

**STUDENTS' PERCEPTION TOWARDS THE USE OF BLOG
IN LEARNING ENGLISH AT THE XIIth GRADE OF
SMAN 13 LUWU**

A Thesis

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



IAIN PALOPO

By

NURTAHAN RIANI

REG.NUMBER : 18 0202 0101

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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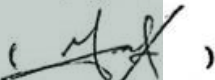

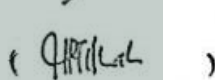
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THESIS APPROVAL

This thesis entitles “Students’ Perception Towards the Use of Blog in Learning English at the XIIth Grade of SMAN 13 Luwu”, which is written by **Nurtahan Riani**, Reg. Nim 18 0202 0101, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, August 03th 2022. Coincided with Muharram 05th 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, August 08th 2022

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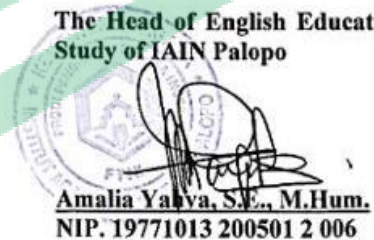
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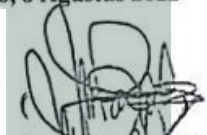



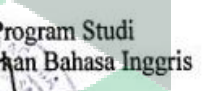


HALAMAN PENGESAHAN

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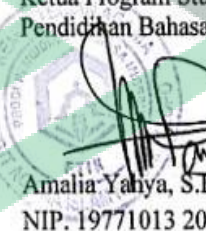
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Assalamu'alaikumwr. Wb.

Setelah menelaah naskah perbaikan berdasarkan seminar hasil penelitian terdahulu, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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Maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian untuk diproses selanjutnya.

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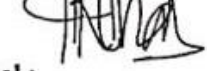
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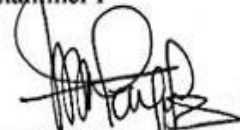
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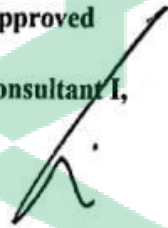
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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

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Palopo, 10 April 2022

The researcher



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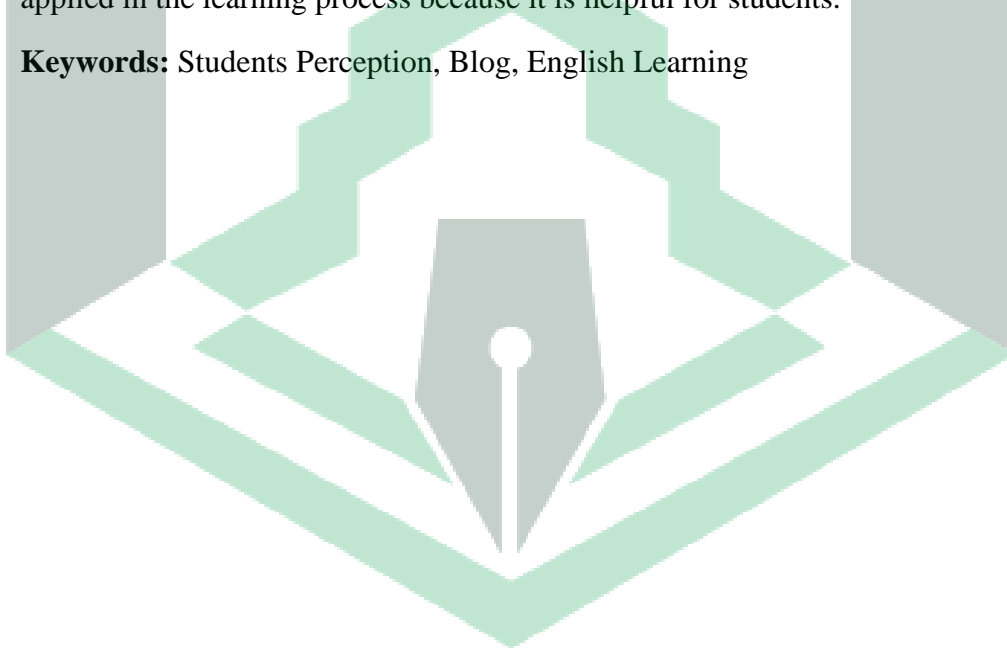
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ABSTRACT

Nurtahan Riani, 2022, "Students Perception Towards *The Use of Blog in Learning English At The XIIth Grade of SMAN 13 Luwu*". Thesis of English Education Study Program. Consultant (1) Wisran, S.S, M.Pd and (2) St. Hartina, S.Pd., M.Pd.

The research objectives are to determine the students' perception of using blogs in English writing. This research design uses a descriptive qualitative approach. It was conducted at the SMAN 13 Luwu (XII MIPA 3), consisting of 30 students. The instruments in this research were questionnaires, interviews, and documentation. The researcher collected the data through a questionnaire and interview. The finding of this research showed students' positive perception of the use of blogs in English writing. There are it can be seen in the questionnaire result, which was 47% Strongly Agree, 41% Agree, Neutral 11,5%, Disagree 0,5%, and Strongly Disagree 0%. Also, the interview result shows that blog has many advantages for students. It is easy to operate and can be used anytime and anywhere. The blog can also improve students' enthusiasm in the learning process, especially in the writing process, and is effective for students in this modern era. It can be suggested that blog can be applied in the learning process because it is helpful for students.

Keywords: Students Perception, Blog, English Learning



CHAPTER I

INTRODUCTION

A. Background

A weblog or blog is a website or online journal containing written information published as a post on a web page.¹Content or posts on a blog are often updated regularly. The benefits of blogs, the first is as a publication media. For the blog, working as an effective publication media is quite enough because someone does not have to spend much money. Second, to make money by creating a blog, everyone can also make money by themselves. The third is brand building. And the fourth is sharpening writing skills.

Blogs allow for interactivity between sources and recipients of the information. The information submitted will be immediately responded to, added, corrected, and enriched by others. Therefore, a topic might become more enjoyable with a discussion between the blogger and his weblog visitors. In addition to its nature in the internet network, other blogs' advantages are that they are independent as media. Besides that, blogs also tend to be non-formal in the use of the language they use.

Weblogs are media that are used personally, both individually and institutionally. There are no personal requirements given by any party to be able to own and manage their weblog. Its easy-to-apply format and uncomplicated management make this media operable by anyone. No technical or basic

¹ <https://id.m.wikipedia.org>

journalism skills are required to publish information on a weblog. The lack of blogs is vulnerable to viruses, hackers, or spyware. In addition, the blog also lacks a human touch, its functions are accessible to misuse, and the writing on the blog is less accountable.

For this reason, there are several efforts to minimize this deficiency. Among them are using a safe programming language, an attractive design, having proper article writing control, and being unable to access the blog when the network is in trouble. Blogs and writing are interrelated because the use of blog media is done by writing. According to Harvard University, weblogs are hierarchies of text, images, media objects, and data arranged chronologically and can be viewed in an HTML browser. According to the Marketing terms Dictionary, a blog is a chronological publication that shares one's thoughts in the form of a web link.

The difference between previous research and current research is that in previous research, SMAN 13 Luwu school has never used blog media in learning activities. While for the current research, researchers will use blogs as learning media in teaching writing at SMAN 13 Luwu school. The reason the researcher chose a blog is because of the very rapid development of the internet. It can be used to support the improvement of student learning achievement. In education, blogs are a very supportive medium for teaching and learning because using blogs makes it easier for teachers to give assignments to students. Teaching materials will be more explicit in meaning so that they are better understood by students and enable students to master the objectives of teaching better.

Being in a condition like now, some students are very unmotivated because they have to study online. Especially if writing lesson require them to write in many books sometimes, it makes them overwhelmed and not enthusiastic, and it is not uncommon for them to ignore the task. Previously, researchers have conducted observations by interviewing students and teachers to find out the obstacles that hinder students' writing skills. The results of the interviews with students that the researchers got were the use of monotonous learning methods and a lack of interest in writing. The teacher interviews showed a lack of vocabulary mastery and grammar skills.²

Based on the problem above, the research believes that learning to write will be a problem if it is not addressed immediately. So that researchers are interested in conducting research. They were entitled "Students' Perception Towards The Use of Blog in Learning English At The XIIth Grade Of SMAN 13 Luwu". The researcher hopes the use of blogs can increase the attractiveness of students to write so that students do not quickly feel bored when teaching writing.

B. Problem Statement

Based on the background above, the research question of this research are :

What is the students' perception of the use of blogs in learning English?

C. The Objective of the research

² LT Prawanti, *Kendala Pembelajaran Daring Selam Pandemic Covid-19*.

The objective of this research are :

To find out the students' perception toward the use of blogs in learning English.

D. Significance of the Research

1) Theoretical Significance

This research provides valuable information about using the blog to make writing easier. This research is expected to be a reference for other researchers to research the English teaching and learning process. Hopefully, the research results will be helpful for students, teachers, and all readers. This study's results can help teachers improve students' writing skills.

2) Practical Significance

- a. For students: research results can be used as a reference book for learning English. They can find out how to efficiently use the blog.
- b. For English teachers: this finding is expected to be valuable contributions that can be transferred to students. Teachers can take this way of teaching writing to make it easier for their students.
- c. For the next research: this thesis will provide some contributions and information for further research about the use of the blog used by SMAN 13 Luwu. The result of this study is expected to contribute to students, teachers, and future research.³

³ Nurvitasari, *The Use Of Show And Tell (S&T) Method In Teaching Vocabulary At The Second Year Students Of Junior High School (SMP) Negri 4 Galesong Selatan Kabupaten Takalar* (2020).

E. Scope of the Research

This study focuses on using blogs in learning English, especially for writing descriptive text. It is applied in the XIIth Grade of SMAN 13 Luwu.

F. Definition of Key Terms

1) Blog

A blog is a type of website whose content contains the thoughts of one or more authors and has a chronological order of posts (from the newest to the oldest content). From other sources, a blog is defined as a website maintained by several authors and contains the authors' personal experiences, observations, and opinions. Sometimes blogs include images or links to another website.⁴

⁴ Marina Papastergiou, VG, PA, *Multimedia Blogging In Physical Education: Effect On Students Knowledge And (CT Self-Efficacy)* (2011).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are several relevant studies related to this research as follows:

Muhammad Suhaili and Taufik Saudiyatno (2020), in their research entitled "*Improving Students' Writing Skill Through Interactive Blog at IKIP Mataram*". This research is aimed to improve students' writing skills through Interactive Blog at the English Department of IKIP Mataram. This research was a Classroom Action Research that involved critical analyses of the situation in the classroom and the system in which they worked.

Amal Alsubaie and Abeer Ahmed Madini (2018), in their research entitled "*The Effect of Using Blogs to Enhance the Writing Skills of English Language Learners at a Saudi University*," This study focuses on studying the effectiveness of blog exchanges for enhancing Saudi female university students' English writing, especially vocabulary usage.

Hengki Kris Sanjaya, Eka Apriani, and Sarwo Edi (2020) in their research entitled "*Using Web Blog for EFL Students in Writing Class*." This research discovers students' perception of weblogs as an educational tool in writing class to improve students' writing skills.

Yusuf Falaq (2020) entitled "*The Use of Blogs as Learning Media*." This study discusses using blogs as learning media to attract the interest and attention of students. This research has the same purpose as the research above: to use blogs to

attract students' attention in learning to write. The difference between this research and the previous research is the object, and this research focuses on writing skills.

Nova Sulasmianti (2018) entitled "*The Use of Blogs as Learning Media*". This study discusses the use of blogs as learning media that can help overcome problems that exist in schools. This research has the same purpose as the research above, which is the same as using blogs to overcome the problems that exist in school, especially in learning writing to attract the attention and interest of students to write.

B. Literature Review

1. The Concept of Blog

a. The Definition of Blog

A blog is a website in the form of posts in the form of text that are sometimes added with images, links, and videos written by one or more authors with a specific purpose. The activity of writing on a blog is called blogging, while the author is called a blogger. According to Wikipedia, Blog is an abbreviation of a weblog. This site contains various kinds of information published on the World Wide Web network, a system of interconnected hypertext documents that can be accessed from the internet.

b. Types of Blog

1) Personal Blog

This type of blog can be used by everyone to simply provide the latest information based on experience or add quotes from trusted sources. In addition,

personal blogs are also not bound by rules, and everyone is free to express or pour their thoughts appropriately

2) Business Blog

Second, this type tends to lead to the creation of article content that includes digital marketing, commonly referred to as content marketing. So, everyone can take advantage of proper SEO techniques to support the quality of the content and increase the page ranking position on the Google search site.

1) Professional Blog

Lastly, everyone can build a blog to increase branding according to their abilities and skills. For example, someone can create content related to the expertise of each individual. If someone has a hobby or works in the field of website development, they can try making articles about the technical process, tools, and stages of development. This method has proven to be quite effective but has certain limitations before publishing article content to readers.

c. Functions of the Blog

After knowing the meaning and types, enter the discussion about the benefits and functions of creating a blog.

1) Increase Brand Awareness

First, developing various articles through the right SEO writing process can increase brand awareness of the site's products. So, everyone can get high traffic support through their business campaign or personal branding.

2) As a Media for Publication

Second, it functions as a publication medium that is quite effective without incurring expensive costs. This type of publication tends to prioritize increasing visitors through organic search methods without having to advertise or use SEM (Search Engine Marketing) techniques.

3) To Display Up-to-Date Information

Third, display the latest information and news updates quickly and reach a more comprehensive target user, which will correlate with increased awareness of someone's product brand or personal identity.⁵

d. Advantages of blog

With blogs, everyone around the world can write whatever information they want to share. Everyone can access various information about anything. The information is up-to-date and can be known by many people as writers.

e. Weaknesses of blogs

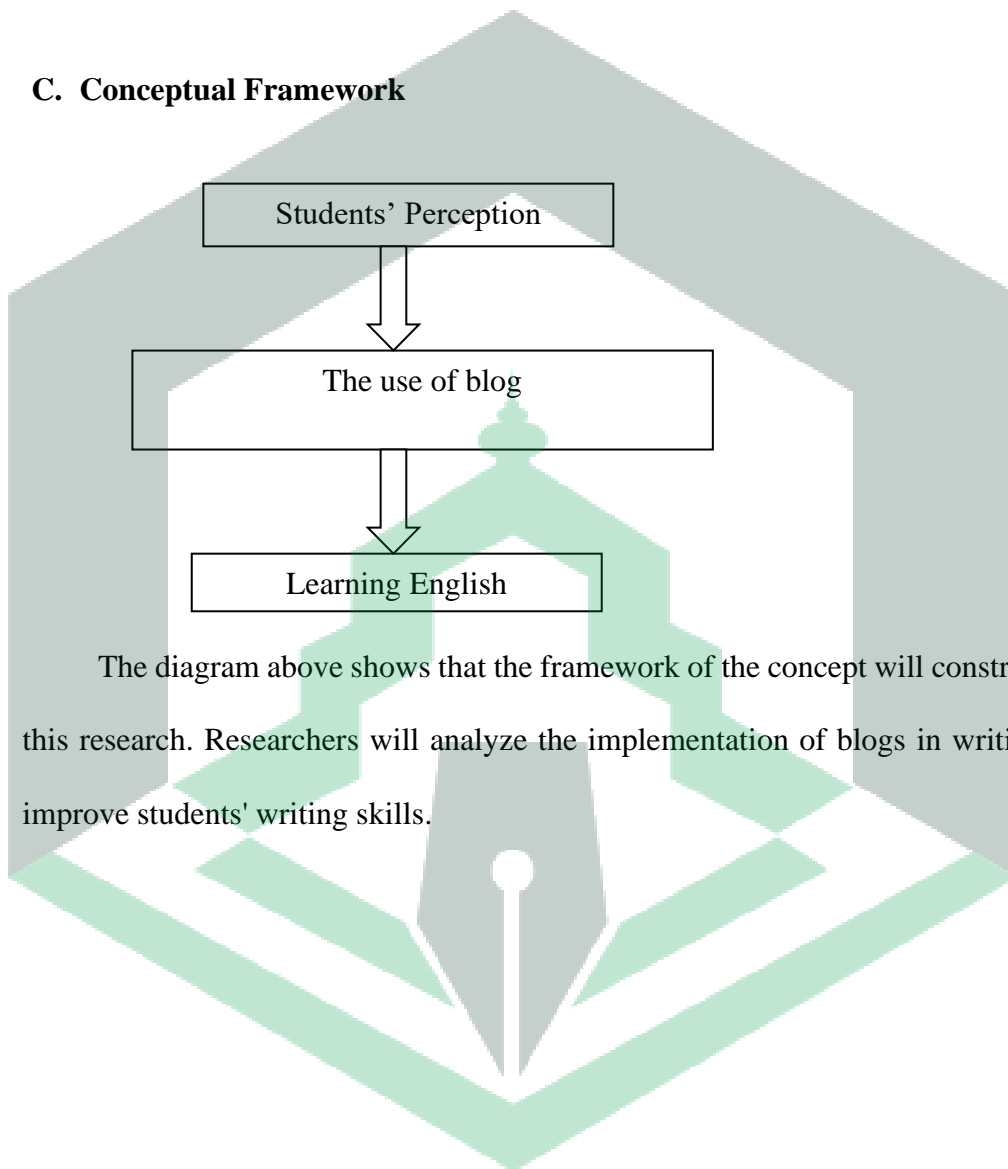
Here are the weaknesses found in the blog :

- 1) Simple look.
- 2) Bound by google rules.

⁵ Fernanda Guttler, *The Use Of Blogs In EFL Teaching* (2011).

- 3) Dependency on google.
- 4) Very few default templates.
- 5) The commenting process is too complicated.⁶

C. Conceptual Framework



The diagram above shows that the framework of the concept will construct in this research. Researchers will analyze the implementation of blogs in writing to improve students' writing skills.

⁶ Dreamerspedia.blogspot.com (2016)

CHAPTER III

METHOD OF THE RESEARCH

A. Design of Research

This research used a descriptive qualitative approach. This research utilizes qualitative data and is described descriptively. It displays the data results without any manipulation process or other treatment. According to Sugiyono (2017), descriptive qualitative research uses a case study method or approach.⁷

B. Time and Location of the Research

This research was conducted from 18 to 24 February 2022, and the location of this research is SMAN 13 Luwu. It is located in Bonepute Village, South Larompong District, Luwu Regency.

C. Subject and Object of the Research

The subject of this research is class XII MIPA 3, totaling 31 students. The researcher determines the research subject with a purposive sampling technique. In contrast, the object of this research is students' perception of the use of blogs in English writing at the XIIth SMAN 13 Luwu.

D. Instrument of the Research

The researcher used the instrument of the research to gather the data as follows:

⁷ Jhon W, Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif Dan Mixed*, Pustaka Belajar (2017).

1. Questionnaire

The perception questionnaire was aimed to find the specific purpose in composing research. It uses the Likert scale. This questionnaire contains several options to choose. In addition, to find out the students' perceptions, the researcher distributed the questionnaires that contained five choices; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

2. Interview

In this case, the research used interviews. The Interview is conducted with students. The function of the interviews was to determine students' perceptions of the implementation of blogs as learning media in teaching writing.

3. Documentation

Data collection technique with documentation is a data collection technique by collecting and analyzing written documents, pictures, and electronically.

E. The Procedure of Collecting Data

a. Questionnaire

Questionnaires were distributed via google form to determine students' perceptions about using blogs in English writing. The questionnaire contains 10 statements. The choices on the questionnaire consist of five choices; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. It was distributed via google forms.

b. Interview

The researchers conducted interviews with eight students to find out students' perceptions about the use of blogs. In English writing, the interview was recorded by using an audio recorder. It uses a semi-structured interview.

c. Documentation

The data in the research is in the form of a systematic and narrative form. Which will be described as the source of the research results. The types of data are in the form of:

- a) The recording is data obtained through recording media, both audio and video. the results of the resulting data will be described in written form for research purposes
- b) Photos are documentary evidence obtained from observations to support the research content in the form of images.

F. The technique of Data Analysis

a. Questionnaire

The questionnaire was calculated by using the following formula

$$P = f/n \times 100$$

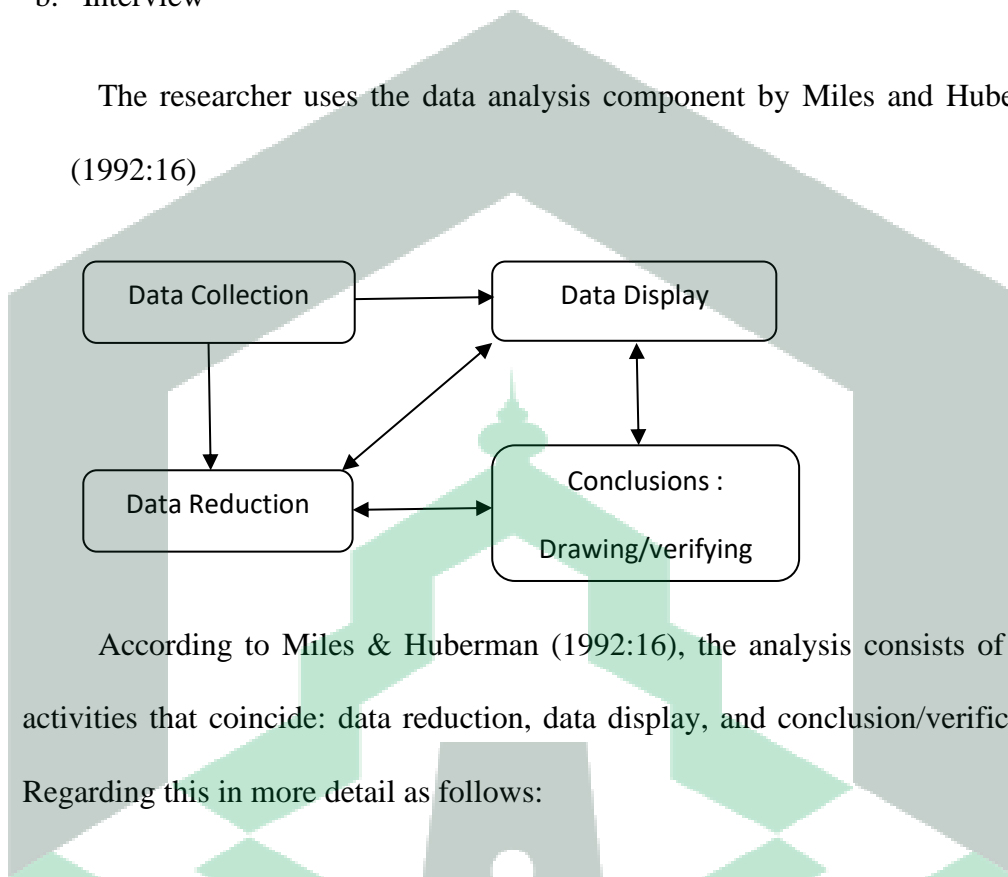
P = percentage

f = total percentage

n= total students

b. Interview

The researcher uses the data analysis component by Miles and Huberman (1992:16)



According to Miles & Huberman (1992:16), the analysis consists of three activities that coincide: data reduction, data display, and conclusion/verification. Regarding this in more detail as follows:

1. Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written records in the field. Data reduction takes place continuously as long as qualitative research-oriented projects take place. During data collection, there is a reduction stage. the next step (summarizing, coding, searching for themes, creating clusters, partitioning, creating memos). This data reduction/transformation continued after the field research until a complete final report was compiled.

2. Data display, Miles & Huberman limit a presentation as an organized collection of information that allows for drawing conclusions and taking action. They believe that better presentation is an effective means of accurate qualitative analysis, which includes: various types of matrices, graphics, networks, and charts. All of them are designed to combine organized information in a coherent and easily accessible form. Moreover, an analyst can see what happens to determine whether to draw the right conclusions or proceed with the analysis according to suggestions presented in the presentation as something that might be useful.

3. Conclusion/verifying, Conclusions are verified during the research. Conclusions occur not only during the data collection process but need to be verified so that they can be accounted. Verification may be a brief rethinking that passes through the mind of the analyzer (researcher) while he is writing, a review of field notes, or it may be comprehensive and exhaustive. Additionally, with review and exchange of ideas among colleagues to develop intersubjective agreements or also extensive efforts to fit a copy of a finding in another data set.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. The Result of the Questionnaire

This research aims to explore the students' perception of the use of blogs in English writing. In this case, a total of SMAN 13 Luwu (XII MIPA 3) students consisted of 30 students, but the researcher only took the data from 20 students. This data was obtained by questionnaire and distributed using Google Form. Based on the Questionnaire, the researcher gets the data result of the questionnaire can be seen in the table below:

Table 4.1 The Questionnaire percentage of statement 1 (I think blogs as media can be used in English learning, especially in writing.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	11	60%
2.	Agree	7	30%
3.	Neutral	2	10%
4.	Disagree	-	-
5.	Strongly		
	Total	20	100%

Table 4.1 above shows 11 students (60%) who strongly agree with the statement, 7 students (30%) who answer agree with the statement, and 2 students

(10%) who answer with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.2 The Questionnaire percentage of statement 2 (I think to blog as media is easy to use in the writing process)

No.	Category	Frequency	Percentage
1.	Strongly Agree	9	45%
2.	Agree	10	50%
3.	Neutral	1	5%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100%

Table 4.2 above shows 9 students (45%) who strongly agree with the statement, 10 students (50%) who answer agree with the statement, and 1 student (5%) who answer with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.3 The questionnaire percentage statement 3 (I think blog in English writing is useful for students)

No.	Category	Frequency	Percentage
1.	Strongly Agree	8	40%
2.	Agree	9	45%
3.	Neutral	3	15%
4.	Disagree	-	-
5.	Strongly Disagree	-	-

Total	20	100%
-------	----	------

Table 4.3 above shows there are 8 students (40%) who strongly agree with the statement, 9 students (45%) who answer agree with the statement, and 3 students (15%) who answer neutral with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.4 The Questionnaire percentage of statement 4 (I think students can be motivated by using the blog.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	13	65%
2.	Agree	4	20%
3.	Neutral	3	15%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100%

Table 4.4 above shows there are 13 students (65%) who strongly agree with the statement, 4 students (20%) who answer agree with the statement, and 3 students (15%) who answer neutral with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.5 The Questionnaire percentage of statement 5 (I think using blogs can improve students' enthusiasm in the writing process.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	10	55%
2.	Agree	6	25%

3.	Neutral	4	20%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100%

Table 4.5 above shows there are 10 students (55%) who strongly agree with the statement, 6 students (25%) who answer agree with the statement, and 4 students (20%) who answer neutral with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.6 The Questionnaire percentage of statement 6 (I think students need to be given blogs as media in English writing.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	5	30%
2.	Agree	14	65%
3.	Neutral	1	5%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100%

Table 4.6 above shows there are 5 students (30%) who strongly agree with the statement, 14 students (65%) who answer agree with the statement, and 1 student (5%) who answer neutral with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.7 The Questionnaire percentage of statement 7 (I think the blog can be used anytime and anywhere.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	8	45%
2.	Agree	11	50%
3.	Neutral	1	5%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100%

Table 4.7 above shows there are 8 students (45%) who strongly agree with the statement, 11 students (50%) who answer agree with the statement, and 1 student (5%) who answer neutral with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.8 The Questionnaire percentage of statement 8 (I think the blog is easy to operate and has many advantages for students.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	6	35%
2.	Agree	12	55%
3.	Neutral	2	10%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100%

Table 4.8 above shows there are 6 students (35%) who strongly agree with the statement, 12 students (55%) who answer agree with the statement, and 2

students (10%) who answer neutral with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.9 The Questionnaire percentage of statement 9 (I think the blog is influential for students in this modern era.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	8	45%
2.	Agree	11	50%
3.	Neutral	1	5%
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100%

Table 4.9 above shows there are 8 students (45%) who strongly agree with the statement, 11 students (50%) who answer agree with the statement, and 1 student (5%) who answer neutral with the statement. There are no students who answer the disagree and strongly disagree.

Table 4.10 The Questionnaire percentage of statement 10 (I think the blog can replace the textbooks.)

No.	Category	Frequency	Percentage
1.	Strongly Agree	9	50%
2.	Agree	5	20%
3.	Neutral	5	25%
4.	Disagree	1	5%
5.	Strongly Disagree	-	-

Total	20	100%
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Table 4.10 above shows there are 9 students (50%) who strongly agree with the statement, 5 students (20%) who answer agree with the statement, 5 students (20%) who answer neutral with the statement, 1 student (5%) who answer disagree, and no students who answer strongly disagree.

From all presentations of students' answers, the following table summarizes each student's answers from strongly agree, agree, disagree, and neutral. The table description is as follows :

Table 4.11 The result of students' response

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I think blogs as media can be used in English learning, especially writing.	60%	30%	10%	-	-
2.	I think blog as media is easy to use in the writing process.	45%	50%	5%	-	-
3.	I think blog in English writing is useful for students.	40%	45%	15%	-	-

4.	I think students can be motivated by the use of the blog.	65%	20%	15%	-	-
5.	I think the use of blogs can improve students' enthusiasm for the writing process.	55%	25%	20%	-	-
6.	I think students need to be given blogs as media in English writing.	30%	65%	5%	-	-
7.	I think the blog can be used anytime and anywhere.	45%	50%	5%	-	-
8.	I think the blog is easy to operate and has many advantages for students.	35%	55%	10%	-	-
9.	I think the blog is effective for	45%	50%	5%	-	-

	students in this modern era.					
10.	I think blogs can replace textbooks.	50%	20%	25%	5%	-
Total		47%	41%	11,5%	0,5%	0%

The table above shows the respondents' perceptions about using the blog. 10 statements of the questionnaire are relevant to their perception of the use of blogs in English writing. From the table above, we know students' positive perceptions about blogs.

2. The Result of the Interview

Based on the Interview, the researcher also gets some information about students' perceptions of the blog. In this case, the researcher only interviewed 8 students from XII MIPA 3 class.

From the results of the Interview, here are the answers from several respondents :

Question 1: Are you happy when you learn to write using blog media?

R1: *I enjoy learning to write using a blog because we only use the phone.*

R2: *Yes, I'm happy because we no longer need to carry writing tools when learning to write using blog media.*

Based on the student responses above, it can be seen that students like to implement blogs when learning to write because they only use phones and no longer

need to carry writing tools when learning to write. However, some students give negative responses as follows:

R1: *I'm still not happy, because to access the blog we must have an internet quota.*

R2: *I'm not happy when I learn to write using blogs because I prefer to write in books.*

Based on the students' negative responses, it can be seen that there are also students who are not happy when using blogs to learn writing because these students prefer to write in books. Not only that, but students must have an internet quota to use blogs.

From the results of the Interview, here are the answers from several respondents :

Question 2: Is learning writing more interesting when using blogs as media?

R1: *Yes, learning writing is quite interesting when using a blog because the blog has several features that we can use.*

R2: *Learning to write using a blog is quite interesting because, when writing on a blog we can also adjust the forms of writing and can add images.*

R3: *Yes, it's interesting. We use the phone when we want to open a blog, so it adds to the enthusiasm for learning.*

Based on the students' responses above, it can be seen that the implementation of blogs is exciting because it has several features, and we can add images to it, and we need to open the phone to open the blog.

From the results of the Interview, here are the answers from several respondents :

Question 3: Can the use of a blog make it easier for you in learning writing

R1: *Yes, using this blog for learning writing makes it very easy for me because it only uses a phone so it's not difficult to write.*

R2: *Yes, because nowadays we use phones more often, so when we want to write we just open the phone.*

R3: *Yes, because wherever we are, we can do the exercise.*

Based on the students' responses above, it can be seen that the implementation of blogs in learning writing makes it very easy for students because they only use the phone so that students can do their assignments anywhere and anytime.

However, some students give negative responses as follows:

R1: *In my opinion, the use of blogs in learning writing is a bit difficult because blogs don't have an application, so we have to Google Chrome to be able to use blogs.*

Based on the negative responses of the students above, it can be seen that these students find it challenging to implement blogs because the blog does not have an application, so they have to open Google Chrome to access it.

From the results of the Interview, here are the answers from several respondents :

Question 4: Does the use of a blog need to be applied in learning writing?

R1: *Yes, because with the use of blogs as learning media, we can work on assignments or write wherever we are.*

R2: *Yes, it is necessary because the blog also supports the teaching and learning process, and the blog also makes it easier for the teacher to give assignments to students.*

R3: *Yes, it is necessary so that we can understand and know more about blogs so that we can improve our writing learning even more.*

Based on the student responses above, it can be seen that blogs need to be applied in teaching writing because blogs can help teachers give assignments to

students, and students can also do their assignments anytime and anywhere. Students can also learn more about blogs.

B. Discussion

This research attempted to use the blog as learning media in teaching writing in the XIIth grade of SMAN 13 Luwu. The research objectives are to find out the students' perception of using blogs in English Writing. This research design uses a descriptive qualitative approach. It was conducted at the SMAN 13 Luwu (XII MIPA 3), consisting of 30 students. The instrument in this research was a questionnaire, Interview, and documentation. The researcher collected the data through questionnaires and interviews.

Based on the questionnaire, the student's responses are seen in table 4.11. The result of students' responses are 47% students strongly agree, 41% agree, 11,5%, 0,5% Disagree, and 0% students Strongly disagree. It is indicated that the blog is effective for learning English writing media because it is easy to operate. It is in line with Lin, W. J., Yueh, H. P., Liu, Y. L., Murakami, M., Kakusho, K., & Minoh, M. (2006, July). In addition, the use of blogs can improve the student's enthusiasm for writing. It motivated them to write because it looks attractive, has many templates to choose from, and only uses a phone. It is in line with Sulistyio, T., Mukmanitien, N., Cahyono, B. Y., & Saukah, A. (2019). Lastly, the blog is practical media because it can be used anytime and anywhere. It is in line with LEE, D., & KWON, H. (2022).

Unfortunately, blogs cannot be accessed without an internet quota, and not everyone likes to write via phone. In the interview session, 8 students gave their perceptions about using blogs in English writing, which were very diverse. However, one person was unhappy when writing using blog media because he preferred writing in a book to writing using a phone. They are happy with blog media because they access blogs using phones, and the students think that learning is more enjoyable because they can use phones in class during teaching and learning. Implementing blog media also makes them happy because they no longer need to prepare stationery to write. They open their cellphone and directly open the blog to do or do assignments, and what they like the most is that they can do assignments wherever they are. So that the implementation of blog media in teaching writing can be applied by their teachers and can be one of the teaching media used by teachers to teach, especially in teaching writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As explained in the findings and discussion, it can be concluded that the students have positive perceptions of using blogs in learning English. The questionnaire data shows that they strongly agree that they are superior to others. It means that blog as learning media is very influential in the development of students learning process. The interview result also showed that students' perceptions about using blogs in the learning process provided many advantages. Such as being easy to operate, can be used anytime and anywhere, and blogs can also improve students' enthusiasm in the learning process.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestion as follow :

1. The teacher should be able to manage the class to make the students more active in teaching English, especially in teaching writing.
2. The teachers must be able to choose a suitable method that can make students enjoy learning in class more.
3. Teachers must be active, creative, and effective in compiling English material, especially in learning writing.

4. It is suggested to the next researchers to continue this research to develop further the use of blogs as learning media in teaching writing.



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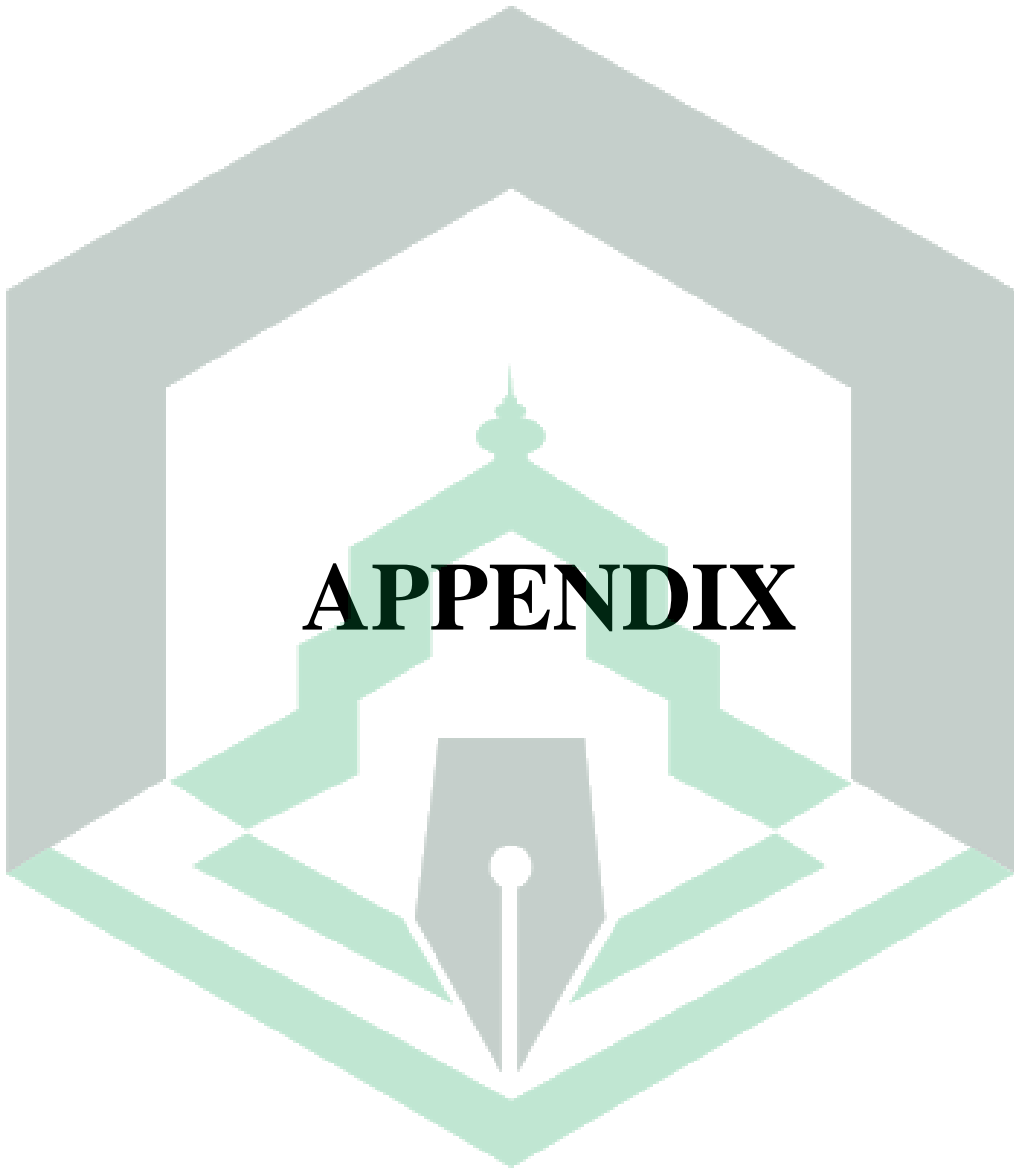
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Appendix 1
Sheet Questionnaire

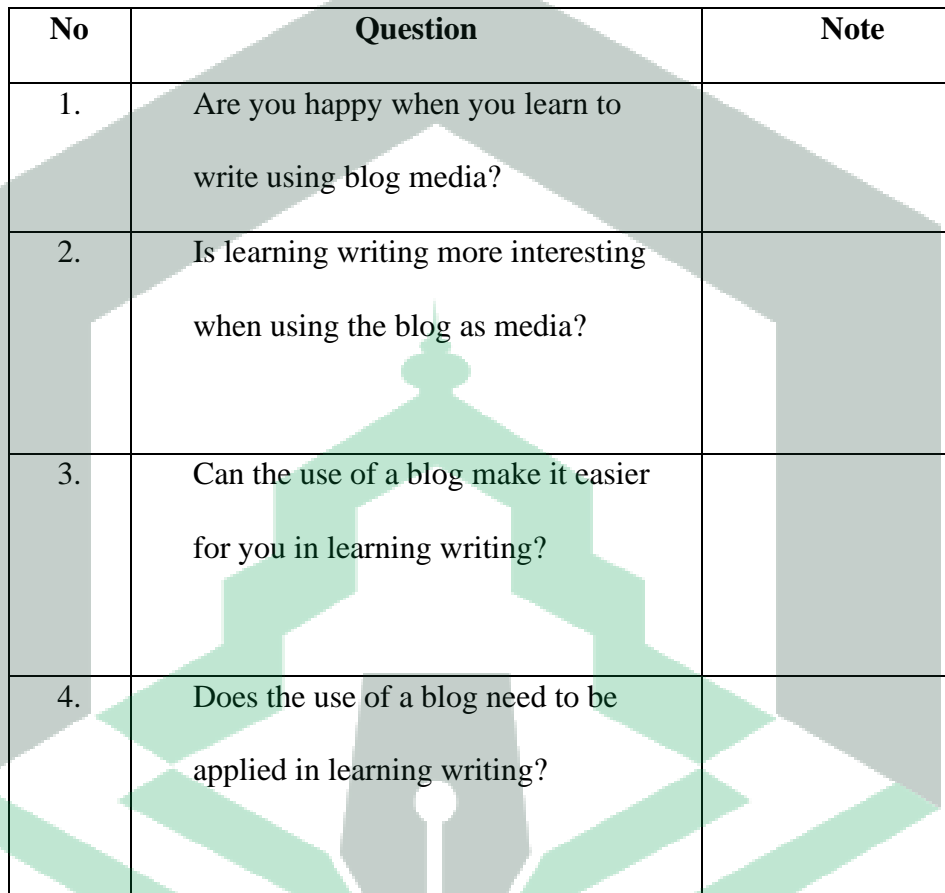
No.	Statements	Strongly Agree	Agree	Disagree	Neutral
1.	I think blogs as media can be used in English learning, especially writing.				
2.	I think blogging as media is easy to use in the writing process.				
3.	I think blog in English writing is useful for students.				
4.	I think students can be motivated by the use of blogs.				
5.	I think the use of blogs can improve students' enthusiasm for the writing process.				
6.	I think students need to be given blogs as media in English writing.				
7.	I think blogs can be used anytime and anywhere.				

8.	I think the blog is easy to operate and has many advantages for students.				
9.	I think the blog is effective for students in this modern era.				
10.	I think the blog can replace the textbooks.				



Appendix 2

Interview Question



No	Question	Note
1.	Are you happy when you learn to write using blog media?	
2.	Is learning writing more interesting when using the blog as media?	
3.	Can the use of a blog make it easier for you in learning writing?	
4.	Does the use of a blog need to be applied in learning writing?	

Appendix 3
Interview Transcript

No.	Name	Interview Question	Interview Answer
1.	Nasrafita	1. Are you happy when you learn to write using blog media?	I enjoy learning to write using a blog because we only use the phone.
		2. Is teaching writing more interesting when using the blog as media?	Yes, learning writing is quite interesting when using a blog because the blog has several features that we can use.
		3. Can the use of a blog make it easier for you in teaching writing?	Yes, using this blog for writing learning makes it very easy for me because it only uses a phone so it's not difficult to write.

		4. Does the use of blogs need to be applied in teaching writing?	Yes, because with the use of blogs as learning media, we can work on assignments or write wherever we are.
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No.	Name	Interview Question	Interview Answer
1.	Nuri Isdayani	1. Are you happy when you learn to write using blog media?	I'm still not happy because to access the blog we must have an internet quota.
		2. Is teaching writing more interesting when using blogs as media?	Yes, it's interesting, because in the blog there is a feature where we can also add images.
		3. Can the use of a blog make it easier for you	In my opinion, the use of blogs in writing learning is a bit

		in teaching writing?	difficult because blogs don't have an application, so we have to go to Google Chrome to be able to use blogs.
		4. Does the use of blogs need to be applied in teaching writing?	yes, it is necessary, because the use blogs also use phones, and nowadays cellphones are one of the most important needs.

No.	Name	Interview Question	Interview Answer
1.	Megawati	1. Are you happy when you learn to write using blog media?	Yes, I enjoy learning to write using a blog because we can learn in a relaxed manner.
		2. Is teaching writing more interesting	Learning to write using a blog is quite interesting because

		when using blogs as media?	when writing on a blog we can also adjust the forms of writing and can add images.
		3. Can the use of a blog make it easier for you in teaching writing?	Yes, because nowadays we use the phone more often, so when we want to write we just open the phone.
		4. Does the use of blogs need to be applied in teaching writing?	yes, it is necessary, to increase our insight about blogs and we can continue to tell stories in blogs in the form of writing about our lives.

No.	Name	Interview Question	Interview Answer
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1.	Marshanda	1. Are you happy when you learn to write using blog media?	I am not happy when I learn to write using blogs because I prefer to write in books.
		2. Is teaching writing more interesting when using blogs as media?	Yes, it's interesting, because in the blog we can add pictures.
		3. Can the use of a blog make it easier for you in teaching writing?	Yes, because blog media can also help students in channeling their creative writing and we can also learn to write or do writing assignments easily.
		4. Does the use of blogs need to be applied in teaching writing?	Yes, it is necessary, because blogs also support the teaching and learning process, and blogs also make it

			easier for teachers to give assignments to students.
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No.	Name	Interview Question	Interview Answer
1.	Gusna Aryunita	1. Are you happy when you learn to write using blog media?	I'm happy because we can use the phone in class.
		2. Is teaching writing more interesting when using the blog as media?	Yes, it's interesting, because we can add any image when we write on the blog.
		3. Can the use of a blog make it easier for you in teaching writing?	Yes, the use of blogs makes it very easy for me to learn writing, especially in doing assignments, but sometimes I have problems on the network.

		4. Does the use of blogs need to be applied in teaching writing?	Yes, it is necessary, because blogs have many benefits.
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No.	Name	Interview Question	Interview Answer
1.	Nurhaedah	1. Are you happy when you learn to write using blog media?	I'm not happy because to be able to access the blog we must have an internet quota.
		2. Is teaching writing more interesting when using the blog as media?	Yes, it's interesting, we use the phone when we want to open a blog, so it adds to the enthusiasm for learning.
		3. Can the use of a blog make it easier for you in teaching writing?	Yes, because wherever we are, we can do the job.
		4. Does the use of blogs need to be	yes, it is necessary, because the media blog is very influential

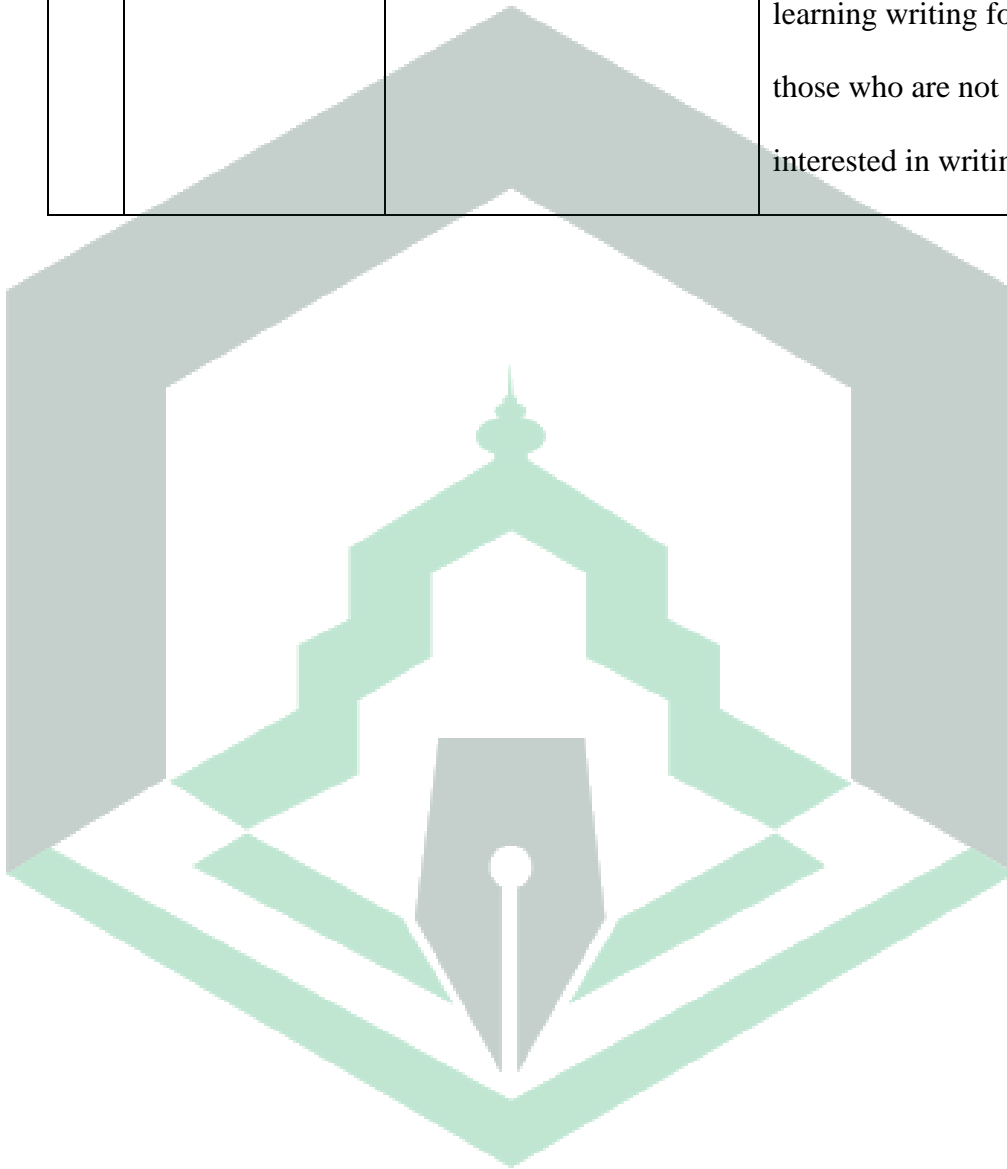
		applied in teaching writing?	in training our writing skills.
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No.	Name	Interview Question	Interview Answer
1.	Welka	1. Are you happy when you learn to write using blog media?	Yes, I'm happy, because we no longer need to carry writing tools when learning to write using blog media.
		2. Is teaching writing more interesting when using blogs as media?	Yes, it's interesting because learning to write using blog media is easier and lessons are easier to understand.
		3. Can the use of a blog make it easier for you in teaching writing?	Yes, because only by using a phone we can do writing learning activities.
		4. Does the use of blogs need to be	Yes, it is necessary, so that we can understand and know

		applied in teaching writing?	more about blogs so that we can improve our writing learning even more.
--	--	------------------------------	---

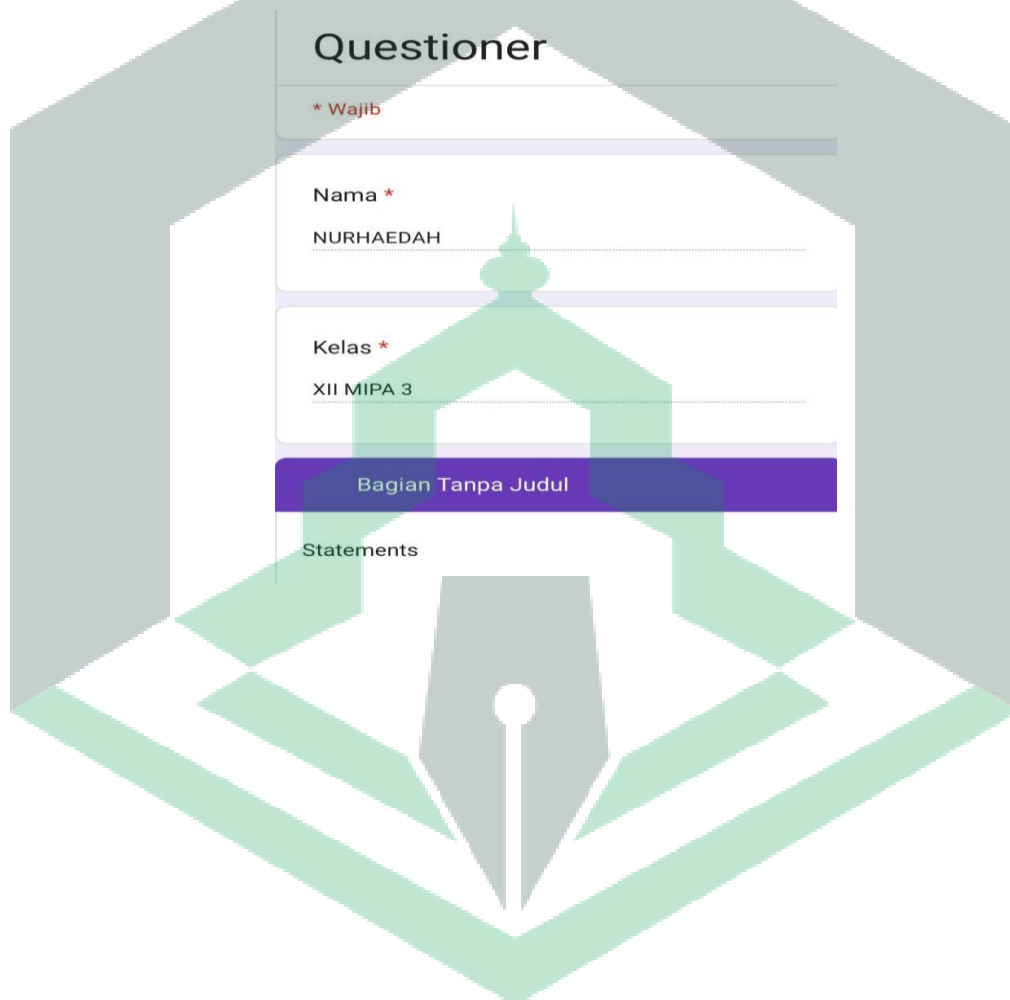
No.	Name	Interview Question	Interview Answer
1.	Nursiani Saparuddin	1. Are you happy when you learn to write using blog media?	Yes, I'm happy because it makes it easier to learn writing.
		2. Is teaching writing more interesting when using the blog as media?	Learning to write using blogs is interesting because without books we can write.
		3. Can the use of a blog make it easier for you in teaching writing?	Yes, because without using stationery we can do our assignments wherever we are.
		4. Does the use of blogs need to be	necessary, because to access our blog we use the phone and

		applied in teaching writing?	now people prefer to use cellphones so it can add enthusiasm to learning writing for those who are not interested in writing.
--	--	------------------------------	---



Appendix 4

Questionner Transcript



The image shows a screenshot of a questionnaire form. The form is titled "Questioner" and is set against a background with a large, stylized green and grey geometric shape. The form contains several input fields and sections:

- A red asterisk followed by the word "Wajib" (Mandatory).
- A field for "Nama *" (Name) with the value "NURHAEDAH".
- A field for "Kelas *" (Class) with the value "XII MIPA 3".
- A purple bar with the text "Bagian Tanpa Judul" (Section Without Title).
- A section labeled "Statements".

Menurut saya blog adalah media yang dapat *
digunakan dalam pembelajaran bahasa
inggris,khususnya dalam menulis(writing).

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog adalah media yang *
mudah digunakan dalam proses menulis
(writing).

- Sangat setuju

- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir blog dalam bahasa inggris *
menulis(writing) berguna bagi siswa.

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir siswa dapat termotivasi dengan *
penggunaan blog.

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya penggunaan blog dapat *
meningkatkan semangat siswa dalam
proses menulis(writing).

- Sangat setuju

- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya siswa perlu blog sebagai *
media dalam pembelajaran writing

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog bisa digunakan kapan saja dan dimana saja. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog mudah dioperasikan dan memiliki banyak manfaat bagi siswa. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog efektif untuk siswa di era modern ini. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir blog bisa menggantikan buku pelajaran. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Questioner

* Wajib

Nama *

Welka buntu minanga

Kelas *

XII MIPA 3

Bagian Tanpa Judul

Statements

Menurut saya blog adalah media yang dapat *
digunakan dalam pembelajaran bahasa
inggris,khususnya dalam menulis(writing).

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog adalah media yang *
mudah digunakan dalam proses menulis
(writing).

- Sangat setuju

- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir blog dalam bahasa inggris menulis(writing) berguna bagi siswa. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir siswa dapat termotivasi dengan penggunaan blog. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya penggunaan blog dapat meningkatkan semangat siswa dalam proses menulis(writing). *

- Sangat setuju

- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya siswa perlu blog sebagai media dalam pembelajaran writing *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog bisa digunakan kapan saja dan dimana saja. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog mudah dioperasikan dan memiliki banyak manfaat bagi siswa. *

- Sangat setuju
- Setuju

- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog efektif untuk siswa di era *
modern ini.

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir blog bisa menggantikan buku *
pelajaran.

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Questioner

* Wajib

Nama *

Nur isdayani

Kelas *

XII MIPA 3

Bagian Tanpa Judul

Statements

Menurut saya blog adalah media yang dapat * digunakan dalam pembelajaran bahasa inggris,khususnya dalam menulis(writing).

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog adalah media yang mudah digunakan dalam proses menulis (writing). *

- Sangat setuju

- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir blog dalam bahasa inggris menulis(writing) berguna bagi siswa. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir siswa dapat termotivasi dengan penggunaan blog. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya penggunaan blog dapat meningkatkan semangat siswa dalam proses menulis(writing). *

- Sangat setuju
- Setuiu

- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya siswa perlu blog sebagai media dalam pembelajaran writing *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog bisa digunakan kapan saja dan dimana saja. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog mudah dioperasikan dan memiliki banyak manfaat bagi siswa. *

- Sangat setuju
- Setuju

- Netral
- Tidak setuju
- Sangat tidak setuju

Menurut saya blog efektif untuk siswa di era * modern ini.

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Saya pikir blog bisa menggantikan buku pelajaran. *

- Sangat setuju
- Setuju
- Netral
- Tidak setuju
- Sangat tidak setuju

Appendix 5

The Example of Students Weblog

risdah1303.blogspot.com



Describing classmate

Firna

Hy, assalamualaikum warahmatullahi wabarakatu.

introduce my name is **Nur isdayani**

here I will tell a little about my best friend, *Firna*. Hi Firna I hope you read this story

Apart from studying, the reason I go to school is to meet my best friend, Firna, she is someone who makes me even more excited to go to school. she was a tiny little girl, a beautiful person, and definitely someone who was very kind to me.

Even though we have a very far home from me, we always make time to meet, maybe at school or even on holidays.

in this 1 week we have never met because he was out of the area with the aim of registering for college. For Firna, hopefully she will graduate at the dream campus . certainly while he was away the class felt empty for me, meeting only through VC or just chatting.

she's a woman who always cheers me up when I'm in trouble, who has many ways to cheer me up. makes me come back to the spirit in dealing with my problems.

once one night you talked about the future and hoped that we would stay together even though we

Daily Activity



Februari 21, 2022

Daily Activity

Hello friends, today I will tell you about my daily activities.

Every day I usually wake up early. I usually wake up at 5:40 am and immediately make my bed. after that I started helping my mother in the kitchen such as cooking, washing dishes, sweeping and so on. after that around 06.30 I immediately took a shower. after taking a shower I immediately put on my uniform after that I put on my shoes and immediately rushed to school.

Arriving at school I met my friends after that I kept my bag. then my friends and I went straight to class to take lessons.

After the break, my friends and I took a break and bought food and drinks in the canteen. then we went back in for the last lesson. after school I change clothes and rest.

In the afternoon, I returned to help my mother wash the dishes, sweep and others.

Then I take a shower, then I change clothes. At night, I do my schoolwork and prepare the things I will bring to school, then I go straight to bed.

That'smy daily activity.



Appendix 6

Profil of SMAN 13 Luwu



SMAN 13 Luwu was built in January 2007. Located at JL. Poros Siwa - Belopa KM 86 Kel.Bonepute, Kec. Larompong Selatan, Kab.Luwu, Prov.Sulawesi Selatan.SMAN 13 Luwu consists of 14 classes and has 230 students consisting of women and 211 men. So the total is 441 students. As for the number of teachers who teach at SMAN 13 Luwu, as many as 35 people.

Appendix 7

LIST OF NAMES OF STUDENTS OF SMAN 13 LUWU

Class : XII MIPA 3

2021 /2022

No.	NAME	L/P
1	AGIL SOLIHIN	L
2	AGUSTINA	P
3	AIDIL	L
4	ARIF AHMAD	L
5	AULIA SALSABILA	P
6	AYYUNG HERIAWAN	L
7	FEBINAVASYA	P
8	FERDIYANSAH T	L
9	FIRNA	P
10	FITO TRI ANUGRAH	L
11	GUSNA ARYUNITA	P
12	HELDA	P
13	IMAM ANUGRA SARDIANTO	L
14	INDRAWAN	L
15	LEO	L
16	MARSHANDA	P
17	MEGAWATI	P
18	MUH.ALFAN	L
19	MUH.FAUZI	L
20	MUH.RIAL	L
21	MUHAMMAD ALIF	L
22	NASRAFITA	P
23	NUR ISDAYANI	P
24	NURHAEDAH	P
25	NURSIANI SAPARUDDIN	P
26	PUTRI ANGGRENI	P
27	ROSMAWATI	P
28	SAHRUL JAYA	L
29	USMAN YUNUS	L
30	WELKA BUNTU MINANGA	L

Appendix 8

RESEARCH DOCUMENTATION









Appendix 9

SURAT IZIN MENELITI



PEMERINTAH KABUPATEN LUWU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat: Jl. Opu Daeng Pasaju No. 1, Belopa Telpun: (0471) 3314115

Nomor : 047/PENELITIAN/01.01/DPMPSTP/II/2022
Lamp : -
Sifat : Biasa
Perihal : Permohonan Izin Penelitian

Kepada
Yth. Ka. SMAN 13 Luwu
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0327/In.19/FTIK/HM.01/02/2022 tanggal 16 Februari 2022 tentang permohonan Izin Penelitian.

Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Nurtahan Riani
Tempat/Tgl Lahir : Salusana / 16 Oktober 1999
Nim : 18 0202 0101
Jurusan : Pendidikan Bahasa Inggris
Alamat : Matali
Desa Temboe
Kecamatan Larompong Selatan

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE USE OF BLOG AS LEARNING MEDIA IN TEACHING WRITING AT THE XII GRADE OF SMAN 13 LUWU

Yang akan dilaksanakan di **SMAN 13 LUWU**, pada tanggal **18 Februari 2022 s/d 24 Februari 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
Pada tanggal: 18 Februari 2022
Kepala Dinas,

Drs. H. RAHMAT ANDIPARANA
Pangkat: Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Nurtahan Riani;
5. Arsip.

Appendix 10

SURAT KETERANGAN SELESAI MENELITI

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
(Nomor 421.../050/2022/SMAN 13 Luwu, Dadike 2022)

Yang bertandatangan di bawah ini, Kepala Sekolah (SMAN 13 LUWU) menerangkan bahwa;

Nama : Nurtahan Riani
NIM : 18 0202 0101
Program Studi : Pendidikan Bahasa Inggris
Judul : The use of Blog as Learning Media in Teaching writing at the XIIth Grade of SMAN 13 Luwu
Alamat : Desa temboe, Kab. Luwu, Kec. Larompong Selatan

Yang bersangkutan telah melaksanakan penelitian dari tanggal 18 Februari 2022 s/d 24 Februari 2022 di SMAN 13 Luwu dengan judul : The use of Blog as Learning Media in Teaching Writing at the XIIth Grade of SMAN 13 Luwu.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

(Bonapute), 24 Februari 2022
Kepala Sekolah,
W. P. Mian, S.Pd.)



CURRICULUM VITAE



The writer, Nurtahan Riani was born in Salusana, 16 Oktober 1999, South Sulawesi, Indonesia. She is an only child in her family of the couple Sudirman and Samsidar. The writer started her education at SDN 02 Salusana Elementary School in 2006, and continued her education at SMPN 02 Larompong Selatan in 2012, then continued her education at SMAN 13 Luwu in 2015. After finishing her studying in Senior High School, she continued her study at Palopo State Islamic Institute of Religion. At Palopo State Islamic Institute of Religion, the writer was accepted into English Education Department, Tarbiyah, and Teacher Training Faculty. In this Green Campus, the writer tried to develop and increase her knowledge.