

# STUDENTS' RESPONSES TOWARD THE USE OF SCIENTIFIC APPROACH THROUGH BLOGSPOT MEDIA IN TEACHING WRITING

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## Abstract

This research discovers students' responses toward the use of scientific approach through Blogspot media in teaching writing skill. This research is qualitative research. The participants of this research were 30 students of Senior high school in Cianjur. In obtaining the data, questionnaire was employed as the research instruments. The findings of this research indicated that the students' responses have positive perception on the use of scientific approach through blogspot media. Students felt that learning writing descriptive text using Blogspot make students understand the material easily, Learning writing descriptive text using scientific approach trough Blogspot is more interesting. Thus, learning writing by using scientific approach through blogsopt can motivate the students and make them participate actively in the classroom.

**Keywords:** Blogs; Teaching; Learning; Writing Skill

## INTRODUCTION

One of the four language skills that every student studying the English language should possess is writing. Today, many employers stipulate that applicants must possess strong writing abilities. Effective oral and written communication is a must for every job. When students have had enough input, they can produce writing, which can be characterized as their output. Thus, it can be said that writing abilities are crucial for students because practically all actions in businesses involve writing, such as creating presentation materials, reports, letters, emails, and other written materials, having strong writing abilities is even more essential.

However, writing is regarded as possibly the most challenging skill because it requires good handwriting, spelling, grammar, syntax, and paragraph and idea structure (Ioannou & Pavlou, 2003). It is supported by Richards and Renandya (2002) claim that writing is the most difficult skill for the second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The students must continue to struggle with a variety of writing issues, including grammar, punctuation, structure, organization, and ideas. Even some students are unsure about what they should and shouldn't write. They have virtually little motivation or interest in writing. They believe that writing is a really challenging task.

To solve these issues, we require the appropriate teaching method. Scientific approach can be a solution toward the problem above. When learning science with a scientific approach, students must practice science process skills that help them comprehend science as it is being discovered and motivate them to conduct scientific inquiry to produce new scientific knowledge (Karar & Yenice, 2012). The research conducted by Suryati & Prasetyo (2018) showed that applying a Scientific method resulted in an increase in students' scores. In addition, the use of media is beneficial to improve students' writing skill. Since, technologies for writing provide versatile

text manipulation, making it possible to draft and rewrite quickly and deliver the final output to a professional standard (Pennington, 2004). One of the strategies adopted is by offering a platform that appeals to writers by using blogs.

Due to its accessibility and the availability of open and free platforms, blogs have become one of the most widely used Web 2.0 tools in recent years. One of these domains is education, where some scholars (Huffaker, 2005) have even proposed using a technique based on blogs to address various levels and disciplines. Because of the numerous positive attributes that have been attributed to blogs, including collaboration, communication, the enhancement of professional writing, and the development of information-gathering abilities, blogs have raised high expectations from an educational perspective. According to several researchers (Repman et al., 2005), the fact that the material is made public may increase both students' motivation and the caliber of their writing. In addition, blogs have been seen as a method for improving interactions between students and between students and teachers (O'Donnell, 2006).

Because of its interactive and critical components, blogging in particular, which serves as a platform for teaching and learning about new ideas and people's viewpoints, might be a useful medium for improving the students' learning. Blogs enable wide and direct communication between students without regard to time or place, demonstrating its effectiveness as a teaching tool for foreign languages. In essence, the platform supports learners in developing the requisite writing abilities and resources, increasing their motivation to write, and effectively interacting in social and real-world settings (Arslan & Şahin-Kızıl, 2010).

The term "weblog" (abbreviated "blog") refers to a website that resembles a journal and has dated postings that are shown in reverse chronological order and typically have threaded comments beneath each post. Since blogs offer "a mixture in unique proportions of connections, conversation, and personal views and essays," they are regarded as the ideal forums for the development and display of expertise. The "blogosphere" is a term for the networked communities of writers and readers that are created when authors of blogs connect to the blogs of other authors. In general, personal blogs, filter blogs, and knowledge blogs are similar to online diaries, news journals, and thematic guides, respectively. These are just a handful of the genres that have evolved over time (Warschauer & Grimes 2007). Despite the fact that different genres have varied aims, audiences, and author responsibilities, blogs prioritize anonymous, individual authorship. However, some genres, particularly filter blogs, allow for numerous authors.

Furthermore, blogging gives students a specific purpose for their writing, which makes it more engaging than the academic critical thinking that is included in most curriculum. A range of literacy activities, such as critical thinking, reflection, questioning, modeling, social practices, discussion, and development are promoted when teachers incorporate academic blogging into their lesson plans. Additionally, blogging provides a space to jot down thoughts that can be expanded later. The research conducted by Sulistyono et al (2019) showed that students improved their writing performance in terms of complexity, accuracy, and fluency after being treated using Blog-Assisted Language Learning (BALL) in integration with process writing approach. In addition, the data also revealed that the use of Blog also can improve students active participation in the classroom. This indicates that blogging in the classroom invites students to engage in a community characterized by a dynamic rhythm where knowledge is created within a broad sociocultural context. This is a quantum leap in the teaching of writing as it moves away from traditional strategies like teacher-centered and student-centered methods and toward a learning-centered approach. This shows that the optimal means for learning to happen are through participation and cooperation in a sociocultural setting, mediated by teaching. Blogging is crucial for undergraduate students to be able to interact, communicate, debate, and discuss their ideas as well as those of their peers. Considering the issues above, the researchers tried to

investigate students’ responses toward the the use of scientific approach through blogspot to the first-grade students of SMAN 1 Pasundan Cianjur.

**METHOD**

This study employed qualitative research method. Since this research aims to investigate students’ perception toward the use of scientific approach through Blogspot, qualitative pproach is regarded appropriate to be employed. It is in line with the statement of Moleong (2009) that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action and others holistically. The research was conducted in one of senior high school in Cianjur. The participants were 30 tenth-grade students, an English teacher, and the reseracher. The students were in the class of science 1. They were chosen as they have several characteristics that were in line with the problem stated in the background of the study. An English teacher acted as non-participant observer in this research. The teacher had a role to observe the implementation of teaching writing by using Blogspot. Meanwhile, the researcher became participant observer. The instrument used in this research was questionnaire. Then the data collected were analyzed qualitatively.

**RESULTS AND DISCUSSION**

**Results**

The students’ response was gained through questionnaire proposed by Ghavifekr & Rosdy (2015). The results are described below:

**Table 1 The Result of Questionnaire**

No	Items	Percentage				
		SA	A	F	D	SD
1	Learning writing descriptive text using Blogspot make students understand the material easily	30	70	-	-	-
2	I think learning activity more effectively with using Blogspot	66.6	16.6	16.6	-	-
3	Learning with Blogspot helps students to find simple media for learning activity	53.3	33.3	13.3	-	-
4	Learning writing descriptive text using scientific approach increases students participate in learning	33.3	36.6	23.3	6.6	-
5	Learning with Blogspot can increase students’ motivation in learning activity	60	33.3	6.6	-	-
6	I think learning writing descriptive text using Blogspot help students become more active	56.6	10	33.3	-	-
7	Learning writing descriptive text using scientific approach trough Blogspot is more interesting	80	16.6	3.3	6.6	-
8	Learning writing skill in Blogspot enables students to express their ideas	50	50	-	-	-
9	Learning with Blogspot helps students in online learning	66.6	16.6	16.6	-	-
10	The students are more active and enjoy the learning writing descriptive text of their own story	53.3	13.3	33.3	-	-

Based on table 1, it could be seen that students responded to 10 statements of the questionnaire which revealed their perception of the use of scientific approach through blogspot in teaching writing. It can be seen that in the first statement that all the respondents (30 % strongly agreed and 70 % agreed) expressed that learning with Scientific approach through Blogspot made them understand the material easier. It means that the use of Scientific approach helped the students to understand the material easily.

In the statement 2, it can be seen that most of respondents (66.6 % strongly agreed and 16.6% agreed) expressed that learning with Scientific approach made the learning more effectively. There were 16.6% of students who responded unsure with the statement. It means that learning with Scientific approach was effective to be applied in teaching writing.

In the statement 3, it can be seen that most of respondents (53.3 % strongly agreed and 33.3% agreed) expressed that learning with Scientific approach helped them to find related knowledge and information for learning. There were only 13.3 % of students who responded unsure with the statement. It means that the use of Scientific approach helped student to find knowledge and information.

In the statement 4, it can be seen that most of respondents (33.3 % strongly agreed and 36.6% agreed) expressed that learning with Scientific approach increased students' participation actively in learning. There were 23.3% of students who responded unsure with the statement and 6.6% of students who responded disagreed to the statement. It means that students participated actively when learning writing by using Scientific approach.

In the statement 5, it can be seen that most of respondents (60 % strongly agreed and 33.3% agreed) expressed that learning with Scientific approach can increase students' motivation. There were 6.6% of students who responded unsure with the statement. It means that they were motivated when learning by using Scientific approach.

In the statement 6, it can be seen that most of respondents (56.6 % strongly agreed and 10% agreed) expressed that learning by using Scientific approach helped to improve their ability in writing skill. There were 33.3% of students who responded unsure with the statement. It means that the use of Scientific approach helped to increase the students' ability.

In the statement 7, it can be seen that most of respondents (80 % strongly agreed and 16.6% agreed) expressed that learning with Scientific approach was more interesting than with text book. There were 3.3% of students who responded unsure with the statement and 6.6 % of students who responded disagree with the statement. It means that the use of Scientific approach was more interesting than text book.

In the statement 8, it can be seen that all respondents (50 % strongly agreed and 50 % agreed) expressed that learning with Scientific approach prompted them to express their idea and thoughts better. It means that students could express their ideas and thoughts better when learning with Scientific approach.

In the statement 9, it can be seen that most of respondents (66.6 % strongly agreed and 16.6% agreed) expressed that learning with Scientific approach through Blogspot helped them in online learning easier. There were 16.6 % of the students who responded unsure with the

statement. It means that the use of Scientific approach through Blogspot helped students in online learning easily.

In the statement 10, it can be seen that most of respondents (53.3 % strongly agreed and 13.3% agreed) expressed that the students are more active and enjoy learning writing descriptive text of their own story. There were 33.3 % of students who responded unsure with the statement. Then, there were no students disagreed and strongly disagreed to the statement. It means that learning with Scientific approach made students more behaved and under control.

Thus, based on the description above it can be concluded that the students had positive response toward the implementation of Scientific approach through Blogspot in teaching writing. This is due to the benefits of Scientific approach that can make the learning process easier and support teaching more affective. This is in line with the research conducted by Fathi et al (2018) that that the blog-mediated writing instruction enhanced both writing motivation and writing self-regulation, but reduced writing self-efficacy.

## CONCLUSION

The findings of this study demonstrate that students have positive responses toward the use of blogspot in teaching writing. It might due to several benefits that the students can gain from posting on web blogs generally by strengthening their writing abilities and, in particular, by gaining a solid grasp of vocabulary acquisition. The main benefits of blogging include increased social interaction, increased digital literacy, and practical learning support. The current study, in particular, supports the idea that using digital materials in the classroom improves digital literacy, which is a smart way to get students ready to match their skills with the Global. No matter if a student has the opportunity to use a computer outside of class or not, having access to one eases the challenges of socioeconomic inequality and helps every young person connect to technology. Second, using blogging as an additional EFL tool encourages students to employ the terminology they have already learned in new circumstances. This helps students gain a solid knowledge of the meaning of the words and helps them remember the lesson in their long-term memory. It is also acknowledged that studying this style of writing appeals to students since it provides them the impression that they are engaging in actual circumstances and carrying out real-life tasks. Finally, blogging encourages greater peer contact among students, which is made feasible by the idea of competition and the capability of leaving comments on posts. The utilization of creative assignments for bloggers and promoting greater student involvement with web blogs are some potential enhancements and ideas for blogging.

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