

## Effectiveness of Blog Media to Increase Students' Short Story Writing Skill

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### ABSTRACT

*Writing short story is a basic competency that is still taught in tenth grade NMC Vocational High School Malang. This research is based on the low ability of tenth grade NMC Vocational High School Malang in writing short story. This is because they are not used to expressing their feelings, thoughts, imagination, and are not able to connect between the imaginary world and the real world in short story. Besides that, the selection of strategies and media that is not appropriate in short story writing skills. Based on the obstacles experienced by students, researcher provided solutions to these problems with blog media to improve and develop short story writing skills for tenth grade NMC Vocational High School Malang. Blog media can improve the students' short story writing skill because it gave ideas for the students to find and start short story writing activities. The results of the research that has been done show that there is an increase in writing short story. It can be proved by the improvement of student's ability in the process and result of the students writing short story.*

### ARTICLE HISTORY

Published March 30<sup>st</sup> 2023



### KEYWORDS

Blogs; Short Story; Writing

### ARTICLE LICENCE

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### 1. Introduction

Writing is one of the four skills of language that exist in Indonesia. Writing has an important role in one's life to support the ability to communicate with others. It is for this reason that these skills must be mastered by everyone in order to live life comfortably. According to Sharna (2019), a piece of writing can be said to be Excellent Writing if writing skills words, sentences, or paragraphs have meaning that can be easily understood by readers. So, it becomes a way to write & express the writer's opinion on the topic that the writer wants to convey to the reader.

The ability to write is also important for students because it is one of the academic skills. As we know assignments are generally in written form such as reports and papers. In learning to write English, Lee (2013) said that These difficulties are mainly experienced by students for whom English is a second language (ESL) for them and also a foreign language (EFL) that must be learned. As EFL students, students in Indonesia certainly do not escape these difficulties.

Writing is an activity that is carried out anytime and anywhere by someone to produce a piece of writing. According to Salmaa (2021), Writing is a process of creating a note, information or story using script. Writing can be done anywhere and anytime and any media using tools such as pens or pencils. People doing scribbling on the wall can also be said to be writing, with or without a specific purpose and device. Writing means pouring the writer's heart into written form, so that the writer's heart's intentions can be known by many people. Good writing is writing that others can understand. As explained in the Big Indonesian Dictionary (KBBI), writing means giving birth to thoughts or feelings with writing ([kbbi.web.id](http://kbbi.web.id), 2022). One type of writing as a product of thought is literary works, especially short story.

Hansen (2022) said that a short story is a story that uses few characters, fictionalized and shorter than novel. Short story can be read in one sitting, approximately between half and two hours, so the story tends to be short. Students are expected to master how to write short stories because short story writing is one aspect of learning that emphasizes student competence in expressing short stories in the form of creative written literary works that can arouse the spirit, mind, and soul of the reader. Learning to write short story can help students to express their ideas, feelings, and experiences. A teacher can help students pour out their inner contents, ideas, and experiences through beautiful language, by training students to write short story.

Based on observations made at the time of observation at tenth grade NMC Vocational High School Malang, information was obtained that students' ability to write short story was still low. Students have difficulty expressing their thoughts and feelings in the form of short story. Not a few students who experience obstacles in developing their short story writing skills. These obstacles are that students' imagination is still lacking, the diction used in writing short story is less varied, and they are less able to develop ideas.

Short story writing skills taught in schools so far use conventional methods. In the learning process, the teacher is more active in the classroom, causing students to experience boredom in learning to write short story, resulting in less than optimal work. The student's short story is monotonous, lacking variety in vocabulary selection and idea development. This can be seen from the students' lack of attention in matching the content of the short story with the theme and diction.

Even so, we cannot fully conclude that there is a student's inability to write short story as a result of the student's own mistakes. Whether or not ideal learning objectives are achieved in teaching English, especially learning to write short story, also depends on the teacher. Teachers who lack creativity in delivering material can be one of the inhibiting factors in teaching and learning in the classroom. Therefore, the role of the teacher must be to optimize learning. One way to make learning fun is to optimize existing media. Through the media, students are invited to think concretely so that they are able to understand learning material optimally.

According to Sujana et al. (2010) here are some benefits of learning media:

- a. Student motivation in learning can grow if classroom learning can attract student attention.
- b. Teaching materials that are clear in meaning so that students understand and master the teaching objectives properly.
- c. Use a variety of teaching methods, not teacher center so that students are not bored and more active besides that it can save teacher energy.
- d. Students are more active in learning activities, not only paying attention to explanations from the teacher, but they also have to do other activities such as observing and demonstrating.

Among several learning media, a blog or weblog is an online journal or website usually run by an individual, group, or company that offers regularly updated content on a topic (Barney, 2022). Ariyani, 2021 also said blogs are an alternative media for improving the quality of education. Through blogs, teachers and lecturers can share information and learning materials in a more interesting way.

Responding to difficulties like this, HSW (2020) stated that a teacher must have creativity so that they can find various learning models or media that are suitable for application in the classroom. The use of learning media can arouse the desire and interest in learning and increase motivation and stimulation of learning activities (Hamalik, 2015). The Oxford Online English Dictionary describes a blog is a website that can be updated personally, quoting from other sources, etc., usually run by one person, and posted with hyperlinks to other websites such as online journals or online diaries.

Using blog media in learning to write short story is expected to motivate and help students create ideas, ideas, and develop these ideas into a literary work. Thus, in conclusion, blog media can be used in learning to write short story. Zhang (2009) explains the combination of several factors that have created the uniqueness of blogs as follows:

- 1) Everyone can use a blog easily because blogs don't require any special knowledge to operate and blog accounts are free.
- 2) Blogs provide security so that blog owners can fully control the information posted.
- 3) Blogs are written by a single author and visitors can add comments to posts made by the blog owner.
- 4) Blogs can be used by anyone regardless of the difference in user status, usually users often use pseudonyms.
- 5) Blog entries generally reflect the author's perspective like the contents of a letter: orientation for the reader, informal, and using the first person. The comments are used as material for discussion.
- 6) Blog entries usually use words, photos, video, audio, and hyperlinks. So it makes it easier for users to submit photos to user blogs. By using hyperlinks, readers can go directly to the intended source of information.

- 7) Blogs can be archived automatically using keywords created by blog users. Posts will be automatically arranged according to the order in which the blog was created so that readers can identify the latest posts.
- 8) Readers can subscribe to multiple blogs, so that all content can be collected into one. RSS aggregators sort blog entries and send them to readers saving time.

According to Adani (2021), blogs are the media most often used as a source of information, with its development there are several types of blogs that are easy to manage. Here are the types of blogs, such as:

- a. Personal Blog can be used by all users to simply share experiences or add quotes from trusted sources. In this case, the user is free to express himself.
- b. Business blogs create article content about digital marketing or are called content marketing.
- c. Professional Blog, with user expertise creating a blog can improve branding but this has certain limitations. For example, creating content related to each individual's expertise. According to the explanation, it can be understood that blog media has benefits and really helps someone in completing work related to writing.

The previous study is done by Mastini et al (2016). This research purposes to improve the students' quality learning processes and short story writing skills. The research subjects were in seventh grade and a teacher at state junior high school 1 Juwana. The researcher used the classroom action research with the data studied by observation, interview, written test and documentation. So that the results obtained are to improve the quality of the learning process and short story writing skills by using audiovisual media in seventh grade and a teacher at state junior high school 1 Juwana.

Another previous study is done by Fidian (2020). This research was conducted to determine the effectiveness of Digital Media on students' writing abilities. Many positive impacts revealed by the literature review that digital media is good to use to improve students' writing skills. Some student problems can be minimized by practicing new techniques through digital media in learning. So that students can develop their writing skills starting with simple writing about their daily lives using digital media.

On the other hand, Wikanengsih and Ningrum (2021) conducted research on Adobe Flash which is used to improve short story writing skills. The objective of this research is to describe quasi-experimental research using pretest-posttest in control groups and predetermined experiments in improving students' skills in writing short stories. With the results of research showing that the ability to write short stories and learning motivation can be increased by the discovery learning method through Adobe Flash. Based on the reason told above, then, the researcher determines and focuses on the effectiveness of using blog media to increase students' short story writing skills.

## 2. Method

The researcher used blog media as independent variable (X) and learning to write short story as dependent variable (Y). This study is done in tenth grade NMC Vocational High School and the population is all students of tenth grade NMC Vocational High School Malang totaling 108 students divided into three classes (A=39, B=39, C=30). Students are taught by the same teacher, the same method, and the same material while in class X. The researcher using a sample of 30 students.

The research method used is an experimental method by applying pretest-posttest model, before being given the media blog as a treatment, the sample is first given a pretest and at the end of learning, the sample is given a posttest. Creawll (2012) states that the notion of experimental research methods is used when the researcher wants to know the effect between variable X and variable Y. This mean that writer must be able to control all variables that will affect outcomes unless the independent variable (treatment) has been determined. The following is a table of the pretest-posttest model study:

**Table 1.** Pretest-Posttest Model

Group	Pretest	Treatment	Posttest
A	Y1	X	Y2

Information:

Y1 = Pretest

Y2 = Posttest

X = Treatment

To collect data, researchers used two types of tests, namely pretest and posttest. Pretest is to measure the sample's initial writing ability before using blog media. While the Post test, is used to determine the writing ability of the sample after using the media blog. The form of the writing test used is the short story writing test. In this study, researchers took five meetings; starting with pretest, the second to fourth is the action and the fifth is posttest. Each meeting is carried out within 2 x 45 minutes. The time used is adjusted to the hours of English lessons at school.

Descriptive statistics and t-test were used to analyze the collected data. The steps for analyzing this research data are as follows:

- a. Create a Raw Score List
- b. Calculating Average Grades

$X_i = 60\%$  maximum score

Description:  $X_i =$  ideal mean

- c. Measure the spread with the formula:

$S_i = \frac{1}{4} \times X_i$

Information:

$S_i =$  ideal standard deviation

$X_i =$  ideal mean

- d. Standardization of measurement results (scores) is carried out by transformation from raw scores into values on a scale of 1-10,
- e. Create frequency distributions and value percentages,
- f. Determine the comparison of pretest and posttest results of learning to write short story using blog media with the formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Explanation:

Md = the difference in mean between pretest and posttest

xd = deviation of each subject (d-Md)

$\sum x^2 d =$  sum of squared deviations

N = subjects in the sample

db = specified with N-1

### 3. Result and Discussion

Based on this research data, it can be described in detail about the benefits of blog media in short story writing lessons in tenth grade NMC Vocational High School Malang. To find out the effectiveness of using the media, first need to be analyzed about (1) the ability to write short story in tenth grade NMC Vocational High School Malang before using blog media (pretest); And (2) the ability to write short story in tenth grade NMC Vocational High School Malang by using the media blog (posttest). Research result was Quantitative research which expressed by numbers.

The results of the short story writing ability pretest in tenth grade NMC Vocational High School Malang before using the use of blog media with 30 people, shows that no student achieves a score of 100 because the highest student score is 77.5.

**Table 2.** Pretest Percentage

No	Raw Score	Frequency	Percentage (%)
1	77,5	2	6,66
2	75,5	1	3,33
3	73,5	1	3,33
4	72,5	1	3,33
5	72	1	3,33
6	58	1	3,33
7	57	1	3,33
8	56,5	1	3,33
9	56	1	3,33
10	53,5	2	6,66
11	53	2	6,66
12	52,5	3	10
13	51,5	1	3,33
14	51	1	3,33
15	50,5	1	3,33
16	50	1	3,33
17	49	1	3,33
18	47	1	3,33
19	45,5	3	10
20	45	2	6,66
21	44,5	1	3,33
22	39	1	3,33

The standard deviation of the data is 15. Furthermore, the mean and standard deviation that have been obtained are transferred into the conversion of numbers on a scale of 1-10. Based on the score obtained after the percentage, can be proven from the total score and average score of short story writing skills in tenth grade NMC Vocational High School Malang class students before using blog media. The average student score is 4.46 score or  $134/30 = 4.46$ .

**Table 3.** Frequency and Pretest Percentage

No	Score Scale	Frequency	Percentage (%)	Total Score (Score x F)
1	7	6	20	42
2	5	4	13,33	20
3	4	12	40	48
4	3	8	26,67	24
Total		30	100	134

In other words, short story writing skills in tenth grade NMC Vocational High School Malang class students before using the use of blog media is categorized as inadequate because only 6 students (20%) get a score of 75 and above or do not reach the set criteria, namely 85%.

Posttest results of the short story writing skill in tenth grade NMC Vocational High School Malang using blog media with 30 people, shows that no student achieves a score of 100 because the highest student score is 91.

**Table 4.** Posttest Percentage

No	Raw Score	Frequency	Percentage (%)
1	91	2	6,66
2	86,5	1	3,33
3	84	1	3,33
4	80	1	3,33
5	79,5	1	3,33
6	79	2	6,66
7	78,5	2	6,66
8	78	2	6,66

9	77,5	1	3,33
10	77	3	10
11	76,5	2	6,66
12	76	1	3,33
13	75,5	1	3,33
14	75	1	3,33
15	65,5	2	3,33
16	65	4	3,33
17	60	2	3,33
18	58,5	1	6,66
Total		30	100

After the measurement results (scores) are carried out by transforming the raw score into a score on a scale of 1-10, it was also possible to know the score, frequency, and percentage level of ability to write short story in tenth grade NMC Vocational High School Malang using the media blog, an illustration was obtained that the score obtained by the sample increased compared to the pre-test score. Based on the score obtained after the percentage proves that there is an increase in the total score and the average score of the short story writing skills in tenth grade NMC Vocational High School Malang by using blog media. The average value of the students, which is 6.8 score or  $204/30 = 6.8$ .

**Table 5.** Frequency and Posttest Percentage

No	Score Scale	Frequency	Percentage (%)	Total Score (Score x F)
1	9	2	6,67	18
2	8	4	13,33	32
3	7	14	46,67	98
4	6	6	20	36
5	5	4	13,33	20
Total		30	100	204

From the results that have been analyzed and confirmed with predetermined success criteria, students are declared to meet the success criteria if the number of students who score 75 and above reaches 85%. This is evidenced by the frequency and percentage of ability to write short story in tenth grade NMC Vocational High School Malang using blog media, namely as many as 20 students (66.67%) who were able to get a score of 75 and above. On the other hand, 10 students (33.33%) got scores below 75. This means that students have not been able to write short story using blog media. However, it should be understood that there is an increase in students writing short story used blog media than students who do not use it. Teachers are encouraged to acquaint students with media that suit their needs. Not only in the curriculum, the publication of various school magazines and websites owned by schools in cities makes journalistic activities have a big role and material or content that adapts to journalistic developments (Sulasmianti, 2018).

Researchers have used t-test statistics to test the hypothesis, namely whether the use of blog media is effectively applied in short story writing skills of tenth grade NMC Vocational High School Malang. The results of this study prove that the short story writing skill scores of tenth grade NMC Vocational High School Malang using blog media have increased from the scores of students who do not use blog media. After calculating, the t-count = 10.01 and t table = 1.70 (95% significant). While the test criteria are  $H_1$  accepted if t count > t table and  $H_0$  is rejected if t count < t table. So that the final conclusion of this study is that  $H_1$  is accepted and  $H_0$  is rejected. Thus, use blog media is effectively applied in short story writing skills of tenth grade NMC Vocational High School Malang.

Before students use blog media they get unsatisfactory score, evidenced by the results of pretest percentage, namely only 6 students who scored 75 and above. In contrast to the phenomena, that occurs in learning the ability to write short story using blog media. It seemed as if all the students had no problems and were enthusiastic about writing, even though the results were not satisfactory. However, there were significant changes, especially the increase in student writing results (short story). Those students must still be trained to write short story over and over again. In line with Saputro (2017), writing short story texts can be used as an activity to train creative thinking because through writing short story students can express their imagination.

On average, students convey and tell about things they have experienced. The experience is written as much as possible with full freedom (not bound by time and place). Students can express as they please in expressing ideas into a

piece of writing. Based the ideas that have been packaged, then guided to develop them into short story through the medium of a blog. the use of blog media in writing short stories has increased, this can be proven by the scores obtained by students, namely 20 students scored 75 and above. Thus, it can be concluded that student's short story writing skills have increased.

#### 4. Conclusion

The results of the exposure and discussion in this study concluded that the ability in tenth grade NMC Vocational High School Malang to write short story using blog media have increased. The results showed that the ability to write short story for tenth grade NMC Vocational High School Malang using blog media on the aspects of theme, character, plot, setting, point of view, aspects of the mandate, aspects of organization, vocabulary, and spelling has shown significant results.

The score obtained by students increased after using blog media compared to the use of conventional/lecture methods applied by subject teachers in learning to write short story. Before using blog media, only 6 students scored 75. Meanwhile, the ability to write short story in tenth grade NMC Vocational High School Malang using the media blog was as many as 20 students who were able to score 75 to the top. On the other hand, 10 students got scores below 75. Thus, the use of blog media is effectively applied short story writing skills in tenth grade NMC Vocational High School Malang.

Therefore, the conclusion is teachers need learning media so that students can receive information or messages properly. Teachers must be able to use learning media in accordance with the times. As a facilitator, teachers can create good learning conditions that are creative, active, innovative, and educative. The examples of teaching materials as facilities are audio-visual, films, television, computers, and the internet. The development of learning media takes place quickly and forms a new culture. The dominating feature is the emergence of creativity and innovation. Sari (2017) stated that students are directly involved in activities including seeing, hearing, feeling, and exploring.

In this study, researchers used blog media to improve students' short story writing skills. Besides making students enthusiastic, media blogs are also easy to access. According to Andi (2019) blogs are one of the products produced by the internet that can be used as a source of learning because blogs can be made by anyone very easily and most importantly blogs can be made for free. Thus, the use of blog media is effectively implemented in student's short story writing skills of tenth grade NMC Vocational High School Malang.

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