section of the blog.

c. Observation

Observation activities are carried out when the learning and teaching process begins. Observers observe the actions of teachers and students in this case, namely peer teachers.

d. Reflection

Reflection activities are carried out when the teaching and learning process has been completed. At this stage, the data is discussed based on the learning outcomes and observations regarding the weaknesses and strengths. The failings are given solutions for improvement in the next cycle. If, in cycle II, student learning outcomes or student assignment scores increase significantly. There is no need to add another process.

4. Post-test

For the post-test, the researcher will administer a writing test. After the treatment, a meeting will be organized to allocate a post-test to see if the student's writing skills have improved.

5. Questionnaire

This questionnaire is to measure whether this media is liked by students. This, questionnaire is given to students after all the material has been given to students or given at the end of cycle 2.

F. The technique of Data Analysis

Quantitative data analysis can be done simply by using descriptive analysis. Descriptive research can be done using simple statistics, such as calculating the average (mean) and percentage.

1. Test Assessment Looking for the average

Calculating the average (Mean) can be done by adding up all the data and dividing by the number of data.

Formula :

$$\text{Mean} = \frac{\sum x}{\sum N}$$

Information:

Mean = average

$\sum x$ = sum of all student scores

$\sum N$ = number of students taking the test³⁸

Table 3. 1 Scoring Classification

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good

³⁸ S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2007), p.264

5	56-65	Fair
6	36-55	Poor
7	0-35	Very poor

2. Assessment For Learning Completeness

In this research, two categories of learning completeness assessment were used individually and classically. The evaluation of individual learning completeness is based on the criteria for assessing learning from school. Meanwhile, the assessment of mastery of learning classically measures the success rate of student learning completeness.³⁹

Formula:

$$P = \frac{\sum \text{number of students scored } \geq 77}{\sum \text{number of students taking test}} \times 100 \%$$

³⁹ Purwoko Agung, *Panduan Penelitian PTK*, (Semarang: Unnes Press, 2001), p.130

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on research conducted at SMPN 8 Palopo, Jl. Dr. Ratulangi No. 66 Palopo, Balandai, Kec. Bara, Palopo City, Prov. South Sulawesi, especially class VIII. A students totaling 28 people. This is done to determine the feasibility of using blog-based learning media to improve students' writing skills. The implementation of actions is carried out through 2 cycles and the time allocation for each meeting is 2x30 minutes.

Before using blog-based learning tools, instructors still used the traditional lecture approach and package books to impart knowledge to students. Students' writing skills did not advance because they tended to remain passive in the learning process. Peer teachers or observers assisted with the implementation of this study to ensure its success.

Before using blog learning media before research learning, prepare descriptive text material on the blog containing text, images, and videos. Re-examine the feasibility of the material on the blog that has been compiled. The pictures and videos are about text descriptive material, namely describing a person and describing an animal.

The following is an overview of the process of using blog media in learning English descriptive text material in class VIII. A at SMPN 8 Palopo.

Classroom: VIII.A

Object: students of class VIII.A

Material: descriptive text: describing a person and describing an animal

Method: discussion and question and answer

Media: blog (text, images, and videos)

In the core of the use of blog media in learning with this, the researcher explains and explains the material according to the steps that have been prepared with the PPP (present, practice, and produce) technique as follows:

a. Present

At the beginning of the learning, researchers say hello and invite all students to pray together. The researcher invited the class leader to lead the prayer. Researchers asked the student's condition, "How was your life?" Then the student replied with a yel yel of excitement, "My eyes, my body is fresh. My heart, my soul is happy happy". Then the researcher gives an attention grab to get the student's focus. Attention, please? Students answer attention! Attention! Attention!

As an initial conditioning, the researcher gives several questions to students that will provoke students to be directed to the primary material, namely descriptive text, such as:

- 1) Let's check out your classmate now. Who in this class has the most attractive appearance? That's accurate. The most attractive boy in our class is Rehan.
- 2) How does he appear? Can you explain to me why he looks so good? He does have a pointed nose and round eyes. Therefore, concur with you. Good job, class.
- 3) With that stated, class, let me share some of the things you said: handsome, sharp nose, round eyes, clever, and more. Do you understand what we shall discover today? Yes. You're right; today's lesson will focus on descriptive text (describing a person and describing animal).

The researcher then directs the student to open a blog and read the material and watch the available on the blog. The researcher then explained the material using blog media. Students ask about material that is not yet understood, and researchers answer questions.

In providing material using blog media. Researchers made several questions in between learning after showing the images used as a reference to create descriptive text. This is intended, so students always focus on the material provided and understand the researcher's direction.

b. Practice

The pupils were placed into four groups by the researchers. The researcher then displayed a photo of "Angga Yunanda," an actress. Each group collaborates to write a description of a person in the image. After that, students submit their group work to the comment section of the blog media. The teacher then corrects each answer from each group.

c. Produce

A video discussion between the researcher and a descriptive text is shown. After seeing the film, the students should note whether sentences contain human descriptions. Students write these descriptive sentences in the comments section of the blog.

According to researchers, students have the chance to raise questions and need help understanding information they don't grasp at the conclusion of this educational exercise. Researchers come to the conclusion that the studied information inspires pupils to continue to be passionate about learning. After completing all the activities, the researcher closes the learning and continues with a joint do'a.

1. Pre-cycle Results

Student learning results before using blog-based learning media can be seen in the first meeting with students. Researchers provide a pre-test by writing descriptive text with a specified theme.

This pre-test is carried out to determine students' level of understanding before the cycle I and II implementations. A written test is administered to the students. The table below displays the results that students received on the pre-Test.

Table 4. 1 Pre-Cycle Student Learning Outcomes

No	Respondents	Score	KKM	Description
1	AF	68	77	Incomplete
2	AL	78	77	Complete
3	AA	34	77	Incomplete
4	AS	34	77	Incomplete
5	CJ	38	77	Incomplete
6	HAR	34	77	Incomplete
7	HA	38	77	Incomplete
8	JA	57	77	Incomplete
9	JB	77	77	Complete
10	KC	78	77	Complete
11	KA	67	77	Incomplete
12	KS	47	77	Incomplete
13	MZA	48	77	Incomplete
14	MAF	57	77	Incomplete
15	MAFZ	34	77	Incomplete
16	MUA	47	77	Incomplete
17	NM	68	77	Incomplete
18	NR	48	77	Incomplete
19	NA	38	77	Incomplete
20	NAF	67	77	Incomplete
21	N	34	77	Incomplete
22	RH	34	77	Incomplete
23	R	34	77	Incomplete
24	RY	34	77	Incomplete
25	S	61	77	Incomplete
26	SS	62	77	Incomplete
27	SA	38	77	Incomplete
28	SY	58	77	Incomplete
Total Score				1.412

Mean	50.42
Completed learners	3
Incomplete learners	25

The number of students is 28, the total score is 1412, the mean student score is 50.42, the maximum score is 78, and the lowest score is 34, according to the data presented above. These score statistics fall under the following categories:

Table 4. 2 Pre-Cycle Scoring Classification

Score	Frequency	Classification
96-100	-	Excellent
86-95	-	Very good
76-85	3	Good
66-75	4	Fairly good
56-65	5	Fair
36-55	8	Poor
0-35	8	Very poor

Description of the completion of learning for students of class VIII.A of SMPN 8 Palopo pre-cycle.

Table 4. 3 Percentage of Pre-Cycle Learning Outcomes

Score	Frequency	Percentage
≥ 77	3	10,71%
≤ 77	25	89,28%

It can be seen from the table above that the percentage of students who receive a score of 77 or higher is still low, at 10.71%, and that there are still a lot of students who receive a score of 77 or lower, which is 89.28%. This indicates that the pre-cycle demonstrates poor student writing ability.

2. Cycle I Results

Class Action Research (CAR) for the cycle I completed on November 04, 2022. The results of the implementation of the process I in detail are as follows:

a. Planning

The planning stage by researchers is to prepare blog-based learning media and compile several research instruments that will be used in action by applying blog-based learning media in delivering descriptive text material (describing a person and describing an animal). The knowledge and writing abilities of students should increase with the use of blog-based learning materials.

The learning tools and instruments prepared include blog learning media, lesson plans, study result tests, observation sheets, and questionnaires. Observation of researchers' teaching activities in learning is carried out through observation sheets, and observations on student learning completeness are assessed by evaluating at the end of the cycle I.

b. Action

In implementing the action, the researcher delivers descriptive text material (describing a person and an animal). The implementation of the first cycle of action consists of two face-to-face (4 hours of learning) with an allocation of 4 x 30 minutes. Cycle I will be held on Wednesday, November 02, 2022, and Friday,

November 04, 2022. This activity is carried out with learning steps carried out by the teacher following the lesson plan that has been made, namely:

1) Early activities

The researcher prepares the students for learning before presenting the course information. Researchers enquired after the wellbeing of the pupils, extended an invitation to pray, and set up the required learning resources. Researchers also encourage students to participate more actively in their English studies because it is enjoyable and has numerous advantages. Researchers have questions and solutions connected to describing people and animals as an apperception. Students discuss the characteristics of people and animals. The researcher presents the learning objectives once the pupils are prepared to learn.

2) Core Activities

Researchers provide students the chance to open, read on the blog's content during the main activities. The researcher explained the learning materials, namely describing a person and describing an animal.



Picture 4. 1 Learning Material on the Blog

Researchers divided the students into four groups, each group consisting of 7 students. In groups of students, they discussed and made descriptive text.



Picture 4. 2 Writing Assignments on the Blog

During the group discussion, researchers went around giving guidance to each group of students. Each group posted their discussion results in the blog's comments section.

3) Final activities

Researchers guide students to conclude the content of the material that has been studied, namely describing the person and describing the animal. Researchers provide opportunities for students who do not understand to ask questions. Students are encouraged to remain excited about learning English by researchers. The researcher concluded the meeting with a greeting when all the tasks were completed and everyone then prayed together.

c. Observation

Researchers made observations with the help of observers in this study of English teachers' class VIII. As observers. The observation activities observed are the activeness of students and researchers in learning and events that occur during learning.

Observational findings indicate that the learning process is going fairly well. In this cycle the results of the student test score have not increased significantly, there are still many student scores that are below standard. Students are less enthusiastic about participating in learning. At the time of the discussion, some students were confused about sending the results of their group assignments

to the blog comment column. Researchers are still less active in communicating with students. There are still students who collaborate to exchange answers with their deskmates. Some students secretly used translation at the time of the post-test part 1.

There are things that researchers need to pay attention to when students discuss groups, there are several students who are passive, and the researcher should motivate these students to want to do activities actively.

d. Reflection

At the reflection stage, observers and researchers identified a weakness in cycle I learning: In this cycle the results of the student test score have not increased significantly, there are still many student scores that are below standard. Students are still confused about sending their assignments to the comments column on the blog. Researchers still lack interaction with students. There are students still working together when doing individual questions. Some students use translation during the test.

To formulate a plan at the second cycle meeting, it is necessary to hold a planned revision of the cycle I meeting. The researcher will explain in more detail and add learning videos, so students can watch on their phones. Researcher will interact even more with students. Researcher will give change questions for students who work together when doing individual questions.

Researchers will use question sheets in paper form and do not use cell phones when doing post-test questions.

The student's learning outcomes for descriptive text, including describing a person and an animal, are determined by a test administered at the conclusion of the first learning cycle. The table below shows the student learning outcomes for the first cycle:

Table 4. 4 Cycle I Student Learning Outcomes

No	Respondents	Score	KKM	Description
1	AF	70	77	Incomplete
2	AL	75	77	Incomplete
3	AA	77	77	Complete
4	AS	73	77	Incomplete
5	CJ	82	77	Complete
6	HAR	55	77	Incomplete
7	HA	88	77	Complete
8	JA	88	77	Complete
9	JB	78	77	Complete
10	KC	80	77	Complete
11	KA	78	77	Complete
12	KS	75	77	Incomplete
13	MZA	80	77	Complete
14	MAF	60	77	Incomplete
15	MAFZ	60	77	Incomplete
16	MUA	68	77	Incomplete
17	NM	70	77	Incomplete
18	NR	67	77	Incomplete
19	NA	70	77	Incomplete

20	NAF	75	77	Incomplete
21	N	72	77	Incomplete
22	RH	47	77	Incomplete
23	R	55	77	Incomplete
24	RY	47	77	Incomplete
25	S	75	77	Incomplete
26	SS	80	77	Complete
27	SA	77	77	Complete
28	SY	70	77	Incomplete

Total Score

1992

Mean

71.14

Completed learners

10

Incomplete learners

18

The number of students is 28, the total score is 1992, the mean student score is 71.14, the best score is 88, and the lowest score is 47, according to the data presented above. These score statistics fall under the following categories:

Table 4. 5 Cycle I Scoring Classification

Score	Frequency	Classification
96-100	-	Excellent
86-95	2	Very good
76-85	8	Good
66-75	12	Fairly good
56-65	2	Fair
36-55	4	Poor
0-35	-	Very poor

The data on the description of class VIII students' learning completion is shown in the table above. The following table contains information on a student from SMPN 8 Palopo:

Table 4. 6 Percentage of Cycle I Learning Outcomes

Nilai	Frequency	Percentage
≥ 77	10	35,71%
≤ 77	18	64,28%

It can be seen that the first cycle of this study was unsuccessful since the percentage of students who received a score of 77 or above is still low (35.71%), and there are still many students who received a score of 77 or lower (64.28%).

3. Cycle II Results

On November 11, 2022, Class Action Research (CAR) cycle II was finished. Nearly identical to those in cycle I are the steps in cycle II. Cycle I's planning is what sets it apart from Cycle II. Planning for a cycle II is based on the flaws and weaknesses of cycle I to prevent repetition. The following details what distinguishes cycle II implementation results:

a. Planning

Learning planning in cycle II is only a refinement of cycle I planning, based on analysis and reflection results and considering input from observers about the advantages and disadvantages of the learning process in cycle I.

Using the same research tool as in cycle I during planning cycle II. Researchers will improve cycle II by giving less active pupils special encouragement and attention. Each pupil received a document with English vocabulary from the researcher. It took that terminology to create a descriptive text. In order to keep students' attention on learning, researchers provide pupils time to watch films that clarify descriptive text information. Researchers carefully consider the timing of all actions to ensure seamless operation and timing. Students and researchers are once more actively engaged.

b. Action

In implementing the action, the researcher delivers descriptive text material (describing a person and an animal). The implementation of cycle II activities consists of two face-to-face (4 hours of learning) with an allocation of 4 x 30 minutes. Cycle II will be held on Wednesday, November 9, 2022, and Friday, November 11, 2022. This activity is carried out with learning steps carried out by the teacher following the lesson plan that has been made, namely:

1) Early Activities

The researcher prepares the students for learning before presenting the course information. In addition to asking students how they were doing and inviting them to pray, researchers also set up essential learning resources. Researchers also encourage students to participate more actively in their English studies

because it is enjoyable and has numerous advantages. The teacher instructs students to play guessing games. Students discuss the characteristics of animals. After that, students guess the material to be studied today. The researcher presents the learning objectives once the pupils are prepared to learn.

2) Core Activities

Researchers allow students to open, see the material's videos, and read the blog's content during the main activities. The video is displayed on projector screen and watched by students together. The researcher explained the learning materials, namely describing a person and describing an animal. Researchers divided the groups, each group consisting of 7 students.



Picture 4. 3 Video Identification Task

In groups of students, they discussed determining which sentences were classified as descriptive text in video. During the group discussion, researchers went around giving guidance to each group of students. Each group posted their discussion results in the blog's comments section.

3) Final Activities

Researchers guide students to conclude the content of the material that has been studied, namely describing a person and describing an animal. Researchers provide opportunities for students who need help understanding to ask questions. Students are encouraged to remain excited about learning English by researchers. The researcher concluded the meeting with a greeting when all the tasks were completed, and everyone then prayed together.

c. Observation

According to observations of the cycle II learning process, it is superior to the cycle I learning process. Students test results improved significantly. When conducting group discussions, all students are more active and no longer passive. Students are now clear when sending their assignments to the comments column on the blog. Researchers are already active in interacting with students. Students no longer use google translate when working on tests. Students no longer cooperate in working on individual assignments, with close supervision with the help of observers.

d. Reflection

The learning process is improved based on the observation of learning in cycle II. It revealed that learning descriptive text has increased, from planning to evaluating the completed learning activities. Students' high levels of interest in participating in educational activities and their enthusiasm for leaving blog comments are evidence of this.

So, judging from student observation and evaluation results, there has been an improvement in the quality of learning. It can be concluded that the results have increased in cycle II. So, this research is not continued anymore.

At the end of learning cycle II, a test determines student learning outcomes about descriptive text: describing a person and an animal. The student learning outcomes in cycle II are as shown in the table below:

Table 4. 7 Cycle II Student Learning Outcomes

No	Respondents	Score	KKM	Description
1	AF	80	77	Complete
2	AL	83	77	Complete
3	AA	77	77	Complete
4	AS	75	77	Incomplete
5	CJ	95	77	Complete
6	HAR	75	77	Incomplete
7	HA	88	77	Complete
8	JA	90	77	Complete

9	JB	82	77	Complete
10	KC	85	77	Complete
11	KA	88	77	Complete
12	KS	85	77	Complete
13	MZA	92	77	Complete
14	MAF	80	77	Complete
15	MAFZ	78	77	Complete
16	MUA	82	77	Complete
17	NM	85	77	Complete
18	NR	93	77	Complete
19	NA	75	77	Incomplete
20	NAF	79	77	Complete
21	N	88	77	Complete
22	RH	68	77	Incomplete
23	R	73	77	Incomplete
24	RY	73	77	Incomplete
25	S	80	77	Complete
26	SS	85	77	Complete
27	SA	77	77	Complete
28	SY	78	77	Complete
Total Score				2289
Mean				81.75
Complete Learners				22
Incomplete Learners				6

The number of students is 28, the total score is 2289, the mean student score is 81.75, the maximum score is 95, and the lowest score is 68, according to the above statistics. These score statistics fall under the following categories:

Table 4. 8 Cycle II Scoring Classification

Score	Frequency	Classification
96-100	-	Excellent
86-95	7	Very good
76-85	15	Good
66-75	6	Fairly good
56-65	-	Fair
36-55	-	Poor
0-35	-	Very poor

The data on class VIII students' learning completion is shown in the table above. In the table below, SMPN 8 Palopo pupils are listed:

Table 4. 9 Percentage of Cycle II Learning Outcomes

Nilai	Frequency	Percentage
≥ 77	22	78,57%
≤ 77	6	21,42%

The table above shows that pupils that receive a score of 77 or higher still do poorly (78.57%). There are still many students who earn a score of 77 and below, which is 21.42%, so in cycle II, this research can be declared successful because there are already many students who can write descriptive text using blog-based learning media.

4. Students' response after using blog-based learning media

After researchers used blog-based learning media, researchers distributed questionnaires to determine student responses.

The following is the mean score of each item using the formula:

$$\text{Mean} = \frac{\text{total score}}{\text{total items}} = \frac{46,50}{15} = 3,10$$

The following is the score of the students' perception result:

Table 4. 10 The Score of the Students' Result

No.	Items	Mean	Description
1.	I am enthusiastic about the learning activities provided	3,10	Good
2.	I abide by the rules given by the teacher during classroom learning activities	3,07	Good
3.	I actively participate in classroom learning activities	3,14	Good
4.	I concentrate well during teaching and learning activities	3,39	Good
5.	I feel happy when learning activities in class	3,25	Good
6.	I am interested in the activities given in the classroom	3,17	Good
7.	I feel motivated to continue learning the English Language during the activity	3,14	Good
8.	I am easier to understand the material	3,03	Good
9.	I am interested in the material provided	3,17	Good
10.	The material presented on the blog is exciting, creative, and beautiful	3,35	Good

11.	I can follow the teacher's instructions well during class	3,21	Good
12.	I can give directions to my friend who feels unclear about the instructions given	3	Good
13.	I can interact well with all the students in the class	3,25	Good
14.	I can participate in the class well	3,17	Good
15.	I can give examples of positive (good) behaviour	3,17	Good

Total score	47,61
-------------	-------

The following is the mean score of the students' perception result:

$$\text{Mean} = \frac{\text{total score}}{\text{total items}} = \frac{47,61}{15} = 3,17$$

The following is the percentage of the students' perception result:

$$\text{Percentage} = \frac{\text{mean}}{\text{max. score}} \times 100\%$$

$$\text{Percentage} = \frac{3,17}{4} \times 100\% = 79\%$$

Table 4. 11 Qualification of the Students' Score

Score	Score Percentage	Qualification
3,6-4	90% - 100%	Excellent
2,6-3,5	65% - 89%	Good
1,6-2,5	40% - 64%	Fairly
0-1,5	0 - 39%	Poor

The average score for the students' perception was 3.17, and 79% of the results were deemed to be "Good." It shows how eager and motivated kids are in studying through blog media. Students are interested in the material provided because it presents creative blog media with text, images, videos, and blog designs that are not boring. Actively discuss, active in learning such as asking and responding, and emerging a spirit of cooperation in solving a problem.

B. Discussion

The success of learning through blog-based learning media by using the findings of research-based observations and the outcomes on English-related subjects with descriptive text content has risen with each cycle. Since student learning results had greatly improved up to cycle II, with 78.57% of students achieving the learning completion goal established by the school, or 77, researchers working with English teachers concluded that the research was sufficient.

In the cycle I, the results of the student test score have not increased significantly, there are still many student scores that are below standard. Students are still confused about sending their assignments to the comments column on the blog. Researchers still lack interaction with students. There are students still working together when doing individual questions. Some students use translation during the test. Therefore the research continued to cycle II.

Cycle II, it is superior to the cycle I learning process. Students test results improved significantly. When conducting group discussions, all students are more active and no longer passive. Students are now clear when sending their assignments to the comments column on the blog. Researchers are already active in interacting with students. Students no longer use google translate when working on tests. Students no longer cooperate in working on individual assignments, with close supervision with the help of observers. So, in cycle II there has been an improvement in the quality of learning. It can be concluded that the results have increased in cycle II. So, this research is not continued anymore.

The table below shows the typical score of students in each cycle:

Table 4. 12 The Average Score of Students from Each Cycle

Cycle	Average
Pre-Cycle	50.42
Cycle I	71.14
Cycle II	81.75

The results of student learning have improved, as seen in the table above. The typical student score during the pre-cycle was 50.42. The typical student score for cycle I was 71.14. The typical score of the pupils rose to 81.75 in cycle II. These findings demonstrate how teaching descriptive text through blog-based learning resources has been successful in assisting students in honing their writing abilities.

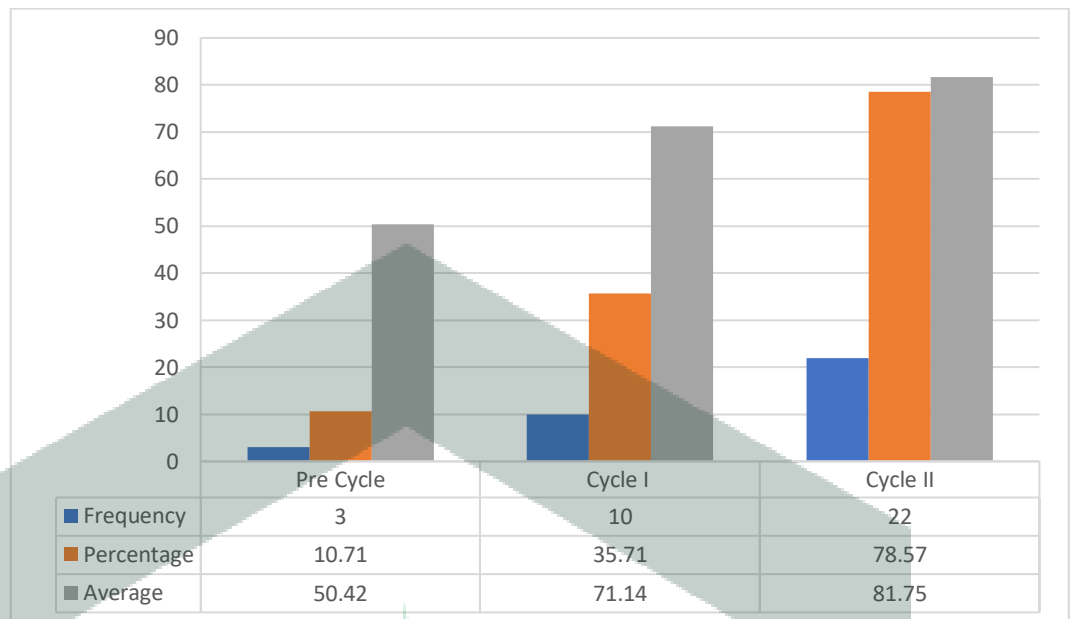
The table below illustrates the importance of ensuring that kids learn everything necessary for success in each cycle:

Table 4. 13 Data on Student Learning Completion

Cycle	Frequency	Percentage
Pre-Cycle	3	10,71%
Cycle I	10	35,71%
Cycle II	22	78,57%

The table above shows an improvement in student learning outcomes. In the pre-cycle, only 3 students, or 10.71%, and in the cycle I only had 10 students, with a percentage of 35.71%. In cycle II, there was an increase to 22 students with a percentage of 78.57%. These findings demonstrate how teaching descriptive text through blog-based learning resources has been successful in assisting students in honing their writing abilities. Thus, it is evident that students' writing skills have improved with the completion of cycle II when it comes to descriptive language.

The graph below shows the rise in student learning completion from the pre-cycle stage, cycle I, and cycle II:



Picture 4. 4 The Increase in Student Learning Completion

The graph above shows the rise in student learning completion from the pre-cycle stage, cycle I, and cycle II. This data shows that learning descriptive text using blog-based learning media has succeed in helping students to improve their writing skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results, it can be concluded that: the first, using blog-based learning media can improve the writing skills of grade VIII.A students of SMPN 8 Palopo. The increase in the average class can show this. Namely, in the initial pre-research test, the mean class action was 50.42, in cycle I 71.14, and in cycle II 81.75. The percentage of student learning completion has also increased. In the pre-cycle, 10.71%, cycle I, 35.71%, and cycle I,I 78.57%. The results of the study show that there is a significant difference between before and after giving treatment using blog-based learning media. Second, the mean score for the students' perception was 3.17, and 79% of the results were deemed to be "Good." It suggests that students' reactions to the use of blog-based learning materials show that they are excited about and interested in the learning process. Students are drawn to the offered information because it uses interesting blog designs, content, photographs, and videos to present unique blog media. Directing students in utilizing the internet wisely, enriching the internet with helpful content.

B. Suggestions

In light of the study's findings, the researcher makes several recommendations:

1. For Teachers

The use of learning resources like blog-based learning materials should be encouraged by teachers. Learning media can help teachers convey content more effectively, prevent students from getting overwhelmed or bored, and enhance their skills—particularly their writing ability. The range of educational materials will be simple and straightforward for students to comprehend. Learning media. For the teaching and learning process to be successful, teachers must also be able to transmit positivism, involve students in learning activities, and foster a pleasant environment. Peer teacher must collaborate with researcher by teaching and researcher as observer.

2. For Students

Because the teacher's material must be absorbed and understood, the pupils must focus and be motivated even more during the teaching and learning process. To boost knowledge during the learning process, students should be more engaged in using the media tools supplied by teachers or schools.

3. For the next Researchers

They are counseled to revisit or continue this research in various circumstances to discover more strategies to enhance pupils' writing talents. This study can be expanded to examine the impact of blog-based learning materials on developing reading comprehension and other language skills.



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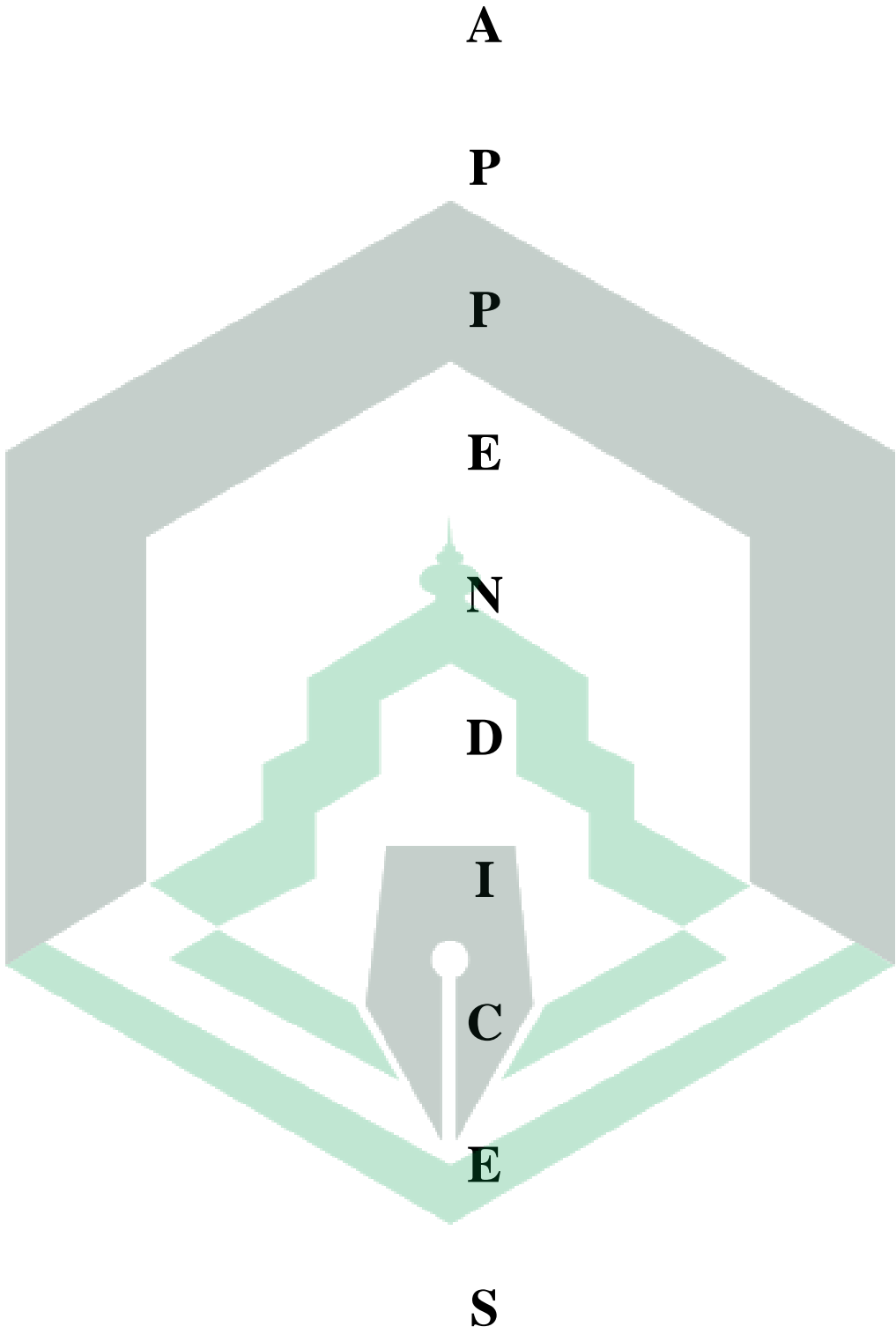
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APPENDIX 1

LESSON PLAN

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang dan binatang
alokasi waktu : 8 X 30 menit (4 X Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator

Kompetensi Dasar	Indikator Pencapaian kompetensi
3. 10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda,	3.10.1. memberi nama orang, benda dan binatang 3.10.2. mengidentifikasi sifat orang, benda dan binatang 3.10.3. mendeskripsikan orang, benda dan binatang

pendek dan sederhana, sesuai dengan konteks penggunaannya.	
4. 11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1. Menemukan gambaran umum dari sebuah teks. 4.11.2. Menemukan informasi rinci dari teks sederhana
4. 12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 menyusun teks deskriptif sederhana tentang orang, benda dan binatang

C. Materi Pembelajaran

1. Pertemuan 1 dan 3

A. Definition of Descriptive Text

Descriptive text is describing a specific characteristic or characteristic of a person or living/inanimate object. (Teks descriptive adalah menggambarkan sebuah ciri-ciri atau sifat seseorang atau pun benda hidup/ mati secara spesifik.)

B. Purpose of Descriptive Text

To describe person, thing or place in specific. (Untuk mendeskripsikan orang, hewan, benda atau tempat secara spesifik)

To describe a particular person, thing or place. (Untuk mendeskripsikan orang, hewan, benda, atau tempat secara umum)

C. Generic Structure of Descriptive Text

There are two generic structures of Descriptive Text:

Identification: pengenalan objek atau hal yang akan dideskripsikan secara umum.

Description: penginformasian ciri-ciri objek, misalnya sifat-sifat psikologis perilaku, tampilan fisik, dan yang lainnya secara spesifik atau lebih khusus.

D. Language Features Descriptive Text

Specific participant: memiliki objek tertentu, tidak bersifat umum dan unik (hanya ada satu). Misalnya: Ketua kelas, kucing, Ria Ricis, Candi Borobudur.

Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda). Misalnya: a handsome man (laki-laki ganteng), a beautiful woman (perempuan cantik), a beautiful place (sebuah tempat yang indah).

Penggunaan simple present tense: Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari objek yang dideskripsikan. Misalnya: She is smart (dia pintar), She is wearing brown hat (dia memakai topi coklat), He has straight hair (dia mempunyai rambut lurus)

Describing a Person

Describing person adalah mendeskripsikan/menggambarkan orang dengan menyebutkan ciri-ciri fisik dan karakter orang tersebut.

Example:

His name is Iqbal. He is an artist. He has a tall body. He has a slim body. He has straight hair. He has small eyes. He has a pointed nose. He has brown skin. He is kind. He is brilliant, and he is diligent.

Artinya:

Namanya Iqbal, dia artis, badannya tinggi, badannya langsing, rambutnya lurus, matanya kecil, hidungnya mancung, kulitnya sawo matang, dia baik, dia pintar, dan dia baik dan dia rajin.

2. Pertemuan 2 dan 4

Describing an Animal

Describing Animal adalah mendeskripsikan/menggambarkan binatang dengan menyebutkan ciri-ciri fisik hewan tersebut.

Kosa kata yang sering digunakan untuk mendeskripsikan hewan:

Head (kepala): horn (tanduk), ears (telinga), eyes (mata), nose (hidung), whiskers (kumis), beak (paruh), mouth (mulut), teeth (gigi), tusk (taring), tongue (lidah), trunk (belalai gajah), gill (insang)

Body (tubuh): body (tubuh), back (punggung), stomach (perut), in (sirip), scales (sisik), shell (cangkang), fur (bulu kucing), feathers (bulu ayam), wings (sayap)

Leg (kaki): Leg / foot (kaki), nail (kuku), claws (cakar), tweezers (capit), tail (ekor)

Colour (warna): Red (merah), yellow (kuning), brown (coklat), orange (Orens), purple (ungu), green (hijau), pink (merah muda), white (putih), black (hitam)

Pertanyaan:

1. What is it? (Apakah ini?)
2. What Size is it? (Bagaimana ukurannya?)
3. What physical Characteristic does it have? (Apa ciri fisiknya?)
4. What does it eat? (Apa makanannya?)
5. How does it move? (Bagaimana dia bergerak?)
6. Where does it live? (Dimana dia tinggal?)

Jawaban:

1. it is zebra (ini adalah zebra), it is snake (ini adalah ular), it is bear (ini adalah beruang), it is cat (ini adalah kucing)
2. It is big size (ukurannya besar), it is small size (ukurannya kecil), it is medium size (ukurannya sedang)

3. It has 4 legs (dia memiliki 4 kaki), It has no legs (dia tidak memiliki kaki), it has tail (dia memiliki ekor), it has white fur (dia memiliki bulu berwarna putih)
4. It eats grass (dia makan rumput), it eats meat (dia makan daging), it eats leaves (dia makan daun), it eats seeds (dia makan biji), it eats insect (dia makan serangga)
5. It can fly (dia bisa terbang), it can walk (dia bisa berjalan), it can run (dia bisa berlari), it can creep (dia bisa merangkak atau melata)
6. It lives on the land (dia hidup di darat), it lives on the water (dia hidup di air), it can live on land and on water (dia bisa hidup di darat dan di air)

Contoh :

It is zebra. It is medium size. It has black and white stripes. It has four legs. It has a long tail. It has strong teeth. It has a black muzzle. It looks like a horse. It eats grass. It can walk and run. It lives on the land.

Artinya:

Ini adalah zebra. Ukurannya sedang. Dia punya loreng hitam dan putih. Dia mempunyai 4 kaki. Dia mempunyai ekor panjang. Dia memiliki gigi yang kuat. Dia memiliki moncong hitam. Dia makan rumput. Dia bisa berjalan dan berlari. Dia hidup di darat.

D. Metode Pembelajaran

Teknik : PPP (Present, Practice, and Produce)

Model : Kooperatif Learning

Strategi : Diskusi dan tanya jawab

E. Media, Alat dan Sumber Belajar

1. Media : Blog
2. Alat/Bahan : LCD, Laptop, dan Handphone
3. Sumber Belajar : Buku When Rings a Bell. Chapter 8, kamus bahasa inggris dan internet

F. Langkah-langkah kegiatan pembelajaran

1. Pertemuan 1 dan 3

Present: the teacher explains the material to the students

Present Activities	Interaction	Time
<ul style="list-style-type: none">• Greet students After the teacher enters the class, first say salam. After that, ask how the students' condition is today.• Attention grab Teacher: Attention, please? Students: attention, attention, attention.• Lead-in The teacher gives questions to all students related to the descriptive text, and then the students answer the questions. After that, students guess the material to be studied today.	Teacher-student	10 Minutes
<ul style="list-style-type: none">• Presentation The teacher asks the students to read the material on the blog, and then the teacher invites the students to ask questions. The teacher answers the question and gives an example of descriptive text complete with pictures.	Teacher-student	15 minutes

Practice: students practice creating descriptive text

Practice Activities	Interaction	Time
The teacher grouped the students into four groups. Then each group makes a descriptive text aware of the image provided on the blog.	Student-student	30 Minutes

Produce: students practice identifying descriptive text sentences in a video

Production Activities	Interaction	Time
Students watch the videos on the blog and then identify which ones fall into the descriptive text.	Student-student	20 Minutes
<ul style="list-style-type: none">• Closing Teachers and students together make conclusions about the material already studied that day. The teacher motivates students to be more active in the following learning. End class by praying together.	Teacher-student	5 minutes

2. Pertemuan 2 dan 4

Present: the teacher explains the material to the students

Present Activities	Interaction	Time
<ul style="list-style-type: none">• Greet students After the teacher enters the class, first say salam. After that, ask how the students' condition is today.	Teacher-student	5 Minutes

<ul style="list-style-type: none"> Attention grab <p>Teacher: Snake is coming?</p> <p>Students: Shuuuutt.... (Beep for silence)</p>		
<ul style="list-style-type: none"> Ice breaker <p>The teacher instructs students to play guessing games. After that, students guess the material to be studied today.</p>	Student-student	15 Minutes
<ul style="list-style-type: none"> Presentation <p>The teacher asks the students to read the material on the blog, and then the teacher invites the students to ask questions. The teacher answers the question and gives an example of descriptive text complete with pictures.</p>	Teacher-student	20 minutes

Practice: students practice creating descriptive text

Practice Activities	Interaction	Time
The teacher grouped the students into four groups. Then each group makes a descriptive text aware of the image provided on the blog.	Student-student	25 Minutes

Produce: students practice identifying descriptive text sentences in a video

Production Activities	Interaction	Time
Students pair up, then ask each other about their favorite animals.	Student-student	10 Minutes
<ul style="list-style-type: none">• Closing Teachers and students together make conclusions about the material already studied that day. The teacher motivates students to be more active in the following learning. End class by praying together.	Teacher-student	5 minutes

G. Penilaian

The rating scale of scoring criteria adopted by Jacob et al. can be formulated as follows:

- a) The content aspect is explained as the following:
 - 30 – 27 Excellent to very good: knowledgeable substantive, developing thesis/topic relevant to an assigned topic.
 - 26 – 22 Good to average: some subject knowledge, adequate range, limited development thesis, mainly applicable to the topic but lack detail.
 - 21 – 17 Fair to poor: limited knowledge of the subject, little substances, inadequate development of the topic.
 - 16 – 13 Very poor: doesn't show knowledge, not pertinent, or not enough to evaluate.

b) The organization aspect uses the following score system:

- 20 – 18 Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
- 17 – 14 Good to average: somewhat choppy, loosely organized, but the main idea stands out, limited support, logical but incomplete sequencing.
- 13 – 10 Fair to poor: not fluent, ideas confused or disconnected, lacks logical sequencing and development.
- 9 – 7 Very poor: doesn't communicate, no organization, or not enough to evaluate

c) The vocabulary aspect uses the following system:

- 20 – 18 Excellent to very good: sophisticated range, effective word or idiom choice, usage, word form mastery, appropriate register.
- 17 – 14 Good to average: adequate range, occasional errors of word or idiom, choice, usage, meaning confused or obscured.
- 13 – 10 Fair to poor: limited range, frequent errors of word or idiom choice, usage, meaning confused or obscured.
- 9 – 7 Very poor: essentially translation, little knowledge of vocabulary, idioms, word form, or not enough to evaluate.

d) The Language Use score system is as follows:

- 25 – 22 Excellent to very good: complex practical construction, few errors of agreement, tense number, word order/function, articles, pronoun, preposition.
- 21 – 18 Good to average: effective but simple construction, minor problems in simple structure, several errors of agreement, tense, word order/function, articles, pronouns, but meaning seldom obscured.
- 17 – 11 Fair to poor: a significant problem in complex/simple construction, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, deletions, meaning confused, or obscured.
- 10 – 5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

e) The mechanic aspect uses a scoring system as the followings:

- 5 Excellent to very good: demonstrated mastery of conventions, few errors in spelling, punctuation, capitalization, and paragraphing.
- 4 Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing, but meaning not obscured.
- 3 Fair to poor; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
- 2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

The explanation above can be simplified as the following table:

Aspect	Criteria		Score
Content	Excellent to very good	Knowledgeable – substantive – etc.	30 – 27
	Good to average	Some knowledge of the subject – adequate range – etc.	26 – 22
	Fair to poor	Limited knowledge of the subject – little substantive – etc.	21 – 17
	Very poor	Does not show knowledge of subject - non-substantive – etc.	16 – 13
Organization	Excellent to very good	Fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average	Somewhat choppy – loosely organized, but main ideas stand out – etc.	17 – 14

	Fair to poor	Non-fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor	Does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good	Sophisticated range – practical word/idiom choice and usage – etc.	20 – 18
	Good to average	Acceptable range – occasional word/idiom form, choice, and usage errors but meaning not obscured.	17 – 14
	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor	Essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good	Practical complex constructions – etc.	25 – 22
	Good to average	Practical but straightforward construction – etc.	21 – 18
	Fair to poor	Significant problems are in complex/straightforward constructions – etc.	17 – 11
	Very poor	Virtually no mastery of sentence construction rules – etc.	10 – 5
Mechanics	Excellent to very good	Demonstrates mastery of convention – etc.	5
	Good to average	Occasional errors in spelling, punctuation – etc.	4
	Fair to poor	Frequent errors in spelling, punctuation, capitalization – etc.	3
	Very poor	No mastery of conventions – dominated by errors in spelling,	2

		punctuation, paragraphing – etc.	capitalization,	
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Scoring Classification

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very poor

Palopo, 02 November 2022

Approve by,
English Teacher of SMPN 8 Palopo


Nurmayanti, S.Pd

Researcher


Ina Febri Anti
NIM.18 0202 0021



APPENDIX 2

**THE RESULTS OF THE PRE-TEST
AND POST-TEST**

Pre-Test

Name :

Class : kelas VIII-1

Please write a descriptive text based on the topic, choose one of the topics below:

- a. favorite actress/actor
- b. favorite animal

57

It chicken
It chicken it has 2 legs. It has white fur. It eats seeds. It can fly, it can walk and run. It can run. It is big size. It is small size. It is medium size. Claws. It lives on the land. It has black and red feathers. It has tail. It has wings.

Pre-Test

Name :

Class : VII.1/8-1

Please write a descriptive text based on the topic, choose one of the topics below:

- a. favorite actress/actor
- b. favorite animal

38

← eats grass legs

It ^{eats} eat carrot ^{white} white It ^{can} can ^{walk} walk and ^{it can} can ^{run} run

It ^{live} live on the land.

It ^{is} is a ^{rabbit} rabbit It ^{has} has 4 ^{leg} leg

Pre-Test

Name :

Class : kelas VIII

Please write a descriptive text based on the topic, choose one of the topics below:

- a. favorite actress/actor
- b. favorite animal

68

It has white fur
It is cat. Colour white leg foot nail claws
tail fur body back stomach ears eyes nose whiskers
beak teeth tusk tongue. It eats meat. It can walk. It can
run. It lives on the land. It is cute and smart.

Post- Test (Part 2)

Name : B

Class : VIII.1

Please write a descriptive text based on the topic, choose one of the topics below:

- a favorite actress/actor
- d favorite animal

95

Jannia BlackPink

She looks beautiful and attractive. She has pointed nose.
She has long hair. She is tall. She is skinny.
She looks cute and cool. She is kind. She is polite.
She is helpful. She has light skin. She has small eyes.
She is young. She has muscular. She is
actress / model.

Post- Test (Part 2)

Name :

Class : VIII. 1

Please write a descriptive text based on the topic, choose one of the topics below:

- a. favorite actress/actor
- d. favorite animal

92

Lyodra Margareta Ginting

Her name is Lyodra. She is artist. She has tall, She has straight hair - and long hair. She has round eyes. She has pointed nose. She has brown skin. She is beautiful and cute. She is kind. She is friendly. She is cheerful. She is confident and hardworking.

Post-Test (Part 2)

Name :

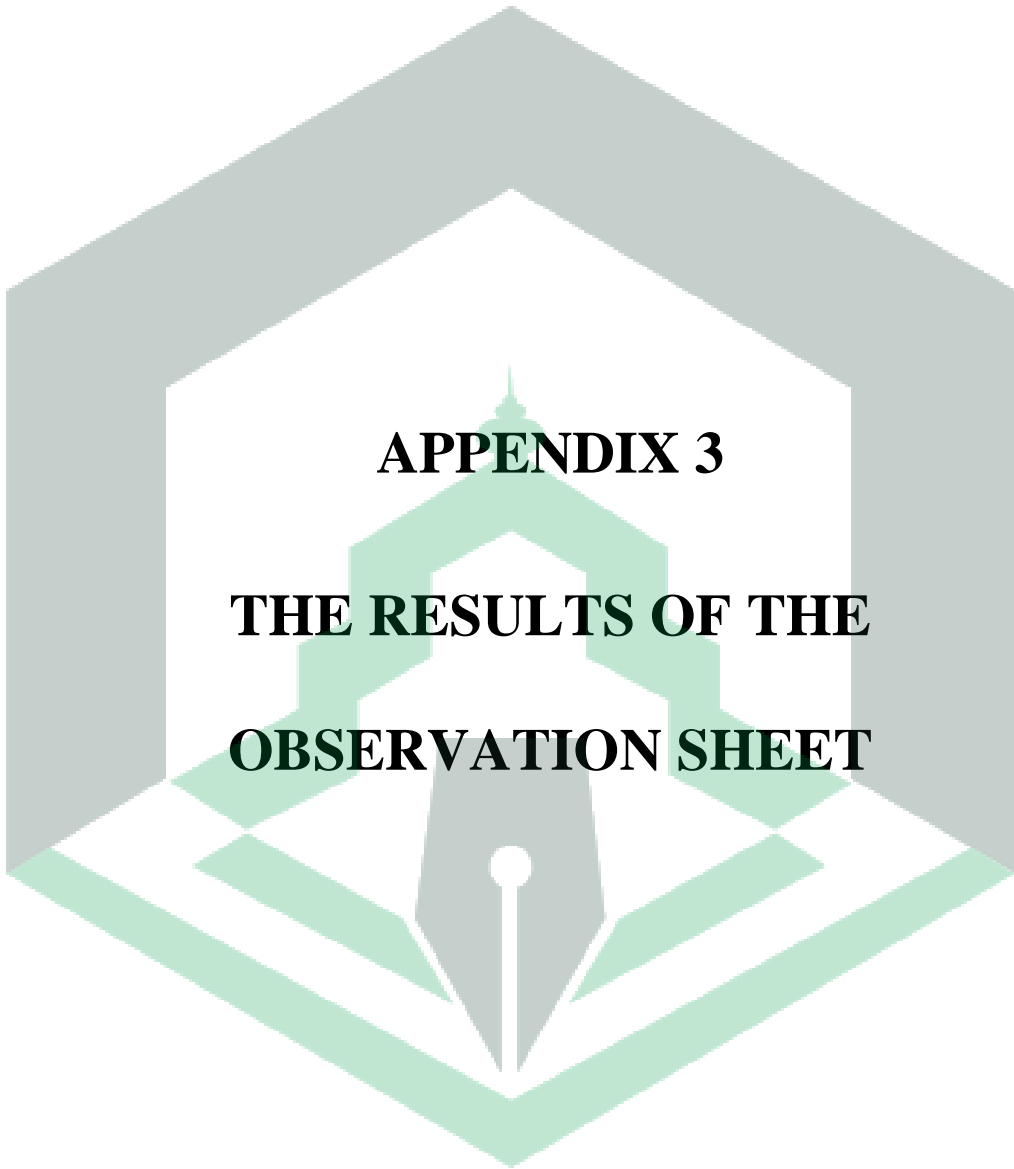
Class : VIII.1 / 8.1

Please write a descriptive text based on the topic, choose one of the topics below:

- a. favorite actress/actor
- d. favorite animal

93

It is hamster
It is small size. It has 4 legs. It eats leaves and seeds.
It has white and orange fur. It can run and walk. It is
very smart. It has cube. It lives on the land.



APPENDIX 3

**THE RESULTS OF THE
OBSERVATION SHEET**

**Observation Sheet Cycle I
(Meeting I)**

School : SMPN 8 Palopo
Class : VIII. A
Subject : English
Day/date : Rabu/02 November 2022

No.	Indicator	Score			
		1	2	3	4
1.	Penguasaan Materi: a. Kelancaran menjelaskan materi b. Kemampuan menjawab pertanyaan c. Keragaman pemberian contoh		✓ ✓ ✓	✓	
2.	Sistematika Penyajian. a. Ketuntasan uraian materi b. Uraian materi mengarah pada tujuan c. Urutan materi sesuai dengan SKKD				✓ ✓ ✓
3.	Penerapan Metode: a. Ketepatan pemilihan metode sesuai materi b. Kesesuaian urutan sintaks dengan metode yang digunakan c. Mudah diikuti siswa		✓	✓ ✓	
4.	Penggunaan Media: a. Ketepatan pemilihan media dengan materi b. Keterampilan menggunakan media c. Media memperjelas terhadap materi			✓	✓ ✓
5.	Performance. a. Kejelasan suara yang diucapkan b. Kekomunikatifan guru dengan siswa		✓ ✓	✓	

	c. Keluwesan sikap guru dengan siswa		✓		
6.	Pemberian Motivasi:				
	a. Keantusiasan guru dalam mengajar			✓	
	b. Kepedulian guru terhadap siswa			✓	
	c. Ketepatan pemberian reward dan punishment	✓			

Keterangan:


- 4: Sangat Baik
- 3: Baik
- 2: Tidak Baik
- 1: Sangat Tidak Baik

Palopo, 02 November 2022

Approve by,
English Teacher of SMPN 8 Palopo


Nurmayanti, S.Pd

Researcher


Ina Febri Anti
NIM 18 0202 0021

**Observation Sheet Cycle I
(Meeting II)**

School : SMPN 4 Palopo
Class : VIII. A
Subject : English
Day/date : *Jumat / 04 November 2022*

No.	Indicator	Score			
		1	2	3	4
1.	Penguasaan Materi: d. Kelancaran menjelaskan materi e. Kemampuan menjawab pertanyaan f. Keragaman pemberian contoh		✓	✓	
2.	Sistematika Penyajian: d. Ketuntasan uraian materi e. Uraian materi mengarah pada tujuan f. Urutan materi sesuai dengan SKKD				✓ ✓ ✓
3	Penerapan Metode: d. Ketepatan pemilihan metode sesuai materi e. Kesesuaian urutan sintaks dengan metode yang digunakan f. Mudah diikuti siswa		✓	✓	
4.	Penggunaan Media: d. Ketepatan pemilihan media dengan materi e. Keterampilan menggunakan media f. Media memperjelas terhadap materi			✓	✓ ✓
5.	Performance: d. Kejelasan suara yang diucapkan e. Kekomunikatifan guru dengan siswa		✓	✓	


	f. Keluwesan sikap guru dengan siswa		✓		
6.	Pemberian Motivasi:				
	d. Keantusiasan guru dalam mengajar			✓	
	e. Kepedulian guru terhadap siswa			✓	
	f. Ketepatan pemberian reward dan punishment		✓		

Keterangan:

- 4: Sangat Baik
- 3: Baik
- 2: Tidak Baik
- 1: Sangat Tidak Baik

Palopo, 09 November 2022

Approve by,
English Teacher of SMPN 8 Palopo


Nurmayanti, S.Pd

Researcher


Ina Febri Anti
NIM 18 0202 0021

**Observation Sheet Cycle II
(Meeting I)**

School : SMPN 4 Palopo
Class : VIII A
Subject : English
Day/date : Rabu/09 November 2022

No.	Indicator	Score			
		1	2	3	4
1.	Penguasaan Materi: g. Kelancaran menjelaskan materi h. Kemampuan menjawab pertanyaan i. Keragaman pemberian contoh			✓ ✓ ✓	
2.	Sistematika Penyajian: g. Ketuntasan uraian materi h. Uraian materi mengarah pada tujuan i. Urutan materi sesuai dengan SKKD				✓ ✓ ✓
3.	Penerapan Metode: g. Ketepatan pemilihan metode sesuai materi h. Kesesuaian urutan sintaks dengan metode yang digunakan i. Mudah diikuti siswa			✓ ✓ ✓	
4.	Penggunaan Media: g. Ketepatan pemilihan media dengan materi h. Keterampilan menggunakan media i. Media memperjelas terhadap materi				✓ ✓ ✓
5.	Performance: g. Kejelasan suara yang diucapkan h. Kekomunikatifan guru dengan siswa			✓ ✓	

	l. Keluwesan sikap guru dengan siswa			✓
6.	Pemberian Motivasi:			
	j. Keantusiasan guru dalam mengajar			✓
	k. Kepedulian guru terhadap siswa			✓
	l. Ketepatan pemberian reward dan punishment			✓

Keterangan:

- 4: Sangat Baik
- 3: Baik
- 2: Tidak Baik
- 1: Sangat Tidak Baik

Palopo, 09 November 2022

Approve by,
English Teacher of SMPN 8 Palopo



Nurmayanti, S.Pd

Researcher



Ina Febri Anti
NIM 18 0202 0021

**Observation Sheet Cycle II
(Meeting II)**

School : SMPN 4 Palopo
Class : VIII. A
Subject : English
Day/date : Jumat/11 November 2022

No.	Indicator	Score			
		1	2	3	4
1.	Penguasaan Materi: j. Kelancaran menjelaskan materi k. Kemampuan menjawab pertanyaan l. Keragaman pemberian contoh			✓	✓
2.	Sistematika Penyajian: j. Ketuntasan uraian materi k. Uraian materi mengarah pada tujuan l. Urutan materi sesuai dengan SKKD			✓	✓
3.	Penerapan Metode: j. Ketepatan pemilihan metode sesuai materi k. Kesesuaian urutan sintaks dengan metode yang digunakan l. Mudah diikuti siswa			✓	✓
4.	Penggunaan Media: j. Ketepatan pemilihan media dengan materi k. Keterampilan menggunakan media l. Media memperjelas terhadap materi			✓	✓
5.	Performance: j. Kejelasan suara yang diucapkan k. Kekomunikatifan guru dengan siswa			✓	✓

	i. Keluwesan sikap guru dengan siswa			✓	
6.	Pemberian Motivasi:				
	g. Keantusiasan guru dalam mengajar			✓	
	h. Kepedulian guru terhadap siswa			✓	
	i. Ketepatan pemberian reward dan punishment			✓	

Keterangan

- 4: Sangat Baik
- 3: Baik
- 2: Tidak Baik
- 1: Sangat Tidak Baik

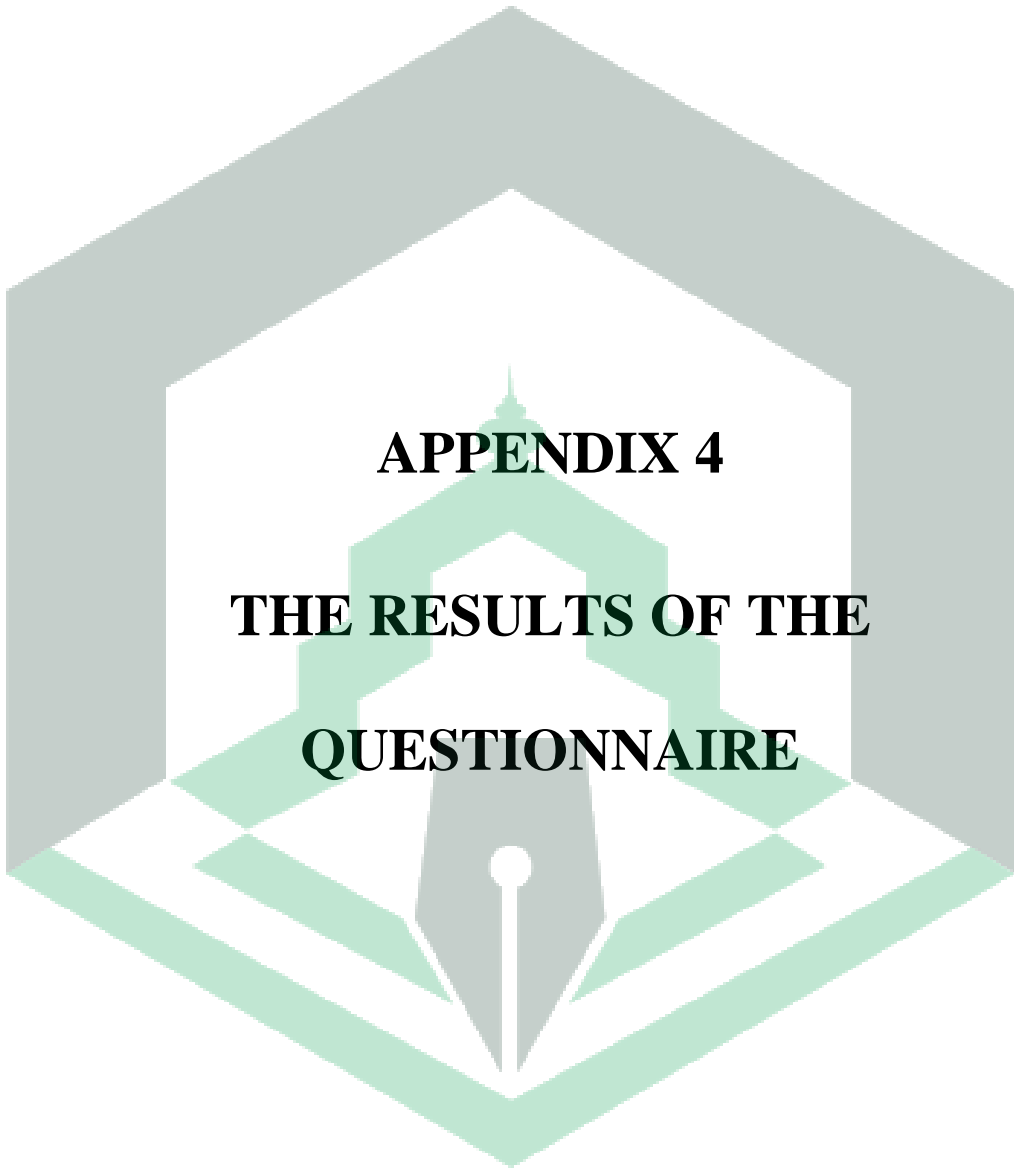
Palopo, 11 November 2022

Approve by,
English Teacher of SMPN 8 Palopo


Nurmayanti, S.Pd

Researcher


Ina Febri Anti
NIM 18 0202 0021



APPENDIX 4

**THE RESULTS OF THE
QUESTIONNAIRE**

KUESIONER

Name : _____

Class : 8-1 C VIII.1

Kuisisioner ini adalah instrument penelitian yang terdiri dari rangkaian pertanyaan yang berujuan untuk mengumpulkan informasi dari responden. Tujuan dari pemberian kuisisioner ini adalah untuk menggali informasi mengenai implementasi *blog-based learning media* dalam pembelajaran Bahasa Inggris. Anda diminta untuk mengisi dengan jujur. Atas bantuannya, peneliti mengucapkan terimakasih.

Berdasarkan pengalaman anda jawablah pertanyaan berikut ini dengan memberi tanda (✓) pada kolom yang tersedia.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No.	Pertanyaan	Skala			
		STS	TS	S	SS
1.	Saya antusias dalam aktivitas belajar yang diberikan			✓	
2.	Saya mematuhi peraturan yang diberikan oleh guru saat aktivitas belajar di kelas			✓	
3.	Saya berpartisipasi secara aktif dalam aktivitas belajar di kelas			✓	
4.	Saya berkonsentrasi dengan baik selama aktivitas belajar			✓	

	mengajar berlangsung					
5.	Saya merasa senang ketika aktivitas belajar di kelas				✓	
6.	Saya tertarik dengan aktivitas yang diberikan di kelas				✓	
7.	Saya merasa termotivasi untuk terus belajar Bahasa Inggris selama aktivitas berlangsung				✓	
8.	Saya lebih mudah untuk memahami materi				✓	
9.	Saya tertarik dengan materi yang diberikan				✓	
10.	Materi yang disajikan di blog sangat menarik, kreatif dan cantik					✓
11.	Saya dapat mengikuti instruksi guru dengan baik selama di kelas		✓			
12.	Saya dapat memberi arahan pada teman saya yang merasa belum jelas terhadap instruksi yang diberikan		✓			
13.	Saya dapat berinteraksi dengan baik dengan semua siswa di kelas					✓
14.	Saya dapat berpartisipasi di kelas dengan baik					✓
15.	Saya dapat memberi contoh perilaku yang positif (baik)		✓			

KUESIONER

Name :

Class : VIII.1

Kuisisioner ini adalah instrument penelitian yang terdiri dari rangkaian pertanyaan yang berujuan untuk mengumpulkan informasi dari responden. Tujuan dari pemberian kuisisioner ini adalah untuk menggali informasi mengenai implementasi *blog-based learning media* dalam pembelajaran Bahasa Inggris. Anda diminta untuk mengisi dengan jujur. Atas bantuannya, peneliti mengucapkan terimakasih.

Berdasarkan pengalaman anda jawablah pertanyaan berikut ini dengan memberi tanda (✓) pada kolom yang tersedia.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No.	Pertanyaan	Skala			
		STS	TS	S	SS
1.	Saya antusias dalam aktivitas belajar yang diberikan			✓	
2.	Saya mematuhi peraturan yang diberikan oleh guru saat aktivitas belajar di kelas			✓	
3.	Saya berpartisipasi secara aktif dalam aktivitas belajar di kelas				✓
4.	Saya berkonsentrasi dengan baik selama aktivitas belajar				✓

	mengajar berlangsung				
5.	Saya merasa senang ketika aktivitas belajar di kelas			✓	
6.	Saya tertarik dengan aktivitas yang diberikan di kelas			✓	
7.	Saya merasa termotivasi untuk terus belajar Bahasa Inggris selama aktivitas berlangsung			✓	
8.	Saya lebih mudah untuk memahami materi				✓
9.	Saya tertarik dengan materi yang diberikan				✓
10.	Materi yang disajikan di blog sangat menarik, kreatif dan cantik				✓
11.	Saya dapat mengikuti instruksi guru dengan baik selama di kelas			✓	
12.	Saya dapat memberi arahan pada teman saya yang merasa belum jelas terhadap instruksi yang diberikan			✓	
13.	Saya dapat berinteraksi dengan baik dengan semua siswa di kelas			✓	
14.	Saya dapat berpartisipasi di kelas dengan baik			✓	
15.	Saya dapat memberi contoh perilaku yang positif (baik)			✓	

KUESIONER

Name :

Class : VIIIA

Kuisisioner ini adalah instrument penelitian yang terdiri dari rangkaian pertanyaan yang berujuan untuk mengumpulkan informasi dari responden. Tujuan dari pemberian kuisisioner ini adalah untuk menggali informasi mengenai implementasi *blog-based learning media* dalam pembelajaran Bahasa Inggris. Anda diminta untuk mengisi dengan jujur. Atas bantuannya, peneliti mengucapkan terimakasih.

Berdasarkan pengalaman anda jawablah pertanyaan berikut ini dengan memberi tanda (✓) pada kolom yang tersedia.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

No.	Pertanyaan	Skala			
		STS	TS	S	SS
1.	Saya antusias dalam aktivitas belajar yang diberikan			✓	
2.	Saya mematuhi peraturan yang diberikan oleh guru saat aktivitas belajar di kelas			✓	
3.	Saya berpartisipasi secara aktif dalam aktivitas belajar di kelas			✓	
4.	Saya berkonsentrasi dengan baik selama aktivitas belajar				✓



APPENDIX 5

LEARNING MEDIA BLOG

DESKRIPSI TEXT (PART 1) (PART 2)

DESCRIPTIVE TEXT



A. Definition of Descriptive Text

Descriptive text is a writing that describes an object, person, place, or event in a specific way. The purpose of this text is to provide information and create a clear picture in the reader's mind.

B. Features of Descriptive Text

Descriptive text has several features that make it unique. These features include the use of adjectives, adverbs, and sensory details to create a vivid and detailed description.

1. The use of adjectives and adverbs to describe the object, person, place, or event.

2. The use of sensory details to create a clear picture in the reader's mind.

3. The use of descriptive language to create a clear and detailed description.

4. The use of descriptive language to create a clear and detailed description of the object, person, place, or event.

C. Language Features of Descriptive Text

- 1. The use of adjectives and adverbs to describe the object, person, place, or event.
- 2. The use of sensory details to create a clear picture in the reader's mind.
- 3. The use of descriptive language to create a clear and detailed description.
- 4. The use of descriptive language to create a clear and detailed description of the object, person, place, or event.

DESKRIPSI Seseorang

Deskripsi seseorang adalah jenis tulisan yang menggambarkan karakteristik dan sifat-sifat seseorang.

Contoh: Dia adalah seorang pria yang sangat cerdas dan berprestasi.

Deskripsi seseorang dapat dibuat dengan menggunakan kata-kata yang deskriptif.

Contoh: Dia adalah seorang pria yang sangat cerdas dan berprestasi.

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DESKRIPTIF (PART II, MEETING II)

https://www.youtube.com/watch?v=224w1100000

DESKRIPTIF (PART II)



DESCRIBING AN ANIMAL

Describe an animal which is not described in any of the lessons in this unit.

Teacher may assign students to work in pairs or groups.

Head (topik)

- Jenis (jenis), spesies (spesies), jenis (jenis), warna (warna), bentuk (bentuk), ukuran (ukuran), kebiasaan (kebiasaan), habitat (habitat), makanan (makanan), perilaku (perilaku), suara (suara), dan ciri-ciri (ciri-ciri).

Body (isi)

- Lokasi (tempat), jenis (jenis), ukuran (ukuran), warna (warna), bentuk (bentuk), kebiasaan (kebiasaan), habitat (habitat), makanan (makanan), perilaku (perilaku), dan ciri-ciri (ciri-ciri).

Tag (akhir)

- Saya (saya), ini (ini), dan (dan), dan (dan), dan (dan), dan (dan).

Colour (warna)

- Red (merah), yellow (kuning), brown (coklat), orange (oranye), purple (ungu), green (hijau), pink (merah muda), white (putih), black (hitam).

Questions

1. What is it? (Apakah itu?)
2. What does it do? (Apakah itu lakukan?)
3. Where does it live? (Dimana tinggalnya?)
4. What does it eat? (Apakah itu makan?)
5. How does it move? (Bagaimana dia bergerak?)
6. Where does it live? (Dimana dia tinggal?)

Answers

1. It is a zebra (Itu seekor kuda belang). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda).
2. It is a zebra (Itu seekor kuda belang). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda).
3. It lives in the savanna (Itu tinggal di savanna). It lives in the savanna (Itu tinggal di savanna). It lives in the savanna (Itu tinggal di savanna). It lives in the savanna (Itu tinggal di savanna).
4. It eats grass (Itu makan rumput). It eats grass (Itu makan rumput). It eats grass (Itu makan rumput). It eats grass (Itu makan rumput).
5. It can run (Itu bisa berlari). It can run (Itu bisa berlari). It can run (Itu bisa berlari). It can run (Itu bisa berlari).
6. It lives in the savanna (Itu tinggal di savanna). It lives in the savanna (Itu tinggal di savanna). It lives in the savanna (Itu tinggal di savanna). It lives in the savanna (Itu tinggal di savanna).

Check

1. What is it? (Apakah itu?)
2. What does it do? (Apakah itu lakukan?)
3. Where does it live? (Dimana tinggalnya?)
4. What does it eat? (Apakah itu makan?)
5. How does it move? (Bagaimana dia bergerak?)
6. Where does it live? (Dimana dia tinggal?)

It is a zebra (Itu seekor kuda belang). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda).

Teachers

It is a zebra (Itu seekor kuda belang). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda).

It is a zebra (Itu seekor kuda belang). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda). It is a horse (Itu seekor kuda).



Thank You

Search

GOOD THINGS

POPULAR POSTS

1. What is it? (Apakah itu?)

2. What does it do? (Apakah itu lakukan?)

3. Where does it live? (Dimana tinggalnya?)

4. What does it eat? (Apakah itu makan?)

5. How does it move? (Bagaimana dia bergerak?)

6. Where does it live? (Dimana dia tinggal?)

7. What is it? (Apakah itu?)

8. What does it do? (Apakah itu lakukan?)

9. Where does it live? (Dimana tinggalnya?)

10. What does it eat? (Apakah itu makan?)

11. How does it move? (Bagaimana dia bergerak?)

12. Where does it live? (Dimana dia tinggal?)

13. What is it? (Apakah itu?)

14. What does it do? (Apakah itu lakukan?)

15. Where does it live? (Dimana tinggalnya?)

16. What does it eat? (Apakah itu makan?)

17. How does it move? (Bagaimana dia bergerak?)

18. Where does it live? (Dimana dia tinggal?)

19. What is it? (Apakah itu?)

20. What does it do? (Apakah itu lakukan?)

21. Where does it live? (Dimana tinggalnya?)

22. What does it eat? (Apakah itu makan?)

23. How does it move? (Bagaimana dia bergerak?)

24. Where does it live? (Dimana dia tinggal?)

25. What is it? (Apakah itu?)

26. What does it do? (Apakah itu lakukan?)

27. Where does it live? (Dimana tinggalnya?)

28. What does it eat? (Apakah itu makan?)

29. How does it move? (Bagaimana dia bergerak?)

30. Where does it live? (Dimana dia tinggal?)

31. What is it? (Apakah itu?)

32. What does it do? (Apakah itu lakukan?)

33. Where does it live? (Dimana tinggalnya?)

34. What does it eat? (Apakah itu makan?)

35. How does it move? (Bagaimana dia bergerak?)

36. Where does it live? (Dimana dia tinggal?)

37. What is it? (Apakah itu?)

38. What does it do? (Apakah itu lakukan?)

39. Where does it live? (Dimana tinggalnya?)

40. What does it eat? (Apakah itu makan?)

41. How does it move? (Bagaimana dia bergerak?)

42. Where does it live? (Dimana dia tinggal?)

43. What is it? (Apakah itu?)

44. What does it do? (Apakah itu lakukan?)

45. Where does it live? (Dimana tinggalnya?)

46. What does it eat? (Apakah itu makan?)

47. How does it move? (Bagaimana dia bergerak?)

48. Where does it live? (Dimana dia tinggal?)

49. What is it? (Apakah itu?)

50. What does it do? (Apakah itu lakukan?)

51. Where does it live? (Dimana tinggalnya?)

52. What does it eat? (Apakah itu makan?)

53. How does it move? (Bagaimana dia bergerak?)

54. Where does it live? (Dimana dia tinggal?)

55. What is it? (Apakah itu?)

56. What does it do? (Apakah itu lakukan?)

57. Where does it live? (Dimana tinggalnya?)

58. What does it eat? (Apakah itu makan?)

59. How does it move? (Bagaimana dia bergerak?)

60. Where does it live? (Dimana dia tinggal?)

61. What is it? (Apakah itu?)

62. What does it do? (Apakah itu lakukan?)

63. Where does it live? (Dimana tinggalnya?)

64. What does it eat? (Apakah itu makan?)

65. How does it move? (Bagaimana dia bergerak?)

66. Where does it live? (Dimana dia tinggal?)

67. What is it? (Apakah itu?)

68. What does it do? (Apakah itu lakukan?)

69. Where does it live? (Dimana tinggalnya?)

70. What does it eat? (Apakah itu makan?)

71. How does it move? (Bagaimana dia bergerak?)

72. Where does it live? (Dimana dia tinggal?)

73. What is it? (Apakah itu?)

74. What does it do? (Apakah itu lakukan?)

75. Where does it live? (Dimana tinggalnya?)



APPENDIX 6

SURAT PERNYATAAN VALIDASI

INSTRUMENT

**SURAT PERNYATAAN VALIDASI
INSTRUMEN PENELITIAN TUGAS AKHIR**

Saya yang bertanda tangan dibawah ini:

Nama : Dr. MASRUDDIN, M.Hum.

NIP : 19800613 200501 1 005

Program Studi : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:

Nama : Ina Febri Anti

NIM : 18 0202 0021

Program Studi : Pendidikan Bahasa Inggris

Judul TA : The Use of Blog-Based Learning Media to Improve Writing Skill
for the Eighth Grade Students at SMPN 4 Palopo

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

- Layak digunakan untuk penelitian
 Layak digunakan dengan perbaikan
 Tidak layak digunakan untuk penelitian yang bersangkutan

dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

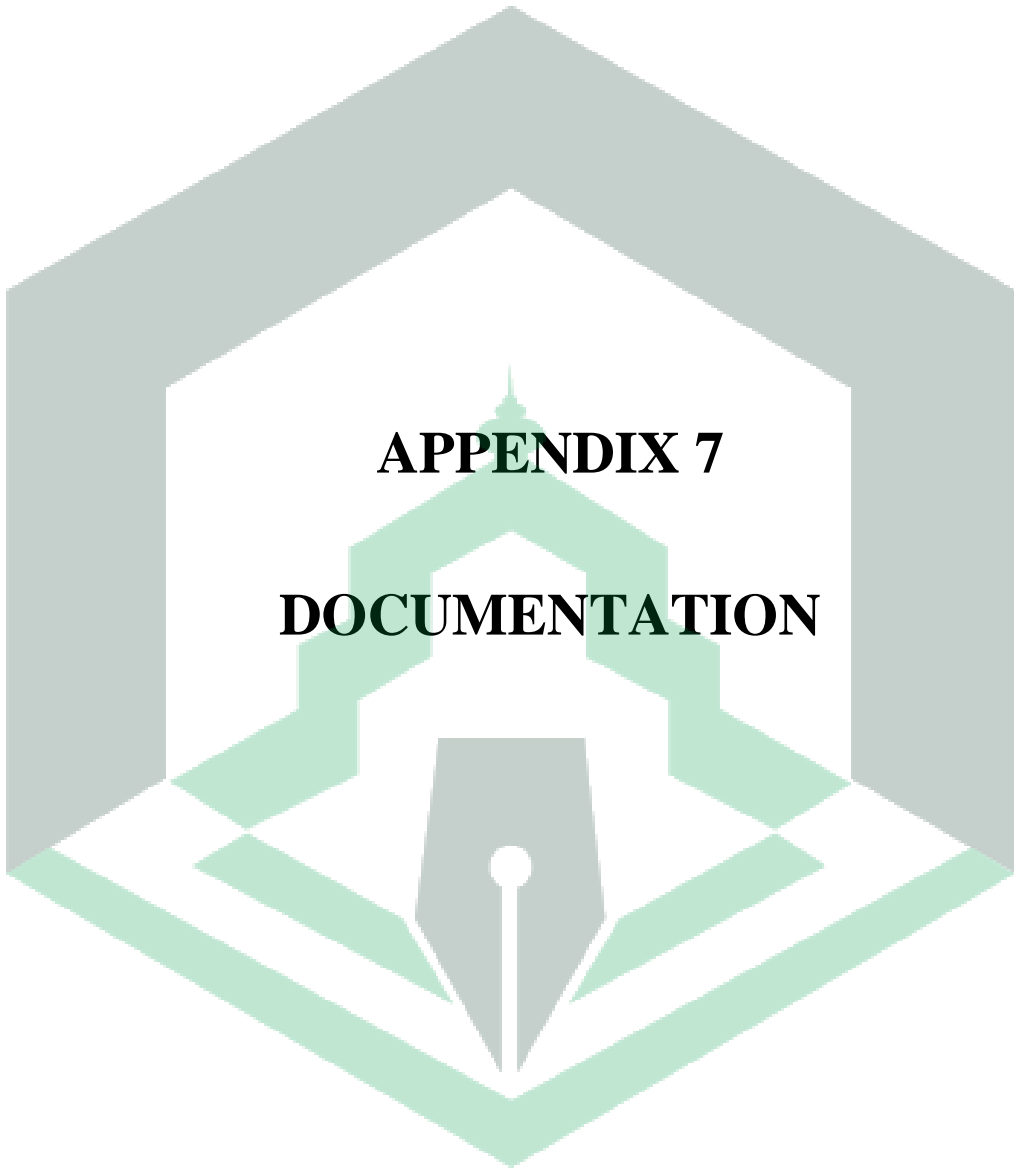
Palopo, Agustus 2022
Validator,



Dr. MASRUDDIN, M.Hum.
NIP. 19800613 200501 1 005

Catatan:

Beri tanda ✓



APPENDIX 7

DOCUMENTATION



Students are taking pre-test



The researcher explained the material to the students



Students are reading material and doing the assignments on the blog



Observer observes the learning proses by researcher and provide evaluations to researcher



Students are taking post-test



APPENDIX 8

**SURAT IZIN MENELITI DAN
SELESAI MENELITI**



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpom : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 1284/PP/DPMPPTSP/X/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Penelitian dan Non Penelitian di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelagasaan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Penelitian dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pimpipahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : INA FEBRI ANTI
 Jenis Kelamin : Perempuan
 Alamat : Balantai Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 18 0202 0021

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF BLOG-BASED LEARNING MEDIA TO IMPROVE WRITING SKILL FOR THE EIGHTH GRADE STUDENTS AT SMP N 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO
 Lamanya Penelitian : 26 Oktober 2022 s.d. 26 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaati semua peraturan perundang-undangan yang berlaku; serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 28 Oktober 2022
 Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. RIGA S.Sos
 Pegawai, Penata Tk.I
 NIP : 19830414 200701 1 005

- Tembusan :**
1. Kepala Badan Kesbang PIR, Sul-Sel;
 2. Walikota Palopo;
 3. Dinas MDK SWS;
 4. Kabupaten Palopo;
 5. Kepala Bidang Penelitian dan Pengembangan Kota Palopo;
 6. Kepala Badan Kesbang Kota Palopo;
 7. Salinan terkait terpadu dilaksanakan penelitian



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandai Palopo ☎ (0471) 22921



SURAT KETERANGAN PENELITIAN

Nomor: 421.3/139/SMPN.8/XI/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : INA FEBRI ANTI
Tempat / Tgl Lahir : Bantimurung, 25 April 2000
NIM : 18 0202 0021
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Program Studi : Pendidikan Bahasa Inggris
Alamat : balandai

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 26 Oktober S.D 11 November 2022, untuk kepentingan penulisan Skripsi dengan judul **"The Use Of Blog-Based Learning Media To Improve Writing Skill For The Eighth Grade Students At Smpn 8 Palopo"**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 11 Nopember 2022



SISSA HAYATIYAH, S.Pd., M.Pd

NIP. 19700101 199702 2 008

BIOGRAPHY



Ina Febri Anti was born on April 25th, 2000, in Bantimurung.

She is the second child of the couple, Bahtiar and Idayani.

When she was six years old, she started studying SDN 186

Lemahabang in Bone-bone and graduated in 2012. After that,

she continued studying in Junior High School Number 1 of

Bone-bone (SMPN 1 Bone-bone), graduating in 2015. Then she continued her study

in Senior High School Number 4 of Luwu Utara (SMAN 4 Luwu Utara) district

Bone-bone, Luwu Utara, South Sulawesi. She continued again for her degree (S1)

at the State Islamic Institute of Palopo (IAIN Palopo). She took English Education

Study Program in Tarbiyah and Teacher Training Faculty. She wrote her thesis

titled “***THE USE OF BLOG-BASED LEARNING MEDIA TO IMPROVE***

WRITING SKILL FOR THE EIGHTH GRADE STUDENTS AT SMPN 8

PALOPO.”

Contact person: inafebrianti020@gmail.com