

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of research and discussion of The Use Of Blog Website In Teaching Reading. The first part is the findings. This section explains how teachers use Blog Website as a medium in teaching English. The second part is discussion. This section explains how the researcher's point of view on the phenomena that occur in the field based on the theory in chapter two of this study. The findings and discussions are designed to answer the research questions that have been formulated.

A. Findings

There are two problem formulations that must be answered in this study. First question, How do English teachers use Blog Website in Teaching Reading at Madrasah Aliyah Negeri 2 Tabalong ? And the second question, How do the student think about the blog website in teaching reading at Madrasah Aliyah Negeri 2 Tabalong ? The data of this study were collected from the results of observations and interviews with teachers and students.

1. The Use Of Blog Website In Teaching Reading

In this discussion, researchers will explain how to use Blog Website in teaching reading. It is hoped that the reader can understand the overall picture of the research. The data of this study were collected through

observation and interviews, the researcher will explain the results of the observations first. Observations used in this study were non-participant. Observations were made to find out in detail and clearly how the implementation of Blog Website in improving students' reading skills. The interview will be conducted as a semi-standard interview to address unexpected responses, problems and issues during the interview. Interviews were conducted to determine student and teacher responses to the application of Blog Website. In this section, the researcher will present the results of interviews with English teachers and twelfth graders. The following are some of the results of interviews with teachers about the background of using Blog Website in learning.

“When starting teaching using a blog is Covid-19 spreads, in terms of systematic learning, it will not run smoothly. So at that time, I am worked out with "any way to find children's creativity with a non-monotonous way of learning", with the same curriculum material every year but with different methods and strategies. From there, Alhamdulillah helped. But in terms of the percentage of successful learning in the classroom, it is around 70% and not as much as in a class that does face-to-face at a time like now.”

The researcher will describe and explain the use of Blog Website in the classroom in learning English in the twelfth grade. The following data were obtained through observations made by researchers in the teacher's classroom.

a. Pre-Reading Activities

The first observation was carried out on Tuesday, 13 September 2022. In this study, the researcher as an observer during the study will only be a full observer with consideration so that the data obtained will be maximized. In today's lesson the teacher will teach about social functions, text structures and linguistic elements used in spoken and written transactional interaction texts. In this class, students use English learning books and writing instruments in general and the teacher uses laptops and teacher handbooks to teach English. When the class started and the teacher entered the classroom, the students who were talking slowly returned to their seats.

The teacher then greeted the students while asking how the students were that day. "Assalamuaikum warahmatullahi wabarakatuh everyone. How are you today?" The students then answered simultaneously, "Walaikumussalam, I am fine Mrs. Milah." After finishing asking students how they were, the teacher then checked the attendance list of students that day, one student could not attend without a clear explanation. After the teacher finished mentioning one by one the names of students on the attendance list. The teacher then asked all the students about last week's lesson "okay, attendance is over, now who remembers about our lesson last week?". One student raised his hand and after being invited, the student said "practice conversation about offering help and answering questions after

that". The teacher said that the student's answer was correct and thanked him, then continued the question about the lesson to be carried out "then, does anyone know what we will study today?" several students answered simultaneously "about tourism ma'am", "about the assumption of traveling ma'am", "about traveling abroad ma'am".

The teacher then asks the students to make groups of 2 "all students, please make a group with a table mate and discuss about the place, area or city you want to visit in the future. It should include what you expect or think about the area, how you feel when you arrive in the area and the buildings or places you want to visit when you come to the area." The students answered in unison "OK, Mrs. Milah". The teacher gives students time to work on before discussing the next subject matter "OK, I will give you 5 minutes to write the answer and it will be read briefly".

Students then focus on discussing and asking the teacher several times about assignments, one of the questions from students is " Mrs. Milah, what if the place is abroad?" or the question of "is it okay to place in the past?". For the first question, the teacher answered "yes, wherever you want, there is no problem. Abroad, domestic or even in our area" and the second question "not allowed, because not everyone can understand what you mean and imagine". Not long after, the students finished and read the results of their respective assignments in sequence from the front table to the last table.

After all the students finished reading the assignment, the teacher then wrote “SEATTLE” on the blackboard and then said “after we did the assignment, you already have an idea of the place you want to visit. This time we will learn a little about the city of Seattle, does anyone know where the city of Seattle is?”. Some students answered with “Emerald city”, “England”, “America”. The teacher then gave an explanation "For those who answered other than America, you right, because the correct answer was America. And for those who answered emerald city, emerald city is another name for Seattle.”

b. While-Reading Activities

After the teacher is satisfied with the opening that has been done, the teacher then directs students to read the text "six things to do if you visit seattle" in their respective books simultaneously about the text in the hope that students can practice their pronunciation. for starters. "Okay, let's read together the text in the book, I will give an example and then you will follow. Before we start reading, do you have a question?" the students replied that there was nothing they wanted to ask. The teacher immediately reads the text slowly and with pronunciation that can be heard clearly so that students can imitate the correct pronunciation. After the teacher and students finish reading the text simultaneously, the teacher then repeats this two more times so that the students understand better how to read English correctly. When finished, the teacher then divides the students into groups of 2

students again. "You all return to groups of 2 like earlier. Each group will translate into Indonesian the text that we have read every sentence. The division of sentences based on the order of the table from front to back and so on. You have 5 minutes to do it."

After the students finished translating, the teacher then asked each group in order of the text to read the original text and the translation in turn "your time is up to translate, please read the text that you have worked on in two languages, and take turns until the text is completely translated" . Students then read in the order of the group. After all groups have finished reading, the teacher then corrects the students' translations one by one if there are errors. After all groups have finished reading their sentences, the teacher asks students to combine all the translations and read simultaneously on the original text and the translation. "Since you have finished translating, write your translation on the blackboard and everyone write down the translation of this text. After you guys are done we will read the text once again in English but individually". Students then read the text alternately until they are finished. Whenever students have errors in pronunciation the teacher will always try to give examples of correct pronunciation of words.

c. Post-Reading Activities

After the teacher assumes the students understand the text they are reading, the teacher then asks the students to answer the tasks in the book about filling in blank sentences. This is done as part of seeing how deep

students understand the text that has been read. "You have finished reading, then answer task 3 filling in the blank sentences, then when you are finished collect your assignments to the teacher's desk in front of class. I need to get out of class for a while.". After the teacher returns and accepts the work the students have done. The lesson time is over for the day.

At the end of the class meeting, the teacher asks the students to make a video with a tourism theme using Indonesian and English. The video were then be uploaded to each student's Blog Website. The teacher were assess the assignment of the Blog Website. "Students, for your homework. I asked you to make a video about the place you want to visit and what good things are in that place. Please upload your videos on your respective blogs and then I will judge them."

2. Student's Response to the Use Of Blog Website as a Medium for Teaching Reading

From interviews with teachers, researchers found that teachers began to use learning methods using Blog Website during the covid-19 outbreak. From the teacher's opinion that the researchers found, the teacher tried to find ways so that learning was not boring and could arouse children's creativity by using Blog Website.

The difficulty in teaching was felt by the teacher before using the Blog Website was the lack of students' interest in learning English on the

grounds that the students were difficult to understand and boring. For this reason, teachers use Blog Website as an answer to students' complaints.

The teacher said that the students' reading ability improved after using Blog Website. This is because students have to create and use their own blogs which are required to use English. Apart from the use of Blog Website, the teacher also said that students' abilities increased from the frequent use of students using Google to find and complete the learning materials used by the teacher.

The difficulty of students in learning to read according to the teacher is due to the mother tongue owned by the students, especially in the *Hulu Sungai Kalimantan* which has a difficult regional language accent. But the teacher said that if students could get used to using Indonesian when using social media, it would be easier for them to learn to read. Maybe this is related to the students' preference for speaking material that sometimes i do and practice.

In terms of techniques and learning media, teachers always try to use different learning methods, one example is the teacher has used Blog Website but in the form of groups, from that experience the teacher saw that it's less effective. Therefore, the teacher began to direct students so that each individual could have their own Blog Website. By using Blog Website the teacher targets 50%-60% of students to understand technological developments and finally students not only learn English but also other

useful things. The learning media that teachers use most often are LCD projectors and learning materials found on google.

According to the teacher, the main difficulty and obstacle when teaching using Blog Website is the internet connection which is sometimes unstable and in some areas even the internet connection is weak. Another difficulty is that there are some students who lack an understanding of technology so that more attention must be paid, but the teacher does not require students that the assignments given to these students must be perfect. Increased student motivation during learning can be seen after using Blog Website.

When conducting interviews with students, students were selected by convenience sampling and selected according to the criteria for wanting to be interviewed. The researcher conducted interviews with six students in four different classes. The first researcher asked whether they like English?; five out of six students answered like for various reasons. However, one of the students who liked English said that "I like it but it's difficult to understand the theory and lessons" and one person who doesn't like English said "I don't like it because I can't speak English".

The researcher asked the next question, whether the students had an interest in reading. Five students said they liked reading, but the topics and types of reading they liked were divided between textbooks and novels. One student said that he had no interest in reading.

In terms of difficulty reading English texts, one student said they had no problems in reading and five students said they had difficulty reading English texts for similar reasons, namely difficulties in pronunciation and lack of English vocabulary. One of the students' answers was "Words that are difficult to pronounce and do not understand the meaning of English words."

From the interviews students said that they all had a desire to improve their English skills. Sentences that they say include "Watch movies and listen to songs to improve skills", "directly ask the teacher" and "just practice normally".

When students were asked about the class activity they liked the most, they said reading text individually was the most common answer on the grounds that if they had errors while reading, they could be directly corrected by the teacher. One student said that his favorite activity was learning accents and new vocabulary in English.

When they were asked whether they like learning with Blog Website or without Blog Website, all students said they liked using Blog Website for various reasons. But the reason they say is because there is no need to be ashamed of other people's views, simple, not learning in a monotonous way and being able to learn new things, especially blogs other than English.

When they were asked about the problems when using blogs, three students said that they had problems with the difficulty of internet

connection, the file size that could not be too large and some functions they did not understand. However, when asked whether they were facilitated by the use of Blog Website, all students said they felt facilitated by Blog Website but when asked what application they hoped to use in class, there were those who answered the WhatsApp application because it was simpler, but they also answered that they should use YouTube to make it more interesting. And flexible. The last question that was asked was whether they felt their English reading ability had improved, they all answered that there was indeed an improvement, some students said the increase was only an ordinary improvement like regular study.

B. Discussion

The purpose of the research is to find out how teachers apply Blog Website as learning media in reading comprehension and how students' perspectives on the use of Blog Website as learning media.

1. The Use Blog Website In Teaching Reading

In the discussion of this session, the researcher will explain how the teacher carries out English learning as well as the use of Blog Website and the researcher's point of view from the phenomenon. According to Mukhroji (2011) class activities are divided into 3, namely pre-reading activities, while-reading activities, and post-reading activities. This is in line with what the teacher did from the researcher's point of view

a. Pre-Reading Activities

The pre-reading activity stage is to provide information and knowledge to students about what they want to achieve when learning and reading in class. When English learning begins, the teacher starts the activity by greeting, looking at the class attendance list, and asking students about last week's learning material. According to Celce-Murcia (1991) pre-reading activities aim to activate students' memory and knowledge on the subject of reading so that they can provide the language preparation needed by students and in the end can motivate students in reading activities. Participation in pre-reading activities is linked to students' prior knowledge, reading class objectives, learning activities, and student encouragement. In accordance with this theory, the teacher in this case tries so that students can reconnect with students' latest knowledge of English, this is so that students can remember and be ready for the lessons that will be implemented.

The next activity when the teacher does ask and discuss what will be learned that day. At that time the teacher tried to build students' attention and motivation on the topic of learning that the teacher would do at that time. Based on suggestions from Celce-Murcia (1991) that there are several activities that can be carried out, namely word associations, discussions and text surveys. The teacher only does the next step without doing word associations. From the results of the researchers' observations, the teacher conducted a discussion of interrelated concepts but without conducting

semantic mapping. By discussing things that are close to students, the teacher tries to attract students' interest with discussions that are close to students' general topics. The results obtained will be the same as replacing semantic maps with brainstorming.

Teacher follow-up to attract students' attention and motivation by forming students into 2 people from each group. By discussing with fellow students, of course this will make students' thoughts wider and they can express themselves more freely because they are in the same group of friends. Nuttall (1996) says that discussion can make students actively engage with texts and learn critical thinking patterns to become good readers. Group work would be an ideal activity, this is because in small groups, students who have difficulty speaking English can also be active in learning by discussing with friends in one group.

In fact, it will still be effective even if it is used with the students' first language, if they have difficulties in the foreign language. This can be seen from the interest and motivation of students who ask the teacher about the task they are doing. This is indicated by questions such as "Mrs. Milah, what if the place is abroad?" or the question "is it possible to place somewhere in the past?".

Brainstorming by the teacher about the learning material after writing "Seattle" on the board and asking what students know about the material. Here the teacher begins to direct students' minds to think about the

material while maintaining students' interest and motivation towards learning. The researcher assumes that the teacher uses word associations at the end of the pre-reading activity. This is done by looking at the knowledge possessed by students in the regions who have deficiencies regarding areas that are abroad.

b. While-Reading Activities

While-reading activities is an activity carried out by the teacher to students during reading activities with the aim that students achieve learning goals. During reading activities, the teacher must provide assistance when students integrate new information from reading material with students' existing knowledge. The teacher must actively help students while reading, so that the results obtained are maximized. Students can also be directed to use learning strategies in reading independently. This can be done to ask students to look up important facts or to read in detail (Cahyono & Widiawati, 2011). Observations made by researchers, the teacher guides students to read English texts, this is done by the teacher so that students have an idea of how to read well, with the hope that students can absorb the right knowledge. Even repetition in reading exercises by the teacher serves the same purpose.

The teacher tries to deepen students' understanding of related texts by directing students to translate texts into Indonesian in groups. This is also in accordance with what Greenwood (1981) said, the activities that must be

carried out when reading are: First, students identify the main topics in the text, this can be seen from the writing titles and determine the main sentences in the reading text.

Second, after students have finished scanning the text through skimming, students will find details in the text, and find the desired and specific information. Although teachers do not use skimming as a way for students to get specific information from reading texts. This can be seen from the directions made by the teacher during class. "You all go back to group 2 like before. Each group will translate into Indonesian the text we have read every sentence. The division of sentences based on the order of the table from front to back and so on. You have 5 minutes to do it."

Third, students connect the specific details and information they have, so they can find a certain sequence or process. With translation into a language that students master, student understanding will certainly increase. By translating and reading texts with translations side by side and corrected by the teacher if there are errors in either the translation or the reading, students' understanding will be even, although it all depends on several factors that are not related to this discussion.

Fourth, students are directed to conclude the text after getting a certain pattern in the reading material. This can be seen from "Since you have finished translating, write your translation on the blackboard and everyone write down the translation of this text. After you have finished we

will read the text one more time in English but individually". In observation, students read the text in turn until they finish. Whenever students have errors in pronunciation, the teacher will always try to give examples of the correct pronunciation of words. For the final step of Greenwood's theory, namely Fifth, students recognize patterns from the text they read and apply all linguistic and non-linguistic knowledge to understand the reading material as a whole. The teacher does not do this stage in class. This is because the linguistic knowledge possessed by students cannot be used to understand the reading material as a whole.

c. Post-Reading Activities

This activity is intended so that students can understand the text more deeply when approaching the end of class. Therefore, many activities in post-reading activities are in the form of questions, responses and discussions. Mukhroji (2011) proposed that activities such as post-questioning, feedback, group and whole-class discussions could be carried out during the post-reading activity period. This task is designed to assess students' understanding of the text they have read. The teacher also does this after class is almost over by asking students to do assignments related to the reading texts they have learned. This is based on "You have finished reading, then answer assignment 3 fill in the blank sentences, then when finished submit your assignments to the teacher's desk in front of the class....". In the theory mentioned by the Mukhroji, it is indeed seen that in

the post-reading phase, the teacher does not do this phase so optimally. It can be seen that the teacher gives assignments to students from books owned by students so that teaching does not become longer due to the teacher's limited time.

The role of the Blog Website in this research appears as part of post-reading activities. This can be seen from the directions given by the teacher when the lesson is over, namely about making assignments and uploading them to their respective Blog Websites. According to Galian and Bowcher (2010), Blog Websites are interactive, allowing students to interact with classmates, lecturers, even native speakers of the target language directly and easily. In this study, the teacher did not use the Blog Website as described. The teacher only uses the Blog Website as a place to store student assignments and homework articles, not very different from using Google Classroom as a learning support medium.

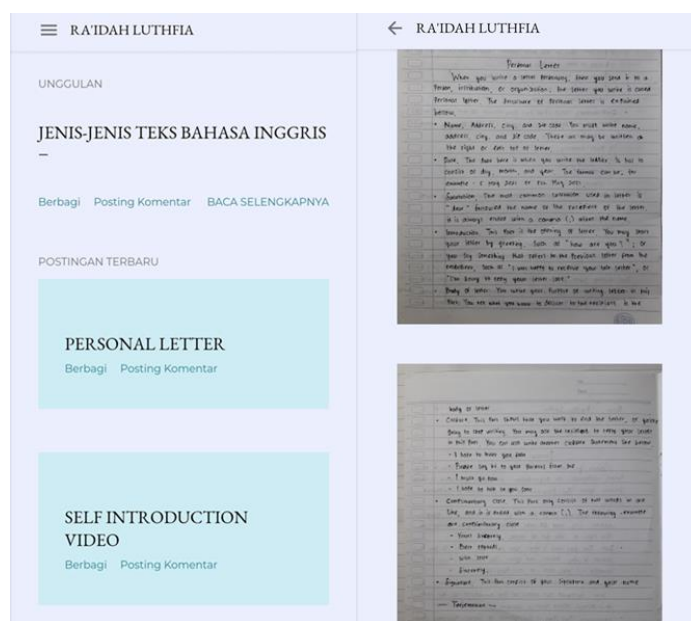


Figure 4.1 Student assignments on the blog website.

The concepts of distance learning and e-learning illustrate this. In the learning process both use the internet and information technology (Adri, 2008). In this theory it can be seen that the components that cannot be separated when using a Blog Website are the internet and technology. For the use of technology at Madrasah Aliyah Negeri 2 Tabalong School, this school area is a remote area. This causes the use of media such as Blog Websites to be constrained, especially on the internet in several areas which is disrupted.

In implementing how the Blog Website is used in class, even though the role of the Blog Website during learning is not that big. However, according to Hamalik (1994) and Winarno (2009), the main purpose of using Blog Websites as a learning medium is to increase motivation and stimulation in classroom learning and psychological effects for students. From the results of the author's observations, even though the teacher has not been able to make full use of the Blog Website such as using the post, comment and subscribe functions; but the effect built from using the Blog Website on students can be said to be successful with positive responses from students who have been interviewed.

2. Student's Response to the Use of Blog Website as a Medium for Teaching Reading.

During the interview, the teacher said that at first she used the Blog Website as a learning medium during Covid-19 and is still being used today

as one of the media used by teachers. The teacher tries to keep learning interesting and stimulates creativity but without having to meet face to face. Teachers do not want to use the same media as other teachers so that learning English remains interesting. This is in accordance with one of the advantages mentioned by Piskurich (2004) that using a Blog Website will be easy to use anytime and anywhere, allows for repeated practice and is easy to assess. According to Reddi and Mishra (2003), it can stimulate our brain to interpret information from our eyes and ears. The explanation will attract students' attention. A small amount of illustration material is preferable to no media at all. This is the answer to the teacher's perceived difficulties before using the Blog Website, namely the lack of student interest on the grounds that it is difficult and boring.

According to Hossain and Quinn (2013), there are several advantages and disadvantages of using blogs as learning media in the classroom. By using the Blog Website as a medium, students will use more learning resources than before using only one book provided by the school. One of the advantages mentioned by Hossain and Quinn (2013) is as an alternative source. Using blogs in class activities can provide a different learning experience and become an alternative learning resource. Blog websites can be regarded as an alternative source of learning. The teacher said that by using the Blog Website, students would also use other learning resources such as Google. By increasing the number of student learning

resources, of course the teacher expects to be able to increase student knowledge as much as possible.

However, the problem when Blog Websites are used is the lack of internet connection in several regions in Indonesia. This causes some students to experience difficulties in using the Blog Website. When this happens, the effect that students receive is exactly the opposite of what the teacher expects. Another obstacle is the difficulty of using Blog Websites by students who do not understand technology. This is one of the shortcomings mentioned by Hossain and Quinn (2013) about the difficulty of Blog Websites for beginners who are unfamiliar and inexperienced in blogging.

The difficulty of students who were noticed by the teacher regarding the mother tongue, tried to be corrected by the existence of video assignments that the teacher gave to the students. When students make videos for their assignments, students will learn and practice so that the resulting assignments are satisfying. It is hoped that students can overcome difficulties in the mother tongue, so that they can learn more English.

From the results of interviews with students, it can be seen that English is actually not unpopular or disliked, but because students feel they cannot understand English. This can certainly trigger a dislike of things that we cannot understand. In this case the teacher's task is to be able to change students' perspectives on how these students see English. This is not

impossible because it is based on the opinion of students who like English but have difficulties in understanding the theory and lessons.

In terms of students' interest in reading, students answered that they like reading but have different topics, in this case the teacher can be expected to look for learning themes that can attract students' attention so that the results of learning can be maximized.

The difficulties experienced by students in reading and mentioning words are in accordance with what the teacher said that students have difficulties due to the mother tongue. The difficulty because the mother tongue can be eliminated by habituation to using English, but this is difficult to realize because the environment is not supportive both socially and educationally. The number of other lessons that students must learn also certainly affects the development of students' English skills. Although actually students have tried their own way in learning English, namely by watching movies, listening to songs, asking the teacher and routine practice. Their desire to be able to speak English can also be seen from how they want to practice directly in class.

With the difficulties mentioned above, the teacher tries to use Blog Website as a way for students to gain more knowledge, especially English. When students were asked if they liked the Blog Website, they all said they liked it. It can be understood that Blog Website do bring new colors to students' English learning, so that they become more interested in learning English.