STUDENTS' PERCEPTION ON WEBLOG APPLICATION TO PUBLISH WRITING ASSIGNMENTS

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Abstract
This research was aimed to explain students' perceptions on the use of weblog to publish their writing assignment, especially text types writing. Thedesign of this research is descriptive qualitative. The researcher investigated the data by using students' blog and questionnaire and interview. The results showed that the students strongly agree that publishing weblog make them more responsible, discipline, become wise internet user and avoid plagiarism. Weblog is an appropriate media to do assignment, since it can be given comments by the readers. They suggested that weblog can be applied to the other subjects, not only writing. However, some of the students more interested to access some other social media that weblog since the feature of weblog is limited. In addition, by using weblog the lecturer cannot give the note directly as in paper based assignment. In conclusion, there are positive and negative perceptions on the application of blog to publish students' writing.
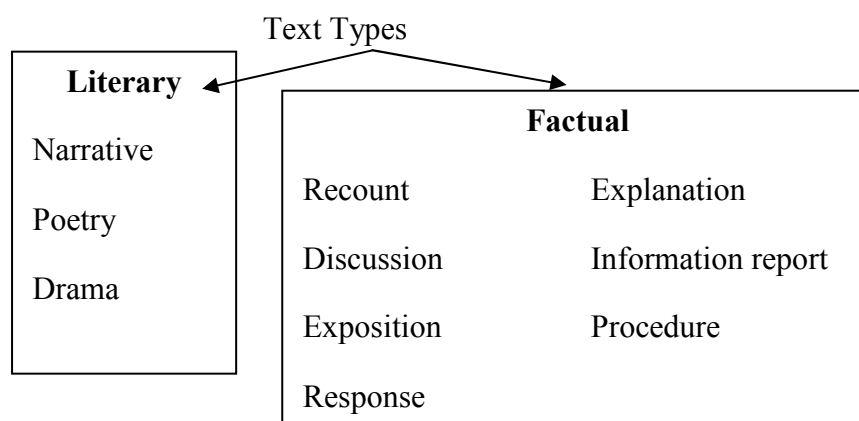**Keywords**: *Application, weblog, publish, writing*

INTRODUCTION

English Department students needs to master language skills, they are listening, speaking, reading and writing. All of those skills support each other, however, writing is considered as the difficult one to be mastered since they have to develop their idea. Lenneberg (1967) as cited by Brown (2000) considered that writing is like swimming. People learn to write if there is a body of water available and usually only if someone teaches them. People learn to write if they are members of a literate society and usually only if someone teaches them. Therefore, for being able to write, students must take writing subject steps by steps, from the basic up to the higher level.

English Department of Pekalongan University provides there levels of writing class, they areWriting for General Communication, Writing for Professional Context and Academic Writing. This research was focused on Writing for Professional Context Subject. Based on English Department Curriculum, the learning outcomes of this subject are: a) Attitude: showing responsibility of his profession on his field work autonomously, b) Cognitive: mastering the theoretical language concept and technique of communication both spoken and written in the context daily communication, academic, and profession on the intermediate level, 3) Skill: accomplishing spoken and written English in the context daily communication, academic, and profession on the level of post intermediate. Therefore, the objective of this subject is implementing, analyzing and evaluating writing on the scope of text types contextually, continuously andthe students are able to write text types originally.

Referring to the objective of that subject, text types are the main material to be learned by the students. Anderson and Anderson (2003: 1) stated that text is words that are put together to communicate a meaning. There are two main categories of texts—literary and factual. Within these are various text types. Each text type has a common way of using language

Text Types

Literary	Factual	
Narrative	Recount	Explanation
Poetry	Discussion	Information report
Drama	Exposition	Procedure
	Response	

(Anderson and Anderson, 2003: 3)

Since Poetry and Drama are taught on the other subjects, so in writing class the literary text was focused on Narrative text. Meanwhile, the factual text explores more text types.

Text Type	Purpose
Literary-poetic	To express the feelings or experiences of the poet so as to describe, praise or criticize
Literary-Dramatic	To portray human experience through enactment, sometimes in order to make social comment
Literary-Narrative	To construct a view of the world that entertains or inform the reader or listener
Response	To respond to anartistic work by providing a description of the work and judgment
Discussion	To present differing opinions on a subject to the reader or listener
Explanation	To Explain how or why something occurs
Exposition	To argue or persuade by presenting one side of an issue
Information report	To classify, describe, or to present information about a subject
Recount	To retell a series of events, usually in the order they occurred
Procedure	To instruct someone on how something can be done

(Anderson and Anderson, 2003: 4-7)

To know the how far the objective of this subject was achieved, evaluation is needed. There are three kinds of evaluation in writing for professional class, they are weekly assignments, midterm test, and final examination. This research

was focused on the weekly assignments. After the students learned a text type in a meeting, they were asked to write a text type by developing their own idea. Next, they published their writing. In evaluating students' writing, the most instructive evaluation feedback is giving comments, both specific and summative, regarding the students work (Brown, 2000: 354).

Commonly, students' assignments are written or printed on a piece of paper, but it was not for Writing for professional context subject,the lecturer asked the students to publish it. To publish means to make content available to the general public. While specific use of the term may vary among countries, it is usually applied to text, image, or other audio visual content, including paper. The word publication means the act of publishing, and also refers to any printed copies.One of the purposes in publishing their writing is that so that the students' work could be read by many people. The form of publication is that by posting their work. Since nowadays people prefer using their gadget to search information in online media, so the lecturer asked the students to make weblog and it was used to publish their work, especially text types writing.

A blog (shortening of weblog) is a journal or informational website displaying information in the reverse chronological order, with latest posts appearing first (https://firstsiteguide.com/what-is-blog/). It is a platform where a writer or even a group of writers share their views on an individual subject. The appearance of blogs changed over time, and nowadays blogs include different items. But, most blogs include some standard features and structure. Here are common features that typical blog will include:

a. Header with the menu or navigation bar
b. Main content area with highlighted or latest blog posts
c. Sidebar with social profiles, favorite content, or call-to-action
d. Footer with relevant links like a disclaimer, privacy policy, contact page, etc.

There some specialties that are common to blogs: 1) Archives. You may look at the front page of a blog and overlook its appearance. In most cases, they have few recent articles or links to other blog posts. But, much more is hidden below the surface. When you post a new article on your blog, it appears on the first page. The more content you post, it begins going down the list. Eventually, it will move to the next page (archive) of your blog. 2) Comments: Feedback from visitors is critical to any blogger who writes and posts content online. Conversational posts encourage interaction with blog guests. At the end of every blog article, readers can share their different opinions via comments. A better method of learning how it works is to take the initiative and leave your comments on blogs. Go online read few blog posts that are of your interest and share your opinion by commenting.

The objective of this paper was to explain students' perceptions on the use of weblog to publish their writing. As a reference in conducting this research, the researcher took a previous study which is written by Di Zhang (2009: 64) entitled The Application of Blog in English Writing. The purpose of this thesis is to introduce the blogging phenomenon and the effectiveness of using blog exchanges for English writing. Firstly the thesis points out that the blog is an effective tool for students to improve English writing on the basis of the general observation of features and its application in education. Then it further described the influences of using blog for students in English writing. This thesis also discussed how to engage students' reflective

learning in English writing through the blog. There are also suggestions for the research on blogging and its potential for its pedagogical application to education, especially the teaching of English writing.

The difference of this research with the previous study is that this research was focused on the application of weblog to publish students' work, especially text types writing.

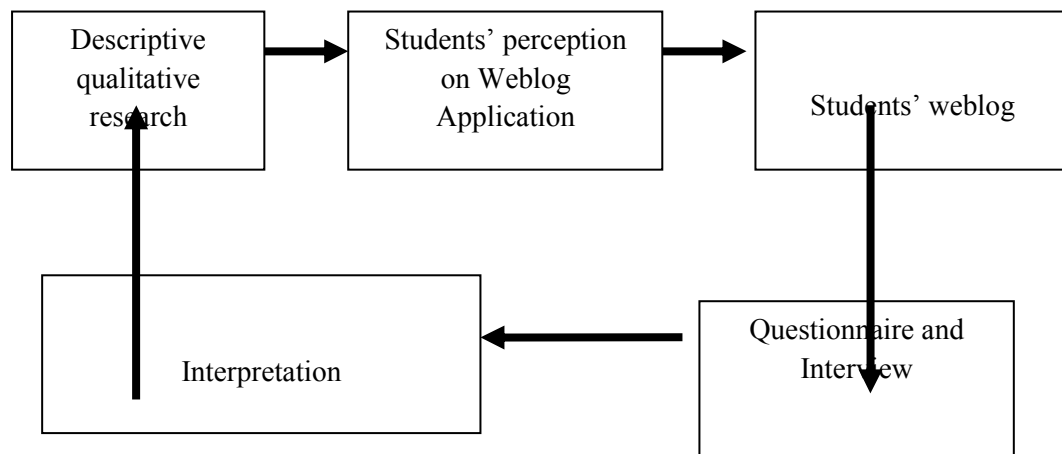The theoretical framework of this research is as follow:

Figure 1. Theoretical framework

METHODS

The design of this research is descriptive qualitative.Fraenkel et.al. (2012: 426) stated that qualitative "research studies that investigate the quality of relationship, activities, situations, or materials.

Fraenkelet. al. (2012: 67), stated that population is the larger group to which one hopes to apply the result.The population of this research is the second semester students of the English Department. There are 47 students. From those population, then the researcher did sampling. Sampling refers to the process of selecting these individuals (Fraenkel et al, 2012:91). The sampling that is used in this research is random sampling, Fraenkel and Wallen (2012: 93), random sampling is every member of the population presumably had an equal chance of being selected. The researcher took 28 students as the sample. As stated by Fraenkel and Wallen (2012: 91), a sample in a research study is the group on which information is obtained.

The researcher used questionnaire and students' weblog to investigate the data. First, the researcher made the indicator of questionnaire, next it is written into the items of questionnaire. The questionnaire was designed using Likert scale. The questionnaire was distributed to 28 students, then the researcher analyzed them and calculate percentage index to get the interpretation whether the students agree, strongly agree, neutral, disagree or strongly agree with the statements. After getting the interpretation, next the researcher explained the students' perception.

DISCUSSION

The subject of this research used weblog to publish their writing, below are their weblog:

1. http://gabriellxingmi.blogspot.com/
2. http://iftidahdwia.blogspot.com/
3. http://sindihalizaliza.blogspot.com
4. http://vinnibakery.blogspot.com
5. https://bektiidea.wordpress.com/
6. http://aningbmarsb.blogspot.com
7. http://ikaocta18.blogspot.com/
8. http://satriooaji.blogspot.com/
9. http://dewisals20.blogspot.com/
10. http://faridanfasa06.blogspot.com/
11. http://riobagaspra99.blogspot.com/
12. http://anishaalfa.blogspot.com/
13. http://fachriichsan.blogspot.com/
14. http://restyageulis11.blogspot.com/
15. http://febrianamaya.blogspot.com/
16. http://sakinanoviandani.blogspot.com/
17. http://nadiaenglishfun.blogspot.com/
18. http://ifazilfa.blogspot.com/
19. http://irenarosma23.blogspot.com/
20. http://putriyantisusilaningrum.blogspot.com/
21. http://ngeblogkinaja.blogspot.com/
22. http://kumpulantugaswritinglina.blogspot.com/
23. http://nabillatsuraya.blogspot.com/
24. http://imrchusna.blogspot.com/
25. http://adilah57.blogspot.com/
26. http://ilhamnugroho14.blogspot.com/
27. http://kurniamentari23.blogspot.com/
28. http://yohanesmichael22.blogspot.com/2018/04/

Students' Perception on the use of Weblog to publish their writing
Below is the result of questionnaire:

No	Statements	Alternative Answers							
		SD	D	N	A	SA	∑AAXn	index %	Interpretation
1	Information technology is needed in doing assignments of writing for professional context subject	0	0	24	40	50	114	81.43	Strongly agree
22	The assignments that are published in a weblog make me more responsible	0	0	2	72	45	119	85.00	Strongly agree
23	The assignments that are published in a weblog make me more discipline	0	0	4	52	65	121	86.43	Strongly agree
24	The assignments that are published in a weblog train me for not doing plagiarism	0	0	6	72	35	113	80.71	Strongly agree

No	Statement								
26	The use of weblog for doing assignment train me to be a wise internet user	0	0	12	56	40	108	77.14	Agree
29	The feedback that is given by the lecturer was so useful for the students to revise their work	0	0	4	68	45	117	83.57	Strongly agree
2	Weblog is an appropriate media to publish students' work	2	0	18	48	40	108	77.14	Agree
25	The assignments that are published in a weblog can be read and be given comment by internet users	0	4	6	56	45	111	79.29	Agree
30	Weblog can be used to do assignments of some other subject	0	2	16	72	5	95	67.86	Agree
18	I am interested to use some other social media such as twitter, instagram, facebook than weblog	0	0	45	52	0	97	69.29	Agree
20	I can not discuss with my friend since I was too focused of my assignment	10	56	27	6	0	99	70.71	Agree
21	The assignments that are published in a weblog cannot be given noted by the lecturer as on paper assignment	15	48	30	6	0	99	70.71	Agree
9	I face difficulties to develop my idea in writing text types	0	14	48	20	0	82	58.57	Neutral
17	I face difficulties to publish my work since I did not have enough time	0	24	42	8	0	74	52.86	Neutral
5	My Weblog is only accessed when I want to publish my work	2	18	30	16	15	81	57.86	Neutral
19	I did not publish my work in weblog when there was some other assignments	5	36	15	0	0	56	40.00	Neutral

Note:

SD   : Strongly Disagree
D   : Disagree
SA   : Strongly Agree
A   : Agree
SA   : Strongly Agree

Based on the table above, it is described that:

Statement 1: Information technology is needed in doing assignments of writing for professional context subject. The calculation of percentage index is 18.43, so it can be interpreted that the students strongly agreed on the application of information technology in doing writing for professional context assignment. In addition, information technology is needed since today every students operate his/her gadget. The development of information technology must be applied in teaching learning process, in this case is to publish the students' work and to minimize the use of paper.

Statement 22: The assignments that are published in a weblog make me more responsible. The calculation of percentage index is 85.00, it means that the students strongly agreed if weblog make them more responsible. Based on the English department curriculum, one of the evaluation is students' affective in teaching learning process. Therefore, the application of weblog developed students' responsibility. They did the assignment based on the instruction.Moreover, they were aware to arrange their time in doing their writing assignment and the other assignments.

Statement 23: The assignments that are published in a weblog make me more discipline. The calculation of percentage index is 80.71, it means that the students strongly agreedthat the application of weblog to publish their writing assignments made them more discipline. Every assignment has to be published on certain time, the period of publishing their work is a week, the maximum time is the day before having the next material at 23.59. This rule made the students being discipline in publishing their work.

Statement 24: The assignments that were published in a weblog trained me for not doing plagiarism. It can be seen in the table that the percentage index is 80.71, it means the students is strongly agreed. In teaching learning process of writing class, the lecturer always emphasizes that the students have to do their work originally. If it is known that the student do plagiarism, he/she have to repeat his/her work. Since their works were published in weblog and they are read by many people, it can minimize in doing plagiarism. The students will feel shy if it is know that they copied someone's work. Therefore, publishing their work in weblog taught them to appreciate someone work, not to do plagiarism and be honest with themselves.

Statement 26: The use of weblog for doing assignment trained me to be a wise internet user. The percentage index is 77.14. It show that the students agreed if using weblog for doing assignment trained them to be a wise internet user. Nowadays everybody accesses internet freely, the do it every second in every occasion. Therefore, it needs for the lecturer to control her students by giving an example of using internet wisely. The students also agree that by using weblog to

publish their work, they become wiser in using internet. As students that are going to be a teacher, they become know that weblog can be used in teaching learning process, one of the examples is for publishing their assignments.

Statement 29: The feedback that is given by the lecturer was so useful for the students to revise their work. The percentage index is 83.57, it means that the students strongly agreed on the positive effects of getting lecturer's feedback about their work. In the mid of semester and in the end of semester, the lecturer held face to face meeting. Every student had 45 minutes to explain their work that they published in their weblog. Next, the lecturer checked one by one of their text types writing, it is checked on the appropriateness of kinds of text type whether the content is match with social function, the organization is match with the generic structure, the grammar is match with linguistic features, and the use of vocabulary and mechanic. Every time the lecturer found mistakes in students' writing, she asked the students what is the correct one, when the students did not know the correct one, the lecturer explain the revision. In addition, the lecturer also ask the students to share their difficulties in writing text types, then she gave solution. This face to face session make the student and the lecturer felt closer, the students felt free to share their problem in writing, then they could revise the mistake.

Statement 2: Weblog is an appropriate media to publish students work. The table shows that the percentage index is 77.14 %, it can be interpreted that the students agreed with the statement. By using blog, the students can explore their idea and thought. It can be written then share to the public, since nowadays people prefer reading on line information than off line. Therefore, weblog is a right media to publish students' work.

Statement 25: The assignments that were published in a weblog can be read and be given comments by internet users. The percentage index of this statement is 79.29 %, it means that the students agreed that their work were given comments by the readers or internet users. Since Weblog is worldwide used, so the students work can be commented by everyone all over the world.

Statement 30: Weblog can be used to do assignment of some other subjects. The percentage index is 67.86 %, it means that the students agree with this statement. It can be concluded that weblog is not only appropriate to be used for publishing writing assignments. The other lecturers can use weblog in their teaching learning process. It can be used to publish the material, teaching media, students' work, and some other class activities.

Statement 18: I am interested to use some other social media such as *facebook*, *instagram*, and*Youtube* than weblog. The percentage index is 69.29 %, it means that the students agreed with this statement. They prefer acsessedfacebook, instagram, and Youtube. The reasons is that the content of this social media is more interesting, they can interact with more people from different background. They can share and watch their photos, *status*, comments, video, news and etc. Meanwhile, usually the number of blogger is more limited, and the comments that are given by people that have the same interest, for example the article of education will be commented by people that has activities in education. Besides, the content of weblog is usually in the form of article, that considered to

be more scientific and formal. Those are the reasons that make the students prefer some other social media that weblog.

Statement 20: I cannot discuss with my friends since I was too focused of my assignment. The percentage index is 70.71 %, it means that the students agreed when doing the assignment, it made them to be focus on it. The reasons were the work must be written originally, it must be written based on its social function, generic structure, and linguistic feature. Next, the work must be published not more the period of time that had been fixed. These agreements sometimes made the students getting stressed and they less interact to their friends.

Statement 21: The assignments that are published in a weblog cannot be given noted by the lecturer as on paper assignment. The percentage index of this statement is 70.71%, it means that the students agreed. Not as paper based test or assignment, the assignments that are published on weblog could not be given directly. The lecturer can give the comments, but she cannot write directly on the spelling, words, sentences, or mechanics that the students made. Although the lecturer had given feedback, sometimes the students forget it. That is because the feedback could not be written directly as on paper.

Statement 9: I faced difficulties to develop my idea in writing text types. The percentage index is 58.57. It means that the students' perception is neutral. It can be concluded that sometimes the students faced difficulties, but not all of the text types that they wrote were difficult for them. Sometimes they can develop their ideas fluently.

Statement 17: I faced difficulties to publish my work since I did not have enough time. The percentage index is 58.57, it means that the students' perception is neutral. It can be concluded that the students sometimes faced difficulty to publish their work because of their activities, however in other time they can publish their work easily.

Statement 5: My weblog is only accessed when I want to publish my work. The percentage index is 57.86, it means that the students' perception is neutral. Sometimes they access their blog when they want to publish their work, meanwhile, they also access their weblog not only for publishing their work.

Statement 19: I did not publish my work in blog when there were some other assignments. The percentage index is

CONCLUSION

The results showed that the students strongly agree that publishing weblog make them more responsible, discipline, become wise internet user and avoid plagiarism. Weblog is an appropriate media to do assignment, since it can be given comments by the readers. They suggested that weblog can be applied to the other subjects, not only writing. However, some of the students more interested to access some other social media that weblog since the feature of weblog is limited. In addition, by using weblog the lecturer cannot give the note directly as in paper based assignment. In conclusion, there are positive and negative perceptions on the application of blog to publish students' writing.

After finding the students' perception, it is suggested that information technology need to be implemented in a teaching learning process, the form

information technology needs to be suited to the materials and also students' need or their agreement.

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