

**THE STUDENTS' RESPONSES TOWARDS BLOG WRITING AND  
THEIR REFLECTIVE PRACTICES IN THE DEPARTMENT OF  
ENGLISH LANGUAGE EDUCATION AT UIN AR-RANIRY**

**THESIS**



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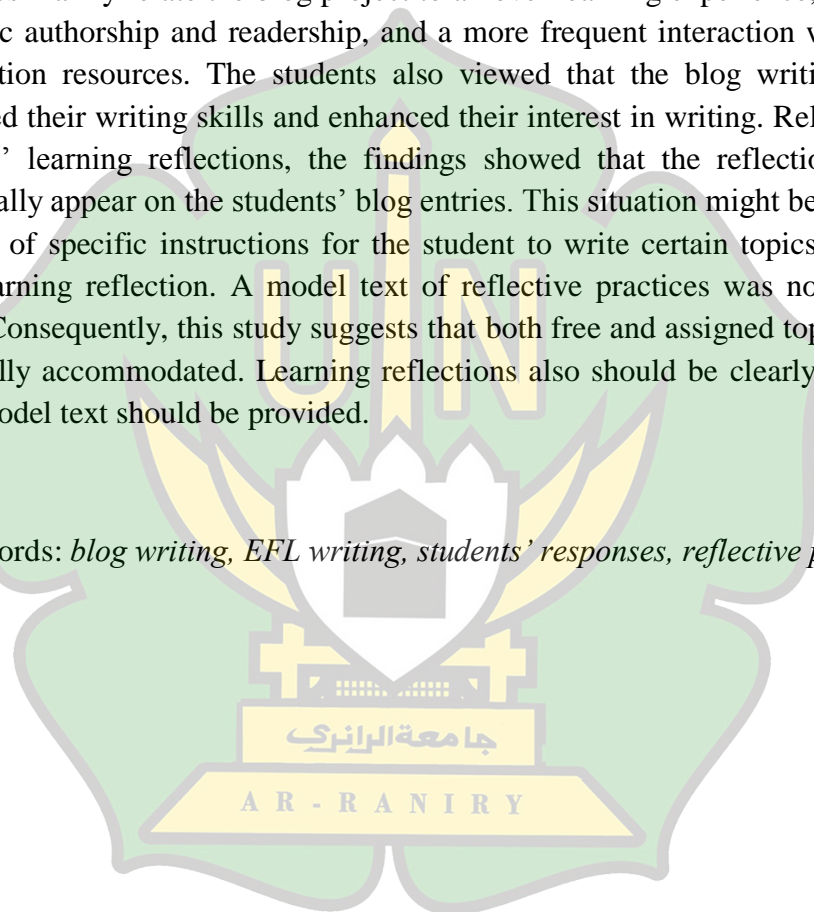
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## ABSTRACT

This study aims at investigating students' responses towards blog writing project in the Department of English Language Education at UIN Ar-Raniry and identifying reflective practices in the students' blog posts. To collect the data, a questionnaire and a content analysis of the students' blog entries were conducted in this qualitative study. Related to the students' responses, the findings showed that the students generally had positive responses towards the blog project. Their responses mainly relate the blog project to a novel learning experience, a sense of authentic authorship and readership, and a more frequent interaction with online information resources. The students also viewed that the blog writing project improved their writing skills and enhanced their interest in writing. Related to the students' learning reflections, the findings showed that the reflection did not specifically appear on the students' blog entries. This situation might be due to the absence of specific instructions for the student to write certain topics related to their learning reflection. A model text of reflective practices was not provided either. Consequently, this study suggests that both free and assigned topics should be equally accommodated. Learning reflections also should be clearly instructed and a model text should be provided.

Keywords: *blog writing, EFL writing, students' responses, reflective practices*



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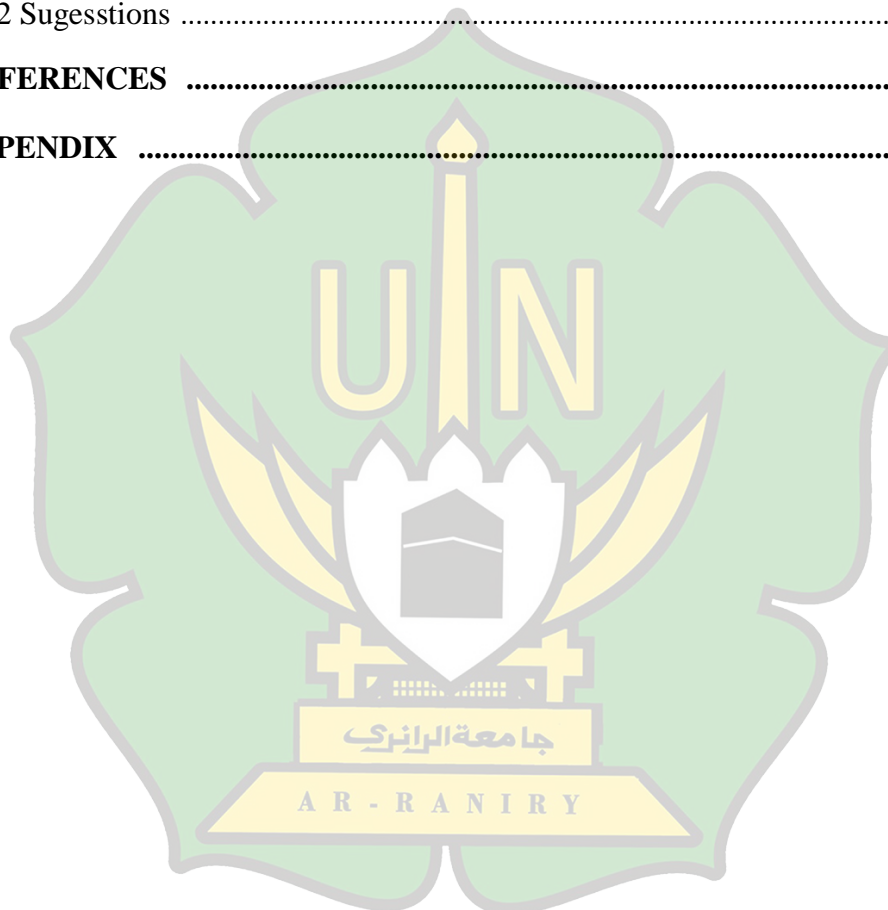
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## **CHAPTER ONE**

### **INTRODUCTION**

This study is aimed at investigating the students' responses towards blog writing and their reflective responses in the Department of English Language Education UIN Ar-Raniry Banda Aceh. This chapter presents background of the study, research questions, aims of the study, significance of the study, and terminology.

#### **1.1 Background of the Study**

Ilknur (2011) claims that technology is an important part of our life and education cannot be taught without it. Furthermore, the emergence of computer-assisted language learning (CALL) has evolved how teachers can make the best use of technology to help their students learn better. With the emergence of the Internet, virtual classrooms and materials are easily accessible and learning now takes place beyond the classroom boundaries. One instance of this phenomenon is the employment of blogs or weblogs which have been used to serve the purposes of English language teaching, considering the features they offer for EFL writing classroom particularly (Stanley, 2005)

In the context of EFL writing, the use of blogs is described as a way to "help students explore and assimilate new ideas, create connections between familiar and unfamiliar people, think about the possibilities, and interpret information for their writing based on their world view" (Godwin-Jones, 2003; Richardson, 2005, quoted in Vurdien, 2013). In the

context of blog writing, Zhang (2009) contends that there have been numerous strategies recommended to encourage reflection such as Socratic questioning, journal writing, Interpersonal Process Recall (IPR), and reflecting teams.

Journal writing is considered as a feature of blog that has various purposes, one of which is to enable students to externalize his or her reflections regarding their experiences and to reframe them within the current context (Pinkman, 2005). Furthermore, Zhang (2009) contends that encouraging students to write about their experiences can induce them to think critically and improve deeper insights into things they deal with. He also adds that journal writing is really interesting for many students as they are allowed to reflect on their everyday experiences.

Considering the benefits of blog writing, it is also widely applicable in university context, as evidenced by studies conducted to investigate this area of research (Arani, 2005; Pinkman, 2005; Ducate and Lomicka, 2008; Tekinarslan, 2008; Cheng, 2010; Aljumah, 2012). This study was situated in the context of blog writing project as a major part of English for Academic Purpose 1 course offered in Department of English Language Education at UIN Ar-Raniry Banda Aceh. There were 33 students from the Academic Year of 2014 taking English for Academic Purpose 1, the assignment of which was to upload blog posts in terms of journal writing, which was therefore suitable for this study.

According to Mynard (2007 cited in Chen 2010), when foreign language students are writing their blog entries, they may need to draw on previous knowledge in order to express their ideas and thoughts via the learned language. It is very possible that they will reflect on their understanding of the language as they are composing their blog entries. In addition, reflecting on their learning also makes the students have opportunities to tell what the obstacles they face in particular class and share self-told information about themselves which cannot wholly be covered during the class session.

Moreover, the teacher would have opportunities to monitor the students' learning better without physically interfering the matter and make better decisions about what the students need to learn better. Considering that previous studies have pointed out that blogs serve as useful tools for engaging students in reflecting on their learning and building their positive attitudes towards writing, this study is hence aimed to investigate students' responses of the blog writing project and their unprompted reflections realized in their blog posts. Moreover, in the context of English learning in Indonesia, the study on blog writing project has not been widely addressed and therefore it makes this study significant to be conducted. The study involved students in the Department of English Language Education at UIN Ar- Raniry who had completed their blog writing project. Therefore, it connects to the objective of this study. The blog writing project was new to most students taking part in this study.



Thus, this study is important to be conducted to provide understanding through empirical data on how the students make the best use of blog to improve their English writing and reflect on their learning progress.

## **1.2 Research Questions**

- 1.) What are the responses of the Department of English Language Education's students of UIN Ar-Raniry towards blog writing?
- 2.) Does the use of blogs promote the unprompted reflections of Department of English Language Education's students of UIN Ar-Raniry regarding their learning through blog writing?

## **1.3 The Aims of Study**

- 1) To reveal responses of students of Department of English Language Education of UIN Ar-Raniry, towards writing by using blogs.
- 2) To investigate whether blogs can serve as a template for students of Department of English Language Education of UIN Ar-Raniry, to reflect on their experience in learning English, especially in writing.

## **1.4 Significance of Study**

- 1.) For lecturers of Writing course, the results of this study can be useful to help them encourage the students to experience blog writing by considering its easiness and effectiveness to improve their writing skills. The lecturers also can highlight the functions

of blog writing as reflective platforms of learning. Therefore, it will help the students write better and motivate them to practice more. It also will enlarge their ideas for writing based on their interest and improve their learning strategies.

- 2.) For students, the results of this study can also be used to develop their abilities in writing because it will give them a lot of new information about the use of blog and its benefits.
- 3.) For future researchers, they can use this study as a source of knowledge used for further research in the future related to blog writing.

### **1.5 Terminology**

- 1.) Blog is a tool that some writers such as students use to write personal diaries or journals that have structures such as title, text and link. The students who like writing can create a personal blog to demonstrate their feelings or ideas through their writing skill. According to Richards (2010), blog is not only as personal diaries or as news journals but also used in business and education to promote both reading and writing. This research is focused on writing.
- 2.) The word “reflective” basically comes from the verb “reflect”. Richards (2010) defines reflection as rethinking of ones’ experiences for the better understanding on the denotation of experiences. Therefore, reflective practices in this research mean

the students reflected their English learning experience in blog writing project they had accomplished through explicit posts or topics. It can be about their progress in learning English, challenges they encounter, or any blog posts dedicated to reflect about personal experience in learning English.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature that supports this study. It consists of the notion of weblog, the use blogs in EFL writing class, reflective practices in EFL writing class with blogs, and empirical studies on the use of blogs in EFL writing class.

#### **2.1 Defining the Forms and Features of Weblog**

The emergence of weblog or blog, for short, has been acknowledged worldwide since 1998 along with the birth of the World Wide Web (Blood, 2000). Since then, it has touched daily life of many people as an integral part of their communication and information exchange. The surge in blog's popularity could be viewed in its effects on new words entering the English language such as blog, blogging, bloggers, blogosphere (Ross, 2002). We could simply define blogs as "online diaries, logs of thoughts, reflections, and a space for individuals to write whatever they choose with an option for readers to comment on what they have read" (Eastment, 2005). In similar vein, Efimova and Fiedler (2003) construe blogs as websites designed in personal-diary format characterized by its easiness and openness for online interaction. To create a blog site, the user only needs to do three easy steps: creating an account, naming the blog, and choosing a template.

Furthermore, Zhang (2009) outlines essential characteristics of blogs. First, operating blogs is easy as the users do not need sophisticated

software or knowledge of computer programming. Secondly, a number of security options are available that enable the users to fully authorize the access for reading and posting. Moreover, blogs promote equality among the users and anonymous posting is also acceptable. The entries can entail texts, images, videos, audios and also links that make discussion easier supported by an auto-archiving feature to trace back all files chronologically. In the context of English Language Teaching, Campbell (2003) describes three types of blogs, namely, the tutor blog, the learner blog, and the class blog. The tutor blog is managed by the tutor for learners which serve many functions such as providing reading practices, learning resources for self-study, online interaction for certain tasks, information of syllabus, and so on. In addition, the learner blog is operated by individual learners for reading and writing while the class blog is resulted from collaborative efforts of the students as they proceed with designed classroom discussions. In brief, considering the easy-to-use interface and interactive comment area of blogs, most educators dedicate blogs for reading and writing classes (Campbell, 2003; Johnson, 2004; Wilder and Merritt, 2004).

## **2.2 The Use of Blogs in EFL Writing Class**

The emergence of computer-assisted language learning (CALL) has evolved how teachers can make the best use of technology to help their students learn better. As pinpointed by Zang (2009), in the context of language learning, CALL also has developed itself into a perspective of



integrated and collaborative learning in which computer is used to provide ample opportunities for students to practice the target language. Furthermore, in the context of EFL writing learning, Smith (2003) also asserts that the integration of computer into language learning environments can benefit the students' writing learning process as it potentially lifts up their motivation since a well-designed virtual environment provides a less tensed interaction. It also can help them improve their writing skills as well as their framework of thinking as they are situated in sources of information in which they have to search, read, and evaluate the information. It also does not limit the learning boundaries the students can possibly access and the teachers can more effectively track their students' progress in learning. It also uproots the constraints of time in which students can plausibly practice writing at anytime and anywhere.

Blogs have been used to serve such purposes considering the features they offer for EFL writing classroom. Stanley (2005) asserts that there are a number of reasons for using blogs in the pursuit of maximizing the students' learning experience. First, it is to provide them with authenticity in learning in which they can encounter a sense of readership and authorship. They are authors writing for a real audience. It is also to provide them with more sources of learning materials they can use to develop their writing. In addition, blog writing can elevate the students'

participation and interaction, and the teachers also can make use of blog writing to create students' online portfolio.

Zhang (2009), furthermore, outlines that blogs can foster the students' critical thinking skills as they progress with their English writing. This is so, for they are asked to evaluate any information they encounter. From this situation, the students may run into new ideas that will also enlarge their horizon. He adds that another benefit of integrating technology to writing classroom like blog writing is to allow the students to model and to learn. It closely deals with the interaction of ideas they encounter during the learning process. As a result, they will gradually improve their writing skills as they read others' work as well.

Other researchers like Bloch (2007), Campbel (2003), and Johnson (2004) also offer similar perspectives towards the benefits of blogs in EFL writing classroom. They place an emphasis on the nature of blogs itself that are equipped with easy mechanism to operate. It also deals with various features blogs offer that can make writing more interactive, interesting, and informative. Furthermore, they also highlight the use of blogs for both the students and the teachers in writing classroom in which blogs promote stronger interaction and collaboration. The students learn more meaningfully as they write with clear purposes and real audience. The students' work also can serve as samples for other students in which lower proficient students can learn from the work of higher proficient students regarding the writing strategies, organization, appearance and

other aspects. The teachers can monitor the work and share instructions easily. They are also open to wider sources of learning materials.

### **2.3 Promoting Reflective Learning in English Writing with Blogs**

Reflective learning and thinking has been considered essential within all contexts of learning including in English language learning. Dewey (1983 cited in Zhang, 2009) originally proposed his viewpoint related to reflective learning defined as “purposeful thinking oriented toward a goal”. In the context of English learning, it refers to the process of revisiting learning experience as means of improving ones’ learning experience and strategies. By doing so, learners can reflect on what they have learned by focusing on their strengths and weaknesses aimed to refine the learning outcomes.

In the context of blog writing, Zhang (2009) contends that there have been numerous strategies recommended to encourage reflection such as Socratic questioning, journal writing, Interpersonal Process Recall (IPR), and reflecting teams. Journal writing is considered as a feature of blog that has various purposes, one of which is to enable students to externalize his or her reflections regarding their experiences and to reframe them within the current context (Pinkman, 2005). Furthermore, Zhang (2009) contends that encouraging students to write about their experiences can induce them to think critically and improve deeper insights into things they deal with. He also adds that journal writing is really interesting for many students as they are allowed to reflect on their

everyday experiences. Moreover, the teachers can monitor the students' progress and they are equipped with a feature called Webpublishing that gives them a sense of authorship.

Weblogs can be considered as the most common form of personal Webpublishing in which students can publish their thoughts, commentaries, and reflections. Weblogs are equipped with a relatively convenient and easy system for the students to journal their learning processes. Weblogs provides the students with opportunities to revisit their work and reflect on their learning experiences (Johnson, 2004). He further states that to create reflective learning, it is essential to build an indirect relationship between the learners and the objects to be learned which allows them to be aware that they are learning. Johnson (2004) asserts that virtual environments are conducive to reflection as they create distance between the learners and the object of learning.

#### **2.4 Empirical Studies on the Use of Blogs in EFL Writing Class**

Regarding the use of blogs in EFL writing class, some studies have been carried out to examine this area of research. Arani (2005) studied the teaching of writing and reading in the English for Specific Course. He aimed to elicit the students' attitudes towards the use of blogs. He involved 40 university students in his study and spread questionnaires. The findings showed that most of the students agreed that the weblog can help them improve their writing. They also maintained positive attitudes towards the further use of blogs as most of them would continue using the

blog. In addition, Pinkman (2005) carried out a study to examine the usefulness of blog writing in foreign language classroom from students' perspectives and to investigate to what extent blogs can contribute to their independent learning. The findings of the study demonstrated that the students perceived the use of blogs positively and the benefits were based on their increased interest and motivation in learning English as blogs offer them activities to interact with others and gain feedback from their peers and teachers.

Furthermore, Tekinarslan (2008) conducted a study to evaluate Turkish students' experiences in using blogs for their English learning. To start with his project, he designed an activity for these undergraduate students in which they were asked to report their review on sources of literature they were interested in. As such, the topics that the students could choose varied depending on their interest. They had to report their review on 500 words in length. Following the project, he conducted interview with the participants resulting in positive responses from them as they stated that the blog writing project helped them improve their writing in terms of organizing ideas, paraphrasing contents, and writing references. They also conveyed that the activity improved their ability to search information they needed to accomplish the writing task.

In addition, Ducate and Lomicka (2008) attempted to investigate German and French university students' responses and reflections towards a blog project they were tasked for their English learning. In the period of



one semester, the students were given a project to choose a blogger writing in English they liked. As they collected information from the posts in the blogs, they had to post their report on their personal blogs and present their report orally as well. Following the project, the researchers interviewed the students, eliciting their responses regarding the use of blogs in their English writing learning process. Most of the students displayed positive responses regarding the blog writing as it helped them improve their English writing and learning motivation.

Interested in the use of blogs as means of reflective learning, Cheng (2010) aimed his study to investigate how blogs are used by the students to reflect their thoughts and feelings, which then benefit their language learning, particularly regarding their writing performance. Fifteen undergraduate students in Taiwan were involved in his study. Furthermore, he focused his investigation on the students' writing performance, reflection and perception towards the blog writing. The findings demonstrated that blog writing did not directly or apparently improve the students' writing performance, reflected in the quantity and quality of their writing. However, it contributed positively to the students' attitudes towards blogs and their writing experience. Moreover, to allow reflections to happen by the use of blogs, the teachers played an essential to provide specific tasks for the students to do so.

Moreover, Aljumah (2012) conducted a study to examine students' attitudes towards the use of blog in English writing and discern

the advantages and disadvantages of it. The context of his research was situated in EFL writing classroom in Saudi university involving 35 students majoring in English. To collect the intended data, he administered questionnaires to the participants at the end of the writing course. The findings showed that most of the students demonstrated positive attitudes towards the use of blog in their writing course as it was easy for them to create and publish their blogs and they could accomplish the given tasks. Most of the students also found it comfortable to operate blogs and preferred to write on blogs than on paper as they were equipped with features to attach videos, pictures, links and others. In brief, the study showed that blogs are popular in Saudi EFL writing classroom and liked by most of the students as they enjoyed reading and commenting on the posts. They also viewed that blogs are useful to improve their writing as its easy mechanism also boosted their motivation to write.

The previous studies reviewed above have supported the idea how blogs can be beneficial for EFL writing classroom. The benefits encompass several aspects including students' writing performance improvement, their increased interest and motivation in writing, and interactive writing activities. Moreover, the use of blogs for writing classroom also contributes to the students' engagement in the learning process and they can use blogs to reflect on their learning and further independent study. It also allows them to develop their digital skills including searching information, evaluating them, and publishing reports.

For this reason, it is worth noting that this study is essential to examine the students' responses and reflections towards the use of blogs in their writing classroom in the context of EFL writing classroom in Indonesia.



## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter is devoted to present some ideas related to the research design, setting and subjects of the study, research instrument, data collection procedures and data analysis.

#### **3.1 Research Design**

Considering the aim of the study, this proposed research is descriptive qualitative in nature. Creswell (2012) states that in qualitative research, things are studied in their natural setting in order to understand phenomena. Qualitative approaches use the natural setting of an event, behavior or process as a direct source of data. To answer the first research question, a questionnaire was employed to elicit the intended data. Jansen (2010) notes that a questionnaire is used in qualitative study that concerns more on describing “diversity of some topic of interest within a given population”, which then does not aim to measure frequencies or other quantitative parameters. Jansen (2010), furthermore, adds that the questionnaire can be applied in educational studies concerning attitudes, perceptions, responses or behaviors. The research question in this part concerns on responses towards writing on blog among Department of English Language Education’s students of UIN Ar-Raniry. Questionnaire is hence suitable to be applied in language learning to a particular group of students to elicit and describe their opinions, attitudes, behaviors or perceptions towards certain focus of research investigation (Creswell, 2012). As such, open-ended questions entailed in a questionnaire were adapted from Chen (2010). In brief, they were designed to

focus on the students' perceived advantages and disadvantages of the blog writing project they had done. As in Chen (2010), open-ended questions were chosen to give the respondents freedom to answer in their own words which would provide in-depth responses for the research data.

Moreover, to investigate whether or not the blog writing encourages the students to perform unprompted reflections, a content analysis, as employed in the study of Chen (2010) was carried out with regard to blog entries uploaded in the students' personal blog. To reveal the reflective practices, the blog entries were categorized and tabulated into themes covered by the students in their writing and investigated if the reflections emerged in their chosen topics of writing. Considering the above explanation, this study, therefore, can be regarded as qualitative.

### **3.2 Setting and Subjects of the Study**

This study was situated in the context of blog writing project as a major part of English for Academic Purpose 1 course offered in Department of English Language Education of UIN Ar-Raniry, Banda Aceh. This course is equal to 2 credits and taken by the students in the sixth semester. The main objective of this course is to encourage the students to practice writing more, especially in the context of academic writing. This course is a one-meeting-per-week compulsory course allotted for 90 minutes in each meeting.

In the Academic Year of 2014, there were 33 students taking this course. In addition to this course, they had completed other writing courses offered for students of Department of English Language Education at UIN Ar-Raniry

including Writing 1, Writing 2, Writing 3, and Academic Writing. When they took this course, they were assigned to create a personal blog in a free-service blog platform. Following that, their task throughout the sixth semester was to upload 30 pieces of writing in their blog website. The lecturer provided 10 videos taken from TED Talks and assigned the students to reflect on the video and write a report. The other 20 compositions were of no particular topics as long as their composition is 250 words at length for the minimum requirement. As such, the task was considered as free writing.

Considering the above explanation, the context is suitable for the aim of the research, which is to investigate EFL students' responses towards blog writing and reflective practices realized in their compositions. Among the 33 students, there were only 30 students filled out the questionnaire. In addition, out of the 30 students, there were only 18 students who retained their personal blog websites while the others had deleted their accounts. Therefore, their blog entries could not be traced back and employed for this study. Following that, 18 students who retained their personal blog websites were asked to voluntarily participate in this study. Their blog entries were retrieved for the analysis of data and they also agreed to fill out the questionnaire regarding the blog writing project assigned to them in the sixth semester. As such, convenience sampling method, a type of non-probability sample, was employed in this study. It refers to the selection of research subjects accessible to the researcher considering their availability, willingness, and other practical criteria (Etikan, I., Musa, S.A., & Alkasim, R.S, 2016). As previously mentioned, the participants were 30 students out of 33 who



filled out the questionnaire in which 18 of them still retain their blog accounts by which the researcher could retrieve the blog posts. The 15 students had deleted their blog accounts, which then did not suit the aim of this study since the researcher could not obtain their blog posts for the data analysis.

### **3.3 Research Instrument**

To elicit the intended data to answer the two research questions, two key instruments were employed. The first instrument, a questionnaire with open ended questions, was administered. The second instrument, blog entries, was employed to reveal the reflective practices.

#### **3.3.1 Questionnaire**

To gain the intended data related to the students' responses towards the blog project writing, a form of questionnaire with 15 open-ended questions was given to the participants of this study (see Appendix A). The items for the questionnaire were adapted from Chen (2010) as they are considered suitable with the aim of this study.

Question one to question two were aimed to elicit information regarding the students' prior experience in learning English and their motivation in learning the target language. Question three to question fifteen dealt with the students' responses towards writing in English and specifically towards blog writing task they had accomplished. The items also explored in-depth information related to the students' perceived advantages and disadvantages of the blog writing task. Specific to the blog writing task, the questions also prompted them to respond



towards the notion of readership or audience in their blog writing, the benefits of blog writing to their language skills, and also suggestions for the blog writing.

### **3.3.2 Blog Entries**

To reveal the unprompted reflections in the students' blog writing compositions, their blog entries were accessed with their consent and downloaded. As previously mentioned, there were 18 students out of 33 who still retained their personal blogs and the accomplished the requirement of the task, which was to upload at least 30 blog posts on required topics of provided TED Talks and free chosen topics. The blog posts of the students were downloaded for the analysis. There were approximately 500 blog posts in total for tabulation and categorization in order to investigate the reflections realized in the entries.

### **3.4 Data Collection Procedures**

To carry out the study, the researcher focused her study on two key aspects dealing with the students' responses towards the blog writing assignment and their learning reflections identified in their blog posts. After reviewing the previous studies on the related area of investigation, the researcher developed a set of questionnaire with 15 open-ended questions adapted from those employed and validated in Chen's (2010) study. Following that, the researcher approached the students taking the course via WhatsApp messenger, asking about their blog entries and their willingness to participate in the study. Out of 33 students, it came that 18 students retained their personal blog accounts and therefore were qualified for the purpose of this study. They agreed to participate on this study by filling out

the given questionnaire and giving access to their blog entries to be retrieved for the research data. Prior to that, the questionnaire had been piloted to a small group of students to see whether the items were clear already. The students were given a week to complete the questionnaire so that they had enough time to write their answers in-depth.

### **3.5 Data Analysis**

Two sections of data analysis are presented in relation to the analysis of questionnaire data and content analysis of the blog entries.

#### **3.5.1 Analysis of Results of the Questionnaire**

The questionnaires were written in Indonesian and flexibly filled out either in Indonesian or English depending on which way the writers feel comfortable with. This is so, for it is intended to minimize any possible problems hindering the expression of the writers' opinions. To carry out the analysis, the procedures of the analysis follow some stages. The first step was to reduce and organize the data by reading all the data and sorting them on the basis of units of meanings. Following that, the next step was to summarize the data into a coherent unit and finally the researcher interpreted the data. Following that, the results of the analysis were presented and described following sequences of points entailed in the open-ended questions which reflect the students' response towards the blog writing project.

### **3.5.2 Content Analysis of the Blog Entries**

Following Chen (2010), unprompted reflections are considered as the ways of the students reflect on their learning without purposefully instructed by the lecturer. The reflections of the learning were investigated in their blog posts to see if the blog writing could promote reflective practices. In this study, the students' blog posts were considered to contain reflective practices when the students explicitly reflected on their learning English in the posts. With this being said, there should a piece of writing specifically dedicated to write about their personal learning experience either it deals with their English learning difficulties, challenges or progress, for example. To achieve this, the blog posts of the 18 students were downloaded. Following that, the researcher carefully read the texts of each student to categorize the themes emerging in their blog posts. Once each student' blog posts was successfully tabulated and categorized, the themes of all students' blog posts were summarized into sequences of themes based on their frequencies. The findings were then presented in charts and described. As mentioned previously, though the blog project was a part of assignment entailed in English for Academic Purpose 1, the writing project was tasked to be free writing in which the students could explore various writing topics of their interest. The aim of the content analysis was to categorize writing topics they chose for their blog posts and identify their learning reflection on the blog posts.

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

This chapter presents the findings of this study which is divided into two main parts based on the research questions: the analysis of the results of students' questionnaire and students' blog entries. Furthermore, discussion is presented in lights of relevant literature concerning blog writing.

#### 4.1 Students' Responses towards the Blog Project

Related to the questionnaire, there were 30 students involved in this study. They were asked to provide responses towards the blog writing project they had done as an assignment of English for Academic Purpose 1 course offered in the Department of English Language Education of UIN Ar-Raniry, Banda Aceh. The results of the analyses are presented in the following sub-chapters. The students' responses are quoted and their names are pseudonymous (see Appendix B ).

##### 4.1.1 Blogging Offers a New Learning Experience

The first finding is related to the students' experience in using blogs and writing. From the analysis of the open-ended questionnaire (see Appendix A), the students' responses are synthesized in the following table.

Table. 4.1 Students' Responses on their Blog and Writing Experience.

No	Students' Blog Experience		Students' Writing Habit	
	Synthesized responses	Frequency	Synthesized responses	Frequency
1	'Blogging is new to me'	27	'I get used to writing'	10

2	'Blogging isn't new to me'	3	'I don't get used to writing'	20
The total number of students is 30				

As presented in Table 4.1 above, most students (N=27) responded that the blog writing project gave them a new learning experience as only a few students (N=3) stated that they ever experienced a blog learning previously. This novelty of experience made the students enjoy the blog project throughout the semester though most students stated that they did not get used to either writing diaries or blogs (N=20). The other students (N=10) responded that they previously have made a habit of keeping diaries. It indicates that the blog writing project was able to appeal to both a group of students with less writing experience and interest and those with a higher rate of writing experience and interest. This finding is illustrated in the students' responses in the questionnaire. For example, Fathur noted that:

*The blog writing project was something new for me and I was so interested. In the beginning, I was not confident to use and write on blogs. By the time went by, as I had to complete the assignment, I kept writing.*

Additionally, Refina responded that:

*To be honest, I got in touch with blog for the very first time during the project offered in English for Academic Purpose 1. I was really excited*

*and I felt that it was very useful so that we didn't get a monotonous activity.*

In brief, since the students viewed that the blog writing project was a new activity for them, they got really interested in the project. The degree of interest certainly varied for each student. Indeed, the novelty of the project makes it appealing to those who have a good habit of writing and those who do not.

#### **4.1.2 Blogging is Preferable to Paper-Based Writing**

To dig deeper into the students' responses towards blog writing project, they were asked to convey their opinions related to their writing medium's preference (see Appendix A). It deals with whether they preferred blogging to paper-based writing. From the analysis of the open-ended questionnaire, the students' responses are synthesized in the following table.

Table. 4.2 Students' Responses on Their Writing Medium's Preference

No	<b>Students' Preference on Blog or Paper-Based Writing</b>	
	<b>Synthesized responses</b>	<b>Frequency</b>
1	'I prefer blog writing to paper-based writing'	27
2	'I prefer paper-based writing to blog writing'	3
The total number of students is 30		

As presented in Table 4.2 above, most students (N=27) stated that blogging is preferable to paper-based writing. From the analysis of their responses, the reasons for this preference vary including blog's practicality, flexibility, time-saving nature, and potential to give the students a bigger sense of readership and authorship compared to paper-based writing. This point is further



illustrated in the students' responses on the questionnaire. Mutia responded that: *I like the blog writing project better. It saves paper and is not time consuming. You can easily write and revise your ideas and upload your assignment in an instant.* Additionally, Yona stated that: *Well, I prefer the blog writing project because I don't have to spend money on paper. Indeed, for me, it is more practical and simpler as I find it easier to pour my ideas via blogs.*

Another reason for this preference is related to a sense of authorship and readership that blog offers. For instance, Fathur said that: *I think the blog writing project is more interesting. When I write on blogs, it makes me write more carefully as many people will read what I post. Therefore, it prevents me from writing in a rush and thoughtlessly.* Another student also expressed her opinions on blogging. Raisa responded that: *I prefer writing on blog because there is a bigger possibility that what I write will be accessed by more readers. The readers also can possibly leave comments and suggestions that will be helpful to improve my writing.*

On the other hand, as seen in Table 4.2, there were a few students (N=3) stating that they preferred paper-based writing because they thought that they were not familiar yet with blog writing and they still found it quite hard to shift their habit of writing on papers to writing on blogs. Moreover, they thought that it was restrained by the dependence of internet connection, which made it quite impractical sometimes, according to them.

In brief, from the findings presented above, most students viewed that blog writing is preferable than paper-based writing due to its practicality, flexibility, time-saving nature, and its offer of a sense of authorship and readership.

#### **4.1.3 Blogging Encourages the Students to Access More Online Resources of Information**

Another finding is related to the students' responses on whether blog writing encourages them to access online resources of information. From the analysis of the open-ended questionnaire (see Appendix A), the students' responses are synthesized in the following table.

Table. 4.3 Students' Responses on Blog and Their Use of Online Resources

No	<b>Blog Writing and Access to Online Resources of Information</b>	
	<b>Synthesized responses</b>	<b>Frequency</b>
1	'Blog writing encourages me to access online resources of information'	28
2	'Blog writing doesn't necessarily encourage me to access online resources of information'	2
The total number of students is 30		

As presented in Table 4.3 above, most students (N=28) stated that blog writing encourages them to access online resources of information while two students were not really sure about it. From the analysis of their responses, the aims of accessing the online information vary. It includes accessing online resources in the form of information from articles or other reading materials for references or background knowledge to be included in their blog posts. This point

is further illustrated in the students' responses on the questionnaire. For instance, Monica noted that:

*Of course, writing on blogs motivates me to find information that I need for my writing. I use the information that I collected to help me write more carefully and accurately in terms of the ideas because it will be read by other people. Additionally, Sania stated that: I'm really motivated to check the information that I include on my writing. So, I search for more information and read them to gain deeper understanding before I upload my writing.*

Furthermore, the access of online resources also include information in the form of visiting the posts of other bloggers. By doing so, they could learn and compare their writing, the results of which could be used to improve their blog writing. For instance, Rahul responded that:

*Writing on blogs also makes me more frequently visit other bloggers' websites. I read their posts as I find that there are some awesome bloggers in which they write good articles. It motivates me to write as well as they do. I learn a lot from their blogs on how to pick interesting writing topics, develop ideas and so on.*

In brief, writing on blogs provides the students with more frequent interaction with online information resources and encourages them to make the best use of the information for their learning benefits, especially in improving their own blog posts. The online resources can be in the form of online articles or reading materials for references or blog posts by other bloggers.

#### 4.1.4 Blogging Improves the Students' Writing Skills and Interest

This study is certainly not attempted to measure the students' actual writing progress. Rather, it is only focused on the students' perceived progress on their writing skills and interest upon the completion of the blog writing project. From the analysis of the open-ended questionnaire (see Appendix A), the students' responses are synthesized in the following table.

Table. 4.4 Students' Responses on Blog's Impact on Their Improved Writing Skills and Interest

No	Blog's Impacts on Students' Writing Skills		Blog's Impacts on Students' Writing Interest	
	Synthesized responses	Frequency	Synthesized responses	Frequency
1	'Blog writing improves my writing skills'	30	'Blog writing enhances my interest on writing'	24
2	'Blog writing doesn't improve my writing skills'	-	'Blog writing doesn't enhance my interest on writing'	6
The total number of students is 30				

As presented in Table 4.4 above, the results of the analysis showed that all students (N=30) viewed that the blog writing project improved their writing skills. Their self-perceived improvement ranged in the aspects of ideas development, vocabulary, grammar, sentence patterns, and organization. For instance, Zakia noted that: *The blog writing project surely helps me improve my writing skills. I see that I can develop my ideas better so that I don't find it tough to find the suitable topics that I want to write about.* In this point, Zakia found that the blog writing contributed significantly to her writing fluency in relation to how she managed to easily pick up topics that she elaborated on her writing.

The improvement of their writing skills was also perceived in terms of increasing vocabulary size and grammar accuracy. Mutia responded that:

*I found that the blog writing project increased my vocabulary size because I read many resources and had to find the right words to express my ideas. My grammar also gets more accurate because it makes me more careful to look at the grammar before I uploaded my writing.*

Additionally, the students also noticed that the blog writing project contributed to their writing skills' improvement in terms of sentence patterns and organization. For instance, Riella noted that:

*During the blog writing project, I think I improved a lot my skill in organizing my ideas. You know, I need to always check how my title relates to the opening, the main idea and conclusion. I also have to make each part connected and interesting. I also explored how I can use words, sentences and the like.*

In this aspect, the students found that the blog writing project made them more carefully plan their writing. They were more aware about how to make each idea well connected or coherent, choose the right words to convey ideas, and pay attention to the language accuracy.

In addition to their self-perceived improvement of their writing skills, most students (N=24) also stated that the blog writing project enhanced their interest in writing. Other students (N=6) stated that it did not significantly

maintain their interest in writing. For instance, Irsa conveyed her enhanced interest in writing:

*Previously I was not familiar with blogging. After the blog writing project, I begin to pay more interest in writing. I found it interesting when you could publish your writing to be read by people out there. It really motivates me to continue writing.*

Additionally, Sonia pinpointed the features that blog offers, which then enhanced her interest in writing:

*Yes. It enhanced my interest in writing. When the lecturer assigned the blog writing project, I was quite attracted. As I created my account and explored the features, I was really interested in writing on blog. I could make my writing more readable by adjusting the template, color, font, pictures, and other features.*

As presented in Table 4.4, on the other hand, six students stated that the blog writing project did not enhance their interest in writing. It was due to low inner motivation in writing. For instance, Rehana stated that:

*Well, no. I did the project as a part of assignment only. I did not really like writing and after the project finished I did not continue the habit of writing due to other daily routines and it's because I had no really interest in writing.*



In brief, all students viewed that the blog writing project improved their writing skills and most students (N=26) viewed that it enhanced their interest in writing.

#### **4.1.5 The Students' Suggestions for the Blog Writing Project**

The students were also asked to respond to the blog project in relation to what suggestions they could offer to improve the learning experience they gained from the project. From the analysis of the open-ended questionnaire (see Appendix A), there were some key points that need highlighting. The students' responses are synthesized as one student gave more than one particular suggestion. The first aspect relates to the practice of free-writing versus assigned topics. Some students (N=18) preferred to have free topics while the other students (N=12) preferred assigned topics. Concerning free topics, Riella stated that: *I personally prefer free topics because I have more freedom to decide what topics I want to write about without attached to certain topics that might not be of my interest.* On the other hand, Citra viewed that: *Well, I like assigned topics. When I'm asked to write free topics, it often takes me so long to decide what I should write.*

Considering this, the lecturer had assigned both free topics and assigned topics to the students so that it could accommodate both needs.

The second key suggestion deals with the provision of feedback and monitoring from the lecturer. The students viewed that it was necessary for the

lecturer to provide feedbacks to the students' blog entries so that they knew what to improve. For example, Rahul noted that:

*I suggest the lecturer give direct feedbacks on what we wrote on the blog. We need to receive feedbacks so that we know what to improve and we know that the lecturer respond to our articles. The lecturer also should monitor the students' blogs so that there are no students who are very late in posting the assignments.*

Additionally, Rehana also stated her opinion about the importance of monitoring from the lecturer to spot plagiarism:

*I really like the blog project as it has many benefits for the students and I hope we can have this for other courses as well. I think what needs improving is how the lecturer could monitor the students' blog entries because it is very easy to commit plagiarism as it is very accessible to copy and paste other people's works.*

Apart from the two points above, the students suggested that such a blog writing project could be retained and maintained as they found it very useful and meaningful for the improvement of their learning experience. For example, Refina responded that:

*To be honest, I got in touch with blog for the very first time during the project offered in English for Academic Purpose 1. I was really excited and I felt that it was very useful so that we didn't get a monotonous activity like writing on papers.*

Additionally, Razela stated that:

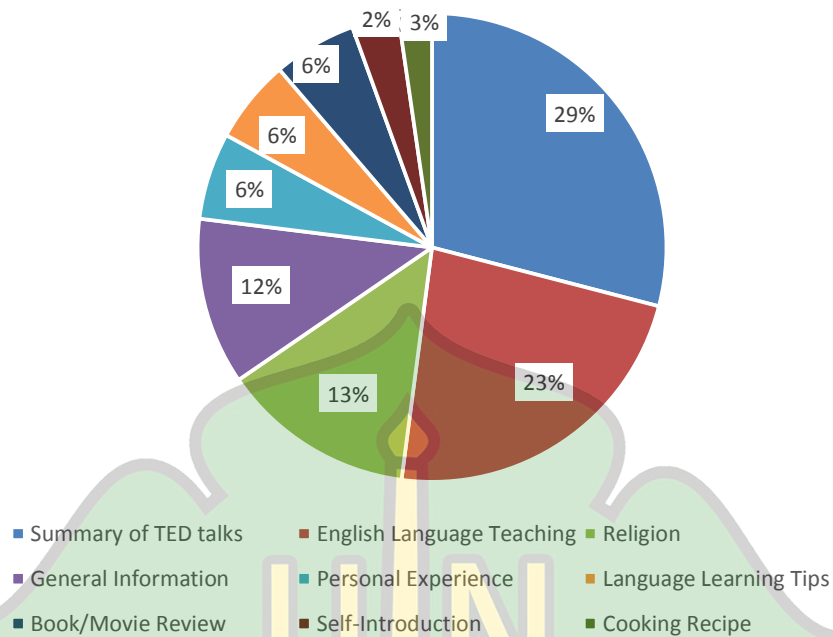
*Though honestly I was not really interested in blogging, I still found this blog project important. I hope that it can be maintained in the future and it is not only done in advanced writing class but also since beginner-level courses so that the students will more get used to blogging.*

In brief, the students' responses in relation to their suggestions towards the blog project include the provision of feedbacks and monitoring from the lecturer, and the continuity of the blog project for other courses.

#### **4.2 The Students' Blog Entries and Their Learning Reflections**

As mentioned previously, there were 18 students who retained their blog accounts out of 33 students in total. Their blog entries were collected and analyzed to figure out whether the blog writing project could promote learning reflections, particularly in relation to their English writing experience. As all entries were tabulated, the total number of blog entries from the 18 students reached 434 posts. The results of the categorization of topics are presented in the following.

Figure 4.1 Ratio of types of topics in students' blogs



The pie chart shows that there were nine categories of topics that the students posted on their blog accounts. The biggest part deals with a writing content related to a summary of TED talks, English influential videos from speakers around the world on various topics. The second biggest part deals with topics related to English teaching and learning. Other topics include religion, general information, personal experience, language learning tips, book/movie review, self-introduction, and cooking recipe. To have a clearer picture on the distribution of the topics, the following table displays the results of the content analysis.

**Table 4.1 Content Analysis of Students' Blog Entries**

No	Topics	Number of Topics	% of Total Topics
1	Summary of TEDx Talks	126	29.03 %
2	English Language Teaching	100	23.04 %
3	Religion	58	13.36 %
4	General Information	50	11.52 %
5	Personal Experience	26	5.99 %
6	Language Learning Tips	25	5.76 %
7	Book/Movie Review	25	5.76 %
8	Self-Introduction	14	3.22 %
9	Cooking Recipe	10	2.30 %
Total		434	100 %

As presented in Table 4.1 above, the blog writing project did not result in students' explicit blog posts that tell about their reflection in their English learning experience. From the tabulation of their writing topics, there was no a piece of writing specifically dedicated to write about their personal learning experience either it deals with their English learning difficulties, challenges or progress, for example.

#### **4.3 Discussion on the Blog Writing Project**

This study has two main aims, namely, investigating students' responses towards blog writing project and their English learning reflections seen from topics of their blog entries. This part is divided into two parts of discussion sections in line with the two aims of this study.

##### **4.3.1 Discussion on the Students' Responses towards Blog Writing Project**

Related to the first research question, which is related to the students' responses towards blog writing project, the results of the analysis of the open-

ended questionnaire filled by the students have been presented in the finding section. From the findings on this first research question, responses received from the students indicate that, in general, they have positive responses towards the blog writing project. This statement is supported by five key points presented in the finding. First, the finding shows that most students (N=27) viewed that the blog writing project was a new learning experience to them. The presented finding also shows that this novelty of experience made the students enjoy the blog project throughout the semester though most students stated that they did not get used to either writing diaries or blogs (N=20). The novelty of the blog writing project can interest those who have a good habit of writing and those who do not.

Secondly, the finding shows that most students (N=27) viewed that blog writing is preferable than paper-based writing due to its practicality, flexibility, time-saving nature, and its offer of a sense of authorship and readership. The reviewed previous studies have highlighted the benefits that blog provides to the students in relation to its easiness, openness, and flexibility as well as its potentially motivating learning experiences which also encourages students to improve their media literacy skills (Arani, 2005; Pinkman, 2005; Tekinarslan, 2008; Ducate & Lomicka, 2008; Aljumah, 2012). The results of the analysis of the questionnaire were in line with the findings of the aforementioned studies. This finding is also in line with Chen's (2010) study who reports that the sense of authorship and readership is a crucial factor that motivates most students to participate in blog writing. They are authors writing for a real audience.



Thirdly, responses from the students presented in the finding section also shows that writing on blogs provides most students (N=28) with more frequent interaction with online information resources and encourages them to make the best use of the information for their learning benefits, especially in improving their own blog posts. They accessed articles, online reading materials, and posts by other bloggers as references for their own blog posts. This point is in line with Zhang's (2009) study in which blog writing can foster the students' skills to model and to learn. The finding also supports the key points pinpointed in the previous studies (Tekinarslan, 2008; Ducate & Lomicka, 2008; Chen, 2010; Aljumah, 2012) in which blog encourages the students to more frequently access online information in a meaningful way for the benefits of their learning. As presented in the findings, responses received from the students show that they used the information to improve their blog writing.

Fourthly, responses from the students presented in the finding section shows that all students perceived that the blog writing project improved their writing skills and most students (N=26) viewed that it enhanced their interest in writing. This point again shows the positive responses from the students towards the blog writing project. The perceived improvement ranged in the aspects of ideas development, vocabulary, grammar, sentence patterns, and organization. Though it was not an actual representation of their writing progress, this finding supports the results of Chen's (2010) study that blog potentially improves the students' writing skills. The improvement can exist in both students' perception and students' actual performance viewed from the quality of their writing.

However, this study did not analyze the students' actual improvement through the analysis of the quality of their blog posts. However, the students' perception of their improvement shows that they have positive responses towards the blog writing project, which becomes the focus of this study.

Finally, the students' positive responses towards the blog writing project also can be seen from their suggestions towards it. Responses from the students presented in the finding section shows that they viewed the blog project writing was really important for them. They expected that it can be maintained for the same course and other courses. They also suggested equal provision of free-chosen topics and assigned topics as well as the feedbacks and monitoring from the lecturer should be considered. This point indicates that they really cared about the continuity of this blog writing project and betterment of it, which also indicates their positive responses towards the blog project itself.

#### **4.4 Discussion on the Students' Blog Entries and Their Learning Reflections**

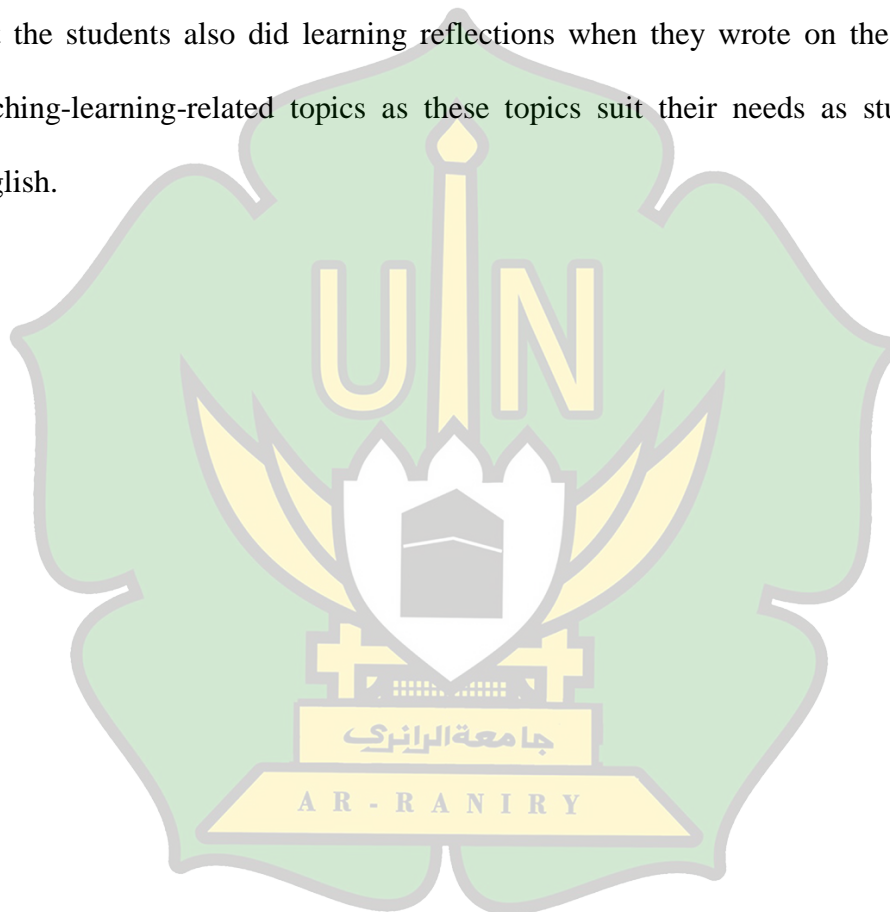
Related to the second research question, which is related to the students' reflective practices seen from their blog posts, the results of the content analysis of the students' blog entries have been presented in the finding section. The findings show that the blog writing project did not result in explicit blog posts or entries dedicated for the students' learning reflections. In the finding section, the content analysis has showed that none of the students wrote blog posts on topics that tell about their personal stories of their own English learning difficulties, challenges or progress, for example. This finding is not in line with

the previous studies that have showed that blog writing potentially promotes the students' learning reflections in which the students specifically devote certain topics evaluating their own learning progress (Johnson, 2004; Pinkman, 2005; Mynard, 2007; Zhang, 2009).

However, in his study, Chen (2010) observes that the blog writing project does not result in the students' reflective practices, which is in line with the result of this study. Chen's (2010) findings show that it is caused by the fact that the instructor either teachers or lecturer do not purposefully instruct the student to write certain topics related to their learning reflection, especially in relation to their writing skill progress. When confirmed to the lecturer, he said that he instructed the students to make a reflective writing with the help of the provided TEDx Talks. However, it ended up that the students wrote a summary of the videos and reflective writing was then not present. This outcome was in line with what Chen (2010) observes in his study in which the employment of direct instruction is really essential to guide the students to use blog writing as means of reflecting on their learning. Moreover, it is also essential to provide a model text in which the students can grasp the example of reflective practices through writing because the students probably do not really understand how reflective writing they are supposed to write should look like.

Though the analysis did not find blog entries specifically devoted to express learning reflections, it still could be argued that the reflection might also take place in topics that relate to English learning. For example, when they chose to write a summary of TED talks, most of which are about English learning, they

also might use that process to reflect on their own English learning as well. It might go in the same route when they deal with topics on English language teaching. Since the assignment required the students to deal with academic writing, we can see that topics relating to English teaching and learning dominated the distribution of the ratio of the topics. Therefore, it can be assumed that the students also did learning reflections when they wrote on the English-teaching-learning-related topics as these topics suit their needs as students of English.



## CHAPTER FIVE

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions of this study. Suggestions are given as well in relation to future research on the topic of blog writing.

#### 5.1 Conclusions

This study has investigated the students' responses of the blog writing project and their unprompted reflections realized in their blog entries. The study involved students in the Department of English Language Education at UIN Ar-Raniry who had completed their blog writing project as a major part of English for Academic Purpose 1 course. Related to the students' responses towards the blog writing project, some conclusions are drawn. In general, the students had positive responses towards the blog project. This point is supported by the analysis of the results of the questionnaire. First, responses received from the students show that blog writing project offered a novel learning experience to them. This novelty also deals with the easy friendly features of blog that make writing via blog interesting. Secondly, most students (N=27) preferred blog writing than paper-based writing as they viewed that the blog writing offers them flexibility, practicality, time-saving practice, and a sense of authentic authorship and readership.

Thirdly, the blog writing project allowed the students to more frequently interact with online information resources and use of the information for their learning benefits. This interaction allowed them to model and learn. The next point is the students viewed that the blog writing project improved their

writing skills and enhanced their interest in writing. The perceived improvement ranged in the aspects of ideas development, vocabulary, grammar, sentence patterns, and organization. Finally, both free and assigned topics are necessary to be given so that this decision could accommodate the different needs of the students. Furthermore, a continuous monitoring and feedback should be given so that it can maintain the students' motivation and can detect plagiarism.

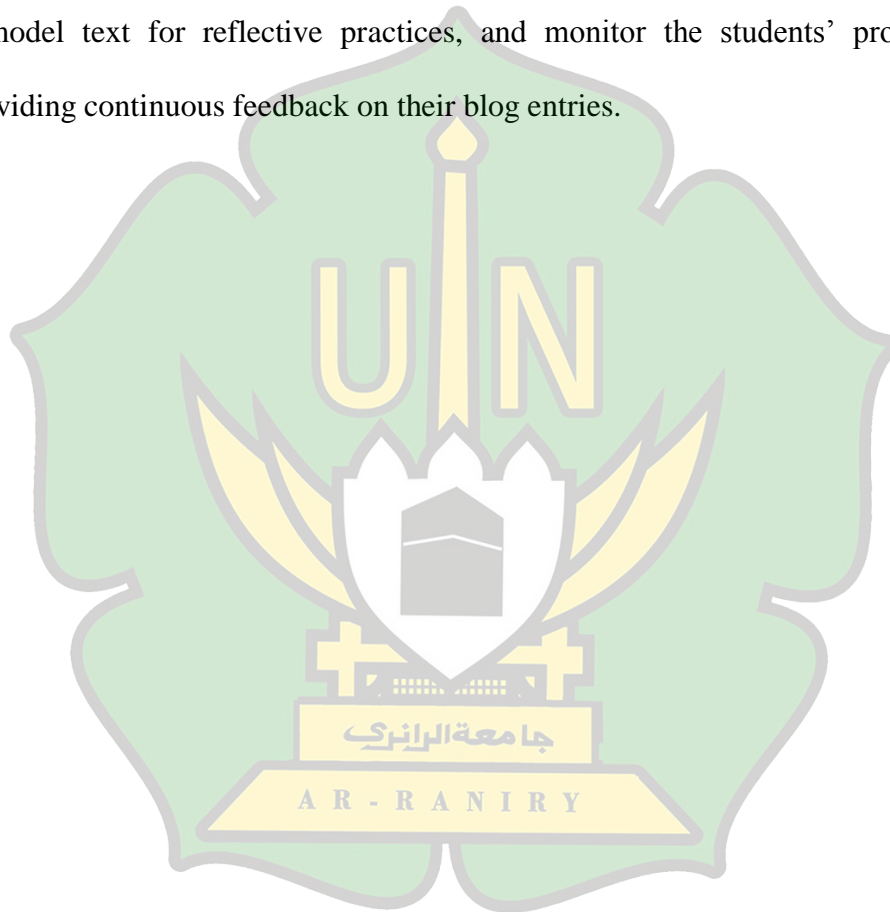
Moreover, related to the students' learning reflections, the findings on this part have showed that the reflection did not specifically appear on the students' blog entries. This situation might be caused by the practice of free writing in which the lecturer did not purposefully instruct the student to write certain topics related to their learning reflection, especially in relation to their writing skill progress, and if he did, a model of reflective practices was not provided. Therefore, in this context, the lecturer later could take this insight into consideration in which learning reflections are clearly instructed as a part of the learning and a model text was provided.

## **5.2 Suggestions**

This study is limited to study the blog writing in terms of students' responses towards the blog project and whether the blog project affects the students' reflective practices. Therefore, the future researchers interested in this research topics are suggested to expand the scope of the study to empirically analyze whether the students' perceived writing progress is accurately in line with the actual progress reflected on their blog entries. This can be carried out by



evaluating the quality of the blog entries in terms of certain aspects that can reflect the students' writing accuracy and fluency. Moreover, the results of this study can be used by lecturers in charge of writing course to consider the employment of blog to promote interesting and meaningful writing activities. It is also suggested that they can apply clear instructions that can promote reflective practices, provide a model text for reflective practices, and monitor the students' progress by providing continuous feedback on their blog entries.



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## Appendix A

### (Kuesioner untuk Partisipan)

Kuesioner ini digunakan untuk mendapatkan data dari penelitian yang berjudul **“The Students’ Responses towards Blog Writing and Their Reflective Practices in the Department of English Language Education at UIN Ar-Raniry”**

#### 1. LATAR BELAKANG

Isilah dengan jawaban singkat informasi tentang diri Anda berikut ini.

1. Nama :
2. Jenis kelamin :
3. Usia :
4. Mata kuliah Writing yang sudah diambil :
5. Nama blog :

#### 2. PERTANYAAN URAIAN

Berikanlah respon Anda terkait pertanyaan-pertanyaan di bawah ini secara jujur sesuai dengan pengalaman yang Anda miliki. Pertanyaan uraian ini bersifat reflektif terkait pengalaman Anda mempelajari bahasa Inggris dan khususnya proyek menulis di blog sebagai tugas mata kuliah English for Academic Purpose 1 yang Anda ambil di semester.

1. Apa alasan Anda mengambil jurusan Pendidikan bahasa Inggris di universitas (UIN Ar Raniry Banda Aceh)?

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2. Sebelum masuk universitas, sudah berapa lama Anda belajar bahasa Inggris? Apa yang memotivasi Anda untuk belajar bahasa Inggris?

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3. Sebelum mengambil mata kuliah English for Academic Purpose 1, apakah Anda pernah diminta untuk menyelesaikan tugas menggunakan blog di mata kuliah yang lain?

.....

.....

4. Apa Anda suka menulis? Apa Anda sebelumnya sudah terbiasa menulis di blog atau *diary* atau bentuk tulisan lain? Berapa sering Anda melakukan kegiatan menulis itu?

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5. Mana yang lebih Anda sukai, tugas mata kuliah menulis konvensional (*menulis di kertas, lembar kerja*) atau mata kuliah menulis dengan menggunakan blog? Jelaskan pendapat Anda.

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6. Menurut Anda, apakah manfaat dan kekurangan, jika ada, dari proyek mata kuliah berbasis pengunggahan tugas menulis di blog?

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7. Menurut Anda, apakah menulis di blog memotivasi Anda untuk menggunakan sumber-sumber informasi daring (online) sebagai bahan tulisan Anda?

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8. Apa yang Anda rasakan ketika mengetahui ada pembaca yang mengunjungi laman blog Anda dan membaca tulisan Anda?

.....

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9. Apa Anda sering membaca unggahan tulisan di blog teman sekelas Anda atau dari laman blog penulis lain? Apa yang membuat Anda mengunjungi blog tersebut dan apa yang Anda pelajari dari pembacaan Anda?

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10. Menurut Anda, apakah proyek menulis di blog meningkatkan ketertarikan Anda untuk menulis? Ceritakan pengalaman dan pendapat Anda.

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11. Menurut Anda, apakah mata kuliah dengan proyek menulis di blog atau menulis blog secara umum meningkatkan kemampuan menulis Anda? Dalam aspek apa?

12. Apakah pembaca atau audiens Anda memberi pengaruh terhadap cara Anda menulis di blog seperti gaya bahasa atau pemilihan topik tulisan?

13. Bisakah Anda ceritakan pengalaman yang paling mengesankan atau mungkin tidak mengenakan terkait proyek menulis di blog yang telah Anda lakukan?

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14. Apakah Anda lebih suka jika dosen Anda menugaskan untuk menulis terkait topik-topik khusus tertentu atau Anda menulis dengan topik bebas (*free writing*)? Mengapa?

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.....

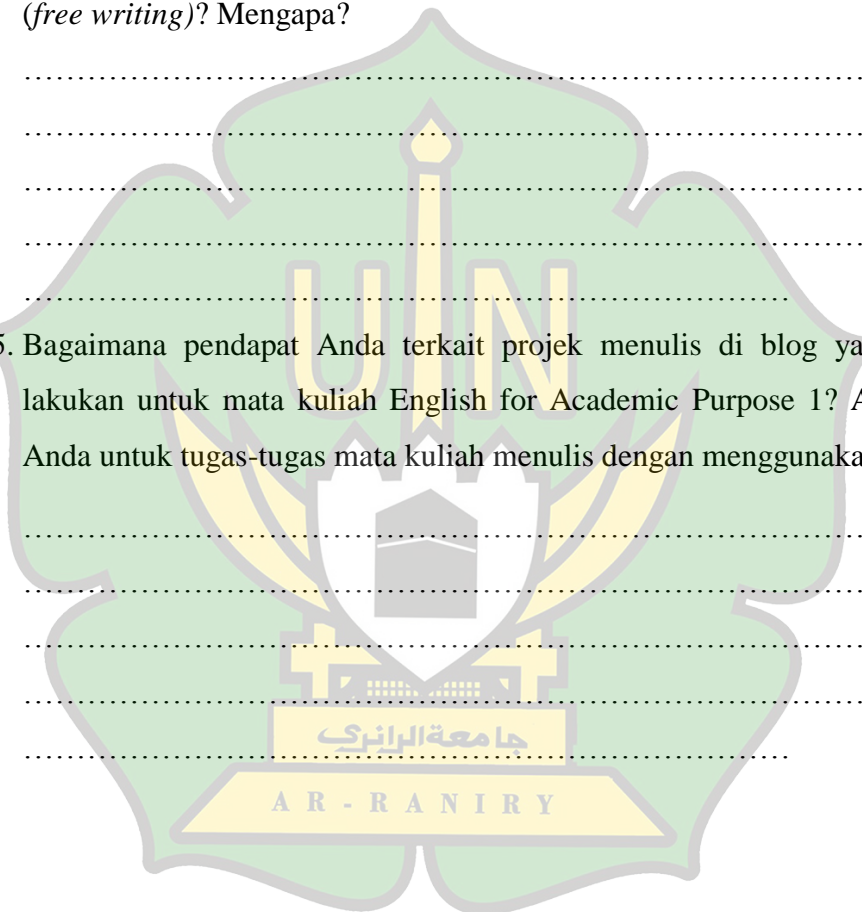
15. Bagaimana pendapat Anda terkait proyek menulis di blog yang Anda lakukan untuk mata kuliah English for Academic Purpose 1? Apa saran Anda untuk tugas-tugas mata kuliah menulis dengan menggunakan blog?

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## Appendix B

### (Recap of Participants of this Study)

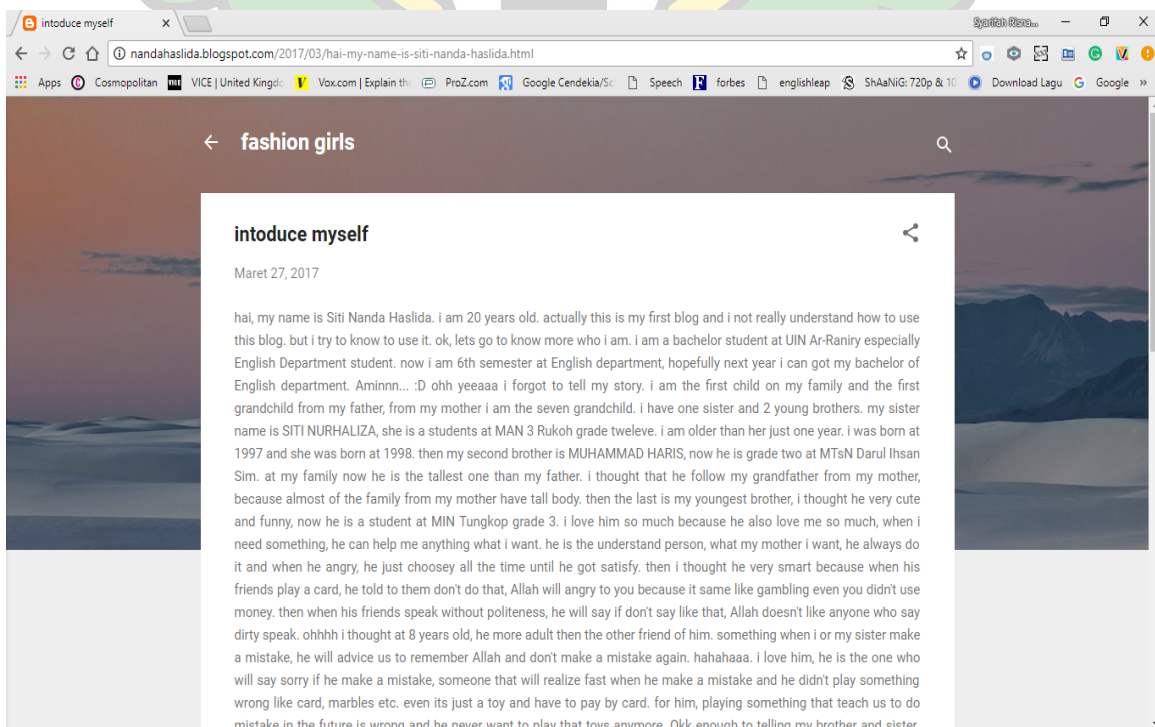
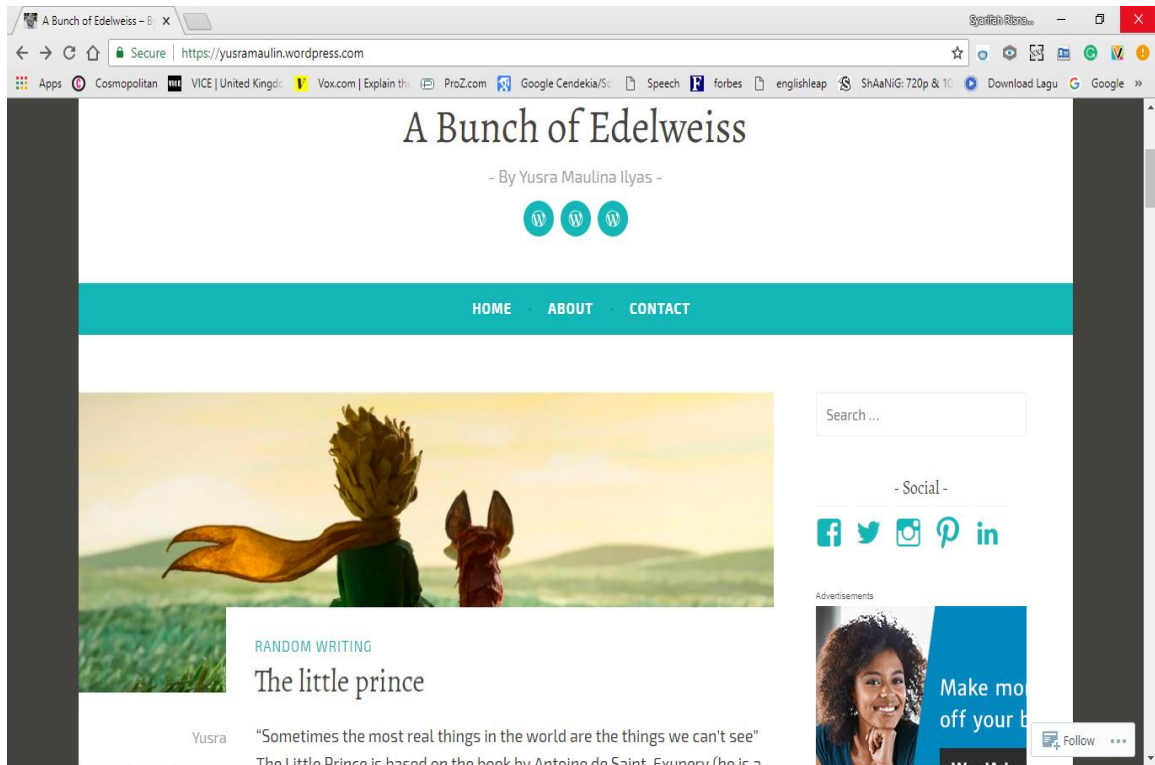
No	Coded Name	Blog Website	Note
1	Zakia	Zulfazulfaa.blogspot.co.id	Accessible
2	Mutia	TinyNotes	Accessible
3	Karin	Nanda haslida	Accessible
4	Sania	nurridhasunni.blogspot.com	Accessible
5	Erika	jejakrahmah.blogspot.com	Accessible
6	Monica	Wanderlust Rabbit	Not detected
7	Riella	RJ	Not detected
8	Aurel	Jasminurblogspot.com	Accessible
9	Citra	Shared by Bunga	Not detected
10	Yona	golden hand	Not detected
11	Maria	Yesi ana mariati	Accessible
12	Fathur	@radjafadly	Not detected
13	Rumaisa	Lupa namanya na	Not detected
14	Nadira	Winning star	Not detected
15	Alana	Lionimess@blogspot.com	Accessible
16	Rahul	Miftahuljannahaf.blogspot.com	Accessible
17	Salma	thisismaghfirah.blogspot.com	Accessible
18	Irsa	Irmasaaddress.co.id	Not detected
19	Raisa	Rahmanida03	Not detected
20	Indah	<a href="https://yusramaulin.wordpress.com/">https://yusramaulin.wordpress.com/</a>	Accessible

21	Lula	<a href="https://Desyulfayana.wordpress.com">Desyulfayana.wordpress.com</a>	Not detected
22	Sonia	Ndehsuarni	Accessible
23	Refina	<a href="#">Defiheldiarahmi</a>	Accessible
24	Warda	<a href="https://Anishananiikhsan26.blogspot.com">Anishananiikhsan26.blogspot.com</a>	Accessible
25	Medina	<a href="#">Skenariofantastis. Blogspot. Com</a>	Accessible
26	Gigi	<a href="https://ellaragilia.blogspot.co.id">ellaragilia.blogspot.co.id</a>	Accessible
27	Razela	<a href="https://rikawahyunisujari.blogspot.com">rikawahyunisujari.blogspot.com</a>	Accessible
28	Jauza	<a href="#">Tenjazaanilhusna</a>	Accessible
29	Rehana	<a href="#">Thejourneyofsabrina</a>	Not detected
30	Keisha	Bulan Sabit	Not detected
Notes Total number of accessible blogs: 18 blogs Total number of undetected blogs: 12 blogs			

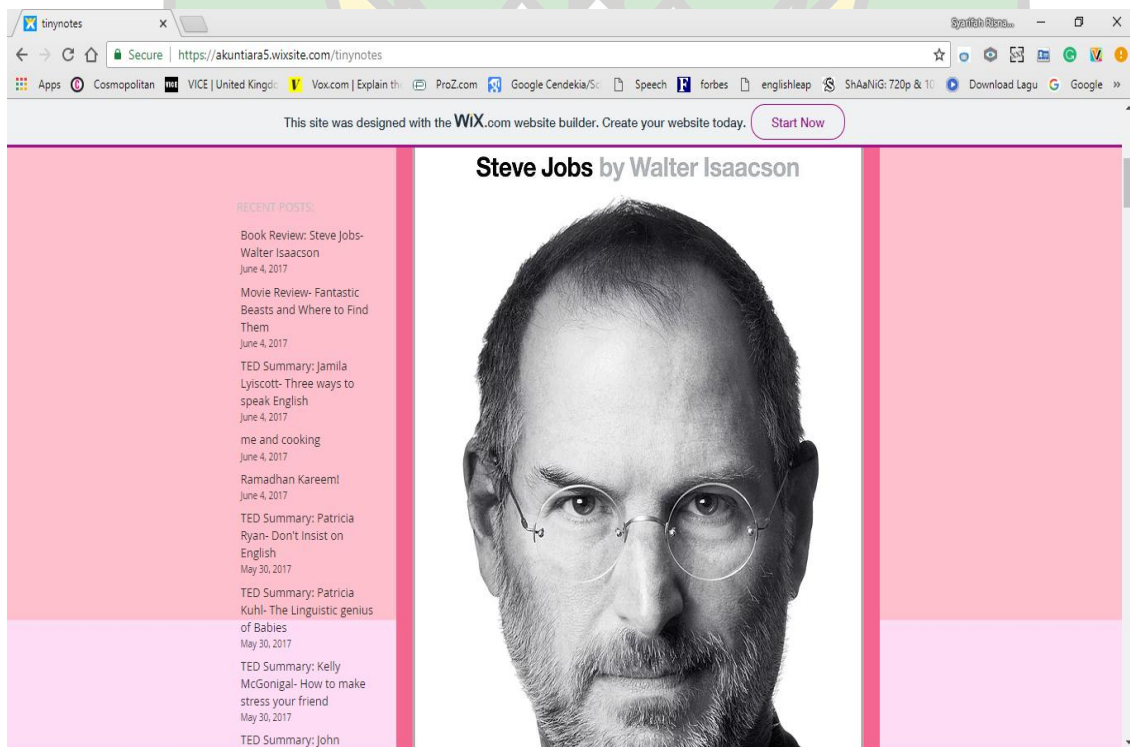
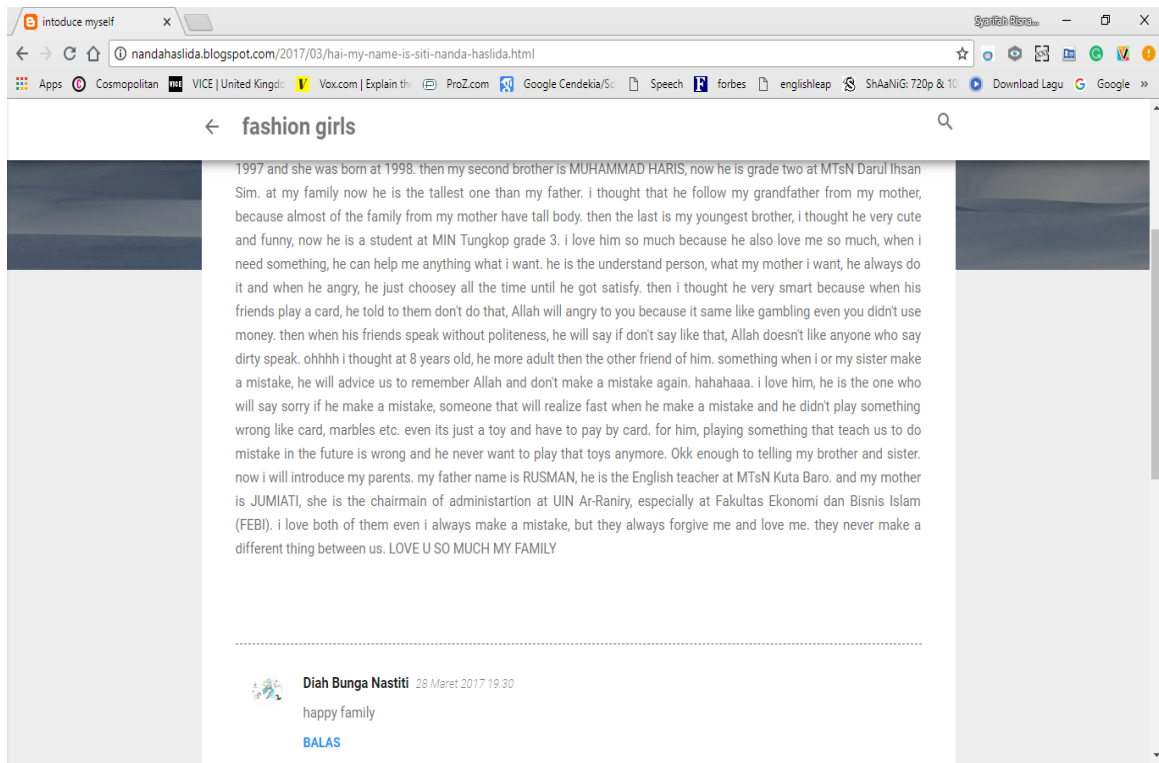


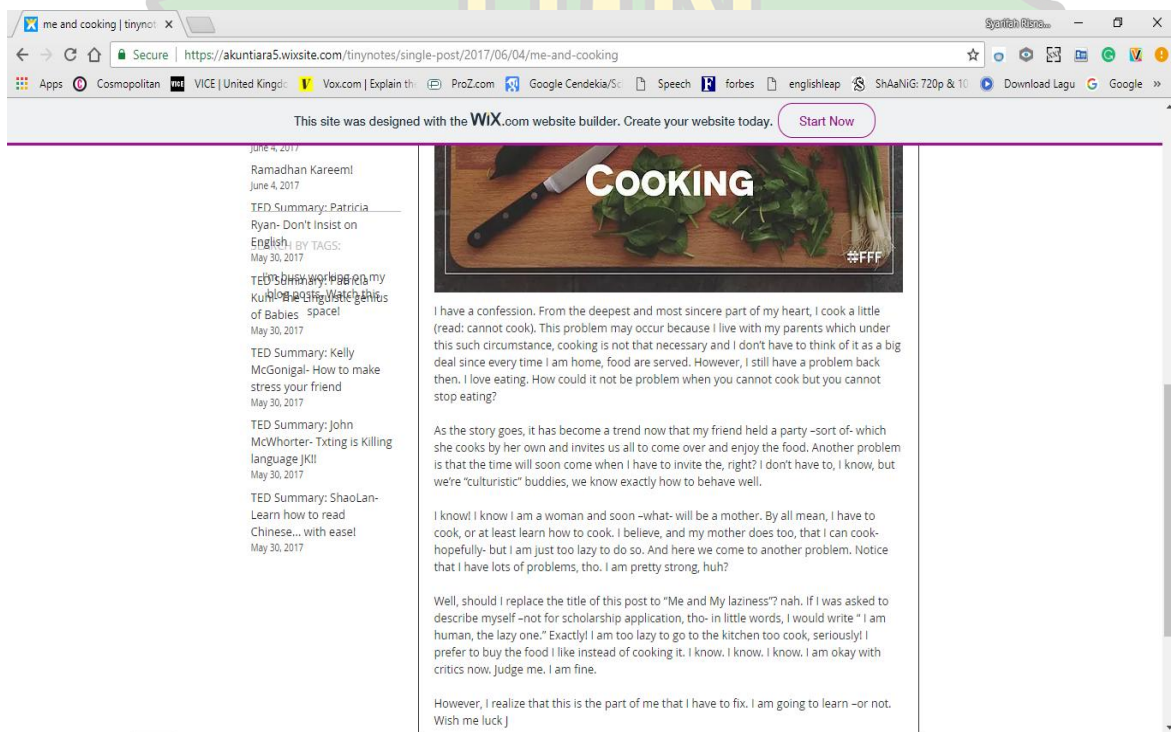
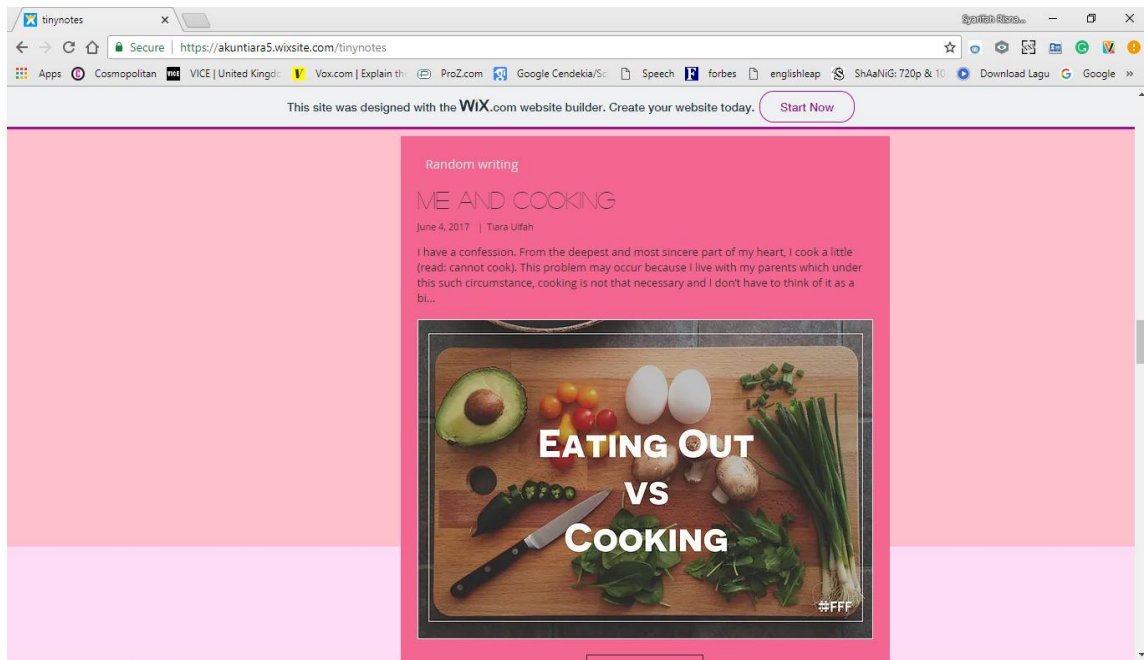
## Appendix C

### (Instances of Students' Blog Accounts)










English Corner: Recipe
zulfazulfaa.blogspot.com/search/label/Recipe

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## Spicy Cheese Stick Recipe

Zulfa Izzaty • June 06, 2017 • 0 Comments

(adsbygoogle = window.adsbygoogle || []).push({ google\_ad\_client: "ca-pub-4142580898910350", enable\_page\_level\_ads: true }); You may have a bad day at work, or need some sort of booster to stay concentrated and not sleepy while working. Why not try tasty and spicy snacks like the recipes...

*Continue reading*

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uuuu but the speaker has different mind in looking them, it is all about what we cannot see, that's what is in their brain. This ted talk tell us how we learn language as babies, looking at the ways our brains form around language acquisition. The speaker said that in india, there is a mother who speaks...

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2017
underrated

### a summary of ted talk-The Enchanting Music of Sign Language by christine sun kim

Posted by [Nurridha Sunni](#) with [No comments](#)

Artist Christine Sun Kim was born deaf, and she was taught to believe that sound wasn't a part of her life, that it was a hearing person's thing. she believed it to be true. Yet, she realize now that that wasn't the case at all. Sound was very much a part of her life, on her mind every day. As a Deaf person living in a world of sound, it's as if she was living in a foreign...

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2017
underrated

### a summary of ted talk-texting is killing language by john mc whorter

Posted by [Nurridha Sunni](#) with [No comments](#)

In this ted talk, the speaker was john mcWhorter, his idea is about texting is killing language. He said that, basically, language has existed for about 150,000 and since that

#### Mengenai Saya



[Nurridha Sunni](#)

hi, i am an english student of UIN Ar-Raniry Banda Aceh, i used to love writing and now i'll try to love it again, really need your help.

[Lihat profil lengkapkan](#)

#### being ghosted by someone.

I have a very painful relationship before, you know why? When you are truly in love with someone and you think that he loves you also...

#### Blog Archive

2017 (32)

#### Cari Blog Ini

Telusuri

Bad impact of Addicted to

skenariofantastis.blogspot.com/2017/06/bad-impact-of-addicted-to-net.html

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Saya Senang Menulis
TELUSURI

# Bad impact of Addicted to the Net

Juni 18, 2017


**Bad impact of Addicted to the Net**

A lot of people enjoy surfing the Net. They look for interesting Website and chat with people all over the world. However, some people spend such many hours on-line that they are Internet addicts. If An average person spends about eight to twelve hours every week so an addict spends eight to twelve hours everyday on-line.

BERBAGI

Label

addicted  
Impact  
Internet  
Negative effect



**Alvi Rahmi**

Ikuti 59

sekuat tenaga mencoba untuk menjadikan semua impian tidak hanya berhenti menjadi mimpi yang semu, hanya tak mau menjalani hidup ini dengan penuh kekangan, mengekor orang lain atau membiarkannya berlalu begitu saja seakan bergerak ...

www.grupajournal.com

Label

Laporkan Penyalahgunaan



## Appendix D

### (Some scanned results of the questionnaire)

The complete results of the questionnaire can be accessed at <https://goo.gl/s7A394>

The screenshot shows a Google Forms interface for a questionnaire titled "Formulir tanpa judul". The question is "2. Sebelum masuk universitas, sudah berapa lama Anda belajar bahasa Inggris? Apa yang memotivasi Anda untuk belajar bahasa Inggris?". It has 30 responses. The visible responses are:

- Dari MIN sampai MAN saya sudah belajar bahasa inggris. Motivasi saya belajar bahasa inggris karna ingin seperti tante saya yang bisa keliling dunia dengan kemampuan bahasa Inggris nya.
- 8 tahun, bahasa inggris adalah bahasa internasional kedua
- Diri sendiri adalah motivasi dalam mempelajari bahasa inggris
- saya belajar bahasa inggris sejak kelas 6, dan saya menyukai nya juga dari kelas 6, saya tertarik karena awalnya bisa berbicara bahasa inggris itu keren, tetapi seiring berjalan waktu saya sadar bahwa bahasa tersebut sangatlah penting
- sejak SD, karena bahasa inggris menjadi jembatan untuk berkomunikasi dan banyak kesempatan untuk mendapatkan beasiswa jika bisa berbahasa inggris
- Sejak saya SD, karena saya ingin berinteraksi dengan orang asing
- saya belajar bahasa inggris selama 9 tahun dari kelas 4 SD sampai dengan kelas 12 SMA. motivasi saya untuk mempelajari bahasa inggris lebih lanjut adalah kakak leting di sekolah dan guru saya di kelas 12 SMA.
- 6 tahun, gak ada.
- Saya belajar bhsa ingrs sejak MIN. Motivasi belajar bhsa ingrs supaya bisa kuliah atau kerja ke LN. Dan berkomunikasi dgn org bnyk dari berbagai penjuru dunia

The screenshot shows a Google Forms interface for a questionnaire titled "Formulir tanpa judul". The question is "5. Mana yang lebih Anda sukai, tugas mata kuliah menulis konvensional (menulis di kertas, lembar kerja) atau mata kuliah menulis dengan menggunakan blog? Jelaskan pendapat Anda.". It has 30 responses. The visible responses are:

- Menulis dgn blog. Karena lebih praktis dan hemat biaya.
- blog, lebih simple dan lebih mudah menuangkan isi pikiran
- Mata kuliah menggunakan blog, karna blog bisa di akses oleh banyak orang jdi itu membuat kita tidak bermalas malasan dalam menulis atau sesuai hati dalam menulis.
- Blog. Agar dapat komentar ttg tulisan saya dari org lain dan menjadi bahan evaluasi utk kreasi menulis saya. Degan demikian tulisan saya akan menjadi lebh baik.
- I prefer to write it down on the paper kalo di blog dbaca org hehe
- Menulis secara konvensional. Karena tidak membutuhkan jaringan internet.
- Menulis di blog. Sebab jika menulis di blog bisa di baca oleh orang banyak, jadi kehati-hatian dalam menulis selalu diperhatikan
- Blog, karena selain mudah untuk menulis juga dapat menambah teman dari blog.
- Konvensional
- Blok, lebih modern
- Suka keduanya. dan bahkan saya biasa tulis di buku dulu baru setelahnya di bloo



Formulir tanpa judul - Go X

Secure | https://docs.google.com/forms/d/17gzrWJUNQp9NLMxS8phvew08V5ecvdgXrsw7irwLkQ/edit#responses

Apps | Cosmopolitan | VICE | United Kingd... | Vox.com | Explain th... | ProZ.com | Google Cendekia/S... | Speech | forbes | englishleap | ShAaNIG: 720p & 10... | Download Lagu | Google

Formulir tanpa judul

PERTANYAAN TANGGAPAN 30

6. Menurut Anda, apakah manfaat dan kekurangan, jika ada, dari proyek mata kuliah berbasis pengunggahan tugas menulis di blog?

30 tanggapan

Manfaatnya bisa membiasakan mahasiswa menulis.

Kekurangannya hanya di feedback

Manfaatnya pengalaman atau hal yang kita bagikan dapat di baca oleh orang lain dan mempermudah orang lain untuk mengaksesnya

manfaat nya bagi saya sendiri, menjadikan kita seorang yang concem terhadap apa yg kita tulis, karena tulisan kita bisa dilihat oleh siapapun, jadi kita lebih berhati2, dan kekurangannya yaitu bisa di plagiat oleh orang lain

manfaatnya mungkin kita lebih terpacu untuk menulis dengan baik karena kita akan mengunggahnya dan orang orang akan membacanya. kekurangannya mungkin terkadang sikap malas mengolah blog itu sendiri sehingga membuat diri kita juga malas menulis.

Manfaatnya sangat banyak, kma kita bisa berbagi tulisan, pengetahuan dan banyak hal berbasis global. Kekurangannya sampai saat ini blm bisa saya temukan

manfaatnya akan memperluas pengetahuan dalam mencari ide untuk menulis.

Manfaatnya bisa lebih mudah dikumpulkan, kekurangannya masalah jaringan.

Manfaatnya saya bisa melatih diri untuk menjadi penulis yang lebih baik, bisa lebih hemat biaya karena tidak perlu ngeprint. Kekurangannya kalau lagi jelek jaringan kadang suka lelet.

Formulir tanpa judul - Go X

Secure | https://docs.google.com/forms/d/17gzrWJUNQp9NLMxS8phvew08V5ecvdgXrsw7irwLkQ/edit#responses

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Formulir tanpa judul

PERTANYAAN TANGGAPAN 30

10. Menurut Anda, apakah proyek menulis di blog meningkatkan ketertarikan Anda untuk menulis? Ceritakan pengalaman dan pendapat Anda.

30 tanggapan

Iya. Saya tertarik kma kita bisa menyesuaikan template blog sesuai keinginan dan itu meningkatkan ketertarikan saya. Tapi kadang saya jga merasa bosan jika harus membuat cerita yg memang dituntut harus membuat dalam jumlah dan waktu tertentu. Karena menulis tdk bisa dipaksa.

sometimes, pernah suatu hari saya membaca blog orang yang me ceritakan kisah hidupnya yang mengharu biru, saya jadi tertarik ingin menulis

Iya.

Menulis di blog dengan konten yang bagus apalagi bermanfaat itu membuat kita merasakan kebanggaan tersendiri.

Iya, saya semakin tertarik dalam menulis semenjak mendapatkan tugas untuk menulis di blog. Pertama kali tidak PD tapi akhirnya karena tdk ad y mmbri koment negatif saya semakin percaya diri ddalam menulis dan mencoba trs memperbaiki tulisan saya

Bagi saya, biasa saja. Tdak terlalu memacu diri saya untuk menulis lebih sering

Jujur saya sama saja, tidak ada yang meningkat meskipun ada project tersebut. Tapi setidaknya dengan adanya project tersebut saya bisa meningkatkan tulisan saya di blog.

Tentu, karena sebagian informasi yang saya dapatkan dari berbagai blog orang lain atau sumber dari informasi teman yang lain

Iva. Menulis di bloo itu seru



Formulir tanpa judul - Google Docs

Secure | <https://docs.google.com/forms/d/17gzrWJUNQp9iNLMxS8phvew08V5ecvdgXrsw7irwLkQ/edit#responses>

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Formulir tanpa judul

PERTANYAAN TANGGAPAN 30

13. Bisakah Anda ceritakan pengalaman yang paling mengesankan atau mungkin tidak mengenakan terkait proyek menulis di blog yang telah Anda lakukan?

30 tanggapan

Pengalaman paling mengesankan ketika melihat viewer blognya sudah sampai 1000++

Pengalaman yg paling mengesankan adalah ketika kecelakaan saat saya masih sekolah dan kecelakaan itu sempat membuat saya trauma beberapa waktu

Iya, ketika saya di haruskan menulis 30 postingan dan jaringan internet yang begitu lambat.

saya senang ketika ada teman yang mengirim email kepada saya dan menyatakan suka dengan tulisan tulisan saya sehingga dapat memotivasi dan membuka cara berpikir, hal ini pula yang membuat saya semangat untuk terus menulis dari hal hal sederhana.

Banyaknya list story yang harus saya tulis sementara saya cenderung menulis dengan mood yang baik, hal tersebut membuat saya tidak begitu sempurna dalam menuangkan ide saya

ketika menuliskan proyek menulis di blog yang paling terkesan adalah ketika kita harus menyelesaikan proyek tersebut dalam satu malam kita harus mencari beberapa ide untuk menulis dan mengembangkannya tanpa harus berpikir apakah sesuai judul tulisan dengan isinya.

Susah mengaplikasikannya karena saya kurang mahir dalam menggunakan blog.

Pengalaman mengesankan ketika menulis di blog ketika saya mengganti template dgn yg saya suka. Tidak mengesankan kma saya terkadang bingung mau tulis apa lagi kma adanya batasan jumlah n waktu.

nemah sava menanont suati nootinan di klon th hukan tulisan tetani obord nitar dan itu hvak mandanatkan

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PERTANYAAN TANGGAPAN 30

15. Bagaimana pendapat Anda terkait proyek menulis di blog yang Anda lakukan untuk mata kuliah English for Academic Purpose 1? Apa saran Anda untuk tugas-tugas mata kuliah menulis dengan menggunakan blog?

30 tanggapan

Saya senang kama dapat menambah pengalaman saya bermain blog. Saran saya agar dapat di lanjutkan utk memberi tugas melalui blog.

Sangat bagus. Dan harus diteruskan. Saran: dosen agar dapat memberi feedback dari blog tersebut

Menurut saya sangat efektif menulis blog. Karena dapat mengasah kemampuan dalam bidang IT, dan juga dapat mempermudah seseorang dalam mengakses. Pun kita berbagi pengalaman jika menggunakan IT. Jadi sangat efektif dan efisien

saran saya sebaiknya tugas setoran postingan blog di periksa setiap hari guna mendisiplinkan mahasiswa deadline seperti saya.

saya suka, membuat saya rajin menulis essay. saran saya agar tampilan blog lebih menarik saja dan jangan dipost ketika deadline.

Banyak ilmu dan manfaat yg saya dptkan khususnya dlm bidang writing. Saran saya ada baiknya sedikit dikurangi jumlah tulisan yg harus di post, kma terkadang tidak semua mahasiswa gemar menulis rutin

Dengan dibuatnya proyek menulis di blog dapat melatih saya dalam menulis. Bagi saya tugas-tugas mata kuliah lain bisa juga menggunakan blog supaya mahasiswa terlatih untuk menulis sebelum mereka menulis tugas akhir kuliah.

Sangat tidak senang, karena saya tidak terlalu suka pakek blog.