The Comparison between Wattpad and Blog in Project Based Learning to Teach Written Analytical Exposition Text

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Article Info

Abstract

The purpose of the study was to find out which one is more effective between wattpad and blog in project based learning to teach written analytical exposition text. This study was a quasi-experimental research. The subject was the eleventh grade students of SMA Ibu Kartini Semarang in the academic year of 2018/2019. They were divided into experimental group 1 and experimental group 2. The experimental group 1 was taught using wattpad while the experimental group 2 was taught using blog as the learning media and both of them used project based learning as the teaching method. The pre-test result revealed that the mean score of the experimental group 1 was 60.76 and the experimental group 2 was 60.69. Meanwhile, the post-test mean scores of experimental group 1 and experimental group 2 were 80.23 and 74.46. The t-test showed that there was a significant difference between the experimental group 1 and the experimental group2 since t-value was higher than t-table (4.490 > 2.064). It could be concluded that both wattpad and blog were effective to teach writing skills. However, the use of wattpad was more effective than using blog in project-based learning to teach written analytical exposition text.

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INTRODUCTION

Writing is one of the four skills of language that is important to learn. By writing, we can convey information, persuade or convince readers to be able to agree with our writings, entertain the readers, etc. Unfortunately, it is quite difficult for students to master writing, especially for EFL students in Indonesia. As stated by Handayani (2012) writing is often regarded as the most difficult language skill because it must pay attention to more aspects than others. Writing involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction (Phillip, 2003). Moreover, the grammar and structure of English are different from *Bahasa*. Meanwhile, students must be able to translate words from *Bahasa* into English context in order to enable the text to make sense when it is read by people. In addition, when students learn English writing in the classroom, they seem less motivated to follow the lesson because they do not know how to start writing. They have no idea of what to write, lack of vocabulary, and have difficulty in arranging words into sentences, sentences into a paragraph, and paragraphs into a cohesive and coherent text.

Furthermore, the teacher plays an important role in achieving the learning objectives in the classroom. The most common role is to teach knowledge to the students. There are many teaching ways teachers can apply. Unfortunately, it is still found some teachers using the conventional method, in which the teachers just explain lesson materials by using board marker and whiteboard then ask students to write on a piece of paper or their book. If the teacher only uses this method, the students will feel bored and less enthusiastic in the learning process. Consequently, students cannot understand the lesson materials presented by the teacher well. If they cannot comprehend the materials then they will find it difficult to produce good writing. As a result, the purposes of writing learning will be difficult to achieve optimally.

Media used by the teachers in teaching and learning activities also affect the effectiveness of learning. It will be more interesting if the teachers do not only use the whiteboard, markers, or depend on the student textbook. Teachers have to use media that can make students more interested in the learning process and can effectively make students' writing skills to be better.

Considering we are living in the technological era, where many people cannot be separated from using the internet in daily life, especially social media. Social media is very popular in almost all ages, children, teenagers, to adults, have at least one social media account. Especially for teenagers, they use social media as a practical and efficient communication tool. Besides that social media is also considered can show their existence through posting photos, status, and seen from their many followers. Teenagers now seem to prefer their activities in cyberspace than in the real world. It can be seen when a group of teenagers hangs out in a park for example, unlike in the old days when the internet was not yet popular where they had fun talking to each other but now they are more busy playing their own phones to reply to messages and comment one's status on social media. They are as if addicted to social media.

Based on the statements above the writer assumes that teaching methods and media are very important in supporting the effectiveness of the learning process. Hence, in this study the writer offers teachers to use project-based learning as an alternative teaching method in the writing learning process. According to Larasati (2015), project-based learning can enhance students' motivation in writing, empower students' creativity, and make the interactions between teacher and students become more active. It is similar to what was stated by Fragoulis (2009), project-based learning could draw students' interest, motivation, engagement, and enjoyment of the learning process. In project-based learning, students work collaboratively to solve problems. Project-based learning is related to the learning activity based on real world problems and challenges that require students to work in a team through meaningful activities and producing a final product, Simpson (2011). It can

engage students to think critically and allow students to work cooperatively with others. In addition, the writer also offers social media as media can be used in writing learning activity.

Therefore, the researcher decided to find out which one is more effective between social media Wattpad and Blog in project-based learning to teach writing, especially writing of analytical exposition text. This study was carried out in SMA Ibu Kartini Semarang for eleventh-grade students, in which the school applies the curriculum of 2013 which requires the eleventh graders to be able to master analytical exposition text. According to the English teacher of eleventh grade, analytical exposition text is one of the materials that is quite difficult to be mastered by students based on her previous teaching experiences. I hope, the result of this study can be used by teachers as an alternative way to effectively teach writing skills.

METHODS

The study was a quantitave research. The study used a quasi-experimental design in the form of pre-test and post-test experimental group design. As stated by Best (1981), quasi experimental design was used when randomization was not possible to be conducted, it applied a less satisfactory degree of control. The quasi experimental research in the form of pre-test and post-test experimental group design included two groups, then those groups were given pre-test to know the first condition whether there was any difference between experimental group 1 and experimental group 2, then treatment, and post-test in the last session.

Moreover, nonprobability sampling was used in this study. According to Sugiyono (1997: 64), nonprobability sampling was a sampling technique that did not give equal opportunities for each population element to be selected as a sample. There were individuals in the population who could not be sampled because they had been set aside by certain consideration. Kothari and Garg (2014) explained that non-probability sampling was a sampling procedure that was applied when the estimation of probability could not be given in the population that was included in the sample.

The subject of this study was the eleventh grade students of SMA N 1 Ibu Kartini Semarang in the academic year of 2018/2019. The sample of this study was the students at XI IPA 1 and XI IPS 1 of SMA Ibu Kartini Semarang. The consideration of choosing these classes as the sample was because there were two eleventh classes in this school. Class XI IPA 1 had nineteen students while class XI IPS 1 had thirteen students. Although the class XI IPA 1 had more students than XI IPS 1, I only chose thirteen students to be as sample, so that the experimental group 1 and experimental group 2 had the same sample. The sampling was based on their achievement in English subject which showed an equal result and also the suggestion from the English teacher. In this study, the experimental group 1 was taught by using Wattpad, while the experimental 2 group was taught by using blog. Both of groups used project based learning as the teaching method.

In this study, I used some steps of collecting data. The steps in collecting data included pre-test, treatment, and post-test. After collecting the data, the researcher analyzed the data using some method. First, the researcher was scoring the pre-test and the post-test to get the mean score. Second, the researcher calculated the normality and the homogeneity of the tests. Last, the researcher measured the significant difference between the experimental group 1 and the experimental group 2. The result of the test score was analyzed by using t-test. T-test was used to determine if there was any significant difference in students' writing achievement between the students who were treated using wattpad and the students who were treated using blog. I calculated the t-value by using SPSS 15. The kind of t-test that used was independent sample t-test. Then, I compared the t-value with the t-table. If t-value was higher than t-table, there was a significant difference in writing achievement between students who were taught using wattpad and those who were taught using blog in which both of them were combined with project based learning.

If t-value was lower than t-table, there was no a significant difference in writing achievement between students who were taught using wattpad and those who were taught using blog.

FINDINGS AND DISCUSSION
The result of this study was organized based on the technique of collecting the data. It was obtained from the test data.

Result
The pre-test was given to the experimental group 1 and experimental group 2. It aimed to measure students' prior knowledge of writing analytical exposition text. In assessing the pre-test results, I used a scoring rubric consisting of five aspects. The five aspects were (1) organization, (2) content, (3) grammar, (4) punctuation, and (5) vocabulary. The pre-test was conducted by twenty six students in which there were 13 students of the experimental group 1 and also 13 students of the experimental group 2. The pre-test result of the experimental group 1 and the experimental group 2 was presented in the following table.

Table 1. The Pre-test Result

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Experimental Group 1	13	56	67	60.76	2.712	7.359
Experimental Group 2	13	55	68	60.69	3.497	12.231
Valid N (listwise)	13					

The lowest pre-test score in the experimental group 1 was 56.00 and in the experimental group 2 was 55.00 Furthermore, the highest pre-test score in the experimental group 1 was 67 and in the experimental group 2 was 68. The mean of pre-test score in the experimental group 1 was 60.76 and the mean of pre-test score in the experimental group 2 was 60.69.

Based on the pre-test statistic of both groups, the pre-test score mean of experimental group 1 was different from the experimental group 2. However, the difference was not too significant. This meant that the prior ability of the two groups in writing analytical exposition text was similar.

After getting the result of pre-test then I analyzed the homogeneity of the experimental group 1 and experimental group 2. It aimed to find out whether the two groups were homogeneous or not. I calculated the homogeneity by using SPSS 15. The homogeneity of variances was showed in the following table.

Table. 2 The Homogeneity of Variances

Lavene Statistic	df1	df2	Sig.
1.337	1	24	.259

Based on the table above, the significance of homogeneity was 0.259. Since the significance of homogeneity was 0.259 (> 0.05), it could be concluded that the pre-test variables of experimental group 1 and experimental group 2 were homogeneous.

Furthermore, I found out whether the research data was distributed normally or not then I calculated the normality test by using SPSS 15. The normality test of pre-test data was presented in the table below.

Table. 3 The Normality Test

	Pre-test Scores of Experimental Group 1	Pre-test Scores of Experimental Group 2
N	13	13
Normal parameters[a,b]		
Mean	60.76	60.69
Std.Deviation	2.712	3.497
Most Extreme Differences		
Absolute		
Positive	.158	.164
Negative	.158	.164
Kolmogorov-Smirnov Z	-.103	-.107
Asymp. Sig. (2-tailed)	.571	.591
	.900	.876

Data was normally distributed if the value of Asymp.Sig. > 0.05. Based on the normality test using Kolmogorov-Smirnov Test in the table 3, the Asymp.Sig value of experimental group 1 was 0.900 and the Asymp.Sig value of experimental group 2 was 0.876. The Asymp.Sig value of both groups was higher than 0.05. It could be concluded that the pre-test data of experimental group 1 and experimental group 2 was normally distributed then the research could be continued.

After calculating the homogenity and the normality, I calculated the t-test. Based on the table 4, in the Lavene's test column it could be seen that the Sig. was 0.259. Since the Sig. was higher than 0.05 then I concluded that experimental group 1 and experimental group 2 had homogeneous variances. If both groups were homogeneous, the results used were in the Equal Variance Assumed row. The results presented that Sig. (2-tailed) was 0.951 and t-test was 0.063. The Sig. (2-tailed) was 0.951 > 0.05 then it could be stated that there was no significant difference between the two groups. The t-value was 0.063 while the t-table (α = 5% and df = 24) was 2.064. Since t-value was lower than t-table (0.063 < 2.064) so the mean of both groups was homogeneous. Hence, it was concluded that there was no significant difference between the result of experimental group 1 and experimental group 2. It meant that the students had the same competence before getting the treatment. The result of t-test pre-test could be seen in the table 4.

The treatment was held after the pretest. There were four meetings of treatment. In the treatment, experimental group 1 was taught using Wattpad combined with project-based learning as the teaching method, meanwhile experimental group 2 was taught using Blog combined with project-based learning as the teaching method.

The lowest post-test score in the experimental group 1 was 75.00 and in the experimental group 2 was 70.00. Furthermore, the highest pre-test score in the experimental group 1 was 86 and in the experimental group 2 was 81.00. The mean of post-test score of the experimental group 1 was 80.23 and the experimental group 2 was 74.46.

It could be stated that there was a significant difference between experimental group 1 and experimental group 2. It meant that the achievement of experimental group 1 was higher than the

achievement of experimental group 2. Thus, the use of wattpad was more effective than blog to teach writing of analytical exposition text.

Table 4. The T-test of Pre-test

Independent Samples Test

	Lavene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.337	.259	.063	24	.951	.076	1.227	-2.456	2.610
Equal variances not assumed			.063	22.602	.951	.076	1.227	-2.465	2.618

Table. 5 The Post-test Result

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Experimental Group 1	13	75	86	80.23	3.059	9.359
Experimental Group 2	13	70	81	74.46	3.478	12.103
Valid N (listwise)	13					

After getting the result of post-test then I analyzed the homogeneity of the experimental group 1 and experimental group 2. The homogeneity of variances was showed in the following table.

Table 6. The Homogeneity of Variances

Lavene Statistic	df1	df2	Sig.
.201	1	24	.658

Based on the table above, the significance of homogeneity was 0.658. Since the significance of homogeneity was higher than 0.05, it could be concluded that the post-test variables of experimental group 1 and experimental group 2 were homogeneous.

Furthermore, I found out whether the research data was distributed normally or not then I calculated the normality test by using SPSS 15. The normality test of post-test data was presented in the table below.

Table 7. The Normality Test

	Pre-test Scores of Experimental Group 1	Pre-test Scores of Experimental Group 2
N	13	13
Normal parameters[a,b]		
Mean	80.23	74.46
Std.Deviation	3.059	3.478
Most Extreme Differences		
Absolute		
Positive	.106	.148
Negative	.106	.148
Kolmogorov-Smirnov Z	-.103	-.100
Asymp. Sig. (2-tailed)	.381	.533
	.999	.939

The Asymp.Sig value of experimental group 1 was 0.999 and the Asymp.Sig value of experimental group 2 was 0.939. The Asymp.Sig value of both groups was higher than 0.05. It could be concluded that the post-test data of experimental group 1 and experimental group 2 was normally distributed.

Before I calculated the t-test of post-test, I calculated the difference in results of the pre-test and post-test between the experimental group 1 and the experimental group 2.

It could be seen in the table 8, the different gain of the experimental group 1 was 19.46 and the different gain of the experimental group 2 was 13.76. Thus the different gain between pre-test and post-test of the experimental group 1 was higher than the different gain between pre-test and post-test of the experimental group 2.

Table 8. The Difference of Pre-test and Post-test Average Scores

Groups	$\bar{X}$ of Pre-test	$\bar{X}$ of Post-test	The difference between pre-test and post-test
Experimental Group 1	60.76	80.23	19.46
Experimental Group 2	60.69	74.46	13.76
The Difference between Experimental Group 1 and Experimental Group 2	0.07	5.77	

The different gain of pre-test and post-test had been found, then I calculated the t-test to find out the significant difference between the post-test of both groups. The calculation was done by using SPSS 15. The following table presented the t-test of post-test.

Table 9. The T-test of Post-test

Independent Samples Test

| | Lavene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.201	.658	4.490	24	.000	5.769	1.284	-3.117	8.421
Equal variances not assumed			4.490	23.614	.000	5.769	1.284	-3.115	8.423

Based on the table above, in the Lavene's test column it could be seen that the Sig. was 0.658. Since the Sig. was higher than 0.05 then I concluded that experimental group 1 and experimental group 2 had homogeneous variances. If both groups were homogeneous, the results used were in the Equal Variance Assumed row. The results presented that Sig. (2-tailed) was 0.000 and t-test was 4.490. The Sig. (2-tailed) was 0.000 < 0.05 then it could be stated that there was significant difference between the two groups. The t-value was 4.490 while the t-table (α = 5% and df = 24) was 2.064. Since t-value was higher than t-table (4.490 > 2.064) then the post-test result of both groups was significantly different. As the result, there was significant difference between the two groups. Thus, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected because t-value was higher than t-table (t value > t table).

DISCUSSION

After calculating the pre-test and post-test scores of the experimental group 1 and the experimental group 2, then I analyzed the results to investigate whether the aim of the study was achieved. The main purpose of this study was to find out which is more effective between using wattpad and blog with project based learning in teaching written analytical exposition text to the eleventh graders of SMA Ibu Kartini Semarang in the academic year of 2018/2019.

After conducting try out, the researcher conducted the pre-test for the experimental group 1 and the experimental group 2. Before the pre-test was carried out by the two groups, I asked them some questions about analytical exposition text in general and only a few of them could answer the questions quite correctly. In order to know how far the knowledge and abilities of the students in written analytical expsoition text then the pre-test was conducted. Based on the pre-test result computation of the experimental group 1 and the experimental group 2, they were had no significant difference or relatively had the same competence in writing analytical exposition text. Since the

computation showed that there was slight difference in the pre-test score of both groups, the two groups were considered homogeneous.

The pre-test had been conducted and the two groups were stated homogeneous then the research continued by giving treatment to both groups. Giving the treatment was done in four meetings. The experimental group 1 was taught using project based learning as the teaching method and wattpad as the media. The teaching method used in the experimental group 2 as same as the experimental group 1 while the media used was blog. Both the experimental group 1 and the experimental group 2 seemed enthusiastic when the treatment was given. They worked on their project in groups and discussed each other. Sometimes, they asked me things that were poorly understood. The experimental group 1 was more enthusistic and interested in the learning activities than the experimental group 2. Quite a number of students from the experimental group 1 were familiar with wattpad and they even actively used it. Meanwhile, the experimental group 2 almost all students knew blog, but they did not have an active account.

In the last meeting of the research, the post-test was conducted by both groups. Based on the statistical computation of post-test, the result showed that the use of wattpad in project based learning was more effective than using blog in project based learning to teach analytical exposition text.

Another statistical computation was t-test of pre-test and post-test. Based on the t-test of pre-test result, there was no significant different between experimental group 1 and experimental group 2 because the t-value was lower than t-table. It meant that both groups were homogenous. However, from t-test of post-test result, there was a significant difference of the students' writing achievement between experimental group 1 and experimental group 2 because the t-value was higher than t-table. Therefore, the alternative hyphothesis that stated "There is a significant difference between the result of using wattpad and blog in project based learning to teach writing of analytical exposition text for the eleventh graders of SMA Ibu Kartini Semarang in the academic year of 2018/2019" was accepted. It could be said that Wattpad in Project Based Learning was more effective than Blog in Project Based Learning to improve the students' writing ability in analytical exposition text because there was a significant different between the scores of students who were taught using Wattpad and Blog. The post-test score of students who were taught using Wattpad were higher than post-test score of students who were taught using Blog.

CONCLUSIONS

The aim of the study was to find out which one is more effective between Wattpad and Blog in Project Based Learning to teach writing of analytical exposition text. The researcher carried out the pre-test to know the students' ability in writing analytical exposition text before getting the treatment. Furthermore, the post-test was conducted to find out the improvement of the students' writing ability after receiving the treatment.

The pre-test results revealed that there was no significant difference in writing ability of analytical exposition text between the students who were taught using wattpad in project based learning (the experimental group 1), and those who were taught using blog in project based learning (the experimental group 2). The mean of their pre-test score was almost the same, the experimental group 1 was 60.76 and the experimental group 2 was 60.69. It meant both groups had the similar competence before getting the treatment.

After the students got the treatment, they conducted the post-test to know how far their writing ability improved and the difference in result between the experimental group 1 and the experimental group 2. From the post-test results, the experimental group 1 got higher score than the experimental group 2. The mean score of experimental group 1 was 80.23 and the experimental group 2 was 74.46. Moreover, the t-test computation of post-test score showed the t-value was 4.490

while the t-table (α = 5% and df = 24) was 2.064. Since t-value was higher than t-table (4.490 > 2.064) then the post-test result of both groups was stated significantly different. Thus, it could be concluded that Wattpad and Blog were effective as the learning media to teach writing skills. However, the use of Wattpad in Project Based Learning was more effective than the use of Blog in Project Based Learning to teach written analytical exposition text.

SUGGESTIONS

In this study, I offer some suggestions to English teachers, students, and future researchers.

For English teachers, teaching method, strategy, and media used in teaching and learning activities are important to be regarded. The teachers should use interesting teaching method and media in teaching writing, especially in written analytical exposition text. Thus, the students will be excited and enthusiastic to the lesson. They will pay more attention and focus on the materials explained by the teacher and the tasks they have to do. Hence, based on this study, Wattpad that is combined with Project Based Learning can be applied to improve students' writing ability.

For students, they have to read and practice writing a lot. They can enrich vocabulary, and encourage critical and creative thinking by reading then express their thoughts by writing a lot. They should feel free and enjoy writing without worrying about making mistakes. They can use Wattpad on their phone to practice writing wherever and whenever they are. Teacher can guide them by giving some advice and feedbacks so their writing ability can improve.

For future researchers, they should figure out the problems in teaching and learning activities, especially concerning the teaching strategy and media teachers used. Understanding the characteristics of students is also important to know which strategy and media are appropriate for them. They can use this study as a reference in conducting further research.

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