

Chapter Four

Findings and Discussions

This chapter presents the result of the study. Finding and discussions report several information that was gotten from the interviews. This chapter report and discuss some information about students' perception on blogging activity in English Education Department of UMY. The first part of this chapter explain about the students perception on the advantages on blogging activity at EED UMY. The second part of this chapter reports the obstacles that students faced on blogging activity during ICT online class at EED UMY.

Students' Perception toward the advantages of blogging activity in ICT online class at English Education Department Universitas Muhammadiyah Yogyakarta.

Based on the interview, the researcher got students' perception about blogging activity that was implemented in ICT online class at English Education Department UMY. The first is students' perception toward the advantages of blogging activity. Based on the result of interview, there are five advantages that students got during the blogging activity.

Finding 1: Blogging increases students' writing skills. Based on the result of interview, blogging activity increases students' writing. There are four students stated that blogging activity increased their writing skills.

“My writing skill is not good before I write in blog *mbak*, but my writing skill has increased after getting feedback from reader. Through feedback, I learn more about how to write in a good sentence. Besides that, I make sure that grammar is right and acquire some vocabularies.” (R2.13)

“...if we talk about the effectiveness for writing skill, this really helps. We practice to write in blog.” (R3.2)

“Blog has benefits especially in writing skill *mbak*. When there is writing assignment, I can write more than before. I got some benefits in writing like increasing vocabularies and

also improving grammar. When I have to write, I have a lot of vocabularies to be used so that this will be better. Grammar is different because I got improvement in how to write in a good structure.”(R6.12)

“...there is benefit of blog *mbak*, blog increase my ability more than before I use blog.” (R4.6)

The statements indicated that blogging can help students to improve students vocabulary and grammar mastery. Blogging does not only improve vocabulary and grammar mastery, but also students mastering on structure in English literacy. The statements are in line with Zhang (2009) who stated that writing blogs offers students ways to improve their writing skills and encounter new ideas through interaction with other students. Moreover, Aydin (2014) added that using blogs has significant effects on developing rhetorical strategies, improving grammar, designing paragraphs and essays, revising written works, giving and receiving feedback and participating in peer reviews.

It can be concluded that some students agreed that blogging activity increases students' writing skills. Students who agreed reported that their number of vocabulary increased because they should write some articles. Besides vocabulary, their articles should have grammatical correct. When students post some articles on blog they will get feedback for grammatical and increase their vocabulary. Vocabulary and grammar mastery are important aspects on writing in English teaching and learning.

Finding 2: Blogging improves students' creativity. Based on the interview, the second advantages of blogging activity is blogging improves students' creativity. Creative means able to make something new or make some innovation. In this research, creative means that students able to make articles with different topics or ideas. In blogging activity that held in EED UMY students were required to post some articles frequently in their blogs. They should post new article with different topics in each week on their blog. Based on the

interview process, there were two participants who stated that blogging can improve their creativity.

“I really like it *mbak*, because we will be more creative, write our ideas to be posted in blog. We can know about technology then our creativity increased.” (R2.2)

“...then we will be more creative because we should posts some articles to increase visitor.” (R6.13)

The statements above showed that students at EED UMY agreed that blogging activity help them to improves creativity because they need to think about articles with different topic on every weeks. Drexler, Dwason and Fredig (2007) stated that blog be a powerful promoter of creative, intuitive, and associational thinking. The statement is in line with perception of students who stated that students’ creativity incerased by writing articles on blog because they need think about the topics.

Finding 3: Blogging improves students’ knowledge.The third advantages of blogging activity for students is blogging helped students to improve their knowledge. There were two participants who stated that blog can improve their knowledge.

“...through blog, we can learn outside the classroom and also share ideas with another. We can also increase our knowledge by reading another blog. We can read both article and journal to get another insight.” (R2.8)

“We add some new knowledge from that. For example, if we have problem in vocabularies, we can read blog which explain about vocabularies, there are a lot.” (R3.3)

It means that students shared their feelings and ideas on their blogs. Blogging also help students to improve their knowledge by reading articles from another blog. The perception of participants are in line with Drexler et al (2007) who stated that blogs are a constructivist tool for learning where participants construct knowledge, share ideas, and build upon each other’s work. The statements indicated that students of EED UMY agreed of

blogging activity can improve their knowledge. Students shared their opinion and ideas on the blogs.

Finding 4: Feedbacks in the blog motivate students in maintaining the blog. Fourth, the other advantages of blogging is students feel motivated because they were given feedback on their blog. Feedback or comment is an important aspect on blogging. Moreover, the students gave big attention on comments from others who read their blog. Giving comments mean that the readers gave feedback for what they have written. Based on the interview, some participants said that:

“I love when my work is useful for other. My work can be read by other people, I really thank for that moreover when they give me positive feedback. When there are a lot of people who read my blog, I feel really happy. They will evaluate what I post through feedback given. (R2.9)

This indicated that feedback or comments from other give big influences for participants in blogging activity. The feedback give the participants constructive thoughts to improve the blog. Getting feedback from others learners makes students of EED UMY aware that they needed to upgrade their blogs. This statement is in line with Drexler et al (2007) who stated that constructive feedback helped the learners organize their thoughts, refine the writing details and take a pride on blogging.

According to Drexler et al statement, students enjoyed the positive comments from others learners which was left on their blogs. Students felt that the reader appreciated their writing when the readers left comment on the blog. This is the following statement.

“...when I posted some articles on the blog, and people read and quoted my statements, I felt that they appreciated my works” (R2.12).

Moreover, there is some participant who stated that feedback from readers motivate them in maintaining the blog. This is the following statement.

“When I did blogging seriously and there are a lot of visitors read my blog, so I could get money from blogging. I felt motivated and enthusiasm to maintain my blog” (R6.18)

Pinkman (2005) argued that comment on blog makes the project communicative, interactive, and interesting. This can be concluded that students agreed about getting feedback such as comments, opinions or suggestion on the blog was impressive for students and also motivated them to improve their blog. Furthermore, commenting encourages students to frequently check their blog.

Finding 5: Blogging motivates students to be an autonomous learner. The fifth advantage is blogging motivated students to be an autonomous learner. There were two participants who stated that blogging activity help them to become an autonomous learners.

“That is good to develop autonomous learning *mbak*, because through blog our autonomous learning skill increased indirectly, we become independent in learning. In other word, we find anything by our self then improving our skill.” (R2.6)

“When talking about independent in learning, blog can be one of examples because through blog we should push our self to improve. Lecturers give general explanation then we should make it by our self. We should find anything related to this so that we can develop blog. We are pushed to be an autonomous learner.” (R5.2)

Blogging activity in ICT online class at EED UMY, students had chance to take an active role in their learning process. In blogging activity, students became a centre of learning. Lecturer as a facilitator helped students when they faced a problems. This statement is accordance with Lee (2011) who said that blogging supported self-directed learning, as they individually and socially constructed meanings to develop their intercultural knowledge and skills. Lee added that students perceived that contributing to different types of blogs empowered them to become autonomous learners, as they made the informed choice of being self-regulated by working individually and collaboratively with others. The statements

above showed that students at EED UMY agreed that blogging activity promoted learner autonomy through self-regulation and self-management.

Students' perception toward the obstacles on blogging activity in ICT online class at English Education Department UMY.

Based on the interview, students of English Education Department UMY faced some obstacles during the blogging activity. The obstacles which was faced by students during the ICT online class are connectivity, finding ideas, vocabulary and grammar mastery. The finding and discussion had been described those obstacles in detail here.

Finding 1 : Bad connectivity obstruct students in posting on blog. In blogging activity, students should connect with internet when they wanted to post articles, journals, photos or videos on blog. Moreover, students needed high connectivity to make a post on the blog, but students faced bad connectivity when they connect with internet. These are following statements of students.

“...besides that, the connectivity to internet is poor connectivity.” (R1.16)

“I think internet speed *mbak*, when internet has high speed, we will have more spirit in writing blog. However I live in rural areas as we know that internet speed is poor so that I posted blog late. That internet speed gives effect for productivity in posting blog.” (R2.14)

“Poor internet speed becomes the obstacle. When I want to post videos then it will be fail because of poor internet speed.” (R6.6)

The perceptions from participants showed that bad connectivity has impact for students on blogging activity at EED UMY. Bad connectivity decreased students' motivation to post on their blogs. Therefore, bad connectivity is one of the common issue on blogging. Moreover, bad connectivity gives negative effect for productivity in posting blog because it makes students lazy to posting articles on the blog. This perception is in line with Marsden and Irvine (2012) who stated that in blogging activities, unless wireless broadband capability,

connectivity and computer access issues are in place both students and staff may experience frustration with the process.

Finding 2: Students' low mastery on grammar and vocabulary in writing articles on the blog. The second obstacles on blogging activity is students faced problems in grammar and vocabulary mastery in writing articles. In spite of some students stated that they grammar and vocabulary mastery increases after blogging, some students mention that they have problems with both of them. Based on the result of interview, there were three participants who reported that they have problems in grammar and vocabulary mastery during the writing articles on blogging activity.

“Obstacles that I find in writing blog namely vocabularies from Indonesia to English, grammar, and also facility like poor internet speed, that’s it.” (R4.10)

“Of course there is obstacle *mbak*, grammar is one of them. If I should post article in Indonesia language it will be easy, if it is in English, I feel difficult in grammar. I worry if I post the English article then that article has wrong grammar.” (R6.5)

Then, some participants stated that low mastery in vocabulary became one of problems in blogging. Students need to have numbers of vocabularies in writing article. Students who were lack of vocabulary felt difficult to write the articles. These is following statement of participants.

“...limitation in English vocabulary become the obstacle.” (P4.5)

Grammar and vocabulary mastery are common problems in writing skills. In blogging activity students should write a lot articles. Students of EED UMY agreed that grammar is one of blogging problems. The result indicated that students of EED UMY were difficult to write articles because they have problems both in grammar and vocabulary mastery. Students should write high quality articles before they posted it on the blog. It is in line with Javed,

Juan and Nazli (2013) who stated that cohesion of grammatical or structural unity and coherence the unity of sense or meanings are also essential for high quality writing.

In blogging activity, students should write articles or journals with grammatical correct and vocabularies because their articles or journals would be read by others. This perception is accordance with by Tseng (2008) who said that blogs are the places where students can create their own works in a less stressful way, but they are still nervous with using English to express their thoughts. Students of EED UMY are still nervous and worried about they articles which write in English. Students feel stress with the correctness of grammar and vocabulary on their writing.

Finding 3: Students feel difficult in constructing ideas for write articles on the blog. The third obstacles who was faced by students o blogging activity is the difficulty of constucting ideas for writing articles or journals. There were three of six participants mentioned that construct ideas on blogging is difficult.

“...for me it is about ideas what will be written. We should find new ideas so that our blog will be more varies. That new ideas become problem for me in writing blog.” (R5.5)

“...ideas to write *mbak*, we should write something new in blog, I cannot find new ideas, I need to find some references like google.” (R4.8)

“Sometime when I still have some paragraphs in writing blog I cannot finish it. We need ideas in writing, however find the ideas are not easy.” (R1.12)

Based on the participants' statements, it can be concluded that students of EED UMY felt difficult to find the ideas in writing either articles or journals. Finding ideas for for writing articles and journals is quite difficult for students. Few students have difficulty getting started in write paragraph. In spite of the blogging activity is promote creativity for students, there are some students faced difficulty in constructing ideas for write articles.