Energizing Weblog to Facilitate Students' Creativity and Behavior in Online Learning

Muthmainnah[1], Ahmed J. Obaid[2], Ahmad Al Yakin[3], Mohammed Ayad Alkhafaji[4], Ahmed R. Hassan[5]

[1, 3] Universitas Al Asyariah Mandar, Indonesia
[2] Faculty of computer science and Mathematics, University of Kufa, Iraq
[4,5] National University of Science and Technology, Dhi-Qar, Iraq
Corresponding Author Email: [1] muthmainnahunasman@gmail.com
[2]ahmedj.aljanaby@uokufa.edu.iq;[3]ahmadalyakin76@gmail.com;[4]mohammed.alkhafaji@nust.edu.iq;
[5]Ahmed.r.hassan@nust.edu.iq

Abstract

Integration is always an issue with new technology, and this one is no exception. Amid the pandemic, many education researchers are still questioning whether online learning environments help students become more creative and improve their writing skills. This study uses mixed research methods and aims to examine student engagement in writing using weblogs during COVID 19. Twenty-three online students at computer science faculty of universitas al **A**syariah Mandar in Indonesia were treated using weblogs to identify those who were actively involved in their online learning experiences. Furthermore, the researcher uses several indicators to assess this writing, starting from grammar, critical thinking, content of writing, and argumentation. The aim is to gain a comprehensive understanding of how EFL students in the higher education landscape view online learning through weblogs. Analysis of student feedback was carried out quantitatively. The findings of this study explain how EFL students view online learning as the main means of teaching and learning during this critical period. The results showed that by navigating new digital genres such as weblogs, students' engagement and creativity were demonstrated in their behavior during writing. Teaching writing using the internet, which has been shown to have a positive impact on writing, has taken a new direction. Weblogs are used to teach writing, which helps students improve their writing skills, behaviour and creativity.

Keywords: Online learning, Weblogging, English in Indonesia, engaging creative thinking, and academic writing.

Introduction

A lot has been written about the effectiveness of online English language instruction (ELT). This method has made learning English more enjoyable. Ease of use and adaptability are just two of the many advantages that e-learning brings to EFL activities. Facilitates learning by making online learning and teaching resources readily available to students Mohammed Nasser Hassan Ja'ashan, M. (2020). As an alternative to more conventional methods of instruction, it encourages students to take an active role in their own educational journeys. There have also been a number of recent studies looking into the effects of online learning on language learning (Al-Fraihat et al, 2020). Use of innovative teaching methods can lead to better outcomes for students and educators alike. Education and training via the internet, web-based training and instruction via technology are all referred to as eLearning. To keep up with the fast-paced changes taking place in our increasingly interconnected world, a variety of groups and individuals have shifted their focus to the creation of new forms of e-learning that can assist students in their academic endeavors (Almaiah, et al, 2020).

Concerns have been raised about the sectors that are making efforts to adapt to the new era. As a result of this development, students now have access to more educational choices than ever before. E-learning is a significant advancement that students should participate in, according to institutions. Changes have been made to the forms and tools used by higher education institutions. A few examples of this type of technology include e-mails, wikis, blogs, e-portfolios, animations, video links, and social networking sites like Yahoo Messenger and Facebook. Despite these positive developments, the 2019 coronavirus disease (COVID-19) outbreak has spread unexpectedly widely around the world at the start of 2020. (BNPB, 2020) Demand for online education has increased since the outbreak (Moorhouse, 2020).

All Indonesian educational institutions have been ordered to implement E-learning programs by the country's Minister of Education and Culture to keep students and educators safe from the outbreak's growing reach. Thus, every school must now provide some type of online education. Research on English as a Foreign Language (EFL) students' writing abilities is particularly relevant in the face of pandemics because of the difficulty of conducting online research in this area. Perception refers to our ability to comprehend the world around us in a phenomenological sense. Students' experiences with e-learning in a writing classroom would be helpful in this study. It will be interesting to see how students respond to the use of e-learning to improve their EFL writing skills during the Covid-19 pandemic.

The limitations of traditional methods have been overcome by technological advances in recent years. Using blogs as a platform for group learning makes it easier for students to communicate, collaborate, organize their thoughts, and learn in a more meaningful way. Despite their increasing popularity in online communities, weblogs and blogs have not been widely adopted in EFL classrooms as useful tools for students to learn and teach languages Campbell (2003); Miyazoe, T., & Anderson, T. (2010); Al-Qallaf, C. L., & Al-Mutairi, A. S. (2016); Arslan, R. Ş., & Şahin-Kızıl, A. (2010). Although blogs were not originally intended to be used for language learning, they do hold promise as a useful tool in the classroom.

Beldarrain, Y. (2006) blogs have become a new variation of learning in educational settings. Blogging allows teachers and students to practice their language skills on a daily basis because of the interactive multimedia features and interactivity it offers. According to Alsamadani, H. A. (2018) blogging can be a useful tool to develop writing skills and provide opportunities for students to practice their writing in a group setting.

Then, Bernstein (2004); Oravec (2003); stated a growing body of research supports the idea that blogging can help students with the writing process, sharpen their critical thinking skills, improve communication, and encourage collaborative knowledge development. Mean, writing is not seen as an act of self-expression or an exchange of information, but rather as a collaborative effort involving the participation of many participants. Writing and literacy skills can be improved by blogging,

The use of weblogs in the classroom and beyond the four walls of the school is an effective way of connecting technology and education. Because blogs are individualistic and collaborative they can encourage self-expression, creativity and community building. It is possible to use it in a variety of academic settings and contexts due to its multidisciplinary format (Huffaker, 2005). Before, during and after COVID-19, weblogging was used to track changes in students' perceptions of online learning. With some exceptions, such as student attitudes toward it (Unger & Meiran, 2020) and user satisfaction, online education has received relatively little attention during this outbreak using large open data sets (Chen et al., 2020). Few studies have examined public reactions to weblogging with a specific focus on adoption. How do Indonesian EFL students view weblogging as a tool for online learning and what are their main concerns? As a significant area for research in the last decade, web 2.0 perception and use have been examined. As a result, it's crucial to see if their opinions on weblog-based online education differ. As a result of this discovery, a broader range of perspectives on online education adoption will be available to students in an emergency.

Literature Review

Theoretical background

Teachers, parents, researchers, and professionals who are interested in computer-mediated communication will find blogs useful. According to data from WordPress, Tumblr, Blogger, Wix, Squarespace, and Medium, there will be 1.86 billion websites and over 570 million blogs on the internet by 2021. In 2020, the United States had 31.7 million bloggers1. In a blog (also known as a weblog or a web log), the most recent entries (posts) are displayed first on a website. Specialized blogging software is required to create a blog. Links, pdf, doc, ppt, xls, and pptx files, as well as images and videos, can all be uploaded. There are several different kinds of blogs.

There are two types of blogs: (1) personal blogs, which are online diaries or commentary written by a single person, and (2) collaborative blogs, which are blogs written and published by a group of people. It is focused on a single topic such as technology or politics; (3) microblogging, which is posting small (short) pieces of digital content such as text, links, pictures, or short videos; (4) corporate and organizational blogs used for non-profit organization, business, or governmental purposes. It is only available to members or employees; (5) Aggregated blogs that include selected feeds

on specific topics, services, or products and provide a combined view for their readers; (6) Reverse blogs composed of several contributing authors on a topic rather than a single blogger. Anyone can submit a piece to them. Text dominates most of most blogs. One type is a "vlog," which stands for "video blog," while another is a "mp3 blog," which stands for "mp3 blog" (podcasts). Many kinds of blogs exist, each with its own media format. For example, there are many different types of blogs based on the type of media they use, including: vlogs, links, sketches, photos, and more (shorter posts and mixed media). They can be broken down into categories like health, travel, and politics.

How-to/Tutorial blogs and how-to/travel blogs are examples of niche blogs. If you have a mobile phone, you can write a blog using a blog app, which is called "mobile blogging" (moblog). Edublogs can be used as educational resources by teachers and students alike. A review of the literature reveals a wide range of studies that examine the use of blogs in education and language learning, particularly writing instruction, in general. As part of a life science course in Malaysia, students used blogs to document their experiences and post writing assignments that were based on the course's lessons and discussions (Gedera, 2012).

Using blogs to improve one's English language skills and develop one's writing abilities has been found to be popular among students in numerous studies. Students in Saudi Arabia, the United States, Australia, Taiwan, Spain, Iran, Malaysia, Vietnam, Columbia, Iran, and Turkey were able to enhance their self-awareness, learn from others' ideas, express themselves better than in class practise, and better understand linguistic topics when they used blogs and web resources to learn about them. It is proven that student interest and motivation to use English are increased using blogs, as well as the exchange of feedback with fellow students and educators Kemaloglu-Er, E. (2021).

According to Asoodar, Atai & Vaezi, (2016) stated to improve their English language skills, Iranian undergraduate engineering students used a blog buddy system. Because of this activity, students' ability to write better was greatly enhanced. Students who had received feedback from blog-buddies were more positive about blogs in writing classes. Students could also take charge of their own education with the blog-buddy system. Bilingual blog studies with Spanish language learners were conducted at the Universities of Queensland in Australia and Las Palmas de Gran Canaria in Spain. The participants were students of Spanish as a Foreign Language (EFL). An educational setting that allowed students from Australia and Spain to interact with each other in a cross-cultural and "language" exchange helped bridge the students' cultural and linguistic divides and provided an opportunity for peer revision, collaboration, and discussion on the blog Garcia-Sanchez & Rojas-Lizana, (2012).

Weblogs' built-in interactivity aids in the development of a reliable peer review culture among collaborative writers. Students collaborate with one another, express themselves creatively, and take ownership of their work by presenting it to their peers. In addition, they learn to interpret and evaluate information critically. They can post their opinions whenever they want if they have the time and space to do so. In addition, students learn to recognize the intended market Grami, G. M. A. (2012). Students in their first year of college present their blog posts to their peers in oral communication classes. They connect with each other simply by reading and commenting on each other's blog posts. Self-reflection and group work are also encouraged by blogs for EFL students. Personal blogs help students improve their writing skills by allowing them to reflect on their own work and receive feedback from their peers. Students' writing improves when they plan ahead and make corrections before posting a piece of work. These methods are best suited to learning styles that are interactive, student-centered, and constructivist. Learners of a new language rely heavily on the feedback they receive and give from their peers on their blogs. Al-Jarf, R. (2022). Participation in blogs on a regular basis improves one's ability to work in groups and with others. A Midwestern university in the United States surveyed international freshman students and found that they used journals and blogs to record and reflect on their experiences.

As a class, the students demonstrated support, encouragement, and advice on how to deal with their weaknesses in the comments they left on each other's posts, allowing them to reflect and learn together. Despite the students' struggles with language, their comments on each other's posts demonstrated support, encouragement, and advice on how to deal with their weaknesses, allowing them to reflect and learn collaboratively as a class Thomas, S. (2017). Liike the blog-mediated writing project between two colleges, teachers could use it to provide timely feedback or prompt students to exchange ideas. Various types of feedback were categorized into task/process/self-regulation/superficial praise/mediative feedback. The findings show how feedback has evolved and how superficial comments have been reduced in online writing tasks. Chen, W. C. (2014) shared their writings on blogs and solicited feedback from their peers on how to improve it. Even

though more people commented on the global area than the local area, revision-related comments were not guaranteed to be more prevalent there. Revisions made in the blog posts during peer feedback were greater than the number of comments on them. It was also less common for classmates to assist with revisions of "words" and "phrases" than those of "sentences" and "paragraphs" Pham, V. P. H., & Usaha, S. (2016).

Media and Technology in writing

A primary language skill is writing. It's an important tool for expressing one's feelings, opinions, and viewpoints. Writing is a way for people to communicate their thoughts, feelings, and ideas to others. Listening, speaking, and reading come first in the process of learning and developing any language, with writing coming last in the list. Writing is the most difficult skill for students to master in any language. In the case of learning English as a second language, there is no exception. Even if they are fluent in their native language, students often have difficulty writing their work Anh, D. T. N. (2019). To master the art of writing, native and nonnative speakers alike must take into account a wide range of considerations, including the intended audience, the content, the structure, the vocabulary used, and the appropriate use of capitalization and punctuation. For the most part, writing is nothing more than the act of physically placing words or ideas on a surface. In contrast, "writing is the mental work of creating ideas, thinking about how to express them, and organizing them into statements and paragraphs that are clear to the reader," he explains. According to Harmer, J. (2008). a composition's content and form are equally important. Language use, text construction, layout, style, and effectiveness all play a role in writing. Harmer goes on to say that mastering the art of writing is a multi-stage process that includes drafting, editing, planning, and a final draft.

Learning to write in a EFL can be a challenge Richard & Willy, (2002). to generate and organize ideas and then translate them into understandable text takes time and effort, and this is true even for native English speakers. The complex writing skills must be learned by requiring EFL students to master both higher-level planning and organizing skills and lower-level skills in spelling, punctuation, and word choice. For non-native speakers of the language, this is a particular problem. Students need to learn how to correctly structure sentences, choose appropriate words, and pay attention to spelling and punctuation. Students must be able to combine their linguistic expertise with the ability to present information in a logical and cohesive manner in their written work. Some EFL students can't write essays or paragraphs at a high level of skill.

To a similar extent, teaching writing is a challenge for many educators; as a result, many students dislike the subject matter. Learning the grammar and vocabulary of a language isn't the only way to succeed in a written task. Learning to write in a foreign language requires not only the acquisition of grammatical rules and vocabulary, but also an active participation in the language's rich cultural and social context. Thus, a growing number of new approaches to teaching EFL students to improve their writing have emerged. (Rao, 2007) and (Reilly, 2007) (2005). This growing trend of using new methods to teach writing has led to new research on the effects of giving EFL students constructive feedback on their writing skills, Bitchener & Ferris, (2012).

Teachers must play an important role in their students' education if they are to ensure that students advance in their knowledge and determine whether their comprehension is satisfactory or which parts of their work they should review or even where they have gone wrong. However, teachers should not dictate to students how they should proceed in the writing process. In order to convey to students, the appropriate level of knowledge and comprehension, teacher feedback providers are also required. The narrator should be praised for what they've done well, but also given advice and assistance for what they need to improve upon. Providing students with a variety of assessment activities is another way to help them progress in their education.

When teaching writing, the process approach emphasizes the importance of students' interactions with peers and teachers, as well as the importance of focusing on the writing's intended audience as well as the importance of focusing on the writing's content. Using a blog in conjunction with process-based writing instruction is supported by the results of recent studies that have important implications for classroom implementation. Several steps must be taken during the transferring process for the writer to express his or her thoughts clearly. It is also a multi-step process that includes brainstorming, planning, outlining, organizing, drafting, and revising.

Foreign language instruction would be incomplete without instruction in the art of writing. It's crucial for communicating one's thoughts and feelings. Written communication is a powerful way for people to communicate with each other. Listening, speaking, reading, and writing are the first steps in learning a language, with writing coming last. The most difficult skill for a student to acquire is the ability to write in any language. When it comes to learning English as a second language, there is no exception. In spite of having a command of their native tongue, many students find it difficult to express themselves in writing Anh, (2019). A wide range of factors must be taken into account by both native speakers and non-native speakers in order to achieve proficiency in writing. These include target audience, content, structure (including paragraph and sentence length), vocabulary, punctuation, and other stylistic elements. Physically placing words or ideas on paper is all that writing is about for the most part. To put it another way, "writing is the mental work of creating ideas, considering how to express them, and organizing them into statements and paragraphs that are clear to the reader," he explains. Harmer, J. (2008) content and form are equally important in a composition. Each aspect of writing has a role to play, from language use to text construction to layout to style to effectiveness. It's a multi-step process, says Harmer, which includes drafting and editing as well as planning and revising the final draft.

It can be difficult to write in a second language (L2) Richards, J. C., et al (2002) To generate and organize ideas and then translate them into understandable text takes time and effort, and this is true even for native English speakers. The complex writing skills must be learned by requiring L2 students to master both higher-level planning and organizing skills and lower-level skills in spelling, punctuation, and word choice. For non-native speakers of the language, this is a particular problem. Students need to learn how to correctly structure sentences, choose appropriate words, and pay attention to spelling and punctuation. When it comes to writing, students must have the ability to combine their linguistic expertise with the ability to convey information effectively. Some English as foreign language (EFL) students are unable to produce well-written essays or paragraphs.

Teaching writing is a difficult task for many teachers, and as a result, many of their students dislike it. It's not enough to learn the language's grammar and vocabulary to succeed in a written task. Learning to write in a foreign language requires not only the acquisition of grammatical rules and vocabulary, but also an active participation in the language's rich cultural and social context. To help EFL students improve their writing, more and more new methods are being used Rao, Z. (2007); Reilly, J., & Reilly, V. (2005). New studies have been conducted on the effects of providing constructive feedback on writing skills to EFL students as a result of this growing trend of using new methods to teach writing. There are two authors, Bitchener, J., & Ferris, D. R. (2012)

Teachers must play an important role in their students' education if they are to ensure that students advance in their knowledge and determine whether their comprehension is satisfactory or which parts of their work they should review or even where they have gone wrong. However, teachers should not dictate to students how they should proceed in the writing process. In order to convey to students, the appropriate level of knowledge and comprehension, teacher feedback providers are also required. The narrator should be praised for what they've done well, but also given advice and assistance for what they need to improve upon. Another way to help students progress in their education is to provide them with a variety of assessment activities.

Using the process approach to teaching writing emphasizes the importance of students' interactions with peers and teachers as well as the importance of focusing on the writing's intended audience as well as its content. Researchers have found significant implications for classroom implementation and justifying the use of a blog as a supplementary tool in process-based writing instruction research In order for the writer to be able to express their thoughts clearly during the transfer process, several steps must be taken. Additionally, according to Negari, G. M. (2011) it's a multi-step procedure that entails everything from concept generation to final draft polishing.

EFL writing activities like this one, where students share personal experiences and writing courses emphasize the ability to build an analysis of a topic, emphasize the importance of following a systematic process for effectively communicating our thoughts or ideas in written form. In order to complete a piece of writing, the author must follow a series of steps. As a result of these considerations, a well-planned writing strategy is essential for students to follow. We must follow a systematic process in order to convey our thoughts or ideas in written form, especially in EFL writing activities like this one, sharing personal experiences and writing courses also emphasizes the ability to build an analysis of a topic. A writer

must go through a series of steps in order to complete their work. Considering these considerations, an effective strategy for writing activities is critical for laying out a clear path for students to follow.

The following are some of Barrass, R. (2005) explanations of the critical aspects of writing for students: to begin with, it helps students build a clear picture of what they're seeing. Also, individuals' ability to generate new ideas and concepts would be enhanced if they documented their thoughts in some way. Taking a picture of the process could be a good way to convey their thoughts. It is crucial in terms of communicating purposes, such as evaluation, invitation and reports, etc.

Writing is a multi-step process that includes the following: 1) Planning. First and foremost, determining the root causes of a problem is essential. The pre-writing process, which involves clustering and brainstorming, takes the reader and the intended content into account. 2) Drafting. After that, you'll need to start coming up with ideas for your pieces of writing. Using an initial description or elaboration of ideas from the planning part, this section needs to clearly state the framework of writing content. 3) Editing. To produce quality writing, the editing process must be carried out. For example, a proofreader might look for errors in structure, grammar, punctuation, and diction. In addition, there are additional resources to aid in the investigation. 4) This is the final draft. Following several rounds of editing, the writer can go back and double-check the entire paragraph as the final step in the writing process.

During the drafting stage, students are encouraged to communicate with their instructor and fellow classmates frequently using this process approach Keen, J. (2022); Corbett, J. (2022). Students who are learning to write in a second language need a lot of feedback because it helps them become more aware of their audience and their own reading needs Bankier, J. (2022). The importance of student feedback cannot be overstated, as it aids students in developing their writing skills, improving their accuracy, and crystallizing their thoughts. The writing course must incorporate both teacher and peer feedback in order to successfully implement process writing. To use the process approach, teachers must get feedback from the real audience, not just from the course teacher and the students who took part, Sun, H., & Wang, M. (2022). Albelihi, H. H. M., & Al-Ahdal, A. A. M. H. (2022); Calleros, C. R., & Holst, K. Y. (2022), Hoeve, S. J. (2022).

Teacher-student interaction and revision training are top priorities in revision research. After revisions, students should be able to publish their work in journal. This means that teachers may have to come up with alternative methods of supporting writing instruction in schools if they want to use a process approach given the limitations of a school setting such as time, overcrowding, and curriculum restrictions, Bovill, C. (2020); Han, Y. (2019); Sun, H., & Wang, M. (2022). To meet the needs of students who are learning a second language through process-based writing instruction, Arslan, R. Ş., & Şahin-Kızıl, A. (2010); Poudel, A. P., & Singh, R. K. (2020); states that blogs provide authentic audiences, authentically communicative, process-driven, peer-reviewed disinhibiting contexts, and an entirely new form with uncharted creative potential.

Dippold (2009:3-19); Foroutan, M., et. al (2013); Ciftci, H., & Kocoglu, Z. (2012); Noytim, U. (2010); Vurdien, R. (2013) explains it this way: also in writing instruction, blogs allow writers to connect with a larger audience, encourage and facilitate the exchange of resources and thoughts, as well as allow students to be evaluated by their peers. Students can run their own blogs, which describe to use blogging throughout the writing process, from drafting to publication and assessment. To speed up the feedback process, students can use blogs to post their work in progress. It's possible for students and teachers alike to review and comment on drafts at any time and from any location.

Because of the Internet, peers can look over drafts for as long as they want. As a result, students can gain a better understanding of how to write by reading the teacher's comments on other students' work posted on blogs. It is a common theme in the process approach to teaching to emphasize the importance of understanding one's audience. It's possible that this readership could extend far beyond the confines of the classroom because blogs are so widely distributed. Because of the open nature of the Internet, students understand their work can be accessed by anyone with internet access Walker Rettberg, J. (2014); Rettberg, J. W. (2014); Jean Kenix, L. (2009). According to Kitzmann, (2003;1) a blog's audience is not anticipated but expected when writing. This affects and changes how the writer talks about, writes, and shares their own self-documentation.

All these potential methods of blog feedback have been proven through research Liou & Peng, (2009:523); Chang, Y. J., & Chang, Y. S. (2014). Students can compare their work to that of their peers and receive feedback from a variety of

perspectives thanks to blogs, which turns the process of providing feedback into an invaluable activity for students based on what Dippold (2009: 31) said writing on blogs, exchanging comments with classmates and the instructor, as well as anticipating the arrival of new readers from outside the classroom, enhances student-instructor communication. Additionally, teachers may set up a tutor blog so that they can provide additional material for their students Campbell, (2003). Students can choose from a wider range of resources recommended by the teacher, allowing for a more customized learning experience. According to research Hsu, Wang, & Comac, (2008); Sun, (2009) students who have more say over what they learn are more likely to succeed academically and feel more in charge of their education. In today's world, there are a plethora of ways to get your message out there: blogs, microblogs, and various forms of social media. According to previous research, online educational tools are popular with today's tech-savvy students. That the amount of time spent on technology (including social media) correlates significantly with how engaged students are in class is 14–18 years old. Questions and thoughts can be exchanged via social media, and students can receive feedback. As a result of this, students are encouraged to explore dissonance, collaborate on writing assignments outside of the classroom, and learn how to be more concise in their writing, among other benefits studies by Hou, H-T., et al. (2011) and Kinzie, M., et al. (2005).

We hypothesized that students' writing abilities would improve if they used blog software to compose their work. We use the word "effectiveness" to describe how well blogging can help students improve their writing in terms of both content and organization because it gives them the opportunity to reach a larger audience and gain access to more writing resources. Students can achieve their learning goals by improving their language use and vocabulary in their writing with the help of tutor blogs, which provide students with easy access to a wealth of language input. Accordingly, we conducted the experiment described in the following section.

Research Design

This is an experiment, so the research is of that nature. Creswell, J. W. (2002:299) defines an experiment as a test of an idea (or practice or procedure) to see if it influences a result or a variable dependent. Two variables were used in this study. Weblog influenced variable X, which was the students' ability to comprehend persuasive writing, and variable Y was their level of comprehension of persuasive writing. We used one group of pretest-posttest design as the basis for this study's pre-experimental design. It is possible to conduct pre- and post-tests without a control group in a pre-experimental design. A single group pretest and posttest design Nunan, D., David, N., & Swan, M. (1992:41).

According to Gay, L. R., & Airasian, P. (2000:372), utilizes a pretested, exposed to treatment group that then undergoes a post-test. The writer used a class of second semester students as a sample for this research. Prior to using the weblog, the students were given a preliminary writing comprehension test. Then the students received the treatment. A posttest at the end of the course measured students' persuasive writing. The pre-experimental design of this study compares the outcome after and before treatment. When comparing the results of the pretest and posttest, the author only looked at the scores that were obtained before and after implementing weblog. Campell, D.T., and Stanley, J.C. (2015) there are three main types of this research.

Table 1. Research Type

Group	Pre-Test	Treatment	Post Test
E	O_1	X	O_2

Where:

E: Experiment

O_1: Pre-Test

X: treatment using weblog

O_2: Post Test

Instruments

Test and online questionnaire were developed and sent to all 23 EFL students at science computer faculty to find out their response about students' experience in writing by using blog. The questionnaire is adopted from Widiastuti, I. A. M. S. (2018).

Writing procedure in this study adopt from Al-Jarf (2005) describes three stages in the process of teaching writing EFL through blogs and will be used in this study

1. The instructor begins the Pre-assignment phase by demonstrating how to use the class blog and introducing students to its components. In his introduction, he explains what students will do with blogs, the rules for using blogs, and how blogging activities will be carried out individually. Then the lecturer gives instructions that include things like giving paragraph titles, creating a new blog for each new topic and posting questions, comments, and reactions related to the blog's main idea, topic sentence, and specifications.

2. Students in this study listen to You Tube video-based materials about innovation and technology, comparisons of past and present technology, and the impact of technology on daily life before writing during the assignment phase (during class sessions). In this assignment, students are asked to identify the key ideas from the watching YouTube that they can then use to craft a piece of writing. A thesis statement for a paper with more than one paragraph, or a topic sentence for a single paragraph, should come after the introduction. For their topic sentence, they were asked to blog about the same subject matter. Students are then asked to post their thoughts on a blog. Students are urged to write for the sake of communication rather than to perfect their grammar and spelling. Making student idea clear and specific and connected and organized is essential at this point in the process. Students have until the deadline to write and revise their posts. In addition, students can write their thoughts and questions about a given topic, post them online, and receive feedback in or out of the classroom. Others answer questions, give suggestions, and point out inaccuracies in other people's posts.

3. Students proofread their completed posts or paragraphs in the post-task phase. There should be a focus on ideas and information, such as the main points and supporting details and ensure that the paragraph is unified, cohesive, comprehensible, and clear in its content. Students can identify and correct one or two types of grammatical errors each time a topic is given because it is impossible for students to conceptualize and correct all types of spelling, grammar, and punctuation errors. Some common weaknesses and areas for improvement are discussed by the instructor and students are given instructions on how to brainstorm prior to posting on the blog.

Table 2. Writing on the Weblog phase

No	Phase	Activities
1	Assignment Phase	1.Students were asked to watch videos on YouTube related to the main topic. 2. Students identify the key ideas, mapping the related technologies based on their decade. 3.Students were asked to create a rough draft.4. They create sentences and paragraphs.
2.	Pre-assignment	1. The lecturer explains Weblog and sets up an account. Students Experiment with Weblog Access. 2. student voice and choose a topic related to current and historical technologies. 3. Practice leaving comments on blogs.
3.	Outcomes Phase	1. The student and the lecturer together proofread and revise. 2. Make a blog post

Technique of Data Analysis

The author used statistical methods to examine the data in this study. The following formula was used by the author to determine each student's individual score:

Students Score: $\dfrac{Correct\ answer}{Total\ number\ of\ question}$ x 100

T-test was used by the author to determine if the research findings were statistically significant. If you want to know whether two samples of mean are significantly different to examine the various means. Analysis of t-test formula described acceptance or rejection of hypothesis. The null hypothesis is accepted if t-calculated is equal to or less than the critical value of t-table. If, on the other hand, t-calculated exceeds t-table, the alternative hypothesis is considered valid.

Data Collection

An article was written to see if students' writing improved because of blogging. Pre- and post-tests were given in the form of performance tasks. At the beginning of the study, students are asked to perform writing tasks that aim to measure one integrated writing behavior and to evaluate their overall abilities. Students can choose the topics and types of paragraphs they will study over the course of the semester, including technology, past and present technology, benefits and drawbacks of technology, and comparisons of different types of technology. These topics and types of paragraphs will be discussed throughout the semester.

Writing a paragraph about their choice was the task given to participants. The post-test was the same task as the pre-test. Each scale includes 30 points for content (30 points), 20 points for organization (20 points), vocabulary (20 points), and 25 points for language use (which includes punctuation, capitalization, and spelling conventions) to determine if there is a difference in written performance between the two groups (Hughey et al., 1983) by writing instructions supported using blogs during the research project.

Results and Discussion

The researcher was able to collect data from the instruments that were already used because twenty-three students took part in the questionnaire. First and foremost, demographic data is shared to gather broad information about the classroom process, including the platforms and activities used. The learning method used is blended learning. YouTube and Weblog are the main learning platforms. As a supplement to in-class EFL writing instruction for students, a class blog was created and used in the classroom. Writing topics such as current events in the world, such as technology, benefit technology, innovative technology, different technology, and last and present technology also pro and cos of technology of the students at the computer science faculty.

Table 3. Students Mean Score Pre and Pos test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	55.2195	41	5.45212	.85148
	Pos	74.3415	41	7.15755	1.11782

Based on the results of the descriptive statistical analysis of 42 students, who were given an initial test before applying the Weblog application to English courses, the mean score of the men was 55.2195, with a standard deviation of 5.45212, which shows that the students' writing skills are in the low category. Based on the results of the descriptive statistical analysis of 51 students, after being given a final test on writing skills, the average score of men was 74.3415 with a standard deviation of 7.15755, which shows that writing skills are in the medium category. So the results of descriptive statistical analysis show that the application of weblogs can improve the writing skills of students in the faculty of computer science.

Table 4. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper			
Pair 1 Pre - Pos		-19.12195	7.99436	1.24851	-21.64528	-16.59862	-15.316	40	.000

Judging from the Sig value of 0.001 compared to the value of Sig >α, it can be interpreted that the Sig value > 0.05. In other words, by using Weblogs influence students' writing skills.
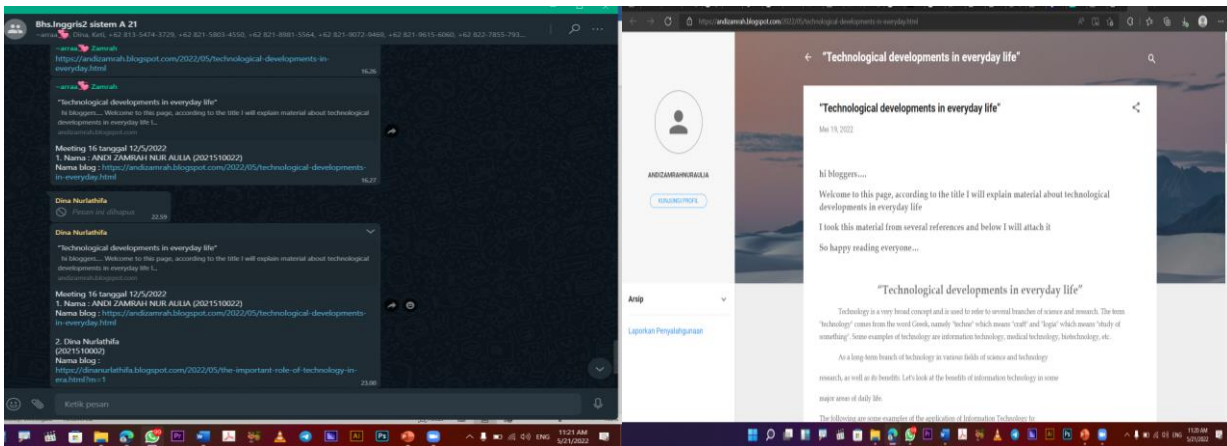
Figure 1. Students share on WhatsApp group their blog link and we can access their blog.

The highest numbers on the strongly agree and agree scales show that the majority of participants gave positive responses in general. The number of people who disagreed and those who strongly disagreed also showed a lack of response. As a result, the following diagram shows the findings in greater detail.
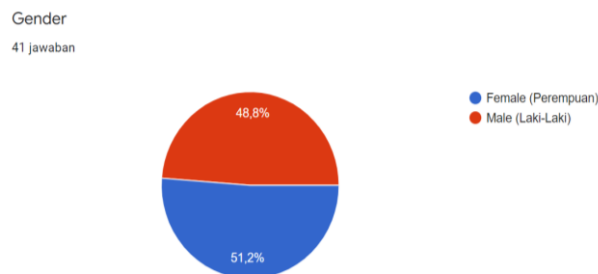

Figure 2. Students Demographic

There were twenty male students and twenty female students who completed the survey. Participants in this study were computer science faculty aged between 23 to 24 years. They all have good computer skills; have smartphones and high bandwidth internet and they don't have blog.
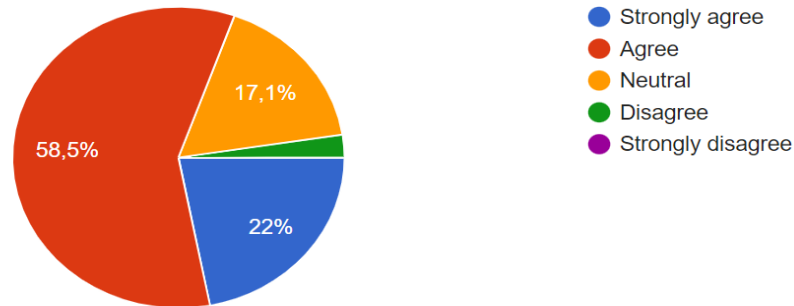
Figure 3. Students like writing by using Weblog.

On figure 2 describe student's feedback in writing by using Weblog, a total 22 percent respondents strongly agree category, 58.8 percent agreeing and 17.1 percent on neutral category.

In this section, we describe four questions about students' response on weblog, each with five possible answers: strongly disagree (SD), disagree (D), Neutral (N) neither agree nor disagree (N), agree (A), and strongly agree (A) (SA).

The results of the study on energizing weblog as technology in writing know-how are shown in the graphs below.
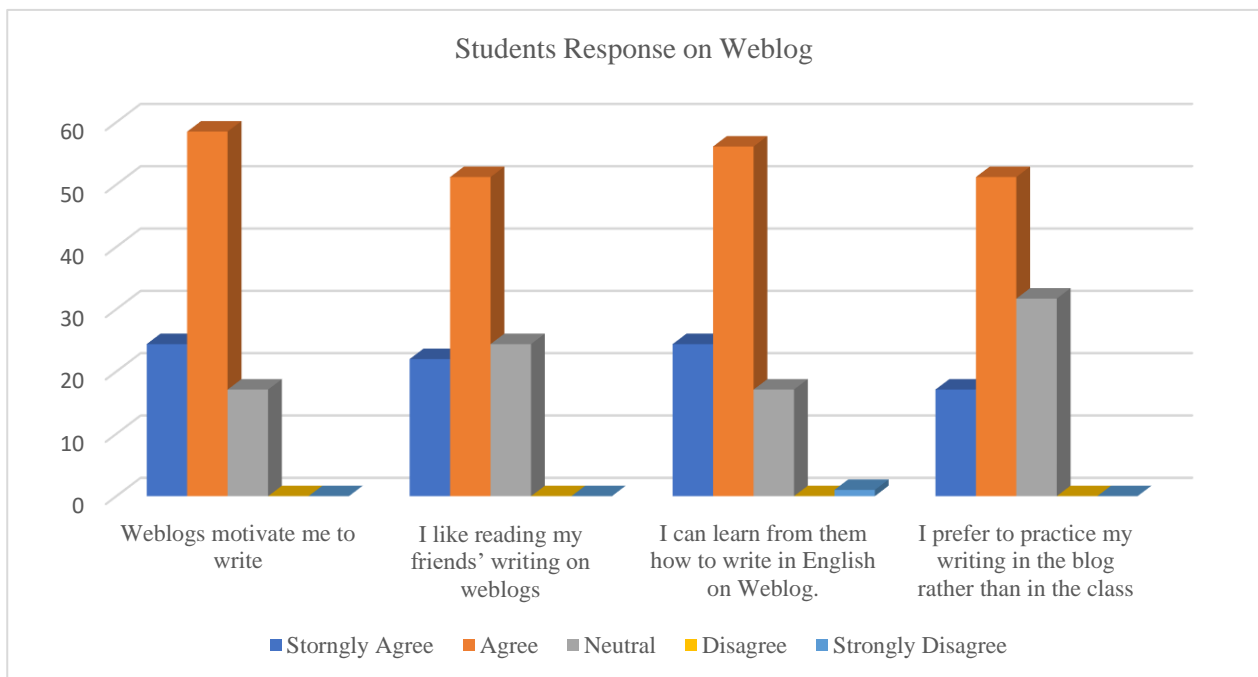

Figure 4. Students Response on Weblog

This finding shows how proficient the study participants are at writing using the Weblog site. Based on the results of the first question in the survey, 24.4 percent of respondents strongly agree, and 58.5 percent agree that they are motivated to write using a weblog. The findings show a high level of motivation and enthusiasm for reading blogs (22 percent strongly agree and 51.2). As a result, only 24.4% of the total respondents stated that they lacked confidence in their ability to write on a blog. With this conclusion, it is clear. Ten (24.4 percent) of the 41 people polled said they could easily learn new

technology skills, such as writing using technology; 56.1 percent agreed; and 17.1 percent were neutral. Regarding the third claim, most respondents (56.1 percent) agree that their experience of writing on a blog is very important. The results showed that the level of familiarity of students' trust in writing with the respondents' new technology was very good. The fourth question of the survey asked me whether I preferred to practice writing on a blog than in class or in a book. The frequency level is high, with 17.1 strongly agreeing and 51.2% agreeing in the chart above. Even so, 31.7% of those surveyed said they were in a neutral position because they had yet to determine whether having an experience with technology was more enjoyable than without it, because they didn't use it regularly. They still use notebooks to start expressing ideas and do not directly write on their respective blogs.
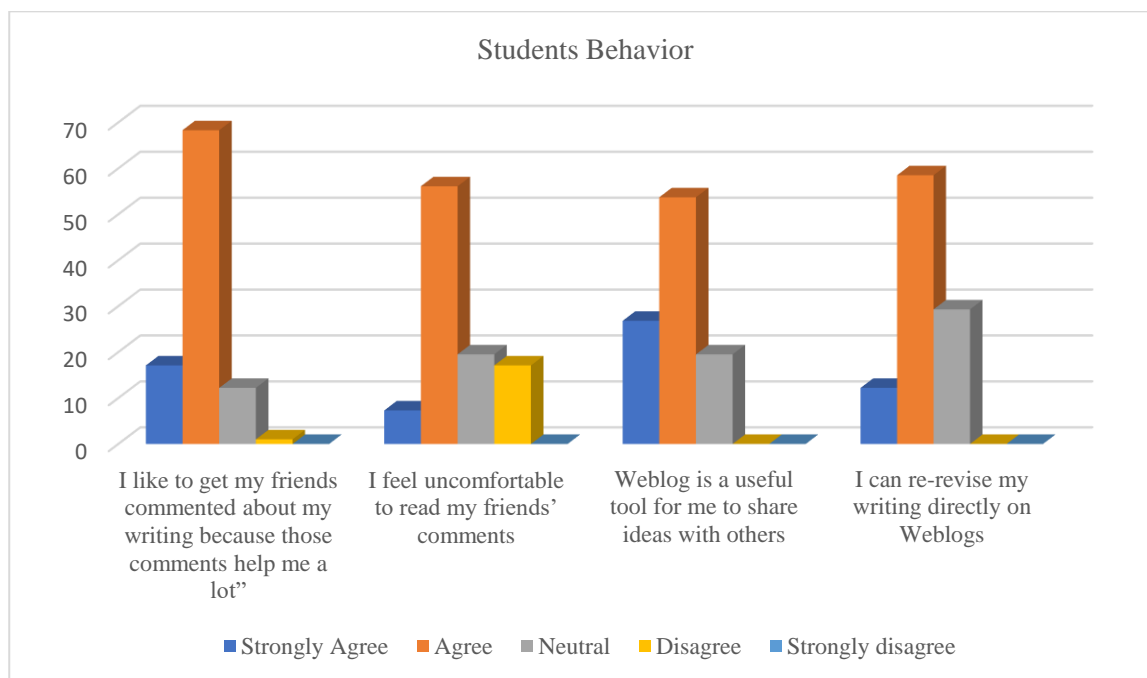

Figure 5. Students Behavior

The first question concerns a person's attitude when his writings are commented on. According to this finding, 17.1 percent of respondents really like it and 68.3 like it to be commented on and it doesn't matter if their writing is commented on. However, 12.2% are undecided and 1% are not happy if their posts are commented on. The good news is that none of the people who took the survey stated that they were very dissatisfied with this statement. The second question focuses on their comfortable attitude if their writing is commented on by the public. It was found that 56.1% of the participants thought they would feel uncomfortable if their writing was publicly corrected.

The third statement asking about Weblogs is a useful tool for me to share ideas with others. Nearly a quarter of participants (26.8 percent) strongly agreed with this statement, while 53.7% said they agreed. In this illustrative study, participants found this type of technology very helpful in writing, although 19.5% of them chose neutral. Survey respondents were asked if I could revise my writing directly on the Weblog, and 58.1 percent of those surveyed stated that they have a positive attitude and are willing to revise their writing on the blog, if necessary, while 29.3 percent said they are neutral.

The subjects in this research section were asked about their writing creativity by using a weblog site during online learning. Each question has its own sub-statement, such as: I believe that using blogs to practice English writing skills is a good idea; blogging helps me learn how to write better in English; I can express my ideas freely through blogging.; through active participation in blogging and I can be more creative in expressing my ideas. Actual sources should be referenced in this section. Figure 5 serves as an example in this regard.
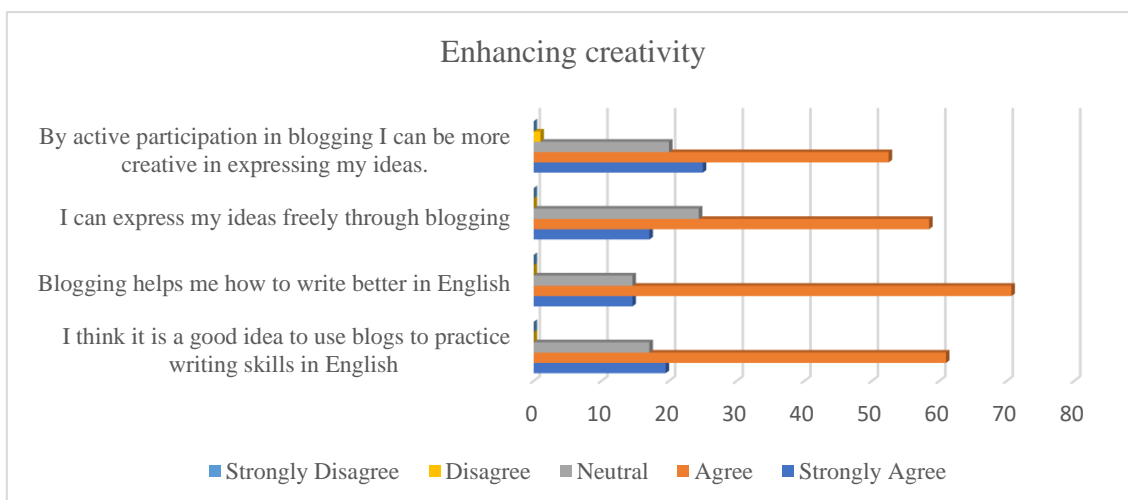
Figure 6. Enhancing Students Creativity

In the first question, about whether I think it is a good idea to use blogs to practice writing skills in English, the research subjects agree with the statement according to the frequency shown in Figure 5. The statement is strongly agreed upon by 19.5% of respondents, while the consent option was chosen by 61%. 17.1 percent of those surveyed, on the other hand, are still undecided. Two, blogging helps me learn how to write better in English. There are 14.6 percent of respondents who are in the position of "strongly agree" and 70.7 percent agree. This is a great item because it allows all respondents to adapt their writing to their weblog. I can express my ideas freely through blogging. 17.1 percent of those surveyed said they could express their ideas very well, and 58.5% said they could do it well. Between being able and not being able to adapt to expressing their ideas on blogs, the remaining 24.4% of respondents stated.

On the other hand, no one who took the survey could be said to be unable to adapt. By actively participating in blogging, I can be more creative in expressing my ideas for the next survey question (Q4). Based on the graph, 25% of respondents strongly agree with the statement, while 52.5% agree. We mean, there are many ways for students to measure how well their students are progressing here. They feel confident that blog media will increase their writing creativity in the future if this weblog is used not only in English courses but can also be accelerated to other subjects.

On figure 6 investigate EFL students and their Blog. The focus of this session is on the experience of researching subjects in EFL online learning with blogs. Figure 6 illustrates the responses of the four of them below.
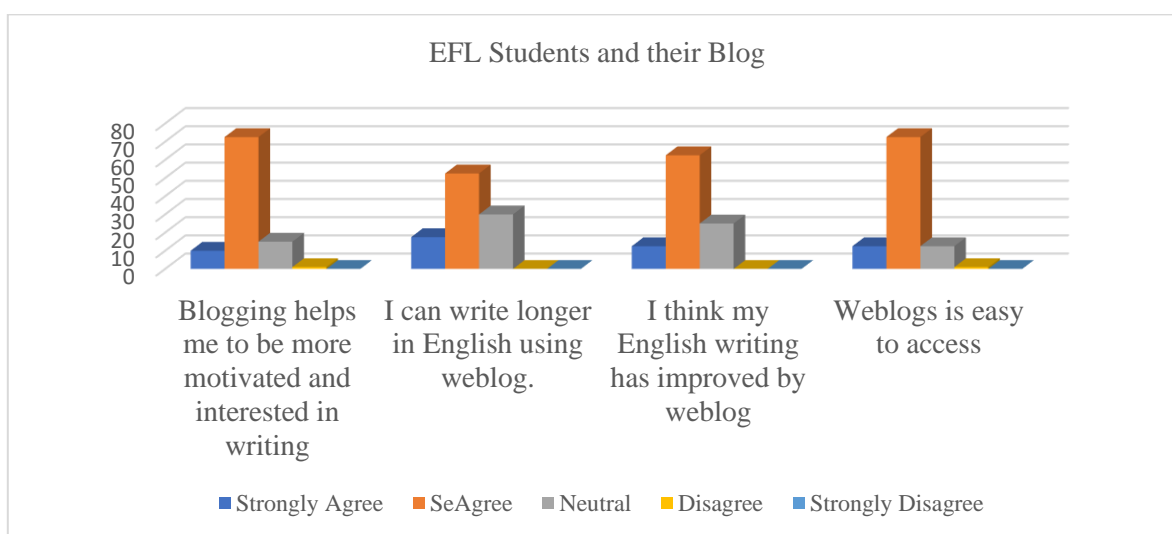

Figure 7. EFL Students and their Blog

In the first EFL students' blog statements, "Blogging helped me to be more motivated and interested in writing." Overall, the results show that all participants can access the weblog and use it to write in English, with 10% strongly agreeing and 72.5% of respondents agreeing that this is true for them. Interestingly, 15% of participants still doubt whether weblogs can motivate effectively and be more interesting in writing.

All of them claimed to be able to integrate English, technology, and teaching, according to the results. Regarding the second statement, the results show that I can write longer in English using weblogs, which shows strong data about writing skills with technology that enhances what is learned. Of those surveyed, 52.5% agreed that students could write longer posts using weblog sites, but 30% were undecided.

The third statement refers to how I think my English writing has been improved by the blog. Overall, people seem to agree with this statement. During their weblog observation, they noticed that they accessed other blogs to read and use as a reference (12.5 percent strongly agree and 62.5% agree). Twenty-five percent of respondents are still in the middle between improving their English or not using Weblogs.

According to this survey, the ability to choose technology in writing that improves students' English because weblogs are more accessible is the last statement. In this study, participants were given three options: strongly agree (12.5%), agree (72.5%), and neutral (12.5%). Based on the above results, all the respondents can choose the right technology to help them teach better.

Discussion

Using technology in large classrooms can help students become more engaged, but it requires resources. To use the website, students need a computer or mobile device. Both the disparity of the digital divide Enoch Y (2006) and Kuznekoff JH, et.al (2013) and Wei F-YF, (2012:61) said that the pre-existing negative effects of using mobile devices in the classroom could be exacerbated by these changes.

Synchronous and asynchronous learning were observed in the platforms and activities used in this study results. Live discussions between lecturers and students are also supported by electronic tools, as stated by experts Obasa, (2010:1)., Kocur & Kosc, (2009). This conclusion was supported by the presentation made during the course of instruction. Self-paced learning, on the other hand, is more flexible for the learners than synchronous learning, which is more rigid. They can learn at their own pace and in their own time thanks to the variety of options provided by this adaptability. The exercises and assignments in Weblog and on the Website were proof of the outcome. First impressions indicate that both mechanisms have had a positive impact on the student experience.

On the scale of strongly agree to agree, most participants' perception is depicted in figure 3 and 4. It means that, theoretically, the use of e-learning in advance writing has been successful, even though the negative perception of experience remained. It's possible to draw the short-term conclusion from this finding that the combination of e-learning processes is critical to the creation of better activity, particularly in advance writing. In addition, the study sought to examine how students viewed their e-learning experience as it related to their writing abilities during the Covid-19 pandemic. For this goal, the main statement items have been developed using the research design that examines perceptions of the learning process, learning outcomes, and evaluation of learning outcomes. These key performance indicators were chosen to provide context for the study's findings. Participant responses were used to gather information about their perceptions. In addition, it established a clear parameter for the participants' point of view.

According to the results from the previous study, most participants strongly agree and agree with each statement. In the meantime, there aren't many responses expressing disagreement or strong disagreement with the position taken. Though new ways of learning have emerged, students' attitudes toward online writing courses that help them keep and improve their writing skills have remained positive. As participants have no other options for learning, there was general agreement among students that the course was well-managed even in a pandemic situation.

It's not uncommon for educational institutions to make extensive use of blogging. The fact in this study that EFL students engage in online exchanges and share their posts with their classmates shows that they have a positive attitude toward using blogs to practice writing. They learn about a new culture by documenting, sharing, and analyzing their experiences

with their peers. Al-Jarf, R. (2022) using blogs outside the classroom fosters a sense of belonging and fosters student collaboration while also empowering them to think for themselves and reflect on their own learning. They aid students in expressing their thoughts and feelings. Students are encouraged to improve their writing skills and foster group reflection and learning through interaction, self-reflection, peer comments, and feedback. Commenting on each other's blog posts is an important part of the language-learning process because it encourages student-centered learning.

The only genre that students are expected to master after the course is "a blog post" in terms of the genre approach. The purpose of the response weblog and the social context in which the author might write a response topic were highlighted by the researcher to teach students about this writing genre. The researcher also teaches students about creating their own personal blog accounts, how to access other blogs, as well as joining international blogging communities to give them a better understanding of the language used in this genre. In addition, students are taught how to create responses on weblogs. The researcher designed several assignments based on the paragraph pattern approach to help students become more familiar with the structure of blogs and comments. Students can understand the specifics of writing responses on weblogs in English thanks to the various types of assignments they encounter. Pre-writing, drafting, revising, and editing are the four stages of the writing process outlined by researchers to help students improve their writing skills Badger & White, (2000). As part of the prewriting process for weblog responses, students are encouraged to brainstorm, discuss, and write rough outlines. Teachers and colleagues assist students with revising, correcting, and editing.

There are several variables that were not considered in this study. It is important to note that time constraints can have an impact on our meetings. Even though there was still time left in each session, most of the students did not submit their narration on time. Our environment may also have hindered our ability to control and detect differences in writing behavior where students still need time to get ideas or ideas into the narrative. Determining interesting topics and writing content still requires attention based on this evidence. Another possible limitation is that there may be a significant difference in the number of words students submit between 300 and 400 words. It should also be noted that the lecturer does not only ask students to write on blogs but begins by presenting videos about technology (according to the topic of each meeting), which aims to give students easy access to ideas and allow them to generate their imagination in writing. In this case, the quality of the submitted writing and its relevance to the class topic are highly considered, and it takes time for students to concentrate on writing. The determination of off-topic writing has been argued to hinder student learning and performance, but current research suggests that this is not the case. Students' writing creativity from the aspect of ideas still requires guidance from lecturers, and student literacy still needs to be improved.

According to (Kirom, 2019) if you want to survive in the 21st century, you must learn how to read and write. Every person in the modern world must learn to read and write so that they can compete with others around the world in today's globalized world. To improve productivity and competitiveness, character-building education relies heavily on literacy activities. Literacy instruction must begin as soon as possible. Literacy is critical to the development of a strong nation, so it must be accomplished. In today's world, literacy is a critical factor in the advancement of a nation Prioritizing literacy to avoid becoming a nation that is left behind can be used as an indicator of a country's advancement.

Reading and writing skills can be defined as a person's literacy. For the younger generation to achieve success, literacy mastery is an important indicator. A nation's intellectual and cultural potential can only be fully realized if literacy is instilled at a young age. As shown by the PISA survey results, one of Indonesia's major challenges is a low level of literacy. Based on the survey, Indonesia ranks 60th out of 61 countries when it comes to literacy. Literacy culture, in fact, aids in recognizing the importance of the younger generation in the development of the country. To compete locally and globally, the younger generation has a superior personality that is well-versed in the use of knowledge and technology. It's also important to note that the younger generation has a high fighting spirit, a creative mind, and an innovative spirit. MEA is a manifestation of the superior generation's ideals.

The literacy rate in Indonesia is significantly lower than that found by UNESCO. According to OECD findings, Indonesian adult literacy culture is among the worst in the world (OECD 2021a; OECD 2021b). Due to the low literacy rate in the country, the Ministry of Education and Culture has spearheaded a national literacy campaign in schools in Indonesia. Based on the Regulation of the Minister of Education and Culture Number 21 of 2015 concerning Character Planting, this movement was born. Although the quality of reading continues to improve, there is still a shortage of work in the writing department. Society's reliance on technology has shifted the terrain on which texts are created in classrooms,

Edwards-Groves, C. (2012). An attempt is made in this paper to shed light on how the evolving nature of education has influenced writing instruction and pedagogy. It is based on an empirical study that examines how the pedagogy of writing as creativity and technology merge in practice to change the face of classroom learning and interactions around text production.

Related to this problem, to engage students in writing Teng, (2016) stated writing projects help students learn about a variety of writing theories, provide a model for incorporating new approaches into various writing activities. The encouragement and support they received from the principal and other teachers kept them motivated to participate in a writing activity. Teaching obligations and writing activities must, however, be balanced to improve writing proficiency.in addition Tentolouris, F. (2022) stated that instructional designers need to take a step back in order to understand why structural writing goals, elaborate students thinking skill in writing Mahadi, I., & Ariska, D. (2022) and feedback Trang, N. H., & Anh, K. H. (2022).

According to Braga et al. (2020: 12) meanwhile, university or policymakers should reward students who are flexible about their working conditions and who write well. Dean can also reward students by covering the cost of publishing their work. To achieve the institution's goals, it is hoped that students will continue to improve their writing skills and their knowledge by receiving rewards for their efforts. Students can take charge of their own writing development in the classroom by experimenting with a variety of writing techniques, Williams, (2020).

Beside that Alston and Danielson (2020) agree by attending writing seminars and workshops or training is just one example of how they stay up to date on the latest developments in the field of writing. For a variety of demographics of writing, a creative writing workshop model that supports metacognition and transformative education as well as identity development and creativity has been developed. To improve teachers' writing capacity, it affects their ability to write in a variety of genres through numerous programs. A writing will be successful if the following things are done building a strong climate and mutual trust between individuals; having clear roles and duties; having good communication and plenty of time to practice co-writing; and monitoring their work (Scales et al., 2019). When it comes to setting an example for students, teachers have the same duties and responsibilities. students can improve their writing abilities by publishing a variety of works.

In addition to helping students understand in writing, improving the lesson plan structure, and ensuring teachers are being held accountable, supporting writing instructions also helps students gain real-world experience and improve their writing output (Smith et al.,2020). It is imperative that students have access to writing instructors who can help them improve their practical writing skills as well as their sense of self and perspective as learners. To emphasize the collaborative nature of the writing process, educators can participate in both internal and external writing communities.

Conclusion

This paper was presented at an international conference on information and communication technology, education, science, and the internet on March 25th–28th, 2022 in Russia via online and get very good response. In terms of socializing, sharing information, and compiling communication, writing has become an important new thing for teenagers who live in the era of digital communication. Instead of focusing solely on the ability to read and write on paper, new literacy looks at how well people can communicate using media other than print. Internet resources can enhance and expand the writing process and provide student writers with opportunities to publish their work and strategies for incorporating it into current writing instructions.

E-learning experience on writing skills during covid-19 pandemic was positive in terms of learning process, learning outcome, and learning evaluation, although there was minor disagreement by a few participants. The results of this study conclude. As an advanced writing course, e-proper learning's application, and platform, along with a good mechanism, have all contributed to effective learning. That e-learning activity can help with learning needs by providing comfort, flexibility, accessibility, interactivity, ease, and feedback was clearly demonstrated in the research. Students' perspectives on writing courses should be included in future research, the researcher concludes, to improve this current study. An expansion of the specific research area would aid in the comprehension of the subject matter. Facilitators are also expected

to be proficient in the use of an effective e-learning platform. Providing adequate infrastructure and presentation is critical in the first place, while learners need to improve their e-learning comprehension abilities.

In this study, Weblogs have been shown to have a positive impact on student motivation in writing and individual student awareness to improve reading literacy so that writing skills, particularly ideas, creativity and showing positive behavior in literacy, can be improved. The process of creating a piece of writing. Weblogs are a place for students to share their thoughts and ideas with the rest of the world, as well as connect with other students who share their passion for writing. If you're a student of writing, you should participate in a variety of writing-related activities like workshops and national or international seminars as well as providing peer tutoring for students who are already proficient in the craft. Writing habits can be fostered in students if they participate actively in the university's external and internal communities using various technologies that can help them improve their writing and literacy.

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