

DEVELOPING INSTRUCTIONAL MEDIA APPLICATION OF WEBLOG TO IMPROVE THE STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT AT SMP HKBP SIDORAME

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ABSTRACT

This research is important because it is a new instrument for students to improve their writing skills. This is because weblogs are a technological science that should be mandatory and easy for students to understand in operating them so² that they are appropriate to apply to help students improve their writing skills. This study found the developing instructional media application weblog to improve the students' ability to write descriptive text at SMP of HKBP SIDORAME MEDAN. The objectives of this research are to know use the weblog application to improve students' ability to write descriptive text. This research was designed for classroom action research by employing planning, action, observation, and reflection. The data is collected by giving tests to 20 students. The research findings showed that the application weblog can improve the student's ability to write descriptive text. Proven by the increase of the score from the mean score in pre-test cycle 1 mean = 51.00, post-test cycle 1 mean = 71.35 and cycle 2 pre-test mean = 52.83, post-test cycle 2 mean = 80.00. Those results conclude that using blog-based learning media can improve the writing skills of grade VIII students of SMP HKBP Sidorame Medan.

Keywords: *Writing, Descriptive Text, Weblog Media, CAR.*

INTRODUCTION

Writing is one of the skills in English learning. Writing entails a comprehensive understanding of sentence structure, grammar intricacies, and the cultivation of effective vocabulary skills. (Sa'adah, 2020) state that writing is one of four skills in English languages that should be mastered by English students or another part of English writing. As a complex process, writing requires various skills. It can be developed by employing some strategies and practicing the various strategies. Through writing, students can express their

ideas, even though they still make mistakes in spelling, grammar, vocabulary, and punctuation also, (Fahmi & Rachmijati, 2021).

(Alkhalidi, 2023) state that writing is more than just producing words on paper or in digital media. It is a process that involves good planning, thinking, and structuring writing activities, including choosing the right words, organizing ideas clearly, and developing a cohesive argument or story. This process requires the writer to think critically, analyze information, and design effective wording. Thus, writing involves both thinking skills and language skills.

Besides that, some common types of writing include descriptive writing, narrative writing, argumentative writing, expository writing, persuasive writing, technical writing, journalistic writing, and creative writing. Descriptive text writing skills are integral in education, encompassing essential aspects of learning. Descriptive text writing skills are integral in education, encompassing essential aspects of learning. Proficiency in this skill aids language development, including grammar, vocabulary, and sentence structure, forming a foundational basis for effective communication in various contexts. Noticing figurative language in mentor texts and incorporating it into their writing helps students build critical verbal reasoning skills. (Rababah, 2022).

The purpose of a descriptive text is to provide a detailed description of an object with concrete, touchable components. This can help the learner in developing a concept into a text. Students can write about any individual or thing they have experienced. A learner can describe the environment and the attractiveness of the scenario in this text. They can then tell the animals they see, such as a cat, a goat, a butterfly, etc. The students may also describe the person's appearance. They can give them specific physical characteristics like skin color, eyes, or bodies. Put another way, descriptive writing describes sense; it describes how something feels, looks, and smells. This indicates that an explanatory text gives specific information on a person, thing, or location.

Producing descriptive texts involves more than just providing the reader

with details about an object, person, etc.; It also consists of the writer's activities to understand the general structure of the text since this will facilitate the writer's ability to begin producing descriptive texts. Descriptive text can be presented as written or spoken text. In a descriptive text, the written text informs unknown readers or listeners.

The Minimum Mastery Criteria (KKM) in writing is a benchmark used to establish the minimum score that students must achieve to reach the desired level of competence in the writing subject. Determining the KKM writing involves various indicators that encompass text comprehension, the ability to organize ideas, the use of appropriate language, analysis and synthesis of information, language style, the use of references, grammar, creativity, and conformity with the genre or type of text requested. The use of appropriate language is also a focus in KKM's writing. Students' ability to convey ideas or information with clear, appropriate, and effective language is tested.

Additionally, aspects of analysis and synthesis are assessed, measuring students' ability to analyze information and organize it into coherent writing. Language style is another consideration in the assessment of KKM writing. Students are expected to adapt their language style according to the purpose and type of writing requested. The use of references and evidence is also an indicator, demonstrating students' ability to provide support or data that backs the argument or information presented. Finally, creativity and conformity with the genre or type of text highlight students' expressive and adaptive aspects in writing. Achieving the minimum mastery criteria (KKM) in essay writing is a process that involves thoughtful thinking and careful composition.

A weblog application, often known as a "blog," is a digital platform that allows individuals or groups to create, manage, and publish content online. A blog is a personal or group form of writing that is published regularly in chronological order. Blogging has become one of the important aspects of the digital world, and weblogs allow almost anyone to become a writer and manager of online content. Weblogs are often used in a variety of contexts, ranging from

personal blogging to news blogs, industry blogs, educational blogs, and more. Personal blogs are often used as a platform to express individual opinions, personal stories, and interests, while news blogs provide a platform for the publication of news and editorial views.

This can serve as a source of inspiration to enhance the quality of their descriptions in writing. A description of the management process previously discussed in weblogs is a helpful tool for knowledge management in higher education. Blog features that are helpful for knowledge management are indicated in the table. Process of knowledge management using blogs as a tool for knowledge management: Generating information by creating blogs as a means of sharing knowledge, Gathering knowledge by examining blog posts and extracting information from blog archives three times, Classifying blogs and mapping blog relevance, Knowledge storage preserving blogs as a source of information, Managing information by implementing blog posts in a chronological and category order, Sharing information by publishing one's own or a professional blog in offline and online media and linking to other people's blog entries. Blogs can allow students to interact with their friends, their teachers, and other people. It is beneficial for educators to read about related projects and their results when they decide whether to include blogging in their lessons. While studies have revealed the benefits of the difficulties that come with using blogs in the classroom, the majority of research findings support using blogs to accomplish a variety of learning objectives.

This study indicates the importance of expanding and improving teaching approaches in developing students' descriptive text writing skills in grade VIII of HKBP SIDORAME Junior High School. More effective learning strategies and adequate resource support are needed to overcome these challenges and improve students' writing skills in writing descriptive texts. Students may need to improve in writing descriptive texts for various reasons, including a lack of understanding of concepts, insufficient practice, limited observational and detailing skills, vocabulary mastery, grammar skills, creativity in writing, knowledge of purpose and audience, and minimal encouragement and feedback.

LITERATURE REVIEW

Writing is a developmental process. Students try to express their views or ideas with teachers' guidance in the best writing. It can also be an indicator to show that they have gained the information. Students need to master writing research. It covers many sub-skills that can be learned for fun. (Du, 2022). (Hutahaeen et al., 2022) state that writing is a part of integrating skills in English teaching that are learned by students. In English, writing is a complex skill to master. There are some genres of writing. Two of them are descriptive and procedure text. The students are expected to be able to comprehend what they have heard, but they are unable to write it down.

Types of writing can be categorized into several main categories based on their purpose and style. Writing is an intellectual process that results in expressing ideas through visual symbols in a written language intended for communication. When articulating the feeling, it is an essential component of written language that must be considered carefully to allow readers to understand and appreciate the product readily. (Sa'adah, 2020) state that there are three kinds or types of writing, namely: freewriting, controlled writing, and guided writing. (Atiah et al., 2023) state that freewriting is the technique of writing in which students can write continuously without worrying about grammar mistakes, spelling, or the topic. This technique is good for new writers such as students can write whatever into their mind without carrying the words while they write. (Gaol et al., 2022) state that controlled writing is the technique that the students can organize, generate, and express their ideas in writing sentences. Guided writing involves the educators' learners with a group in writing tasks. Guided writing aims to support learners in difficult activities psychologically and cognitively, (Dieni, 2022).

On the other hand, students can write text based on the purpose of the text. There are many types of text in English, and one of them is descriptive text. The Descriptive text may come in many forms, such as textbooks, encyclopedias, or essay test answers. (Manik et al., 2022) state that there are many genres for

students in learning writing, they are hortatory, explanation, spoof, narrative, recount, discussion, news item, procedure, descriptive, etc. Each genre has its social function, generic structure, and lexicogrammatically features. But in this, the writer will focus on descriptive text. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. A descriptive text is considered the simplest and easiest writing form compared to the narrative, recount, or procedure, particularly for beginning writers.

According to Tiur, there are two generic structures of descriptive text, namely: 1) Identification: It identifies the subject or something to be described. 2) Descriptive is part of the paragraph describing parts, qualities, characteristics, etc. The descriptive text has the following linguistic characteristics: adjectives, present simple tense, descriptives, feeling and thinking verbs, and verbs of action. On the other hand, there are types of self-assessment, that are assessment of specific performance, indirect assessment of (general) competence, metacognitive assessment (for setting goals), and socio-effective assessment.

In education, weblogs are used as tools to support learning, such as writing and reflection projects. This allows the author to constantly update and add new content, creating a continuous narrative. What's more, blogs often have commenting features that will enable readers to participate in discussions or provide feedback on shared content. The use of multimedia can help explain concepts, visualize ideas, and make blogs more engaging. Blogs can be accessed globally. With the internet as the medium, blogs can be accessed by anyone around the world with an internet connection. This allows writers to reach a very wide audience, sharing information and views with people from different backgrounds and geographical locations. Blogging has changed the way we communicate and share knowledge and opens opportunities in a variety of contexts, from personal to business and education.

The advantages of using weblogs in education involve developing

students' writing skills, which can be improved through practice and thinking about the structure of writing. Blogging also motivates students as they see their work published online and receive feedback. In addition, collaboration and interaction are enhanced, with collaborative projects allowing teamwork and social interaction. Blogs also provide easy access to learning resources. Teachers can use blogs to provide learning materials, links to external sources, and other relevant information. In addition, students develop technology skills as they manage their blogs, learning how to upload images, format text, and integrate media. However, the use of weblogs in education also has disadvantages. The quality of blog content can vary, depending on student effort and teacher guidance. Control and supervision are needed to ensure the content complies with school and ethical guidelines, which can take additional time and effort.

By understanding these advantages and disadvantages, teachers and educational institutions can effectively manage weblogs in education. Creativity is another significant factor. Students who struggle to create compelling atmospheres in their writing tend to produce monotonous and less engaging texts. Additionally, a lack of understanding of writing purposes and target audiences can influence the focus and effectiveness of the writing. The lack of encouragement from teachers or constructive feedback can hinder students' motivation to enhance their writing skills. To enhance the competency in writing descriptive texts at the middle school level, a focused and comprehensive learning strategy needs to be implemented.

RESEARCH METHOD

This research used Classroom Action Research (CAR). Classroom action research is a research method that focuses on developing and improving the learning process in the classroom. This research is conducted iteratively in cycles, which consist of planning, implementation, observation, and Reflection. (S, Napitupulu and Octaviana, 2023) state that CAR employs two-time cycles if the first cycle will field. (S Tampubolon, NT Sinaga, FDL Lumbantoruan, 2021)

teachers can evaluate the class by implementing the concept of CAR. One of the main characteristics of classroom action research is the collaboration between researchers and educational practitioners, namely teachers, in designing the actions to be taken. In addition, classroom action research is reflective, where the results of each action cycle are used to reflect on the success or failure of the actions that have been taken. The results of this Reflection become the basis for improvement in the next cycle. This research creates a sustainable approach to developing and improving learning media and learning methods.

The population in this study were all seventh-grade students at SMP HKBP SIDORAME. The population included all seventh-grade students at the school, namely 20 students. In collecting data, the researcher employed writing tests, observation, and documentation.

FINDINGS AND DISCUSSION

This research was divided into two cycles, each consisting of four steps: action research (planning, action, observation, and Reflection). Before starting the first cycle, the researcher conducted a pre-test and post-test. Data descriptions were obtained from 20 students' criteria and assessment aspects that have been prepared. To follow up on the items that have been tested, the numerical data of the test results are presented by the rules for translating the validity of the item so that the validity level can be known.

The first aspect is the clarity of writing on the media validation results, which showed that the writing in the media was clear. The second viewpoint is the ease of the media being used. Out of the three validators, the approval results showed that the blog media is easy to use. As a result, students' blog writing has improved. The descriptive text structure is filled, showing that weblog media can increase students' writing motivation, so teaching by using a blog could help improve their writing skills. Although not all paragraphs are perfect, they have good writing. They used five categories correctly. The description of a text on a blog is because that was the tool she used to write it. Then, she struggles to write evocative content for blog platforms, to careless writing errors and an internet

connection.

Finally, by using blogs to write, students can better explore their ideas and produce quality writing because they can see what other bloggers have written before they do. Teachers' assignments. Students found that using a blog to study was beneficial and effective. Next, the students' issues with their internet connection and their inability to type when writing descriptive text. It indicates that using a blog had a positive effect on students' accuracy, as students gained experience in writing using a blog.

Students' Writing Score for Cycle I

No	Initial Name	Cycle I	
		Pre -Test	Post-Test
1	Dl	55,55	70
2	Ml	47,90	70
3	Sm	51,25	71
4	Rs	55,00	72
5	Jn	50,63	72
6	Nd	45,85	70
7	Et	50,45	72
8	Vo	50,60	70
9	Rz	48,75	71
10	Ca	43,75	74
11	Js	56,25	70
12	Ge	55,75	73
13	Adt	43,75	72
14	Jnt	45,25	69
15	Nsh	45,65	71
16	Ys	55,35	71
17	Gld	54,30	69
18	Mc	62,00	72
19	As	0	74
20	Che	0	74
	Total	918,03	1427
	Mean	51,00	71,35

The Analysis of Pre-Test Cycle I: To determine the student's ability to write descriptive text, the researchers gave pre-tests. The test's purpose was to determine the students' writing ability. From the table above, there is no past obtained score. In development, the students took the test with 18 students. The

result of pre-test cycle 1 is categorized as fair, which means the high score is 62,00, and the lowest is 43,75. In the test, it found the mean score was 51,00. The pre-test was given to measure the students' writing skills before presenting the weblog as teaching media, and the post-test was given to find out whether there was any improvement in the students' writing skills using the media weblog. Besides that, the analysis of post-test cycle I: the scores of students in the post-test cycle 1, the total score of 20 students' was 1.279. the mean score is 71,05. They still do not understand generic structures in descriptive text, Which is why the mean score will still be low (KKM).

Then, the writer needed to do cycle 2 to see improvement in writing descriptive text by employ planning, action, observation, and reflection.

Students' Writing Score for Cycle II

No.	Initial Name	Cycle II	
		Pre-Test	Post-Test
1	Dl	56,88	88
2	Ml	48,75	86
3	Sm	51,20	76
4	Rs	54,00	77
5	Jn	50,63	83
6	Nd	42,50	80
7	Et	60,63	81
8	Vo	42,50	82
9	Rz	48,75	75
10	Ca	43,75	76
11	Js	56,25	79
12	Ge	56,88	76
13	Adt	43,75	77
14	Jnt	60,63	80
15	Nsh	41,25	79
16	Ys	65,63	81
17	Gld	64,38	79
18	Mc	62,50	77
19	Am	0	83
20	Cl	0	85
	Total	950,86	1600
	Mean	52,83	80,00

To know the students' ability to write descriptive text, the researcher gave

a pre-test and post-test. The pre-test's purpose is to determine the students' writing ability. From the table above, the improvement of the student's scores in pre-test II can be seen. The result of the pre-test is categorized as fair, with a high score of 65,63 and the lowest score of 41,25. In the pre-test score, the mean score was 52,83 before using Weblog in teaching Descriptive text to improve students' writing ability. Then, Post-Cycle II there are significant scores in development. The students who took the test 20 students' results of pre-test cycle 2 are categorized as well in cycle 2, and the structure of the descriptive text is fulfilled. In addition, the arguments that are built are coherent, and the explanations come to mind. This shows that blog media can increase motivation and students' writing skills. In the pre-test, it was found that the mean score of 80,00 is significant in media weblog writing.

**The Result Achievement in Writing
Descriptive Text by Using Media Weblog.**

Test	Total of Students'	Percentage
Pre-Test	11	61
Post-Test 1	16	80
Post-Test 2	18	90

From the table pre-test based on tables above, it can be concluded that the rate percentage in the pre-test was 61% (11 students') who got the percentage of post-test 1 was 80% (16 students'), the percentage of post-test 2 there was 90% (18 students'). In conclusion, weblog media has been successful in describing text to help students improve their writing skills. The findings of this study demonstrated how useful web blog-based English writing resources were based on the procedure that had been followed. That was evident from all the phases that had been experienced. Every stage had specific goals in mind, and they all learned more about creating english writing materials via blogs on the web.

The development research method served as the foundation for the phases of this study. The purpose of selecting the development research method was to facilitate the creation of writing resources in english for students via a blog in a manner that would be appropriate for use in educational settings.

The researcher chose web blogging as a technology-based medium for learning

writing was because writing is a fundamental skill often found in web blogging. Articles and materials found on web blogs are highly relevant to web blogs because they were originally created by writing, and their use required a writing process, and students could help improve writing performance. Furthermore, this is another reason why the researchers chose weblogs as a technology-based medium to use in the learning process. The weblog not only provides the necessary english writing materials but also serves as a place for students to practice and publish their own writing at the same time. On learning needs, the needs analysis revealed that students faced several problems in learning to write.

Weblog media is very useful in education methods, especially in delivering lessons related to writing descriptive texts in the form of intrinsic and extrinsic elements. Student's response to the implementation of media in education writing descriptive text in 8-grade junior high school HKBP Sidorame Medan. After teachers use blog media, student activity increases. Students immediately actively write on blogs. Teachers always remind students that writing what is uploaded to the blog will later be read by many people without knowing the space and time again. It is intended that students are always reminded to write to minimize errors, both in terms of structure and language rules.

CONCLUSION

Based on the explanation above, it can be concluded that the first, using blog-based learning media can improve the writing skills of grade VIII Students of SMP HKBP Sidorame Medan. The second is the increase in the average class, which can be shown by this pre-research test. The mean class action was in cycle I (7,35) without weblog media, and in cycle II, after the use, weblog media has significance (80,00). Teachers should encourage the use of learning, like blog-based learning materials because learning media helps teachers improve their skills, particularly. Then, it also gives benefits to students since the teacher's fabric must be retained and caught on, and the students center and be spurred more amid the instructing and learning preparation.

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