The Effectiveness of Blog Media in Improving Student's Ability in Writing Exposition Text

Fitria Ningsih[1,], Widya Syafitri[2], Syahrul[3], Irwandi[4]*

[1,2,3,4]*Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi, Bukittinggi,* Indonesia

Article Informations

Correspondence

E-mail: fn7960737@gmail.com *

A B S T R A C T

This article was motivated by students who are less active and do not participate in the learning process. The learning process was still teacher-centered. The response of students in learning was still lacking and students do not like English in class XI of SMKN 4 Payakumbuh. Most of the English language scores of students' learning outcomes are still below the KKM 75, in this case, it can be seen from the results of the first semester English exam in SMKN 4 Payakumbuh class. This study aims to determine whether there was a significant difference between students who used learning media using blogs and students who do not used blogs in learning exposition texts at SMKN 4 Payakumbuh. This study used a quantitative approach in the form experiment. The design of this study used was the pretest posttest control group design. The population in this study amounted to 7 classes with a total of 172 students. The number of samples was 2 classes, namely, class XI.TKJ 2 as the experimental class and class XI.TKJ 3 as the control class. The researcher used Simple Random Sampling technique. In this study, the researcher used a normality test and a homogeneity test, while to test the hypothesis; the researcher used a t-test with alpha (0.05). The results of this study indicate that the t-count value of the SPSS results is 6.422 and the t-table value is 2.060 so that t-count> t-table then H0 was rejected and Ha was accepted. It was proved that using blog as writing could help students in improving their ability in writing.

Abstrak

Artikel ini dilatarbelakangi oleh peserta didik yang kurang aktif dan kurang berpartisipasi dalam proses pembelajaran. Proses pembelajaran yang masih berpusat pada guru. Respon peserta didik dalam pembelajaran masih kurang dan peserta didik kurang menyenangi bahasa inggris dikelas XI SMKN 4 Payakumbuh. Sebagian besar nilai bahasa inggris hasil belajar peserta didik masih berada dibawah KKM 75 dalam hal ini dilihat dari hasil ujian bahasa Inggris tengah semester I di kelas SMKN 4 Payakumbuh. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan antar siswa yang menggunakan media pelajaran menggunakan blog dengan siswa yang belajar dengan tidak menggunakan media blog dalam pembelajaran teks eksposisi di sekolah SMKN 4 Payakumbuh. Penelitian ini menggunakan pendekatan kuantitatif dengan bentuk eksperimen. Desain penelitian ini yang digunakan adalah pretest posttest group control design. Populasi dalam penelitian ini berjumlah tujuh kelas dengan banyak siswa seluruhnya 172 siswa. Jumlah sampel sebanyak 2 kelas yaitu, kelas XI.TKJ 2 sebagai kelas eksperimen dan kelas XI.TKJ 3 sebagai kelas kontrol. Peneliti menggunakan teknik Simple Random Sampling. Dalam penelitian ini, peneliti menggunakan tes normalitas dan tes homogenitas, sedangkan untuk menguji hypothesis peneliti menggunakan uji-t dengan alpha (0,05). Hasil penelitian ini menunjukan bahwa nilai t-hitung dari hasil spss sebesar 6,422 dan t-tabel diperoleh nilai sebesar 2.060 sehingga t-hitung>t-tabel maka H0 ditolak dan Ha diterima. Sehingga bisa disimpulkan baha menggunakan media blog dapat membantu siswa dalam meningkatkan kemampuan mereka dalam menulis.

1. Introduction

Writing is an activity to express feelings, thoughts, experiences, and knowledge in the form of notes. Writing skills can make someone see the world. According to Fernando, writing is the result of

a brain activity that involves global functions closely related to each other, and it transmits familiar words from another person or the existential memory of oneself, through traces, as well as the ability to express ourselves through the narration (Niño & Páez, 2018). Besides, Barry argues that writing is hard to see because it governs our thoughts, and hard to talk about because of the lack of consistent names for real categories (Prykhodko et al., 2019). Writing is an important activity, but it is difficult for us to do it because it requires thoughts or ideas that we have to develop. In language learning applications, especially writing learning in schools, such as at SMK N 4 Payakumbuh, In observation activities students have difficulty in writing. As a result, students feel less interested in writing activities, and it affects students' scores in learning a language. The students' lack of interest in writing is also influenced by the lack of students' motivation and low vocabulary.

Writing skills does not only relate to activity of mastering thoughts into written form the an how the idea is organized writing must mastered by the students. When we communicate through writing, we have so many ideas to express for which we consider different ways of combining and arranging them which lead us to our drafting, revising, and so on (Syafitri, 2016). Grammar and vocabulary are important language elements that students must pay attention to because they are the keys to under4standing the meaning of the text. But in fact, these two elements become a difficult problem for students in writing. Students have not mastered English grammar and vocabulary well. Students have difficulty learning to write, is difficult to write good English articles. However, students can use the media to improve students writing skills and students interest in writing, one of which is by using blogs. In connection with improving students writing skills, the use of blog media is following the characteristics of learning to write.

The blog is an electronic diary book that can be used to improve students writing skills and student's knowledge of English. A blog (or web blog) is an online journal or diary on a website, the main context of which is regularly updated with adding posts, images, or multimedia. By using a blog, students can write or correct their friends' writing on the blog. A blog is a website in the form of a post in the form of text which is sometimes added with images, links, and videos written by one or more authors with a specific purpose.

By using blog, students can write any content on the existing blog section, including providing highlights or other information through other available media, such as audio, video, or links to other relevant pages (site) addresses. Students only need to fill in the main points that already exist, such as typing content, then publishing it, everyone in the world can see the blog. If there is an error it can be corrected immediately.

The minimum completeness criteria (KKM) in English at SMKN 4 Payakumbuh is 75, but the average student gets a score of 55-65. The low score of student's English was due to vocabulary limitations, and also students could not describe situations and events well. The low score of students English also lies in the poor grammar at the time of writing, this difficulty makes students have decreased motivation due to a lack of understanding of grammar in writing. The students lack writing ability is also caused by the lack of vocabulary mastery, which makes it difficult for students to write, and also the media used in learning English has not varied. The media used in learning English has not been well innovated according to the demands of the current pandemic. As a result, it will have an impact on students low motivation towards learning English.

Thus, the lack of students motivation towards learning English also has an impact on the grades they get. Judging from the results of the students midterm test, which amounted to 28 students only 2 people reached the minimum completeness criteria (KKM) with a value of 80 and 76. With such scores, it explains that there are problems in the process of learning English during the current pandemic. During is a new thing for students of SMKN 4 Payakumbuh causing some difficulties in implementation such as lack of motivation in learning English, especially in writing, because in online learning students' understanding of writing skills does not achieve learning goals. Based on the results

of interviews conducted on December 12 with several students in online TKJ classes, information was obtained that students had difficulty practicing their writing skills without being accompanied by a teacher.

Based on the explanation of the problem and the assumptions of the solution to the problem, therefore it is necessary to study this with the title" The effectiveness of Blog Media in Improving Writing Ability on Exposition Text in Student English Subjects at SMKN 4 Payakumbuh".

2. Research Method

2.1. Design of the Research

This study used an experimental method that aims to examine the possibility of cause and effect by using one or more treatment conditions for students. According to Sugiyono experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2009). Gay states that experimental research is the method that the research manipulates at least one independent variable controls other relevant variables and observes the effect on one or more dependent variables (Gay, 2021). In experimental research, there are several forms of design, including pre experimental design, true experimental design, factorial design, and quasi experimental design.

There are many types of research methods where the selection process is adjusted to the objectives to be achieved from the research itself. In this study, the researcher used a quasi-experimental method with a pre-test post-test control group design. In this study, there were two groups that were chosen randomly, and then given a pre-test to determine the initial state, whether there was a difference between the experimental group and the control group.

The research was described as following table:

Tabel 1. Control-Group Pre-Test- Post-Test Design

Group	Pre – Test	Treatment (Using Blog)	Post – Test
Experimental Class	T1	X	T2
Control Class	T1	-	T2

Where:

T1   : The Pretest for the experimental class
T2   : The post-test for the experimental class
X   : The Treatment
T1   : The pre-test for the control class
T2   : The post-test for the control class

Based on the research design above, the special treatment was only given to the experimental class. The post test was conducted after giving the treatment to the experimental class and be given in order to observe student's test result in writing.

2.2. Population and Sample

2.2.1. Population

Population is the characteristics of research in a specific group. According to Yogesh, Population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed (Singh, 2006). It means that the population is the group that interest to the researcher which researcher would like the results of the study to be generalizable. The population of the research was all of the eleventh grade of SMKN 4 Payakumbuh. The population is described in the following table:

Tabel 2. Number of students in class XI SMKN 4 PAYAKUMBUH

No	Class	Students
1	XI. TKJ 1	27
2	XI. TKJ 2	28
3	XI. TKJ 3	27
4	XI. RPL 1	23
5	XI. RPL 2	23
6	XI. MM 1	28
7	XI. MM 2	26
	Total	172

From this table, the population from this research was 172 students that were taken from member in the eleventh grade at SMKN 4 Payakumbuh.

2.2.2. Sample

The sample is part or representative of the population under study. According to Suharto, the sample refers to a number of members of a population who can also be used as representatives of that population. This study, used is Random Sampling because the sampling of population members is done randomly without regard to the existing strata in the population. The researcher used a random sample because at SMKN 4 Payakumbuh there were 7 classes in which the researcher used random sampling. In order for the population to be generalized to the population, the sample taken must be representative. That is, the sample must reflect and represent the state of the population.

Before determining the sample, the researcher first looked for class homogeneity by using the results of the students' midterm exams. After doing class homogeneity, the researcher also performed class normality to determine whether the class was normally distributed or not.

The homogeneity test was conducted to see whether the sample had a homogeneous variant or not. Homogeneity test was performed using SPSS. After the test, it was found that the class was homogeneous and a lottery was conducted to find the experimental class and the control class. After the lottery is done, class XI is chosen. XI. TKJ 2 as the experimental class and XI. TKJ 3 as the control class.

2.3. Instrumentation

Instrument was a technique that used to collect data. The instrument used in this research was that will be given as pretest and posttest. The test was writing procedure text which the students are given several topic and they have to make a procedure text in a blog and post it. In order to make that test become valid and reliable the researcher will be done the validity and reliability of the test. According to Sugiyono, a valid research result is there are similarities between the data collected with the data actuality 42 happened on the object under study. The test is given a written test in the form of an essay, to find out the result of students learning. The form of the question used in the test in the form of essay question research can see the extent of the ability of learners in absorbing information to the material taught through the media blog.

The test was created by considering the validity and reliability test. The main requirements of the test were validity and realibity, as explain below:

2.3.1. Validity

Validity in testing was to discover whether a test measures accurately what was intended to measure or it measures what it was purposed to measure. As gay stated validity is the most important quality of any test. Validity is concerned with what a test measures and for what it is appropriate. It mean the teacher should consider the purpose of test and choose the appropriate validity that will be used in order the test can evaluated based on lesson objective.

Based on this research, the research used content validity to determine the validity. Content validity was to know whether the test valid or not, the researcher was consult to the expert to validator, the items of test and get more information about how to create a good test. To measure the validity of the data researcher consult the instrumention of the research to validator they were: Dr. Arifmiboy, S.Ag M.P.d, Agsesore Ediyen, M.Hum and Suslinasari, S.Pd.

Tabel 3. Suggestions and improvements to the learning implementation design (RPP) by the Validator

Aspects of assessment	Validator I	Validator II	Validator III
RPP	For core activities, it is better to describe the procedure using blogs, don't be tied to the lesson plans format at school because this is an experiment, so it's more an experiment.	It is better if the school identity is more detailed by entering the school's name. The contents of the KD must be written at the beginning of the lesson plan. Explanations of learning media, tools/materials, and learning resources are placed at the end. The assessment score on the test questions (knowledge of analytical exposition text) is not yet valid.	Lesson plan valid

Tabel 4. Lesson Plan Validation Table

NO	Assessment Aspect	Score #1	Score #2	Score #3	Description
1	Lesson plan format				
	a. meet the stage	3	3	4	Valid and Very valid
	b. meet the standard form of lesson plan	3	3	3	Valid
2	Lesson plan content				
	a. Compliance with standards	3	3	4	Valid and Very Valid
	b. Indicator refers to Basic Competence	3	3	3	Valid
	c. Appropriate time allocation	3	3	3	Valid
	d. The activities of teachers and students are clearly formulated	3	3	4	Valid and Very Valid
3	Bahasa Yang Digunakan				
	a. Kebenaran tata bahasa	3	3	3	Valid
	b. Kesederhanaan struktur kalimat	3	3	3	Valid

Description: #1 = Validator 1, #2= Validator 2, #3= Validator 3

In this study, a validity test was also carried out for writing questions. The validity test is a test to show the extent to which the measuring instrument can measure what it wants to measure, and the validity test aims to test the validity of a test item to be tried. The test items used in the Post-test learning outcomes instrument, the test items consist of 9 multiple-choice questions. The results of the data have 27 respondents. The researcher used the product-moment correlation method to test the validity of the test questions in this study; namely, an instrument is said to be valid if r count > r table.

The value of the r -table in this study is by the number of students, 27 people, with an r table code of 0.361. So the instrument is said to be valid if r count > 0.361. The calculation is assisted by SPSS and must meet several criteria, including validity and reliability. The requirements for the validity of each instrument are divided into five criteria as follows:

Tabel 5. Question Validity Criteria

Correlation Value (r)	Criteria
00,000- 0,199	Very low
0,200- 0,399	Low
0,400- 0.599	Currently
0,600-0,799	Strong
0,800-1,000	Very strong

Source: Sugiyono, 2017

Tabel 6. Test Validity Test Results

No	r hitung	r table	Description
1.	0.462	0.361	Currently
2.	0.698	0.361	Strong
3.	0.787	0.361	Strong
4.	0.686	0.361	Strong
5.	0.810	0.361	Very strong
6.	0.815	0.361	Very strong
7.	0.852	0.361	Very strong
8.	0.606	0.361	Strong
9.	0.621	0.361s	Strong

Source : Data processed using SPSS 12

Based on the results validation test questions above, it is known that calculated r number for question number 1 is 0.462, question number 2 is 0.698, question number 3 is 0.787, question number 4 is 0.686, question number 5 is 0.810, question number 6 is 0.815, question number 7 is 0.852, question number 8 is 0.606, and question number 9 is 0.621. These results indicate that all questions numbered 1 to 9 are valid because the calculated r-value is greater than 0.361.

2.3.2. Realibility

This test is used to determine the reliability of the instrument. For the test validity of test questions in this study, the researcher used the Alpha Cronbach method with the criteria that a research instrument was said to be reliable if the reliability coefficient was more than 0.6. This calculation is also assisted by the SPSS '12. Calculation software.

Tabel 7. Reliability Test Results
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	20.4444	10.179	.348	.880
S2	20.1852	9.234	.607	.860
S3	20.3333	8.692	.708	.851
S4	20.2222	9.026	.577	.864
S5	20.1852	8.849	.747	.848
S6	20.0370	8.960	.758	.848
S7	20.1111	8.410	.793	.842
S8	19.9630	9.499	.492	.870
S9	20.1481	9.285	.498	.871

Source: Data processed using SPSS 12

Based on the reliability test results above, it is known that all Cronbach's Alpha numbers > 0.60. It can be concluded that all research instruments used to measure students' writing skills in learning English after using blog media can be reliable or reliable.

2.4. Technique of the Data Collection

This research will be used the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study. Then, the researcher will be collected the data based on the score of students writing test. The data will be collected after the posttest of students. The researcher will be gave posttest to both experimental and control groups. The posttest will be given in order to know the significant effective of students writing skill after giving the treatment to the experimental group. The researcher will take the score students writing based on scoring and measuring students writing posttest. Then the researcher will compare the result of the test gained by the experimental and control groups in order to know the using of blogging can give significant effective or not in using in writing on precude text.

2.5. Technique of the Data Analysis

Analysis of the data was the process to analyze and nterpret the data to get the result of the research. There were several steps that a followed by the researcher, that were:

2.5.1. Test the normality of the data

The researcher used collect the result of determine the normality of the data. The purpose of testing the normality of the data was to know whether the data spread out normally or not. It can be done with the steps below:

a) Click Analyze **>** Descriptive statistics **>** Explore

b) Enter the variable being tested in the Dependent List column. We can also enter variables into the factor list to perform tests based on certain criteria, for example, test the normality of data that is differentiated by gender.

c) Click plots. In the explorer window and check the normality plot with test.

d) Click plots. In the Explore window and check the normality plot with test.

e) Click continue then click ok

f) Test results are displayed in the output window

2.5.2. Test the homogeneity of the data

After knowing the normality of the data, the researcher should test the homogeneity. The purpose of homogeneity test is to know whether the sample has the homogeneous or not. This test can be done using spss with the following steps:

a) Click Compare Means **>** One-Way ANOVA

b) Enter the tested variable in the dependents list column

c) Enter the variable that distinguishes the group into the factor column.

d) Click options. Then check the homogeneity of variance test

e) Click Ok.

2.5.3. Hypothesis testing

After the normality test and homogeneity test were carried out, the hypothesis was tested. Hypothesis testing using a simple one t-test formula. The t-test was conducted to test the difference between two averages (Paired Sample T-Test) with the aim of finding the average difference in the ability to write exposition texts between class control and class experiment.

After testing this hypothesis, it will be known which learning model is more effectively used in learning to write exposition texts. Testing the difference in the mean is done using SPSS 16. The test

criteria are (1) if the value of sig. > 0.05, then Ho is accepted, and Ha is rejected, (2) if the value of sig. <0.05, then Ho is rejected, and Ha is accepted, which means it is effective.

3. Result and Discussion

3.1. Result

This research was conducted using the Pretest Posttest Control Group Design; namely, there is an initial test (pretest) to determine the initial state. A final examination (posttest) is given to assess the effect of the environment-based model on student learning outcomes after being given treatment.

3.1.1. Research Schedule

The research was conducted at SMKN 4 Payakumbuh with learning to use a blog as a medium for learning English. The research schedule is as follows

3.1.1.1. Activities in Control Class

Tabel 8. Control Class Activities

Day/ Date	Description
Tuesday/17 May 2022	- Interduce my self - Providing pretest exam - provides an explanation of the exposition text
Wednesday/18 May 2022	- Describe material about exposition texts without the use of blog media.
Thursday/19 May 2022	- Repetitioning exposition text material - Giving posttest exams

In the control class, the researcher met three times. At the beginning of the meeting the researcher gave a pretest. This pretest aims to see the students' initial abilities before being given the material. In the second meeting, the researcher gave an explanation to the students about the exposition text material. The researcher explains without using blog media. Researchers teach by using only source books. At the last meeting, the researcher explained again about the exposition text material. After explaining, the researcher gave a posttest to the students. posttest is given to see the final results of students after being given the material.

3.1.1.2. Activities in Experimental Class

Tabel 9. Experimental Class Activities

Day/ Date	Description
Monday/23 May 2022	- Interduce my self - Providing pretest exam - provides an explanation of the exposition text
Wednesday /25 may 2022	- Teaching how to create a blog - Have students open the 'fitrianingsihguru.blogspot.com' blog - Have students look at the content of the blog and open a video about sample expositional text - Have students write on blogs
Tuesday/31 May 2022	- Repeat teaching about blog material - Provide a posttest test by writing directly in the log

In the experimental class activities, the researchers met three times. In the first meeting, the researcher introduced himself to the students. After that self-introduction, the researcher gave the students a pretest. This test aims to determine the initial ability of students. The second meeting, the researcher explained the learning. In providing an explanation of learning, the researcher also teaches

how to create a blog. The researcher teaches students how to create a blog and how to write a blog for students. After the students understood how to use blogs, the researcher asked the students to write in the blogs. At last meeting, the researcher conducted a final test on the students. The researcher gave the posttest to the students. This study aims to see the final results of students' writing skills after being given blog media.***3.1.2. Data Analysis Result***

3.1.2.1. Analysis of Hypothesis Testing Data

3.1.2.1.1. Pretest and Posttest results for class XI. TKJ3

Pretest or initial test is conducted to determine the students' initial scores before being given teaching about the exposition text material. The pretest was conducted in class XI.TKJ 3. The results of the students' initial abilities were presented through a description table and explained the data obtained from the results of the study.

The posttest was conducted to find out whether there was a difference in the scores from the pretest results. The posttest is carried out after being given a conventional pursuit, after that the final test (posttest) is carried out.

The results of the pre-test and post-test of the control class students can be seen from the following table:

Tabel 10. Control Class Pretest Posttest Score

No	Name	Score	
		Pre- Test	Post Test
1	RA	61,25	65
2	WTK	72,5	72,5
3	M.K	66,25	71,25
4	MJJ	63,75	70
5	KTH	60	70
6	AR	67,5	60
7	EE	72,5	76,25
8	MJK	70	75
9	FR	68,75	68,75
10	VS	58,75	71,25
11	AF	63,75	60
12	ZH	31,25	55
13	MF	51,25	60
14	IF	65	57,5
15	RH	61,25	60
16	GDF	65	68,75
17	TSR	72,5	58,75
18	TAS	72,5	66,25
19	MFA	70	72,5
20	AB	25	71,25
21	AN	66,25	71,25
22	MY	71,25	60
23	RR	71,25	76,25
24	FB	71,25	75
25	MV	66,25	68,75
26	RRN	56,25	58,75
27	MD	55	70

Based on the table above, it can be seen that there is a change in student scores from the pre-test results to the post-test results. This can also be seen from the following graph:
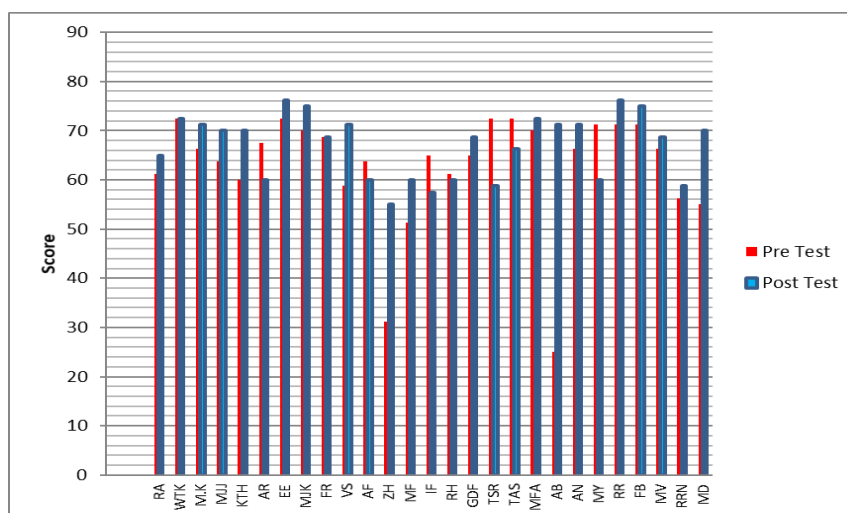
Graphic 1. Control Class Pretest Posttest Score Chart

From the graph above, it can be seen that there was a relatively even increase in each student's post-test scores.

3.1.2.1.2. Pretest and posttest class XI.TKJ 2

The purpose of analyzing the results of the pretest is to determine the students' initial abilities before receiving the treatment process in learning. In addition, to measure the initial ability of students about the material to be delivered. The purpose of analyzing the posttest results is to find out the final results after teaching through blog media.

The results of the pretest and posttest tests can be seen from the table below:

Tabel 11. Experimental Class Pretest Posttest Score

No	Name	Score	
		Pre- Test	Post Test
1	AAT	75	86,25
2	AT	75	87,5
3	AAP	72,5	91,25
4	AS	74,75	86,25
5	BP	54,5	91,25
6	BK	71,25	78,75
7	EK	51	90
8	FM	73,75	91,25
9	FDS	63,75	81,25
10	GS	63,75	75
11	HA	65,75	86,25
12	MFF	52,25	86,25
13	MHR	70	86,25
14	MKP	59,5	91,25
15	MR	75	81,25
16	MF	68,75	78,75
17	MRF	74	78,75
18	MAR	75	82,5
19	NA	60	87,5
20	RR	75	78,75
21	RA	36,25	91,25
22	SAA	55	86,25
23	SN	53,25	78,75
24	TH	68,25	78,75
25	WNP	57,5	78,75
26	YS	55	86,25
27	ZA	55	86,25

From the table above, it can be seen that the posttest results of the experimental class have increased from the results of the pretest that were previously carried out. The following chart posttest and pretest.
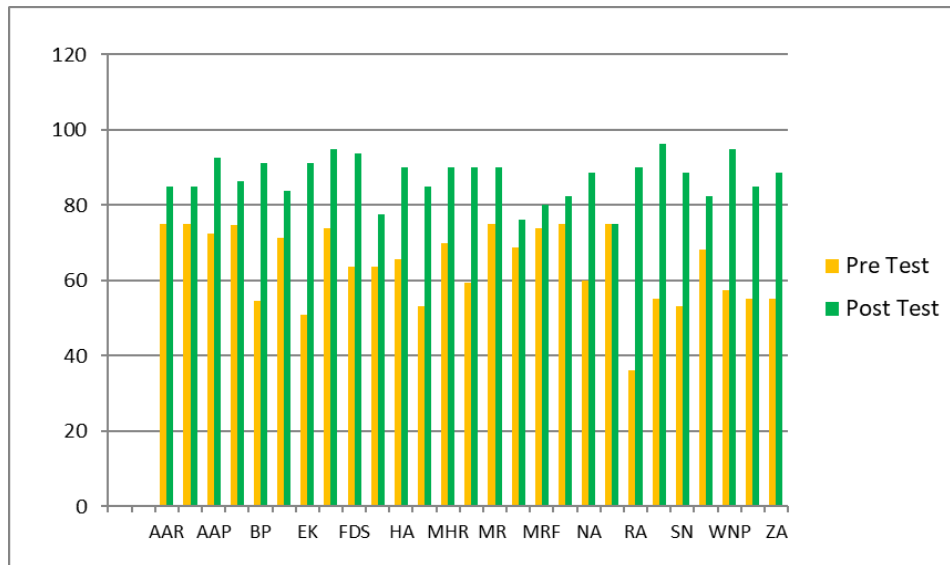
Graphic 2 Pretest Posttest Experimental Class

From the graph above, it can be seen that there was a relatively even increase in each student's post-test scores.

3.1.2.1.3. Frequency Distribution

Tabel 12. Frequency Distribution experiment class
Statistics

	Score	
N	Valid	27
	Missing	0
Mean		87.2222
Median		88.7500
Mode		90.00

Source: Data processed using SPSS 12

Based on the table above, it can be seen that the number of samples in the experimental class was 27 students. Based on the table of students' writing ability test results in learning English after using blog media in the practical type, they had an average score of 87.22, which means it is greater than the Minimum Graduation Criteria (KKM) that has been set by the school, which is 75.

Tabel 13. Frequency Distribution control class
Statistics

		Name	Score
N	Valid	27	27
	Missing	0	0
Mean			67.0370
Median			68.7500
Mode			60.00

Source: Data processed using SPSS 12

Based on the table above, it can be seen that the number of samples in the control class was 27 students. Based on the table of students' writing ability test results in learning English after using blog

media in the control class, they had an average score of 67.03, which means it is smaller than the Minimum Graduation Criteria (KKM) that has been set by the school, which is 75.

3.1.2.1.4. Homogeneity test

The homogeneity test aims to see whether the two sample data have a homogeneous variance. The population variance (s2) of each group is homogeneous or not significantly different. It Examining homogeneity of variance, it is necessary to perform a statistical test (test of variance) on the distribution of scores of the groups concerned. The entire calculation process is carried out using the SPSS version 16.0 program.

Table 14. Result Homogenitas Pretest Test of Homogeneity
of Variances Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
.171	1	52	.681

ANOVA

Hasil Belajar Siswa

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23.338	1	23.338	.196	.660
Within Groups	6191.019	52	119.058		
Total	6214.356	53			

Table 15. Result Homogenitas Posttest Test of Homogeneity
of Variances Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
1.386	1	52	.244

ANOVA

Result

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5500.463	1	5500.463	147.988	.000
Within Groups	1932.755	52	37.168		
Total	7433.218	53			

3.1.2.1.5. Normality test

The normality test aims to test whether the residual value has been standardized in the customarily distributed model or not. The desired model is if the data is typically distributed. The normality test of this study uses the Kolmogorov-Smirnov test, which is a normality test using the cumulative distribution function. The standardized residual value is usually distributed if K count < K table or Sig value > alpha (Suliyanto, 2011). The following are the results of the normality test with Kolmogorov-Smirnov.

Tabel 16. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	.144	54	.057	.923	54	.010
Post Test	.117	54	.062	.944	54	.014

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	.144	54	.057	.923	54	.010
Post Test	.117	54	.062	.944	54	.014

a. Lilliefors Significance Correction

Source: Data processed using SPSS 12

Based on the test results above, it can be seen that the comparison of the value of the D-count D-table. Pretest D-count (0.144) D-table (0.301), then H0 is accepted so that the data is typically distributed. Posttest D-count (0.117) D-table (0.301), then H0 is taken so that the information is generally distributed.

Based on the significant value of the pretest, the value of Sig (0.057) > 0.05, then H0 is accepted so that the data is normally distributed. Posttest, Sig. (0.062) > 0.05. From the normality test results using the Kolmogorov-Smirnov (KS), it can be concluded that the pretest and posttest values have a normal distribution of data.

3.1.2.1.6. Effectiveness Test

The effectiveness test is a test to determine whether or not the writing ability model of class XI students of SMKN 4 Payakumbuh is effective in learning English after using blog media.

Tabel 15. Effectiveness Test Descriptives

	Class			Statistic	Std. Error
NGain_Persen	Eksperimen	Mean		60.0981	4.57774
		95% Confidence Interval for Mean	Lower Bound	50.6884	
			Upper Bound	69.5078	
		5% Trimmed Mean		61.4001	
		Median		67.9144	
		Variance		565.804	
		Std. Deviation		2.37866E1	
		Minimum		.00	
		Maximum		91.67	
		Range		91.67	
		Interquartile Range		40.77	
		Skewness		-.789	.448
		Kurtosis		-.163	.872
	Control	Mean		60.7526	4.53483
		95% Confidence Interval for Mean	Lower Bound	2.5689	
			Upper Bound	16.0740	
		5% Trimmed Mean		7.0888	
		Median		10.7143	
		Variance		555.247	
		Std. Deviation		2.35637E1	
		Minimum		50.00	
		Maximum		61.67	
		Range		111.67	
		Interquartile Range		20.62	
		Skewness		.410	.448
		Kurtosis		.983	.872

Source: Data processed using SPSS 12

Based on the results of the calculation of the N-gain score test, it shows that the average value of the N-gain score for the experimental class is 60.0981, which is included in the quite effective category, with a minimum N-gain score of 0.00 and a maximum of 91.67. So it can be concluded that the experimental class on the writing ability of class XI SMKN 4 students in learning English after using blog media has been practical.

Based on the results of the calculation of the N-gain score test, it shows that the average value of the N-gain score for the control class is 60.7526, which is included in the quite effective category, with a minimum N-gain score of 50.00 and a maximum of 61.67. So it can be concluded that the control class on the writing ability of class XI SMKN 4 students in learning English after using blog media has been practical.

3.1.2.1.7. Test T (Test Perusal)

The calculation t-test in this study using SPSS 12 is used to test the average value before and after being given treatment and whether there is a significant effect. The following are the results of the t-test output using SPSS 12.

Tabel 16. T-Test (Uji Partial) aired Samples Test

| | | Paired Differences | | | | | | | |
| | | | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
		Mean			Lower	Upper			
Pair 1	Pre Test - Post Test	1.36481E1	15.61601	2.12507	-17.91050	-9.38580	6.422	53	.000

Source : Data processed using SPSS 12

The hypothesis of correlation analysis is as follows:

- H0: There is no effect on students' writing ability in learning English after using blog media

- H1: There is an effect on students' writing ability in learning English after using blog media

1. To determine the value of ttable can be seen in the table ttable and use the following formula:

ttabel ($\propto$/2; n-2) = (0.05/2 ; 27-2)

= (0.025 ; 25)

= 2.060

Based on the t-count value from the SPSS results in table 4.11 of 6,422 and t-table a weight of 2,060 so that t-count > t-table then H0 is rejected and H1 is accepted, which means that there is an influence on students' writing skills in learning English after using blog media.

2. The results of significant values can be seen in table 4.11; the significant value is less than 0.05, namely Sig. (0.000) < 0.05 so that H0 is rejected, then H1 is accepted, which means that there is an influence on students' writing skills in learning English after using blog media.

3.2. Discussion

3.2.1. The Influence of Students' Writing Ability in Learning English After Using Blog Media

The following are the results of several percentage calculations, normality tests, t-tests, and average values to determine the effect of students' writing skills in learning English after using blog media. The normality test results are based on calculations using SPSS 12 value comparisons D-count D-table. Pretest D-count (0.144) D-table (0.301), then H0 is accepted so that the data is normally distributed. Posttest D-count (0.117) D-table (0.301), then H0 is accepted so that the data is normally distributed. Based on the significant value of the pretest, the value of Sig (0.057) > 0.05, then H0 is accepted so that the data is normally distributed. Posttest, Sig. (0.062) > 0.05. From the normality test

results using the Kolmogorov-Smirnov (KS), it can be concluded that the pretest and posttest values have a normal distribution of data.

Based on the t-count value of the SPSS results of 6.422 and t-table, a value of 2,060 so that t-count > t-table then H0 is rejected, and then H1 is accepted, and the result is a significant value less than 0.05, namely Sig. (0.000) < 0.05 so that H0 is rejected, then H1 is accepted, which means there is an effect on students' writing ability in learning English after using blog media.

At the first meeting, researchers conducted an initial test (pretest) before conducting learning using blog media. The purpose of the initial test was to measure students' initial ability before being given treatment. In student learning outcomes, the lowest pretest score was 51, and the highest score was 75 students after completing the initial test, then writing skills in learning English after using blog media. In the treatment or treatment in learning using blog media with student learning outcomes in the final test (posttest), the lowest is 75, and the highest is 96.25.

Based on the description of the research results described above, the research that has been carried out under the title The Effectiveness of Blog Media in Improving Students' Writing Skills on Exposition Texts at SMKN 4 Payakumbuh can be said to be able to improve student learning outcomes after doing treatment using blog media. In this research, researchers encounter obstacles in the field; the block is the absence of comparisons in other classes that do not apply the blog media model. The researcher only used one class as a sample at the first meeting of the blog media model application. The researcher used the Pretest-Posttest Group Design method, which only used one class as the research sample.

3.2.2. The Effectiveness of Blog Media to Improve Students' Writing Skills in Learning English

The effectiveness of students in learning English using blog media can be seen from the results of the analysis of student data observations using student activity sheets and using effectiveness tests. Practical calculation of learning using the effectiveness test is a test to determine whether or not the environment-based learning model is effective on student learning outcomes.

Based on the results of the calculation of the N-gain score test, it shows that the average value of the N-gain score for the experimental class is 60.0981, which is included in the quite effective category, with a minimum N-gain score of 0.00 and a maximum of 91.67. So it can be concluded that the experimental class on the writing ability of class XI SMKN 4 students in learning English after using blog media has been practical.

According to Komalasari (2013), the English learning model blog media as a context for students to learn critical thinking and problem-solving skills. It is proven in this study that the English learning model using blog media helps students better understand English learning in exposition texts. Based on the research results described above, the research has been carried out with the title Effectiveness of Blog Media in Improving Students' Writing Skills on Exposition Texts at SMKN 4 Payakumbuh. If the English learning model in the exposition text is promising, student learning outcomes are also good. In this study, researchers encountered obstacles in the field. The barrier was that the time used by the teacher in applying the learning model was relatively minimal, so English using blog media could help the obstacles experienced by the teacher in student learning outcomes and improve student activity better.

4. Conclusion

Based on research results, it can be concluded that. There is a significant difference between the English learning outcomes of students who use blog media and those who do not use blog media in class XI of SMKN 4 Payakumbuh in the 2021/2022 school year.

The following are the results of several percentage calculations, normality tests, t-tests, and average values to determine the effect of students' writing skills in learning English after using blog

media. The normality test results are based on calculations using SPSS 12 value comparisons D-count D-table. Pretest D-count (0.144) D-table (0.301), then H0 is accepted so that the data is normally distributed. Posttest D-count (0.117) D-table (0.301), then H0 is accepted so that the data is normally distributed. Based on the significant value of the pretest, the value of Sig (0.057) > 0.05, then H0 is accepted so that the data is normally distributed. Posttest, Sig. (0.062) > 0.05. From the normality test results using the Kolmogorov-Smirnov (KS), it can be concluded that the pretest and posttest values have a normal distribution of data.

Based on the t-count value of the SPSS results of 6.422 and t-table, a value of 2,060 so that t-count > t-table then H0 is rejected, and then H1 is accepted, and the result is a significant value less than 0.05, namely Sig. (0.000) < 0.05 so that H0 is rejected, then H1 is accepted, which means there is an effect on students' writing ability in learning English after using blog media.

Based on the results of the calculation of the N-gain score test, it shows that the average value of the N-gain score for the experimental class is 60.0981, which is included in the quite effective category, with a minimum N-gain score of 0.00 and a maximum of 91.67. So it can be concluded that the experimental class on the writing ability of class XI SMKN 4 students in learning English after using blog media has been practical.

References

Gay, L. R. (2021). *Educational Research : Competences for Analysis and Application*. Person Education Inc.

Niño, F. L., & Páez, M. E. V. (2018). Building Writing Skills in English in Fifth Graders: Analysis of Strategies Based on Literature and Creativity. *English Language Teaching*, *11*(9), 102–117. https://doi.org/10.5539/elt.v11n9p102

Prykhodko, A. M., Rezvan, O. O., Volkova, N. P., & Tolmachev, S. T. (2019). Use of Web 2.0 technology tool — educational blog — in the system of foreign language teaching. *Educational Dimension*, *52*, 105–117. https://doi.org/10.31812/pedag.v52i0.3779

Singh, Y. K. (2006). *Fundamental of Research Methodology and Statistics*. New Age International.

Sugiyono. (2009). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan RND*. Alfabeta.

Syafitri, W. (2016). The Implementation of Genre-Based Approach in Teaching Writing at SMA 4 Solok. *Journal Polingua: Scientific Journal of Linguistic Literatura and Education*, *5*(2), 60–66. https://doi.org/10.30630/polingua.v5i2.39

Yi, Jyi-Yeon (2009). *Defining Writing Ability For Clasroom Writing Assessment In High Schools*. Journal Of Pan-Passific Association Of Applied Linguistic, 13(1), 53-69.