

**STUDENTS' PERCEPTION TOWARDS THE USE OF
BLOGGING IN ACADEMIC WRITING AT ENGLISH
EDUCATION STUDY PROGRAM FKIP UNSRI**

A THESIS BY

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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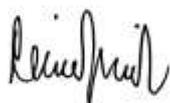
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DECLARATION

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Certify that the thesis entitled "Student' Percepton towards the use of Blogging in Academic Writing at English Education Study Program FKIP UNSRI" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 23 November 2022

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Palembang, 23 November 2022

The author,



Marsya Amelia Putri

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ABSTRACT

The past decade researchers found that students' have positive perspective towards ICT in writing. It is believed that blogs facilitated academic writing by providing learning space for students inside and outside the classroom. This research is aimed to find out students' perspective of the use of blogs in academic writing. The participants of this study were 34 students of the 8th semester students of English Education Study Program of Sriwijaya University. The data were collected online via google form. The instrument in this research is using the 4-level Likert scale for the items – Strongly Disagree, Disagree, Agree and Strongly Agree. The 4-level scale was used to eliminate the neutral point in order to elicit a definite decision and provides a better measure of the intensity of participants' attitudes or opinion. The questionnaires consist of 30 questions and were divided into two sections. In the first section closed-ended questionnaire were used in order to find out students' perception on blogging which was adopted from Said et al. (2013). Another questionnaires were adopted from Cequeña (2013), and Mabuan (2018) to further find out students' perception on the benefits of blogging. The second section, four open-ended questions were asked to follow up students' answers from the questionnaire: 1) Students' opinions in using blog as a mean of learning academic writing, 2) Students' opinions between their motivations and related to the use of blogging as a mean of learning academic writing, 3) The benefits of blogging, 4) The disadvantages of blogging. The results shows that students had a positive perception towards the use of blogs in learning academic writing. Furthermore, blogging facilitates peer-assessment that further improve students' writing mechanics and increase their self-esteem which resulting in boosting their motivation to write more.

Keywords: *Academic writing, Blogging, Peer-assessment*

CHAPTER I

INTRODUCTION

1.1 Background

Writing plays a central role in the success of student studies. In universities, especially the English study program, writing plays a key role in learning process as it is believed that there is no learning process does not involve writing, both in the preparation of papers, research reports, final assignments and theses (Matra & Fajar 2015, Alimin et al., 2020). Furthermore, Prihatmi (2017) states that in English language learning, writing is one of the four main skills that is included in the productive skill category, namely the ability to produce language. At the Higher Education level, it is expected for students to have an academic writing level with an intention that students are able to at least write their thesis abstract in English, as well as be able to write international journals for the purposes of their further studies.

Writing is a very important creative activity because someone can easily convey ideas or views orally to the reader. Nora, (2017) states that the purpose of writing is to change the readers' beliefs, make them understand and stimulate the writer's thought process. Writing is also a communication activity in the form of conveying ideas, ideas, feelings, wishes, messages in writing to other parties, on the other hand writing can also be a mean to reduce academic stress for students (Nursolehah & Rahmiati, 2022). In the academic field, be it students or lecturers, writing or specifically academic writing is a must for students as one of the requirements to be able to complete studies, as well as for lecturers writing is one of the components of the tri dharma of higher education that must be fulfilled every semester as a form of implementing the lecturer's workload (Aliyyuida, 2020).

Academic writing has a different form than other types of writing. It has a characteristic of being clear, brief, focused, structured and backed up by evidence, has a formal tone and style. Academic writing aims to convey "new knowledge" by (a) summarizing what is already known about a topic and (b) using this review as a basis for the author's own thoughts and insights (Salem, 2016.) In addition, Salem (2016) mentions that the characteristics of academic writing are: Third-person writing in academic writing, the author should take a back seat to the paper's subject

and ideas. Not using any abbreviations or slang that could be regarded to be offensive in another culture. And academic writing is mostly used a relatively cautious or 'qualified' language, especially when documenting claims of new knowledge.

However, despite its importance and benefits, writing is still a scourge that is considered difficult and burdensome for students majoring in English and other majors, especially in writing scientific papers (Jocom 2022, Prihatmi 2017). Writing scientific papers is considered difficult and burdensome due the preparation of scientific papers is based on specific studies and basis. Furthermore, the presentation of scientific papers must be systematic, logical and careful in all aspects including aspects of language while students' writing skills are not adequate (Marlena & Renny, 2017).

Up to this day, writing skill is still considered as a challenge both for teachers and students. It is because students tend to be inexperienced with written expression. Bolsunovskaya and Rymanova (2020) in their research found that teachers in English department of the Institute of Natural Resources at Tomsk Polytechnic University came to agreement that their students had poor levels of literacy, and they faced major difficulties in vocabulary (spelling, word formation) and grammar (subject-verb agreement, auxiliary words, tenses, and word order in affirmative and interrogative sentences). The other aspects that became a major drawback in students' writing were coherence (arranging the information with some organization) and cohesion (using a range of cohesive device appropriately).

Similarly, Ariyanti and Fitriana (2017) conducted research to 33 students of English Department at Widya Gama Mahakam University, and had a semi-structured interview to the writing lecturer. They found that there were several problems that both students and teachers faced in the writing process. The most common was the grammatical problems. These included tenses, subject-verb agreement, personal pronoun, word order, article, auxiliary, and sentence fragment. The second major problem was coherence, which included thesis statement. Thesis statement is crucial in forming every topic sentence on paragraphs; however, students did not include it in the introductory paragraph which caused the

paragraphs disconnected to each other resulting the ideas that existed in all paragraphs did not connect.

Aside from previous problems in writing, Ariyanti and Fitriana (2017) found that there were other three minor difficulties that were commonly found in students writing. First, Most students did not use an indented line at the beginning of a paragraph. In addition, students' paragraphs tend to be too long. The majority of students' paragraphs were excessively long and illegible because they contained too many sentences. On the contrary, some students wrote down one to three sentences in the paragraph which did not meet the required standard for a paragraph. The inability of some students to select the appropriate word when writing an essay was another issue. In addition, some students used nonacademic language to communicate their ideas in their academic essay. Finally, students also suffered misspelling vocabulary difficulty that contributed to the bad quality of their essay. In Addition, Ariyanti and Fitriana (2017) also stated that lack of creativity of teaching writing, the sheer number of students and the scarcity of available classroom time created formidable obstacles to the process of instructing students how to write effective essays. The professor had difficulty adjusting to the needs of the students. They said the consultation session had been fruitless due to the unfavorable classroom environment.

To overcome the writing problems, many researchers suggested implementing ICT in the teaching and learning process. It is revealed that technology brings a lot of advantages to teachers and students if it is used appropriately. ICT tools that are available for free on the internet can be used by students as a source to help them solve their learning problem (Mafuraga & Moremi, 2017). Furthermore, Inderawati, et al. (2019) reported that ICT became a requirement for teachers to use as a learning medium to transfer knowledge to students.

There are various ways of using ICT in improving writing ability. One of the most well-known media to enhance writing skills is through social media. One of the social media that could be used to enhance this skill is blog. Blogging gives many advantages in improving students' interactions and communication

competencies. It is found that the use of this media positively affects students speaking, reading, and writing skills (Anwas et al., 2020).

Before conducting the study, the writer has experienced the method of using blog as a mean of improving writing skill in the article writing (writing IV) class. From the experience of using blog in academic writing, the writer believes that blog is one of the effective tools to learn academic writing. Furthermore, the writer also believes that blog gives a lot of benefits in improving academic writing. To support the previous statements, Said, et al. (2013) blog posts were seen as a useful tool for teaching English writing, and students reported that they helped them stay motivated and develop their writing skills. Yanto, et al. (2020) also found similar results. They outlined the ways in which students' blog posts have helped them grow as writers and readers. The results also demonstrated an increase in writer self-assurance and enthusiasm when composing for an audience. Plus, the blog showed the greatest gains in vocabulary. Fithriani, et al. (2018) those who maintained a regular presence on the blog and commented on posts said they gained greater confidence in their writing and a greater understanding of their audience as a result of their efforts. In other words, students viewed online blogging as a valuable addition to English composition courses.

Furthermore, Alsamadani (2018) a number of writing aspects, including students' content development, language mechanics, style, voice, and word choice, were judged to have improved significantly. According to Mabuan (2018), students' blogs are a great way for them to improve their English writing, foster creativity, and connect with their peers online. Cequea (2013) found similar results, concluding that blogging helped facilitate the development of students' writing skills. Students' writing improved greatly, especially in terms of content and organization, after being trained to write academic essays via blogging for more than three months.

In this research, the writer puts a high interest to conduct a study about the students' perception towards the use of blogging in academic writing. The writer believes that blogging plays an important role in enhancing academic writing and wants to find out further about other students' opinion on this method. Therefore, the writer conducts a study entitled "Students' Perception towards the Use of Blogging in Academic Writing at English Education Study Program FKIP UNSRI."

The students that were chosen for this research were the eight semester students of English education study program. These students were chosen because they had been using blog as the media to learn academic writing for six months. This study was conducted in order to fulfill and answer the writer's questions about students' perception towards the use of blogging in improving academic writing at English education Study Program FKIP UNSRI.

1.2. Research Question

This study is conducted in order to find out:

- a. What is the students' perception on the use of blogging in the development of their writing skills?
- b. What are the benefits that the students' gain from using blog in academic writing?

1.3. Research Objectives

Based on pervious problem, this study have objectives to:

- a. Find out students' perception on the use of blogging in the improvement of their writing skills.
- b. Find out the advantages that the students' gained from using blog in academic writing.

1.4. Significant of Study

The purpose of this study is aimed to contribute a useful result for students, teachers and lecturers, and the institutions. Firstly, the writer expect it could help the students to know and understand the benefits of blogging in developing academic writing so it can be used as a mean to help the students in their academic writing. Secondly, the writer hopes this study can be a motivation for both teachers and lecturers to develop writing strategy in order to facilitate the students. Lastly, the writer hopes the institutions could use this study as a reference and source for the students who are interested in this topic.

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