PROMOTING STUDENTS OF FKIP UNTAN'S POSTS THROUGH BLOG

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Abstract: This study aimed at observes whether blog can promote students' regular B of English study program FKIP Tanjungpura University Pontianak postings or not. The method of this research is a descriptive research.The data of this research were derived from online observation. There are 26 blog has observed. From the analysis of the data showed students did not really often post their postings on their blogs.(1) 57,69% students always post their postings one or more postings for a year. (2) For genre of text, students did not posted all of genre of text, 50 % students only posted two genre of text, most of students posted report text to promote their postings (3) 49% students' postings are students writings.

Key words: Promote Postings, Blog, and Descriptive.

Abstrak: Penelitian ini bertujuan untuk mengamati apakah blog dapat mempromosikan postingan mahasiswa regular B program studi Bahasa Inggris Universitas Tanjungpura Pontianak atau tidak. Metode dalam penelitian ini adalah penelitian deskriptif. Data diambil menggunakan online observation.Di dalam penelitian ini terdapat 26 blog yang telah di observasi. Dari data yang didapat melalui analisis menunjukan siswa tidak terlalu sering memposting postingan kedalm blog mereka.(1) 57,69% siswa selalu memposting postingan mereka satu atau lebih postingan dalam satu tahun. (2) Untuk jenis teks, siswa tidak memposting semua jenis teks, 50% siswa hanya mempostings dua jenis teks, kebanayakan siswa memposting teks report (3) 49% postingan siswa adalah tulisan mereka.

Kata kunci: Promosi, Postingan, Blog, Deskriptive

Nowadays, people especially young generation cannot deny if the use of Information and communication Technology (ICT) is very important in teaching learning process, especially the Internet. Most of people in the world already used a technology included Indonesia, so that very reasonable if many people use a technology to support learning process. Blog is one of many options which are very popular among the internet users. Year by year, Weblogs show their fast development of the existence (Holmes & Gardner, 2006, p. 161; Raith, 2009, p. 275). Blog as media to share students photos, videos and so on. Blogs enable the students to post regular entries (or blog posts) and these can include news, comments, and description of events, photos or video because it has similar format to a personal diary (Mora and Espino: 2003)

Blog is modern form communication and is one of social media which can be used on the internet. Blogs can become a place for create large online communities..Students can use personal blog to show their development over time. By publishing the blog online, the student has opportunity of writing for readers beyond their classmate and the readers can comment on what they have read (Zulfany: 2015 p.18). Based on the proposed possibilities for classroom application, one might expect blogs to offer many reading and writing motivations for English learning and writing because blogging places emphasis on content, the possibility of the feedback from the reader, the option of working with both words and images, and the ability to link one post to another. Scholars who use blog also say that because students know

they are going to have an audience by publishing their writing on the Web, they often produce higher quality work than students who write only for the teacher or for others in the class (Zhang, 2009, p. 67).

There are a lot of genres of text on blog. According to Wignel (1994 : 17) genre can be defined as a culture specific text type which results from using language (written and spoken) to (help) accomplish something. So we can conclude that the meaning of the genres itself is to make students understand about the concept and they can identify a kind of texts that students will have to write. There are any 13 types of genre of text in English writing, a number of genres are proposed by Garot and Wignet (1994: 192-218) they are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews

Teaching learning right now has been growing up. Teaching learning process can be done with a mix between online learning and face to face learning. Teaching learning can also be done through technology that is called online learning to support the affective learning, namely Blended learning. Blended learning, which combines face-to-face learning with a mixture of online activities, has been hailed as both a cost-effective way to relieve overcrowded classrooms and a convenient alternative to the traditional classroom experience. But it has quickly become much more than that (Bart, 2010). Blended learning is a blend between face to face learning and online learning. Online learning, in this case, is to complete learning in the classroom. The theory that can support blended learning activities is constructivism theory. Blended learning has the relation so close to social constructivism. Weller (2002) says that Constructivism is probably the dominant learning approach in online course. It means that the learner make a concept their own knowledge, based on their experience and relationship. Blog in teaching learning as a media online can help the students to more independent and more critical and creative about what they are learning in order to get comprehensive understanding. Moreover the students can get a big chance to explore their knowledge especially in writing skill. Technology can help exploiting learners' practice and comprehension of the language.

In relation to English Language Writing and how students develop the writing skill. Graham and Perin(2007, p. 445) found that writing is the most difficult of the four domains of language communication to develop. Academic writing in the English language classroom, for example, compounds oral fluency and comprehension with the demands of knowing genre-specific rules for creating multiple forms of text. Hence, Flower and Hayes (1981, p. 366) introduces the cognitive process model of writing. A cognitive process theory of writing represents a major departure from the traditional paradigm of stages in this way: in a stage model the major units of analysis are stages of completion which reflect the growth of a written product, and these stages are organized in a linear sequence or structure. Figure 1 is an adaptation of the model developed by Flower and Hayes (1981).
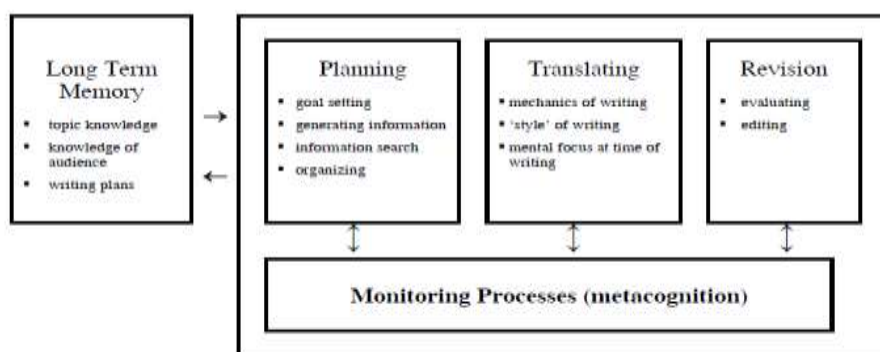
Figure 1 Cognitive Process Model of Writing

The writing process has proven to be an effective approach with the language learners (Jones, 2006, p. 38). Pennington (1996, p. 98) introduces the general stages in writing process approach. It includes prewriting, drafting, revising, editing, and publishing.

Table 1: Lists of the General Stages of Writing Process Approach

Stages of the Writing Process	
Prewriting	Emerging thoughts are generated through talking, drawing, brainstorming, reading, note-taking, free-associating, and questions in order to generate ideas and find topics.
Drafting	This is a rough, exploratory piece of writing in which ideas are organized and written up into a coherent draft; this stage of writing should not be evaluated, but supported. Topics and concepts are generated through "quick-writes"; free writing; graphic organizers; journals; learning logs.
Revising	This includes looking at the work though a different perspective– through another reader, a peer-response group, and oneself by rereading and considering other people's questions and comments. Responses at this stage typically focus on meaning, not correctness. Activities include conferencing; getting feedback; sharing work; responding to comments, suggestions, reflecting on own writing (meta-writing). A variety of responses (as opposed to just the teacher's) promotes awareness of a diverse audience, which helps make the writing more complex and interesting.
Editing	Students have teacher conferencing sessions, and/or form peer editing groups in which they do proof reading; spell checking; sentence structure, grammar, punctuation, and vocabulary corrections; and modifying and rearranging ideas.

METHOD

Based on the problem in this research, the appropriate method used in this research is Descriptive study. A descriptive study describes and interprets what is. Cohen, Minion, & Madison (2007: 169) claim "many educational researches are descriptive; that is, they set out to describe and interpret what is. It is concerned with conditions or relationships than exist, opinions, that are held, processes that are going on, effects that are evident, or trends that are developing. The researchers conducted descriptive research typically uses a Quantitative method while survey responses taken from quantitative. Quantitative research is research in which numerical data is collected.

The target population of this research are the students' blog of English Language Education Study program of Language and Arts Education Department of Teacher Training and Education Faculty of Tanjungpura University Regular B. The Total of students' blog regular B start from enrols 2011 until 2014 are 260 blogs. Cohen (2007) defines a population as an individual or a group that represents all the members of a

certain group or category of interest. The criteria of sample in this research were individual blog and in that blog that were students own writings. Cohen (2007) said that sample is small group that is observed. A purposive sample used in this research. The subjects are selected because of some characteristic for specific purpose. Sample in this research are 26 blogs.

In the present study, online observation was conducted to observe students' blog in English language learning and to find the effectiveness of using blog to improve students' postings. Bassey (1999, p. 81) puts forward the view that it is important for researchers to put the participants at their ease when doing observation. Online observation notes was prepared and the items are formulated based on the view Richardson (2010).The online observation was mediated through the students' blogs. The address of students' blog got from the lecturer. In this study, 260 were observed and only 26 blog become participant in this research because of the specific criteria. Students' blog entries were screenshot to testify other data in the present study. The blog entries observed in the online observation are the postings which were posted by the students from the beginning of Teaching Learning with ICT course until January 2016.

The tool of data collecting in the research was online observation. In online observation, the researcher had been observing Students' Blog to know how often student post their postings. The researcher also observed genre of text used by students. The last step was researcher had been counted what type of sources students created their writings. To count the type of source students' postings, the researcher took five posting randomly for each student as an example.

Data Analysis

The research problem is the first step done by the researcher since it was the focus of the research .After defining the problem, the next step is constructing the online observation. The online observation reflected to research problem. In online observation, the researcher had counted the frequency of students' posts on their blog, the genre of text that students used, and also the sources of students' postings. After getting participants' score, the researcher observed the percentage of each option by using this formula:

$$\text{Percentage} \quad \frac{\sum x}{N} \quad \text{x100}$$

Note:

M: Mean of students score

$\sum x$: sum f students score

N: number of students

(Adapted Sugiyono: 2013)

RESULT AND DISCUSSION

Result

The focus of this study was observed students' postings on their blog to promote the postings. The study also required to shed light the blogging activities which lead the students in English Language Learning and the blogging aspects which were useful for promoting students writings. Therefore, the present study was designed to pay attention to main question: "Does blog promote students postings?" along with three subsidiary

questions. 1) How often do students post their postings on their Blogs? 2) What genre of text in postings do Students posted? 3) What are the sources used by Students on their Blogs?

Based on the investigation done by the researcher, the researcher found there were 26 blogs were active until 2015. Active in this case mean the students kept posting to their blogs. Students made blog account because it was a requirement of ICT course. After ICT class finished 26 blogs were active however 80 blogs were not.

1. The Frequency of Students Posting on Blog

To promote the postings, students need to post as often as they can. Figure 2 are some archives of student's postings, which showed some students kept post the writings although ICT course has finished.

Figure: 2 Archive of students' Post

Table 2 concerned with information about the frequency of students' postings. The data in table 2 found from online observation done by researcher. Most of students post their postings at least one or more postings for a year, which were 15(57,69%) students. There were no students (0%) which post their postings one or more postings for a day.

Table.2 Frequency of Students' Post

No	Items	Total Number of students	Percentage
1	I post for one day	0	0%
2	more than one post for one day	0	0%
3	1 post for a week	0	0%
4	more than 1 post for a week	0	0%

5	one or more post for a month	0	0%
6	one or more post for a semester	11	42.30%
7	One or more post for a year.	15	57,69%

2. The Type of Texts on the Blog

To post the postings, students need to know what type of text they posted and what kind of story they shared. By knowing the genre of text, it helps students to promote their postings because every text has a generic structure and dominant language features. The table showed that most of genres of text namely Report text, Descriptive text, Recount text, Narrative text, Review text, Procedure text, hortatory Explanation text, Discussion text, Anecdote text, Analytical Exposition text, Discussion text, Spoof text, Explanation text, and News Item text.

The fact is not all of genre of text students created on their writings. There were seven genre of text most students (Report text, Descriptive text, Recount text, Narrative text, Review text, Procedure text, Hortatory Explanation text) the data found from online observation.

**Table.3 The Frequency of The Number of Type of Text Made by the Students**

The Number of Text	Total the Number of Students	Percentage
1 type of text	5 students	19,23%
2 type of texts	13 students	50%
3 type of texts	5 students	19,23%
4 type of texts	3 students	11,53%
5 type of texts	3 students	11,53%
6 type of texts	0	0
7 type of texts	0	0
8 type of texts	0	0
9 type of texts	0	0
10 type of texts	0	0
11 type of texts	0	0
12 type of texts	0	0
13 type of texts	0	0

Data on table 3 found from online observation. To promote students postings students need to know what type of text they posted. Half of students created two types of texts that shown on table there are 13 students (50%) posted two types of texts. Students that has posted three or four kind of texts are only three (11, 53%) students. In other side there was no student (0%) posted 13 type of text.

3. The Sources of postings on the Blog

The interest of using a blog has been rising due to the advancement of technology. Students used blog to explore their creativity especially in writings. Students posted their writings or their imagination on the blog to enhance their

writings, the researcher has checked the postings in grammatical checker and there were no writings seem like what have students posted.

The Source of Students' Postings

■ students writings   ■ taking for internet   ■ taking for a book

9%

49%

42%
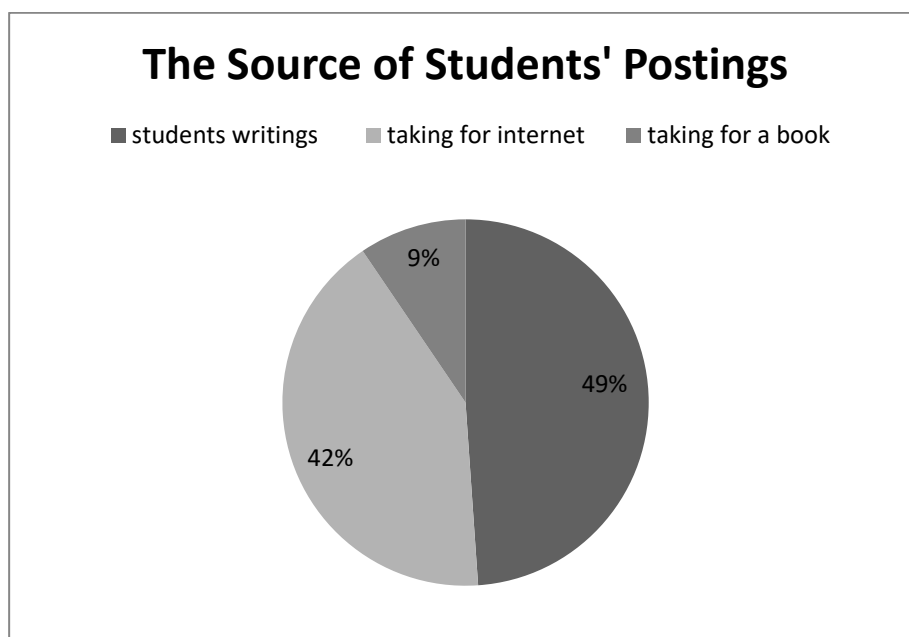
Diagram 1. The Source of Students' Postings

Diagram 1 showed the sources of students' postings. Form the example chooses by researcher, most of students' postings were their writings, although students also take the writings from other sources. From table 8, there were 67 (49%) students post their writings. 57 (42%) students posted the writings took from internet and only 3 (9%) students posted the writings took from books.

Discussion

From the results of the observation, it shown almost all of students did not post their postings until 2015. That is showed in the findings, 26 out 110 blog kept active. Students started to make a blog account because it was a requirement of ICT course. After ICT course finished 26 blogs kept active however 80 blogs were not active. Findings are discussed regarding the usefulness of blogs in Promoting students' postings. Based on the result of analysis, it had shown that students' blog not really active. The fact is students post the postings one or more post for a year that was shown on table 4 there were 15(57, 69%). To promote the postings students need to post their writings one post for a day or for a week because blog is a good place to promote their postings and can bridge their creativity.

There were many factors made students did not post their writings on the blog, one of them is not the attempt to post their postings. To promote the postings, students need to post the postings as much as possible and because it can help them to develop their writings. Based on data, most of students post their posting if they have a network and time. Actually the problem is not because of the internet network or time. That is because students do not know how importance blog to promote their postings. Students can get many benefits or feedback by the reader if they always post their postings, it can help them to promote the postings. Tanjungpura University has provided internet network in each Faculty, Students can use the facility to post their postings as often as possible.

In this research, researcher had to observe students writings. Related to observation done by researcher, students did not post all genre of text. Most of students only posted two genres. Almost all of student wrote about their holiday, made a history, made a report about Indonesian culture and also described about the place students recommend to visits. Most of students' postings are a creative writings. Based on the interval, students only made 2 types of text, it was very small and cannot be considered if students' postings that have been promoted. To promote postings students need to make a text as much as possible at least eight type of text. Every text has a generic structure and various language features that is a step for students to make a writings. Through the generic of structure and various language features students can promote their writings because every text has different generic structure and various language features.

To promote their postings, students need to post their posting as much as they can. Students also need to provide the source of postings under the writings, it was to limit plagiarism. The data showed 67 (49%) postings were students' writings. Students also posted writings from other source, there were 57 (42%) postings students took from internet and 3(9%) took from books. To promote the postings students need to post their postings with clear information that was their own posting or not.

The students' activity in blog has directed them to participate in the process of English language learning and contribute to their writing improvement was accomplished through several blogging activities. They experienced that this blogging activity played the most important role in promoting their writings. When writing the entries, the students did not only write but also paid attention to their genre of text and be careful with their sentence structure in order to manage the organization of their writings. Through this activity, the students were led to enhance their sentence structure and genre of writings because they were still influenced by their first language, they needed to find out the appropriate words for their blog writing before publishing it to their blogs, This process was interconnected with the blogs characteristic which open access, thus the students consider preparing their best writing for the audience of their blogs (Godwin-Jones, 2006, pp. 10-11).

CONCLUSION AND SUGGESTION
Conclusion
Based on the discussion of the previous chapter, the result of the present study is Blog does not really promoted students' postings. This conclusion is drawn from the students' responses derived from online observation. Based on research findings, the frequency of the blog usage among English learning writings has been identified. The highest of student's postings to Blogs showsthe students always post their postings on their Blog at least one post for one year, although the ICT course has finished, they keep blogging to promote their postings. It is showed in table 4, 15 (57, 69%) students posted their postings one or more postings fir a year.

Half of students created only two genre of text that mean they do not really promotetheir postings, to promote their postings students need to post thirteen of text or at least eight texts but in fact almost students only created two genresof writings. To promote postings students need to post many genre of text because every text has generic structure.

Based on the findings,students' has posted their writings to practice their writings. Most of students also posted the writings their take from other sources one of them is internet. Students also put the link of the website. Not only from internet,

students also put the writings from the book, and put the name of book under the writings.

Suggestion

The present study demonstrated Blogs as a place for promoting students' postings. It is advisable to propose suggestions that would address the lacuna of the parts missing in this study. The following suggestions, related to the utilization of blogs, can be derived from the present study Some students rendered their suggestion for using Blog to promote posting. It's better to make a blog to promote our postings because it can be a place for practice and to share about knowledge especially in writings so by reading our writings, the reader can get knowledge that they do not know because as we know in this era almost people use an internet to search material and info about something. Regarding to the efforts of growing positive attitude from the students in using Blogs for writing skill development, the technical aspects should be prepared previously to teaching learning process. Teachers must make sure that all students have acquired at least some experiences in technology learning. The result makers are also suggested to provide the school/campus with reliable Internet access. Teachers are recommended to incorporate blogs for students' learning process, particularly to engage them in an academic atmosphere of interaction outside the classroom. To avoid the constraints such as the students' use of non-academic terms in their entries, teachers can provide a form of peer critique for the students as one of the references of giving feedback to the other students.

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