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THE EFFECT OF USING BLOGGER ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan dari Penggunaan Blogger terhadap prestasi siswa dalam menulis teks recount. Penelitian ini dilakukan dengan menggunakan desain penelitian eksperimen dengan dua kelompok. Populasi dalam penelitian ini adalah seluruh siswa kelas 8 SMP Taman Siswa Tanjung Sari Medan. Terdapat dua kelas paralel yaitu 8-1 dan 8-2, masing-masing kelas terdiri dari 30 siswa dan jumlah seluruh sampel sebanyak 60 siswa. Teknik pengambilan sampel yang digunakan adalah cluster random sampling dengan teknik Lottery Technique. Kelas 8-1 terpilih sebagai kelompok eksperimen dan kelas 8-2 terpilih sebagai kelompok kontrol. Kelompok eksperimen diajar menggunakan menggunakan Blogger sedangkan kelompok kontrol diajar dengan paper based. Instrumen yang digunakan dalam penelitian ini adalah tes menulis yang terdiri dari pre-test dan post-test. Data dianalisis menggunakan uji-t. Hasil penelitian menunjukkan bahwa nilai t_hitung lebih besar dari nilai t_tabel (2,50 > 2,00) dengan derajat kebebasan (df) = 58 pada taraf signifikansi α = 0,05. Artinya Hipotesis Alternatif (Ha) berhasil diterima dan Hipotesis Nol (Ho) berhasil ditolak. Oleh karena itu dapat disimpulkan bahwa penggunaan Blogger berpengaruh signifikan terhadap prestasi siswa dalam menulis teks recount.
Kata Kunci: Blogger, Menulis, Teks Recount.

Abstract

The objective of this research was to determine whether there is a significant effect of using Blogger on students' achievement in writing recount text. This study was conducted using an experimental research design with two groups. The population in this research was all the 8th grade students of SMP Taman Siswa Tanjung Sari Medan. There were two parallel classes namely 8-1 and 8-2, each class consisted of 30 students and the total of samples was 60 students. The sampling technique used was cluster random sampling with Lottery Technique. Class 8-1 was selected as the experimental group and class 8-2 was selected as the control group. The experimental group was taught using Blogger while the control group was taught using paper based. The instrument used in this research was a writing test consisting of pre-test and post-test. The data were analyzed using t-test. The results showed that the t_count value was greater than the t_table value (2.50 > 2.00) with the degree of freedom (df) = 58 at the significance level α = 0.05. This means that the Alternative Hypothesis (Ha) was successfully accepted and the Null Hypothesis (Ho) was successfully rejected. Therefore it can be concluded that the using Blogger has a significant effect on students' achievement in writing recount text.
Keywords: Blogger, Writing, Recount Text

INTRODUCTION

Innovations in education are referred to as transformations and revolutions in the content of education, teaching methods and techniques, the teacher-student relationship, and the integration of information technologies into teaching practices. These innovative technologies enable us to achieve one of the primary goals of teaching foreign languages and literature, which is to shift from viewing the subject as a systematic and structural education to

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understanding it as a means of communication and thinking. This shift allows for the transfer of educational and cognitive activities to a productive and creative level (Kahramonovna, 2021).

In today's technological era, teachers as educators need to be proficient in utilizing learning media optimally. By using learning materials, the delivery of information and materials becomes more effective. Appropriate learning materials can improve the learning experience of students, thereby helping them achieve better learning outcomes. The use of learning materials will support the effectiveness of the teaching and delivery process. Learning materials have some advantages and disadvantages. Using a variety of learning materials arranged harmoniously in the teaching and learning process will help achieve learning objectives in a reasonable manner (Rukiah & Julyanti, 2022).

As stated above paragraph that the teaching methods and techniques also integrate with the information technologies, the teaching English as foreign language also is influenced by this situation. One of the learning media used for the teaching process is the blog. Blog is one of the best a very good communication tool so that teachers and students can communicate with each other interact, discuss and so on. In addition, blogger-based media can also upload lessons or material to be read by the public and can also present a lesson or material to be read by the public and can also present material in ppt, video and others. Blog is a form of application that is used to make it easier for users in expressing what they want to convey, whether the delivery is in writing or through other intermediaries (Rukiah & Julyanti, 2022).

The above is supported by previous research, that the use of blogs has a significant influence as a learning medium. In addition, the average value of students who use blog media achieves good average results. This means that blogs are a good learning media for students to use at school. Blogs or personal websites can serve as repositories for relevant learning materials or teaching resources. Teachers can create blogs and populate them with various learning-related information, including learning materials, assessment guides, student assignments, and more. In other words, blogs can be utilized as alternative learning media. Learning through blogs offers several among them: 1) blogs can ease the teacher's task; 2) blogs can increase student interest in learning; 3) blogs can be accessed by all internet users (Agustin et al., 2022); 4) blogs as a place to learn and share teachers are, creativity and teaching enthusiasm can be channeled through blogs; 5) the use of blog media as a learning medium provides practicality in finding teaching materials and materials because they are already on the blog so there is no need to search for stores or printed books; and 6) students can also take advantage of blog media as a means of learning independently easily and saving costs (Kartini et al., 2022).

To learn English, students need to have knowledge of the four language skills to be able to use English. Listening, speaking, reading, and writing are the English skills that students need to learn throughout the school year, from elementary to high school.

Writing is one of the four essential language skills in English that students need to master. It is important for students to learn writing because it allows them to communicate effectively not just verbally, but also in written form (Afifah et al., 2022). Writing is considered a challenging skill because it requires careful attention to several rules, including word choice, coherence, logical flow, and grammar. Students must select appropriate words to convey their meaning clearly so that readers understand the information presented. Each paragraph's content, main idea, and arguments should be coherent. Proper grammar is crucial, as incorrect usage can lead to confusion and misinterpretation. Successful writing instruction relies not only on the students but also significantly on the teacher's contributions to facilitate effective English writing learning (Sa'adah, 2020).

Talking about writing skills, of course, relates to text. There are many types of texts that students can develop while studying at school. One of them is recount text. Recount text is included in one of the writing materials taught in grade VIII based on the 2013 Curriculum. It is mentioned that recount text writing skills play an important role as a part that needs to be applied. However, it cannot be denied that there are still some problems experienced by students in improving recount text writing skills during English learning.

Reviewing some reading sources, the researcher can conclude that recount text is a type of text that narrates or describes a story or event that took place in the past. It holds relevance to everyday lives. The recount text provides additional information about the specifics of the

occurrence, the individuals engaged, and the time and location of the incident. The primary objective of a recount text is to engage and delight the reader with a narrative, movement, or event. Recount texts can present factual information, such as news stories, procedural information, or personal accounts.

Based on observations conducted by the researcher as preliminary research during inetrnship at Taman Siswa Tanjung Sari Junior High School, especially classes 8-1 and 8-2, there are several significant problems in writing recount texts, including: 1) students' lack of understanding of the structure of writing recount texts, which indicates the need for a more varied and interesting learning approach to improve students' understanding; 2) students often make grammatical and spelling mistakes, such as improper use of plural nouns, improper writing of verbs, or repeated spelling mistakes; 3) students have difficulties in composing recount texts, such as having no clear introduction, chaotic sequence of events, or inadequate conclusion; 4) lack of variety in teaching methods that tend to be monotonous and boring, such as lectures that make students feel bored in learning, which indicates the need to develop more interesting and interactive teaching methods so that students can be more motivated in the learning process; 5) lack of technology integration in teaching. It is important to note that the world of education today must keep up with the times that have used a lot of technology in the world of education. Therefore, it is very important to pay attention to the integration of technology in teaching to increase the effectiveness and attractiveness of learning for students (Khoirunnisa et al., 2021).

Based on the background above, the researcher decided to conduct a study entitled "The Effect of Using Blogger on Student Achievement in Writing Recount Texts." This decision was taken after considering several underlying reasons. First, this study was conducted on students of grade VIII of SMP Taman Siswa Tanjung Sari because previously the researcher had conducted teaching practice at that location, so the researcher may have understood the methods or learning styles of students there. Second, the researcher found significant problems in students related to their ability to write recount texts, which indicates the need for more innovative solutions. Third, in previous research, namely research conducted by Nurhalisa (2022), the sample used only included around 15 students involving one experimental class, and the duration of the study was short and not detailed. Therefore, in this study, the researcher will expand the scope by involving two classes, namely the experimental class and the control class, with a larger sample to obtain more representative results. The researcher will also extend the duration of the study to obtain more complete and accurate data and conduct routine evaluations several times. With this approach, it is hoped that it can provide a clearer picture of the effect of using Blogger on student achievement in writing recount texts, as well as make a significant contribution to effective learning development strategies in the future.

METHOD

The research approach applied in this study was quantitative research. Two groups were involved: the experimental group and the control group. The research design used was an experimental with a pre-test and post-test design. The experimental class received treatment using Blogger, while the control class received conventional treatment particularly using paper based. Both groups were given the same pre-test and post-test. The research design can be seen in the following table:

Table 1. Research Design

No.	Group	Pre-test	Treatment	Post-test
1.	Experimental	√	Blogger	√
2.	Control	√	Conventional (paper based)	√

In this study, the population consisted of eighth-grade students at SMP Taman Siswa Tanjung Sari Medan, with two parallel classes: 8-1 and 8-2, each comprising 30 students. The total population was 60 students. In this research, the researcher applied the cluster random sampling technique to choose between the classes for the experimental and control groups. Cluster random sampling is similar to simple random sampling, except that groups, not individuals, are selected randomly (Horton, 2024). The sampling unit is a group, not an

individual. This means that cluster random sampling is a method of conducting a population survey by selecting different clusters.

Sugiyono (2022:81) stated that a sample represents the population in terms of number and characteristics. For this study, the researcher selected two classes from the population to serve as the sample, designating one class as the experimental group and the other as the control group. The following table shows the group decisions.

Table 2. Population and Sample

Classes	Population	Sample
8-1	30	30
8-2	30	30
Total	60	60

The selection of samples from the entire population in the study entitled "The Effect of Using Blogger on Students' Achievement in Writing Recount Text" at SMP Taman Siswa Medan, where class 8-1 had a population of 30 students with a sample of 30 students, and class 8-2 had a population of 30 students with a sample of 30 students, was made based on crucial considerations. By including samples from all students in classes 8-1 and 8-2, the research ensured the coverage of the full range of student variations within these populations, thereby ensuring the representativeness of the sample in relation to the broader population.

In data collection, the writing test was an instrument in this study. The writing test was administered twice: in a pre-test and a post-test. Students were given instructions to write a recount text according to the generic structure on the blog that had been provided. The students were given 45 minutes to complete their writing. The test was conducted individually by students. In this study, the researcher used the criteria for assessing student writing according to Weigle (2007), which consist of five aspects of writing: content, organization, vocabulary, language use, and mechanics.

A test will be good if the test is valid and reliable. Thus, to ensure that the test is good, its validity and reliability must be clearly establish according to the points in the test. The validity established in this test was construct validity, because writing was seen as a construct. According to Bhandari (2022), construct validity concerned how well a test measured the concept it was designed to assess. To obtain the reliability of the test, Kuder-Richardson's 21 Formula (KR_{21}) was applied in this research, as the following:

$$KR21 = \frac{K}{(K-1)}(1 - \frac{M(K-M)}{K(S)2})$$

Notes :
KR21 = Coeficient of reliability
K = The number of items in the test
M = The mean of the test score
S = Standard deviation of the test score.

$$p_i = \frac{\text{number of subjects who answered correctly}}{\text{total number of students}}$$

The calculation results used a dichotomous score, where the correct answer received a score of 1 and the wrong answer received a score of 0. The question reliability criteria were as follows:

Table 3. Question reliability criteria

Reliability	Interpretation
0.81 – 1.00	Very High
0.61-0.80	High
0.41 – 0.60	Fair
0.21 – 0.40	Low

0.00-0.20	Very Low

(Source: Arikunto, 2010)

In getting the data, the assessment procedures applied by researchers were divided into three stages, namely: pre-test, treatment, and post-test.

RESULT AND DISCUSSION

The following was the results of the pre-test and post-test of the experimental groups. It can be seen in the following table:

Table 4. The Result of Pre-Test of Experimental Group

Experimental Group	Pretest
Max	86
Min	34
Mean	56.17
Median	59.00
Mode	36
Standard Deviation	14,992

Table 5. The Result of Post-Test of Experimental Group

Experimental Group	Post-test
Max	98
Min	37
Mean	76.27
Median	76.00
Mode	65
Standard Deviation	14,927

From the Table 4 and Table 5 above, it could be seen that in experimental group, the lowest score of the pre-test was 34 and the highest score was 86 while the lowest score of the post-test was 37 and the highest score was 98.

The following was the results of the pre-test and post-test of the control groups. It can be seen in the following table:

Table 6. The Result of Pre-Test of Control Group

Control Group	Pretest
Max	74
Min	34
Mean	45.87
Median	38.00
Mode	34
Standard Deviation	14.163

Table 7. The Result of Post-Test of Control Group

Control Group	Post-test
Max	85
Min	34
Mean	58.27
Median	60.00
Mode	66
Standar Deviation	14,032

From the Table 6 and Table 7 above, it could be seen that in control group, the lowest score of the pre-test was 34 and the highest score was 74 while the lowest score of the post-test was 34 and the highest score was 85.

The following was the results of the calculation of standard deviation of experimental group. It can be seen as the following:

Deviation of the test (d) = X2 – X1

Deviation of experimental group (dx) = d – Mean

Mean of the test (Mx) = <u>total deviation of the test</u>
                              total of students

$$= (\textstyle\sum d)/n$$

$$= 603/30$$

$$= \mathbf{20.1}$$

So, Mean of experimental group (Mx) was 20.1

The following was the results of the validity statistics of the experimental groups. It can be seen in the following table:

Table 8. The Result of Validity Statistics of Experimental Group
Correlations

		Pre test	Post-test
Pre test	Pearson Correlation	1	.762[**]
	Sig. (2-tailed)		.000
	N	30	30
Post-test	Pearson Correlation	.762[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it is known that all items are declared valid if the Corrected item > 0.5.

The following was the results of the reliability statistics of the experimental groups. It can be seen in the following table:

Table 9. The Result of Reliability Statistics of Experimental Group
Reliability Statistics

Cronbach's Alpha	N of Items
.865	2

Based on the table above, the experimental group reliability value is 0.865, which means that the data is considered reliable and is included in the very high category.

The following was the results of the calculation of standard deviation of control group. It can be seen as the following:

Deviation of the test (d) = X2 – X1

Deviation of control group (dy) = d – mean

Mean of the test (My) = <u>total deviation of the test</u>
                             total of students

$$= \frac{\sum d}{n}$$

$$= \frac{391}{30}$$

$$= \mathbf{13.03}$$

So, Mean of control group (My) was 13.03

The following was the results of the validity statistics of the control groups. It can be seen in the following table:

Table 10. The Result of Validity Statistics of Experimental Group
Correlations

		Pretest	Post-test
Pre test	Pearson Correlation	1	.774[**]
	Sig. (2-tailed)		.000
	N	30	30

Post-test	Pearson Correlation	.774[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it is known that all items are declared valid if the Corrected item > 0.5.

The following was the results of the reliability statistics of the control groups. It can be seen in the following table:

Table 11. The Result of Reliability Statistics of Control Group

Reliability Statistics

Cronbach's Alpha	N of Items
.872	2

Based on the table above, the control group reliability value is 0.872, which means that the data is considered reliable and is included in the very high category.

To find out whether there is a significant the effect of using Blogger on students' achievement in writing recount text, the test results were carried out using the t-test as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{(N_x + N_y - 2)}\right)\left(\frac{1}{N_X} + \frac{1}{N_y}\right)}}$$

Notes:
t	= Total Score
Mx	= Mean of Experimental Group
My	= Mean of Control Group
Dx	= Standard Deviation of Experimental Group
Dy	= Standard Deviation of Control Group
Nx	= Total Numbers of Experimental Group
Ny	= Total Numbers of Control Group

Thus, based on the data analysis, the calculation showed that :

Mx = 20.1   My = 13.03
Dx² = 15.2   Dy² = 7.35
Nx = 30   Ny = 30

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{(N_x + N_y - 2)}\right)\left(\frac{1}{N_X} + \frac{1}{N_y}\right)}}$$

$$t = \frac{20,1 - 13,03}{\sqrt{\left(\frac{15,2 + 7,35}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$\frac{7,07}{\sqrt{\left(\frac{22,55}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t\text{-obs} = \frac{7,07}{\sqrt{0,250}}$$

$$t\text{-obs} = \frac{7,07}{\sqrt{2,82}}$$

$$t\text{-obs} = 2.50$$

The testing of hypotheses was done in order to determine whether the hypotheses were accepted or rejected. After the data were calculated using the t-test formula, the basis for testing hypotheses was that Ha was accepted if the t-observed value was greater than the t-table value. While Ho was accepted if the t-observed value was less than the t-table value.

After the data had been calculated by employing t-test formula, it was found that the t-observed value was higher than t-table value (2.50 > 2.00) at the level of significance α = 0.05 with the degree of freedom (df) = 58.

The result of computing could be written as the following :

ţ-observed > ţ-table   (P=0.05) with df = 58
2.50 > 2.00   (P=0.05) with df = 58

Thus, Ha was accepted and Ho was succsessfully rejected. This means that there is a significant effect of Buzz Group Discussion by using Blogger on students' achievement in writing recount text.

This research was conducted in the eighth grade at SMP Taman Siswa Tanjung Sari Medan. The Blogger application was utilized for teaching the experimental group, whilst paper-based methods were used for the control group.

There were two parallel classes namely 8-1 and 8-2, each class consisted of 30 students and the total of samples was 60 students. The sampling technique used was cluster random sampling with Lottery Technique

The results of the data analysis showed that there were differences in the scores of the exp erimental and control groups. The Mean score of the experimental group was higher than that of control group. The difference was tested by using t-test formula. The result of test calculation showed that the t-observed value (2.50) was higher than t-table value (2.00). Thus, it was found that there was a significant effect of using Blogger on students' achievement in writing recount text.

CONCLUSION

Based on the research results using the t-test formula, it was obtained the t-observed value was higher than t-table value (2.50 > 2.00) with □ = 0.50 and df = 58. It meaut that Ha was accepted and Ho was successfully rejected. This means that there was a significant effect of using Blogger on students' achievement in writing recount text.

The researcher provides the following suggestions based on the aforementioned findings:

1. For Teachers; The researcher makes suggestions for English teachers on The Effect of using Blogger in improving students' writing skills, especially writing recount texts. First, teachers should clearly explain and choose blog titles that are appropriate to the students' achievement level.

2. For Students; Students are encouraged to utilize blogs to extensively practice writing, particularly recount texts, during their leisure time and to focus on understanding the generic structure and language features of recount texts.

3. For Further Researchers; It is hoped that this study can serve as a point of reference for educators and researchers seeking alternative and engaging approaches to teaching and learning English, particularly writing skills. Additionally, the researcher anticipates that future studies will explore this topic using different subjects and research methodologies.

The research findings lead to the conclusions. According to this study, students who were instructed to use the blogger for their writing produced better writing samples than those who were not. Furthermore, the study suggests that utilizing Blogger to measure pupils' achievement yields some favorable outcomes.

With regard to the conclusions, this research shows the usage Blogger of the should be promoted to the English teachers of junior high school students to increase their writing skill. It is anticipated that using these strategies to teach writing will come highly recommended to English teachers.

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