DEVELOPING BLOG MATERIALS FOR THE MEMBERS OF LITERACY COMMUNITY IN PALOPO

A Thesis

Submitted as a part of the Requirements for S. Pd. Degree
In English Language Education Study Program

Compiled by:

M. IDRIS

REG. NUMBER 15 0202 0129

Advisors:

1. **Amalia Yahya, S.E., M.Hum**
2. **Dr. Magfirah Thayyib, S. S., M.Hum**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021

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STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis entitled **"Developing Blog Materials for the Members of Literacy Community in Palopo"**, which is written by **M. Idris** with Reg. Num.**15 0202 0129**, for S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, 30th of November 2021 M**, coincided with **23rd Rabi'ul Akhir 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, <u>on September 30th 2021 M</u>
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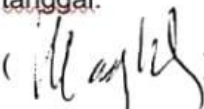2. Syamsudarni, S.Pd.I, M.Pd ( )
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Bahwa yang bersangkutan benar-benar telah mengadakan penelitian dalam rangka penulisan skripsi di Komunitas Literasi kami, dengan penelitian yang berjudul *"Developing Blog Materials for the Members of Literacy Community of Palopo."*

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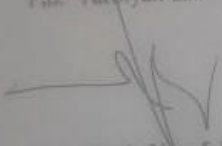
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ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيم

الْـحَمْدُ للهِ رَبِّ الْعَالَـمِيْنَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْـمُرْسَلِيْنَ ، نَبِيِّنَا وَحَبِيْبِنَا مُـحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْـمَعِيْنَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ, أَمَّا بَعْدُ

Praise the researcher to pray to Allah SWT, which has bestowed grace, guidance, and inner and outer strength, so that the researcher can complete the writing of this thesis entitled "Developing Blog Materials for the Members of Literacy Community of Palopo" after going through a long process. Salawat and greetings to our prophet Muhammad SAW, to his family, friends, and followers. This thesis is structured as a condition that must be completed, to obtain a bachelor's degree in English education at the State Islamic Institute Palopo. The researcher of this thesis can be completed thanks to the help, guidance, and encouragement of many parties even though the writing of this thesis is still far from perfect. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, always give support and motivation.

2. Dr. Nurdin Kaso, M.Pd. as dean of the Tarbiyah and Teacher Training Faculty at IAIN Palopo and Mr / Mrs. Vice deans I, II, and III of the Tarbiyah and Teacher Training Faculty IAIN Palopo.

3. Amalia Yahya, S.E., M.Hum as the head of the IAIN Palopo English Education Study Program.

4. Amalia Yahya, S.E., M. Hum and Dr. Magfirah Thayyib, S. S., M. Hum as the first and the second consultant for his time, valuable, guidance, helps, correction, suggestion, and kindness during completing and finishing this thesis.

5. Dr. Masruddin, S., M. Hum and Syamsudarni, S. Pd. I., M. Pd. As the first and the second examiner.

6. All lecturers and all staff of IAIN Palopo employees who have educated the researcher while at IAIN Palopo and provided assistance in the preparation of this thesis.

7. Madehang, S.Ag., M.Pd as the head of the library unit along with employees at IAIN Palopo, who have helped a lot, especially in collecting literature related to the discussion of this thesis.

8. The tutor of literacy community that called Neo-Be-COC in Palopo who have provided permission and assistance in conducting research.

9. The members of literacy Community (Neo Be-COC) who have collaborated with researchers in this research process.

10. To beloved parents, H. Sennang and Hj. Judda, and also the researcher's brother and sister who have given the greatest prayer, patience, moral, financial support, and endless love.

11. To all friends in arms, students of the 2015 IAIN Palopo English Language Study Program (especially class B), who have been helping and always providing advice in the preparation of this thesis

Finally, the researcher hopes may Allah SWT, the Lord of the world, always bless and gives all directions more than they have done to the researcher.

The Researcher

M. IDRIS

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ABSTRACT

M. Idris, 2021. *Developing Blog Materials for the Members of Literacy Community of Palopo,* The thesis of The English Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: (1) Amalia Yahya (2) Magfirah Thayyib.

This study discusses the development of a blog media (weblog) materirials as a medium to improve English writing skills for members of the literacy community in Palopo city called Neo-Be COC. The purpose of this research is to develop blog material that can improve English writing skills for members of the literacy community in Palopo. This research took place at Palopo namely Madrasah Aliyah Negeri (MAN) Palopo and IAIN Palopo. This research was also conducted online in February and March 2021. This study used the Research and Development method. This research used observation, discussion (via online on blogs, WA groups, and also in person), then pre-test and post-test for members of the literacy community. Researchers conducted research by looking at the learning procession and analyzing data, then applying blog material, then presenting a view of developments with pre-test and post-test. The data obtained were analyzed quantitatively with the t-test formula using the SPSS application. The results of data processing show that the average value in the pre-test is 6.34, while the post-test result is 8.24. This indicates an increase in the value of community members to 1.90 points with a significance level of 0.00. This research shows that the use of a weblog can improve the English writing skills of members of the literacy community, in all aspects. Therefore, the development of Blog Media (Weblog) is recommended as an effective alternative media for learning to write.

***Keywords*:** *Blog Media (Weblog), Recount text, writing Skills, Development, Literacy Community.*

CHAPTER I

INTRODUCTION

A. Background

English is used as a medium for communication and as the first international language to interact with others around the world. Millions of people use English in many aspects of social life, technology, and business. Due to the advance in technology, writing is one of the important skills that must be mastered by the students in the English language learning process. Richards states that, "writing competence is very essential for academic success. In writing, students need well knowledge and hard thinking when they produce words, sentences, and paragraphs with good grammar."[1]

According to Leo Sutanto, "writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. Besides writing as one of the skills in English is the purpose of expressing ideas or thoughts in words should be done at our lessons."[2] As we all know, the development of science and technology in this digital era has had a tremendous impact on all aspects of human life. There is no exception in the culture of literacy which has also changed, whether it is a good change or a bad

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[1] Richard & Renandya, W. A. *Methodology in Language teaching: An anthology of current practice*. New York, NY: Cambridge University Press 2002.

[2] Susanto, Leo, *English for academic purpose: essay writing* Leo, *Yogyakarta: Andi Offset*, 2007. https://scholar.google.com/scholar?cluster. Accessed on 21st March 2021.

change. It depends on how we view this problem. Talking about literary culture in this digital era, of course, we cannot escape from the use of all existing facilities.

A little further related to the impact of this digital era, literacy activists especially the writers are like getting a new arable land. Therefore, it becomes something that can be understood that this is one of the many positive effects of this era. Of course, this can be achieved if only they can adjust to an unavoidable phenomenon. In short, this is the era of digitalization.

Not a few literacy activists fail in the matters mentioned above. As happened in the city of Palopo, literacy activists do not seem to have adjusted so that in the arena of ideas and cycles, they are less involved. Various approaches are needed to answer the challenges of this era. As a basic step in efforts to adjust, education must be sought as early as possible. Therefore, various steps should be taken so that these literacy activists can still exist pouring out their ideas in the digital world and not being eroded by the times.

As researcher has seen in this literacy community, they sometimes too focused on long discussions about something. So, they do not have the opportunity to put their ideas on a sheet of paper. This also applies to the Media Blog as an effective means of nowadays because the ideas that are shared in the digital world can be further accessed. Not only that, in terms of writing, members of the literacy community are expected to master text structure, social functions, and also punctuation in English.

In this case, the researcher assumes that it is not appropriate to be tolerated. These things need updating in order to keep abreast of the times. Therefore, the researcher considers the preparation of this study as an important thing to do. Observing the dynamics of the literacy community in Palopo which tends to write freelance, it is necessary to take research and development steps to develop blog materials to improve the writing skill of the member of literacy commmunity that called Neo Be-COC in Palopo.

B. Problem Statement

Referring to the background the researcher formulates the research question as follow:

"How to develop the blog materials that can improve the skill to write English for members of the literacy community in Palopo?"

C. Objective Research

Based on the statements above, the objective of this research is to develop blog material that can improve English writing skill for members of the literacy community in Palopo.

D. Significance of the Research

The result of the research is expected to give a contribution to improve English writing skill through developing blog materials for the members of literacy community of Palopo.

E. Scope of the Research

The scope of this research is developing blog materials that can improve English writing skills through Blog Media for the students' literacy community in Palopo. The focus or type of writing itself as a shared object is about Recount Text.

F. Definition of Terms

The following are some of the terms related to this research:

1. According to Wyrick, "writing is a productive skill, and it is a creative act in expressing ideas, and writing also can help the students to explore their thoughts and feelings."[3]

2. According to Richard Nordquist, "Development (also known as elaboration) is the process of adding informative and illustrative details to support the main idea in paragraph or essay.[4]

3. Mynard (2007) says that: "Weblog is a kind of daily activities online that has been reported to be very useful for the media to improve students' English   learning."[5]

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[3] Wyrick jean: *Steps to Writing Well (With Additional Readings),* MLA 2016.

[4] Norquist Richard, Development in Composition: Building an Essay, 21 September 2019 Thoughtco.com. https://www.thoughtco.com/development-composition-term/ Accessed on 22 March 2021.

[5] Mynard, Jo: *A Blog as A Tool for Reflection for English Language Learners.* Asian EFL Journal. 2007.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Study

The following are some of the previous researches related to this research:

1. **Akhmad Fauzan (2017): "**Utilization Blog (Online Journal) In Learning Writing."[6] The objective of this research was to design materials accessible for beginner students on how to use technology, especially online media (blog) to develop an online media-based literacy culture. This research is Research and Development (R&D). The steps of this research consisted of the need survey, developing the materials, evaluating the first draft of the materials, revising the first draft, implementing the second draft, and writing the final draft. The instruments of the data collection were questionnaires, an interview guide, and an observation guide. They were analyzed quantitatively and qualitatively. The materials were evaluated and revised based on the data obtained. The results show that with the blog, learning becomes more accessible to students.

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[6] Fauzan, Akhmad. Utilization Blog (Online Journal) In Learning Writing. *LET: Linguistics, Literature and English Teaching Journal* 4.1: 38-49. 2007.

2. **Novianto Rully and Sutisna Riyanto (2018):** "Village Youth Media Literacy Level in Utilizing the Internet." [7] The purpose of this research is to see the power, intensity, or level of internet use and its effect on the learning of the members of the Youth Organization who are the objects of this research. This study uses a quantitative research approach with a census method supported by qualitative data. Meanwhile, to obtain qualitative data, the in-depth interview method is used to obtain more in-depth information. The data collected in this study consisted of primary and secondary data. Quantitative data were obtained by conducting interviews with respondents based on a questionnaire instrument which aims to obtain data and information relevant to the research objectives. Data were analyzed descriptively and inferential. The results show that the level of internet use and its relation to learning is very influential.

3. **Wijirahayu S. and Ahmad Hakiki Makmun (2019):** "Developing Student's English Language Creativity Engineering with Blogs, Visual Thoughts Mapping and Self-Video Recording." [8] The main problem that is the object of this research is related to technology integration and English learning. This means that classroom practice is practical and this factor is very important in maintaining student learning motivation, especially in learning English as a Foreign Language (EFL). The strategies used are visual mind mapping, blog recording, and self-video. Related to the method applied in this research is

[7] Novianti, Rully and Sutisna Riyanto. *"Village Youth Media Literacy Level in Utilizing the Internet."* Jurnal Komunikasi Pembangunan 16.2: 158-171. 2018

[8] Wijirahayu, Suciana, and A. Hakiki. *"Developing Student's English Language Creativity Engineering with Blogs, Visual Thoughts Mapping and Self-Video Recording",* Prosiding Seminar Nasional Berseri. 2019.

Classroom Action Research (CAR/PTK) which is also combined with development methods (R & D). As a result, this research strategy can improve students' motivation, fluency, and understanding to express their ideas orally and in writing in English.

4. **Febianti, Kurnia, and Sri Wahyuni (2020):** "Improving Student Writing Ability Through Blog Media."[9] For further research, it aims to see whether there is an increase in the writing ability of the research objects after implementing writing learning through blogs. As for the population of this study itself, namely the English language education students at STKIP Muhammadiyah Pagar Alam. More precisely, the second-semester students. Regarding the data collection technique applied, namely using a writing test. For the results of research carried out based on the various steps that have been mentioned, it was found that the t-value> t-table (14.106> 2.07387). This proves the effect of the application of blogs, in developing students' writing skills. Therefore, it can be concluded that there is an increase in students' writing skills with using blogs as a medium of learning.

5. **Pertiwi, Riska Destheana. (2018):** *The use of Blog-Mediated Feedback to Improve Students' writing Skills*."[10] This research intends to see the extent to which a blog-mediated feedback procession improves students' writing skills. This research used a descriptive case study method, which involved eight students, who came from the tenth grade at a high school in Bandung. Data

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[9] Febianti, Kurnia, and Sri Wahyuni. *"Improving Student Writing Ability Through Blog Media."* Seminar Bahasa dan Sastra Indonesia. Vol. 2. No. 1. 2020.

[10] Pertiwi, Riska Destheana. *The use of Blog-Mediated Feedback to Improve Students' writing Skills*. Diss. Universitas Pendidikan Indonesia, 2018.

were collected from documents in the form of writing text reports published by students on blogs and student interviews. The findings of this study indicate that blog-mediated feedback can improve students' ability to write report texts, particularly in terms of organization and use of language in the text. The study also found that student's responses to blog-mediated feedback varied from positive to negative. However, most of them consider blog-mediated feedback to be a viable alternative technique to reuse to perform better in their next writing.

The basic difference between this study and the studies above is in the application of blog material and also the data collection method using collaboration with tutors and compiling materials so that respondents can better understand the material being the object. Another thing that is also different is the method of feedback between fellow respondents which aims to further activate the respondents in the blog provided.

The supporting facts that will influence blog material on developments in writing are Sartono, a teacher at SMAN Magelang, researching the effectiveness of using weblogs as a medium for learning to write in 2016, getting quite significant results. In his research, it was found that the average score achieved by students before and after using blogs as a writing medium also showed a significant increase. Before students use blog media, the average score of students is only 55.08. After students use blog media, the average score obtained is 87.08. There was an increase of 32 or 58.10%. This

can be a reference for how effective the use of weblogs as an alternative media in learning to write is.[11]

B. Writing

Writing is one aspect of language proficiency programmed into specific language objectives. According to Tarigan, "writing is the process of describing a language so that the message conveyed by the author can be read by the reader."[12] Based on the purpose, there are four types of writing. They are: exposition, persuasive, narrative, and descriptive writing.[13] According to Brown, there are five aspects to writing. The five aspects are:

1. Content, is the content of the writing and the ideas described.

2. Form, namely the arrangement or organization in writing that shows the whole proper structuring of the type of text written.

3. Vocabulary, which is the student's consideration in choosing the right words to express their ideas.

4. Grammar or use of language is the use of the grammar form and the syntactic form in writing. This component is usually written from the sentence structure such as the subject-verb agreement, word form, word order, etc.

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[11] Sartono. *Pemanfaatan Blog sebagai Media Alternatrif {embelajaran di Sekolah,* Magelang, Transformatika, 2016.

[12]Tarigan, Henry Guntur, *Menulis sebagai Suatu Keterampilan Berbahasa.* Bandung: Penerbit Angkasa, 1986,

[13] Romeltea: *Cara Menulis dan Jenis-jenis Tulisan dan Creative Thinking.* 19 Januari 2019 on www.romeltea.com https://romeltea.com/cara-menulis-jenis-jenis-tulisan-dan-creative-writing/. Accessed on 14 april 2019.

5. Mechanics, namely considerations in writing applications such as spelling and punctuation.[14]

C. The Concept of Recount Text

Recount text is a type of text in English that tells about a story, action, or activity. Usually, the text tells about someone's experience. The purpose of the recount text is to entertain the reader so that there is no conflict in this text. Also, this text also aims to provide information to the readers.

There are three generics structure of recount text. They are:

1. Orientation: tells who was involved, what happened, where the events took place, and when it happened.

2. Events: tell what happened and in what sequence.

3. Reorientation: consists of optional-closure of events/ending.[15]

D. The Blog and Steps to Create a Blog

According to Richardson, a blog (web log) is a medium that can be used to share stories, events, or other material such as graphics or videos. A blog is a type of web page that is easy to create and distribute and to use as a form of online journal. Early users of weblogs in the classroom had come up

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[14] Brown, H.D. Teaching Principles*: An Interactive Approach to Language Pedagogy, second edition*. New York: Longman Inc. 2001.

[15] Senandika S: *Recount Text* (Full Materi & Contoh)*,* 21 November 2019, englishindo.com https://www.englishindo.com/2018/01/recount-text-full-materi-contoh-2018.html. Accessed on 22 March 2021.

with a variety of ways to use them, and they have shown that weblogs can enhance and deepen learning.**[16]**

The steps to creating a blog:

1. Make an Email first.

2. Enter www.blogger.com

3. Click "start a new blog"

4. Give a Name and Choose

On the next page, a small page will appear where there are three short steps for creating a blog in it, namely. Explanation:

a) Title

In the section on how to create a blog on this blogspot, fill in the title of your blog.

b) Address

In this column, we must select a blog address that has not been used by others. If someone has ordered it, you will see an exclamation point (!) In yellow as shown in the picture or if no one has used it at all then the sign will appear correct or a blue checkmark.

c) Click 'Create Blog.'

5. Filling and Writing Articles

After having a blog, the next step that we need to know is how to write articles in it and what to do to start being active and visited by many people.

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[16] Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms.* California: Corwin Press. 2009.

6. Start posting.[17]

E. The Advantages and Disadvantages of Weblog

1. The Advantages

The use of Blog Media (Weblog) in the teaching and learning process, of course, has advantages. Dieu (2004) states that using a Weblog to control the collaborative learning process in which students can peer edit others' postings. They are should be encouraged to comment on their partner's postings.[18]

By using Weblog during the learning process and expecting students to participate, Weblog can increase engagement and literacy skills. Weblog aims to provide students to write, which in turn encourages the students to produce higher quality work.

2. The Disadvantages

The use of weblog in the teaching and learning process also has disadvantages. Students can be easily distracted when they can connect to the weblog, because they have access to the virtual world, and the students can forget the task that they are doing.

As a note, not all the skills in the language can be applied in the weblog. Because learning English using weblog is only conducted in

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[17] Wilson, Muhammad Tanzir. *Panduan Praktis Membuat Situs pribadi & Template Blog.* Media Kita, 2007.

[18] Dieu, B. Blogs for Language Learning. *Essential Teacher, Autumn 1* (4), 26-30, 2004

writing skills. It will lack listening and speaking skill training. Writing may be more casual than a traditional assignment.[19]

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[19] Dieu, B. Blogs for Language Learning. *Essential Teacher, Autumn 1* (4), 26-30, 2004

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied the Research and Development model or what is commonly called R&D. Regarding this development model, Seals and Richey (1994) define development research as a systematic assessment of design, development and evaluation programs, learning processes and products that must meet the criteria of validity, practicality, and effectiveness.[20]

The development model applied in this research is ADDIE mode. The following is the explanation:

1. Analysis

In terms of analysis, there are three things that are important for researchers to know. The three components are: shortcomings wants, and also student needs. These three things contain questions about student competence, student learning abilities, previous student knowledge, and skills in writing subjects. This data was obtained by dividing students by a questionnaire.

2. Design

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[20] Richey, R. C., Klein, J. D., & Nelson, W. A. (2004). *Developmental Research: Studies of Instructional Design and Development.* In D. H. Jonassen (Ed.), *Handbook of research on educational communications and technology* (p. 1099–1130). Lawrence Erlbaum Associates Publishers. https://psycnet.apa.org/record/2004-00176-041 Accessed on 23 March 2021.

In this case, the researcher designed learning if it was in accordance with the Neo Be-COC literacy community, which was related to learning using weblogs as the means.

3. Development

This step focuses on material development. The development here consists of collecting, compiling, and validating the material. Material collection can be from various references. For arrangement, it can be in the form of illustration, typing, etc. Lastly is validation. Here, the validation must be from a linguist.

4. Implementation

In the next step, the material design is then implemented by members of the literacy community. The implementation is carried out in stages to better understand the dynamics that occur. This point of implementation is closely related to the last point, namely evaluation. After the implementation procession in the first stage in the form of a pre-test, the summarized data is then analyzed and evaluated before moving on to the post-test stage.

5. Evaluation

In the evaluation section, researchers used two kinds of evaluation. They are formative and summative evaluations. Formative evaluation will be carried out to collect data at each stage of the implementation of this research. It aims to get solid data to fix the problems that arise in this case.

Summative evaluation is an evaluation that is carried out at the end. This aims to determine the effectiveness of the use of blog material for the writing of the intended literacy community members.

B. Time and Location

1. Time of the Research

This research was conducted in February and March 2021.

2. Location

This research was conducted at the Literacy Community in Palopo (Neo Be-COC). This literacy community has been established since 2016. However, when the majority of the founders have completed their studies, this community learning activity is not as massive as it was in the beginning. They usually hold meetings in the hall of MAN Palopo around the campus of IAIN Palopo, and then online.

C. Research Subjects and Objects

The subjects in this study were members of the literacy community named Neo Be-COC. The members themselves consist of about 30 members. As a sample, the researcher only took 15 members randomly. While the object of this research is blog material with recount text as the material being developed.

D. Research Instrument

To collect data, researchers used need analysis on the needs of tutors and respondents for the material. Then it is also supported by a written test (pretest and posttest) as a written instrument, as material posted on the blog.

Community members were asked to write a recount text about "Me, Education, and Corona" for the pre-test and "campus life" for the post-test which consisted of 50-70 words each.

E. The Technique of Data Collection

The whole research was conducted in four meetings. The first meeting was with a need analysis in the literacy community. Then the next step is applied in the form of a test as a reference for the development of recount text material. For the pre-test, community members were asked to write a recount text with the topic "Me, Education, and Corona" (50-70 words) within thirty minutes. After conducting a pre-test and analyzing the scores of community members, the researcher began to provide writing materials using a weblog.

In the advanced stage, the researcher asked the tutor to discuss with the respondents about the recount text. Then proceed with brainstorming about examples of recount texts. Furthermore, community members are allowed to use the same weblog, so that their posts can be posted there.

They were then allowed to respond to each other's writings. Through the comments column, researchers can provide a stimulus to create dynamics and can revise the draft and develop it into a good text. They are asked to complete their work based on input from other members.

At the last meeting, the researchers conducted a post-test to find out whether there was an improvement in their writing skills after using weblogs. It is also at the same time to find out whether the application of Media Blog

development in learning can provide effective results or not. For the post-test, they were asked to write a recount text with the topic "Campus Life" consisting of 50-70 words in thirty minutes.

F. The Technique of Analysis Data

For the data analysis technique, the researcher used the Brown rubric analysis technique. According to Brown, there are five things that need to be considered in order to see a text, or what in this research is recount text. The five things are Organization (range of value 0-20); Content (range of value 0-24); Grammar (range of value 0-12); Vocabulary (range of value 0-12) and Mechanics (range of value 0-12).[21]

When the pre-test and post-test data are summarized as a whole, the researcher then uses the SPSS application to compare these data (T-Test). The purpose of this data comparison is to find out whether developing blog material can improve the writing skills of the members of the literacy community.

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[21] Antara, I. Made Agung Rai, I. Nyoman Sedeng, and AA Putu Putra. *Keterampilan dalam Menulis Wacana argumentasi Berbahasa Inggris dengan Metode ESA pada Mahasiswa Level Post Intermediate Di STIE Triatma Mulia*. Diss. UDAYANA University, Bali, 2020.

CHAPTER IV

FINDING AND DISCUSSION

A. **Research Result**

As an initial process, the researcher conducted a needs analysis of the respondents by observing the learning process in the literacy community. Researchers conducted interviews with tutors and respondents to collect data and then processed. The researcher concludes that the respondents are more inclined to conventional learning and there is no significant development in writing recount texts. The teacher or tutor only gives the theme of writing and the respondent is then asked to write it on paper. As a result, they don't seem very interested and they don't have the freedom to express themselves and don't give each other advice. That's because of the limitations of conventional media.

Therefore, the researchers then designed a blog media that can be used by teachers and respondents, to be more flexible in writing and also to provide feedback to each other so that they can develop better.

After the need analysis procession and the initial design of the medium, from the weblog, the researcher then conducted a test using the blog to examine the effectiveness of using the designed weblog in improving the writing skills of the respondents. In this stage, researchers and teachers conducted a pre-test on the respondents. It is called a pre-test, because the respondents were only given the theme of the recount text, without previously

being given related material in the media; as well as feedback with fellow respondents, which has not been active.

The results obtained later were quite good in terms of the increasing interest in the writing of the respondents. However, in terms of feedback and the suitability of the material, namely recount text, it is still not as good as it should be. As an additional note, the researcher also found that the respondents did not really understand the application of punctuation in the writing process. The researcher then consulted with related parties, so that the material for recount text, punctuation, and how to make a better comment column so that the feedback could be more easily used by the respondents.

In the implementation step, the researcher has presented a medium (Weblog) which has gone through the adjustment and improvement stages based on the previous experimental steps. At this stage, researchers have collaborated with tutors, with the aim of improving the ability to write recount texts of the respondents. The step that the researcher has taken to test the product is to give a post-test in the form of a recount text to the respondents, to see the development of their writing skills. The results obtained are with a significant increase in the ability to write recount text of the respondents. This has been achieved and can be seen in the description with the indicators that have been summarized as the data in the following discussion.

After all the above processes are completed, the researcher concludes that the application of weblogs can be a medium in improving the ability to write recount texts for the respondents, who in this case are literacy activists. In the next step, the use of Weblogs as a learning medium can be maximized on a wider scale.

The following are some tables regarding the results of this study. The first table shows the value of the pre-test data. The second table shows the posttest data values. The results of data processing can be seen in the following table.

Table 4.1: The results of pre-test data (Me, Education, and Corona)

Respondent	WRITING ASSESSMENT VARIABLES				
	Organization	Content	Grammar	Vocabulary	Mechanics
R1	7	11	7	7	7,5
R2	6,5	9	5	6	6
R3	7	9,5	5	6	5
R4	6	9	5,5	6,5	6
R5	6	9	6	7	7
R6	5	7	5,5	6	5,5
R7	6	7	6	6,5	6
R8	5	8	4	5	5
R9	5	7,5	5	5	6
R10	6,5	8	6	6	6,6
R11	6	8	6,5	5,5	5
R12	5,5	7	6	6	5,5
R13	7	7,5	6	5	6
R14	6	8	6,5	5,5	5

R15	6	8	5	6	5,5
SUM	90,5	123,5	85	89	87,6
TOTAL	6,03	8,23	5,66	5,93	5,84

The table above shows the results of pre-test data processing (Me, Education, and Corona) from members of the literacy community based on five variables according to Brown's analysis rubric. For the results of the data from the post-test itself, it can be seen in the following table:

Table 4.2: The results of post-test data (Campus Life)

Respondent	WRITING ASSESSMENT VARIABLES				
	Organization	Content	Grammar	Vocabulary	Mechanics
R1	9,5	14	8	9	9
R2	8	11,5	6,5	8	7
R3	9	11	7	8,5	7
R4	10	10	7,5	8,5	8
R5	11	10,5	8	9	9
R6	10	11	8	6,5	8
R7	9	11	7,5	7	8
R8	11	10	8	7,5	7,5
R9	8,5	9,5	5,5	6,5	7
R10	9	9,5	8	8	7
R11	8	8,5	7,5	7	6,5
R12	8,5	9	6	7	6,5
R13	9	9,5	7,5	6	7
R14	8	9	8	7,5	7,5
R15	9:05	10,5	7	7	7
SUM	128,87	154,5	110	113	112

TOTAL	8,59	10,3	7,33	7,533	7,46

As supporting data, the researcher applied the hypothesis test by applying the t-test formula using the SPSS application. This is to find out whether the two (pretest and posttest scores) have a significant difference or not. Hypothesis testing was carried out using the t-test formula through the SPSS application, with a significance level of 0.05 (5%).

In the next session, the result data from the SPSS application (t-test) is seen whether there is a significant difference between the learning outcomes of members of the literacy community in terms of pre-learning skills using Media Blogs (weblogs) in learning to write.

From the test results, the researchers found that their average score increased by 1,904 with a significance level of 0.001. After that, based on the results above, it can be seen that there is a significant difference between the pre-test and post-test.

In other words, the use of Media Blogs (weblogs) can improve the writing competence of members of the literacy community in learning to write, especially recount texts.

B. Discussion of Research Results

The results of the data analysis above indicate an increase in the writing skill of members of the literacy community, from the five variables based on Brown's analysis rubric. For clarity, the following diagrams

researchers can list based on summarized data, to see the intended development.

The first diagram is the pre-test data. The second diagram is post-test data. While the third diagram is a comparison between both of them. For the results of the pre-test itself, it can be seen in the following diagram:
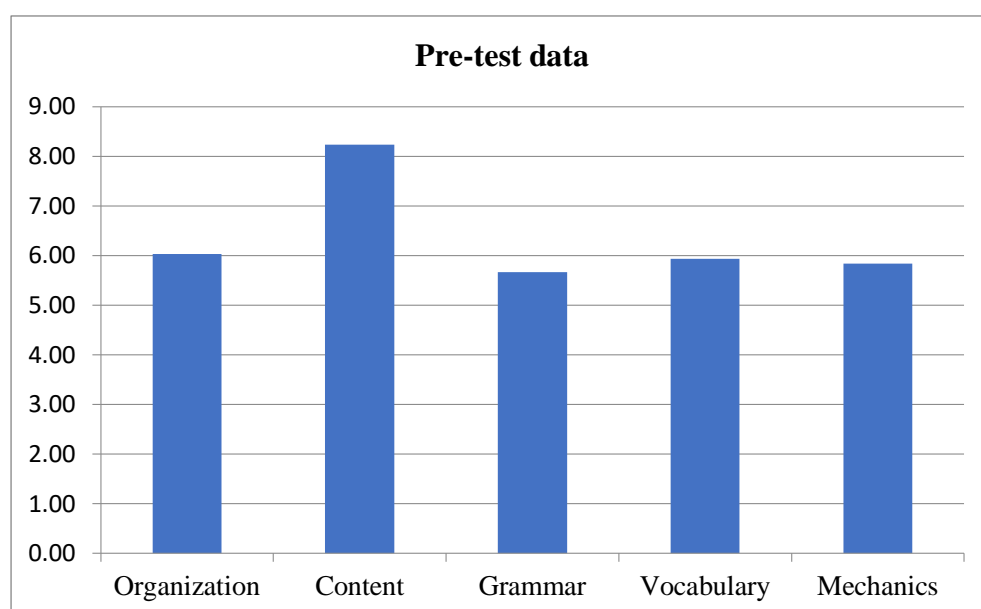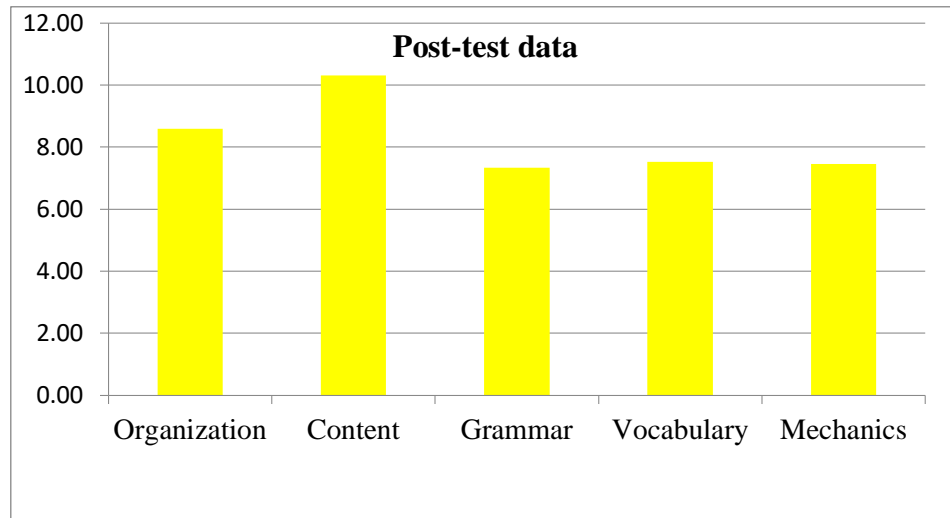
Pre-test data

Diagram 4.1: The results of pre-test data (Me, Education, and Corona)

The data in the diagram above, shows the results of the pre-test with details: (1) Organization 6.03; (2) Content 8,23; (3) Grammar 5.66; (4) Vocabulary 5.93; and (5) Mechanics 5.84. Meanwhile, data related to the post-test can be seen in the following diagram:

Post-test data

The data in the diagram above, shows the results of the pre-test with details: (1) Organization 8,59; (2) Content 10,3; (3) Grammar 7,33; (4) Vocabulary 7,53; and (5) Mechanics 7,46. For a comparison of scores based on the data that has been summarized, we can see in the following diagram:
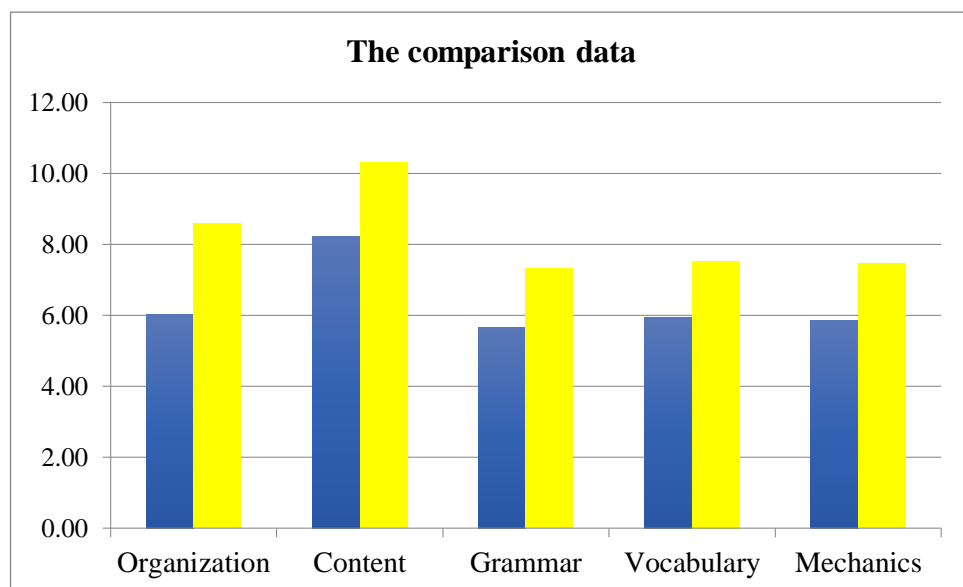
The comparison data

Diagram 4.3: The comparison data

When the two data above are tested with the t-test formula using the SPSS application, the results obtained are as can be seen in the following table:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	6,34	5	1,066	,477
	POST-TEST	8,24	5	1,256	,562

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE-TEST & POST-TEST	5	,949	,014

Paired Samples Test

|		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	D F	
Pair 1	PRE-TEST - POST-TEST	-1,904	0,414	0,185	-2,418	-1,390	-10,283	4	0,001

Table 4.3, 4.4, & 4.5 The results of data processing with the t-test

formula by using SPSS application

Based on the description above, the mean value in the pre-test was 6.34. While the result of the post-test is 8.24. It shows an increase in student scores up to 1.904 points with a significance level of 0.001.

During the research procession, members of the literacy community showed progress. They learn from some of the mistakes they made before. However, after receiving feedback (although rarely done publicly on weblogs, but through the WA Group which also involves researchers) on their writing, they have started to improve it.

For example, we can see in the following image:
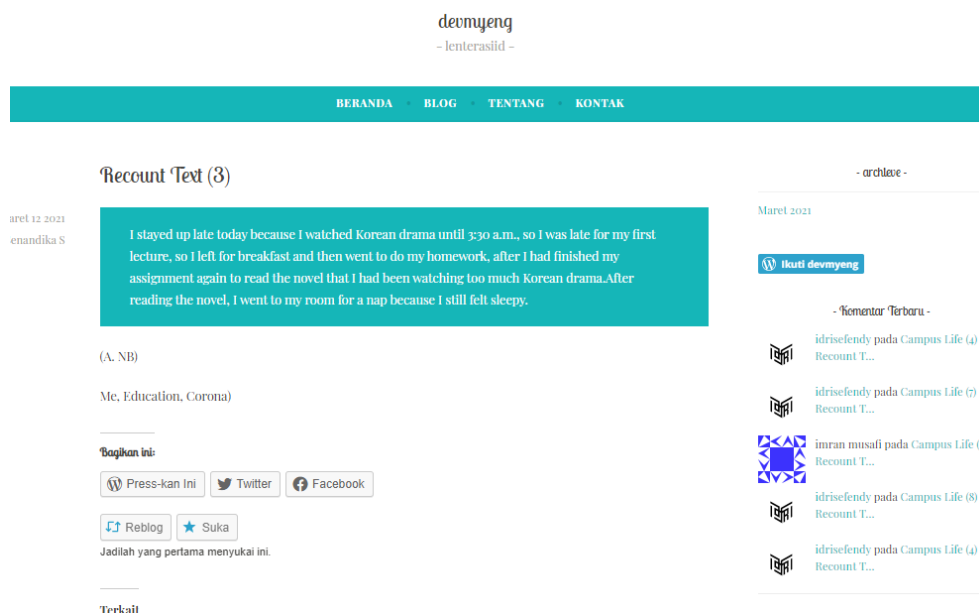
Picture 4.1: The Recount Text (Me, Education, and Corona

(Pre-test: https://lenterasiid.wordpress.com/2021/03/12/recount-text-3/**).**

The picture above is the writing of a member of the literacy community who wrote a recount text with the theme "Me, Education, and Corona". It can be seen that she wrote recount text that still does not meet the criteria or matters related to the recount text rule. More than that, she does not seems to understand how punctuation affects to our writing. So, when we do not apply it, our writing will be a little difficult to understand.

However, when corrections were given by other members as well as by researcher, she seems to have started to understand the use of punctuation marks, as well as the recount text hisself. This can be seen in the recount text that she made at an advanced stage, but with a different theme. The recount text can be seen in the following image:

Picture 4.2: The Recount Text (Campus life)

(**Post-test:** https://lenterasiid.wordpress.com/2021/03/17/campus-life-3-recount-text/)

As a note, the researcher does not just provide recount text material to the members of them. But researcher is also trying to provide them with material related to punctuation. It is based on the results of what the researcher got when they had received their recount text during the pre-test process.

Based on all that, it can be said that the members of the literacy community themselves, can write and express more things in their head or thoughts, through the weblog tool. Their choice of words can also be more varied compared to conventional methods.

In short, the use of a weblog can improve the writing skills of members of the literacy community. Thus, it can be said that the use of a Media Blog (Weblog) in learning to write, can be an alternative solution to overcoming difficulties in arranging ideas and use good and correct grammar.

The researcher believes that the use of Weblogs in terms of writing, not only helps members of the literacy community, to become better academically (which in this case is writing). Rather, it can also provide opportunities for them to engage in other positive things; such as discussing and also thinking critically.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Researchers use a need analysis approach in an effort to find problems and then manifest them in blog material that is tailored to what is needed. Based on the results of this study, it was found that there were significant differences in the scores obtained from the pre-test and post-test. The results of data analysis showed an increase in the writing skill of members of the literacy community, from five variables based on Brown's analysis rubric.

The following are the details: The pre-test results with details: (1) Organization 6.03; (2) Content 8.23; (3) Grammar 5.66; (4) Vocabulary 5.93; and (5) Mechanics 5.84. The Post-test results with details: (1) Organization 8.59; (2) Content 10.3; (3) Grammar 7,33; (4) Vocabulary 7.53; and (5) Mechanics 7,46.

When the two data above were tested with the t-test formula using the SPSS application, it can be seen that the average value in the pre-test is 6.34. While the post-test result is 8.24. This shows an increase in student scores up to 1.904 points with a significance level of 0.001.

It can be concluded that by developing a Media Blog (weblog) in providing learning materials, it can improve the writing skills of literacy community members in learning writing, especially recount text.

B. Suggestion

In learning to write, literacy activists (whether they are members of the community or not) must be able to choose the learning media that is most suitable for themselves, their environment, and the developing era. They can use a weblog as a medium for learning to write because a weblog is an alternative medium that has significant benefits for them.

Therefore, literacy activists are advised to use a Media Blog (Weblog). This can be a means or medium in the process of learning to write better. One thing that also needs to be remembered is that the use of a weblog must be used as well as possible, based on ethics, used wisely, and also responsibly.

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Appendix 1: Time of This Research

ACTIVITIES	TIME
1. Proposal Seminar	4th November 2019
2. Pre-Test	12nd March 2021

3. Treatment
    a. First Meeting
    b. Second Meeting
	14th March 2021
	15th March 2021

4. Post-Test	21st March 2021

Appendix 2: Pre-test and Post-test Result

The following are some of the results of the pre-test and post-test in this research:

1. **Pre-test**, with the theme: "Me, Education, and Corona" on 12nd March 2021.

   a) Respondent 1 (R1).

   (https://wordpress.com/view/lenterasiid.wordpress.com)

   > "During corona I had a very dark period when people who cost me a good covid-19 and then went bankrupt for most of my assignments online. I am deeply saddened and overwhelmed by the pandemic situation of so much overwhelming stuff and so much that I want to cry but I am very patient and live an uncertain life Oh, hopefully the pandemic will be over soon, because it has been a terrible time."

   b) Respondent 2 (R2)

   (https://lenterasiid.wordpress.com/2021/03/12/recount-text-2/)

   > "Education and corona or covid19 is two different words and shook the community throughout the world especially in the corona world of education is a virus that is able to paralyze learning activities from childhood to collage learning and teaching is only in a house with telephone means that are not necessarily effective and it's what makes the public fret partially because it is a fooled."

   c) Respondent 3 (R3)

   (https://lenterasiid.wordpress.com/2021/03/12/recount-text-3/)

   > "I stayed up late today because I watched Korean drama until 3:30 a.m., so I was late for my first lecture, so I left for breakfast and then went to do my homework, after I had finished my assignment again to read the novel that I had been watching too much Korean drama.After reading the novel, I went to my room for a nap because I still felt sleepy."

2. **Post-test,** with the theme: "Campus Life" on 21st March 2021.

   a) Respondent 1 (R1)
   (https://lenterasiid.wordpress.com/2021/03/17/campus-life-6-recount-text/)

"When I first entered the campus world, my two friends and I who came from the same school, decided to live in one boarding house

We were so impressed with the campus we entered. Including the area and the distance that is quite far from our boarding house. One problem is that we don't have a vehicle. Finally, we, in the early days themselves, were often late in taking care of things.

But from all of that, we can realize that having a good relationship can provide special benefits for us. Because, we are often helped by our new friends about this."

b) Respondent 2 (R2)

(https://lenterasiid.wordpress.com/2021/03/17/campus-life-2-recount-text/)

"The first time I entered the world of campus, it turned out that the campus was not just studying.

In my opinion, the campus was also a place for students to socialize, participate in politics, and organize. The campus world was very fun. But campus can also make you complacent when you can't manage your time well. Because many students are too complacent about the organization that they forget their main goals and many students are late or take too long to complete their studies. So they become the oldest students on campus.

Maybe I can't explain more about the campus. Because I haven't felt how things are on campus, this is due to the existence of Covid-19. So many new students like me who are less fortunate cannot feel the atmosphere of the campus."

c) Respondent 3 (R3)

(https://lenterasiid.wordpress.com/2021/03/17/campus-life-5-recount-text/)

Campus life and The Field Research.

"One year ago, my classmates and I conducted activities in the form of observations (field research) to be precise at MAN PALOPO. Our goal is to complete the assignments that have been given by the lecturer who teaches the subject concerned.

Many of the lessons and new experiences, that I got during the research process were carried out. Especially in terms of interactions between educators (teachers) and students.

They were friendly and polite in responding when some of us asked questions related to: Learning methods, number of classes, and so on.

That's a little pleasant experience for us, as long as the research activity took place. After reading this experience, hopefully readers will be entertained and motivated to continue to make efforts. A proverb says: *"effort never betrays the results, that's all of us and thank you"*."

Appendix 3: The Blog Materials

The following are some of the blog material used as an instrument in this study that has been used by the respondents. These materials have been compressed and distributed in blogs. For more details, it can be seen via the following link:

1. Recount text material

   For recount text material, it can be seen at the following link:

   https://lenterasiid.wordpress.com/2021/03/14/materi-recount-text/

 2. Functuation

   For the functuation material, it can be seen at the following link:

   https://lenterasiid.wordpress.com/2021/03/14/punctuation/

Appendix 4: Documentation

1. Picture 3.3: the initial Be-COC logo.

2. Picture 3.4: documentation of members of the Be-COC literacy community during their first meeting on friday, October 16th, 2015.

3. Picture 3.5 and 3.6: documentations when researchers gave treatment to members of the Neo Be-COC literacy community on 14th March 2021 and 15th March 2021.

CURRICULUM VITAE

The researcher, M. Idris was born on June 01st 1994 in Gampuae, Belawa-Baru, Kecamatan Malangke, Kabupaten Luwu Utara. He is the fourth child from two sisters and two brothers. His father's name is H. Sennang and his mother's name is Hj. Judda.

The researcher finished his study at Madrasah Ibtidaiyah As'adiyah No.268 Luwu Utara, his graduated in 2006 and then continued his study at Madrasah Tsanawiyah As'adiyah Belawa-Baru, he graduated in 2009. Next, he keeps going to continue his education at Madrasah Aliyah As'adiyah Belawa-baru, he graduated in 2012. He continue to study at the state Institute For Islamic Studies (IAIN) Palopo (2015) and taking English Language Education Study Program. He finished his study in 2021.

In the end of the study at the state Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled: "**Developing Blog Materials for the Members of Literacy Community of Palopo".**