TEACHING WRITING RECOUNT TEXTS THROUGH BLOG

AN ARTICLE

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Abstract

This research was conducted to find out whether or not Blog was significantly effective to teach writing recount texts and how effective the Blog was to teach writing recount text. This research was conducted to Year – 8 students of SMPN 10 Pontianak in Academic Year 2017/2018. This research was a pre-experimental design with 2 meetings of instruction. There were 38 students of VIII B who participated in this research. In this research, the result of t-test computation was 9.38 with the degree of freedom is 39 and t-table is 0.005. It showed that null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) that blog affects students' ability in writing recount text is accepted. In conclusion, blog can be a good alternative in teaching writing recount text to year – 8 students of SMP Negeri 10 Pontianak.

Key Words: Writing, Recount Text, Blog.

INTRODUCTION

Writing is one of communicational forms among people. It is an instrument to express one's thoughts, feelings, opinions and ideas about certain experiences. Unlike people usually thought that writing only requires a hand holding a pen and a paper, it requires skills and effort to put your feelings into words. There are some points that have to be covered and paid attention to.

In the level of junior high school, the students are expected to master English writing. In the curriculum itself, the students are required to master a specific number of English texts. To name a few, the students must learn to write recount, narrative, procedure, descriptive, texts. Furthermore, current research focuses on students' writing ability in recount text. The recount text is chosen because it is based on Curriculum 2103. This research was conducted in the second semester of the second-year students of SMPN 10 Pontianak.

Based on the pre-observation, there were students having difficulties in writing recount texts. The problems include lack of vocabulary, improper tenses, and some unstructured sentences. Besides, it was hard for the students to express their ideas using the appropriate words. Moreover, they did not know how to organize the writing itself. Finally, they were also confused in changing sentences in the appropriate tenses. The above mentioned may cause the students incompetent to write well in English.

To make a good writing, a writer has to pay attention to content, organization, grammar, word choice and mechanics. There are also several steps that need to be followed by the writer. The writer also has to make sure that the messages are delivered. From this, it is important to apply the most appropriate activity to teach writing to the students. This can help the students to improve their achievement in writing. To encourage the EFL students to start writing, (Hatch & Farhady, 1982, pp. 4-5) mentions four steps in the writing process as follows, planning; drafting; editing; final version.

In order to bridge the problems in developing writing skill, a blog may be a good offer to the students as a language learning media to develop their writing skill. Blog is a new tool for communication through writing and bridging interaction in various languages around the world (Gallen & Bowcher, 2010, p. 6). Amir, Ismail, and Hussin (2011, p. 1365) have proved that blogging contributed to help students develop collaborative writing. They pointed out that blogs assisted the educators to make learning more personalized, more interactive, and more dynamic. The finding emphasized that blogs helped students to distribute information effectively.

Previous researchers, Muharlisiani, Azizah and Supeno (2014) have conducted a study on the use of blogs to improve writing skill of English students on the second semester of Wijaya Kusuma Surabaya University. They found that students are more interested in learning writing through recount text using weblog. The result of teacher interview showed that the teaching-learning process in writing recount text using weblog made students enthusiastic, so it made teacher easier in teaching in the classroom. The result of research had shown that teaching writing skill using weblog was not only able to ease students in making recount text but also enable them easier in exploring their idea in making recount text. The media also can improve student's achievement significantly in writing skill of recount text. However, the previous research was conducted in classroom action research. The current research is different in form of research design, the sample and the use of blog that will be used as a teaching media. The current researcher conducted this research by pre-experimental research and used blog as the media in teaching writing recount text where in this research, the researcher wanted to investigate whether the use of blog can significantly effective in teaching writing recount text on the eight grade students of SMP N 10 Pontianak in academic year 2017/2018.

Frequent writing for EFL learner may not necessarily improve writing (Zhang, 2009, p. 67). However, it will definitely be helpful if students not only write frequently, but also look up English dictionaries or use the internet to help them express their ideas clearly and correctly. EFL learners' writing will be more or less influenced by their first language. Through posting their writing to blog, it will be a critical step to become a successful writer because the students will be more enthusiastic in writing and trying hard to write better (Lin, Groom, & Lin, 2013, p. 130).

In addition, (Richardson, 2010) states that when students have their own blog, thus it will change much in the traditional classroom. There will be a good chance for the teacher to go paperless as students simply post their work online for peer and teacher response. This creates a kind of e-portfolio. So, not only the teachers and the students can browse the blog, but also the students' parents can see the improvement of their children work. Thus, students can reflect on the choices they made and finally publish the result for others to see.

METHOD

Based on the problem in this research, the appropriate method to be used is pre-experimental study. In this research, the writer uses one group pre-test post-test design. (Cohen, Manion, & Morrison, 2007, p. 212) points out that pre-experimental research usually involves three steps: (1) administering a pre-test; (2) applying the experimental treatment; and (3) administering a post-test. The design of pre-experimental that used by the writer can be seen below:

Table 1: One Group Pre-Test And Post-Test Design

Pretest	O_1
Treatment	X
Posttest	O_2

Based on the illustrated above, the writer gave a pre-test (O_1) to the students to find out the students' basic acquisition on construct recount text writing. Then the writer gave treatment (X) to the students which the writer gave blog as guidance to write recount text.

Later, the writer gave a post-test (O_2) to find out the result of the treatment.

The population for this research is the all year – 8 students in SMP Negeri 10 Pontianak Academic Year 2017/2018. There are six learning groups. The number of students in each learning groups is 40-41 students. The way to pick the sample of this research was by using cluster random sampling of six learning groups. The chosen sample was the VIIIB learning group.

In this research, the researcher applied the measurement technique in collecting students' data to know the result of the research. The researcher measures the students' achievement in writing recount text before and after given treatment. This research used written test to collect the data from the students. The researcher used pre-test and post-test in order to discover students' skill improvement in writing recount text. The test is students asked to write a personal recount text based on their experiences. To have the test valid, the test items are specified. The items to be evaluated through thus instruments are the modification by Heaton (1988) as follows:

Table 2: Items of Specification

Items	Score
Orientation	15
Series of Events	15
Re-orientation	15
Vocabulary	20
Grammar	20
Mechanics	15

The data were collected through a written test to answer the research question. To answer the first research question, t-test was applied to compute the data. To compute the t-value, the mean score of pre-test and post-test were compute to have the difference which is required to compute the data with t-test. Then, the order of computation will start from M1 (mean score of pre-test), M2 (mean score of post-test), and MD (difference of M2 from M1). After that, the computation of t-test is presented, and it is followed by the computation of ES (effect size).

**Table 3: Classification Of Effect Size**

Effect Size	Qualification
0 - 0.1	Weak
0.2 - 0.3	Modest
0.4 - 0.5	Moderate
0.6 - 0.8	Strong
> 0.8	Very strong

FINDINGS AND DISCUSSION
Findings

There was a significant difference in students' achievement after the treatment. It is shown by the students' post-test score was higher than the students' pre-test score (60.67>47.77).

Figures 1: Students' Mean Score Pre-test And Post-test
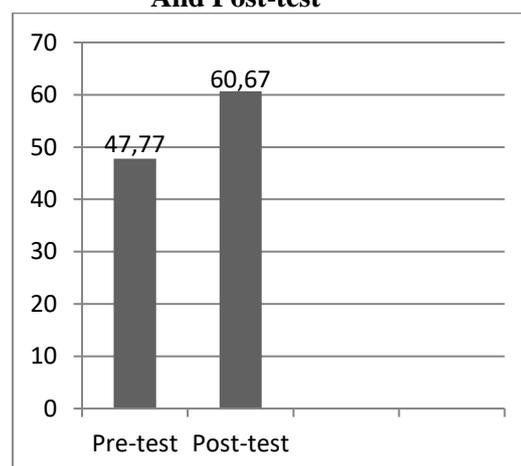
Pretest was given to find out the students' ability in speaking recount text before the treatment was implemented. In this research, the writer personal recount text as the material. It was chosen based on the consideration that the material based on standard competency. The example of text was about last holiday. The material itself was prepared by the writer by adjusting the level of students' English proficiency.

The sum of the students' score of pre-test (O_1) was 2239 with the mean score 47.77 which meant that they did not pass the minimum standard criteria achievement (then known as KKM) which is 70.

After the pre-test was assigned, the next step was implementing the treatment. The treatment aimed to assist students in speaking recount text through video blog. First, the writer played a video blog about someone who retells a biographical recount of Indonesia's hero. Second, the writer taught the students about recount text, its generic structure and its language features according to the video blog. Third, the writer explained about three aspects of speaking such as content, accuracy, and fluency that have to be mastered by the students in order to have great speaking performance. Then, the writer helped students in training their speaking performance on retelling recount text and they have to perform the text. The students showed great attention and enthusiasm during teaching and learning process using video blog.

Post-test was the last step in conducting this research. The writer gave the students the same instruction as in the pre-test that was to retell 2 minutes monolog speech of recount text about a national hero biography. Students' speaking performance was recorded before being scored by the writer. From the post-test, the writer compared the score with the pretest score to find out the effectiveness of the medium. The sum of the students' score of post-test (O_2) is 2837 with the mean score 60.67 which meant that they still didn't passed the minimum standard criteria achievement (60.67<70). It meant that the students' achievement after treatment was better than before the treatment was given.

The calculation of t-test indicates 14.83. To know how likely the writer is to be right or wrong in rejecting the null hypothesis, the research needed to set the probability level. Creswell (2014, p.212) stated that convention suggests a level of significance can be set at 0.05 where there are 5 chances in 100 of being wrong and 95 chances in 100 of being right. Thus, the writer set the probability level at 0.05. Based on the above t-test formula, the t-obtained value that the writer got is 14.83. The writer checked the t-distribution table of significance (t-table) 5% with degree of freedom (d_f) = N_1 -1, the writer found: d_f = 36 – 1 = 35. Since the result of d_f was 35, then the

t-table value is 1.697 at 0.05 level. It means t-value was bigger than t-table (14.83>1.697). The significant difference can be interpreted that the students' achievement in speaking of recount text was significant after being taught by video blog.

After obtaining the t-test, the writer has to find how significant the difference of pre-test and post-test after being treated by video blog in teaching speaking of recount text by using effect size formula. The score of effect size is 2.37. By referring to Muijs (2004, p. 145) criteria in deciding effect size (see table 7, p.33) the result obtained is more than 0.8 (ES> 0.8) which is considered as very strong effect size. It can be concluded that the application of video blog is very strongly affected students' speaking achievement in recount text

The t-obtained value that the writer got is 9.41. The writer checked the t-distribution table of significance (t-table) 0.05 with degree of freedom (d_f) = N_1 -1, the writer found: d_f = 40 – 1 = 39. Since the result of d_f was 39, then the t-table value is 1.684 at 0.05 level. It means t-value was bigger than t-table (9.41>1.684). If the obtained t result is bigger (or equal to) the critical t-value, then the null hypothesis is rejected. It means that increasing the students' skill in writing recount text through the use of blog indicates a significantly different result between the pre-test and post-test.

After obtaining the t-test, the writer has to find how significant the difference of pre-test and post-test after being treated by blog in teaching writing of recount text by using effect size formula. The score of effect size is 1.41. according to Cohen, Manion, and Morrison (2007) effect size criteria, the result gained is bigger than 0.8 (ES > 0.8) and is considered as high effect size. Therefore, it can be concluded that the effect size from teaching writing recount text through blog is categorized as "very strong".

Discussion

Regarding the research findings, the writer found out that blog has big contribution toward the students' ability in writing recount text. The writer found that blog which was done by the students gave the contribution to

their learning. It is supported by Lujan & Juana (2007, p. 5) state that blog help creates connections between students with diverse opinion and interest. This encourages critical thinking and teaches the value of respect towards other students' point of view. Other benefits of blog are the use of blog potentially promoting analogical thinking and also increasing the access and exposure to quality information.

Moreover, Amri, Siam & Kartini (2015, p. 1370) previous researcher lined that students felt positive to use blog instruction compared to conventional instruction. It is because a blog helps the students easier to understand the structure and features of personal recount text, help the students to develop their ideas and their imagination when they want to write personal recount text, how to give comment of the students draft into web blog. The most important is that the students enjoy in learning writing of personal recount text by using blog. Based on the research findings above, it can be concluded that blog is an effective way to overcome the problems faced by the students and teachers in teaching writing.

Blogs are quite a flexible tool and can be adapted to suit a user's requirements. They may be created and maintained by one person such as a teacher but they can also be managed by a small group of people or involve large communities of contributors. A teacher might set up and maintain a blog as a way of communicating with students, posting relevant material to the blog site and giving students the ability to make comments and ask questions (Black, (2006), p. 9). It is also possible to set up blog networks, where, for example, the teacher and each student has their own blog for teaching and learning purposes. In addition to the content and functionality envisaged with a teacher-maintained blog, the additional purpose of the blog network is to allow students to develop a reflective journal of sorts and to receive comments from their teacher and their peers. These types of blog have a learning and teaching focus and accordingly the intended readers of the blog(s) are primarily all part of the relevant teaching module.

According to Bruns & Jacobs (2006, pp. 96-97) in terms of establishing social presence, blogs offer a significant opportunity for users to project themselves as "real" people. Bloggers are primarily writing to their own area and context, designed to their liking and expanding on their previous postings from the online persona they have developed. Indeed, the fact that bloggers are also able to retain ownership of their writing, edit at will, refer to previous items and ideas, and control in its entirety the space and manner in which the blog is published, can significantly augment their control over their expression and hence increase the opportunity to project and the motivation for doing so. Further, while the primary tool of communication in blogs is text, users are equally able to add photo, audio or video to their entries, and all of these kinds of projections are made to an audience that the blogger may well be largely aware of through currently evolving tools indicating subscribers to Webfeeds as well as their hyperlinked "blogosphere". Hence bloggers are able to express themselves through multiple media and asses, at the least, their immediate audience and to an extent, their wider readership.

Moreover, he states that in term of design, blog appears in a basic sense that there is little in blogs that can be controlled in order to reach this outcome. A blog is essentially free-form, and there is little-besides providing templates and guidelines. However, to introduce the metaphor of the traditional classroom, it is reasonable to ask to what extent cognitive and social process can be impacted upon, and to what degree this is desirable within any context.

Blogging aspects contributing in writing process approach are the next emerging theme to discuss. The blogging aspects identified to be useful were: easy word processing for writing, editing, revising, commenting tool, public access of blogs, blog content ownership and a web page format for text and visual expression for publishing. The students got benefit when drafting the writing in the blogs through the easy word processing aspect. Commenting tool provided by blog platforms

has also facilitated the students in writing process approach regarding their effort in developing their writing skill. (Dudeney & Hockly, 2007, p. 92). Blogs offer the internet users with no time and space boundaries; hence the students make a good use the aspects of public access of blog that related to blog content ownership. They utilize the blogs as the media of writing practice. The students also explore the aspect of blogging namely blog page format for the text and visual expression for publishing.

This research has naturally given a number of weaknesses as well. While doing this research, the researcher did not find any difficulties in facilitating the students. The computers that students used are facilitated well with an internet connection, therefore the students have to move to computer laboratory. For other school which do not have internet connection, the teacher must find another alternative way like provide modems, although it must cost expensive. While teaching using blog, the teacher has concern about the time management because blogs is a new tool for junior high schools' students, so it might take a long time to introduce the blog.

All of students showed great improvements compared to the pre-test. It is because today's students like to use technology, so they will be interested in learning if they can use the tools they like. Hung & Huang (2015) claim that technology is a great tool in order to improve the teaching and learning results provided, if it is used appropriately. In this research, video blog serves as helpful tools that can facilitate students to learn effectively. Lesson can be accessed easily which make it interesting for the students. They are able to explore an abundance learning materials by taking advantage of the features that YouTube has provided. Moreover, students can view, rewind and replay the video blog until they fully grasped its essence. It makes students more confident in learning because they have more control over their own learning pace.

The writer realized that each medium must have strength and weakness. For video blog as a teaching medium, the strength found by the writer in speaking of recount text are : (1) This medium enhance students to learn through demonstration about how to deliver speech effectively. (2) Video blog highly assisted students to understand the aspects of speaking that they have to possess and apply during their speech. (3)The students were excited to practice speaking by referring to the video blog as a model.

As Greenberg and Zanetis (2012, p. 5) state that video blog is an essential medium since it enables students to replay, rewind, stop, fast-forward the video until they fully understand the content. Moreover, they said that by having more control towards the lesson, students' involvement and motivation will be increased. Video blog helps students to express their idea effectively. Students can open the video blog on their smartphone and make it as guidance in delivering speech.

Furthermore, video blog is recommended to be used in speaking of recount text because it changes students' attitudes from being passive students into active students. This medium also help to make students' speech heard better in retelling the biographycal recount about Mohammad Hatta. They told what the speech was about, the orientation, series and reorientation by correct grammar and pronunciation. For the teacher, this medium can helps the teacher to explain the material easily. Teacher could use the video blog as alternative way to enhance students' learning experience in speaking of recount text particularly relating to their control of the content, accuracy and fluency.

Aside from the strengths, video blog also has some weaknesses. The video was not from the native speaker which make it less authentic. However, it could be covered by teacher's good preparation in explaining words from the medium. Nugroho and Hafrizon (2009, p.6) state that teacher's role in the learning process is to introduce the text, its purpose and features, and lead students in the creation of texts, through scaffolding process. Thus, teacher should be sensible on building students' interest in the media used, introduce selected vocabulary, developed some background knowledge, and provided

understanding to retell a biography. Another weakness during conducting the research was the students said that the person in the video was talking too fluent which made them difficult to remember how to pronounce the words. Still, this problem could be tackled by one of the features of a video blog that is playback speed or rewinding the video and the teacher's explanation afterward.

Regarding to the discussion above, it can be concluded that the use of video blog is significant to Year-10 students of SMA N 5 Pontianak in Academic Year 2017/2018. From the computation of effect size, the writer obtained 2.37 which was categorized as "very strong" based on Muijs' criteria. Thus, the writer concluded that the use of video blog to teach speaking of recount text significant to Year-10 students of SMA N 5 Pontianak in Academic Year 2017/2018 was very strongly significant.

CONCLUSION AND SUGGESTION
Conclusion

Referring to the research findings and discussion on the previous chapter in this research, there was a significant difference in students' achievement after the treatment. It is shown by the students' post-test score was higher than the students' pre-test score. The sum of the students' score of pre-test (O_1) was 1911 with the mean score 47.77 which meant that they did not pass the minimum standard criteria achievement (then known as KKM) which is 75. Whereas, the sum of the students' score of post-test (O_2) is 2427 with the mean score 60.67 which meant that they did not pass the KKM also. Altought, it meant that the students' achievement after treatment was better than before the treatment was given. Based on the research findings, it is concluded that blog gives strong effect in teaching writing recount text to year – 8 students of SMPN 10 Pontianak in academic year 2017/2018. Through blog, students can get many advantages. It can build students' critical thinking, encourages students in practicing their writing skills, and it creates conducive environmental to write. Writing on blog creates more opportunities for students to promote their independent learning style, which promote critical thinking and self-reflection. Blog is so attractive because of its features. The instant publication of a blog increases students' motivation in writing very well, it motivates them to improve their quality of writing by mastering the grammar and vocabulary. The ease of accessing the blog attracts the students to be engaged in writing and sharing their thoughts with blog. It also extends the classroom meeting, creating the learning environment in any place and any time that has an access to the internet. The students can gather the information by themselves. It is a simple technology that can apply to the education world which can enhance students learning.

Suggestion

Based on the conclusion above, the researcher provided some constructive suggestions as follow. The teachers are recommended to incorporate blog 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. Moreover, the technical aspects should be prepared prior to teaching-learning process. Teachers must make sure that all students have acquired at least some experience in technology literacy. The decision makers are also suggested to provide the school with reliable internet access. Furthermore, the suggestions for the next researcher who have any intention to apply this medium to different kinds of text which are appropriate with its characteristic and school curriculum. In the future, the researcher hope the content of media will be upgraded with more various design and materials.

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