THE BENEFITS OF USING BLOG IN EFL WRITING CLASSES

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

YOLANA DWI PAKARTI
112015083

ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2019
THE BENEFITS OF USING BLOG IN EFL WRITING CLASSES

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Sarjana Pendidikan

YOLANA DWI PAKARTI
112015083

ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

2019
THE BENEFITS OF USING BLOG IN EFL WRITING CLASSES

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan

Yolana Dwi Pakarti

112015083

Approved by:

Thesis Supervisor

Thesis Examiner

Maria Ch. Eko Setyorini M. Hutn
Joseph Ernest Mambu Ph. D.
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Yolana Dwi Pakarti
NIM : 112015023 Email : 112015023@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : THE BENEFITS OF USING BLOG IN EFL WRITING CLASSES
Pembimbing : 1. Maria Ch. Eko Setyorini M. Hum.
             2. Joseph Ernest Mambu Ph. D. (Penguji)

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar keakraban baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implemenasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diujikan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga 29 April 2019

Yolana D. P.

F-LIB-080
COPYRIGHT STATEMENT

The thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person except where due reference is made in the text.

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga.

Yolana Dwi Pakarti
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:
Nama : Yolana Dwi Pakarti
NIM : 112015023 Email : 112015083@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : THE BENEFITS OF USING BLOG IN EFL WRITING CLASSES

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas - Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

✓ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatas hanya bagi satu pihak saja. Pengajar, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat mengumpulkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.

** Hanya akan menampilkan halaman judul dan abstrak. Pilihan ini harus dilampiri dengan penjelasan/ alasan tertulis dari pembimbing TA dan ditandatangani oleh pimpinan fakultas (dekan/kaprodi).

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 29 April 2010

Mengetahui,

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

F-LIB-080
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen SatyaWacana academic community, I verify that:

Name : Yolana Dwi Pakarti
Student ID Number : 112015083
Study Program : English Language Education
Faculty : Language and Arts
Kind of Work : Undergraduate Thesis

In developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

THE BENEFITS OF USING BLOG IN EFL WRITING CLASSES

along with any pertinent equipment.

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name still included as the writer.

This declaration is made according to the best of my knowledge.

Made in : Salatiga
Date : 29 April 2019
Verified by signee,

Yolana Dwi Pakarti

Approved by

Thesis Supervisor

Thesis Examiner

Maria Ch. Eko Setyörini M. Huin, Joseph Ernest Mambu Ph. D.
# TABLE OF CONTENTS

Inside Cover Page .................................................................................................................................i

Approval Page ........................................................................................................................................ii

Pernyataan Tidak Plagiat .........................................................................................................................iii

Copyright Statement ..............................................................................................................................iv

Pernyataan Persetujuan Akses .............................................................................................................v

Public agreement declaration ...............................................................................................................vi

Table of Contents ................................................................................................................................vii

List of Table ..........................................................................................................................................x

List of Figures .......................................................................................................................................xi

Abstract ...............................................................................................................................................1

INTRODUCTION ...............................................................................................................................1

LITERATURE REVIEW ..........................................................................................................................4

Blog in Education ..................................................................................................................................5

Benefits of Using Blog in Writing Classes ............................................................................................7

THE STUDY .........................................................................................................................................10

The Context of the Study .......................................................................................................................10

Participants ..........................................................................................................................................10

Data Collection Instruments ................................................................................................................10

Data Collection Procedures ................................................................................................................12

Data Analysis Procedures ....................................................................................................................13

FINDINGS AND DISCUSSION .............................................................................................................13

Blog Increases Students’ Quality of Writing ..........................................................................................14
Blog Facilitates Students’ Critical Thinking ................................................................. 15
Blog Provides Useful Aids ............................................................................................. 17
Blog Saves Time Used ................................................................................................... 19
Blog Encourages a Sense of Ownership and Unique Online Identity ......................... 21
Blog Builds Students’ Self-Confidence ........................................................................... 22
Blog Provides Meaningful Learning for Students ......................................................... 25
Blog Offers Examples for Students to Model and to Learn ............................................ 27

CONCLUSION .................................................................................................................... 29

ACKNOWLEDGEMENT ..................................................................................................... 31

REFERENCES ................................................................................................................... 32
LIST OF TABLE

Table 1. Theories of Using Blog by Scholars

7
LIST OF FIGURES

Figure 1. Blog Increases Students’ Quality of Writing.............................................14

Figure 2. Blog Facilitates Students’ Critical Thinking.............................................16

Figure 3. Blog Provides Useful Aids ........................................................................17

Figure 4. Blog Saves Time Used ................................................................................20

Figure 5. Blog Encourages a Sense of Ownership.....................................................21

and Unique Online Identity......................................................................................21

Figure 6. Blog Builds Self-Confidence .....................................................................22

Figure 7. Blog Provides Meaningful Learning for Students ....................................25

Figure 8. Blog Offers Example for Students to Model and to Learn .......................27
THE BENEFITS OF USING BLOG IN EFL WRITING CLASSES

Yolana Dwi Pakarti

ABSTRACT
In line with the development of information technology, the use of blog has become a trend in writing. The study was done to explore students’ experiences in using blog in writing classes to find out the benefits of using blog. To do this, a questionnaire had been distributed to 100 respondents. The study revealed there are 8 benefits of using blog. They are: blog increased quality of writing, facilitated critical thinking skill, provided useful aids, saved time used, encouraged a sense of ownership and unique online identity, provided meaningful learning, built self-confidence, and offered examples for students to model and to learn. The findings are expected to promote awareness of the importance of blog in writing. Therefore, teachers can consider utilizing the use of blog in writing classes.

Keywords: blog, benefits, writing

INTRODUCTION
In teaching and learning nowadays, the use of technology has become a trend in the education world. One of the technologies which are used in learning and teaching writing is blog. Comparing with traditional writing, blog is more beneficial. That is because the traditional one has limited exposure in looking up relevant information (Guttler, 2011). The traditional writing might not save time as blog gives since the reference is in a form of hard files such as newspaper and tabloid which make it difficult for them to find in a short time. Since the goal of EFL teaching and learning aims to use English to communicate in a real-world
situation (Fageeh 2011), blog helps the students to utilize English communication in a form of writing.

The existence of blog offers an innovation that promotes a new style of writing (Blackstone, Spiri, and Naganuma 2007). Since the goal of education is to make students fluent in doing writing professionally, the use of the blog is one of the good ways in the writing activity. To empower this statement, Andergassen, Behringer, Finlay, Gorra, and Moore (2009) add that although blog is not created for education, it can be used as an educational tool. Blog supports interaction and collaboration. Therefore the researcher is interested in doing a study on the use of blog in EFL writing classes.

The researcher’s personal experience has also encouraged her to do the study about the use of blog in EFL writing classes. Since blog is as a learning space in education (Williams and Jacobs, 2004), almost all writing courses that she attended had been using blogs. In the learning process, blog encouraged her to follow the writing class since she enjoyed integrating the technology in the course. Finding many resources that supported the writings can be done easily. The resources were such as Wikipedia, Google Scholar, and many more. Some appreciations and comments appeared on her blog, and those helped her to revise her writings. In addition, she exercised social skill by communicating with her friends online.

The study was a bit similar to some other studies. The first study was done by Milliner (2015). He underlined in his study of students' perception when they
were using a blog. The result of his study was the students were showing positive experiences in using blog. In his study, he mainly focused on the use of a classroom blog. It is a blog which can involve all classroom activity. The second study was from Kim (2008) where she was considering the blog exchange from traditional CMC (Computer-Mediated-Communication) application which does not rely on the internet connection. The study showed a comparison of the advantages and shortcomings of exchanging the traditional CMC application to blog. These studies report the benefits of using blog. This study is similar to Milliner’s (2015) paper. The difference is in the context. Milliner did the study in classes of university-level of Japan. Meanwhile, this study is in Indonesia, especially Salatiga. In Indonesia, there are not many studies about blog yet. Here, an objective of this study is to investigate the benefits of using blog by exploring students’ experiences in using blog. The experiences meant here are the once related to the benefits of using blog found in previous studies.

The study explored the benefits of using blog in an EFL writing class. This study aims at investigating whether the benefits of blog found in the previous studies were also felt by the participants in the Indonesian context. Therefore, the paper is carried out to answer, what are the benefits of using the blog in EFL writing classes? The result of this study is expected to increase awareness of how beneficial blog can be in writing classes. Hopefully, it will influence students to take consideration of using blog in their teaching and learning writing because they know what the students will gain when the blog takes a role in a writing class.
LITERATURE REVIEW

Definitions of Blog

As the study is about the use of blog, the researcher would like to start the literature review by the definition of blog. What is blog? Milliner (2015) stated that blog is a type of website that people can update posts regularly. Basically, posted contents are in a textual form, but blog users are also able to add pictures, video, and link that can support the contents. Technically, blog can be designed based on owners’ preferences as blog has features to customize the appearance of blog, such as the background of blog, font types, and chronological order whether it is from the newest post to the older and vice versa (Huffaker, 2005). Usually, the content of blog has many topics and that is why the themes of the writing vary (Galien, 2007). In the researcher’s side, it looks like a kind of online diary. Examples of the contents of blogs are recipes, hobbies, tips, and experiences in vacation.

Zhang (2009) stated that blog is web-based space where all writings information is managed through web. Zhang also mentioned that blog has many characteristics. First, blog is a professional online journal that would be a public consumption which everyone can see. It means when people use blog, they can have what they expect to get like visitors that can give positive encouragement to keep writing. Next, he said that blog is simple. It does not need complicated programming, and it creates people can easily and freely access technology. Furthermore, he said that blog provides security options where blog owners have
total control of the contents, such as choosing who can read personal information and the contents.

**Blog in Education**

Zhang (2009) states the use of technology, such as blog will increase the motivation of students. It means the students will learn from the surface to the deeper of learning. In these points, the surface is such kind of attending a class, listening to instructions, and completing assignments. By using blog, the students will be deeper in learning, such as reflecting on what they have already learned, find connections between the concepts, and find the context of the meaning. Basically, blog is a way to archive learning information for self-analysis and maintain the students to learn from the surface to a deeper stage of learning. As a communicative tool, blog can break a limit of place and time.

In education, blog is computer-based that lets the students have no limit to access. They can operate it outside the classroom freely as they have an authentic environment when they communicate with their friends through commenting. As Pinkman (2005) stated when the students use blog outside the classroom, it means that the students are motivated to adopt it as an attractive tool to achieve learning independence. Although blog seems not to be created for an educational purpose, it has means that supports the writing class potentially. Artvianti (2013) said blog can be used as a professional tool which demonstrates students' needs, objectives, educational setting, and syllabus. As a professional tool, blog will give what we expect to get. Although Blog cannot substitute face-to-face interaction it can
provide real communication where students can think, share, and reflect on what they get (Pinkman, 2015).

Getting deeper into the use of blog in education, Wagner (2003) classified two types of blog that are usually found in a classroom context, those are instructors’ blog and students’ blog. Milliner (2015) also defined three types of blog, the two are the same as the previous ones, and the third is a classroom blog.

The purpose of instructors’ blog is to give information about the learning, such as the content of courses, information about course management, and general commentary to all students. Basically, it is as an additional channel to connect with all students. Therefore, teachers would be easy to give service to the students (Colwell, 2012).

The second is the student blog. The function of students’ blog is where it is as a place for students to write. It contains projects following the process from the instructor. Besides, students could manage their own blog based on their preferences.

The last is about classroom blog. The function is to involve the whole class working on a shared online publication. Therefore, instructors and students are gathered in classroom blog.

Although the use of blog in a classroom seems not popular yet, especially in Salatiga, the results of studies around the world show positive things about blog in the class. Those would be explained further in the literature review. They would become a foundation in this research.
Benefits of Using Blog in Writing Classes

A number of studies had begun to investigate the use of blog in education.

See Table 1.

Table 1. Theories of Using Blog by Scholars.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog offers examples</td>
<td>for students to model and to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blog increases</td>
<td>students’ quality of writing.</td>
<td>Blog builds a sense of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ownership and a unique online</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>identity (p. 427).</td>
<td></td>
</tr>
<tr>
<td>Blog provides</td>
<td>meaningful learning for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>self-confidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Study took five theories from Zhang (2009). For the first, he stated that blog facilitates students' critical thinking skill. He added that blog offers examples for students to model and to learn. The third deals with the content of the writing. In fact, students' quality of writing is also boosted by the use of blog. For the fourth is blog provides meaningful learning for students. Last but not least, blog creates students the self-confidence. Each benefit is going to be described below.

First, blog facilitates students' critical thinking skill. By doing interaction through blog in collaborative learning, students can reflect and evaluate what they
read and write. As an excellent factor for the students, blog improves their critical thinking. When they interact with one to another, they can improve their writing. Duffy and Bruns (2006) added, through commenting, they can interact and reflect their development on their works. They can also direct to other resources thereby boost critical thinking.

Besides getting meaning to think critically, students' quality of writing was influenced positively. Students would be more focused on their content of writing before publishing it. The reason was that the students were more aware of people who read their writings. It is highly important to realize that they want to give outstanding writings.

When blog is presented in language learning, it is impossible if blog never gives meaningful learning for students. Students can explore other blog accounts where contents vary. An example of the contents is culture. At this point, students can learn and exchange their cultures among bloggers. They not only gain language communication but also cross-cultural understanding.

Students’ self-confidence of students is likely to be increased by using blog. It needs to be underlined that some students are lack of confidence because they are not proficient enough in English. Furthermore, they may not believe with their classmates about the feedbacks they gave because they are the same as non-native speakers. At this point, blog provides broader readers who are considered more knowledgeable.
To complete how beneficial blog is, Wu (2008) stated several benefits which are taken two of them. The first is blog provides useful aids. Blog also builds “a sense of ownership and unique online identity” (p.427). The first one, blog provides useful aids is, for teachers’ point of view, they can make such as handout, assignment, and notes which are shown in chronological order. In that case, students can easily lead to those messages given by teachers. The other thing is on blog features. The benefit which is not less important highlighted in Wu, blog builds “a sense of ownership and unique online identity” (p. 427). In this point, because blog does not have particular programming, everyone can freely own and access it. Moreover, blog offers customizing tools to design their blog more attractive and show their identity. Most students are also aware of what they will publish and who will read. In this case, they will consider the quality of their writings.

As the last theory, Kim (2008) stated that students prefer to get relevant information in a short amount of step. As a medium in learning, blogging relatively saves time and is efficient. It does not need special programming and students can easily operate it.

In short, these studies outline a big role for blog in education. Due to practical constraints, this paper cannot provide a comprehensive review of another impact of using blog. This study focused on the benefits of using blog from students’ experience.
THE STUDY

This study is a qualitative study. Merriam (1998) claimed the qualitative study evaluates a group of people who experience a phenomenon. This study also uses simple quantitative data in the form of a diagram.

The Context of the Study

The study was conducted in the Faculty of Language and Arts (FLA) in Universitas Kristen Satya Wacana (UKSW), Salatiga, Jawa Tengah. In this faculty, technologies have been used to support students’ learning activity. One of the technologies was blog. Therefore the students were familiar with the use of blog.

Participants

Participants of the study are students from batches 2015 and 2016. It was because they had already taken all writing classes in two years which used blog. Therefore, they must have been familiar with the use of blog. She chose fifty students from each batch. The total of the participants were one hundred students.

Data Collection Instruments

Data collection instrument of the study is a questionnaire. It is made according to the literature review previously that points out the benefits of using blog. Each benefit is presented into some simple statements which are constructed from the previous studies. The use of questionnaire is because the participants were so many that the questionnaire would be the appropriate instrument to collect the data. The questionnaire is divided into two parts. Part one is closed-
ended questions. The second part is the open-ended question. English language is used in this questionnaire.

QUESTIONNAIRE
The Benefits of Using Blog in EFL Writing Classes

Dear participants,

I am interested in doing research on the benefits of using blog in a writing class based on your experiences. Your participation in this survey will be very useful to get the data for my research. Please, kindly spend a few minutes to fill out this questionnaire. Your personal information will be confidential. It will not also affect your grades. Thank you for your cooperation.

I. Participants’ demographic info
Batch (Angkatan):
Gender:

II. Table of statement
Please put a tick (V) on your answer (1 answer for each number)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>1</td>
<td>I get new ideas after reading others’ writings.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I get new ideas through comments from people.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I find new words after reading others’ writings.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I change my language style better after reading others’ writing.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I produce better writing after reading others’ writings.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I browse related things to support my writings.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I read my friends’ writings carefully.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I give a comment to others’ writings.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I give feedback to my friends’ writings.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I discuss certain topics through comments.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I re-read my writing before publishing.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I check grammar before publishing.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I check word choices before publishing.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I make an outline before starting to</td>
<td></td>
</tr>
</tbody>
</table>
write.

15 I learn others’ culture by reading their blogs.

16 I exchange cultures to others.

17 Blog leads me to set goals for writing.

18 I have a responsibility for my blog.

19 I should respond to comments in my blog.

20 I am comfortable to interact via blog

21 I am more confident in using English via blog

22 I like to get audiences responses

23 I like when audiences are understood about my writings

24 I have total control of my writings

25 Post in reverse order is useful

26 A comment column is useful

27 Automatic date-stamping is useful for me

28 I use an initial name for my blog

29 I write blog information as unique as myself.

30 I use a particular background that is interesting to look

31 I easily find information in a fewer step by clicking the link attached on the blog

32 My writings can be done fast by easily searching references

33 It is easy to publish my writing

34 I archive my old posts

III. Other statements by participants

Is there any benefit(s) you get in using blog? If so, mention clearly. (feel free to use Bahasa Indonesia)

IV. Personal information of an interviewee

Are you available to be interviewed related to the benefits of using blog? If so, please fill the information below:

Name: Phone number/ social media account:

Data Collection Procedures

Data collection was carried out during semester 1 in 2018/2019. First, to meet with the students, the researcher contacted them to make an appointment. It
was still possible if I went to the FBS campus where the students would be gathered. Then, I asked them to fill in the questionnaire. The data were kept in one file.

**Data Analysis Procedures**

To analyze the collected data, the data were classified according to the theories from Zhang (2009), Wu (2004), and Kim (2008). After classifying them, they were figured out in the form of diagrams.

**FINDINGS AND DISCUSSION**

The data analysis answered the research question regarding the benefits of using blog in an EFL writing class. Mostly all participants gave positive responses. Referring to the research question, the participants responded to the questionnaire differently, yet all lead to a positive attitude. Generally, the participants felt eight of the benefits mentioned in the previous studies. They experienced that blog (1) increased their quality of writing, (2) facilitated critical thinking skill, (3) provided useful aids, (4) saved time used, (5) encouraged a sense of ownership and unique online identity, (6) provided meaningful learning, (7) built self-confidence, then (8) offered examples for students to model and to learn. Each of the benefits would be explained using a diagram. There will be a diagram in the explanation of each benefit in the findings.
**Blog Increases Students’ Quality of Writing**

The first finding of the study was the participants believed that using blog has increased their awareness on their quality of writing since blogs have made them accustomed to checking grammar and word choice, re-reading before publishing, and outlining before writing. This is shown by the participants’ responses to the questionnaire’s items (Q11 to Q14) as can be seen in Figure 1.

![Figure 1. Blog Increases Students’ Quality of Writing](image)

Grammar checking seemed to be the participants’ main consideration in writing. It can be seen by the participants’ responses to the statement from the questionnaire number 12. It is *I check grammar before publishing*. As many as 96 participants take grammar as their main priority. It is necessary for them to check grammar before publishing their writings.

The study also reported that 94 participants state that they re-read their writing before publishing. This is shown by the participants’ response the questionnaire number 11, *I re-read my writing before publishing.*
Another finding was about outlining before writing. 92 participants considered it was necessary to do brainstorming. This result is shown by participants’ responses to questionnaire number 14. It is *I make an outline before starting to write.*

Word choice was also one of the participants’ considerations in writing. As many as 90 participants checked their word choice before they publish their writing products. It was shown by the participants’ response to the questionnaire number 13, *I check word choices before publishing.* All of the responses showed that the participants were more aware of their quality of writing which was constructed by planning, drafting, revising, and editing.

The current study from Vurdien (2013) confirms that by using blog, students were more concern in the content, choice of words, and also grammatical structure for the sake of providing qualified contents. It was similar to the result which was shown in the chart that the students gave the main priority in their writings to give qualified writings.

**Blog Facilitates Students’ Critical Thinking**

The second finding of the study was blog facilitated the participants’ critical thinking. It was because blog has made the participants used to read to lead ideas, get comments to create ideas, find new words, change language style, produce better writing, and browse as a support for their writing. These are shown in the questionnaire (Q1 to q6) as can be seen in Figure 2.
First, the participants agreed that by blog, they find new words. As many 91 participants considered that blog helped them to enrich their word bank. It was shown by the participants from questionnaire number 3, *I find new words after reading others’ writings*.

Secondly, browsing was as the participants’ writing supports. As many as 91 participants gave positive responses. This response was shown from questionnaire number 6, *I browse related things to support my writings*.

The study also reported that reading leads to ideas. 86 participants believed that blog several writing products to read for the sake of getting ideas. This response was shown from questionnaire number 1, *I get new ideas after reading others’ writings*. They believed that by reading others writing, they could be led into ideas.

Another finding was about participants' experiences in accepting some comments. It was in scale 79. This result was from the questionnaire number 2, *I get new ideas through comments from people*. 
Changing language style seemed to be the participants’ attention. As many 70 participants were aware of others’ writings then they absorb how to be fluent in writing regarding their language styles. This was shown from the questionnaire number 4, *I change my language style better after reading others’ writings.*

The participants also agree that by reading, they felt that they produced better writings. As many as 68 participants responded to this finding. This result was built from questionnaire number 5, *I produce better writing after reading others’ writing.*

These results were matched with the research from Duffy and Bruns (2016). One of the potential benefits by blog on the educational side was blog promotes critical thinking Duffy and Bruns (2016). The students indirectly experienced critical thinking which contained skills of creative, analytic, communicative, and collaborative. Therefore, it could be useful not only in education but also in a professional context.

**Blog Provides Useful Aids**

The third finding was in average 66% participants felt that blog provided aids which were useful to support their writings for blog has many features. These were displaying posts in reverse order, a comment column, automatic date-stamping and past posts achieving. These can be seen in the questionnaire number 25 to 27 and 34. The participants’ responses to those questionnaire items can be seen in Figure 3.
The first finding was about whether participants had experienced in using a comment column. The participants’ responses were in scale 90. This was shown from the questionnaire number 26. It was *A comment column is useful.*

Secondly, 70 participants believed that a reverse order feature was useful for them. The participants’ responses were from questionnaire number 25. It was attached *Post in Reverse order is useful.*

A feature of automatic date stamping seemed to be important for the participants. It was shown from the questionnaire number 27. It was *Automatic date-stamping is useful for me.*

Another finding was the participants felt that a feature of past posts archiving was useful. Yet, it was only 43 participants responded to this feature. It was shown from the questionnaire number 34, *I archive my old posts.*
In addition, there was one feature of blog which counted how many visitors had opened their blog. A participant added a feature which was useful:

(Excerpt 1)

A blog feature which is really useful for me is a visitor-counter feature. I can see how many people opened my blog. I feel my writing is impressive so that many people like to read. (Student A)

The current study from Wu's (2004) study in that 66% of his participants believes how useful the features of blog are. It was the same with theory in this research which was 66%. It was easy to operate blog because it did not need to have particular proficiency to use blog. It was because the students nowadays are familiar with the use of technology. Moreover, the operation of blog is not significantly different from other webpages.

**Blog Saves Time Used**

The fourth finding of the study was blog saved time used. This finding showed that the participants felt easy to publish their writings, search references, and find related information by clicking the link attached on blog. This finding was come from the participants’ responses to the questionnaire (Q31 to Q3). Then those can be seen in Figure 4.

The most positive response was about how the participants publish their writing products. 90 participants agreed that it was efficient to publish their writings. This was shown from the questionnaire number 31. It was *It is easy to publish my writing.*
The next was 71 participants agreed that they finished their writings fast. It was because they easily searched any references through any resources since blog needed internet connection where the connection supported them to browse related thing to encourage their writings. This result was shown by questionnaire number 32. It was My writings can be done fast by easily searching for references.

Another finding was 64 participants found any information by clicking the link attached on blog. The result was shown from the questionnaire number 31, I easily find information in a fewer step by clicking the link attached on the blog. The aim of the attached link was as a helper for the participants, for example, it became easy to connect with audiences to the particular contents directly which had relation to their writings. In this point, students are supported to create writing efficiently.
Referring to the theory, Kim (2008) stated that because the students were familiar with the use of technology, it was easy for them to find any relevant information without investing a long time for the sake of their writings. It means that it was true that by the existence of blog which needed an internet connection, it made them to minimized time used and attempt.

**Blog Encourages a Sense of Ownership and Unique Online Identity**

This fifth finding of the study was the participants agreed that blog has accommodated an ownerships’ sense and express the owners’ identity. They responded that by using an initial name, putting self unique information, and customizing interesting background had been expressed their selves. These were shown by the participants’ responses to the questionnaire items (Q28 to Q30) which can be seen in Figure 5.

![Figure 5. Blog Encourages a Sense of Ownership and Unique Online Identity](image-url)
First, the participants seem to set an interesting background. It was shown by 85 participants who response it. The response was in the questionnaire number 30. It was *I use a particular background that is interesting to look.*

The next was 63 participants were counted to set their unique information. It was shown from the questionnaire number 29. It was *I write blog information as unique as myself.*

Thirdly, 41 participants used their initial names for their blog. The questionnaire number 28, *I use an initial name for my blog.* Regarding the initial name setting, one of them gave a statement:

(Excerpt 2)

Although I used an initial name, my audiences can still know who I am because I use blog for collaborative learning where my friends and I are in a form of a group then we must give responses in others' group member writing. In that case, an initial name actually not really important for me. (Student B)

They thought it was not necessary to use any initial name because it was useless towards their class activity. They also wanted to make other students easy to find them when they worked in a group. Regarding the use of the initial name, it was not the main consideration for more than half of them to show their online identity.

**Blog Builds Students’ Self-Confidence**

The sixth finding of the study was blog encouraging self-confidence. In percentage, 62% participants responded that blog supported them to build their self-confidence. The participants responded whether, by blog, they can interact
comfortably, feel confident using English, being encouraged by audiences responses, being satisfied with audiences understanding, and have control of their writing. Those were in questionnaire number 20 to 24. Yet, every statement showed significantly different responses (see Figure 6). Figure 6 would be described in the next paragraphs.

Being satisfied with audiences understanding seemed to be the most positive responses from the participants. The response was in 94. They prioritized that it was a must for their writings to be understood by audiences. It was shown from questionnaire number 23, *I like when audiences are understood about my writings*.

The study also reported that 76 participants believed that they had total control of all content in their blogs. This was produced from the questionnaire number 24, *I have total control of my writings*. 
Another response was 69 participants preferred to get audiences responses, for example through comments. It was because it related to the feedback that can be reflected by the writing owners. This result was constructed from the questionnaire number 22, *I like to get audiences responses*.

The next was about participants’ confidence in English. As many as 41 participants felt more confident using English via blog. It was produced from the questionnaire number 21, *I am more confident using English via blog*.

Then, it was only 29 participants who were comfortable to interact in blog. This was produced from the questionnaire number 20, *I am comfortable to interact via blog*. It was because they had other more comfortable media to discuss. The participant explained further:

(Excerpt 3)

I seldom open the blog. I prefer to interact with my friend through other media, such as group chat of WhatsApp and Line. It is because we also use them in many activities not only to discuss the writing. It is more intimate.

(Student C)

If they use those kinds of medium, it leads them not to use English to discuss. It was because in a writing class, especially in FBS, it was a must to use English to discuss everything through blog.

Zhang (2009) stated that the students were more confident to interact via blog rather than face-to-face interaction. It is because they think that it will waste time due to the limitation of other students English accent proficiency when they speak orally. Despite that excuse, they are afraid not to understand what the other students mean. It was also in line with Nepomuceno (2011) who stated that his
participants were more confident writing and interacting via blog. Meanwhile, my participants are not really comfortable interacting via blog. They preferred to execute a direct discussion and via other media such as Whatsapp or Line which are more intense being used by the students.

**Blog Provides Meaningful Learning for Students**

The last but not least finding in the study was the participants gave responses whether blog provided meaningful learning for students. In average 57% of participants raised the same responses that blog provided meaningful learning for them since by blog, they can learn and exchange culture, set goal of writing, respond comments, and being responsible of their blog. This is shown by the participants’ responses to questionnaire (Q15 to Q19) as can be seen in Figure 7.

![Figure 7. Blog Provides Meaningful Learning for Students](attachment:image.png)

The first response was 72 participants seemed to be responsible for activities working in their blogs. This was shown from the questionnaire number
18 stated *I have responsibility for my blog*. One participant explained how they must be responsible for their blogs:

(Excerpt 4)

Since my writing must be authentic, I must be responsible for my writing because I do not want to do plagiarism. (Student D)

In other words, they wanted to provide their own writing responsibly. As an example, they paraphrased sentences of other studies, including the names of the authors. It was related to the first theory that they wanted to provide qualified content.

The next was 66 participants believe that it was a must for them to respond to others’ comments. This was shown from questionnaire number 19, *I should respond to comments in my blog*.

The next was 62 participants believed that they need to set the goals of their writing. This was shown from the questionnaire number 17, *Blog leads me to set goals for writing*. One of the participants gave an explanation:

(Excerpt 5)

Blog is a good platform. Blog is more interesting to write and express my idea. I am encouraged to write my blog. (Student E)

They thought that it was a must for them to know what their aims in creating writing. So, blog here gave them meaningful learning.

The study also reported that 61 participants believed that they learned about a culture. This was shown from the questionnaire number 15, *I learn others’*
culture by reading their blogs. The participant explained that he learned about information such as a culture:

(Excerpt 6)

While I write something in blog, it is such kind challenging since some people will read my blog which means I could have new friends from that. Then I can use blog to exchange information with other people. (Student F)

Another finding was about cultural exchange. Yet, only 48 participants who felt cultures exchange. This was stated in the questionnaire number 16, I exchange cultures to others. One of the participants from 2015 responded to this part that she only learned the new culture, and then she did not do any further analysis of it.

Blog Offers Examples for Students to Model and to Learn

The last finding of the study was blog offered examples to model and to learn. In average 53% the participants responded to the questionnaire (Q7 to Q10). By blog, they read carefully, give comment and feedback, and discuss certain topics which indirectly lead them to model and to learn. Those can be seen in Figure 8.

Figure 8. Blog Offers Examples for Students to Model and to Learn
The first finding was 61 participants seemed to give feedback. It was from the questionnaire number 9, *I give feedback to my friends’ writings*. When the participants got feedback, they obtained things that could be done in another situation. This was an explanation from the participant:

(Excerpt 6)

Blog helps me to get experience and knowledge then I can apply that in other activity. Also, I easily get feedback from others related to my writing so that I can revise it. (Student G)

The second response was 60 participants gave attention about reading others writing carefully. It was shown from the questionnaire number 7, *I read my friends’ writings carefully*. The first and second responses of this finding were related to each other. It was because before the participants gave feedback, they would read others writing first.

The next response was 51 participants seemed to do commenting to others. about this was shown by the questionnaire number 8, *I give a comment to others’ writings*. They realized that giving comments to others would lead them to model and learn. Contents of comments were varied. One of them was about feedback. The others are usually about a compliment. Sometimes the compliment encouraged the students to do more but, sometimes the participants did not need that. They only needed feedbacks like the first statements. It was precise with one participant:

(Excerpt 7)
When I used blog, fewer people who gave feedback on my writings even though I really needed feedback rather than an only useless compliment like good, awesome, etc. (Student H)

The last response of this finding was 40 participants seemed to discuss certain topics. The result was from the questionnaire number 10, I discuss certain topics through comments. It was explained by one participant:

(Excerpt 8)

I am not accustomed to using blog, especially to discuss. I am preferred to discuss directly. It will make the discussion clearer. (Student I)

This last finding was similar to Vurdien’s (2013) study that stated blog motivated students to write by looking at the model (others writing) and to learn (commenting leads to feedback). When audiences give error analysis on their writing, they would revise and not do the same mistake in the next writings. So, feedbacks here were expected by the students to make better writings.

CONCLUSION

As blog has become one of the current trends in EFL writing classes, the researcher was encouraged to do a study about the use of blog. The purpose of this study is to investigate the FLA students’ experiences on the use of blog in their writing classes. The findings of the study show that the students revealed to gain several benefits from using blogs in writing. First, using blog has risen the students’ awareness of their writing quality. Second, the use of blog has made students’ critical thinking grow as they gave and being given constructive feedback. Third, blog has provided features which facilitate students’ need to write. Fourth, the use of blog has supported students to save time used. Fifth,
using blog helps students to encourage students’ ownership and promote students’ online identity. Sixth, the use of blog has also helped students to construct students’ self-confidence in writing English. Seventh, using blog has given students’ meaningful learning. Last, the use of blog has provided examples to model and to learn as students can get from others writing.

The study offered teachers to apply blog in education especially in an EFL writing class. When blog took a role in a writing class, the students would encourage producing better writings. In the teachers’ side, they could monitor the development of students’ writing skill regularly. Furthermore, because the use of blog cut place and time, assessments, grading, and evaluation could be done in a certain way based on teachers and students decision.

The study was only conducted in one area, in the Faculty of Language and arts. Therefore, it may not be generalized in other EFL contexts. It is still possible if the study is done in other place settings, the result may be different. Besides a questionnaire, an observation may be done to give a better understanding of the role of blog in a writing class. Moreover, an interview with the teachers can be done to find out their perception towards the use of blog in an EFL setting. By carrying out those studies in different contexts and locations, the researcher believes that the study will give more understanding of the implementation of blog in an EFL writing class.
ACKNOWLEDGEMENT

I would like to express my gratitude to the Almighty God and the Universe. I would also thank my mother, Emi Kadarwati who always supports my activity to finish this research. Another thank I say to my supervisor, Ms. Maria Ch. EkoSetyarini M. Hum, and my thesis examiner, Dr. Joseph Ernest Mambu patiently gives me clear schedules, times and feedbacks for finishing this research. Then, I would like to say thank my respondents from 2015ers and 2016ers for their willingness to support my research. Last but not least, thank David Adhyaprawira for his moral support when I faced any obstacles when I was in my research project. Finally, I would like to thank all creatures who gave me many memories in Universitas Kristen Satya Wacana.
REFERENCES


