

THE EFFECT OF USING BLOG TOWARD STUDENTS' MOTIVATION TO WRITE ANALYTICAL EXPOSITION TEXT

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ABSTRACT

This study was done due to the lack of motivation of students in SMKN Baso to write. One of the media used to increase students' motivation is blogging. The design of this research was experimental research. The data was obtained through a questionnaire. The populations of this research were the second-grade students at SMKN 1 Baso academic years 2019/2020 consisting of 174 students. To determine the sample, the researcher used purposive sampling by choosing two classes, they were XI Perkantoran 1 and XI Perkantoran 2. XI Perkantoran 1 was treated as a control class that applies with conventional media in writing while XI Perkantoran 2 was treated as an experimental class that applies blog in writing. To analyze the data collected, the researcher used the t-test formula to test the hypothesis and consult the result into t-table with level significance $\alpha = 0,05$. Based on the result of the research, the mean score of the questionnaire after giving the treatment of the experimental class was 72,28 was higher than the mean score of the control class was 65,85. Then it was analyzed by using t-test and the result of t-obtained was 4,47 with the degree of freedom 39 and the level significance $\alpha = 0,05$. Through comparing the t-obtained (4,47) to t-table (2,042) on the same degree of freedom and level significance, it was found that the value of t-obtained was higher than the value of t-table. Thus the hypothesis (H_a) is accepted which stated using a blog gives a better effect on students' motivation to write analytical exposition text.

Keywords: *Blog, Writing Analytical Exposition Text, Motivation*

INTRODUCTION

In learning English, there are four basic skills that must be mastered. They are listening, reading, speaking, and writing. Writing is different from other language skills. Schewelger in Fatmawaty (2009) states that writing is one of the hardest things that people do because it requires thinking. He also says that there are several components in writing that should be mastered such as grammatical structure, vocabulary, coherence, organization, and content. Those components are related to one another to produce good writing.

According to Harmer (2013), writing as one of the four skills has always formed part of the syllabus in the teaching of English. In the syllabus of English subject on the curriculum

2013, students in senior high school are expected to be able to comprehend the writing skills well. One of the indicators of the curriculum that is a student must be able to write well in English. For written language, they are expected to be able to write narrative, recount, descriptive, procedure, news item, report, analytical exposition, hortatory exposition, spoof, explanation, and review. The study is focused on the students' motivation in writing analytical exposition. In this study, the researcher focuses on the analytical exposition text. Analytical is the important genre, this genre is not only about how to put words in written but also how to devise their idea, message, suggestion, information, and persuasion correctly in a text, in particular criteria so the readers can catch the message and the information. In delivering information and persuasion to the readers, the writer should be able to put them in writing form briefly and clearly.

Many students already used the analytical exposition in their daily life but they didn't realize it. Mostly they used analytical exposition in speaking, they tell the hot issue with their friend by using analytical exposition. Nowadays analytical exposition is often used and has many benefits to people in the global era. During this time, many people used social media to share hot issues or trending topics every single day to their friends through social media a count. In this case, they use analytical exposition for sharing them. It proved that analytical exposition is important to know and to be mastered especially in the second grade of senior high school based on curriculum 2013. It will not be achieved if they have no motivation. Motivation is the most important thing for students to keep them reach educational goals because it is also the most important part of students' interest in learning. students with low or without motivation will be hard to write something, actually not only in writing but also in every subject. Brown (2002) stated that motivation is one of the most important factors to obtain success in learning English. It means the learner has a real purpose in learning English especially in writing for a reason. Motivation to write is an important factor in writing competence. Students who lack the motivation to write will not readily engage in writing activities. one of the ways to increase students' motivation is by using media in teaching and learning. Social media is one of the media that can be used to increase students' motivation.

In this millennium, social media is popular among people especially students. So to attract students' attention in writing, teachers can take advantage of social media such as WhatsApp, Facebook, blog, Twitter, and others. All social media have advantages and disadvantages in writing.

Among the famous media, blogs have many advantages in writing rather than other media social. By using blogs the writer can edit and publish their writing anytime and other

people easily access them. Besides, blogs provide features that can be used for writing such as images, videos, and so on. Whereas if the writer uses other social media such as WhatsApp which is also famous among the students, the students will find difficulties if they write long texts and limited audiences. Then by using WhatsApp, the writer cannot combine their writing with pictures and videos.

A blog is one of the social media where learners can write whatever they think is interesting, edit it, and publish it. According to Ahluwalia (2011), A blog is a viable option when a public space is required to display the students' work or where students can share experiences, opinions, or creations that reflect the best of their learning. It is believed that writing by using a blog can provide a real and potential audience for better improvement of learner writing, innovation, exploration, and creation.

Blogs also provide more dynamic interactions, better literacy skills, and even work in team development. The interaction between writer and audience in the blog can help students see real value in their academic writing and take that writing more seriously. Blogs can help students practice more integrative learning, finding connections among their personal, professional, and academic experiences.

Based on the preliminary research by using observation and interviews at SMKN 1 Baso, the researcher found some problems in writing. The first problem is motivation. The students were low on motivation. Some of the indicators were they did not do the homework or the task, some of them looked sleepy, daydreaming, and did not pay attention to the teaching and learning process. So, they can't catch the material clearly and they didn't understand what they have learned at that time.

The second problem is the teacher only used the textbooks and whiteboard in the teaching and learning process. So, the students are bored with the media. This condition made the students lazy to write. Therefore, teachers had to provide and prepare interesting media to increase students' motivation and support them in doing their writing exercises.

The last problem is the students found that writing was difficult and at the same time stressful. They did not feel confident in their writing and did not encourage themselves to develop their ability in writing. Hence, they did not frequently practice this skill unless the teacher asked them to.

Based on the explanation above the researcher wants to know how to improve students' motivation in writing. The researcher researched the title The Effect of Using Blog toward Students' Motivation to Write Analytical Exposition Text by the Class XI SMKN I BASO.

The researcher chose analytical exposition text because the students had low motivation to write any text, and in that time the students learned about analytical exposition text.

METHOD

This study used a quantitative approach. To reach the purpose of this study, experimental research was applied. This kind of research was chosen since the researchers want to know whether any causes or not from the treatment that is given to the subject. The participants of this study were XI OTP at SMKN 1 Baso. The data were collected from questionnaires that were given to the participant before and after giving the treatment. Then, the data were analyzed t-test.

FINDINGS AND DISCUSSION

The data of this research were collected based on the research that was done by the researcher at the second grade of SMKN1 Baso. The score of motivation of the students in writing was collecting the pretest in the form of a questionnaire at the beginning of the research and the post-test (questionnaire) at the end of the research, both the experiment and the control classes were used as the data of this research.

41 students were involved in the pre-test: 21 students in the experimental class and 20 in the control class. 41 students were involved in the post-test: 21 students in the experimental class and 20 students in the control class. The description of the data in both the experimental and control class will be explained below.

Data from the pre-questionnaire of experimental and control classes.

Pre- questionnaire is the data analysis that had been given by the researcher at the first meeting before conducting the treatment for the experimental class by using blog and for the control class by using a textbook.

Experimental class

The questionnaire result of the experimental class is shown by the table below:

Table 1. The questionnaire result of the experimental class

No	Name	Questionnaire Score
1	AI	60
2	AA	60
3	CM	58
4	DKN	53
5	HS	63

6	IH	44
7	LAW	72
8	MF	54
9	NSR	42
10	NA	52
11	PZ	56
12	RS	53
13	R	48
14	RF	54
15	RW	56
16	RIS	54
17	RH	51
18	SW	53
19	SR	49
20	TA	42
21	YU	58
Means		53.90
Standard deviation		6.78
Variant		45.9524
Max		72
Min		43

The data obtained showed that the lowest score of the questionnaire that was gained by the experimental class was 42, the higher score was 72 and the mean score was 53.90. It's found that there were two students who got 42, one student who got 44, one student who got 48, one student who got 51, one student who got 52, three students who got 53, three students who got 54, two students who got 56, two students who got 58, two students who got 60, one student who got 63 and one student who got 72.

Control class

The questionnaire result of the control class is shown by the table below:

Table 2. Pre-Questionnaire Score in Control Class

No	Name	Questionnaire score
1	AM	50
2	AF1	48
3	AF2	52
4	AP	50
5	AG	49
6	A	50
7	FEP	53
8	FY	56
9	JTR	60
10	IDH	58
11	NAS	63
12	RD	59
13	RRP	54
14	RR	48
15	RA	50
16	RS	48
17	SW	51

18	TJ	64
19	YP	68
20	YR	66
Means		54.85
Standard Deviation		6.48
Variant		42.0289474
Max		68
Min		48

The data obtained showed that the lowest score of the questionnaire that was gained by the control class was 48, the higher score was 68 and the mean score was 54.85. It's found that there were three students who got 48, one student who got 49, four students who got 50, one student who got 51, 52, 53, 54, 56, 58, 59, 60, 63, 64, 66, and 68.

After classifying the data in the questionnaire, the researcher made the result calculation of scores that was gained from the pre-questionnaire. This was done by the researcher to know the result of students scores including mean, standard deviation, the lowest, and higher score as on the table below:

Table 3. The Result of Calculating of Score that was Gained from the questionnaire

Class	N	Mean	Standard Deviation	Variant	The Lowest	The Higher
E.C	21	53.90	6.78	45.9524571	42	72
C.C	20	54.85	6.48	42.0289474	48	68

The table above showed that the mean of the experimental class questionnaire was 53.90 while the mean score of the control class questionnaire was 54.85 with a slight difference of these class scores. In order to know whether the mean score difference of both classes was statistically significant at the level of significant 5% (0.05), the degree of freedom (df) ($n_1 + n_2 - 2$) ($21 + 20 - 2$) = 39

Data from the post-questionnaire score of experimental and control class

Experimental class

The questionnaire result of the experimental class is shown by the table below:

Table 4. Post-Questionnaire Score in Experimental Class

No	Name	Questionnaire Score
1	AI	76
2	AA	76
3	CM	74
4	DKN	70
5	HS	78
6	IH	68
7	LAW	80
8	MF	71
9	NSR	70

10	NA	73
11	PZ	69
12	RS	73
13	R	70
14	RF	68
15	RW	76
16	RIS	78
17	RH	70
18	SW	71
19	SR	68
20	TA	69
21	YU	70
Mean		72.28
Standard Deviation		4.062
Variant		16.50205
Max		80
Min		68

The data obtained showed that the lowest score of the questionnaire that was gained by the experimental class was 66, the higher score was 79 and the mean score was 72.28. It's found that there were five students who got 66, three students who got 67, two students who got 69, three students who got 70, three students who got 71, one student who got 74, one student who got 75, one student who got 76, one student who got 77, and one student who got 79.

Control class

The questionnaire result of the control class is shown by the table below:

Table 5. Post-Questionnaire Score in Control Class

No	Name	Questionnaire Score
1	AM	67
2	AF1	68
3	AF2	71
4	AP	76
5	AG	68
6	A	71
7	FEP	74
8	FY	62
9	JTR	70
10	IDH	59
11	NAS	69
12	RD	62
13	RRP	59
14	RR	61
15	RA	59
16	RS	59
17	SW	58
18	TJ	68
19	YP	70
20	YR	66
Mean		65.85

Standard Deviation	5.55
Variant	30.8026316
Max	76
Min	58

The data obtained showed that the lowest score of the questionnaire that was gained by the control class is 58, the higher score was 76 and the mean score was 65.85. It's found that there was one student who got 58, four students who got 59, one student who got 61, two students who got 62, one student who got 66, one student who got 67, three students who got 68, one student who got 69, two students who got 70, two students who got 71, one student who got 74 and one student who got 76.

After classifying the data in the questionnaire, the researcher made the result calculation of scores that was gained from the questionnaire. This was done by the researcher to know the result of students scores including mean, standard deviation, the lowest, and higher score as on the table below:

Table 6. The result of calculating of score that was gained from the questionnaire

Class	N	Mean	Standard deviation	Variant	The lowest	The higher
E.C	21	72.28	4.062	16.50205	68	80
C.C	20	65.85	5.55	30.8026316	58	76

The table above showed that the questionnaire mean score of the experimental class was 70.14 while the questionnaire mean score of the control class was 65.85 with a slightly different of these class score. To know whether the mean score difference of both classes was statistically significant at the level of significant 5% (0.05), the degree of freedom (df) $(n_1 + n_2 - 2)$ $(21 + 20 - 2) = 39$

After doing the administration before and after giving the treatment the researcher compared both of the results of the questionnaire before and after treatment from the experimental class and control class. The comparison questionnaire result of before and after treatment from the experimental and control classes were shown in the following table:

Table 7. The comparison of pre-questionnaire and post-questionnaire in experimental class and control class

Questionnaire Result	Pre-questionnaire	Post-questionnaire
The class		
Experimental class	$\bar{X} = 53.90$ $S = 6.78$ $S^2 = 45.9524571$	$\bar{X} = 72.28$ $S = 4.062$ $S^2 = 16.50205$
Control class	$\bar{X} = 54.85$	$\bar{X} = 65.85$

	$S = 6.48$ $S^2 = 42.0289474$	$S = 5.55$ $S^2 = 30.8026316$
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Based on the data above, the post-questionnaire result of the experimental class was higher than the post-questionnaire result of the control class. It means that the treatment that had been used by the researcher can help the students to improve their motivation in writing.

Testing of hypothesis

The calculation of the hypothesis t-test was conducted by using t-test formula. If the value of $t_{obtained}$ is higher than the value of t_{table} , the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that blog can be used to improve the students' motivation to write analytical exposition text. However, if the value $t_{obtained}$ is the same or less than the value of t_{table} , the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It means blog can not be used to improve students' motivation to write analytical exposition.

The hypothesis of this research was tested as follow:

The first hypothesis in this research, there is a significant effect of using blog toward students' motivation in writing analytical exposition. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula t-test to find whether (H_o) is accepted or rejected, the value of $t_{obtained}$ was compared with the value of the t_{table} . If the value of $t_{obtained}$ is the same or less than t_{table} , or $t_{obtained}$ located between $-t_{table}$, and $+t_{table}$, the null hypothesis (H_o) is accepted.

From the data, it means that the alternative hypothesis (H_a) was accepted or the null hypothesis (H_o) was rejected because $t_{obtained}$ (10.934) was higher than $+t_{table}$ (2.021) for df 40 with the level significant 0.05. It can be concluded that there was a significant effect of using blogs toward students' motivation to write analytical exposition text.

The second hypothesis in this research, there was a significant difference in students' motivation to write analytical exposition in experimental class and controlled class. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula t-test to find whether (H_o) is accepted or rejected, the value of $t_{obtained}$ was compared with the value of the t_{table} . if the value of $t_{obtained}$ is the same or less than t_{table} or $t_{obtained}$ located between $-t_{table}$ and $+t_{table}$ the null hypothesis (H_o) is accepted.

From the data, it means that the alternative hypothesis (H_a) was accepted or the null hypothesis (H_o) was rejected because t_{obtained} (4,47) was higher than $+ t_{\text{table}}$ (2.042) for df 39 with level significant 0.05. It can be concluded that there was a significant difference in using blogs toward students' motivation to write analytical exposition text in experimental class and control class.

The third hypothesis in this research, students' motivation to write analytical exposition by using blog is better than students' motivation to write analytical exposition without using blog. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula t-test to find whether (H_o) is accepted or rejected, the value of t_{obtained} was compared with the value of the t_{table} . if the value of t_{obtained} is the same or less than t_{table} or t_{obtained} located between $- t_{\text{table}}$ and $+ t_{\text{table}}$ the null hypothesis (H_o) is accepted.

From the data, it means that the alternative hypothesis (H_a) was accepted or the null hypothesis (H_o) was rejected because t_{obtained} (4.47) was higher than $+ t_{\text{table}}$ (2.042). It can be concluded that students' motivation to write an analytical exposition by using a blog is better than students' motivation to write an analytical exposition without using a blog.

Based on the analysis of the data, the researcher found that blog can increase students' motivation to write. First, blogs have a significant effect on students' motivation to write analytical exposition text. This result is in line with the result of Ghada Awada et al research. They found that the use of blogs in writing can increase students' motivation. This result supported by the theory of Graham (2018) which states that blogs can motivate shy students to participate. It means that the use of blogs can increase motivation.

Second, there is a significant difference in using blogs toward students' motivation to write analytical exposition text. In line with this, Tanti (2012) in her research found that blogging was able to increase students' motivation and engagement, which in turn, expanded their critical thinking ability.

Third, the students' motivation by using blog is better than the students' motivation without using blog. It was found that the use of blogs can increase students' motivation to write analytical exposition text. This result was same with theory of Pederson and Bonnstetter in Santosa (2018) which states that the use of technology can improve students' motivation in writing.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, it can be concluded that the use of blogs gave a significant effect on students' motivation to write analytical exposition text. The results showed that the students' motivations to write analytical exposition text that was taught by using blog better than students' motivation to write analytical exposition text who were not taught without using blogs. It indicates that blogs can be used as effective media to increase students' motivation in writing. Thus, teachers are suggested to develop classroom activities in teaching writing by integrating blogs as a medium of teaching writing.

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