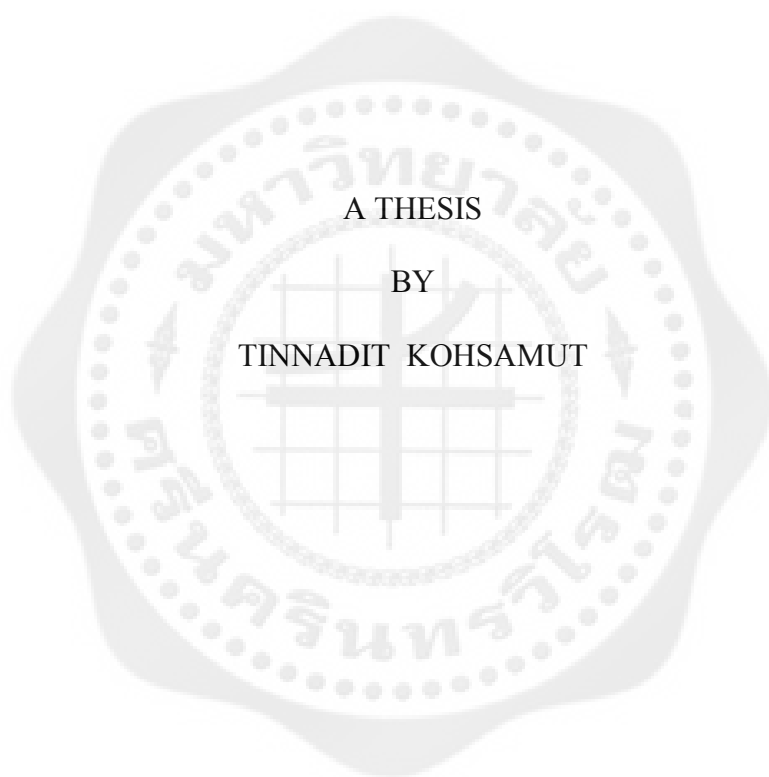


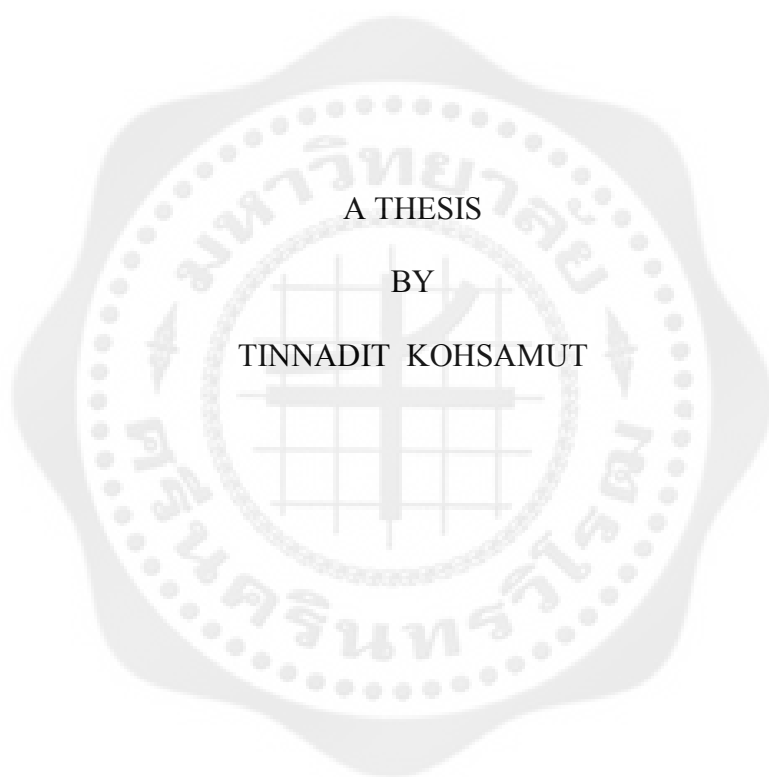
THE EFFECTIVENESS OF USING BLOG ON THE ENGLISH WRITING ABILITY  
OF HIGH SCHOOL STUDENTS



Presented in Partial Fulfilment of the Requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

August 2017

THE EFFECTIVENESS OF USING BLOG ON THE ENGLISH WRITING ABILITY  
OF HIGH SCHOOL STUDENTS



Presented in Partial Fulfilment of the Requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

August 2017

Copyright 2017 by Srinakharinwirot

THE EFFECTIVENESS OF USING BLOG ON THE ENGLISH WRITING ABILITY  
OF HIGH SCHOOL STUDENTS



AN ABSTRACT

BY

TINNADIT KOHSAMUT

Presented in Partial Fulfilment of the Requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

August 2017

ประสิทธิผลการใช้บล็อกเพื่อพัฒนาความสามารถด้านการเขียนของนักเรียน  
ชั้นมัธยมศึกษาตอนปลาย



บทคัดย่อ  
ของ  
ดิศณดิษฐ์ เกาะสมุทร

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ  
สิงหาคม 2560

Tinnadit Kohsamut. (2017). *The Effectiveness of Using Blogs on the English Writing Ability of High School Students*. Master's Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University.  
Advisor Committee: Assistant Professor Dr. Usaporn Sucaromana.

This research aims to examine the effectiveness of high school students using a blog to enhance the English writing Ability of the students. It also investigates the perception of the students when they learn paragraph writing through the blog. The participants of this study consist of fifty high school students, who were an average of seventeen years old, in the Grade 10 Language program and taking a Basic Writing English Course. All of students must complete the pre-test before attending class. After that, they receive instruction on the learning paragraph through the blog. Then a post-test compares the results between, before and after learning. Moreover, group interviews are conducted in order to obtain in-depth information about perceptions of the students. The quantitative data are derived from the pre-test and post-test scores. Mean and standard deviation (SD) were used to describe the level of the performance among students using the blog. The t-test is distributed to determine whether there were significant differences in the pre-test and the post-test. The qualitative data is from an analysis of the group interviews which provided information about the perceptions of students. The results reveal that using blog on high school students could enhance the English writing ability. In other words, students have higher scores on English writing-ability tests after being taught using the blog. In addition, an analysis of the qualitative data shows that the students who use the blogs are more engaged in writing in English.

ดิฉันทิษย์ เกาะสมุท. (2559). *ประสิทธิผลการใช้บล็อกเพื่อพัฒนาความสามารถด้านการเขียนของนักเรียนชั้นมัธยมศึกษาตอนปลาย*. ปรินฎญานิพนธ์ ศศ.ม. ( การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯบัณฑิตวิทยาลัย : มหาวิทยาลัยศรีนครินทรวิโรฒ.  
คณะกรรมการควบคุม: ผู้ช่วยศาสตราจารย์ ดร.อุสมารณ์ สุขารมณ

การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาประสิทธิผลของการใช้บล็อกเพื่อพัฒนาความสามารถด้านการเขียนของนักเรียนชั้นมัธยมศึกษาตอนปลาย และศึกษาการรับรู้ของนักเรียนในการเรียนการเขียนภาษาอังกฤษโดยการใช้บล็อก นักเรียนกลุ่มตัวอย่างของการวิจัยครั้งนี้คือนักเรียนชั้นมัธยมศึกษาปีที่ 4 แผนการเรียนศิลป์ภาษาที่กำลังศึกษาวิชาภาษาอังกฤษเพื่อการเขียนเบื้องต้น จำนวน 50 คน โดยนักเรียนทุกคนจะต้องรับการทดสอบข้อสอบก่อนเรียนและได้เรียนรู้การพัฒนาทักษะการเขียนโดยการใช้บล็อก หลังจากนั้นนักเรียนจะต้องเข้ารับการทดสอบหลังเรียน ผู้วิจัยจะนำผลการทดสอบก่อนและหลังเรียนมาเปรียบเทียบเพื่อศึกษาประสิทธิภาพของการใช้บล็อก นอกจากนี้นักเรียนจะต้องเข้ารับการสอบสัมภาษณ์แบบกลุ่มเพื่อเก็บข้อมูลเชิงลึกเกี่ยวกับการรับรู้ของนักเรียนในการจัดการเรียนการสอน โดยการใช้บล็อก เครื่องมือที่ใช้ในการวิจัยครั้งนี้ได้แก่ แผนการสอนโดยการใช้บล็อก แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียนและแบบสัมภาษณ์กลุ่ม สถิติที่ใช้ในการวิเคราะห์ข้อมูลจากแบบทดสอบก่อนเรียนและหลังเรียน คือ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานโดยใช้โปรแกรม SPSS ในการคำนวณและใช้สถิติ t-test แบบ dependent ผลการวิจัยพบว่า การจัดการเรียนการสอนโดยการใช้บล็อกช่วยพัฒนาความสามารถด้านการเขียนภาษาอังกฤษหลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และจากการวิเคราะห์เชิงเนื้อหา (Content Analysis) พบว่า การใช้บล็อกยังช่วยกระตุ้นการรับรู้ของนักเรียนในการพัฒนางานเขียนได้เป็นอย่างดี

The thesis titled  
“The Effectiveness of Using Blogs on the English Writing  
Ability of High School Students.”

by  
Tinnadit Kohsamut

has been approved by the Graduate School as partial fulfillment of the requirements for  
the Master of Arts degree in Teaching English as a Foreign Language of  
Srinakharinwirot University.

..... Dean of Graduate School  
(Asst. Prof. Dr. Chatchai Ekpanyaskul, M.D.)  
.....

Thesis Committee

Oral Defense Committee

.....Advisor

.....Chair

(Asst. Prof. Dr. Usaporn Sucaromana)

(Asst. Prof. Dr. Anchalee Jansem)

.....Committee

(Asst. Prof. Dr. Usaporn Sucaromana)

.....Committee

(Dr. Kornsiri Boonyaparakob)

## **Acknowledgements**

I would like to express my heartfelt gratitude to my thesis advisor, Assistant Professor Dr. Usaporn Sucaromana, for her support, encouragement, invaluable advice and extraordinary patience with my thesis. Her willingness to give time so generously has been very much appreciated. Without her guidance and constant feedback this study would not have been achieved.

My grateful thanks are also extended to my thesis committee Associate Professor Dr. Kornsiri Boonyaparakob and Assistant Professor Dr. Anchalee Jansem who gave precious advice and kindly suggested the better way for improving my thesis.

I would like to express my sincere thanks to the Graduate School of Srinakharinwirot University about giving me the invaluable scholarship for exchanging the knowledge in the international conference at Singapore. Finally, I most gratefully acknowledge my parents and my friends for all their support throughout the period of this research.

Tinnadit Kohsamut

## TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION	
Background of the Study.....	1
Statement of the Problem.....	5
Purpose of the Study.....	6
Research Questions.....	6
Significance of the Study.....	6
Scope of the Study.....	7
Definition of terms.....	7
2 LITERATURE REVIEW	
Writing and Paragraph Writing.....	9
Technology and Language Skills.....	11
Blog in Education.....	13
Related Studies .....	18
3 METHODOLOGY	
Research Design.....	21
Participants.....	22
Research Instruments.....	22
Data Collection.....	25
Data Analysis.....	26

## TABLE OF CONTENTS (continued)

Chapter	Page
4 RESULTS	
Quantitative Results.....	27
Qualitative Results.....	28
Summary.....	33
5 CONCLUSION AND DISCUSSION	
Conclusion.....	34
Discussion.....	36
The Limitations of the Study .....	40
Recommendations for Further Studies.....	40
6 REFERENCES.....	42
7 APPENDICES.....	46
APPENDIX A.....	47
APPENDIX B.....	50
APPENDIX C.....	53
APPENDIX D.....	54
APPENDIX E.....	56
APPENDIX F.....	58
APPENDIX G.....	62

## LISTS OF TABLES

Table	Page
1 Mean and Standard Deviation between pre-test and post-test .....	27
2 T-test and P-Value.....	27



## LISTS OF FIGURE

Figure	Page
1. The pretest and posttest Scores.....	28



## **CHAPTER I**

### **INTRODUCTION**

#### **BACKGROUND OF THE STUDY**

Writing is a medium of communication that represents language through the inscription of signs and symbols (Nystrand,1989). Writing can be a tool that can help people to convey texts systematically. According to Wennerstorm (2006), writing is seen as a developmental process of inquiring, discovering, and problem solving rather than a single action resulting in a finished product. It is a result of employing strategies to manage the composing process, gradually developing a text. Furthermore, the writing process approach encourages students to engage in brainstorming activities, outlining, drafting (focusing on meaning), rewriting (focus on organization and meaning), and editing (focus on style and grammar) (Liu & Hanson, 2005). In short, the writing process approach works as an action tool to help students to produce higher quality writing with fewer mistakes and deeper meaning.

Writing has been fraught with problems and misconceptions in several aspects for many students, where English is mainly taught as a compulsory subject. There are many pitfalls that lead the students to get lost before they reach the goal. Firstly, Lush (2002) claims that Thai students have problems with writing in English. In particular, she found that Thai students have five major problems: (a) the misuse of definite and indefinite article, (b) singular and plural noun, (c) tense usage, (d) subject-verb agreement and (e) proposition. As a teacher, all problems should be considered. Moreover, Pelus (2002) shows a good example for illustrating such students' misconceptions about writing. Her students believe that writing depends on the number

of words they write. She noted a common expression heard among students upon being given writing assignments; the belief that if the students write more, they will get good marks. Generally, the teacher often sees irrelevant ideas and deviations from the topic in their texts. Thus, grammatical structure and misconceptions are hindering students' writing-learning.

Based on the research teaching experience in two recent years, the researcher found the language classroom obtained the lower score than the school's standard. Additionally, students cannot provide the proper writing score from test. Most of the students are weak in terms of grammar and writing organization when the researcher focuses on their tasks. They combine words together in order to complete as many sentences as they can without focusing on grammatical rules and paragraph writing organization. Warschauer (2010) claims that writing can be a painful learning experience for some students who may have inadequate ideas, knowledge and skills to process. However, Pelus (2002) mentions that if the students have more chances for practice, it should reduce this problem.

In this case, there are three reasons why the researcher wants to improve students writing skill by initially starting with paragraph writing. Firstly, it is appropriate for the students' level. Grade 10 students in public school have to learn basic writing based on the governmental core curriculum. Secondly, paragraph writing is the basic of essay writing. If the students cannot understand and provide the proper paragraph, it seems very hard to further essay learning. It is also good for the students who do not have much experience in the writing field. Thirdly, it is necessary to master paragraph writing before mastering writing an essay. They should have the basic knowledge as the paragraph writing; writing organization and the elements of paragraph

writing. Those factors should be considered with a research experiment orchestrated in order to look for the way to solve the problem.

The students do not know how language is used in exclusive paragraph writing, nonetheless the teachers have to know how to encourage them to want to learn. This problem may result from English teachers who still use the traditional teacher-centered method in the classroom; they also fail to use appropriate materials and suitable teaching techniques in their writing classes, so it leads to be boring and ineffective classes (Sritunyarat, 2003). The researcher has to find interesting ways to teach, and the tools to enhance the students' desire to learn paragraph writing as well.

The pattern of English paragraph writing is not limited only to simply writing down on a piece of paper. The teachers try to encourage their students to hand in their assignments via technology means. In this case, the researcher identifies four reasons why learning English through social media is important. Firstly, Mumtaz (2000) claims that the reasons why many teachers choose the technology to act as an educational tool is that advances in technology are modern. A number of students spend much of their time on social media in order to entertain themselves, learning new things, or to spend their time on trendy activity via social media. Therefore, it has become a significant part of many students' lives. Secondly, Looi and Chen (2009) mention in their point of views that there is much consensus that technology is currently an unavoidable and integral part of everyday life, work, and home experiences. As technology develops and computer facilities become widely available, the role of the computer in delivering and mediating feedback has become a focus for research. Thirdly, Warchauer (2002) claim that the technological developments can empower students in the learning process and make writing classes more collaborative. The students can help each other by giving

feedback on the website easily. In this case, feedback, or peer review, or peer editing, can be introduced at the revision stage of the process approach to bring the students to work together to provide responses on one another's writing (Liu & Hansen, 2005). Students can learn from one another when they provide and receive responses from their peers in addition to their instructors. Fourthly, Braine (1997) claims that computer-mediated communication provides students a much better opportunity for control and initiative in language learning. He also claims that social media can lead to better writing products and a more focused quality peer response. In brief, technology is an alternative way that suits new generations for learning language whenever and wherever they want. In language learning, there are many kinds of technology that the teachers can use as a tool in order to develop students' paragraph writing. Blog is one alternative tool in the writing field. It can be used as a gateway experience, for students will likely be using digital technology and media in their future endeavors regardless of their discipline. Pinkman (2005) claims that it has been experimentally used as a tool to develop writing skills; implications indicate that although the blog should not replace face-to-face interaction, it may provide a practical environment where students can think, reflect, and create language slowly for a real-life audience. Secondly, Alexander (2006) also indicates that blogs can make a genuine learning context available for all students who have limited opportunities to be exposed to the target. Thirdly, Wu (2006) identifies that blogging can motivate students to write and change classroom environment, especially writing class, and made it more interesting while providing more cooperation between teacher and students as well as among students. Besides, Noytim (2010) describes blog as "an opportunity and freedom for self-expression in English, writing for both a global and local audience" Furthermore, Mynard (2007)

investigates the role of blogging on reflection on language learning and learner autonomy. He concludes that this can be a tool to encourage students to reflect on their learning. Therefore, blogging has many advantages if it acts as a tool for learning English writing. It can be an alternative way in order to help students reach the goal easily and perfectly.

From mentioned above, those are the factors that lead the researcher to decided to investigate the effectiveness of using the blog as a tool for enhancing high school students' English paragraph writing.

The researcher pointed to the importance of improving writing skills. Although students know how language is used in exclusive paragraph writing, the teachers must also know how to enhance them to learn. The researcher has to find an interesting way to teach and the tools for enhancing the students to learn paragraph writing in an amplifying way.

### **Statement of the Problem**

There were many reasons that researcher focused on using the blog as a tool to develop students writing performance. Firstly, the researcher found the students in the language room received the lower score than the school's standard, especially in the last two recent years. Additionally, the researcher found many studies focusing on using a blog for enhancing students to learn English Language (Pinkman, 2005; Alexander, 2006). The majority of those studies have investigated the vocabulary and grammatical rule learning through the external class exercise. Others have proposed and investigated approaches and interventions in enhancing students' diary writing ability (Wu, 2006; Nytim, 2010). However, the researcher found few studies on using blogs for English

paragraph writing in high school. Additionally, research studies on students' perception about English writing ability toward using blogs are limited. Therefore, the researcher decided to investigate the effectiveness of using the blog as a tool for enhancing high school students' English paragraph writing.

### **Purpose of the Study**

This study aimed (a) to examine the effectiveness of blogs on students' paragraph writing and (b) to investigate students' perception when they have learnt paragraph writing through the blog.

### **Research Question**

To study the effectiveness of using the blog as a tool for enhancing high school students' English paragraph writing, and students' perception when they have learnt paragraph writing through the blog, the present study addresses two questions.

1. Does the use of blogs enhance students' English paragraph writing?
2. What are students' perceptions towards learning paragraph writing through the blog?

### **Significance of the Study**

The findings obtained from this study clarify the effectiveness of using the blog to enhance high school students' English writing ability. Moreover, the study provides information about students' perceptions towards using blogs as a platform. This will be a gateway experience for students who will likely be using digital technology and media in their future endeavors regardless of their discipline. Furthermore, teachers can use

this tool as an alternative way to help them reach the goal. They can use the blog as a platform for providing any lessons, since it is easy to access. Students can use any tools; mobile, laptop, or even tablet to access the lesson wherever and whenever they want. Additionally, the outcomes of this study will provide educators and teachers with new platform in teaching English in order to support students in achieving language-learning success. Finally, this will also be a benefit for the Department of Foreign Language. They will have a new platform to use as a guideline for provide other lessons, and it can be adapted to improve the other skills as well.

### **Scope of the Study**

The population consisted of 50 participants who were average of seventeen years old in the Language program, Grade 10, and taking the Basic Writing English Course.

The variable in this research consisted of an independent variable and dependent variables. The independent variable was using the blog as a tool for teaching English paragraph writing. Additionally, there were two dependent variables; the score of pre and post students' paragraph writing and the students' perception toward learning paragraph writing through the blog.

### **Definition of Terms**

Blog refers to an alternative online tool for learning paragraph writing. Students can learn, practice, and review the writing lesson through the blog by themselves as frequently as possible. Besides, they can post and hand their paragraph assignment to the teacher immediately. Moreover, their peer group and the teacher will provide

feedback, after they have posted the blog.

Paragraph writing refers to a collection of related sentences dealing with a single topic. They consist of three parts; topic sentences, supporting sentences, and concluding sentence. The students will be treated by focusing on the grammatical rule as mention in the course objective; present simple tense, future simple tense, and past simple tense.

Perception refers to the students' point of views when they have learnt English paragraph writing through using the blog.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews the related literature for better understanding of the present study. The research study was designed to examine the effectiveness of using blogs in high school students' English writing ability. It also planned to investigate students' perception when they have learnt paragraph writing through the blog. To prepare readers for the analysis and discussion of the findings, this chapter elaborates on four main sections in this chapter. The first concentrated on writing and paragraph writing. The second emphasized technology and language skills. The third dealt with blog in education. Finally, the last section discussed previous research related to ethos construction on blogs.

#### **Writing and Paragraph Writing**

Writing is extensively used as a tool for communication in all manners of human endeavors, social interaction or leisure activity, and ever more so in the information age with the explosion of new knowledge. According to Weigle (2002), writing is considered an invaluable tool for people of many classes. Moreover, Rao (2007) pointed out that writing enhances people's thought processes and the organizing of ideas, and in developing the ability to summarize and criticize. Furthermore, Raimes (1983) pointed out that the close relationship between writing and thinking makes writing a valuable part of any language course. In conclusion, writing is an alternative for communication and interaction with others.

However, this research focuses on a paragraph writing as basis for essay writing. According to Hart and Reinking (1990) writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make such compositions as letters, reports, and college themes. Besides, Rajatanun (1988) said that a paragraph is a unit of writing, which expresses one central idea and consists of two kinds of sentences: a topic sentence and a number of supporting statements. Moreover, O'Donnell and Paiva (1993) provided more details about essential parts for paragraph writing which include a topic sentence, supporting sentences, details, logical order, logical connectors, a concluding sentence, unity and coherence. The ideas in the paragraph must be presented in logical order by using transition words or connecting words, which indicate the relationship between the ideas (chronological, causal, etc.). A paragraph may have a concluding sentence, which restates the main idea in a different way. Furthermore, Sattayatham and Ratanapinyowong (2008) also mention the four steps to produce an effective piece of writing. Students should focus on organization by choosing an appropriate topic sentence, identifying general and specific statements, arranging sentences in order, including insertion and deletion of some sentences, and ending with a concluding sentence

In conclusion, the paragraph writing process plays an important role in providing a secure path, or steps in paragraph writing. These steps are writing situation, brainstorming, planning or outlining, writing the first draft, revision and recursive writing, editing, and proofreading for students. Students can always review, revise, or make changes in their writing until they are satisfied with their work

## **Technology and Language Skills**

Positive affective benefits for students using technology are also reported in the foreign language classroom context. Sanaoui and Lapkin (1992) found that technology encouraged the development of independent learning characteristics in high school students of French. In an e-mail exchange project between these students and native French speakers, students increased responsibility for their learning and broadened their cultural awareness.

Beauvois (1998) found that students participating in a Local Area Network (LAN) writing project showed positive attitudes about learning in that setting. She concluded that students felt positive because the LAN represented a low-anxiety situation and because they had more control than in a traditional classroom. These results support findings from an earlier study (Beauvois, 1998) in which the researcher concluded that the LAN is an effective motivating force.

Warschauer (1996) identified three common factors of student motivation provided by a technology-enhanced setting: communication, empowerment, and learning. "Communication" is represented by the finding that students liked the ability to communicate with others and to engage in real-time, as opposed to contrived, communicative acts. "Empowerment" describes the finding that students felt empowered in the technology environment since they felt less isolated and were less afraid to contact others. The "learning" factor describes the finding that students believed the computer gave them certain kinds of control over their learning by enabling them to learn faster and more independently and to write more creatively. Students in the computer-mediated communication project reported positive attitudes, which could be attributed to these factors.

Another study on computer-mediated instruction for English writing skills by Hartman, Neuwirth, Kiesler, Sproull, Cochran, Palmquist, and Zabrow (1995) concluded that the use of technology redistributes teacher and classmate attentions so that students can become more active participants in the class. In this study, networked sections showed more student-teacher communication than traditional classes. Additionally, Beauvois (1998) found more student-to-student interaction in networked classes than in traditional classes.

The use of technology in foreign language learning also appears to influence the development of linguistic skills. Several researchers have reported an improvement in student writing skills through the use of networked computers as Beauvois, (1998) and Warschauer, (1996) mentioned. According to Beauvois, students in the networked writing project displayed more fluidity of conversation, more use of complex sentences, and more self-disclosure. She believes that the elimination of strong teacher dominance freed students to express themselves, resulting in a larger quantity and better quality of communication. There have been reports of improvement in reading as well. In Beauvois' (1998) study, 43% of the students reported that reading skills had improved. Lunde (1990) also reported that students of Japanese enrolled in a computer mediated communication project showed improvement in reading comprehension.

Furthermore, in follow-up interviews in the Beauvois study (1998), many students expressed an increased confidence in speaking. The researcher speculates that the increased language use promoted by the LAN environment promoted this self-confidence. She implies that the conversational aspect of writing via the network helped students to routinize a certain number of expressions, promoting the development of automatic structures that aid speaking. She concludes more boldly in the later study

(1998) that LAN writing supports oral language development. Sanaoui and Lapkin (1992) also found that "considerable growth occurred in French-speaking skills and possibly listening and reading comprehension as well, which implies that an explicit focus on one area can have an effect on the other skills" as well.

Kern (1996) notes that a shift from the use of the computer for drill and tutorial purposes to a medium for extending education beyond the classroom and reorganizing instruction has resulted in role changes for both learners and teachers. Learners currently view the computer as a medium through which they must negotiate meaning through interaction, interpretation, and collaboration rather than as a finite, authoritative informational base for carrying out a stipulated language task. Instead of delegating language instruction to the computer, teachers participate in students' communication and learning and "provide a scaffold for their students' learning with their own knowledge and experience - even when they are not immediately involved in a communicative exchange.

Therefore, there are many studies that provide the lesson through the internet. It also encourage students to learn English because the internet is the tool that has a lot of influence on humanity nowadays. Students are the group of people that can learn lessons via internet access.

### **Blog in Education**

Blogs are easy-to-create and easy-to-maintain websites. Blogs have been around for over 10 years, but have become more popular since hosting websites such as Blogger.com introduced itself in 1999. Blogs function mostly as online journals and their content is traditionally personal. They can be updated at any time using software

that allows users with little or no technical background to create, design and maintain the blog.

To date, the most widespread application of computers in language learning has involved student interaction with information systems, as Little, (1999) mentioned. Blogs, however, are innovative in that they require learners to interact with one another, not just the computer. For blog users, or bloggers, the computer is simply the medium for communication. By encouraging interaction with people, blogging takes on a more communicative role than less interactive CALL applications. Blogging, and CALL in general, should not replace face-to-face interaction, but it may provide a practice environment where students can think, reflect, and create language slowly for a real-life audience. Its value as a pedagogical tool appears to be in its authentic, interesting and communicative nature. Furthermore, its popularity outside the foreign language classroom may be a motivating force for technologically savvy young learners, like those attending Japanese universities. For this reason, foreign language instructors interested in motivating their learners to communicate and learn beyond the classroom may benefit from incorporating blog projects into their classrooms.

Since blogs have only recently been gaining popularity as an educational tool, little research using blogs in the foreign language classroom has been done. Ward (2004), however, has described a blog project he implemented in his reading/writing class at the American University of Sharjah, and found many positive results. Ward concluded that a majority of his learners believed that the project assisted their language learning. He also commented that using blogs was a way to help increase student interest in their reading and writing.

It seems that relatively few English teachers have ever used blogs in an EFL

writing class around us. Although not originally created for use in language education, blogs have formidable potentials as a useful tool for the teaching of EFL writing class.

In a short blog posting titled “Do weblogs improve writing?” Bernstein (2004) advocated, “Frequent writing improves writing”, “Writing for an audience improves writing”, “Writing that matters improves writing”, and “Writing on a computer improves writing”. However, to EFL learners, frequent writing may not necessarily improve writing. Nevertheless, it will definitely be helpful if students do not only write frequently but also look up English dictionaries or use Internet to help them express their ideas clearly and correctly. EFL learners’ writings will be more or less influenced by their first language. The improvement of writing will be questioned if EFL students write English frequently but present their thoughts with the style of their first language. And some students answer that they will look up things in an English dictionary or ask someone else when they do not know how to express their ideas in English. To an EFL learner, it is a critical step to become a successful writer. Whenever he is aware that something is wrong with his writing, he can effectively find an answer from an English dictionary or Internet.

The blog is therefore used as a tool for teaching English writing. Rebecca (2002) claimed that students are used to writing and communicating in the digital landscape. While reading their fellow students' blogs and comments, and responding online with their own comments, students recognize the value of clarity and what makes for strong and engaging posts. Moreover, Windham (2007) claims that blogs are the online writing tool which can teach students how to interact in an online environment. He also identifies that blog postings often spark debate online and in class, encouraging more class discussion, and students can use blogs to showcase their experiences and opinions

to the outside world. Furthermore, Boas (2011) mentions that blogs, as a web-based social networking tool, offer excellent opportunities to conduct pre-writing, drafting, peer review, and revisiting steps of the writing process. In short, blogs can be seen as a valuable tool to connect and communicate between the teacher and students or among students for sharing and exchanging the knowledge easily.

### **Influences of Using Blog for Students in English Writing**

Recent innovations such as weblogs offer learning opportunities online (Godwin, 2003). Blogs are easily linked and cross-linked to create larger on-line communities. Language learners canvas a personal blog as an electronic portfolio that shows development over time. By publishing the blog online, the student has the opportunity of writing for readers beyond their classmates. Readers in turn can comment on what they have read. Zhang (2009) mentioned that the Influences of Using Blog for Students in English Writing are as follows:

The students engaged in collaborative learning through their interactions with others, which serves as a catalyst for critical thinking. Blogs foster critical thinking by encouraging students to evaluate what they read and write. Writing blogs offers students a way to improve their writing skills and encounter new ideas through interaction with other students. Blogs allow students to easily link to resources that support their assertions, and thereby encourage critical thinking.

Publishing reflective commentaries on the Internet is an effective way for students to share each other's reviews. Not only will readership increase, when students see each other's works, they can learn from one another, thereby motivating them to produce better reviews. Furthermore, the creation of online portfolios on the web

amounts to a showcasing of their works over the development period of their learning. Such knowledgeable artifacts are a display of the learner's growth and reflection on their learning. When a sizeable number of interested visitors give comments and input to a blog, a community of learners may be formed.

The quality of writing is manifested in several ways. Some students who study English state that they are always aware of their audience, and, as a result, write with their audience in mind. They do not know whether they are right or wrong. The permanent nature of publishing online encourages students to pay more attention to the content and language in their blogs. And the feedback received from the various sources as well as the different types, critical and non-critical; also affects the quality of their writing. The students also enhance the quality of their writing by adding visual representation to their blogs. This helps to clarify concepts for the reader. Visual literacy, visual thinking, and visual learning are concepts related to the purpose of constructing meaning. Multimedia research shows that students with visual learning styles can benefit from technology with a multimedia format. In other words, adding visual associations to their blogs helps the students express their points of views.

Blogging facilitates meaningful learning for the students because they explore other blogs and links to learn more about other countries, cultures, and the people who write to them. In foreign language classes, the benefits of blogs include language gains and furthering cultural understanding. Some students even use blogs to exchange different culture with some foreigners. By participating as active readers of blogs, students can gain the insider's perspective on various cultural topics, thus leading to better understanding of other cultures and what shapes them.

Blogs increase students' interest and ownership in learning. Students direct their

own learning about topics important to them, while receiving feedback from others. Students take ownership in blogging activities by actively searching for information. The use of blogs gives students chances to participate in a community. They learn that posted content can be read by people other than their teacher and classmates. The world can provide encouragement or feedback on student writings. Students interact with an authentic audience.

### **The Related Studies**

There are several studies that are relevant in the field of using blogs as a tool for improve students' writing.

Firstly, Arslan (2010) claims that blog-use may offer instructors a helpful tool for teaching writing at the tertiary level in Teaching English as a Foreign Language (TEFL) classrooms. His experiment investigated the effect of blog-centered writing instruction on students' writing performance. Fifty intermediate English students at a Turkish university participated in the study for a semester. The findings suggest that blog-integrated writing instruction might have resulted in a greater improvement in students' writing performance than merely in-class writing instruction. The study therefore supports the conclusion that English as a Foreign Language practitioners' use of blog software has potential to promote more effective writing instruction.

Secondly, Inta (2010) investigated students' English creative writing ability after being taught through writing activities with a blog. The target group was ten Mattayom Suksa six students who took an English reading and writing course in the semester. The results of this study show that sixty percent of all students are able to write in English incorporating creative writing skills by using the blogs perfectly. One recommendation

mentions that all students can share and exchange their writing immediately. Besides, they can obtain the knowledge online, which can help them to improve their writing through the Internet.

Thirdly, Wongnititam (2008) investigated the results students' writing ability and students' achievement motivation before and after being taught with Writing Process Approach and Weblog. The target group was thirty Mathayom Suksa five students of Handong Rathrath Upatham School, Hangdong District, Chiang Mai Province, who took an English reading and writing course in the second semester of the academic year in 2007. The findings found that the students' writing ability was higher after learning through the use of the Writing Process Approach and Weblog. Furthermore, the students' writing achievement motivation was higher after learning through the use of the Writing Process Approach and Weblog.

Moreover, Wu (2006) mentioned about writing pedagogic techniques: peer review and teacher feedback in EFL composition class. There are thirty-nine adult students in the two-year program of the Department of Foreign Languages and Literature at Chung Hua University. In this eighteen-week required writing course, students meet three hours on Saturdays. Both the peer review and teacher feedback were given and transmitted via the web to learners' blogs. As he expected, while teacher feedback appeared to lead to both positive and negative revisions, depending on learners attitudes and levels of English proficiency, a significant proportion of the peer review did not serve as a linguistic function to give meaningful and constructive comments, but served as a pragmatic function to give complimentary praise or blessings.

Furthermore, Mynard (2007) also conducted his research and used the blog as a tool for reflection for English language learners. This paper draws on preliminary data

collected from female Japanese college students. Twenty-two students kept voluntary blogs in their free time throughout a semester they spent studying English in the UK. The students usually wrote about everyday activities, but they also used their blogs to write their reflections about their language learning. The results of this study show that the students used their blogs as a medium to reflect on specific aspects of their learning. One recommendation would be that in similar blog projects, participants should be encouraged to share their feelings about learning with teachers and classmates, and that readers should be encouraged to write comments on the blogs, prompting further reflection.

Therefore, all research studies the researcher mentioned have similar results. Using a blog as a tool for learning how to write in English provides several advantages for the teachers and the students. Writing comments or giving feedback will lead their writing to be better.

## **CHAPTER III**

### **METHODOLOGY**

This chapter covers the research method employed in this study. This research study was designed to examine the effectiveness of using blogs on high school students' English writing ability. It also planned to investigate students' perception after they have learnt paragraph writing through the blog.

This chapter explains the design of the study, the context and participants, the course where the research took place, the raters, the research instruments, the data collection, and the data analysis.

#### **Research Design**

The study was designed and treated with qualitative and quantitative research, aiming at improving students' paragraph writing through using blogs. The quantitative data were collected by comparing the scores of pre-test and post-test from all students in order to investigate the students' achievement, and examine the effectiveness of blogs on student's paragraph writing. The qualitative data were collected with group interviewing in order to investigate students' perception after they have learnt paragraph writing through the blog. There were five students in each group This course is designed for students who take the Basic Writing English Course. This study aims to develop students' paragraph writing through the blog and to further obtain in-depth information about students' perception.

### **Population and Participants**

The population of this study was 280 students, Grade 10, semester 2, year 2016. The participants of this study consisted of 50 students who are seventeen years old on average, in the language program, Grade 10, and taking the Basic writing English Course. They were chosen by using purposive sampling method. The students were divided by their scores when they entered to study in Grade 10, so all 50 students who were in the same room had lower average grade than mean score of the last semester. The participants declared a language major, therefore they were treated in this research because they should attain more than the school's standard. In the studies, all students were expected to complete the pre-test before. After that, they were taught the learning paragraph writing course through the blog. Then they did the post-test to compare the result between before and after learning. Moreover, the students were asked for group interviewing in order to obtain in-depth information about students' perception.

### **Research Instruments**

The research instruments being applied in this study for quantitative data collection consisted of scores of the pre-test and post-test, a lesson plan and a writing rubric. Additionally, student interviews were collected as qualitative data. The description, steps and procedure for constructing each of the instruments were described as the following;

### **Lesson Plan**

There were nine lesson plans focusing on grammatical rule as mentioned in the course objective; present simple tense, future simple tense, and past simple tense. There were

five steps that were used for lesson plan construction as in the following procedure. Firstly, the researcher studied the curriculum, course objectives, course description and course activities. Secondly, the researcher selected the language functions, which were relevant to the course objectives. Thirdly, the researcher designed lesson plans based on two principles of writing, organization and accuracy. Furthermore, experts in English language teaching and studying examined the lesson plans in terms of content validity and construct validity. Finally, the researcher revised, modified and made some changes in the lesson plan. Every assignment had to be submitted through the blog for checking and being reflected on by the teacher and classmates. Students divided into a group of five for draft reviewing. Three teachers checked students' final writing based on the writing rubric.

### **Pre-test and Post-test**

In this study, a pre-test and post-test were concerned with paragraph writing: all students had to write a paragraph based on the topic that the teacher had assigned. In this study, the score was earned from the students' paragraph writing ability. Firstly, the researcher had to study the curriculum, the course objectives, the course description, and the use of activities. After that, the researcher identified the aims of paragraph writing. Thirdly, the researcher designed the lesson plan. Experts in teaching and studying the English language examined the test in terms of the content validity and construct validity. Moreover, the researcher had to try out the pre-test and post-test with students who had a similar background as students in the experimental group. Finally, the researcher revised, modified and made some changes to improve the quality of the test.

## **Interview**

In this case, the researcher used group interviewing to obtain in-depth information about students' perception. The researcher prepared three questions for the interviewees; (a) "What do you think of learning English paragraph writing via a blog?", (b) "What do you want to suggest to improve the blog?", and (c) "In the blog, which parts of this course do you like and dislike?". During the interview, the researcher recorded the answers of the participants. After the interview, the researcher had to transcribe the recorded answers, analyze the information, and categorize the information as a content analysis.

## **Rubric score**

The researcher provided the rubric score as the tool for checking students' writing ability. There were two main parts that the rubric focus on; writing organization and accuracy. Advance, proficient, and beginning were the terms that was used for identifying the students' writing ability. All students knew the rubric before they wrote. Three raters evaluated students' writing by using rubric score and they also provided comment to the students in order to let them know the pitfall of their writing.

## **Rater**

The researcher asked two foreign teachers and one Thai teacher who were experts in the writing to check the students' paragraph writing ability. They checked students from one pre-writing, three writing tasks, and one post-writing by using rubric score that the researcher provided. There were two main parts that they focused; writing organization and accuracy. Three raters provided score and gave feedback to each student by using recommended form. In each writing, students had to provide pre-

writing and first draft via the blog. The writing was checked and peer-reviewed by at least five friends. After that, students had to provide the second draft. Then they had to complete the final draft, and three raters would check, review and give feedback for improving their writing. Thus, all writings that students submitted were checked by their friends, the teacher in class, and also three experts in the writing field.

### **Data Collection**

Students were treated in six procedures. Firstly, the students were provided directions and pre-test. Secondly, all exercises, tasks, and assignments were given. Likewise, the students had received time to learn and review the knowledge, to do their draft writing, to give the feedback for their friends, and to hand the assignments to the teacher. Moreover, the teacher attained random or chose students' writing mistakes to discuss, allowing them to be more aware in the classroom. Lastly, rubric scores were used for the writing assessment. Three teachers checked students' writing based on the same writing rubrics.

The students were provided the information through the blog. The teacher acted as an advisor. The students took the test through the blog, and then the teacher asked the students to complete the exercises, tasks, and assignment through the blog. After that the students had complete three assignments by posting them on the blog. The peer group gave feedback and comments on the blog. The teacher also gave the students feedback. Additionally, the students were asked by the teacher again to complete the post paragraph-writing test through the blog. The researcher had to study the data by comparing the scores of the pre-test and post-test. Furthermore, the students were divided into groups of five for group interviewing in order to obtain in-depth

information about students' perception. The researcher had to transcribe the recorded answers, analyze the information, and categorize the information as a content analysis.

### **Data Analysis**

The data were analyzed in using both qualitative and quantitative data analysis, and the procedures for analyzing the data were as follows;

For quantitative data, the pre-test and post-test scores were obtained to assess the learning progress to determine the effectiveness of blog instruction. The scores were analyzed using the mean and standard deviation. T-test was used to compare the students' writing ability before and after learning.

For the qualitative data, after completing the course, students were interviewed for their perception towards the use of blog instruction. After the interview, the researcher had to transcribe the recorded answers, analyze the information, and categorize the information as a content analysis.

## CHAPTER IV

### RESULTS

The purposes of this study were: (a) to examine the effectiveness of blogs on student's paragraph writing, and (b) to investigate students' perception when they have learnt paragraph writing through the blog. This chapter presented the finding of the quantitative data collected from the pre-test and post-test. The mean scores and standard deviation were calculated to determine whether the mean score of the pretest and post-test were significantly different by T-test, comparing the students' writing ability before and after learning. Table 1 shows mean and standard deviation between pretest and post-test. It provided the students' achievement score when they were learnt paragraph writing via the blog.

Table 1 *Mean and Standard Deviation of students' achievement score between pre-test and post-test.*

<b>Period of Testing</b>	<b>N</b>	<b>X</b>	<b>S.D.</b>
Pretest	50	7.92	1.82
Post-test	50	15.46	1.99

As presented in Table 1, the results revealed that the mean score of the sample in the post-test was 15.46, with standard deviation of 1.99, whereas the mean score on the pre-test was 7.92 with S.D. = 1.82.

Table 2 *T-test and P-Value*

<b>Period of Testing</b>	<b>N</b>	<b>t-test</b>	<b>p-value</b>
Pretest	50	*-26.49	0.00
Post-test	50		

\*p ≤ 0.01

As presented in Table 2, the results revealed that there are significant differences between pretest and post-test at 0.01 level. That means students' writing ability was improved after learning by using the blog.

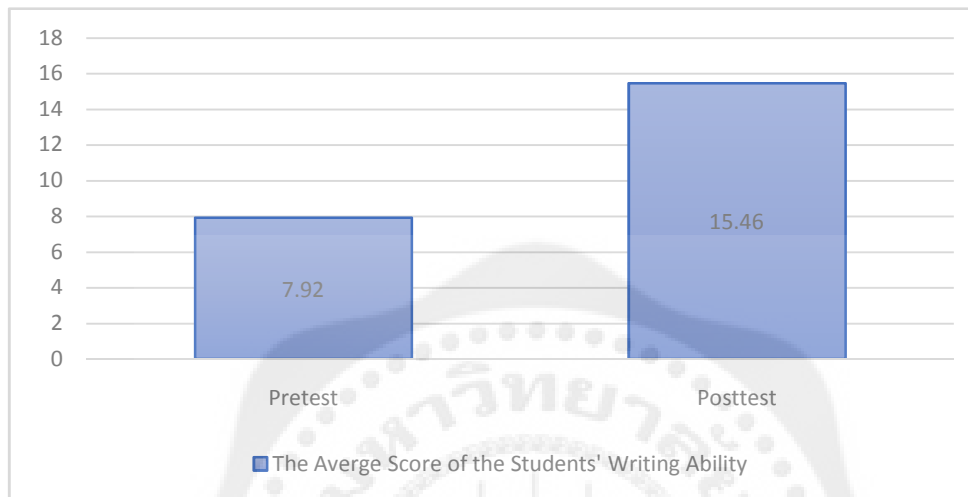


Figure 1. The pretest and posttest Scores

As presented in Figure 1, the results from the test showed that there are significant differences between pretest and post-test. It showed the students' achievement. They improve themselves in terms of writing's organization and grammar after they used blog as a platform.

In summary, the quantitative results obtained from the pretest and post-test, those results indicated that learning paragraph writing via blogs could help the students in enhancing their English writing. The student achieved higher scores in English writing in the post-test compared to the pretest scores.

As for the qualitative result, interview was used to obtain in-depth information about students' perception toward English writing learning through using a blog. The researcher prepared three questions for the group interviewing; "What do you think of

learning English paragraph writing via blog? ", "What do you want to suggest to improve the blog?", "In the blog, which parts of this course do you like and dislike?". During the interview, the researcher recorded the answers of the participants. Each group was interviewed about fifteen minutes. The teacher asked the students to spend extra time after school for interviewing. Not only three questions that the teacher provides, students also were asked the other questions based on the students' answer for in-depth information. After the interview, the researcher transcribed the recorded answers, analyzed the information, and categorized the information as a content analysis.

*Q1: "What do you think of learning English paragraph writing via blog?"*

Fifty students were interviewed about learning English paragraph writing via blog by the researcher. They were divided into groups of five. Each group was interviewed approximately 15 minutes. All students had the positive attitude about learning English while they had learnt paragraph via the blog. For example,

*Group A: At first, we didn't know how to accurately construct sentences, but later we found this activity was helpful for our practice.*

*Group C: We thought it was very useful because we were able to access to the blog in order to learn wherever and whenever we wanted.*

*Group E: We like the lessons which teacher provided in the blog. It was a guideline for us to learn how to write by ourselves. If we did not understand any units, we could access to that part immediately.*

*Group F: We thought our English language and writing organization skills had improved. We thought that learning via blog provided a lot of chances for practicing.*

In addition, all students thought that blogging motivated them to write and it changed classroom environments. For example,

*Group A: We interested in using the Internet because we could surf the Internet whenever and wherever via our mobiles, computer tablets or even school library computer.*

*Group B: We had our own decision to plan our style of learning as promoting autonomy. We thought that blog was the proper platform for learning paragraph writing. The program was not hard and complicated to access.*

*Group J: We were familiar with blog as a platform for journal writing. So, when the teacher provided the tasks as a paragraph writing, we were able to use it easily.*

Moreover, learning paragraph via the blog provided a space for sharing. For example,

*Group C: We thought that we had a space for sharing our writing with our teachers and our friends.*

*Group I: We learnt the strengthens and weakness from our friends' writing.*

*Group H: Because of easy blog access, not only our teachers could see our task, but all students could see them also. So, we think it made lessons more interesting and provided more cooperation between teacher and us, and among our students.*

Furthermore, blog provided more than tasks and test. For example,

*Group D: we thought that it was very nice because teacher prepared the practical exercises, useful information, interesting website via blog. It was very resourceful.*

*Group F: We thought that blog was the platform that the teacher could prepare any sources that they thought it was very useful for the us.*

*Group G: In our views, it was the guideline for the us to search more information by ourselves to develop our writing ability*

*Q2: "What do you want to suggest improving the blog?"*

Most of the students provided many suggestions for teacher. Many students had teacher provide more tasks in other field, not just paragraph writing. For example,

*Group A: We would like to see more examples of the writing tasks.*

*Group B: We expected to see more reviewing of the grammatical rules for helping them to construct the sentences accuracy.*

*Group D: We would like teacher to provide more examples, grammatical tasks, and some more useful websites in the blog. It would be the easy to access into the blog and easy to link to other sources.*

*Group E: We would like teacher to set proper time for giving the feedback. When we got confused in the tasks, we would like some suggestions. But there were many times that we had to take the time for waiting the answers.*

*Group H: We appreciated the answers and the feedbacks that teacher provided on weekend or even some messages that the teacher texted to us at night. It seemed very flexible for learning in anytime.*

*Q3: "In the blog, which parts of this course do you like and dislike?"*

There were many parts that students like. The example of the paragraph writing, blog provided a lot of examples that were easy for understanding. For example,

*Group G: We thought it was easy for the beginner who expected to practice*

*writing ability like us. We started with imitation and changed some information. After that, we changed other parts, for example; adjective, adverb, the pattern of sentences, etc. So, it was not hard for us*

*Group H: There were many activities provided via blog. It is not just the tasks, but we learnt from the activity. The activities gave us more chance for practicing.*

Moreover, the activities that teacher provided in the blog were more interesting.

For example,

*Group A: We had the interaction with our friends when I learnt paragraph writing via blog.*

*Group C: We thought some tasks challenged us to compete with our friends.*

*Group G: We learnt many pitfalls from our friend exercises and writings.*

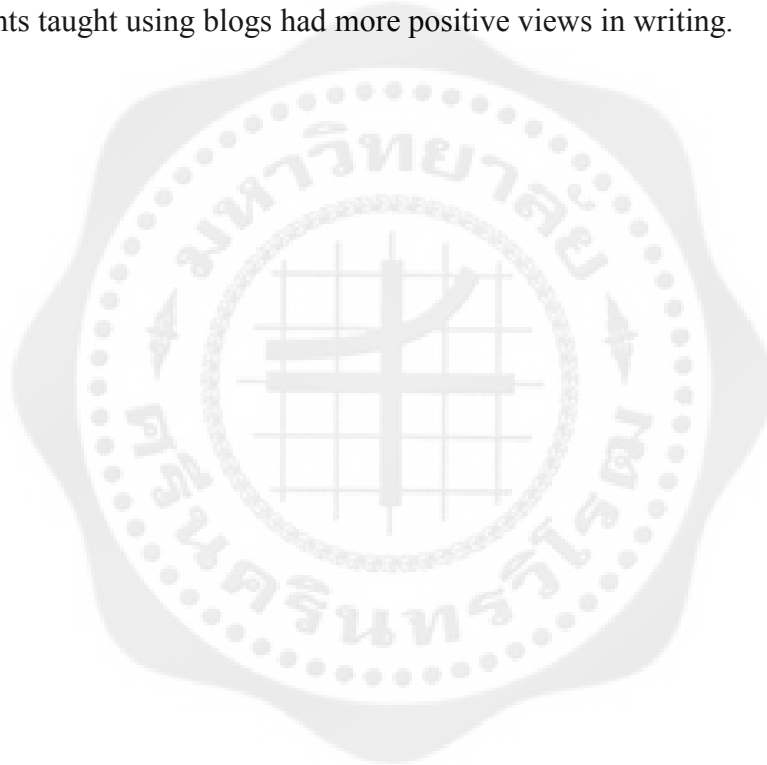
However, students attributed learning value to the Internet activities, it appears that they did not believe that any of the writing activities (Internet, pen pal letters, or threaded discussion) contributed significantly to the development of writing skills. For example,

*Group H: We thought writing skill were very hard. We preferred to learn in classrooms with teachers.*

*Group I: We thought learning paragraph writing through blog was too time consuming. We felt that we invested more time on the technology-enhanced course than we would have in a regular class.*

## Summary

As previously stated, the purposes of this study were: (a) to examine the effectiveness of blogs on student's paragraph writing, and (b) to investigate students' perception when they have learnt paragraph writing through the blog. The quantitative findings showed that students had significant scores on English writing ability tests after being taught through the blog. That is, the use of blogs was more effective in enhancing students' English writing ability. In addition, the analysis of the qualitative data showed that the students taught using blogs had more positive views in writing.



## CHAPTER V

### CONCLUSION AND DISCUSSION

In this chapter, the results of this study are discussed in relation to the research questions. Following the discussion, recommendations for further studies, the limitations of the study, and the implications of the study are also presented.

#### **Conclusion**

This research study examined the effectiveness of using blogs in high school involving students' English writing ability, and investigated students' perception after they have learnt paragraph writing through the blog. The study was qualitative and quantitative research, aiming at improving students' paragraph writing through the use of blogs. The quantitative data was collected by comparing the scores of pretest and post-test to investigate the students' achievement, and examine the effectiveness of blogs on student's paragraph writing. The qualitative data collected by group interview to investigate students' perception when they learnt paragraph writing through the blog. The participants of this study consisted of fifty students who were seventeen years old on average, in the Language program, Grade 10, and taking Basic Writing English. They were chosen using simple purposive sampling. All students completed the pre-test. They were taught the learning paragraph writing course through the blog. Then they completed the post-test to compare the result between before and after learning. Lastly, the students were asked for group interview in order to obtain in-depth information about students' perception.

The results indicated that students had higher scores on English writing ability tests after being taught through the blog. In addition, the result of interviews for in-depth information about students' perception toward English writing learning through using a blog showed that they had the positive attitude when they learnt paragraph via the blog. They believed that blogging motivated them to write a paragraph and it changed classroom environments. They also thought that they had the space for sharing their writings, their tasks, their feedbacks, their views. Blog provided more tasks and test for them to practicing. However, there were many suggestions for teacher. Many students expected the teacher to provide more examples, tasks, exercise, or even useful website in order to be a platform for practicing. There were both like and dislike parts of the course that students had learnt. They like the example of the paragraph writing because they were easy for understanding. Moreover, the activities that teacher provided in the blog were more interesting. However, students attributed learning value to the Internet activities, it appeared that they did not believe that any of the writing activities (Internet, pen pal letters, or threaded discussion) contributed significantly to the development of writing skills. They thought that it took too time consuming for learning paragraph via blog.

## Discussion

### Research Question 1

*Does the use of blogs enhance students' English paragraph writing in organization and accuracy?*

According to the results of this study, the students that were involved in the learning paragraph writing course through the blog could develop their English writing over the training period. Students showed improvement in performances on paragraph writing in the post-test. The students attained higher scores in English writing in the post-test compared to the pretest. It was the same as Pinkman (2005) who claimed that if students understand what they used to learn accuracy, and it was suitable in the same level of the students, they could provide the language in all skills accuracy. The students in this generation, there were interested in using technology. Most of them had the technology devices; smart phone, laptop, or other internet accessed devices. When the teacher provided the lessons via the blog, it got attention from the students to participate the activities. As she mentioned in the group interview, blog was a platform that they could learn the lessons outside the classroom whenever and wherever that they wanted. They also mentioned that it was not the rush lesson like the old traditional class that the students could spend only fifty minutes to learn how to write in class with the pressure atmosphere. Besides, the raters gave some suggestion to the researcher. It said when the students use blog for posting the answers or their writing, the automatic warning of errors would show the student to

reconsider whether it was right or wrong. The raters mentioned students could learn while they are practicing by themselves. They were aware what they did, and review their writing again. Being awareness of learning via the mistakes and using the modern technology that was suitable for the students' generation were the main factors that helped students to provide more accuracy writing. Moreover, Alexander (2006) also indicates that blogs can make a genuine learning context available for all students who have limited opportunities to be exposed to the target. In this case, students answer in the first questions of the Thus, this was because using the blog supported students in practicing English writing so that they could develop it successfully.

The reason that the students who were a part of the learning paragraph writing course through the blog could develop their English writing ability was because blogs could be a useful tool in the writing field. According to the interview, the researcher found that the students use blog as a platform for sharing the idea and feedback toward the their writing. The students mentioned that it saved the time for sharing the ideas and giving the feedback among their friends. All students, rater, and researcher saw the writing in the same time. It was convenience for exchanging the knowledge among students. The students also mentioned that when the lessons provided on the blog, it seemed very interesting. It can be as a gateway experience, for students will likely be using digital technology and media in their future endeavors regardless of their discipline. This is in conjunction to Noytim (2010) and Mynard (2007), who claimed that it has been experimentally used

as a tool to develop writing skills, and it may provide a practical environment where students can think, reflect, and create language slowly. According to the interview, students mentioned that they had time for reviewing and providing paragraph longer than writing as a paper. Students were not necessary to rewrite the paragraph again after they got the feedback from their friend. They spent the time for edit by using computer via the blog. It can be a tool to encourage students to reflect on their learning. Secondly, Alexander (2006) also indicates that blogs can make a genuine learning context available for all students who have limited opportunities to be exposed to the target. Thirdly, Wu (2006) identifies that blogs can motivate students to write and change the classroom's environment, especially writing class and made it more interesting and provided more cooperation between teacher and students, as well as among students. Therefore, a blog can be one of effective tool for learning English writing.

## **Research Question 2**

*What are students' perceptions towards learning paragraph writing through the blog*

Students believe that the blog activities were beneficial to their basic writing skills. The students who were interviewed thought that their English language and writing organization skills had improved. The students could see their achievement from the score of pre-writing and post writing. Besides, the recommends from the rater also mention that their organization of writing were better than the past. Their writing had clear topic sentence, reasonable supporting details, and they could paraphrase the sentences until

they got the appropriate conclusion. They also mentioned that learning via blog could provide a lot of chances in order to practice how to write a paragraph by themselves whenever and wherever they wanted. Those were the main reasons why all of them improved their writing ability.

Additionally, blogging can motivate students to write and change the classroom's environment. According to the interview, students mention that learning paragraph writing were better than in class. They learned by themselves, and they were able to review by themselves as much as they wanted because the lessons, the tasks, and many useful source were provide in the blog. They learned via the computer, smartphone, or tablet which all students spent time with those devices all day all night. They spent time while they were waiting the bus for go back home, or even after their lunch time for provide the paragraph, learning via the information, and giving feedback for their friend. It is a good and suitable platform for the students in this generation. Like Wu (2006) and Noytim (2010), They identified that blogs can help students a lot in terms of learning, especially writing class. They had an opportunity and freedom for self-expression in English writing for both a global and local audience. A majority of the students were always interested in using the Internet because they can surf the Internet whenever and wherever via their mobiles, computer tablets, or even their library computer. The students made their own decisions to plan their style of learning as promoting autonomy.

Furthermore, these perceptions support results from the Waschauer study (2002) which concluded that students engaged in

technological interactive learning environments became independent "knowledge navigators." Like, the raters and the students mentioned that among the students learnt the lesson via the internet and they shared their experiences and knowledge to each another. They learnt from the correct one and they learnt from the mistake. They had a lot of chances to read their friends writing. Thus, there were many positive views about students' perception towards learning paragraph writing through the blog.

### **The Limitations of the Study**

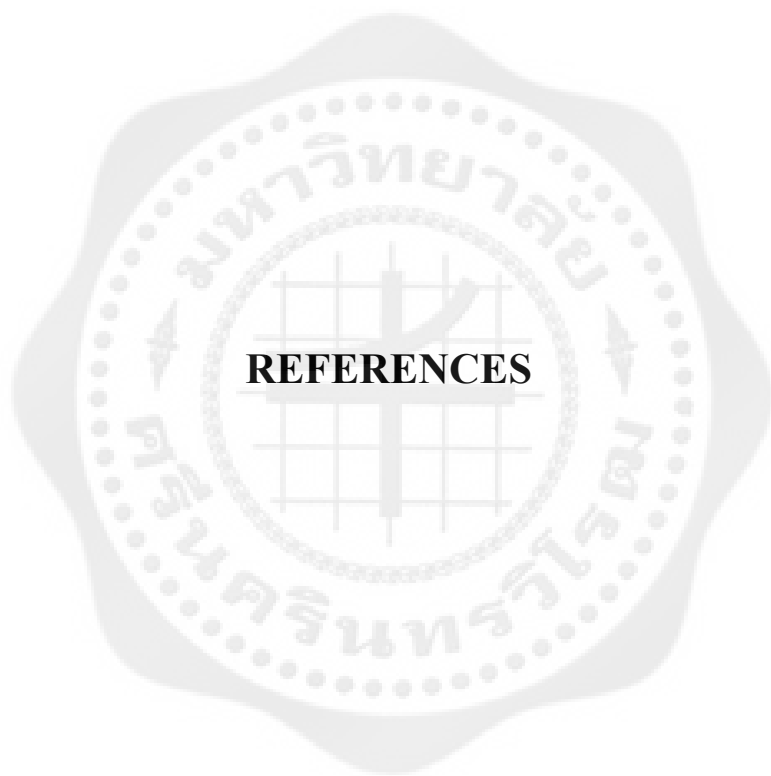
This study was limited to the grade 10 students at a government secondary school, which was a very particular group of students. The findings might not be representative of students in other grade levels and might not be representative or generalizable to other groups of students in different contexts. Furthermore, this study intended to reveal the effectiveness of using blogs in English paragraph writing. Grammar and organization of writing were selected because those basic skills should be initially taught to students before learning other kind of writing skills.

### **Recommendations for Further Research**

The results of the study revealed that learning paragraph writing via blog had increase students' English paragraph writing ability. Therefore, adopting learning paragraph writing via blog could be implemented with other groups at any level for other kind of writing. It would be worth investigating how effective learning English by using blog is on other skills so that instructors can use findings for improving and developing their teacher process.

As this research is mainly focus on writing organization and accuracy when they use the blog as the platform for learning, future research should focus on content of the writing to challenge the students ability and determine whether blog can help students develop content of writing.





**REFERENCES**

## REFERENCES

- Arslan, R.S., Sahin-Kizil, A. (2010). How can the use of blog software facilitate the writing process of English language learners?. *Computer Assisted Language Learning*, 183-197.
- Boas, I.V. (2011). Process writing and the Internet: Blogs and Ning Networks in the classroom. *In English Teaching Forum* (Vol.49, No.2, p. 26-33). US Department of State. Bureau of Educational and cultural Affairs, office of English Language Programs, SA-5, 2200 C Street NW 4<sup>th</sup> Floor, Washington, DC 20037.
- Hart, A. W., & Reinking, J. A. (1990). *Writing for College and Career*. St. Martin's Press.
- Inta, K. (2010). *Use of writing activities based on neo-humanistic approach on weblog to develop English creative writing ability and motivation of Mathayom Suksa 6 Students*. Available Chiang University Dissertations & These database.
- Liu, h.& Hanson, M. (2005). *The impact of introduction writing course: An Action Research*
- Looi, C. K., & Chen, W. (2009). Integrating technology in the classroom: a visual conceptualization of teachers' knowledge, goals and beliefs. *Journal of Computer Assisted Learning*, 1.
- Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology: a review of the literature. *Journal of information technology for teacher education*, 319-342.
- Mynard, J. (2007). A blog as a tool for reflection for English language learners. *Asian EFL Journal*, 1-10.

- Noytim, U. (2010). Weblogs enhancing EFL language learning. *Students' English Procedia-Social and behavioral Sciences*, 1127-1132.
- Nystrand, M. (1989). A social-interactive model of writing. *Writing communication*, 66
- O'Donnell, T. D., & Paiva, J. L. (1993). *Independent writing*. Heinle & Heinle Pub.
- Oshima, J., & Hogue, H. C. (2011). Students' perceptions of Wiki-based collaborative writing for learners of English as a foreign language. *Interactive Learning Environments*, 395-411.
- Pinkman, K. (2005). Using blogs in the foreign language classroom: Encouraging learner independence. *The Jali CALL Journal*, 12-24.
- Raines, A. (1983). *Techniques in Teaching writing*. Oxford University Press, 200 Madison Ave, New York, NY 10016 (SBN-0-19-434131-3)
- Sattayatham, A., & Ratanapinyowong, P. (2008). Analysis of errors in paragraph writing in English by first year medical students from the four medical schools at Mahidol University. *Silpakorn University International Journal*, 8, 17-38.
- Ward, J. M. (2004). Blog assisted language learning (BALL): Push button publishing for the pupils. *TEFL Journal*, 3.
- Weigle, S. C. (2002). *Assessing writing*. Ernst Klett Sprachen.
- Wennerstorm, H. (2008). Beyond the design of automated writing evaluation: Pedagogical practices and perceived learning effectiveness in EFL writing classes.
- Windham, C. (2007). Reflecting, writing, and responding: Reasons students blog. *Educause Learning Initiative paper*. Retrieved April 15, 2016.
- Winner, D. (2001). *The History of Weblogs*. Retrieved March 17, 2015 from <http://www.userland.com/theHistoryofWeblogs>.

- Wongnititiam, K. (2008). *Using Writing process approach and Weblog to Enhance English Writing Ability and Achievement Motivation of Expanding Level Students*. Available Chiang University Dissertations & These database.
- Wu, W. S. (2005). Using blogs in an EFL writing class. In meeting of the 2015 Conference and Workshop on TEFL and Applied Linguistics, Department of Applied English, Ming Chuan University. Retrieve August (Vol. 16, p.2006).
- Wu, W. S. (2006). The effect of blog peer review and teacher feedback on the revisions of EFL writings. *Journal of Education and Foreign Languages and Literature*, 125-138.





**APPENDICES**



**APPENDIX A**

## APPENDIX A

### Lesson Plan : Next Semester

**Level:** Grade 10

**Time:** 55 minutes

**Materials:** Correction Symbol, Rubric Score

**Learning Outcome:** Student will be able to write a paragraph about what activities that they will do next semester

Stage	Timing	Interaction	Procedure	Stage Aim																												
Pre – task	20 minutes	T-S S-S	<p>-Teacher greets students in the class</p> <p>-Teacher asks students to review an outline that was assigned last period. The topic is about activities that they will do next semester. Teacher expected students to use future tense form.</p> <p>-Teacher hands out the rubric score before start writing.</p> <p style="text-align: center;">RUBRIC FOR WRITEN PARAGRPH</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Issues</th> <th>Advance 3</th> <th>Proficient 2</th> <th>Beginning 1</th> </tr> </thead> <tbody> <tr> <td><b>Topic</b></td> <td>Clear topic sentence and correctly placed</td> <td>Either Topic sentence is unclear or incorrectly placed.</td> <td>Topic sentence is unclear and incorrectly placed</td> </tr> <tr> <td><b>Supporting</b></td> <td>Two or more supporting details that relate to main idea</td> <td>One supporting details that relate to main idea.</td> <td>No supporting details that relate to main idea.</td> </tr> <tr> <td><b>concluding</b></td> <td>The concluding sentence is complete and clearly sums up the paragraph.</td> <td>The concluding sentence is complete and adequately sums up the paragraph.</td> <td>The concluding sentence is incomplete and does not sum up the paragraph.</td> </tr> <tr> <td><b>Verb Tense</b></td> <td>All sentences are correct verb tense.</td> <td>One to four error(s) in verb tense.</td> <td>One to four error(s) in verb tense</td> </tr> <tr> <td><b>Error</b></td> <td>Less than five errors in spelling, capitalization, singular and plural nouns and punctuation errors</td> <td>Six to twelve in spelling, capitalization, singular and plural nouns and punctuation errors</td> <td>More than twenty in spelling, capitalization, singular and plural nouns and punctuation errors</td> </tr> <tr> <td><b>Length</b></td> <td>More than 10 sentences or more than 100 words</td> <td>More than 8 sentences or more than 80 words</td> <td>More than 5 sentences or more than 50 words</td> </tr> </tbody> </table> <p>**Write less than 5 sentences, the students have to review and adjust their task again</p> <p>Teacher asks student to use an outline to write a first draft.</p>	Issues	Advance 3	Proficient 2	Beginning 1	<b>Topic</b>	Clear topic sentence and correctly placed	Either Topic sentence is unclear or incorrectly placed.	Topic sentence is unclear and incorrectly placed	<b>Supporting</b>	Two or more supporting details that relate to main idea	One supporting details that relate to main idea.	No supporting details that relate to main idea.	<b>concluding</b>	The concluding sentence is complete and clearly sums up the paragraph.	The concluding sentence is complete and adequately sums up the paragraph.	The concluding sentence is incomplete and does not sum up the paragraph.	<b>Verb Tense</b>	All sentences are correct verb tense.	One to four error(s) in verb tense.	One to four error(s) in verb tense	<b>Error</b>	Less than five errors in spelling, capitalization, singular and plural nouns and punctuation errors	Six to twelve in spelling, capitalization, singular and plural nouns and punctuation errors	More than twenty in spelling, capitalization, singular and plural nouns and punctuation errors	<b>Length</b>	More than 10 sentences or more than 100 words	More than 8 sentences or more than 80 words	More than 5 sentences or more than 50 words	<p>-To get students attention</p> <p>-To give instruction to students</p> <p>-To write the first draft based on the rubric score.</p>
Issues	Advance 3	Proficient 2	Beginning 1																													
<b>Topic</b>	Clear topic sentence and correctly placed	Either Topic sentence is unclear or incorrectly placed.	Topic sentence is unclear and incorrectly placed																													
<b>Supporting</b>	Two or more supporting details that relate to main idea	One supporting details that relate to main idea.	No supporting details that relate to main idea.																													
<b>concluding</b>	The concluding sentence is complete and clearly sums up the paragraph.	The concluding sentence is complete and adequately sums up the paragraph.	The concluding sentence is incomplete and does not sum up the paragraph.																													
<b>Verb Tense</b>	All sentences are correct verb tense.	One to four error(s) in verb tense.	One to four error(s) in verb tense																													
<b>Error</b>	Less than five errors in spelling, capitalization, singular and plural nouns and punctuation errors	Six to twelve in spelling, capitalization, singular and plural nouns and punctuation errors	More than twenty in spelling, capitalization, singular and plural nouns and punctuation errors																													
<b>Length</b>	More than 10 sentences or more than 100 words	More than 8 sentences or more than 80 words	More than 5 sentences or more than 50 words																													

Stage	Timing	Interaction	Procedure	Stage Aim																																										
Task Cycle	25 minutes	T-S S-S	<p>-Teacher asks students to work in group of 4</p> <p>-Teacher asks them to switch the first draft</p> <p>-Teacher hands out correction symbol and asks them for peer editing (3 peer editors)</p> <p style="text-align: center;">Correction symbols</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>F</td><td>wrong form (word-level mistake)</td></tr> <tr><td>T</td><td>wrong tense</td></tr> <tr><td>VF</td><td>wrong verb form</td></tr> <tr><td>WO</td><td>wrong word order</td></tr> <tr><td>Ù</td><td>something is missing</td></tr> <tr><td>Æ</td><td>not necessary (circle and cross out)</td></tr> <tr><td>str</td><td>bad structure (clause and phrase level mistake)</td></tr> <tr><td>prep</td><td>bad preposition</td></tr> <tr><td>agr</td><td>wrong agreement</td></tr> <tr><td>aux</td><td>bad auxiliary</td></tr> <tr><td>art</td><td>bad/missing article</td></tr> <tr><td>vague</td><td>vague idea (resulting from grammatical problems)</td></tr> <tr><td>sp</td><td>bad spelling</td></tr> <tr><td>p</td><td>bad punctuation</td></tr> <tr><td>ind</td><td>no paragraph indentation</td></tr> <tr><td>cap</td><td>bad capitalisation</td></tr> <tr><td>run-on</td><td>run-on sentence</td></tr> <tr><td>-----?</td><td>needs clearer expression, clumsy ( word ----- ? is also OK)</td></tr> <tr><td>WW</td><td>wrong word (first W may be omitted)</td></tr> <tr><td>WE</td><td>wrong expression</td></tr> <tr><td>inf</td><td>informal</td></tr> </table>	F	wrong form (word-level mistake)	T	wrong tense	VF	wrong verb form	WO	wrong word order	Ù	something is missing	Æ	not necessary (circle and cross out)	str	bad structure (clause and phrase level mistake)	prep	bad preposition	agr	wrong agreement	aux	bad auxiliary	art	bad/missing article	vague	vague idea (resulting from grammatical problems)	sp	bad spelling	p	bad punctuation	ind	no paragraph indentation	cap	bad capitalisation	run-on	run-on sentence	-----?	needs clearer expression, clumsy ( word ----- ? is also OK)	WW	wrong word (first W may be omitted)	WE	wrong expression	inf	informal	-To realize the error from peer editing
F	wrong form (word-level mistake)																																													
T	wrong tense																																													
VF	wrong verb form																																													
WO	wrong word order																																													
Ù	something is missing																																													
Æ	not necessary (circle and cross out)																																													
str	bad structure (clause and phrase level mistake)																																													
prep	bad preposition																																													
agr	wrong agreement																																													
aux	bad auxiliary																																													
art	bad/missing article																																													
vague	vague idea (resulting from grammatical problems)																																													
sp	bad spelling																																													
p	bad punctuation																																													
ind	no paragraph indentation																																													
cap	bad capitalisation																																													
run-on	run-on sentence																																													
-----?	needs clearer expression, clumsy ( word ----- ? is also OK)																																													
WW	wrong word (first W may be omitted)																																													
WE	wrong expression																																													
inf	informal																																													
Analysis Language	10 minutes	S-S	<p>-Students check their writing. Then edit and complete the second draft.</p> <p>-Students hand their writing to teacher.</p>	-To edit their writing																																										
Publish	After period (Extra time)	T-S	<p>-Teacher gives feedback to students.</p> <p>-Students complete the final draft and submit it again.</p> <p>-Teacher grades their works and sets their works as a gallery walk. Then teacher will ask the comments from their friends in other class.</p>	-To be able to write a paragraph about activities that they will do next semester																																										



**APPENDIX B**





**APPENDIX C**





**APPENDIX D**

## APPENDIX D

## RUBRIC FOR WRITEN PARAGRAPH

<b>Issues</b>	<b>Advance 3</b>	<b>Proficient 2</b>	<b>Beginning 1</b>
<b>Topic</b>	Clear topic sentence and correctly placed	Either Topic sentence is unclear or incorrectly placed.	Topic sentence is unclear and incorrectly placed
<b>Supporting</b>	Four or more supporting details that relate to main idea	Three supporting details that relate to main idea.	One supporting details that relate to main idea.
<b>concluding</b>	The concluding sentence is complete and clearly sums up the paragraph.	The concluding sentence is complete and adequately sums up the paragraph.	The concluding sentence is incomplete and does not sum up the paragraph.
<b>Verb Tense</b>	All sentences are correct verb tense.	One to four error(s) in verb tense.	One to four error(s) in verb tense
<b>Error</b>	Less than five errors in spelling, capitalization, singular and plural nouns and punctuation errors	Six to twelve in spelling, capitalization, singular and plural nouns and punctuation errors	More than twenty in spelling, capitalization, singular and plural nouns and punctuation errors
<b>Length</b>	More than 10 sentences or more than 100 words	More than 8 sentences or more than 80 words	More than 5 sentences or more than 50 words

\*\*Write less than 5 sentences, the students have to review and adjust their task again



**APPENDIX E**

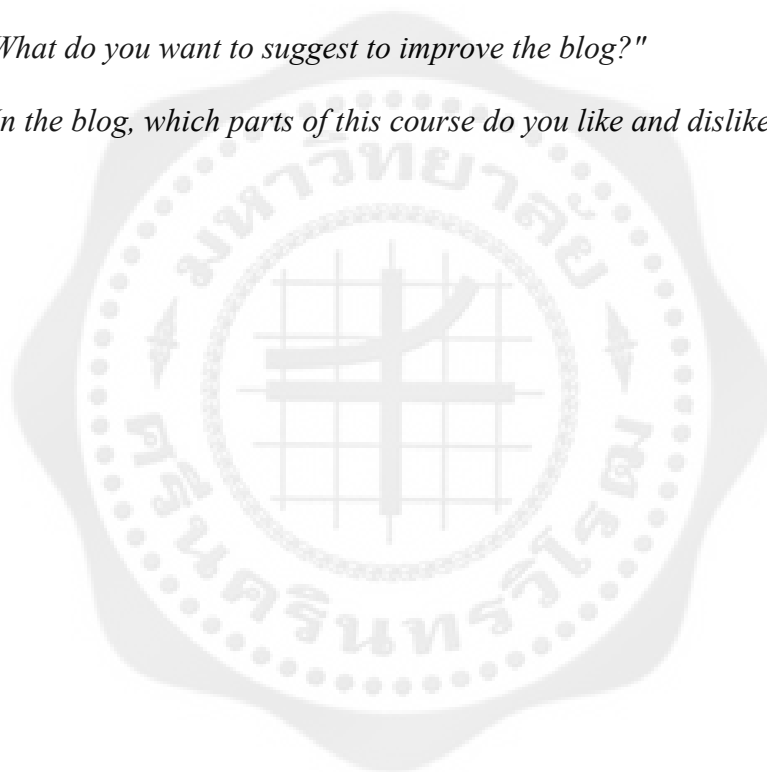
**APPENDIX E**  
**RESEARCH INTERVIEWING**

The research interviewed students to obtain in-depth information about learning English paragraph writing through using the blog as a tool.

*Q1: "What do you think of learning English paragraph writing via blog?"*

*Q2: "What do you want to suggest to improve the blog?"*

*Q3: "In the blog, which parts of this course do you like and dislike?"*





**APPENDIX F**


## APPENDIX F

### EXAMPLE OF THE BLOG

# SK ENGLISH

New style for learning English through the blogs created by Mr. Tinnadit Kohsamut

**PROFILER**



Mr. Excel  
View my complete profile


**ARTICLES LIST**

▼ 2011 (3)

- ▼ October (3)
- Why should I learn English?
- Morality and Ethics
- Welcome To English on Air

TUESDAY, OCTOBER 25, 2011

### Why should I learn English?




The English language has become the language of international communication. Many people living in the European Union speak English as a foreign language and use English to communicate with people from all over the world. There are over 750 million people who speak English as a foreign language. In the year 2000 the British Council said that there were about a billion people learning English.




**TEACHING**



**GROUP ACTIVITY 2/9**



**GROUP ACTIVITY 2/9**





### Samutsakhonwittayalai School Basic Writing English Course

**The Objective:**  
Student are better able to write a paragraph related to their school activities

**Direction:**  
Write a paragraph about your school activities.  
(At least 10 sentences or more than 100 word)



**B** **Areerat Sangprem** 31 พฤศจิกายน 2559 06:17

I'm Ice. I study in Samutsakorn Wittiyalai School in grade 12. I have 4 friends including me. My activities in school include father's day , ASEAN, Science's day etc. everyday in my school life .I like to talk and play with my friends but I don't like to study so I like to activities. For activities at school. I think ,it's useful for future because it can't find in our classroom but it's necessary in our life. It's experience.

ตอบ

**B** **Krongkaew Chitnawa** 31 พฤศจิกายน 2559 06:31

I'm BEE.I study in Samutsakorn Wittiyalai School in grade 12. I'm 18 years old.My school has famous in province.and My teacher is kind. everyday I go to school at 7am. I like to study English because interesting and fun play but I don't like to study Math because is very hard. I like to surfing the internet. free time when teacher doesn't teach in my class ,I will talk with my friend because I feel happy For activities at school , I don't go to school because study hard.

ตอบ

**B** **nutnicha naknoi** 3 พฤศจิกายน 2559 08:18

Hello,my name is Nutnicha Naknoi.Friends call me "Belle".Now I study in Samutsakhonwittiyalai school,I'm grade 12.Today I'll introduce my school.This school is a provincial school.There are many children who want to come to study at this school because there's scenery is beautiful and large.The school offers academic support as well.The school offers a variety of activities.Things that I like most is ASEAN Day.The purpose of this activity is to provide knowledge about ASEAN countries.Another favorite activities,it was a sports day.The purpose of this activity is unity and sportsmanship.There is also a contest for Science project and science activities on the other.Finally,I want to say that I came to this school 5 years.There are many ties.The school provides both warmth and a second home.

ตอบ

**B** **panalee boonjan** 11 ธันวาคม 2559 03:02

Hello, My name is Panalee Boonjan . My friends called me " Nam " I study in Samut Sakhon Wittiyalai School. I am 17 years old. I will introduce my school activities . My school has many children and school is large and beautiful. This school has many activities example ASEAN day, sport day , science day . I like activities of sport day because we can get friendship , unity and it is very fun. The purpose of activity is unity . Activities in sport day is run , parade , dance . In sport day I have to dance to opening ceremony . It is to excited. I like to dance because it very fun . Other activities of this school is Ok . There are fun . But I too sad this year is the last , I do activities in school . I so sad . I love Samut Sakhon Wittiyalai and love every activities , because it to practise me . It gives skill of life for me.

ตอบ

## Homework

### Homework

**Direction: write an outline based on this topic: *What did you do last holiday?***

Topic Sentence: \_\_\_\_\_

- A. \_\_\_\_\_  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_
- B. \_\_\_\_\_  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_
- C. \_\_\_\_\_  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_



### Student A



**Direction: Consider the sentences below. Check which one are right or wrong.**

Sentences	
1.	I enjoyed studying geography at school and now I've enrolled at the Economics Faculty.
2.	I used to be keen of all scientific subjects but now I would prefer to study art.
3.	I want meet your sister when she comes to see you – she sounds very nice.
4.	The tickets, which are extremely good value, can be buy from large supermarkets.
5.	The number of people who asked for the discount was low but grew during the summer period.
6.	He always wanted to be a doctor and after doing medicine he now works in a hospital.
7.	The informations they gave us was not very helpful so I consulted the website instead.
8.	I was so angry that I took the watch broken to the jewellers to get my money back.
9.	It was such a nice day that they decided to have a picnic in the field.
10.	I have never seen anybody who rides a horse so well before.

1. right  
 2. right  
 3. right  
 4. wrong = the information  
 5. wrong = broken ต้องมี watch  
 6. right  
 7. right  
 8. right  
 9. right  
 10. right

ตอบ ลบ



**Pa'pah 3** สิงหาคม 2559 10:21

benjaporn chaiwattana

1. right  
 2. wrong = keen on  
 3. wrong = want ต้องตามด้วย to  
 4. right  
 5. right  
 6. right  
 7. wrong = the information  
 8. wrong = broken ต้องมี watch  
 9. right  
 10. right

ตอบ ลบ



**noobew Lovelove 4** สิงหาคม 2559 00:58

1. wrong  
 2. right  
 3. right  
 4. right  
 5. wrong  
 6. wrong  
 7. wrong  
 8. right  
 9. wrong  
 10. right

ตอบ ลบ



**noobew Lovelove 4** สิงหาคม 2559 00:59

ความคิดเห็นที่ถูกผู้เขียนลบ

ตอบ ลบ



**APPENDIX G**

**VITAE**

**Name:** Mr. TINNADIT KOHSAMUT  
**Date of Birth:** March 1<sup>st</sup>, 1988  
**Place of Birth :** Samutsakhon  
**Address:** 69/65 Tasia, Muang, Samutsakhon 74000

**Educational Background:**

2549 Bachelor of Education, Faculty of Education (English), Silpakorn  
University, Nakhonprathom

