

**THE EFFECTIVENESS OF USING WEB BLOG TO IMPROVE
STUDENTS' WRITING SKILL DURING ONLINE LEARNING
IN ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
OF IAIN PALOPO**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



IAIN PALOPO

Composed by:

**UMI NURUL FAHRI
18.0202.0056**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

2022

THESIS APPROVAL

This thesis entitled “The Effectiveness of Using Web Blog to Improve Students’ Writing Skill during Online Learning in English Language Education Study Program of IAIN Palopo” was written by Umi Nurul Fahri, Reg. Number 18 0202 0056, a student of the English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, has been examined and defended in the **Munaqasyah** session which was carried out on November 3rd, 2022. Coincided with Rabiul Akhir, 8th 1444 H, it is authorized and acceptable as fulfillment for an undergraduate degree in English Language Education Study Program.

Palopo, May 8th 2023

COMMITTEE OF EXAMINATION

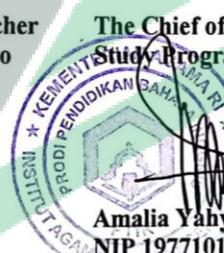
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Regards,



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Assalamu'alaikum wr. wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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Tanggal: 19. Okt .22

Pembimbing I



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ACKNOWLEDGMENT

Bismillahirrahmanirrahim. Alhamdulillah Rabbil 'Alamiin, praise God Almighty for the presence of plenty of mercy and the grace in composing this thesis properly. Shalawat and Salam upon to Prophet Muhammad Shallallahu Alaihi Wasallam who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled “The Effectiveness of Using Web Blog to Improve Students’ Writing Skill during Online Learning in English Language Education Study Program of IAIN Palopo” is submitted as the final requirement in accomplishing undergraduate degree at English Language Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended express her gratitude and appreciation to all of them. However, the researcher would sincerely thank to:

1. Prof. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amaliya Yahya, S.E., M.Hum. as the Chief of English Language Education Study Program of IAIN Palopo.
4. Dr. Muhaemin, M.A. and Yuyun Ruqiyat Said, S.Pd., M.Pd. as the first consultant and the second consultant for the supervision, guidance, help, time, corrections, suggestions and kindness from the very stage of this thesis as well as giving me extraordinary experiences while composing this thesis.

5. Dr. Rustan Santaria, S.S., M.Hum. as the first examiner and Andi Tenrisanna Syam, S.Pd., M.Pd. as the second examiner who had read the final project carefully and offered many valuable suggestions and corrections for this thesis.
6. Dr. Masruddin, S.S., M. Hum. as the academic advisory lecturer and validator of the test. The highest appreciation for the advice and crucial contribution for this thesis.
7. All the lecturers of IAIN Palopo, especially the lecturers of the English Education Study Program who have given knowledge, support, and attention to learn a language. Also, thanks to all the staff of IAIN Palopo who have helped the researcher.
8. The sixth grade students of English Education Study Program of IAIN Palopo who have participated with the researcher to complete this thesis.
9. The researcher's parents: Tahrir Langaji and A. Fatmawati who have given the endless love, pray, support, and for the phone call every week in order to remind researcher to keep going and never giving up.
10. The researcher's brother one and only, Ahmad Fuadi Fahri who never stop asking about the study completion. The annoying text messages but magically gives reason to be focus on finishing the researcher's study as soon as possible. Also for Fauziah Noviani, as the researcher's beloved cousin as well as a friend struggling in completing this research.
11. The researcher's friends who have supported the researcher, especially for the BIG D class since 2018. Special thanks to Imam Fadli and Muh. Farhan Harbi who encourage me to finish this thesis.

12. The researcher's close friends who always support to revise this thesis and re-start over and over again. Precisely, Rita Sarli, Niken, Nurul Rahmawati, Arya Suuyanti, Andi Husni Andi Zainuddin, Hayarna, Sapna Dwi Nur Rahmadanty, and Ega.

13. The entire sisters of Abuja lovely thanks to Nurul Utami Hamid, Isra, and Dewi Kartini who always accompany me faced every single problem.

Finally, the researcher would like gravely thank to everyone who has supported in finishing this thesis. The researcher realizes this thesis is far from perfect, but it is expected to be beneficial for other researchers and readers. For this reason, suggestions and critics are welcomed.

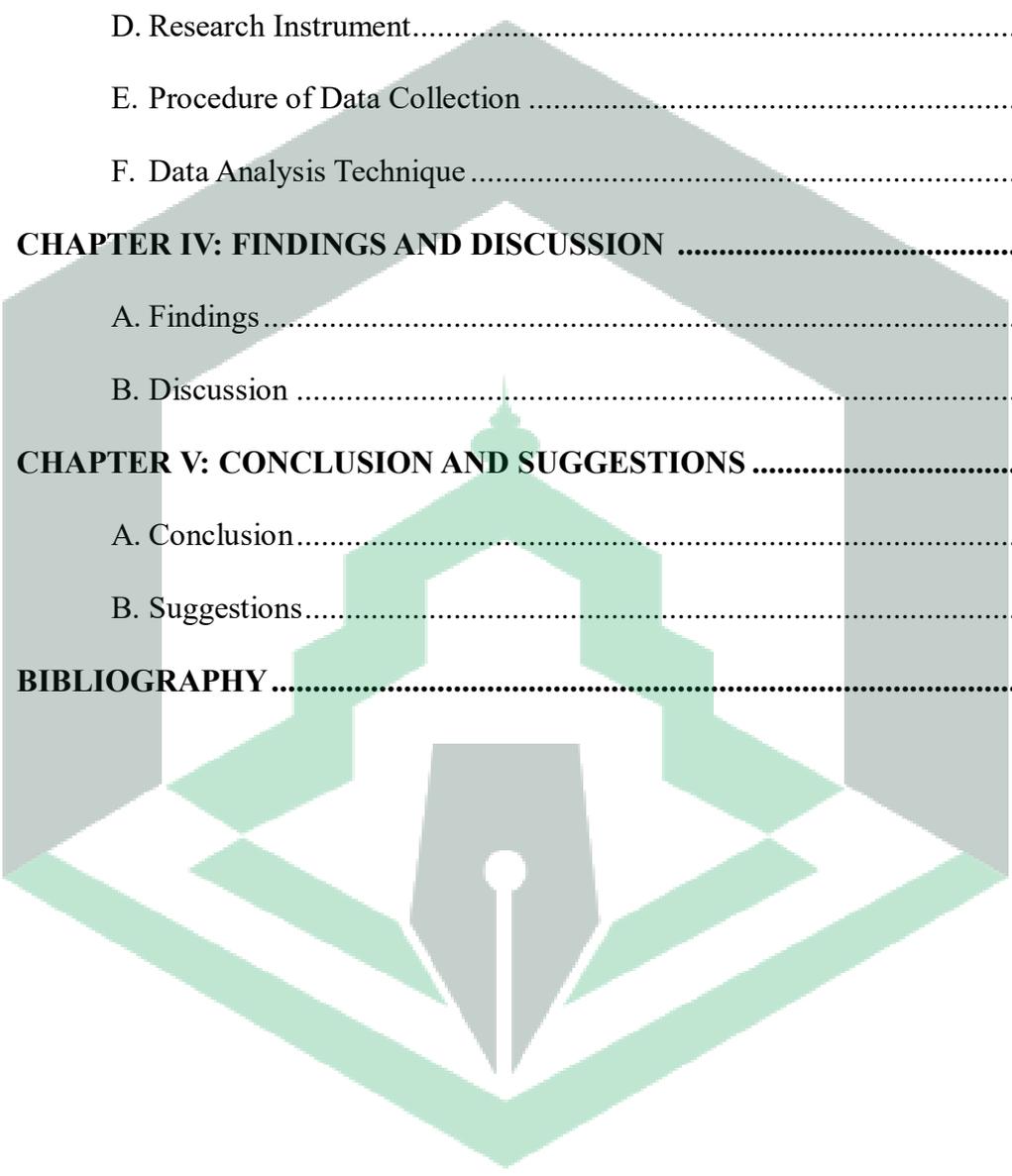
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ABSTRACT

Umi Nurul Fahri, 2022. *“The Effectiveness of Using Web Blog to Improve Students’ Writing Skill during Online Learning in English Language Education Study Program of IAIN Palopo”*. A thesis of English Language Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Dr. Muhaemin as the first consultant and Yuyun Ruqiyat Said as the second consultant.

This research was aimed to find out the effectiveness of using web blog to improve students writing skill during online learning in English Language Education Study Program of IAIN Palopo. This research was classified as a pre-experimental research. The sample of this research was 15 students taken from the sixth semester of English Language Education Study Program at IAIN Palopo. The instrument of this research was Web Blog and test. The researcher collected the data through pre-test, treatment, and post-test. The data was analyzed statistically by using SPSS 24 edition. The research results showed that web blog helped the students to achieve a greater improvement on their accuracy and complexity in writing skill. It revealed that the mean score in the post-test stage was higher than the score on the pre-test score ($60 < 85,07$). Besides, the value of t-count is 13.273 with the df (degree of freedom) value 14, while the t-table for the standard of significant level 0,05 (5%) on $df = 14$ is 2144. In other words, the t-count was higher than the value of the t-table. It meant that the H_0 (Null Hypothesis) was rejected and H_1 (Alternatif Hypothesis) was accepted. It proved that using web blog in writing is effective to improve students’ writing skill.

Key Words : Web blog, Writing, Online Learning, Web Blog in Writing learning.

CHAPTER I

INTRODUCTION

A. Background

English is an international language, is used in many countries as a meaning of communication and it has great function in many aspects of life such as in politics, business, trade, and diplomatic relationship. Furthermore, English also cannot be separated from development of technology, science, economics, and education. Considering the importance of English, Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system. English is included in curriculum for the educational system in Indonesia. Based competence curriculum, the teaching learning of English has the purpose to develop four language skills.

Writing is one of the language skills that should be taught beside the other skills. It is seen as a difficult productive skill, because it requires complex thinking. The need for literacy abilities attained through writing processes cuts across the geographical division suggesting that writing skills are essential globally. Thus, writing is an essential element of literacy because it conveys a meaning from the thinking process to the reader. Moreover, writing is not merely a tool for transmitting knowledge, it is also a source of knowledge, it is not only a problem space but also a resource for dealing with language and thoughts.¹

¹ Fahad Hamad Aljumah, "Saudi Learner Perceptions and Attitudes towards the Use of Blogs in Teaching English Writing Course for EFL Majors at Qassim University," *English Language Teaching* 5, no. 1 (2012): 100–116, <https://doi.org/10.5539/elt.v5n1p100>.

Students should have knowledge and understanding of what makes comprehensible writing and the essential writing techniques depending on the topic and format requirements.

In this modern era, online learning is a motivation that can be utilized in the learning process. It allows students to communicate widely and directly with others without time or place limitations. Online learning has provided the language teaching field with many advantages such as increasing students' motivation, providing them with authentic material and allowing them to interact effectively in real and social contexts. Web blog is one of the online learning media that provides a great deal of advantages in teaching².

Online learning in English Language Education Study Program of IAIN Palopo has implemented as a learning solution. From the result of interview with some students, the researcher identified two factors that cause an ineffective teaching and learning of writing. First, it comes from the students themselves; they lack basic writing skill, and they also lose confidence in writing. In addition, they need a lot of practice as they don't have enough chance to practice writing.

According to curriculum of English Language Education Study Program of IAIN Palopo, students are expected to be able to write good English paragraphs. However, it can be solved by using the recent educational tool, a web blog. A web blog learning provides theoretically and practical benefits. This research is expected to be useful for the development of English learning theory,

² Keith W Hamon, "Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms," *Organization Management Journal* 8, no. 2 (2011): 129–31, <https://doi.org/10.1057/omj.2011.19>.

especially in technology era. It is also useful to enrich the repertoire of experimental research. Practically, this research is useful for lecturers who teach writing courses in English education study program at IAIN Palopo. Based on the case above, the researcher is interested to conduct a research entitled: The Effectiveness of Using Web Blog To Improve Students' Writing Skill During Online Learning In English Language Education Study Program of IAIN Palopo.

B. Research Question

The identification and delimitation of the problems above leads the researcher to formulate the problem as a research question as follow:

“Does web blog effectively improve students' writing skill during online learning in English Language Education Study Program of IAIN Palopo?”

C. Research Objective

Due to limitation and condition, this research is only to know the effectiveness of using Web Blog to improve students' writing skill during online learning. The learning materials were designed in a web blog.

D. Research Significance

The result of this research is expected to give useful information to the research world and the other parts, such as:

1. For the students

This research is expected to improve their writing skill by using Web Blog during online learning.

2. For the readers

It is expected to increase the knowledge of web blog as a learning media

especially in writing subjects.

3. For the English teachers

This research is expected to be able to manage and arrange an appropriate class and make it interest to teach.

E. Research Scope

The researcher used experimental research method that focus on the effectiveness of using web blog to improve writing skill during online learning. Besides that, the researcher used pre-experimental design of this research with pre-test, treatment, and post-test.

F. Operational Definition

Based on the title “The Effectiveness of Using Web Blog to Improve Students’ Writing Skill during Online Learning in English Language Education Study Program of IAIN Palopo” the researcher gave definition as follows:

Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentence level and beyond the sentence rank. It is also considered as the most complicated language skill to be learned, compared to other language skills. There are four basic skills that must be mastered. They are listening, speaking, reading, and writing. Writing holds an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the ability to compose meaningful information, so the readers would be easily understand³.

³ Siahaan, *Issues in Linguistics* (Yogyakarta, 2008).

Web blog (or blog) is electronic journal that allows the user to keep records of their writing on a website. It is a web publishing software which allows users to create and edit the content of a web page with minimal technical expertise.⁴ The components of web blog are; the post date, category, title, body, trackback, comments, permalink, and footer. Web blog have two main features; first, they give people the choice to edit the web blog by adding a text, hyperlinks, pictures, videos, and audio clips, and to comment or respond to the post displayed. Second, they have the robust archival features, i.e., web blog and posts can automatically be archived, with the public who are allowed to access, search and retrieve content. Also, web blog is easy to set up, and posts are simple to comment on.

Online learning is the process of teaching and learning that utilize the internet and digital media in the submission of the material. Online learning is considered closer to the current student generation known to be very fused with technology products. Online learning can also be used as an alternative learning in many situations. This is one form of digitizing in the world of education that has many benefits, including more practical and flexible, the approach more in line with the present, more fun and personal learning experience, saving time and expense, eco-friendly and easy documented, as well as can become alternative learning. Web blog in teaching learning is very helpful for both teacher and students because it is providing learning opportunities in interactive environments, fostering language learners written communication. The use of web blog is mainly supported by the constructive approach as their use

⁴ Holtz, "Communicating in the World of Web 2.0," *Communication World*, 2006.

underscores interaction. It serves as a valuable tool for developing ideas collaboratively both students and teacher.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Literature

In composing this thesis, the researcher compiled related researchers to this research as follows:

Peshraw Saalam Abdalqadir wrote an article entitled "*Development of a Mobile Application to Teach English*". The finding of this research showed that utilizing mobile improved application basic enhancing the learning abilities of students. The application helps students learn at their leisure times without the presence of their instructor or teacher. The application can be accessed through the Google play market store. The application contains lots functionalities that will help to learn the English anytime, anywhere and also optimizes learning English language result⁵. What makes the difference is the type of tool.

Orachorn, wrote an article entitled "*Using Web blogs To Improve Students' Summary Writing Abilities*". The result revealed that after the students worked together on web blog, their English summary writing mean score of the post-test was higher than that of the pre-test, and they had positive attitudes towards using web blog in learning. Regarding cooperative learning experiences through using web blog, most students thought that it was interesting, a

⁵ Peshraw Salam Abdalqadir, "Development of a Mobile Application to Teach English," 2017.

new experience to work with their friends on the web blogs.⁶ The researcher continued this research with a different method, online learning method.

Desiani Natalina Muliarsari, wrote a journal entitled “*The Internet as an Aid in Developing Writing Skills*”. This research sought to investigate the use of the internet in academic writing class. It also investigated the development of students’ writing abilities. From the result of the findings and discussion in the previous chapter, the major conclusion of the research is that the use of the internet technologies as an aid in academic writing class is successfully applied in some ways. With respect to the internet use in academic writing, despite its obstacles in holding this activity, it indeed gave benefits to the students as well the lecturer⁷. Through this research, the researcher inspired to design an interest writing class by using web blog.

Julie Stella wrote a journal entitled “*Teaching Writing in Online Distance Education: Supporting Student Success*”. An intervention is a counseling action an instructor may use to support a student who struggles to work productively in an online writing instruction (OWI) course. The authors recommend early intervention activities performed by email and text messaging at many opportunistic intervention points during the course of the instruction. As well, developing an intervention strategy prior to course beginning to assist in planning

⁶ Orachorn Kitchakarn, “Using Blogs to Improve Students’ Summary Writing Abilities,” *Turkish Online Journal of Distance Education* 13, no. 4 (2012): 209–19.

⁷ Desiani Natalina Muliarsari, “The Internet as an Aid in Developing Writing Skills,” *UPI*, 2010.

and preparation is advocated and recommended⁸. This research showed how to be productive through online media, while the researcher focused on how to make a good writing based on learning media.

In this previous related literature, researcher has the same purpose. Those are integrating an application in teaching and also improving writing skills. The first research integrated a different media with researcher, that is a Mobile Application. The second research investigated the effects of using web blog in learning. The third research did not focus about the media that is used. The fourth research focused on how to be productive in online writing.

The researcher is more confidence to continue this research to the next steps. This research conducted for English students at IAIN Palopo. This research points out that the web blog is an effective tool for students to improve English writing. Then it further described the influences of using web blog in English writing.

B. Some Pertinent Ideas

1. Web blog

A web blog is a web publishing software which allows users to create and edit the content of a web page with minimal technical expertise.⁹ The components of web blog are; the post date, category, title, body, trackback, comments, permalink, and footer. Web blog have two main features; first, they give people

⁸ Julie Stella and Michael Corry, "Teaching Writing in Online Distance Education: Supporting Student Success.," *Online Journal of Distance Learning Administration* 16, no. 2 (2013): 73.

⁹ Holtz, "Communicating in the World of Web 2.0."

the choice to edit the web blog by adding a text, hyperlinks, pictures, videos, and audio clips, and to comment or respond to the post displayed. Second, they have the robust archival features, i.e., web blog and posts can automatically be archived, with the public who are allowed to access, search and retrieve. Also, web blog easy to set up, and posts are simple to comment on.

Three types of web blog commonly used in the language classroom are the tutor web blog, the learner web blog, and the class web blog. First, the tutor web blog is what the teacher sets and runs it for students to practice reading, explore of English websites, and exchange their opinions online by using comment buttons, access class or syllabus information, so it serves as a resource of links for self - study. Second, the learner web blog is what an individual student creates and runs. Students can post their thoughts related to their reading. Thus, it encourages student self- expression; it also develops a sense of ownership. Lastly, the class web blog is shared by both teacher and students. It encourages students to post messages, images and links related to classroom discussion topics. The class web blog can facilitate project - based learning, and it can be used as a virtual space for an international classroom language exchange¹⁰.

2. Writing

a. The definition of writing

Writing is one of the four language skills beyond listening, speaking and reading in language teaching. Writing can be represented as a process of

¹⁰ Aaron Patrick Campbell, "Weblogs for Use with ESL Classes," *The Internet TESL Journal* 9, no. 2 (2003): 33–35.

transporting thought into written language. Writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader¹¹. Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.

Based on the definition about writing above, the researcher concluded that writing is the process of asserting ideas in words on a piece of paper. In the process of writing, the students demand to have enough ideas, construct them well and express them in an appropriate style. Writing is one of productive skills in cultivating a language that should be owned by students¹². Writing skill can be improved through technology. It would create a new classroom environment, in this case being a creative and innovative classroom environment.

b. Component of writing

Writing is a skill that complex to learn because it requires the students to treat several components. There are five components of writing. They are; content, organizational effectiveness, grammatical knowledge, vocabulary use, and mechanics.

1) Content

This component aims to evaluate the writer's capability to answer a given question in writing by serving various of compliances such as entity and intercourse

¹¹ Ling Shi and David Nunan, "Second Language Teaching and Learning," *TESOL QUARTERLY*, 2018.

¹² Asep Muhyidin, "Does the Writing Exposition Text Ability Correlate to Reading Habit and Discourse Markers Mastery?," *Journal for the Education of Gifted Young Scientists* 8, no. 2 (2020): 885–95, <https://doi.org/10.17478/JEGYS.682065>.

supporting sentence, explanation, and example.

2) Organization

This component aims to evaluate the writer's capability to build and manage ideas and supporting sentences cohesively and coherently inside and among the paragraphs. The paragraphs must be easy for the reader to absorb the information.

3) Grammatical knowledge

The quality of sentence constructions will be affected when students whose second language is English are careless in language and grammatical competency¹³. Write the evaluate the writer's capability to improve syntactic variant and complexity carefully.

4) Vocabulary use

Frequent writing improves writing in that word choice becomes immediate, with much less interference from the learner's first language. While using blogging, learners feel it is easier to verify the words they are unaware of or unsure about. This also helps them avoid first-language interference as much as possible. The group's writings seem generally better with regard to word choice. The participants here have the opportunity to replace any misused word to create a better writing flow. Web blogging provides users with words that are more appropriate in terms of register and genre.

5) Mechanics

¹³ Lely Refnita, "Students' Grammatical Problems in Writing Simple Paragraphs : Lack of Grammatical Competency or Language Carelessness ?," *Proceedings of ISELT FBS Universitas Negeri Padang 2* (2014): 292–300, <http://ejournal.unp.ac.id/index.php/selt/article/view/6716>.

This component evaluates the writer's capability to comply the conventions of English writing such as margins and indentation, spelling, capitalization, and punctuation. The mechanics must be considered well to make the ideas or information that are written deliver easily to the readers.

c. Characteristic of an effective writing

Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence¹⁴.

According to harmer, there are two characteristic of an effective paragraph. Those are coherence and cohesion¹⁵.

1) Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at last two things.

- a) The writer's purpose a coherent text can make the reader understand what the writer's purpose. Is it for giving information, expressing, or entertaining to reader?
- b) The writer's line of thought the reader should be able to follow the story and should not get confused with the content of the story.

¹⁴ Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Addison Wesley Publishing Company, 1996).

¹⁵ Jeremy Harmer, *How to Teach Writing* (Pearson Education India, 2006).

2) Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and Ann unity as a requirement of an effective paragraph. They are: “Every good paragraph has unity, which means that in each paragraph only one main idea is discussed if the writer starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea¹⁶.”

d. Process of writing

The writing process consists of some steps. They are pre-writing, drafting, revising, editing and publishing¹⁷.

1) Pre-writing

This step helps the writer to find out the right word for the expression. This is an important component of the process of writing, as it includes the gathering and organizing of information that would be going into writer writes up. It may include talking to people or taking interviews in order to gather relevant information. It includes choosing a topic, becoming aware of the audience, brainstorming and discussing idea, and organizing the thoughts and the information obtained. At this step, the writer creates an outline of the writing. In case of a story, pre-writing will also involve sketching of its characters.

2) Drafting

After the information is gathered and organized, the next step is to make a

¹⁶ Hogue, *Writing Academic English*.

¹⁷ Arya Budi Wibowo, “Improving Writing Skill by Using Process Writing Approach for Semester X Students of SMAN 1 Kasihan,” *Yogyakarta State University*, 2013.

systematic draft of the same. It requires to organize the gathered information in a systematic manner, such that one idea is discussed each paragraph or similar ideas are given under the same section of the write-up. The incidents have to be mentioned in the right order and in such a way that the story gets a flow. The organizing of information when writing requires the use of logic. The draft should be such that the message that the writer wants to give to the readers is conveyed in an effective way. So that the draft is comprehensive, the writer may need to include different perspectives of the subject that is handling and ensure that all its aspects are properly covered.

3) Revising

In the third step, the writer is expected to review the drafts. Revising is an important constituent of writing as it requires the writer to give another thought to their own writing and change it as and where needed. This is the step in which the writer decides on the approach to take and the views or opinions to express.

4) Editing

In this step, the mechanical aspects of students' writings are checked. The mechanical aspects are margins and indentation, spelling, capitalization, and punctuation. This step is important so that students' writings are able to read and ready to share. In this step the author should reread to ensure that writing is clear¹⁸.

5) Publishing

When the writing is published, it becomes open to reader feedback.

¹⁸ Harmer, *How to Teach Writing*.

Depending on the quality of written work, the writer may be appreciated or criticized by the readers. Getting the work published is the goal of a writer and also the final step in the process of writing. Publishing of the work gives the opportunity to connect with the readers and receive their feedback. Their response determines the popularity of your work and helps to improve for the better.

e. Problems of writing

Jeen Peter and Govindarajan Singaravelu found that there are several problems that are detected in student acquisition of English writing. They are problems on spelling, grammar, syntax, punctuation and diction¹⁹.

1) Spelling

Spelling error refers to orthographic and phonological problems²⁰. Orthographic problems indicate to a case where misspelled word and written target word sounds the same, however, the grapheme or the written form does not correspond with target grapheme or target word²¹. In the other hand, phonological problems refer to a case where the misspelled word and the target word do not sound the same because the written symbols and the spoken sound do not correspond²².

¹⁹ Govindarajan Singaravelu, Jeen Peter, and G Singaravelu, "Problems in Writing in English among High School Learners," *Aegaeum Journal* 8, no. 9 (2020): 1502–15, <https://www.researchgate.net/publication/351048985>.

²⁰ Muchammad Affandy, "Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta in The Academic Year of 2019/2020," *Diss. IAIN Surakarta*, 2020.

²¹ Reima Al-Jarf, "Spelling Error Corpora in EFL," *ERIC* 7, no. 173 (2010): 6–15.

²² Affandy, "Spelling Error Analysis in Students' Writing Recount Text at Eleventh Grade in MA Al-Muayyad Surakarta in The Academic Year of 2019/2020."

2) Grammar

There are various types of grammatical errors that occur in students' writings. They are adverbs, conjunctions, pronoun, article, preposition, subject-verb agreement, noun, verb tense and adjective. These problems occur because the students have poor command²³.

3) Syntactical

Syntactical includes demonstrative determiner, tense, subject-verb agreement, passive voice, and auxiliary and noun phrase. The syntactical problems occur in the types of disordering, omission, miss information and addition²⁴.

4) Punctuation

Punctuation errors in students' writings include the use of full stop and comma, colon and semi colon, hyphen and dash, and brackets and parentheses. Because they cannot differentiate between the use of those punctuation²⁵.

5) Diction

Diction is a word option for writers to express their ideas, opinions, or feelings in their writings. Diction problems in students' writings are caused by

²³ Sofe Ahmed, "The Current Practices of Teaching Grammar in CLT at Secondary School Level in Bangladesh: Problems and Probable Solutions," *Theory and Practice in Language Studies* 3, no. 8 (2013): 1328–34, <https://doi.org/10.4304/tpls.3.8.1328-1334>.

²⁴ Gayo Hendri and Pratomo Widodo, "An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students," *International Journal of Learning, Teaching and Educational Research* 17, no. 4 (2018): 58–70.

²⁵ Alhadi Abdusalam Shweba and Yan Mujiyanto, "Errors of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya," *English Education Journal* 7, no. 2 (2017): 92–102, <http://journal.unnes.ac.id/sju/index.php/ej>.

the influence of their first language, translation, and indecency²⁶.

f. Genres of writing

According to Brown, there are three main genres of writing:

- 1) Academic writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations.
- 2) Job-related writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, manuals.
- 3) Personal writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, diaries, personal journals, fiction²⁷.

g. The purposes of writing

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other

²⁶ Jabal Nur, "Errors in Using Diction and Grammar of Students' Final Course Academic Writing of Department of English Education At Jakarta State University," *English Language Teaching for EFL Learners* 1, no. 1 (2019): 63, <https://doi.org/10.24252/elties.v1i1.7248>.

²⁷ H. Douglas Brown, *Language Assessment* (New York: Longman, 2004).

types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy²⁸.

When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade. However, these purposes don't tell someone what to do in their paper. They might try asking themselves brief questions to increase the flow of purposes: *What do I want to tell the readers? Why am I writing this? What do I hope to accomplish? Who will read this?*²⁹

3. Online learning

Online learning is a method of education whereby students learn in fully virtual environment. It is often referred to as “e-learning” among other terms. However, online learning is just a type of “distance learning”. Online learning is most effective when delivered by teachers experienced in their subject matter. The best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning is “delivered” by teachers, fully qualified and interested in teaching online in a web-based environment³⁰. Online learning offers a variety of educational opportunities Student-centered learning, collaborative learning, easy access to global resources, and experiential learning through multimedia presentations.

²⁸ George Braine and Claire May, *Writing from Sources: A Guide for ESL Students* (California: Mayfield, 1996).

²⁹ Ibid.

³⁰ Andrew Feenberg, *Critical Theory of Technology* (Oxford University Press, 1991).

According to Dabbagh and Ritland, online learning is an open distributed learning system pedagogical tools (education aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction³¹.

The advantage of using online learning media is learning independent and high interactivity, can increase memory levels, provide a more learning experience, with text, audio, video and animation all used to convey information and also make it easy to convey, update content, download, students can also send e-mails to other students, post comments on discussion forum, use chat rooms, to video conference links to communicate directly.

Furthermore, there are three components on online learning, namely (a) learning model, (b) instructional of learning strategies, (c) online learning media. These three components form an interactive relationship, in which there is a learning model structured as a social process that informs the design of the online learning environment, which leads to the specification of instructional and learning strategies that specifically make it easier to learn through the use of learning technology.

4. Web blog in writing learning

In recent years, interest in using web blog in classroom has been increasing due to the advancement of technology. Web blog is also gaining popularity in English language learning context. Most of educational institutions

³¹ Brian S. Horvitz, "N. Dabbagh and B. Bannan-Ritland, Online Learning: Concepts, Strategies, and Application," *Educational Technology Research and Development* 55, no. 6 (2007): 667–69, <https://doi.org/10.1007/s11423-007-9071-4>.

fully support the use of computer technology as a tool for language learning.

Web blog have been asserted to have powerful means for developing English language teaching and learning for many reasons. Web blog offer authentic learning environment through real communication. In writing, the audiences are not only teachers but also peers including other people outside the classroom, a global audience³².

Therefore, web blog can motivate students to write more, they can write both academic and nonacademic. Through web blog, students can write and comment on their friends' writing, they can discuss and share their common interests and individual differences. When using web blog, students can get feedback from other audiences; they have an opportunity to read things in which they are interested and write things they really want to³³.

Web blog let students write their compositions with specific purposes. It is very effective tools in teaching and learning since they provide students with an environment that helps students reflect and publish their own thoughts in form of writing.

Web blog is a powerful tool for language instructors to encourage students to express or reflect their ideas on their learning experience and add their comments to their friends' web blog to encourage further reflection³⁴.

³² Usa Noytim, "Weblogs Enhancing EFL Students' English Language Learning," *Procedia - Social and Behavioral Sciences* 2, no. 2 (2010): 1127–32, <https://doi.org/10.1016/j.sbspro.2010.03.159>.

³³ Aljumah, "Saudi Learner Perceptions and Attitudes towards the Use of Blogs in Teaching English Writing Course for EFL Majors at Qassim University."

³⁴ Jo Mynard, "A Web Blog as a Tool for Reflection for English Language Learners," *Asian EFL Journal*, 2007.

Web blog also integrate students into the world of interconnected media; they become familiar with using web blog both as a writer and a reader. Web blog also provide a great value in developing critical thinking skills, writing skills and information literacy³⁵.

As a teacher, web blog can provide a bridge between lessons. Teachers can post materials that recycle and review vocabulary and topics presented during lessons. As well, web blog can save the teacher time as information about schedule changes, homework assignments etc.

Using the web blog provides students an additional as well as motivating opportunity since they publish their works in a non- judgment fun environment. Moreover, web blog provide increased and more balanced students communication and they allow the shy, quieter students to have more time to consider what to write and to formulate their responses³⁶.

There are some steps to ensure the strategic plan evolves from just a plan, into a strategy implementation:

- a. Teacher posts some web blog links for the resources.
- b. Teacher asks students to access the teacher web blog from their personal computer, students work individually.
- c. Students read the task on teacher web blog and follow the link.
- d. Students then write their personal comment on teacher web blog and the

³⁵ Will Richardson, "Blogs, Wikis, Podcasts - By Will Richardson," *British Journal of Educational Technology* 40, no. 5 (2009): 970–71, https://doi.org/10.1111/j.1467-8535.2009.01009_12.x.

³⁶ Paul Robertson, Roger Nunn, and Allison Smith, "Preference of English Accents," *Asian EFL Journal. Professional Teaching Articles* 42, no. February (2010).

teacher does too.

- e. Students then write a learning journal about what they have read in previous activity and post the works on their own web blog.
- f. After posting the task, students have to visit other friends' web blog pages to post some comments.
- g. During the lesson, teacher may follow the students' activities online or as the facilitator in the classroom.

In learning process, a curriculum is important because it imposes some order into what is taught an educational institution. And most importantly of all, it communicates clear expectations for both teacher and students about what ought to be achieved by the end-point of the learning. Component of curriculum consists of six parts. Those are Purpose (*tujuan*), Tools of Learning (*Bahan Ajar*), Teaching Strategy (*Strategi Mengajar*), Media of Study (*Media Mengajar*), Teaching Evaluation (*Evaluasi Pengajaran*), and Fixing (*Penyempurnaan Pengajaran*)³⁷.

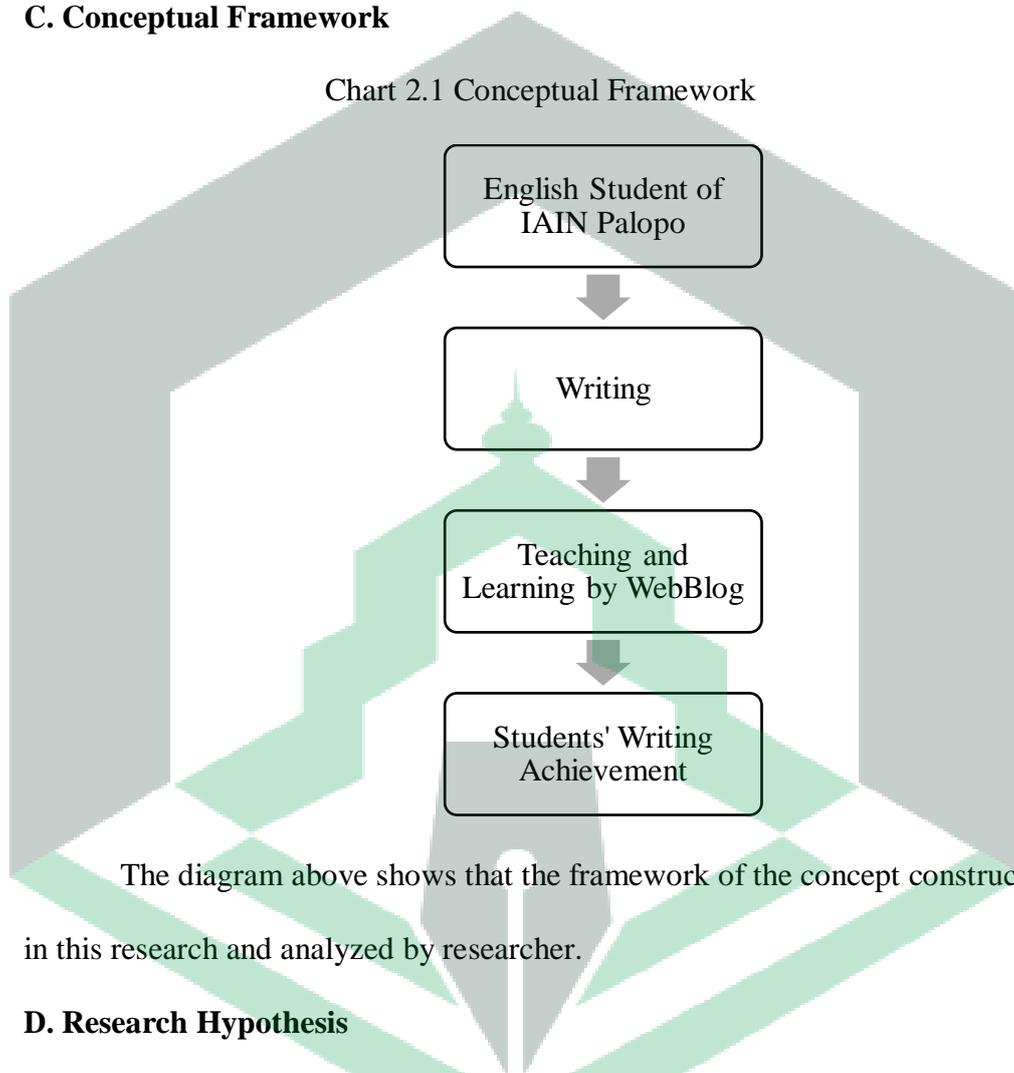
The current curriculum applied in English Language Education Study Program was adopted for competence of the English Study Program, which has developed from their vision and mission. However, since the development of technology, the students of English Language Education Study Program need a lot of practice to fulfill the standard of the content and basic competence of writing for English students. In English Language Education Study Program curriculum at IAIN Palopo, students are expected to be able to write good English

³⁷ Nana Syaodih Sukmadinata, *Metode Penelitian* (Bandung: Remaja Rosdakarya, 2006).

paragraphs. However, it can be solved by using the recent educational tool, a web blog.

C. Conceptual Framework

Chart 2.1 Conceptual Framework



D. Research Hypothesis

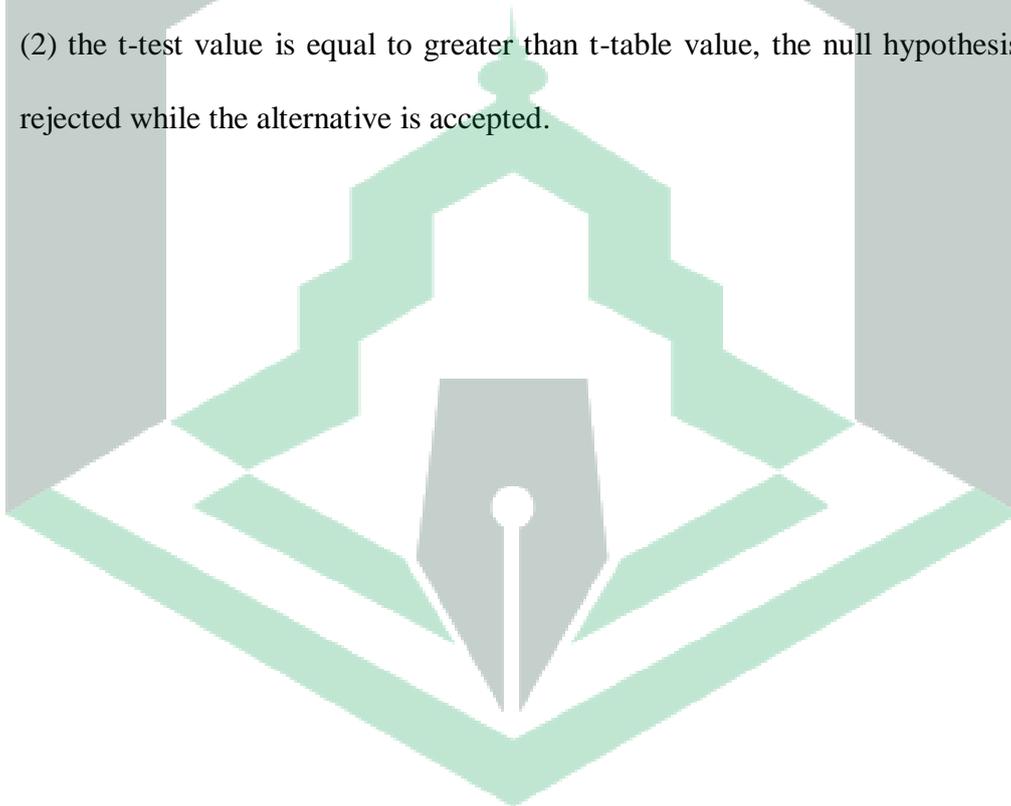
Based on the previous related literature and problem statement above, the researcher will put some forward by hypothesis as follow:

1. Null hypothesis (H0) Web Blog is not effective to improve students' writing skill.
2. Alternative Hypothesis (H1) Web Blog is effective to improve students' writing skill.

Table 2.1 Hypothesis

| Comparison | Hypothesis | |
|-------------------------------------|------------|----------|
| | H0 | H1 |
| $t\text{-test} < t\text{-table}$ | Accepted | Rejected |
| $t\text{-test} \geq t\text{-table}$ | Rejected | Accepted |

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.



CHAPTER III

METHOD OF RESEARCH

A. Research Design

The method of this research was pre-experimental. Pre-experimental is the research to find out the related of cause effect of the reality. It aims for giving description about the effectiveness of students' writing skill by using web blog. The researcher did pre-test, treatment and post-test design. It conducted in 8 meetings. The design of the research is as follow:

Table 3.1 Design of One-Group Pre-Test and Post-Test

| Pre-Test | Treatment | Post-Test |
|----------|-----------|-----------|
| O1 | X | O2 |

Note:

O1: Pre-test

X : Treatment O2 : Post-test

B. Population and Sample

The population of this research was the students in the sixth semester of English Language Education Study Program of IAIN Palopo which consisted of three classes with 80 students.

Therefore, the sample of this research consisted of 15 students in the sixth semester of English Language Education Study Program IAIN Palopo. The researcher used non probability sampling especially purposive sampling technique. The purpose is to choose the right sample that suitable for this research

and to achieve the purpose of this research. This technique is chosen because each of population members does not have an equal chance of being selected to be the sample. This research used Blogger on gadget. Therefore, the researcher choose a sample that is supported in using gadget while in the studying process.

C. Variable

There are two variables in this research, they are:

1. Independent variable

The variable that affects the value of another variable is defined as an independent variable. This variable is able to affect the value of another variable, which means that it controls the other variable³⁸. In this research, the independent variable refers to the use of Web Blog.

2. Dependent variable

The dependent variable is the variable affected by the independent variable, which means this variable can be changed its value. This variable can be measured after the other variable change it. The dependent variable in this research is the fifth semester student of English Language Education Study Program of IAIN Palopo.

D. Research instrument

The instruments of this research consisted of web blog and test. It aims to getting information about students' improvement before and after teaching learning process. It consisted of pre-test and post-test. Pre-test was used to

³⁸ Sugiyono Siyoto, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2013).

measure the students' writing skill by using web blog before treatment is given by the teacher. Post-test was used to measure the students' writing skill specifically by using web blog after treatments have been given. Web blog aims to encourage students' interest in writing skill.

E. Procedure of Data Collection

The procedures of collecting data in this research are:

1. Finding the subject of the research

The researcher decided to choose the sixth semester students of English Language Education Study Program of IAIN Palopo which is consist of three classes. There were 15 students who became research respondents taken from each class.

2. Administering the pre-test

Before giving the treatment, the researcher gave blogging test to know the prior level of the students. The form of blogging test was writing test. The students were asked to write a free paragraph individually. It aims to know the students' basic blogging skill.

3. Providing treatments

The researcher conducted the treatment for six meetings. The researcher explained the materials such as, how to do a good writing, how to apply a web blog in writing. Then the researcher practiced it in web blog to support the learning process of students during the treatment. The detail steps for giving the treatments can describe as follow:

a. The First Meeting

- 1) The researcher started the class on whatsapp group and introduced herself.
- 2) The researcher described the purpose of the researcher's turn in class.
- 3) The researcher sent a link in a web blog containing material about “What is Web Blog”
- 4) The researcher gave question and answer session on comment column on web blog.
- 5) The researcher evaluated the material.

b. The Second Meeting

- 1) The researcher started the class on whatsapp group.
- 2) The researcher reviewed the last material.
- 3) The researcher sent a link for the second material about “Kinds of Web Blog”
- 4) The researcher concluded material and closed the class by giving a motivation.

c. The Third Meeting

- 1) The researcher started the class on whatsapp group.
- 2) The researcher did a sharing session about the last material.
- 3) The researcher sent links for the third material about writing, specifically about “Basic Rules of Writing” and “5 Basic Tenses”.
4. The researcher answered the students question on whatsapp group.
5. The researcher closed the class.

d. The fourth meeting

- 1) The researcher started the class on whatsapp group.
- 2) The researcher reviewed the previous material before turning into the next

material.

3) The researcher sent a link for the fourth material, it is about “Easy Ways To Do Good Writing”

4) The researcher concluded the material.

5) The researcher closed the class by giving motivation.

e. The fifth meeting

1) The researcher started the class on whatsapp group.

2) The researcher answered the students question on blogger.

3) The researcher reviewed the last material.

4) The researcher gave a link for the next material, it is about “Blogging”

5) The researcher practiced the material on Blogger.

6) The researcher closed the class.

f. The sixth meeting

1) The researcher started the class on whatsapp group.

2) The researcher resumed all the materials.

3) The researcher sent an addition link about blogging and writing.

4) The researcher reminded the students to read all the materials.

5) The researcher closed the class.

6. Administering post-test

After giving the treatment, the researcher gave the students the writing test. That aims to identify how much effective is the students’ writing skill by using web blog. The form of writing test is same level as the pre-test. The researcher asked the students to deliver an argument the topic that was given by

the researcher. After the implementation of web blog in classroom, the researcher gave some questions to see their communicative competence level; and as a respond measures of students toward the activities that they usually face in English classroom with its impact toward their writing skill.

7. Analyzing the result of pre-test and post-test

In order to analyze the result, the researcher evaluated the result of students' writing test in the pre-test and post-test during the experimental lesson to find out the score whether it shows the rise or fall score.

F. Data Analysis Technique

The following is the technique of data analysis³⁹:

1. Classifying the score

The objective score is classified into five scales; the components involved

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

Table 3.2 Scoring of Content

| No | Score | Classification | Criteria |
|----|-------|----------------|---|
| 1 | 27-30 | Excellent | Clear, focused, and interesting detail, complete, rich, and well-focused, the main idea stands out, |

³⁹ J.B. Heaton, *Writing English Language Test* (New York: Longman, 1990).

| No | Score | Classification | Criteria |
|----|-------|----------------|---|
| | | | and secondary ideas do not usurp too much attention |
| 2 | 15-26 | Good | Clear the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general |
| 3 | 12-14 | Average | Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme |
| 4 | 9-11 | Poor | Not fluent, does not communicate, information is very limited |
| 5 | 5-8 | Bad | No organization, not enough to evaluate because there is no meaningful |

Table 3.3. Scoring of Organization

| No | Score | Classification | Criteria |
|----|-------|----------------|--|
| 1 | 18-20 | Excellent | Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, |

| No | Score | Classification | Criteria |
|----|-------|----------------|---|
| | | | good placement of detail, and a strong conclusion |
| 2 | 15-17 | Good | The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious, or the main idea stand out logical be incomplete sequencing |
| 3 | 12-14 | Average | Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail. Evaluated enough |
| 4 | 9-11 | Poor | No communication and transition is very weak, leaving the connection between ideas fuzzy, incomplete or bewildering |
| 5 | 5-8 | Bad | No organization, not enough to evaluate, confusing sender, and also incomplete conclusion |

Table 3.4 Scoring of Vocabulary

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

Table 3.5. Scoring of Grammar

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

Table 3.6. Scoring of Mechanics

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

2. Analyzing the data

- a. Scoring the students' correct answers pre-test and post-test.

$$\text{Score} = \frac{\text{student's score}}{\text{total students}} \times 100$$

- b. Identifying the rate based on the table below:

Table 3.7 Score Classification

| Classification | Score | Indicator |
|----------------|--------|--|
| Excellent | 96-100 | Demonstrates mastery of all the Criteria |
| Good | 86-95 | Minor Problems in Criteria |

| Classification | Score | Indicator |
|-----------------------|--------------|--------------------------------|
| Average | 75-85 | Several errors in the Criteria |
| Poor | 36-74 | A major problem in Criteria |
| Bad | ≤ 35 | No mastery |

c. Determining the mean score, standard deviation, test of significance, and standard value⁴⁰.

The researcher calculated it by using SPSS 24 and used table distribution to choose the score of t count (to). Besides, to know whether the pre-test and post-test were significantly different and also to know the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If: $t_o \geq t_t$ = Reject the null hypothesis

If: $t_o < t_t$ = Received null hypothesis

⁴⁰ J.B. Heaton, *Ok-Writing-English-Language* (United State of America, 1975).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After conducting the research, the researcher obtained two kinds of data; the score of pre-test and the score of post-test. Pre-test was given before the treatment and post-test was given after the treatment. The aim of the pre-test and post-test is to accumulate the students' writing skill that refers into the pre-experimental method. In applying this method, the researcher used web blog as the learning media in teaching. The results presented as follows.

1. The result of students' writing test

This stage is aimed to explain and analyze the result of the students' tests before and after the treatment phase. The researcher served pre-test and post-test.

a. Pre-test

The students' pre-test score in writing skill is measured by calculating the writing skill such as; content (C), organization (O), vocabulary (V), grammar (G), and mechanic (M). The result of students' pre-test score can be seen as follow.

Table 4.1 Students' Pre-test Score

| No | Students | Criteria | | | | | Total Score | Classification |
|----|----------|----------|----|----|----|---|-------------|----------------|
| | | C | O | V | G | M | | |
| 1 | S1 | 15 | 12 | 10 | 16 | 4 | 57 | Average |
| 2 | S2 | 15 | 12 | 12 | 16 | 3 | 58 | Average |
| 3 | S3 | 24 | 14 | 12 | 16 | 4 | 70 | Average |
| 4 | S4 | 17 | 12 | 15 | 16 | 4 | 64 | Average |
| 5 | S5 | 9 | 9 | 12 | 17 | 4 | 51 | Poor |
| 6 | S6 | 12 | 11 | 12 | 10 | 3 | 48 | Poor |

| No | Students | Criteria | | | | | Total Score | Classification |
|-------|----------|------------|----|----|----|---|-------------|----------------|
| | | C | O | V | G | M | | |
| 7 | S7 | 12 | 14 | 14 | 10 | 3 | 53 | Poor |
| 8 | S8 | 15 | 14 | 12 | 16 | 3 | 60 | Average |
| 9 | S9 | 15 | 12 | 18 | 9 | 4 | 58 | Average |
| 10 | S10 | 22 | 14 | 12 | 16 | 4 | 68 | Average |
| 11 | S11 | 15 | 14 | 16 | 17 | 4 | 66 | Average |
| 12 | S12 | 20 | 17 | 12 | 12 | 3 | 64 | Average |
| 13 | S13 | 20 | 14 | 12 | 15 | 4 | 65 | Average |
| 14 | S14 | 10 | 10 | 12 | 15 | 3 | 50 | Poor |
| 15 | S15 | 20 | 14 | 15 | 15 | 4 | 68 | Average |
| Total | | Mean Score | | | | | 60 | Average |

Table 4.1 shows the result of students' pre-test scores in writing skill. The lowest score on the pre-test is 48, while the highest score is 70. Based on the classification, it demonstrated the outcome of writing the score before implementing the treatment using web blog as the media; the cumulative mean score for writing ability on the pre-test for all students is 60, which is classified as a "Average" score.

Table 4.2 Students' Frequency and Percentage in Pre-Test

| Classification | Range | Pre-test | |
|----------------|-----------|-----------|------------|
| | | Frequency | Percentage |
| Bad | ≤ 35 | 0 | 0% |
| Poor | 36-74 | 15 | 100% |
| Average | 75-85 | 0 | 0% |
| Good | 86-95 | 0 | 0% |
| Excellent | 96-100 | 0 | 0% |

| Classification | Range | Pre-test | |
|----------------|-------|-----------|------------|
| | | Frequency | Percentage |
| Total | | 15 | 100% |

Based on this table, 5 students achieved "Poor" score under the range score 36-55 points and 10 students achieved "good" score with range score 86-95 points.

b. Post-test

The researcher discovered the post-test results of the students based on numerous characteristics, including content (C), organization (O), vocabulary (V), grammar (G), and mechanics (M), which were analyzed and resulted in the following table.

Table 4.3 Students' Post-test Score

| No | Students | Criteria | | | | | Total Score | Classification |
|----|----------|----------|----|----|----|---|-------------|----------------|
| | | C | O | V | G | M | | |
| 1 | S1 | 24 | 18 | 20 | 19 | 5 | 86 | Good |
| 2 | S2 | 24 | 18 | 16 | 21 | 5 | 84 | Average |
| 3 | S3 | 27 | 18 | 20 | 20 | 4 | 89 | Good |
| 4 | S4 | 20 | 15 | 20 | 18 | 5 | 78 | Average |
| 5 | S5 | 22 | 15 | 22 | 18 | 5 | 82 | Average |
| 6 | S6 | 20 | 14 | 20 | 20 | 4 | 78 | Average |
| 7 | S7 | 24 | 18 | 22 | 19 | 5 | 88 | Good |
| 8 | S8 | 15 | 20 | 18 | 18 | 5 | 76 | Average |
| 9 | S9 | 24 | 22 | 22 | 22 | 4 | 94 | Good |
| 10 | S10 | 22 | 17 | 20 | 22 | 5 | 86 | Average |
| 11 | S11 | 22 | 16 | 22 | 24 | 5 | 89 | Good |
| 12 | S12 | 22 | 22 | 20 | 22 | 5 | 91 | Good |
| 13 | S13 | 25 | 22 | 22 | 19 | 5 | 93 | Good |
| 14 | S14 | 18 | 18 | 20 | 20 | 4 | 80 | Average |
| 15 | S15 | 22 | 18 | 20 | 18 | 4 | 82 | Average |

| No Students | Criteria | | | Total Score | Classification |
|-------------|------------|---|-------|-------------|----------------|
| | C | O | V G M | | |
| Total | Mean Score | | | 85.07 | Good |

The findings presented in table 4.3 demonstrated that administering a post- test to the students increases their writing skills. It is demonstrated by the fact that the students' mean score on the post-test is 85.07, which is considered as a "Good" score. It is proof that the students have progressed as a result of the treatment that they received.

Table 4.4 Students' Frequency and Percentage in Post-Test

| Classification | Range | Post-test | |
|----------------|--------|-----------|------------|
| | | Frequency | Percentage |
| Bad | ≤35 | 0 | 0% |
| Poor | 36-74 | 0 | 0% |
| Average | 75-85 | 3 | 20% |
| Good | 86-95 | 12 | 80% |
| Excellent | 96-100 | 0 | 0% |
| Total | | 15 | 100% |

According to the data presented in table 4.4, it can be seen that 8 students achieved "average" score with the range score 75-85 points and 7 students achieved "good" score with the range 86-95 points.

2. The statistic analysis of pre-test and post-test results

a. The students' mean score and standard deviation of pre-test and post-test

Table 4.5 Students' mean score and standard deviation

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre-test | 60 | 15 | 7.131 | 1.841 |
| | Post-test | 85.07 | 15 | 5.65 | 1.459 |

The data on the table above reveals the result of students' mean score and standard deviation. The data indicates the total on N value is 15, representing the total number of students. The standard deviation for the pre-test is 7.131 points, while the mean score on the test is 1.841. In addition, the standard deviation for the post-test is 5.60, and the mean score on the post-test is 1.459.

b. The significance value of pre-test and post-test

Table 4.6 Significance Value of Pre-test and Post-test

| | N | Correlation | Sig. | |
|--------|----------------------|-------------|-------|-------|
| Pair 1 | Pre-test & Post-test | 15 | 0.363 | 0.183 |

Table 4.6 presents the data of the significance value of pre-test and post-test. The correlation score is 363, with a significance value of 183. This data proves that there is a correlation between students' writing skill before and after treatment.

c. The paired sample test of pre-test and post-test

Table 4.7 Paired Samples Test

| | | Paired Differences | | | | | | | |
|--------|--------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre-test–Post-test | -25.67 | 7.314 | 1.888 | -29.117 | -21.016 | -13.273 | 14 | 0 |

The researcher discovered that in table 4.7 the paired sample test illustrates the value of to (t count) is 13.273 with the df (degree of freedom) value 14 while the tt (t table) for the standard of significant level 0,05 (5%) on df = 19 is 2.144. It means the value of t-count is higher than the value of the t-table.

$$13.273 > 2.144$$

The table above shows the value of the significant (2-tailed) = 0,000, which means smaller than 0,05 (the value for the standard of significant level). The value on the table above proves that the research H1 (alternative hypothesis) is accepted, and the H0 (null hypothesis) is rejected. The result confirms that web blog is effective to improve students' writing skill during online learning in English Language Education Study Program of IAIN Palopo.

B. Discussion

The students' writing improved in terms of content. They knew that their writing would be read by others, and as they had looked at blogging-based writing samples, the content was much improved: they developed their thoughts, added in-depth discussion and included rich ideas not found in their first attempts. The students greatly benefited from their collective efforts in including more engaging ideas, which made their writing almost publishable. They included more ideas and approached the topic from different yet related perspectives. As they had made more attempts to see how blogging writing materials were presented, most groups improved their writing content to make it more readable, understandable and informative. It motivates students in writing process. This is in line with Armstrong, et al (2004) in International Journal of Science and Research (IJSR) stated that, "web blog is a medium for writing, which can help and motivate someone to write and collect the information through a web browser and automatically post in internet without waiting a long time"⁴¹.

Blogging seems to have positively affect students' writing in terms of organization is now more likely to be publishable. The amount of writing seemed minimal, with many ideas needing expansion. However, after using web blog the sentences cohesively and coherently improved: existing ideas were elaborated, and several new ones were added and fleshed out. Thus, it appears that blogging is a helpful tool that provides students with good reading models, which in turn

⁴¹ R Armstrong, et al., berry, M., and Lamshed, "Blogs as, Electronic Learning," *Journals.RMIT University*, 2004.

help them imitate or even surpass these materials written by bloggers. Compared the result by Nur Ehsan (2013) in his journal under the title, “Blogging to Enhance Writing Skills” found that blogs let students compose writing with specific purposes that can encourage them to enhance their writing in language⁴².

As for grammar, mistakes in tense were observed before and after using web blog. Some mistakes in the simple present tense in certain instances in their writing. Compared with the result of Matheson (2004) in her journal under the title, “Developing Writing Skills via Blogs” found that including blogs, let students compose their writing grammatically⁴³.

Students’ writing in general showed good word choice before and after blogging was used to improve word choice skills. However, most did not feature any sophisticated language or words of a specific genre. It seems that appropriate word choice is a relative ability that depends on individual differences in language competence. Bernstein (2004) advocates that frequent writing improves writing in that word choice becomes immediate, with much less interference from the student’s first language. While using blogging, students feel it is easier to verify the words they are unaware of or unsure about. This also helps them avoid first- language interference as much as possible. They have the opportunity to replace any misused word to create a better writing flow⁴⁴. Blogging provides

⁴² Nur Ehsan Mohd Said et al., “Blogging to Enhance Writing Skills: A Survey of Students’ Perception and Attitude,” *Asian Social Science* 9, no. 16 SPL (2013): 95–101, <https://doi.org/10.5539/ass.v9n16p95>.

⁴³ Donald Matheson, “Weblogs and the Epistemology of the News: Some Trends in Online Journalism,” *New Media and Society* 6, no. 4 (2004): 443–68, <https://doi.org/10.1177/146144804044329>.

⁴⁴ Bernstein, “Application and Interpretation,” *Financial Statement Analysis*, 1998.

users with words that are more appropriate in terms of register and genre.

The students' writing improved in terms of language mechanics, but some microscopic skills will require in-depth practice, for which blogging may not prove to be that helpful. The use of punctuation as observed in students' writing seems to have improved only somewhat: several cases where capital letters should have been used were left unattended, and several commas and full stops passed unnoticed as well.

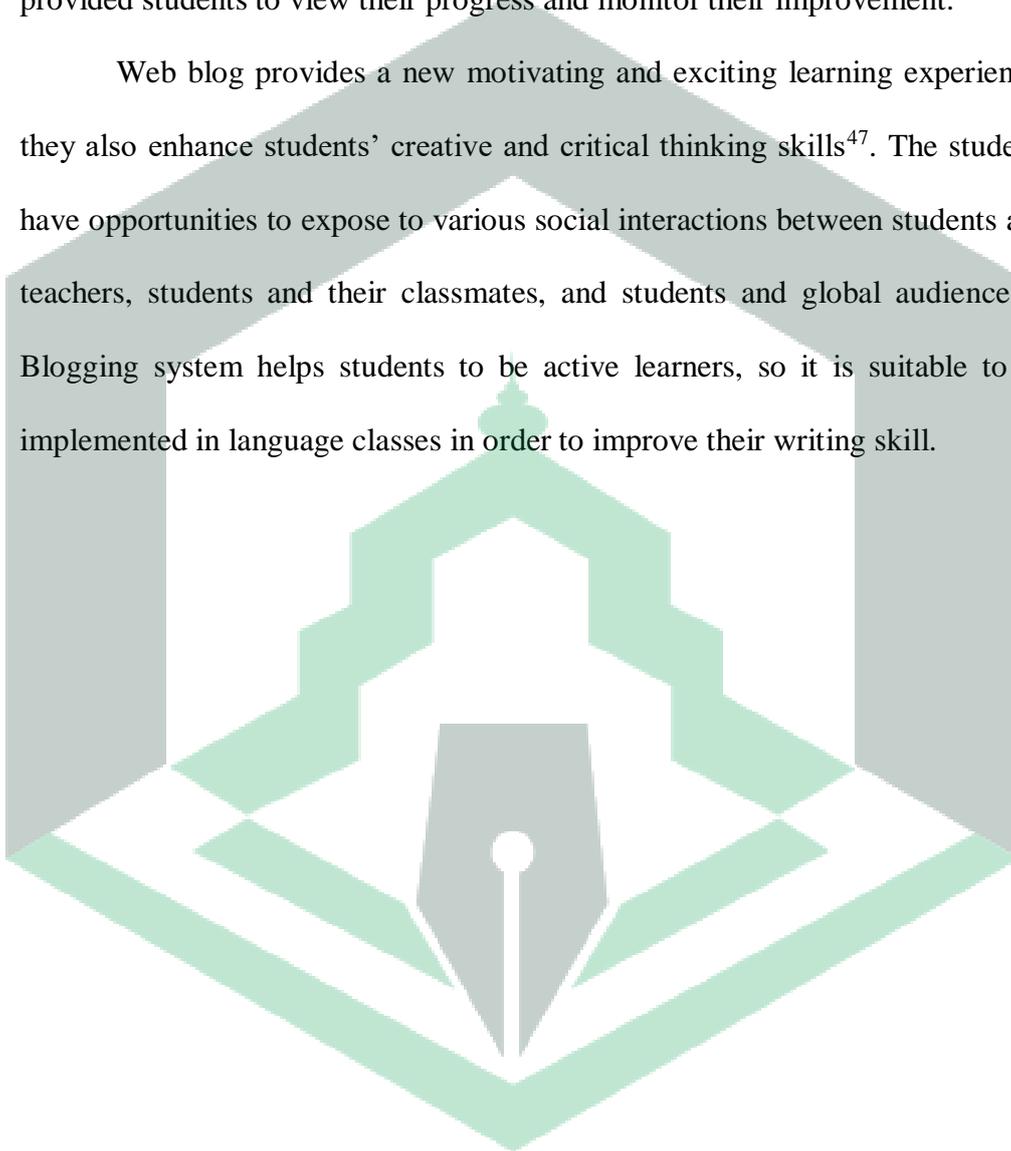
The research finding indicates web blog is a powerful tool that contributes to the improvement of students' writing skill. From comparing the result of the pre-test and post-test, it revealed that the students' writing skill significantly improve. It can be seen that the mean score in the pre-test stage was 60, and it increased into 85,07 scores on the post-test. However, the researcher finds the implementation of web blog is suitable for students' necessity in improving writing skill. In this research, the researcher discovers that the students get a new atmosphere in finding the information through the text due to the use of web blog as the adding learning media.

This research conducted several results, The first, the positive impact of integrating tools in learning. This research was in line with the previous research findings, Peshraw Saalam Abdalqadir, who stated that development can be supported by the postings showing that students believed in feedback they got from peers and teacher⁴⁵. The working process resulted in helping them raise awareness in writing. In addition, utilizing web blog helps students think

⁴⁵ Abdalqadir, "Development of a Mobile Application to Teach English."

creatively. When creating and publishing web blog, it also promoted students' creative thinking. Students had the choice to organize their ideas and content in their own ways, leading to divergent and creative thinking⁴⁶. The web blog also provided students to view their progress and monitor their improvement.

Web blog provides a new motivating and exciting learning experience; they also enhance students' creative and critical thinking skills⁴⁷. The students have opportunities to expose to various social interactions between students and teachers, students and their classmates, and students and global audiences⁴⁸. Blogging system helps students to be active learners, so it is suitable to be implemented in language classes in order to improve their writing skill.



⁴⁶ Kitchakarn, "Using Blogs to Improve Students' Summary Writing Abilities."

⁴⁷ Muliasari, "The Internet as an Aid in Developing Writing Skills."

⁴⁸ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research sought to investigate the effectiveness of using web blog in writing class. It also investigated the improvement of students' writing skills. The results of this research showed that students can benefit from making posts on web blog in general by improving their writing performance and primarily by developing a good understanding of materials. The result of the students' scores on the post-test become higher than the pre-test represents the effectiveness of the treatment stage in contributing to help the students improved the writing skill ($60 < 85.07$). Besides, the value of t_o (t count) is 13.273 with the df (degree of freedom) value 19 while the t_t (t table) for the standard of significant level 0,05 (5%) on $df = 14$ is 2144. It means the value of t-count is higher than the value of the t-table. Furthermore, the implementation of web blog can be approved as the suitable media to improve writing skill.

B. Suggestion

The successful teaching does not depend on the lesson plan program only, but more importantly is how the teacher presents the lesson plan and uses various methods to manage the class more live and regarding to the teaching writing by web blog, the researcher gave some suggestion for the teacher and the students. The teacher should be more creative to enrich their teaching method and material. Choosing strange or unique words can stimulate them in learning English. The materials are presented in an enjoyable, relaxed and understandable way. That is

way it is suggested for the teacher to apply web blog in teaching English. The students are hoped to be more interested in writing a text, be creative and enthusiastic to think some ideas, enrich vocabulary, writing appropriate language use to make good writing. If the students have many problems, they should ask to the teacher for solving it.



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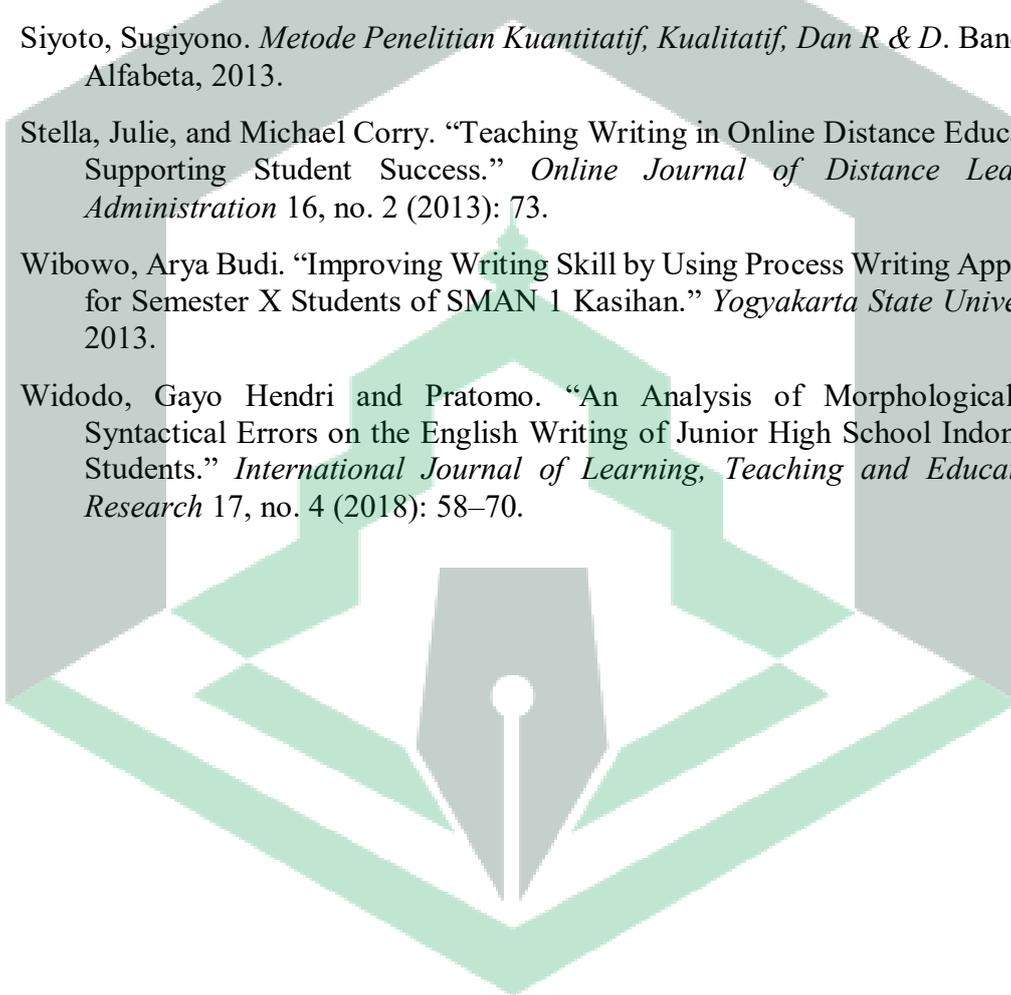
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**APPENDIX 1:
IZIN PENELITIAN**



PEMERINTAH KOTA PALOPO
 DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326046

ASLI

IZIN PENELITIAN
 NOMOR : 925/IP/DPMP/TPM/III/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 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : UMI NURUL FAHRI
 Jenis Kelamin : Perempuan
 Alamat : Jl. Balandi Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 18 0202 0056

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

THE EFFECTIVENESS OF USING WEB BLOG TO IMPROVE STUDENTS' WRITING SKILL DURING ONLINE LEARNING IN ENGLISH DEPARTMENT OF IAIN PALOPO

Lokasi Penelitian : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO

Lamanya Penelitian : 02 Agustus 2022 s.d. 02 September 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 : 02 Agustus 2022
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk.I
 NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 SWJ
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**APPENDIX 2:
SURAT KETERANGAN
PENELITIAN**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

SURAT KETERANGAN

Nomor : 1722/ In.19/FTIK/PBI/PP.00.9/08/2022

Assalamu'alaikum Wr.Wb.

Saya Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
NIP : 19771013 200501 2 006
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bahwa :

Nama : Umi Nurul Fahri
Nim : 18 0202 0056
Prodi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di program studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan skripsi dengan judul "The Effectiveness of Using Web Blog to Improve Students Writing Skill During Online Learning in English Departement of IAIN Palopo."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Ketua Program Studi
Pendidikan Bahasa Inggris

Amalia Yahya, SE., M.Hum
NIP. 19771013 200501 2 006



APPENDIX 3:

RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Instansi : IAIN Palopo

Skill Focus : Writing

Objek : Mahasiswa PBI semester VI

A. Tujuan Pembelajaran

Pembelajaran ini bertujuan untuk mengembangkan kemampuan mahasiswa dalam menulis paragraph berbahasa inggris yang baik dalam berbagai jenis teks. Materi dan Strategi Pembelajaran.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Mahasiswa memahami dan mengidentifikasi materi seputar *Writinnng* yang telah dikirim oleh peneliti melalui media online kemudian diharapkan mampu menuangkan gagasan/ide menjadi sebuah tulisan menggunakan media *Web Blog*.

2. Strategi Pembelajaran

- a. Teori : Constructivism
- b. Pendekatan : Scientific Approach
- c. Model : Discovery Learning
- d. Metode : Discussion
- e. Media : RPP, Whatsapp, Web Blog, Google Meet
- f. Moda : Online

C. Assesment/Evaluasi Pembelajaran

Non Tes





APPENDIX 4:
PRE-TEST AND POST-TEST

SURAT KETERANGAN VALIDASI PRE-TEST DAN POST-TEST

Yang bertanda tangan dibawah ini :

Nama : Dr. Masruddin, M.Hum.
Instansi : IAIN (Institut Agama Islam Negeri) Palopo
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul **“The Effectiveness of Using Web Blog to Improve Students’ Writing Skill During Online Learning in English Department of IAIN Palopo”** oleh peneliti :

Nama : Umi Nurul Fahri
NIM : 18 0202 0056
Prodi : Pendidikan Bahasa Inggris

Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk soal pre-test dan pro-test tersebut adalah :

.....
.....
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Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 04 April 2022

Validator



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



BLANGKON

Blangkon is the one of typical Javanese Traditional clothing which is use for headgear for male as a head protector from the heat of the sun or cold air. Originally made from Iket Fabric or Udeng which has a square shape of four squares, measuring approximately 105 cm x 105 cm. Fabric that folded into a triangle and wrapped around the head in certain ways and rules. Wearing Iket with all of the rules turns out to be not easy and takes a long time. Because of that come up the art for making headgear which is more practical, that we know as Blangkon.

Once upon a time, blangkon only made by Palace Artist with pakem (rules) the standard one. Like Keris and Batik. Blangkon that made to fulfil the standard, then the blangkon will be the one of higher value.

According to Ranggajati, someone who makes blangkon need virtuso skill or beauty skills. The beauty of blangkon, continued Ranggajati, besides from fulfilling the standard also seen from Social taste. Moreover, the standard of blangkon must not only be obeyed by the maker, but also the wearers.

April 26, 2022



hello!!

my name is Bagas Raflianto, I'm 20 years old and will be 21 this years, I am the eldest of 2 siblings. I study at Iain Palopo, the 6th semester of English education study program.

I used to really like drawing but now for some reason I rarely do it, and now I'm trying something new related to drawing namely graphic designer and I started this new thing from the middle of last year.

I started with simple designs which I will then continue to develop and I hope one day I will work on a big project

(Bagas Raflianto's Pre-test)

(Bagas Raflianto's Post-test)

Wilda Kumala Dewi

Juli 05, 2022



Wildaily ❤️

SELF INTRODUCTION

About My Self.

My names is Wilda Kumala Dewi. But usually, people called me Wilda. I was born on 21 January 2001 in Barowa. And now I'm 21 years old. I'm from Bua but now, I stay in Palopo. I am a student at the State Islamic Institute of Palopo. As a student of the English Language Education study program. In the future, I want to be a flight attendant.

I have a complete family. My father's name is Nasrung and my mother's name is Masnia. my father's job is Employee and my mother's as a housewife. I have 5 brothers, 2 older brothers, and 3 younger brothers. I'm only one sister. There are 8 people in my family and My parents still live.

My hobby is reading novels or sometimes I read stories on the Wattpad application. But I am also interested in sports, especially playing badminton and volleyball. And then my favorite colors are black and blue, I love wearing black stuff. My favorite food is noodles and my favorite drink is chocolate milk. I love watching movie genre romance.

And my goal is to be a successful person and And also I want to improve my English skills, so I chose the English study program. And I often listen to music, especially those in English, because it is one of my ways to learn English. I think that's all about myself. thank you ❤️

My name is Wilda Kumala Dewi commonly called Wilda, I am the third child of six siblings. I am currently studying at the Palopo State Islamic Institute for the 6th semester. Previously, I attended SDN 367 Pabberesseng. I once won first place in the Badminton Competition when I was in elementary school. After graduating, I continued my studies at MTsN Model Palopo. After graduating from junior high school, I continued my education at SMA 10 Luwu majoring in science.

My goal is to become a successful entrepreneur because by becoming an entrepreneur I can open job vacancies that can reduce the number of unemployed. In addition, by becoming an entrepreneur, I also don't have to always be required to do work that is usually experienced by workers in general. not only that I also want to make an English study room for children.

The advantage that I know about myself is that I am willing to learn new things that I may not have mastered so far. My weakness is that sometimes I don't have confidence in myself, so sometimes I seem afraid to try because I am afraid that it won't be what I want. The thing that once made my parents proud was when I got satisfactory grades in studying and won in sports.

(Wilda Kumala Dewi's Pre-test)

(Wilda Kumala Dewi's Post-test)

← NovriantiSayang.blog spot.id 🔍

Introduction 🔄

Juli 12, 2022

About my self

Assalamu'alaikum Warahmatullahi Wabarakatuh.
Hello everyone...

In this occasion, allow me to tell you about my self okay 😊. My Name is Novrianti Sayang. You can call me Novri or Sayang, but usually my friends call me sayang 😊 I am 20 years old and will be 21 this year. I was born on November 10th, 2001. I'm a tall person, I'm from North Luwu and now I live in palopo at Cempaka Street. I'm a student at the State Islamic Institute of Palopo, my major is english department, I am the last of fourth siblings. and I have 2 brothers and one sister. My tribe is Torajanese. I usually listening to music.

I'm joining english students association of IAIN Palopo and also Menwa and as you know, I like quiet but don't like loneliness. Maybe you also feel that when you get depressed, right? Yeah, maybe 😊 but don't worries because I have solutions about that. Yeah, you just take a rest and enjoy your days and remember to ask yourself first and then confide in a friend or someone you trust 😊 and the last from me. If you don't ask, you don't get 🙏 Okay, I think that's all about myself and Thank you 🙏 good luck for all of you 😊

Wassalamu'alaikumi warahmatullahi wabarakatuh

(Novrianti Sayang's Pre-test)

← NovriantiSayang.blog spot.id 🔍

Problems of Online Learning 🔄

April 26, 2022

Problems of Online Learning

In today's digital age, online learning has become commonplace in the field of education. With a technological advantage, learning can be done not only in a classroom but can be done online with a variety of learning methods.

Since the covid-19 pandemic, online learning has become known. As of 2020, more and more schools and colleges are applying online learning systems to prevent the spread of the covid-19 virus.

The online challenges and obstacles that students and students face

One of the main problems is the slow Internet network. Online learning requires a pretty powerful Internet network given the media used as zoom, and Google meet. Technical problems such as static sounds and videos stop causing learning to be ineffective and students cannot absorb the information the teacher conveys intact. Then another problem is that most people pay expensive Internet quotas. Moreover, the expensive Internet packages are often limited to the magnitude of just one requirement which is certainly not enough for the needs of the students to run a video conference with their teachers.

But in this case, the government has provided Internet quotas, and then to students who do have a bad Internet network, you can move to where there is a good network.

(Novrianti Sayang's Post-test)

daily activities juneca reyza



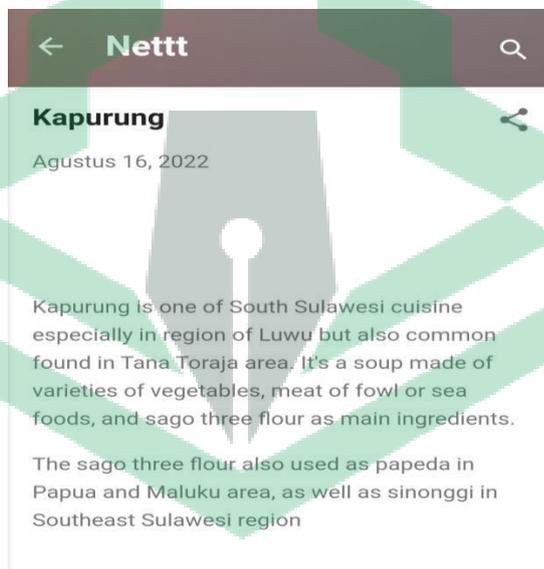
April 21, 2022

I am Juneca Reyza and I am a University student. I usually wake up at 5 a.m. with my alarm. I try to tidy up my bed and do a bit of cleaning in the morning. Then, I take a bath around 6 or 7. And then, I breakfast.

I go to University depends on my classes. I usually try to go one hour before the class start because I near the campus. Morning Class is around 9 in the morning and the afternoon class usually around 2.

I like to go to the library in the afternoon after class. If I don't do that. I go home around 7 or 8 at night. I usually already have dinner but If I go home early I can sit and eat with the rest of the family around 7 in the evening.

(Juneca Reyza's Pre-test)



(Juneca Reyza's Post-test)



Juli 12, 2022

Daily activities



April 22, 2022

About my self

Daily Activities

I wake up at 4 am. after that I dalat and recite the Koran. I never forget to make my bed and clean it. Then I take a shower. And then, I had breakfast in the dining room. I usually eat fried noodles. Then, I went to college. .I study on campus until 12 noon after that I go home, and have lunch. After that I pray, watch TV and take a nap. I always take a shower at 5.20 in the afternoon. Then I watch TV while waiting for prayer timeafter I pray, my family and I have dinner together. And then, I read books and do assignments. After that I go to bed at 10:00 Oclock

Hey everyone...

My name is Nur Ainis, people around me call me Nur, Ainis, and Annis. I am the fourth of six children. I have 2 sisters and 3 brothers.

Last February, I entered my 20th birthday, the most memorable birthday for me. ..My address is in Latimojong sub-district, I used to be a high school student but now I can't believe I'm a student at the Islamic State University of Palopo and majoring in English education.

I'm someone who doesn't like this subject the most, until finally I decided to take this major, at first I had difficulties because I didn't know a lot of vocabulary, over time I got used to it and in the end, from the encouragement of the lecturer and myself, I finally didn'tl feel like I'm already in 7th semester hehe.It's not an easy thing to get to this stage, and I hope that in the future I can become an English teacher.

(Nur Ainis' Pre-test)

(Nur Ainis' Post-test)



Juli 12, 2022

Dea Amalia

April 24, 2022

I got up at 5:00 in the morning and went straight into the morning prayer, after my early morning prayer of cooking, cleaning up at 5:30 a.m. After that I showered and prepared to leave for the campus at 6.50. After returning from college I returned to boarding at 12:00, arriving at kos I immediately prayed at dzuhur, after which lunch was at 12:30. After lunch I went to bed and woke up at 2:30, waiting for ashar's prayer I would check my phone and open some applications like whatsapp, ticktock,instagram. When adzan arrived I hurried immediately to take water from wudhu and ashar sholat. After which I bathed at 4:00 p.m., after the customary shower I participated in the activities of the organization on my campus. After that I returned to boarding at 1800 hours and rushed to magrib prayer, waiting for isya's prayer time I would usually read the holy scriptures at dinner. Then I prayed for isya at 7:00 p.m., after isya's prayer, I took the assignment my professors had given me and then at 10:00 a.m., I fell asleep.

(Dea Amalia's Pre-test)

YOGYAKARTA

Yogyakarta is a very special city for its arts, culture and culinary. It is a perfect place to find the best batik as well as to watch puppet as well as gamelan concerts. Ramayana Ballet is the most popular performance in Yogyakarta. The play is based on an ancient Hindu love story, King Rama and Princess Shita.

There are many great places to visit in Yogyakarta. Some of them are Borobudur Temple, Prambanan Temple, Kalibiru National Park, Keraton Royal Palace, Alun-Alun Selatan Keraton, Malioboro Street, etc. Among all of them, temples become one of the biggest reasons why people visit Yogyakarta.

Local people in Yogyakarta are so warm and friendly. They love to greet and wave hands to many tourists. When tourists get lost along the street, they help to show a way happily. In some tourism objects, there are many local guides. You need to deal with the price before having a guidance service.

Trying Gudeg is a must when visiting Yogyakarta. Gudeg is an authentic Yogyakarta cuisine. It is very delicious while enjoying this special city. Visiting Yogyakarta gives memorable experiences for most tourists. Tourists always want to visit it again and again.

(Dea Amalia's Post-test)

← Self Introduction 🔍

Self Introduction 📄

April 25, 2022

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Hello.....

My Name is Risda Yanti, usually My friends call me Risda or Diddo. I am 20 years old, I was born on August 18, 2001.

Now I study at State Islamic Institute of Palopo.

I am the first of three children. I have one young brother and one young sister.

I am from Walenrang Timur and now I live in Balandai. I have homestay in here at Cempaka Street.

In My homestay I have two Friends. They are Mega and Novri.

My favorite color are Black and Grey. I like Dance. Somay is My favorite food and Thaitea is My favorite drink.

Cat is My favorite animal. It's so cute and sweet like me 😊.

Honestly, I am sweet and I have such a tiny body 😊.

In the Campus, I have many friends. They are beautiful girls and handsome boys. I am happy with them.

If My statues is secret 🤫

(Risdayanti's Pre-test)

Describing Friend 📄

Juli 18, 2022

My Silly Friend, Mek

Among of all my classmates, I have one silliest friend. Her name is Mega. All the students of my class call her Mek.

She is a slim and short girl. Her skin's color is light brown. She looks cute with her little nose and baby face, that's why she has a sweet smile. Her hair is a bit curly and short. Her favorite foods are cake and apple. Her hobby is drawing and painting. Her drawing and painting look so fabulous to me.

She is a clown of my class. When the class is cancelled, she often tells us jokes in front of the class. Her diction and silly act always make our class is full of laugh. She has a good self-confidence, that's why being a silly person and watched by all her fiends is not a big deal. Besides that, she is also nice and friendly person. I feel so lucky to have a silly and funny best friend like her

(Risdayanti's Post-test)

Minggu, 24 April 2022

MY FUTURE LIFE

I am currently 20 years old. Since childhood I really like to plan about something including my future life. When I was little I was interested in working in one of the creative teams in the company after seeing many really cool tv shows at the time and aspired to be one of the creative teams on tv shows.

As time goes by, TV shows are getting less and less interested, people are already using the internet as a news and entertainment information facility. Without being a creative team on television, people can become content creators themselves. As a result, now I really want to be a content creator either by myself or as part of the creative team in a big company like e-commerce. Apart from work, the future life plan that I always think about is about my family. Hopefully I can send them to Mecca for Hajj.

Nurul Andini di [April 24, 2022](#)

(Nurul Andini's Pre-test)

Senin, 18 Juli 2022

PLANNING

I have a friend, we are always together. We met because we share the same hobby, which is travel. this time we will plan to go to Bastem. Of course we will invite our other friends. we plan to go there because we are curious about the scenery, we hope that this lace will come true.

Nurul Andini di [Juli 18, 2022](#)

Berbagi

(Nurul Andini's Post-test)

Self Introduction

April 25, 2022

Halo gayss!

My name is Ririn Angraeni, Im 19 years old I am the eldest of 3 siblings, I'm currently studying at IAIN Palopo, the English education study program and currently I'm in the online shop business, Hijab, new clothes, there are also Thrift and Iphone.

Since childhood, I have started to enjoy business or business, hearing the word business, my soul is passionate, Oh yeah, I like purple since it became part of my English education. I also like black because it's a perfect combination for English.

I come from North Luwu, precisely in Munte village, Tanalili sub-district, currently I live in the hallway of SMA4 boarding a boarding house together with my cousin.

Alhamdulillah, now entrusted to HMPS-BIG as General Treasurer, up to this point full of ups and down hihi 🌟🐛

(Ririn Angraeni's Pre-test)

"About my Self"

Juli 14, 2022

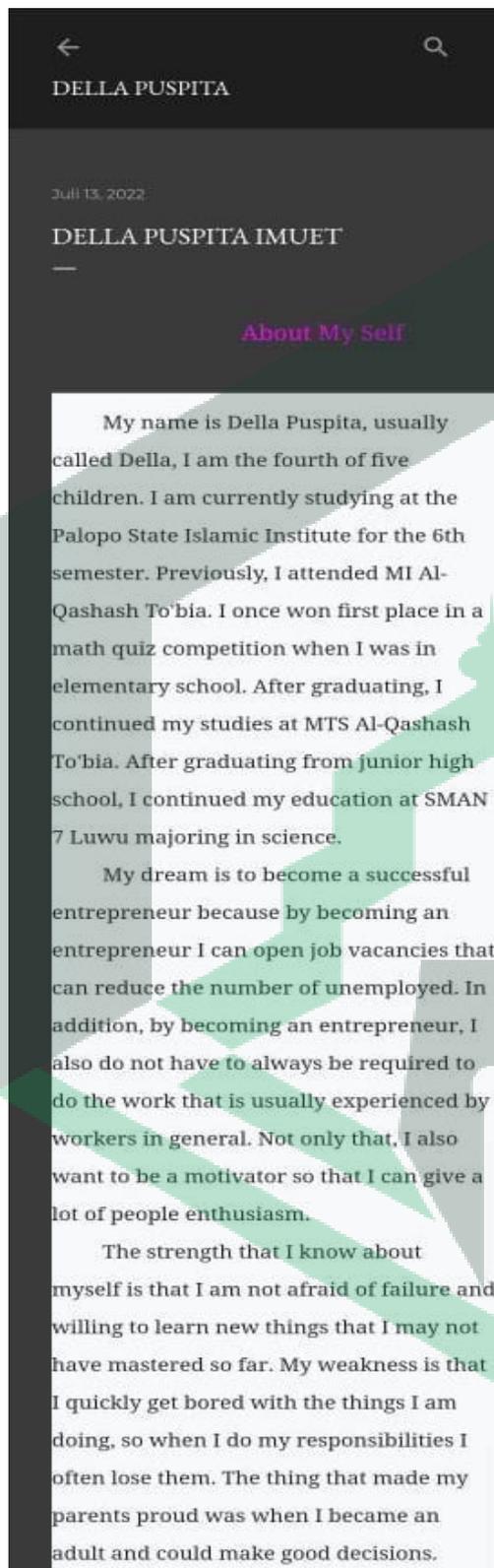
Hello guys! My name is Ririn, my full name is Ririn Angraeni. I usually call me "rin" "yin" or "yiying", this is my name from my parents. I have 1 sister 1 and 1 brother I am the first child hehe, last November I entered the age of 19. I live in the village of Munte, Masollo hamlet, Tana Lili sub-district, North Luwu district.

Now I'm studying at the Palopo State Islamic Institute majoring in English, I love meeting new people, especially my brothers and sisters who always teach me something new that I didn't know before and I know it I'm really proud!

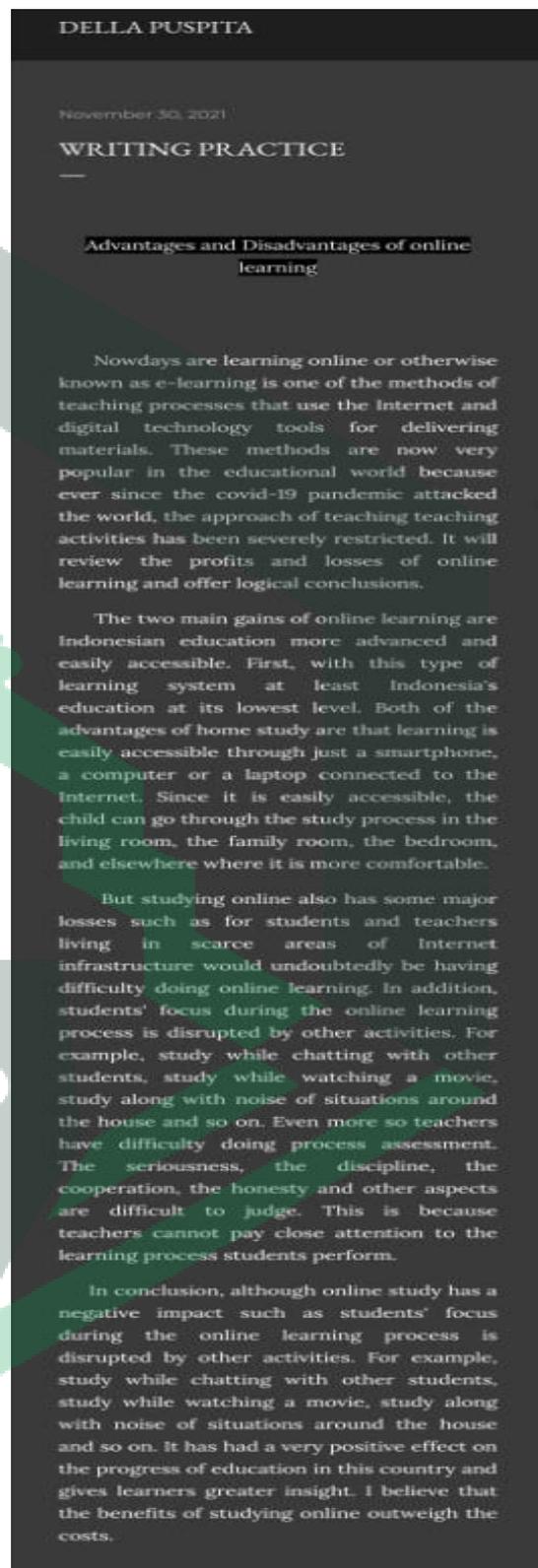
Since I was little I was very interested in selling the business world, the story is not me, many cousins are also interested, it turns out, until finally I created Instagram to sell clothes and I am an iPhone reseller, I'm happy even though nothing has been produced at this time but I feel very grateful because at least I used it the first time I paid for the sales results, Ma shaa Allah, not only that, I also upgraded my iPhone to a better one, it tastes so good.

In the future I hope to be a successful businessman, of course, along with the majors I took during college, Amen.

(Ririn Angraeni's Post-test)



(Della Puspita's Pre-test)



(Della Puspita's Post-test)



SELF INTRODUCTION ➦

April 26, 2022

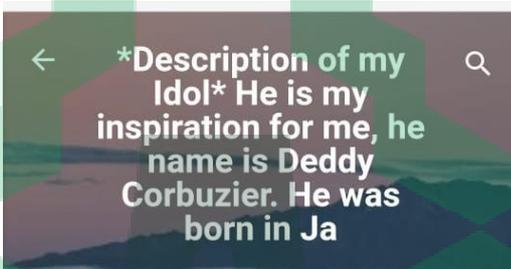
SELF INTRODUCTION

My name is Hurul Fadyla and I am a student. And usually, the people calls me Hurul. I was born in poreang on june 05th 2001 and now I am 20 years old. I have two brother and no siter. My father's name is Rudi and my mother's name is Megawati. Now, I live in Bua with my family

My hobby is reading stories on my phone application. But sometimes I like wathcing tv. My favorite food is Bakso and my favorite color is purple.

Thank you!

(Hurul Fadyla's Pre-test)



Describing People ➦

Juli 12, 2022

Description of my Idol

He is my inspiration for me, he name is Deddy Corbuzier. He was born in Jakarta on December, 28 1976. He is a magician and actor. I really admire him because he is very smart, wise, kind, responsible and discipline of time. He has tall, he has pointed nose, he has white skin, he has big muscles, he has sharp and attractive eyes and he has a charm that fascinates woman.

(Hurul Fadyla's Post-test)

April 19, 2022

MY FUTURES PLAN

I have a dream that I want to fulfill, it is after getting a bachelor's degree, I want to pursue a master's degree. I intend to major in psychology in this master's degree. To achieve that I hope to get a scholarship to lighten my father's burden.

I am a person who, after completing a bachelor's degree and pursuing a master's degree in psychology, aspires to be a teacher who knows her students and will teach them about any problem that make them suffer and how to solve it in the future. At the undergraduate level I will learn how to be a good teacher and how to teach well. I hope, I can reach my future plan with God helps.

Berbagi

(Andi Ananda Tasya's Pre-test)

July 13, 2022

MY FUTURES PLANS

Hi, everyone...

I'm Tasya who is a seventh-semester student of IAIN Palopo. This time, I'd like to tell you about my biggest dreams which I've been planned.

The story will be started the first year after I graduate from IAIN Palopo. How about my future? Tomorrow is a mystery which means that the secret of life will be opened by tomorrow. Everybody wants happiness, nobody wants pain, but you can't have a rainbow without a little rain. This is true. There must be struggle and sacrifice to achieve our happiness.

No pain no gain. That is the best quote for achieve my happiness. To be a successful it must be a hard process to perched at the top chart and reach the goal. I will do a hard work to achieve my goal. My first goal, I will apply for postgraduate by looking for a scholarship first. Plans drawn up sometimes fail in their application in real life. So, you need plan B as the backup plan.

Plan B, if everything will go wrong or I can't achieve my plan A. I'll follow the line that will take me to somewhere situation that I've ever been imagined before. But, if I have a chance to make my plan A goes true. I'll do it, but if the opposite is true. I will follow the line as I said before. I realize that I can't buy the time in this short of life. So, I have to think smart to make decisions. My plan B is to find a job.

I hope everything will go right, so I'll continue my first plan. Hard-working when I'm young and enjoy life when I'm old with by beloved family. Happy life ever after.

So, that will be my future plan. Thank you.

(Andi Ananda Tasya's Post-test)

← The Revolutionaries Mind

Daily Activity



April 21, 2022

I usually wake up at 5 o'clock in the morning. I never forget to tidy up my bed and clean it up. Then I take a bath and pray. And then, I have breakfast in the dining room. I usually eat fried rice. Then, I go to campus. I study at campus till 12 p.m. I go home, and have lunch. After that I pray, watch TV and take a nap. I always take a bath at 5 p.m. in the afternoon. Then I watch TV while waiting the time for praying. After I pray, I and my family have lunch together. And then, I read a book and. I usually go to bed at 12 a.m.

(Muhammad Aqsa Abdullah's Pre-test)

Introducing Myself and my family



July 18, 2022

Hello everyone, my name is Muh. Aqsa A. you can call me Aqsa. I am 20 year old and born at palopo in october 25th 2001.

I have 2 brother, My big brother name is Muh. Aidil Abdullah and my little brother name is Muh. Wahyu Ramadhan Abdullah. i love my brother eventhought we always fighting and we are not live in the same city.

My father name is Abdullah S. and my mother name Rohani Ahmad, i love them both so much

I think that enough, thank you so much for your nice attention

(Muhammad Aqsa Abdullah's Post-test)

Thursday, July 14, 2022

My self and my family

Good morning everyone.

I would like to introduce myself as well as my family. My name is Sika Dwi Putri Maharani. You can call me dwi. I am 20 years old and I was born in Watampone.

I am the second child in my family. I have one older sister. Her name is Dian Miranda Eka Putri. She is 26 years old, and now she stay in Bone.

My father name is Masrul S.H. My mother is A Kartini, and she is a teacher. She teaches English in elementary school near my house.

We love watching movie together on the weekend and sometimes we go to supermarket for shopping.

I think it's enough. Thank you for your attention.

(Dwi Putri Maharani's Pre-test)

Monday, April 25, 2022

Advantages and Disadvantages of online learning

Advantages and Disadvantages of Online Learning.

Online learning when applied today provides many benefits, one of which is increasing students' technological knowledge. In addition, there are also advantages and disadvantages in online learning.

Advantage of Online learning (also known as electronic learning or e-learning) is the result of teaching delivered electronically using computer-based media. The material is frequently accessed via a network, including websites, the Internet, Intranets, CDs and DVDs. E-learning not only accesses information (eg, putting up web pages), but also helps learners with specific results (eg achieving goals). In addition to delivering e-learning teaching, it can monitor student performance and report student progress. In addition, online learning improves students' ability to use electronics and online learning makes students have a lot of time with family at home and online learning also makes it easier for us to carry out the learning process, for example, even though we are on a journey we can still learn.

Online learning has a negatives, on its plate they include: Internet connection problem, when there is a problem with your Internet system, online learning is impossible. There is nothing you can do slow connections are even worse online learning can make our eyes negative because we always look at the cellphone/computer screen, but it has become our necessity to keep learning online especially during this pandemic, then with online learning, our interactions with fellow teachers and friends are less developed, online learning makes us lazy to read books and write, because we are dependent on always typing.

so online learning has its bad and good side, the same as offline learning, it must also have bad and good sides but we still have to prioritize the advantages of learning. Because by learning we can become useful people both for ourselves and for others.

April 25, 2022



(Dwi Putri Maharani's Post-test)



**APPENDIX 6:
WEB BLOG**

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Dr. Masruddin, M.Hum.
Instansi : IAIN (Institut Agama Islam Negeri) Palopo
Jabatan : Dosen

Telah membaca instrumen penelitian berupa yang akan digunakan dalam penelitian skripsi dengan judul **“The Effectiveness of Using Web Blog to Improve Students’ Writing Skill During Online Learning in English Department of IAIN Palopo”** oleh peneliti :

Nama : Umi Nurul Fahri
NIM : 18 0202 0056
Prodi : Pendidikan Bahasa Inggris

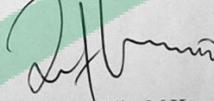
Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk soal penelitian tersebut adalah :

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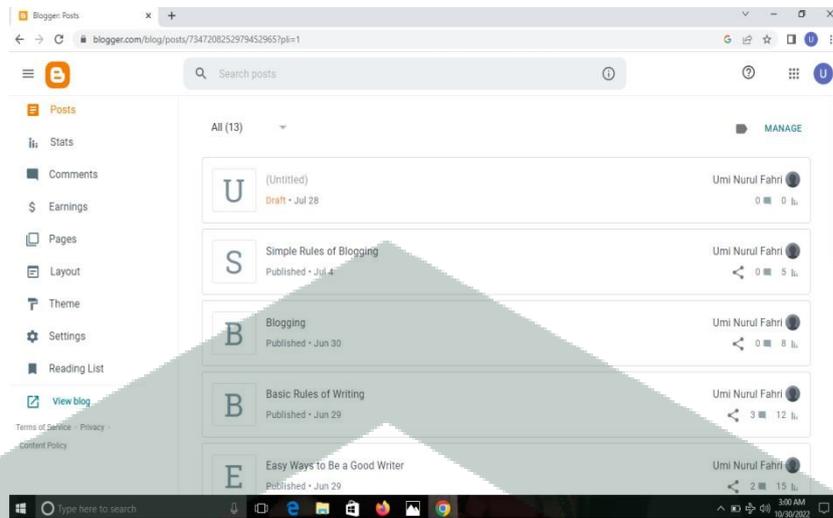
Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo,

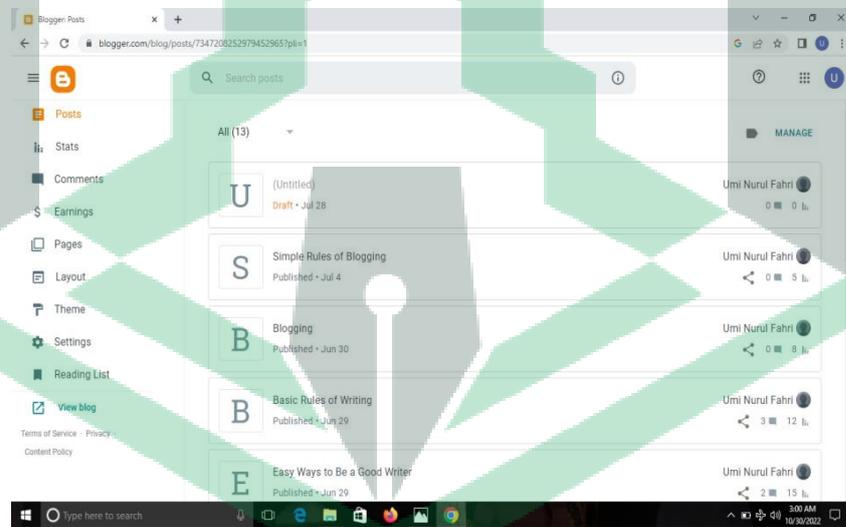
Validator,



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



(Dashboard of Blogger)

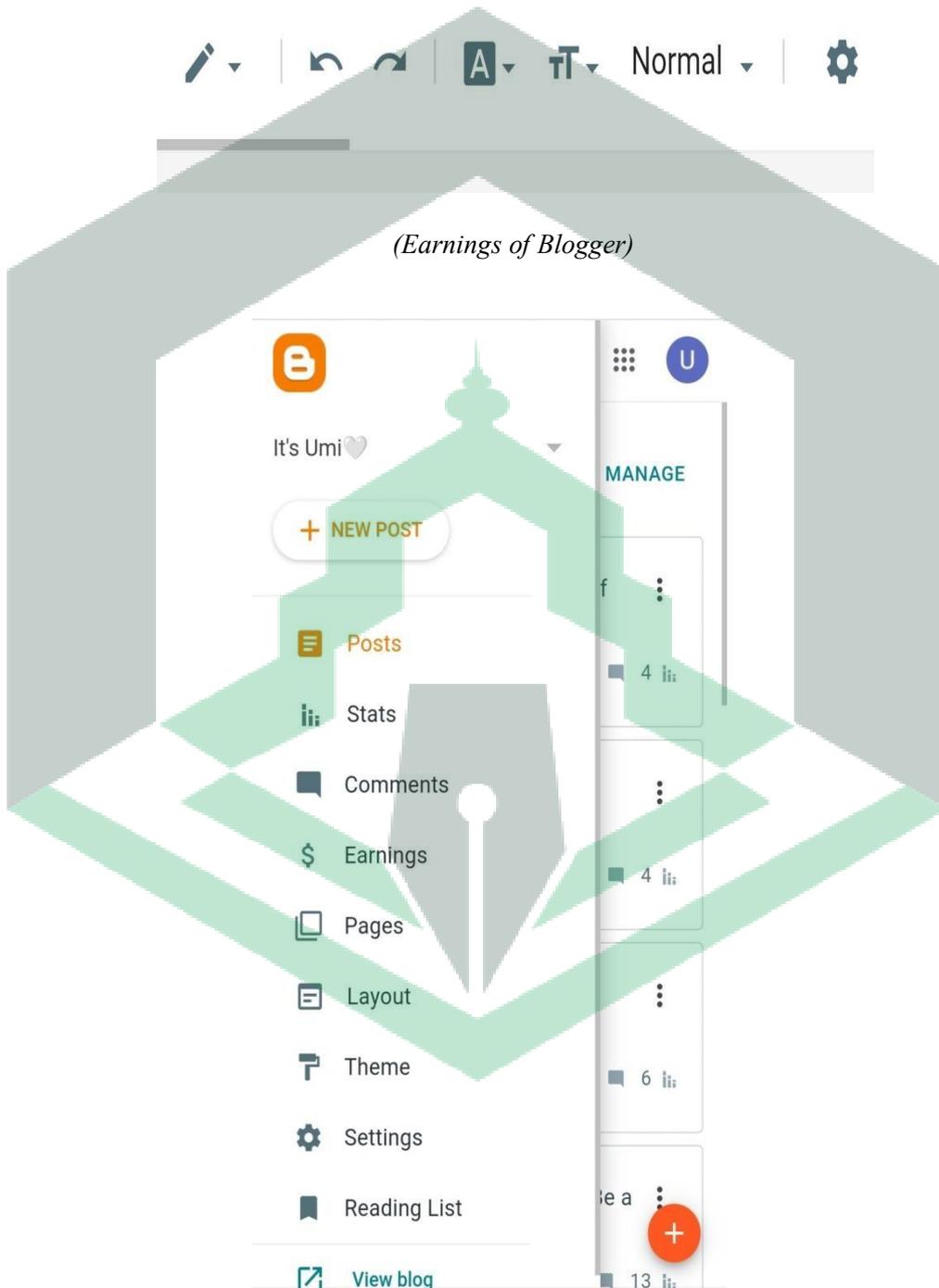


(Statistic of Blogger)

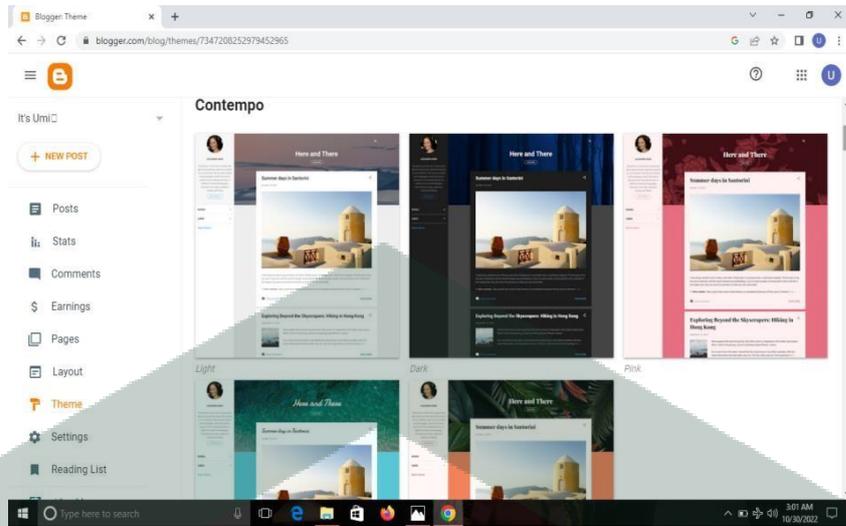
Title



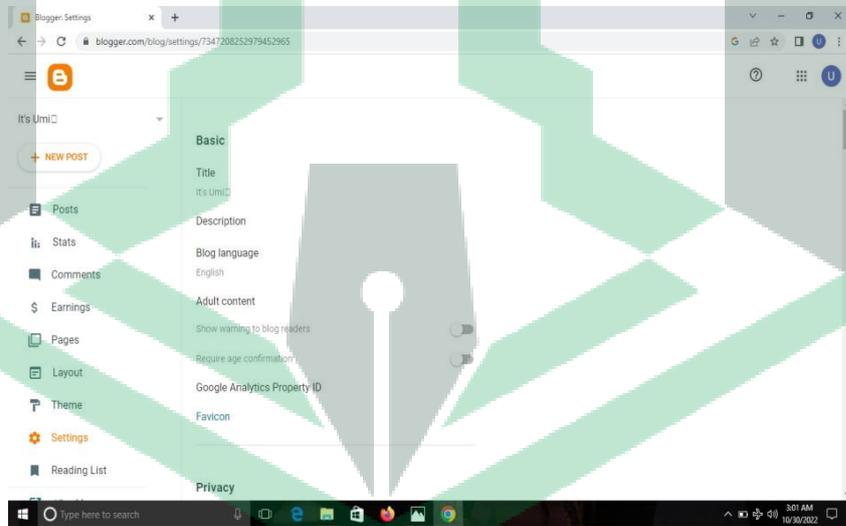
(Earnings of Blogger)



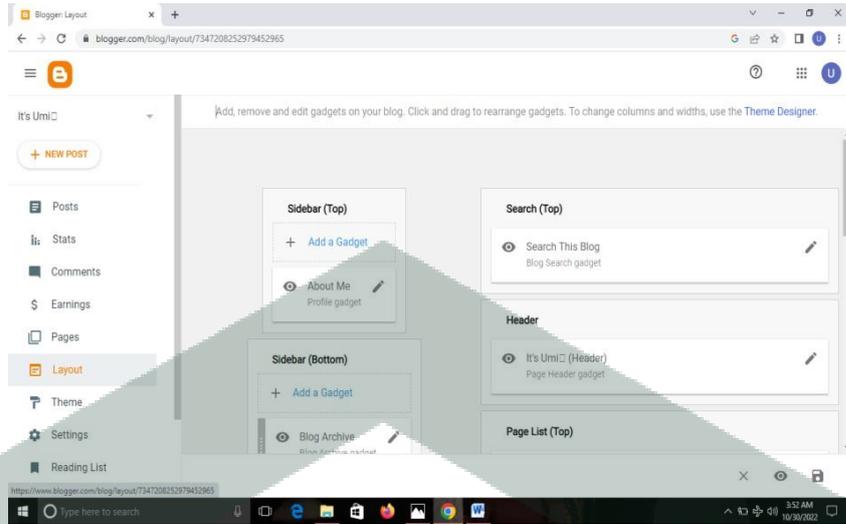
(Dashboard of Blogger)



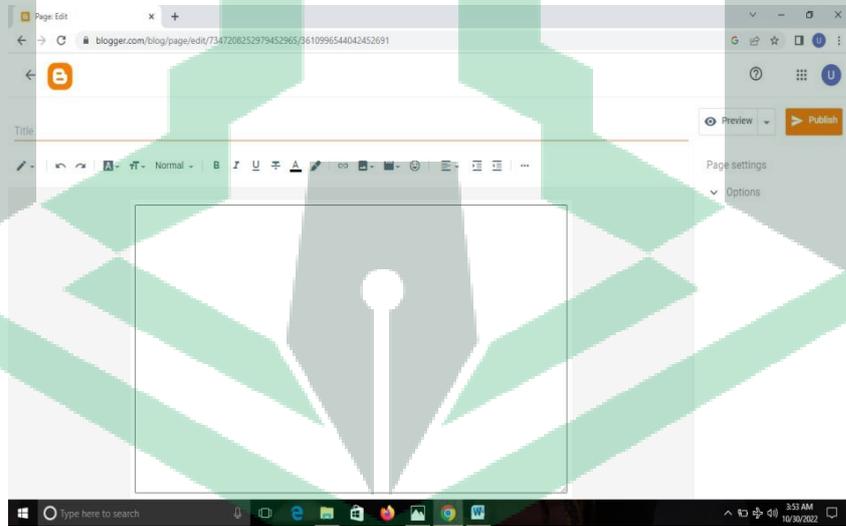
(Theme of Blogger)



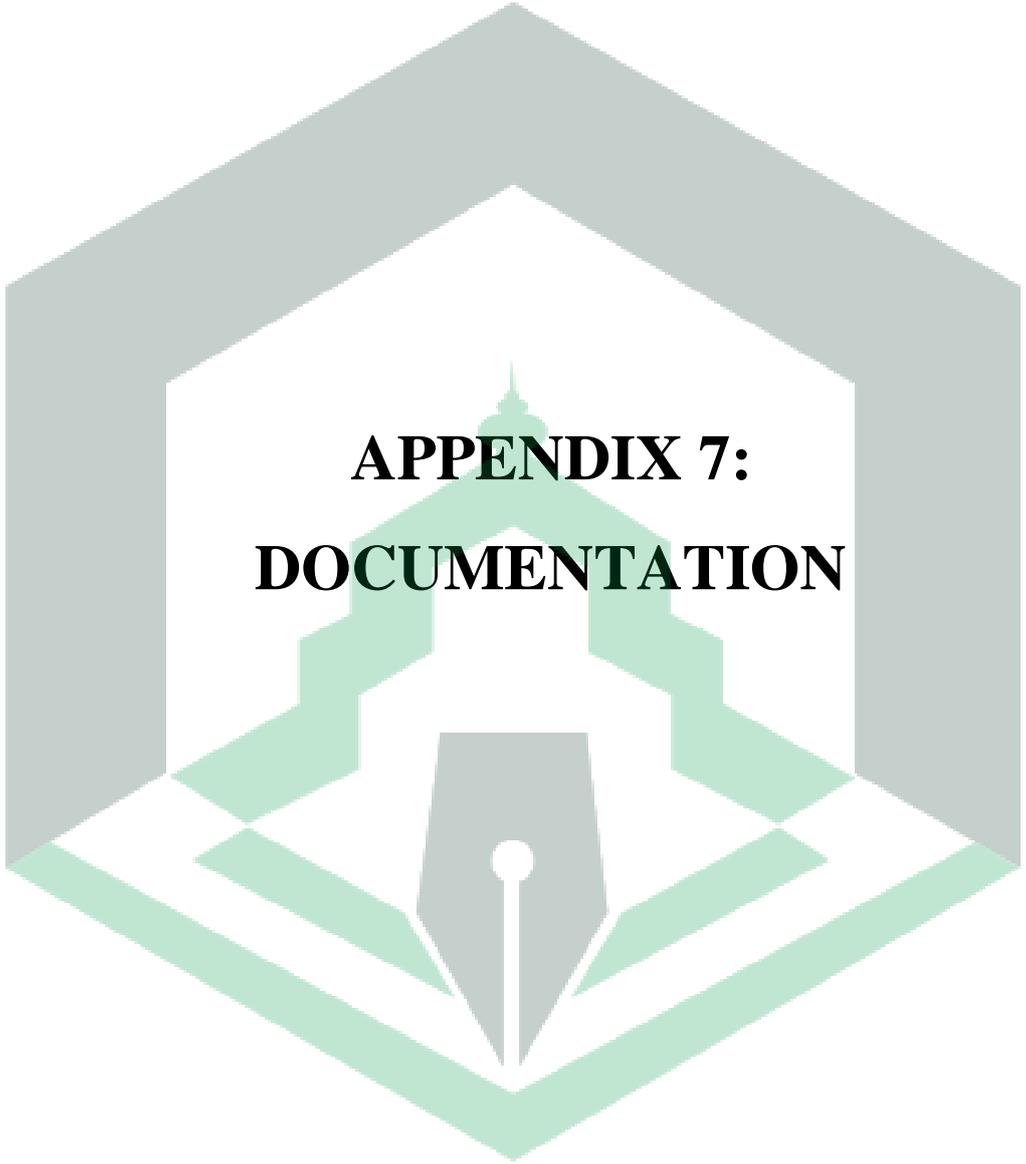
(Settings of Blogger)



(Layout of Blogger)

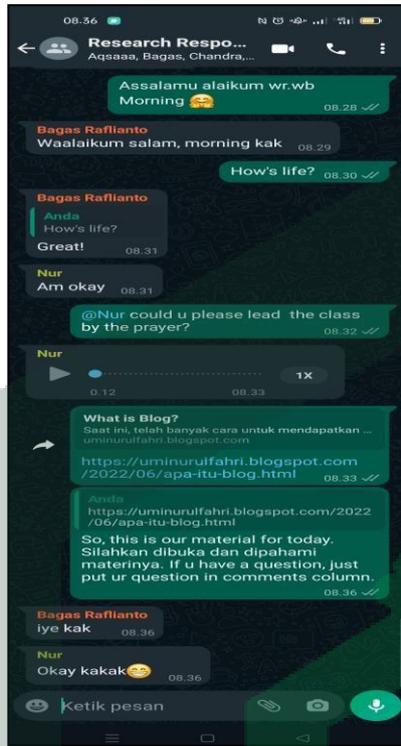


(Page of Blogger)



**APPENDIX 7:
DOCUMENTATION**

TREATMENTS



Students' class in the first treatment



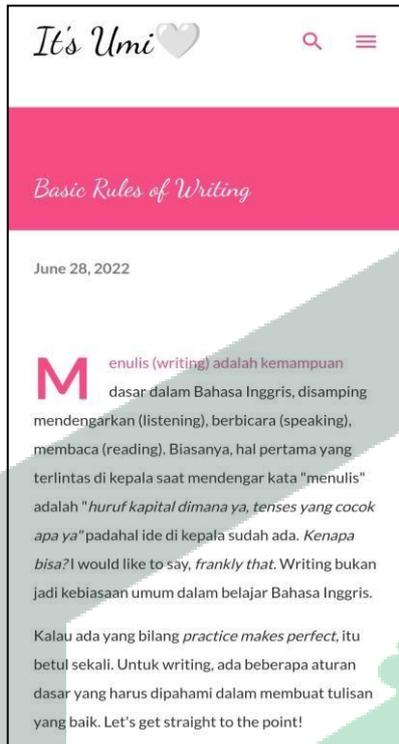
Material for the first treatment



Students' class in the second treatment



Material for the second treatment



Material the third treatment



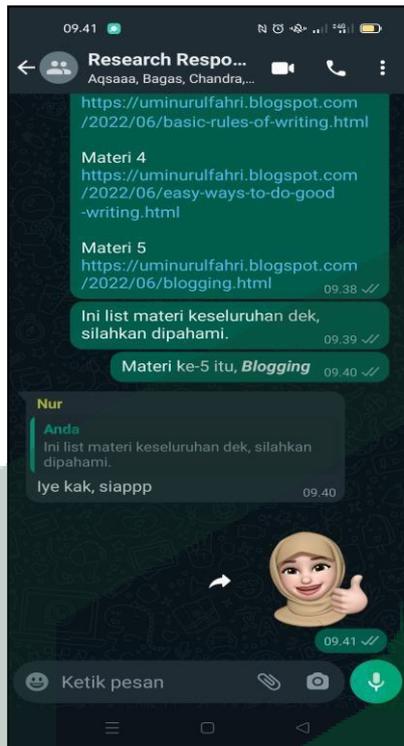
Learning process on the third treatment



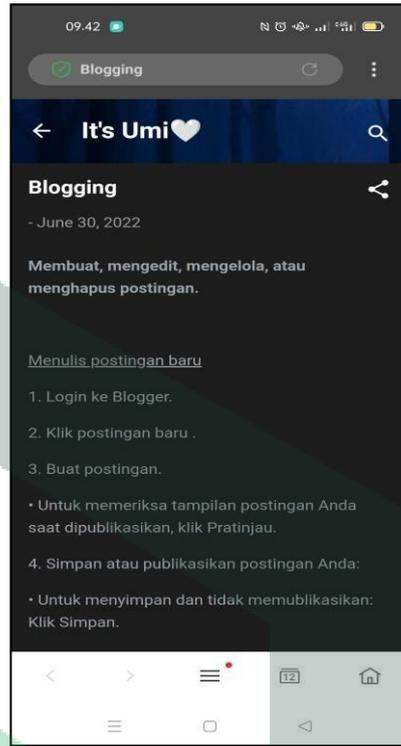
Material for the fourth treatment



Learning process on the fourth treatment



Students' class in the third treatment



Material for the fifth treatment

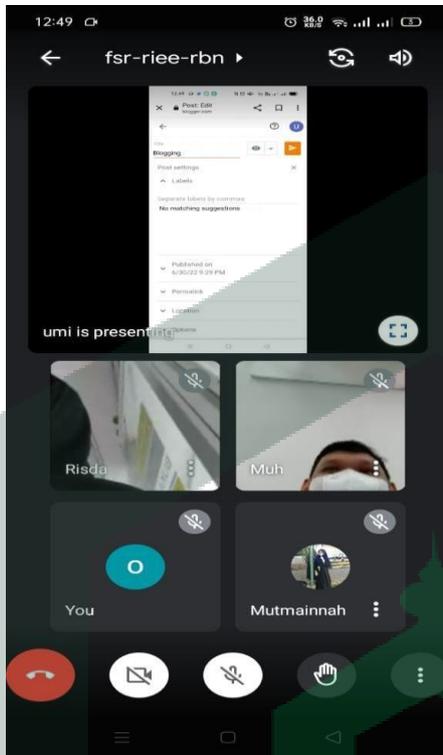


Material for the sixth treatment

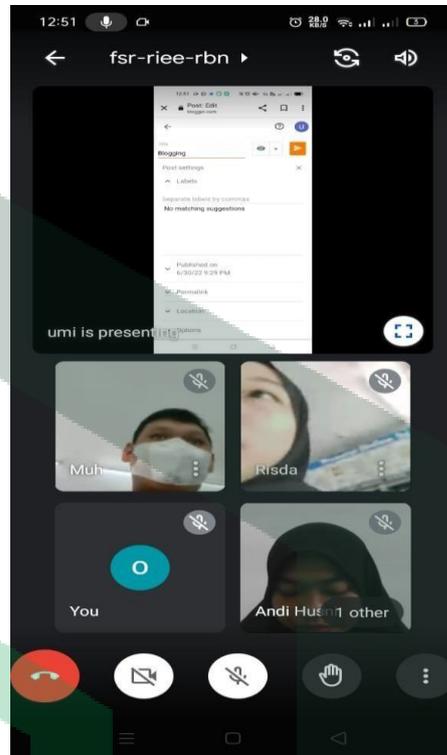


Material presentation for the sixth treatment

BLOGGING



Blogging process



Blogging Process



Sample of posts



Students' comment

BLOGGER LINKS

1. <https://uminurulffahri.blogspot.com/2022/06/apa-itu-blog.html>
2. <https://uminurulffahri.blogspot.com/2022/06/jenis-jenis-blog.html>
3. <https://uminurulffahri.blogspot.com/2022/06/basic-rules-of-writing.html>
4. <https://uminurulffahri.blogspot.com/2022/06/easy-ways-to-do-good-writing.html>
5. <https://uminurulffahri.blogspot.com/2022/06/blogging.html>
6. <https://uminurulffahri.blogspot.com/2022/06/simple-rules-of-blogging.html>

