

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Given the fact that online learning has been running for two years, there has been no significant improvement in the learning system such a flat tire. Online learning has caused student's boredom and lack motivation. Most of students complain they being lazy and bored follow the online learning because they are unable to communicate directly with peers and teacher. It can lead to a loss concentration and absorption of the essence of the material given. Research showed that boredom exhibits poor self-control (Mugon, Struk, & Danckert in Irawan, Dwisona, & Lestari, 2020, p. 56). Because boredom is a dead end of feelings and minds as a result of constant learning demand. The impact of learning boredom is that students do not care about school assignments, absent from class, and so on.

In addition, the lack of interest in learning English, especially in learning writing, is also one of the causes of students not being motivated to learn English, especially when learning online. Why this can happen is because students' perceptions do not change towards difficult writing lessons. However, English writing is frequently seen as the most challenging and unappreciated ability, but it is extremely important for language output as cited in (Anh, 2019, p. 74). Although English lessons have been obtained by students since elementary school, students are not yet confident in writing essays or text in English. Even some students feel afraid when learning English writing, so they are not motivated to learn it. According to Indonesian curriculum Education 2013, students in junior high school are supposed to learn several genres of text one of them is procedure text. A procedure text explains how something is accomplished through a series of acts or steps. (Mark and Kathy Anderson in (Widayati, Rustyana, and Haryudin, 2019 p. 688). But students still have difficulty and are not interested in writing English procedure text.

Therefore, a suitable learning media is needed to overcome student boredom and increase student motivation in online learning so that learning can run effectively. Because the use of learning media can attract interest and motivate students, It can enhance and steer student attention to lead to more direct contact; it can transcend the restrictions of the senses, space, and time; and it can give students with similar experiences about their environment as cited in (Dewi, Riyadi, 2018, p. 233). The right learning media to be used in online learning is online media because online media can be used for learning to overcome distance and time problems.

Online media can help distance learning, it can be used by students even though they are not in a real classroom. The term "online media" refers to media that is distributed over the Internet, such as websites, social media, and blogs. Because online learning necessitates a large amount of content. Some of the content in online learning, such as images, video, audio, and text, needs independent use of communication and technology by students in an organized and effective learning curriculum as cited in (Febrianto & Mas'udah Megasari, 2020, p. 234). For some disciplines, the learning process requires the content. They require music, video, and images to support their learning. This can be done through online education.

However, the use of monotonous online media that does not meet the needs and desires of students when online learning causes several problems, including students who do not like learning, do not collect assignments, students learn to be bored listening to learning, students feel lonely when studying because they only relate to materials and tasks as well as interactions in learning. Therefore, teachers are required to plan a new teaching atmosphere, and take advantage of increasingly developing and advanced technology. In addition, teachers also have the responsibility to constantly enhance and expand academic credentials and abilities in accordance with technological and artistic advancements as cited in (Hartini, Misbah, Dewantara, Oktavian, Aisyah, 2017, p. 2). It is said that teachers must be able to follow technological developments to improve learning outcomes by applying various learning media.

Therefore, the selection of the great media to teach in online classes is considered important, it is to help teachers in delivering material to students, helping students understand learning materials, and also to improve student learning outcomes. According to Hartiningsari, Suprayitno, & Marpinjun (2019, p. 238) Good and effective learning media can foster student interest in a concept, become the focus of student attention, arouse students' emotions, help understand learning material help students organize knowledge, develop learning motivation, make learning more concrete, overcome space, time, and sensory power limits, activate learning, reduce the risk of excessive learning on the teacher, and activate student reactions

The right learning media to answer the challenges of online learning above in the era of information and communication technology is media that utilizes the latest technology, utilizes the internet and extensive information. One of these media is a weblog or better known as a blog. A blog is one of the many learning media available. In addition to being used as instructional resources, blogs can contain items that teachers discuss. The use of a blog as a learning medium will aid and facilitate students' acquisition of the materials offered by the professors in accordance with their individual needs, according to Efrianto in Sancoko & Nurhadiyanto (2019, p. 2). The ability to use a blog as a writing platform is one of its advantages.

In the learning process, a tool is needed, one of which the author will discuss this time is a blog as a learning medium. English subjects using online blog-based media can be linked because the purpose of learning English at school is for the writing aspect, where students have the ability to carry out various types of writing activities such as expressing ideas, thoughts and information in the form of Simple essays, letters, directions, speeches, forms, announcements, dialogues, summaries, reports, and other literary works for children in the shape of tales, poems, and other genres. While the blog-based website itself can be used as a review of English subjects.

As the importance of research on the development of teaching and learning media in teaching English has been studied in many previous researches. Several



topics regarding this research there are several clusters including; Learners characteristic and online learning (Meylani, Bitter, Legacy, 2015; Thaariq, Surahman, Nurhikna, Murti, Faqiroh, Kusworo, 2020), The Important of learning media (Hikmah, 2019; Ahmad, Syukri, Safei, 2020). The use of online media in teaching English (Oroujlou, 2012, Albiladi, 2020; Al Arif, 2019; Meidasari, 2016), Teaching writing procedure text (Fadhilawati, Rachmawati, Mansur, 2020; Aminah, 2018; Ameliah, Syam, Anugrawati, Sangkala, Abdul, 2020). And some research focusing on developing online media using web based blog example (Ima, 2017, Zharoh, 2019, Gusra, 2018, and Nabilah, Sesrita, Suherman, (2020), Sancoko and Nurhadiyanto (2019), Maryam (2021), Latifah & Vebrianto (2017), Mahendra (2012), Hartiningsari, Suprayitno, & Marpijun (2019), Mutiara, Gimin & Mahdum (2020)).

From those findings, it can be seen that the development of teaching and learning media is important. However the previous research that discuss about how is the good media for online learning was little. In fact, to implement media in learning, the media must first meet the criteria so that the media can be used effectively. Media is primarily a part of the educational system. The media, as a component, should be an integrated element of the whole learning process and should be in agreement with it (Bukit in Ramadhan & Muhammadiyah, 2015, p. 177). The success of multimedia use is inextricably linked to how well the medium is planned. Media that can influence students' behavior and improve certain learning outcomes does not happen on its own; it requires a comprehensive analysis that takes into account a variety of factors that can influence learning success (Suartama in Ramadhan & Muhammadiyah, 2015, p. 178).

Some of the media developed by several previous studies did not try to develop online media that could create an interactive classroom atmosphere. Where students and teachers can speak in real time, as well as students with their classmates. Because learners create connections with their teachers and peers, they create a positive learning community, which is necessary for promoting an inclusive environment in the language class as cited in (Ali, Masroor, Khan, 2020, p. 319). Then some of the media developed do not contain comprehensive content that

should be presented in online learning media, namely text, images, video, and audio. So that learning can be done in a fun way and the process of transferring learning to students can be easier.

The characteristics or criteria for the right media to be applied in online learning are also important things to discuss before developing a learning media. But the previous studies not addressed this issue. Whereas every learning media has its own characteristics. So it is important for teacher to select an appropriate one who are suitable with students' characteristics (Hikmah, 2019). To be in line with the abilities and needs of students as well as student demand. As a result, the usage of media greatly aids the learning process.

Characteristics and also the needs of students are also important things to consider before choosing a design or learning media. This is in order to know the gap between the existing situation and the situation that should be. Meanwhile, a problem is a large or urgent gap to be overcome/solved. This is done in an effort to achieve the learning process desired by students. This is important because from the needs analysis of teachers it is possible to find motivation to learn, perceptions of the program and the target situation they will face as cited in Kusumaningputri (2011, p. 330). So the teacher will easily choose the right and appropriate media

The fact that is often seen is that many teachers use improvised learning media without considering learning. Based on observations from various existing studies, the limitations of the media used by teachers are one of the factors for the lack of interest in student learning and the ineffectiveness of learning, especially online English learning. In order to pique students' interest in learning, An attractive presentation and packaging of material is required. In this case, interactive learning multimedia needs to be specifically designed for online learning that allows multi-way interaction between learning communities, namely fellow students, student-teacher and links with other learning resources. By implementing the development of science and technology that is currently developing, it is very possible to use learning media that utilize information technology-based media. One of them is by using blog-based learning media.

The choice of blogs as media in learning was based on several factors, including: (1) blogs has become popular because they were comparatively cheap to manage, easy to develop, and simple to use; (2) blogs can really be easily used to attach homework to students, with each student individually doing their own work; (3) blogs allow users to post content in reverse chronological order (latest posts are at the top); 4) individual assignments can be assigned by the teacher or negotiated in groups; and 5) text, graphic images, and information links can be added as cited in Sulasmianti (2019, p. 4). In addition, blogs can present attractive material delivery designs to increase student motivation to learn. Then the effectiveness of blogs for use in writing classes has been revealed in several previous studies, such as (Febianti & Wahyuni, 2019; Akdağ, & Özkan, 2017; Er & Elif, 2021, Nadzrah, 2019). Moreover, Rokhman (2015, p. 55) said "Blogs are a way to make up for school's lack of learning time." As compared to using only conventional methods, this feature allows students to communicate with a broader range of knowledge sources media as cited in (Purnomo, 2008), besides that this allows the expected interaction between teachers and students, students and students. It can also attract students' learning motivation because the learning design and delivery of materials can be adjusted. On this basis, It is thought needed to develop a blog-based instructional media as a medium for conveying messages in learning that can be studied independently to overcome one of the teaching problems.

## **1.2 Identification of the Issue**

Problems in the area of education will never end. Where everything has to make adjustments as delimited times change. With the growth of information technology in the world of education, everything regarding the learning process must continue to be created and updated based on current needs and conditions. In this study researcher focused on how to design online media to teach writing procedure text at junior high school that is suitable with students need. So that it will help both students and teacher to create a new interesting environment in the class. This is because in learning process students are get bored to follow the class, as a result the media or learning process that used are to monotonous. The following issues can be identified in relation to the problem's background:



1. Students feel bored and lazy during online learning because the media used by the teacher is monotonous.
2. Students unmotivated to learn writing in English
3. Less active class conditions, caused by a lack of communication between teachers and students, as well as between students and their classmates.

### **1.3 Delimitation and Focus of the Study**

In accordance with the problem identification, the research focused on the development of online media for online learning and did not try to explain the realm of realia media development. The decision was made after evaluating the significance of learning media that was useful to reduce student's boredom and as tools for teacher to share the material with interesting way. The online media developed in this study is used to teach writing procedure text in junior high school. The online media that researcher developed is online learning media based weblog. In this study the researcher does not describe how the learning design and teaching strategy.

### **1.4 Research Question**

1. What are the characteristics of good online learning media in teaching writing procedure text?
2. What kind of online media that students needs in learning writing procedure text?
3. How to develop online learning media to teach writing procedure text for junior high school?

### **1.5 Aims of Research**

1. To find out what are the characteristic of good online media used in teaching writing procedure text.
2. To investigate what are the kind of online media that student's needs in writing procedure text.
3. To find out how to develop online learning media to teach writing procedure text for junior high school.

### **1.6 Significances of the Research**

The findings of this study are likely to be useful both theoretically and practically, as detailed in the following section.

### 1) Theoretically

Theoretically, this research can be a source of reading for and as a reference for teachers to develop teaching information. And for researchers or developers who want to develop learning media.

### 2) Practically

Significances of the research are practically divided into several groups, namely for students, teachers, and researcher. For students, it is hoped that this research can be a means of learning for themselves as knowledge as a learning aid, and is expected to foster enthusiasm and motivation to learn, besides providing a learning experience that can help them to learn independently. For teachers, it is intended that the results of the study will provide input on creative media knowledge as well as a new teaching medium that can be used in the classroom, which can be used as material for consideration in the use of learning media that is fun and attract students' interest. And for researchers it hopes can provide additional knowledge, insight and experience as well as prepare themselves as prospective educators / workers who are ready to take advantage of technology, both in the learning process and in other worlds of work

## **1.7 Theoretical foundation**

This section contains the constructor theories that support this research. The theories are compiled based on the results of literature studies by researchers.

### **1.7.1 The Concept of Teaching and Learning Media**

Teaching and learning is a multifaceted process with numerous elements. As learners strive toward their goals, they incorporate new knowledge, behaviors, and skills that broaden the scope of their learning experience. One of the things in your teaching and learning process is the learning media. The following are theories related to learning media

#### **1.7.1.1 Definition of Learning Media**

The advancement of science and technology stimulates efforts to revitalize the use of technological outcomes in the learning process. One



example of the development of science and technology in the field of education is the discovery of various kinds of learning media that are useful to help achieve learning goals.

Learning media is well known, but to define it is not simple. Some aspects should be considered in defining it, some expert define the definition of learning media:

- 1) According to Adam (2015) learning media is defined as something physical or technological in the learning process that can assist teachers in making subject matter more accessible to pupils in order to aid in the achievement of set learning objectives (p. 79).
- 2) Gaol & Sitepu (2020, p. 169) defines learning media are tools or components used to deliver the message of a learning material during the learning process, according to the definition.
- 3) Based on Ramdhani & Muhammadiyah (2015, p. 174) Learning media is defined as anything that can transmit a message, provoke thinking and emotion, and encourage the learning process.
- 4) Media is defined by Arif Rahman (2011, p. 7) as the plural form of intermediate (medium), which is a way of communication. The term "media" comes from the Latin (medium) (between) and refers to anything that carries information from a source to a recipient. The six main categories of media are text, audio, visual, video, manipulating items, and persons.

From the definition above we can conclude that learning media comes from the Latin (medium) (between) is one of the tools that can help teachers easier when deliver the learning material to students that affect the learning process. It can be physical or technical in the learning process that can be used to channel messages, stimulate thought and to improve students' learning interest and serve to carry information between a source and refer to anything that carries a source.

#### **1.7.1.2 The benefits of learning media**

Not only on to increasing student interest in the learning process, has learning media also had other benefits. According to Sukartiwi (in Muhyidin, Waluyo, 2009, p. 4) there are some advantages of using media in teaching-learning process. These are: 1) to enhance learners' motivation, 2) to keep learners from being bored, 3) to make the instructional material easier for learners to understand, and 4) to make the teaching learning process more systematic. According to Ramli (2011, p. 1), learning media roles can be divided into three groups:

##### **1) Providing assistance to teachers in their line of work**

When used correctly, learning media can assist teachers overcome their deficiencies and shortcomings in learning, both in terms of material mastery and learning style. According to learning technology analysis, the use of media in learning can:

- a) Enhance the productivity of the learning information conveyed, because it can speed students' grasp of the content in issue, so directly assisting in the effective use of time.
- b) Assisting students in developing the ability of their mental activities to interpret communications based on their analytical capability. One of the functions of learning is the development of analytical and reasoning abilities.
- c) Assisting learners in being innovative in the designing of their academic activities, so that the growth of learning messages can be properly created
- d) Assist in the integration of learning messages with supplemental academic sources that are closely related to the learning materials offered. For example, how to interact well in the community and in the environment.
- e) Assisting learners in communicating learning messages in a principled or consistent manner, because the subject matter does not depart from what has been programmed and may be repeated entirely. This will be

different if the learning material's messages are provided using the lecture technique.

## 2) Helping learners

It can aid students in the following ways by using a variety of learning material that are picked wisely and efficiently:

- a) Improve understanding of the material.
- b) Has the potential to increase students' digestion of the material delivered.
- c) Stimulate students' creative thinking.
- d) Developing their profound cognitive, emotional, and psychomotor power in response to the learning signals delivered.
- e) Helping the strength of the memory of students, because the nature of the learning media has a stronger stimulus power.
- f) Assisting students in fully comprehending the learning content offered, so that their comprehension of the subject matter is complete and meaningful.
- g) Assist in clarifying their direct personal experiences.
- h) Can aid in stimulating learners' psychological activities in order for them to comprehend the learning information. It is possible to activate psychological qualities such as observation, response, memory, emotion, thinking, fantasy, intelligence, and so on.

## 3) Improve learning (teaching and learning process)

The use of appropriate and efficient learning media, such as the following, can aid in the improvement of learning:

- a) If the teaching application does not produce the desired results in accordance with the minimal requirements, the teacher is obligated to repeat the learning. In this case, the media can aid to improve the results by increasing the quantity and quality of the media employed.
- b) Because the use of one media did not please the instructor in terms of learning, the teacher can utilize another media in the following lesson to attain the best outcomes.



### **1.7.1.3 Characteristics of learning media**

According to Indriana (2011, pp. 53-54) mentions several characteristics of learning media, including:

- 1) Something that is emphasized in teaching media is demonstration, which comes from the word "body". Meanwhile, the word body means something that can be sensed, that is, it can be touched, seen, heard, and observed.
- 2) Teaching media is a form of communication between teachers and students.
- 3) Teaching media is the main tool in teaching in the classroom or outside the classroom.
- 4) Teaching media is closely related to teaching methods.

### **1.7.1.4 Types and qualifications of learning media**

Learning media utilized in the learning process range from simple or traditional media to complicated or technology-based media.

Based on Vernom quoted from the book Instructional media Ministry of Education (Ruis, Muhyidin, Waluyo, 2009, p. 4) There are six different types of media: Sketching or drawing in teacher style Still images, Recording of audio. Television and film, Real-world objects, simulations and models, as well as programmed and computer-assisted instruction

Besides Satrianawati (in Nabilah, Sesrita & Suherman, 2020, p. 80) said that visual, auditory, audio-visual, and multimedia media are the four forms of learning medium. According to current technological advancements, multimedia is an alternative for creating learning material because it is interactive and captures students' attention. Furthermore, users can easily produce and consume multimedia.

Kemp (in Ramli, p. 9) say says that media can be classified into eight broad groups, in order of increasing technical sophistication. These groups are:

- 1) Printed media

A number of material prepared on paper, may serve in instructional or informational purposes. They are classified as printed media and consist of three groups: (1) learning aids like guide sheet, (2) training material like handout (3) informational material like brochures, newsletter and annual report. Text, graphics, pictures, and photographic representations are some of the media groups created by print technology. Printed media has the following characteristics:

- a) text is read linearly
- b) display one-way and receptive communication
- c) displayed statically or silently
- d) its development is very dependent on the principles of discussion
- e) Oriented or student-centered.
- f) information can be arranged or rearranged by the user

## 2) Display media

Most display media are designed for used by an instructor as information, which is presented in front of small class or audience. This category include chalkboards, flip charts, cloth boards, bulletin boards, and displays. Some of the characteristics of display media are: (1) Using rich media to animate and engage; (2) Increasing clicks with in-banner video; (3) optimizing campaigns for mobile devices; and (4) incorporating live data fees into your display adverts.

## 3) Overhead transparencies

Transparencies are popular form of instructional media. The development of compact, lightweight, efficient overhead projectors combined with simple ways for creating transparencies, as well as the dramatic impact of medium, enable the use of huge transparencies. Overhead projectors are very handy for teaching big groups of people at various levels.

## 4) Audio tape recording

Audio resources are a cost-effective technique to deliver specific types of educational or informational content. It's possible to make a recording for a group or, more typically, for individual listening.

5) Slide series and film strips

Slides are a type of projected media that is simple to create. They frequently serve as the starting efforts in a media production program.

6) Multi- image presentation

When employed for specific goals, a combination of visual resources can be successful. When two or more images are projected on one or more screens at the same time for group viewing, the term "multi image" is employed. Some of the characteristics of multi-image presentation are using a lots of interesting image, the material delivered simply, using an interesting animation, colorful.

7) Video recordings and motion picture films

Both video and film are media and motion. They should be considered for usage when communicating knowledge of an educational media or when linking one concept to another if the subject has inherent motion. for establishing dramatic impact and maintaining conceptual continuity. This type of media has the following characteristics:

- a) linear
- b) display dynamic visuals
- c) used in a predetermined way by the designer
- d) is a physical manifestation of a real or abstract concept
- e) developed according to behavioral and cognitive psychological principles
- f) teacher oriented

8) Computer based instruction

Computer-based instruction refers to any application of a computer to display information, tutor a learner, provide practice for improving a skill, stimulate a process being studied, or manipulate data to solve problems. Among instructional media, CBI offers the unique ability to ask a learner question, record and judge the learner's response and then use that information to control the sequence of instruction that follow. The characteristics of computer-based technology media are:



- a) can be used randomly, non-sequentially or linearly
- b) can be used according to the wishes of the student or designer
- c) ideas are presented in an abstract style with symbols and graphics
- d) cognitive science principles to develop this media student-oriented and involve high student interactivity

#### **1.7.1.5 Online learning media**

Online learning is now a familiar word in the world of education. Even the online learning system has become commonplace today during the Covid-19 pandemic. Actually, the existence of online learning has existed long before the occurrence of this Covid-19 pandemic. To define what is the online learning media. The first thing to do is knowing what does it means of online learning and what online media is. Some expert defined what the online learning means is:

- 1) Madya & Abdurrahman (2021) said that E-learning is the term used to describe online learning. E-learning was established to help people learn from a distance. "Distance learning separates students and teachers by distance and time" (p. 26).
- 2) While e-learning, according to Kamarga (2001), is the application of internet technology and network computers to the process of human learning. Because of the emphasis on the Internet, this viewpoint is significantly more specific
- 3) According to Gilber and Jones (2001) and Michael (2013), the prefix "E" in e-learning relates to electronic. E-learning encompasses all types of educational activities that use electronic media to assist humans in learning.

From the several definitions presented by the experts above, we can conclude that online learning is education that takes place over the Internet which uses various technologies and computer networks where teaching and learning activities occur between students and teachers remotely. In launching online teaching and learning activities, electronic media are needed. It's also known as "e-learning," among other things.

The main characteristics of e-learning, according to Madya and Abdurrahman (2021, p. 27), are the use of the internet and computers. Other features include (a) the presence of relevant information or learning material; (b) the use of suitable learning methods; (c) the use of learning media in different forms such as text, photos, videos, and multimedia; and (d) the ability to study synchronously or asynchronously.

While Rasumalla (2018) mentions six characteristics of online learning including:

- 1) Every e-learning course is developed because there is a learning need
- 2) E-learning is self-contained and reaches a larger audience
- 3) E-learning is designed with the help of subject matter expert
- 4) E-learning is linked to electronic media
- 5) Assessments are always included in e-learning courses.
- 6) E-learning development follows a streamlined procedure.

To support the online learning process that is carried out, it is also necessary to have learning media that is in accordance with the characteristics and nature of online learning itself. Because learning is carried out online, online learning media is also needed.

With the development of the era and advances in technology and information, types of media can also be presented online. Several online media have been widely used in the world of teaching and learning even long before the Covid-19 endemic. Even if a global pandemic did not exist, technology should be integrated into all parts of the teaching and learning process. If technology has become a daily utility for humans, every educational party should be able to use it. In fact, according to Abdulrahman (in Rahman Hz, 2021, p. 52), the employment of electronic gadgets in the teaching-learning process encourages flexibility and gives both students and instructors with challenges and opportunities.

Akbar (in Hasibuan, 2018, p. 21) defines online media as "media that utilize the internet." While many people misunderstand online media for electronic media, specialists distinguish them. The reason for this is that

online media combines print media procedures by writing material that is conveyed through electronic methods, but it also pertains to human communication that appears individual.

According to Romli (in Darminto, 2017, p. 22) Telecommunications and multimedia-based media are examples of online media (computers and the internet). Sites, websites (including blogs and social media sites like Facebook and Twitter), online radio, online TV, and email are all examples of online media.

Various feature and characteristics of online media discussed by Hasibuan (2018, p. 21) including being technology-based media, having a flexible character, having interactive potential, functioning privately and openly, having minimal rules, and being related. A blog, for example, is one of the most extensively used online media.

After knowing what is meant by online learning and online media. So it can be concluded about the meaning of online learning media. Online learning media is a medium used to support online learning or distance learning. Online media are usually internet and computer based which can be accessed anytime and anywhere.

According to Sunarti (2020. p. 2), Online learning media are media that have controllers that the user can use to control and access what the user needs, such as downloading or uploading content. Learning is independent and has high interaction when using online learning media, so it can strengthen memory, create learning experiences through texts, videos, and animations that are designed so that the information to be conveyed can be more readily comprehended and learned by students.

The characteristics of online learning media reported from Dunia Pendidikan.co.id are as follows:

- 1) The speed of information flow

This is the most noticeable difference between internet and traditional media. It can be uploaded instantly in seconds or minutes. Unlike print media, which takes longer to publish.



2) Information can be updated

Information can be submitted to internet media in instantaneously and continuously. Modifications can be done when information on old information is updated. This updating procedure can be carried out in real time.

3) Can interact with the audience

It is one of the benefits of internet media, which has an interactive function that traditional media does not have. Email, chat, polls, comment areas, and other forms of online media are used to communicate with the audience.

4) Personalization

Popularity of online media can determine or select the type of information required. As a result, the user only reads information that is relevant to his selection.

5) Load capacity can be increased

Every online media is supported by data storage media on a computer server. By increasing the storage media capacity, you don't have to worry about the old information that has been published being lost while new information can still be published.

6) Connect with other sources

In online media, all the information presented can be linked to other relevant sources, either from the same source or from different sources. With the use of Hyperlinks, users can open other information with just one click.

#### **1.7.1.6 Blog as online learning media**

Blog is an abbreviation of the word "weblog". First time this term was introduced by Jorn Barger in 1998. Jorn Barger uses the term weblog to name a sharing of personal websites that are constantly updated and feature connections to other websites that are thought to be interesting, accompanied by their own or someone else's remarks (Jupri, 2009, p. 1).

Blog is an abbreviation of weblog. A blog is a type of website that is developed and maintained by individuals using online software or a very easy-to-use hosted platform, with space for writing. Blogs feature instant online publications and invite the public to read and provide feedback as comments.

The teacher as the manager of the blog page can easily use the features available on the blog, both for uploading learning materials and conducting learning evaluations, both of which are done online.

Mahendra (in Sulasmianti, 2018, p. 146) states that an alternative media that can be used in packaging ICT learning materials or content to be more interesting is internet-based media for learning, one of media in the form of a blog. In her article, Ernalida (2018) wrote that the use of blogs as learning media can help students understand the subject matter in a good and fun way. Blogs as learning media in general can be applied to students in all educational units, from elementary, junior high, to high school / vocational school. It is said that because students nowadays are accustomed to finding and accessing the required information from various sites or webs available by using Google search techniques (search engines).

#### **1.7.1.7 Types and characteristics of blog as learning media**

Personal blogs, topic blogs, health blogs, political blogs, literature blogs, and other types of blogs exist. Travel Blogs, Business Blogs, Education Blogs, and many other blogs. These blogs are classified and categorized depending on the classification and focus addressed in them. Many bloggers have merged various sorts of blogs into one blog with varying topics as it has evolved. Blogs are becoming increasingly popular among the general population, including the educated, executives, and even everyday people (Sartono, 2016, p. 124). It is incredibly simple and inexpensive to start a blog, even free. Many free blogs are provided on the internet, including: wordpress.com, blogspot.com, weblog.com, multiply.com, co, cc, etc. Some of the characteristics possessed by Blogs as learning media according to Sulasmianti (2019) include:

- 1) Blog is a multimedia-based teaching media

- 2) The appearance of the blog is attractive so that it can increase the opportunity for more active and interesting learning activities
- 3) Presentation of practical material
- 4) Blogs are interactive learning media
- 5) Blogs are flexible media that can be accessed anywhere and anytime
- 6) Blogs can display examples in the form of videos

While, according to Huffaker (2005) web blog has several characteristics there are:

- 1) It can be used for any age
- 2) The personal space it affords, as well as the connections to an online community.
- 3) Provide a great computer-mediated communication environment for individual expressions and collaborative interactions.
- 4) Ease-of-use.
- 5) Accessibility at any time-anywhere.
- 6) It can be used in a variety of fields.

Reporting from Fei (2021) which is available online at There are five characteristics of a blog including:

- 1) Have a name and online address
- 2) Have a specific goal
- 3) Content or posts in the form of articles, notes and other information
- 4) Archived blog posts or content (saved according to the date, month and year of publication)
- 5) Usually always add or update blog content according to the purpose of the blog

#### **1.7.1.8 Advantages and disadvantages of blog as learning media**

The advantages found from the application of blogs as learning media in Efrianto, Rahayu, Kusumajanto (2015, p. 57) are: (1) Teachers can operate blogs, where teachers can create and use blogs as learning media. In accordance with one of the principles of the media that the media used must



be in accordance with the teacher's ability to operate it. Without the technological skills to operate it, no matter how smart the media is, it will be useless. Therefore, the teacher first learns how to operate and utilize the media used; (2) Students are more active in learning activities, this can be seen from the activeness of students participating in learning with blog media that has been packaged in such a way by the teacher. (3) Students can practice buying online even though they do not reach the transaction stage by opening online store sites that are available on the teacher's blog then students make online purchases. (4) Learning becomes innovative and creative so that learning is not boring.

While the disadvantages found from the application of blogs as learning media are: (1) there is one student who does not like the virtual world, this can be seen from the displeasure of one student with online marketing subjects which are always related to the internet. This is because these students are not used to roaming the internet, causing difficulties and in the end they do not like online marketing subjects; (2) if the electricity goes out, teaching and learning activities are disrupted because the application of blogs is very dependent on computer and Wi-Fi facilities which require electricity. This can make it difficult for the teacher if there is no other alternative from the teacher.

#### **1.7.1.9 Criteria for selecting learning media**

With the advancement of technology and information. Teachers are now attempting to employ technology as a learning tool. Attempting to make use of computer and online media. Online media is a sort of computerized learning medium that requires internet access. Wulandari (2014) defined online learning media based on technology and information is a type of media that is based on technology and information and is used to assist teachers in presenting material to pupils and ensuring that students fully comprehend the material (p. 27).

In using online learning media, Teachers need to understand the criteria for selecting the correct learning media to teach their students in the

classroom while using online learning media. Several things need to be considered when choosing online learning media according to (Kobayashi, 2017, p. 6) a variety of characteristics appear to be linked to the media preferences of online students. Learner attributes like age, gender, and previous online learning experiences have all been found to have an impact.

Effective learning requires good planning. Good planning includes methods and media that will be used in the learning process. Arsyad (in Wulandari, p. 22) reveals several criteria in the selection of learning media, including:

- 1) In line with the goals to be attained. Predetermined instructional objectives are used to pick media, which generally pertain to one or a mix of two or three cognitive, emotional, and psychomotor domains.
- 2) The learning material chosen should be appropriate for the lesson's content, which may include facts, concepts, principles, or generalizations.
- 3) The learning media chosen are practical, flexible, and enduring.
- 4) Teachers are skilled in using the selected learning media.
- 5) The selection of learning media is in accordance with the target grouping, whether the selected learning media is used for mass groups or individuals.
- 6) Pay attention to technical quality

According to Ramli (2012, p. 11), in choosing and using media for learning purposes, it is best to at least pay attention to or be guided by the following criteria:

- 1) The accuracy with learning objectives; it means that the learning media is selected on the basis of the learning objectives that have been set. Learning objectives that contain elements of understanding, application, analysis, synthesis more allows the use of learning media.
- 2) Support for the content of learning materials; this indicates that learning materials containing facts, principles, concepts, and

generalizations require the assistance of the media to make them more understandable to students.

- 3) Ease of obtaining media; This means that the media needed is easy to obtain, at least it is easy for the teacher to make at the time of teaching. Graphic media can generally be made by teachers without expensive costs, in addition to being simple and practical to use.
- 4) The teacher's ability to use it; Whatever type of media is required, the primary requirement is that the teacher be able to use it in the learning process.
- 5) There is a time limit for using the media, so it might be useful to students when they are learning.
- 6) Choosing media for learning must be done in accordance with the degree of students' thinking skills, so that the meaning contained in it can be grasped by students.

According to Gerlach and Elly (in Hidayah, 2007), in order to select appropriate media, the teacher must consider the students' characteristics that are directly related to the learning process, such as verbal abilities, visual and audio perception skills. Other factors that teachers should consider when selecting media come from the instructional system model, such as group organization, time available, and space in which media will be used (p. 16).

### **1.7.2 The Concept of Writing**

As it is known that writing is one of the language skills, which is an activity to express thoughts or feelings in written form. Some people are defines about writing as mentioned above. The following is an in-depth explanation of the concept of writing.

#### **1.7.2.1 Definition of writing**

Writing is one of most difficult English skills to master, as it requires organizing one word to complete a sentence or paragraph. But, how do experts define writing. Nunan (2003) defines: "Writing is a physical as well as a mental activity. Writing is the physical act of committing words or ideas to a medium at its most basic level. Writing, on the other hand, is the mental process of



generating ideas, deciding how to convey them, and structuring them into coherent statements and paragraphs for a reader." (p. 88).

Harmer (in Marleni 2020) another meaning of writing is "a process, or the steps taken by a writer to complete a piece of writing in its ultimate form." This process has four main elements which are planning, drafting, editing and final draft". Furthermore Marleni (2020, p. 142) Define writing as a channel through which people can communicate their thoughts and feelings. Writing ability is a useful skill. It is regarded as an essential component of second/foreign language learning. It is seen as a necessary component of learning a second or foreign language.

From the definition above we can define that writing is one is a productive skill that should be mastering by English as Foreign Language learners which requires the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs employing four process namely planning, drafting, reviewing and revising .

Writing considered as a difficult skill "because of its complexity in syntactic, semantic, morphological and phonological aspects. Cases namely planning, drafting, editing and final draft" (Rao, 2017, p. 80). In the process of writing they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing (Klimova, 2012, p. 9). Thus, we know that writing does not only rely on linguistic skills and English language skills, but also requires strong thinking skills so that our sources and knowledge can be conceptualized properly.

Writing is considered since it is frequently used in both higher school and the workplace. As Hayik (2018, p. 192) said that teaching writing is important since, but it also prepares them for life in an interconnected world where they must write for a number of purpose variety of disciplines.

#### **1.7.2.2 Aspect of writing ability**

Some specialists give information regarding many areas of writing skill. Organization, topic, vocabulary, language use, and mechanics were the components of writing skill. While Cohen and Hughes also stated that content,

vocabulary, structure, mechanics, and grammar are all important parts of writing ability. Concerning the word they used Cohen and Hughes are uses, while Siahaan and Heaton are language users. Grammar

1) Content

It talked about some of the thoughts that had been written down. These were one of the writing components that looked at how a researcher is produced and then developed strategies for efficiently submitting all data as communicative communications.

2) Organization

It was the elements in the text that revealed the idea flow. It discussed the paragraph's logical flow and finally the paragraph's completeness of concepts.

3) Vocabulary

These elements played a significant impact in the writing. The students were unable to express themselves without knowing some words. Learners could produce good writing by using their vocabularies because they could select the most relevant terms for the themes they were writing about. Effective choice words and word forms should be used in writing.

4) Grammar

When writing, a good researcher recognized which grammatical element they need to use. They might create the ideal sentence procedure in a writing paragraph.

5) Mechanic

Mechanics were the final component. Punctuation, capitalization, and spelling were among the components covered in these sections.

### 1.7.2.3 Writing process

Writing is a productive skill that is required. According to Harmer (2004, p. 4), the writing process includes a set of steps that must be followed in order to produce a completed piece of writing. There are four basic elements:

1) Planning

Planning is the process of drawing together a plan to accomplish a goal. The planning step is crucial since it is here that the writer's goals are formulated. This may entail writing extensive notes.

2) Drafting

Drafting is the activity of sketching down all of one's ideas and thoughts on one piece of paper. This process necessitates revision to ensuring the text is proper. It is considered that this is the first draft of a piece of work.

3) Editing

Revising and refining a first draft is the process of editing. Editing is an essential stage in preparing a piece of writing for public consumption or publication. The several drafts that have been written and need to be edited or altered. After a writer has completed a draft, she or he usually reread through it to see if it is ambiguous or confusing. Writers evaluate grammars, Spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual information such as quotations, examples, and references and the like while editing, according to Richards and Willy

4) Final draft

The final draft of a piece of writing is the finished output. Once the writer has finished editing their manuscript and making any required adjustments in order to produce the final draft. Because many things may have been modified during the editing process, this may look quite different from both the initial plan and the first draft.

#### **1.7.2.4 Types of writing**

Several types of writing skills mentioned by Laishram (2021) include Narrative writing is best defined as an account of a series of fictional or nonfictional events, typically in chronological order. It is a story written in a constructive manner. Writing that attempts to explain, illuminate, or 'reveal' (from whence the term 'expository' derives) is defined as expository writing.



Essays, newspaper and magazine pieces, instruction manuals, textbooks, encyclopedia articles, and other forms of writing that strive to explain, qualify as this style of writing. Persuasive writing attempts to persuade readers to believe in an idea or opinion and to take action. Descriptive writing is the maximum fundamental form of educational writing. Its objective is to convey information or facts. A summary of an article or a report on the findings of an experiment are two examples.

Writing is a critical problem in an English class. The School-Based Curriculum, as used in the Indonesian educational curriculum, indicates that students in junior high school should not only acquire grammar and vocabulary, but also reach the discourse level. Salem (2017) students are stated to focus not only on understanding the texts given, but also on generating new texts. Writing skills are taught in junior high school to help students comprehend composing texts in their own words; also, students are expected to distinguish between several sorts of genre text, such as report text, narrative text, procedure text, descriptive text, and recount text (p. 148).

The ninth grade of senior high school students are learn some kinds of English text. Each one differs in terms of social functions, general structures, and essential grammatical aspects that students need understand; one of them is writing procedural text. A procedure text is one of the writings that fall within the category of expository writing. It is free of the author's own opinions. The writer is expected to inform the reader in the Expository writing style. Expository writing, according to Schroeder (2021), is "centered on concepts and concerns and expresses the unfolding of ideas, assertions, and arguments in terms of their logical interrelations" (p. 10).

### **1.7.3 The Concept of Procedure Text**

Procedure text is one types from many of text in English. Most people think of this text as a recipe text. Then what exactly is meant by procedure text, here is an explanation about procedure text.

### **1.7.3.1 Definition of procedure text**

Procedure text was one of the different types of text. The text that could be considered an instruction was referred to as procedure text. In everyday life, this is a relatively common text. For instance, whether preparing food or beverages, running machinery, or turning on a computer. All that is required are instructions in order to prevent making mistakes when using it or constructing anything. The steps that have been instructed must be completed in the order that they were given; nothing should be overlooked.

In defining procedure text (Ameliah, et.al, 2019, p. 50) In a genre-based approach, a procedure text is one of the texts. In this study, a procedural text is a piece of writing that instructs us on how to make or perform anything by following various steps or guidelines. At this point, we can describe procedure text as a text that explains the steps involved in making, doing, or operating something.

### **1.7.3.2 Types of procedure text**

Walter assumed that the goal of this paragraph was to ensure that something was done correctly before achieving a positive outcome. That is, the objective of the book was to convey some knowledge about how to make, cook, use, and operate something that was important to the readers in order to obtain a successful result. According to Walter (in Oktadenar, 2020), there are numerous procedural texts for distinct goals:

- 1) Text that explains how to perform certain activities and provides directions. For example, how to utilize a laptop
- 2) Text that instructs on how to do specific tasks. For example, how to plan daily tasks.
- 3) Texts that are consistent with social behavior. For example, how to have a happy life and how to be successful.

All of this could be summarized to say that such a technique exists. There are numerous forms of text, each with its own set of requirements.

### 1.7.3.3 The elements of procedure text

There are some elements in the procedure text according to Linda Gerot (in Oktadenar, 2020, p. 21):

- a) Social functions this text described how something was done based on step by step.
- b) Generic structures same with the other genres, A procedure text, like other genres, featured some generic structure and language features.
  - 1) Aims. This section was the text's title, which indicated what the writer wished to inform the audience.
  - 2) Materials. This section described all of the materials required for the full method.
  - 3) Steps. These sections demonstrated the steps that people must take when completing certain operations.

c) Language feature

Language feature means linguistic feature, what is meant here is, a text will have a special language pattern in its delivery, this pattern can be in the form of tenses, it can also be in the form of other grammar rules. The following is the language feature of a procedure text.

- 1) Employing technical terms
- 2) The statement started with a verb.
- 3) Use the time codes that instructed the order to perform certain tasks.
- 4) Time numbers and sequences, such as second, after, next, first, and ultimately, were described.
- 5) In this method paragraph, an adverb was used. It specified how the action should be carried out. These way adverbs were used.

### 1.7.3.4 Blog in Language Writing Classroom

Modern technology has come to dominate the classroom and teaching using computers has become a common in the Language Class. Modern technology has taken over the classroom, and computer-assisted instruction is now commonplace. The use of computers in the classroom has grown,



and they are soon becoming one of the most important learning tools in language education phenomenon. The usage of computers in the classroom has exploded, and they are soon becoming one of the most important learning tools in language education (Nadzrah, 2005). Blog is one of the technology-based online media that is gaining popularity in the world of education, namely for teaching. Many think that blogs are just a medium for writing journals or ordinary notes, namely for writing stories, marketing purposes, advertising and others.

In fact, blog Blogs have also gained popularity in education, particularly in language classes. It has been used as a writing tool to promote active writing among students (). Blogging can be utilized as a tool and a platform for students to express themselves creatively in their writing. Because blogs are so simple to use for writing growth, they give writers who share their work online an advantage. When students have access to the Internet, blogs can easily take the place of traditional journal writing or serve as an alternative. Educators utilize blogs in three ways and for three different reasons. Tutor blogs, learner blogs, and class blogs are the three sorts of blogs. (Nadzrah, 2009, p. 47).

- 1) Tutor blogs: To give daily reading exercise for students, the tutor establishes and maintains a tutor blog. Students can browse many English Web sites on the tutor blog. It also serves as a link database for self-study. This type of blog can be utilized to encourage students to use online verbal communication as a platform. It can also be used by tutors to upload learning materials such as assignments and course information.
- 2) Learner blogs: Students build and manage learner blogs independently or as part of a small group. This type of blog is used by students to express themselves through free writing. It can also serve as a discussion forum for students' writing.
- 3) Class blogs: – The entire class manages this type of blog. It can be used as a discussion board for project-based language study, as well

as a free-form bulletin board where students can post whatever they want for others to see. A class blog can also be used as a platform for international language exchange in the classroom.

There are the advantages of using blogs as a writing tool. According to Godwin-Jones (2006, p. 11) Online writing (writing on blogs):

- a) stimulates debate, critical analysis, and articulation of ideas and opinions;
- b) provides opportunities for collaborative learning: projects, debates, or interactive travel logs;
- c) provides an environment in which students can develop persuasion and argumentation skills;
- d) fosters a more student-centered learning environment (in which students are in charge of the content); and
- e) offers informal language reading

Individually writing a project paper might be a terrible experience for some persons who lack suitable ideas and writing skills. When a writing assignment is done collectively, Individuals in the group may find the practice satisfying and thrilling when a few people are allocated to write specific bits and then put the sections together to make a masterpiece as cited in (Nadzrah, 2009, p, 1). Unlike face-to-face meetings among members of the group to discuss writing drafts, a blog or weblog allows members to interact with one another more frequently than usual, share drafts faster, improve drafts faster, and produce final written products with greater satisfaction because they are not constrained by time or space.

A blog, as a method of teaching and learning, can best be described as a site where text and images collide. It employs the internet as a platform for engagement, including instructional and learning activities, as well as continuous and dated entries of texts, photos, media items, and data in reverse chronological order hierarchy (Blood 2002; Winer, D. 2003 & Herring et al. 2005).

The concept of language learning through blogs arose because blogs are viewed as learning instruments that, in their multimodal nature, will eventually increase students' language acquisition as cited in Nadzrah (2009, p. 538). As a result, it was recognized as a tool for improving students' language acquisition in general or specific abilities like writing, or as a supplement to traditional teaching and learning. According to a research conducted by Hall and Davidson (2007), blogs increased students' writing skills in the classroom, demonstrating the versatility of blogs.

Nadzrah (2007) revealed that Students with little English skills could use blogs to write properly, which was corroborated by Nadzrah and Kemboja (2009), who conducted a study on a group of Social Sciences students attending a general English proficiency course. Their findings showed that blogs reduced barriers to learning English by allowing students to write freely without fear of being assessed for grammatical errors.

#### **1.7.4 Students Junior High School**

English is becoming more and more important in the world of communication. It is crucial for people all over the world to communicate with one another. As a developing country, Indonesia cannot deny the significance of English because science is assumed to come from all over the world. So, in order to obtain or comprehend cutting-edge technology, Indonesians must be fluent in English. Clearly, Indonesians have been studying English in order to gain access to modern technology. In other words, the primary function of English in Indonesia is as an instrument, meaning that it is used to obtain information.

The goal of junior high school English instruction is to provide students with a working knowledge of English (Hidayah, 2007, p.17). It means they must master the four language skills of listening, reading, speaking, and writing, as well as the English components of grammar, vocabulary, and so on. Junior high students have unique characteristics that set them apart from younger and older students. As teachers, it is critical that we understand their characteristics in order to design appropriate and



adequate programs to meet the specific needs of individuals in this age group. Junior High School students ranged in age from 11 to 14 years old (Hidayah, 2007, p.17). They are transitioning from childhood to adolescence. They are usually less motivated and present obvious issues.

Using the right instructional strategies to maximize learning advantages and solve high school learners' learning obstacles can make all the difference in their success. Learning media plays an important role in learning since learning activities are a communication process. The communication and system in teaching and learning activities will be feeble and not optimal if there are no accompanying tools or media. Learning models that are not based on media are also crucial to consider. As said by Ramdhani & Muhammadiyah (2015) Learning achievement is determined by different major factors: the teaching approach and the learning media. Both of these elements are interconnected and interconnected. The usage of one teaching style has an impact on the use of appropriate forms of learning media (p. 174).

In relation to the issue, despite the fact that writing in English is a required course in senior high school, the fact demonstrates that pupils frequently struggle with both oral and written text creation. As a result, they are tremendously unmotivated to study English. To increase their motivation, the teacher should look for ways to develop their interests. Supporting facilities for classroom teaching are an essential part that should be provided since they are considered as a means to improve teacher effectiveness in executing learning activities (Ramdhani & Muhammadiyah, 2015, p. 180).

It is related to the medium of teaching English, especially when teaching writing skills to high school students who believe writing is a difficult skill. This is necessary in order to improve the teacher's expertise of learning media when delivering the material. The fundamental issue with teaching English in the classroom appears to be that students are uninterested in learning. It is suggested that English teachers employ media in their teaching and learning process to engage students and motivate them to study. This will make the class more meaningful and enjoyable.

## 1.8 Previous studies

Considering the topic covered in this research, there are several studies that have been undertaken on this topic:

- 1) The first previous study from (Ima, 2017), it focus to developing an instructional media using blog to teach material about past tense. Based on the results of the studies, instructional media in the form of blogs can be used in e-learning learning. In this research, the assessment of the feasibility of the media was assessed by three expert judgments of media with four indicators assessed, namely consists of seven indicators, four of which are deemed very valid (learning objective, visual and audio design, concept of media and interaction, and navigation), and three of which are deemed valid (concept of content, concept of test and evaluation, analysis of competence level, and the results of the three expert judgments). My study differs in that it created an online blog to teach writing procedural text.
- 2) The second one is Sulasmianti (2019), This study describes the use of blogs as a learning medium. In this research The utilization of blogs is more concentrated on junior and senior high school/vocational level, and the procedures in using blogs as a learning platform are outlined. This study begins by reviewing relevant literature and previous study findings in order to paint a picture of the usage of blogs as a learning medium. Following this study, it was discovered that different learning media difficulties in schools may be solved by using blogs as learning media. My current study is also discuss how to design a blog as a learning medium, but will use the Research and Development method.
- 3) The third study was taken from Efrianto, Rahayu, Kusumajanto (2019), This study conducted research on the application of learning media blogs in schools, this research is a qualitative descriptive study. Data were taken based on observations and questionnaires. The results showed that students gave a positive response to the application of blogs as learning media. In my current study, I will first conduct the research and development stage, in which it will explain how to design a blog before it is applied in the learning process.

- 4) Next is study conduct by Sancoko and Nurhadiyanto (2019). This research is an online media development research, namely a blog for the subject of mechanical engineering. The study uses the research and development method by Borg and Gall. By using a questionnaire, the study was used to determine the feasibility of the media. To be different from this research, my current study uses the Research and development method from Sugiyono (2011). Data collection techniques other than questionnaires are using interviews to find out what needs analysis students need. So that in the process of developing learning media to be in accordance with the needs and become an effective teaching media. In addition, this research is develop a web-blog-based learning media for language learning.
- 5) The next research came from Mutiara, Gimin & Mahdum (2020). In his research, he developed a blog as teaching audio-visual. By using research and development research techniques, the research carried out four stages of development using stage 4D to teach economics subjects. Based on the results of the study, it was said that students' interest in learning using audio-visual media was very visible. To avoid the assumption of similarity with the research. This research used the research and development theory from Sugiyono (2011). Researcher is develop learning media to teach English, especially procedure text.
- 6) Another research conduct by Latifah and Vebrianto (2020). They developed a blog-based learning media as an online learning media for science subjects, starting with the issue of using simple science learning media to teach science learning materials that require some practice. They developed learning media through interactive blogs that can provide some material needs in science learning such as graphics and so on based on the data obtained from a literature review. To distinguish, this study is developed a web-based learning media blog to teach English, in this case the procedure text material. The data that used by researchers as a reference for blog development also be obtained through interviews and questionnaires directly to teachers and students, not only from the results of library studies.



- 7) And then Mahendra (2012) who also developed blog-based learning media on information and communication technology subjects. In his development research, he used development theory with ADDIE stages, namely Analysis, development, design, and evaluation. As a differentiator from this research, my research used the Research and development theory from Gall & Borg which contains ten stages of development. But in this study only use three stages, namely potential and problems, data collection, and product design.
- 8) Maryam (2021) conducted research on the development of blog-based interactive learning media for Indonesian language subjects. The unavailability of suitable media in schools, as well as the lack of student interest in learning Indonesian are the triggers for developing the media, which aims to find out the responses of students and educators using blog-based website media for Indonesian language subjects. The results showed that the blog-based website media developed showed that they agreed if the media was used in learning. To avoid the similarity of this research with previous research, this research used research and development techniques from Gall and Borg, while this research uses 4D theory which is modified into 3D. Also an online blog media that will be developed is to help students learn English in this case procedure text for junior high school level.
- 9) Next, is the study conducted by Arief (2013), this study was developed online learning media weblog based as media of Islamic learning in university. This study contains the initial manufacturing steps in the development of blogs as learning media, the method used is the literature review method. The goal of this study is to improve comprehension of Islamic learning at the university, as well as to improve knowledge of internet technology in the context of building a blog. To distinguish this research from my current research, my research will use the R&D method in developing the media, as well as the data collection techniques used including interviews and questionnaires.
- 10) The last is research conducted by Hartiningsari, Suprayitno, & Marpijun (2019). This research developed weblog-based learning media for English subjects at the lecture level. The study used the R&D theory of Borg and Gall.

The results of the validation state that the developed media is feasible to use. As a differentiator from this research, my current research will develop a blog-based learning media for English lessons at the Junior high school students' level.

### **1.9 Frame of thought**

Based on the formulation of the problem, theory, and relevant research results above, the success of the learning process is determined by many factors, including students, teachers, media and methods used. This is because each student has a different learning style. Therefore it is necessary to find out the needs of students before carrying out the teaching and learning process, both in determining strategies and selecting media.

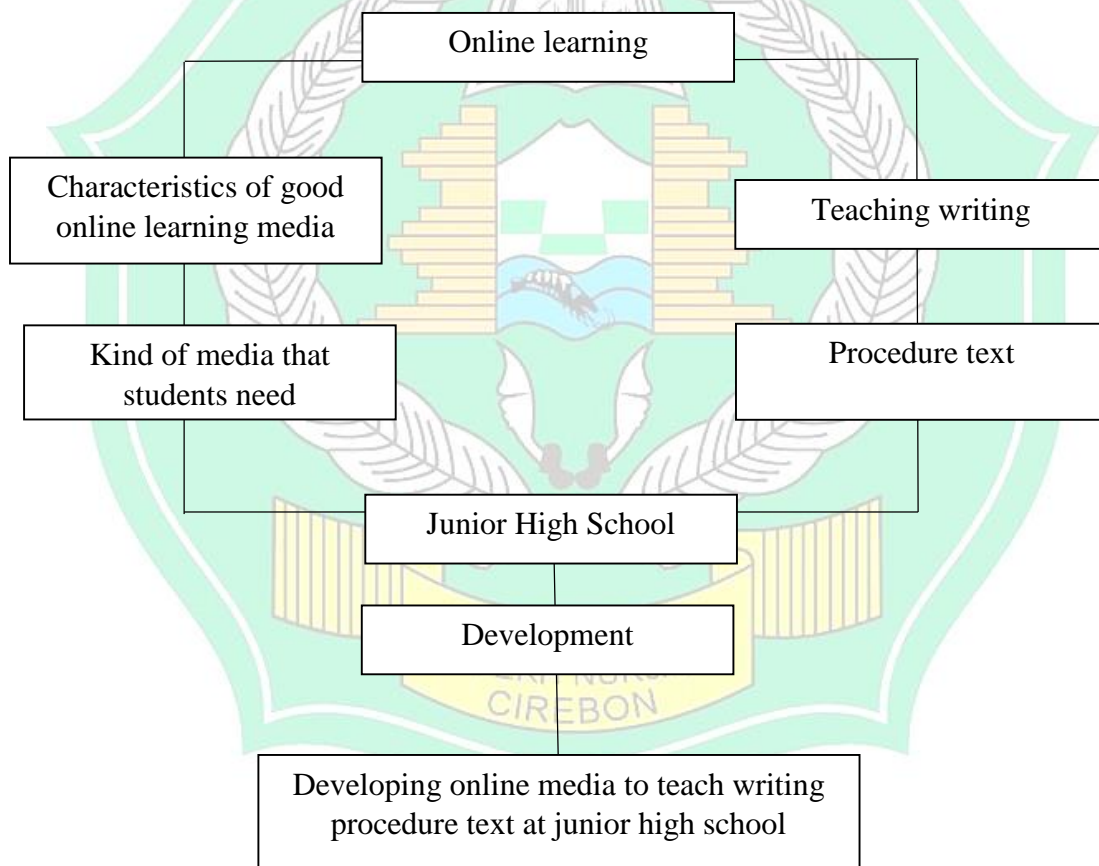
The learning process will occur if there are at least two elements, namely the person who learns and the source of learning. The use and effectiveness of learning resources and media in learning is largely determined by the selection of approaches and media with characteristics that suit the needs and learning environment.

Described in field conditions in online learning. The use of existing learning media has not maximized the existing and developing technology at this time. In teaching English, especially teaching writing skills which are considered as one of the difficult skills, the learning media used must also be able to really train students' writing skills. One of the materials to practice writing skills at the junior high school level is writing procedure text.

Junior high school students are a description of the stages of young learners to adult learners where the teaching process requires a lot of attention. However, the use of monotonous learning media that only allows students to read teaching materials and collect assignments makes the classroom atmosphere inactive. This is because there is no place to make students interact with their friends and also with their teachers. In addition, this makes students less motivated to follow the course of learning. Therefore, the development of online learning media is needed to overcome this.

Along with the rapid changes in technology and knowledge. Learning media has also developed from using conventional media to online media that students can find via the internet, computers, multimedia, without being limited by distance and time. This means that online media are used for distance education A web-based online media Blog is one type of online learning media.

This online media research and development is expected to be used as a solution to help teachers as an alternative in overcoming the limited availability of using English learning media to teach procedural texts and make it easier for students to be able to access material without time and place restrictions. . The research process is described as in the diagram below.



**Figure 1 1**

Frame of Thought



## **1.10 Research method**

In this section, the researcher were discussed about the methodology that being used in this study.

### **1.10.1 Research design and steps of research**

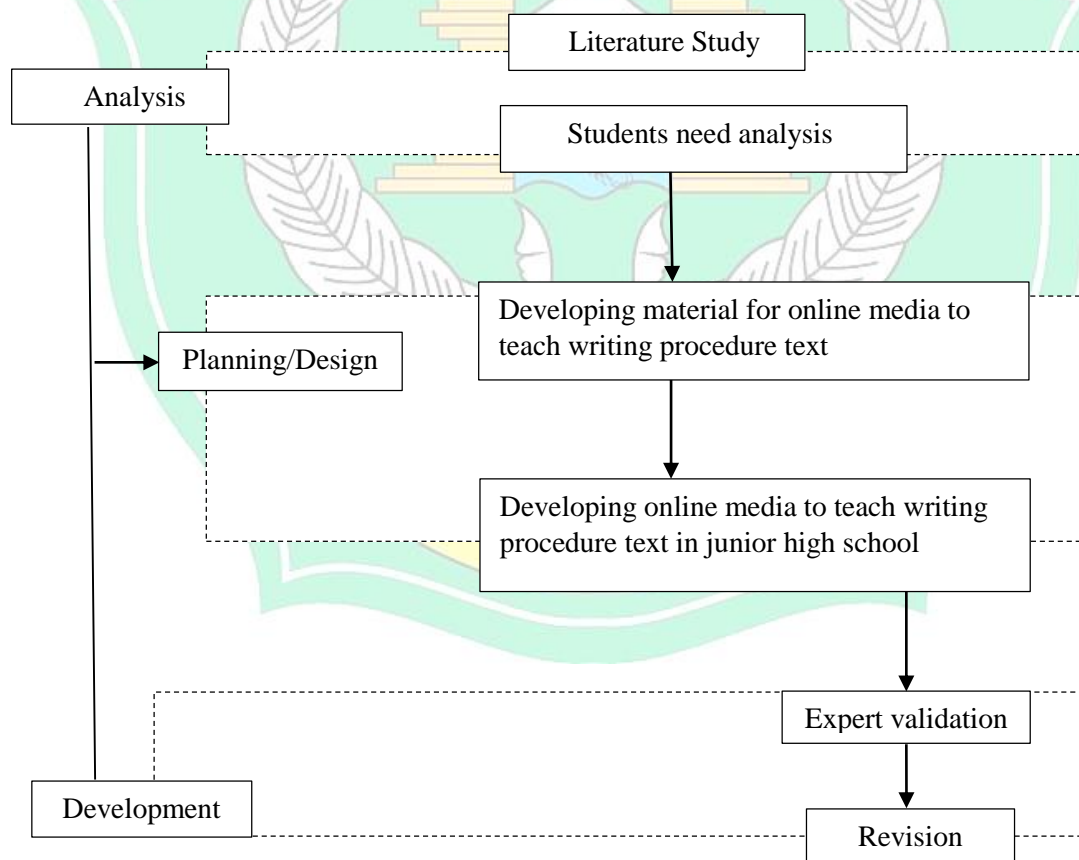
Because statistics were not used in this study, a qualitative approach was used. According to Strauss and Corbin (in Rahman, 2017) qualitative research is the kind of research that produces inventions that cannot be achieved or gained by using statistical procedures or other methods of quantification (instrument). The method used is the research and development method (R & D). It is an industry-based development model wherein research results are utilized to design new products and methods, which are then rigorously field-tested, assessed, and revised until they meet the specified profitability, quality, or other standards as cited in (Gall, Borg & Gall, 2003, p. 569).

According to Sugiyono (2011, p. 407) Research and development methods are research methods used to produce certain products, and test the effectiveness of these products. Researcher use the method of the research and development because according to the type of research undertaken, namely developing a product of learning media that purpose to gain students enthusiastic in teaching and learning activities.

Gall & Borg, Gall model consisted of ten major steps. There were as following: Step 1 involved research and information collecting or need analysis. It included review of literature, classroom observations, and preparation of report of state of the art. Step 2 and 3 consisted of planning and develop preliminary form of product. Planning included defining skills, stating objectives determining course sequence, and small scale feasibility testing. Develop preliminary form of product included preparation of instructional materials, handbooks, and evaluating devices. Then step 4 involved preliminary field testing. It included interview, questionnaire data collected and analysed from the school. For step five carried out essential product revision, revision of product as advised with the aid of using initial discipline-take a look at result. Step 6 Important discipline testing the main product revision evaluated quantitative data on the subject's course. Step 7 saw the

operational product revision, which was prompted by the primary field-test results. The following steps involved operational field testing and final product revision. The final step was dissemination and implementation. It is a product report given at professional gatherings and magazines. Collaboration with a publisher who has assumed commercial distribution. Quality control is provided via monitoring distribution (Gall & Borg, Gall, 2003, p. 570-571).

However, consider the length of the research, the research funding, and the researcher's capability, this research design and development projects may entail sequential projects. (The Institute of Education Sciences, U.S.Department of Education and the National Science Foundation [IES&NSF], 2013, P.9). It was limited only three stages are chosen according to the time allocation of the project which was appropriated with researchers' need. that adapted from (Gall & Borg, Gall 2003) and (Hamid, 2010, p. 58-63).



**Figure 1. 2**

Steps of research developing online media

The procedure for research and development of online learning media design includes several stages as follows:

- 1) Research and information collection. The research process begin with a review of related literature, need analysis, and the development of a framework
- 2) The palanning/design stage is the stage where data from survey results and literature studies at the research location are collected, then compiled and linked to the learning media that will be developed.
- 3) 3) The development stage is the process of creating an online-based media design product. In this step, researcher create the fictionalized solution. Such artifacts could be constructions, models, methods, or instantiations, each with a broad definition (Hevner et al. 2004). This activity entails determining the desired functionality and architecture of the artifact, as well as creating the actual artifact. Moving from targets to design and development involves understanding of theory that may be used to solve problems. At this point, the process of creating an online-based media design product is currently in progress. At this stage, the validation process for the media that has been made is also strengthened, whether the media is appropriate or not

#### **1.10.2 Source and type of data**

##### **1.10.2.1 Source of Data**

Data for qualitative research can be obtained from a variety of sources, including documentation, interviews, observation, audiovisual records, and physical artifacts (Creswell, 2012). Sources of data in this study are divided into two, namely primary data and secondary data. Primary data is data obtained by researchers directly (from first hand), while secondary data is data obtained by researchers from existing sources.

##### **1.10.2.1.1 Primary data**

Primary data sources according to Sugiyono (2013, p. 225) are data sources that directly provide data to data collectors. In this study, researchers looked for data to prove the facts in the field looking for students' needs for



learning media. Primary data obtained from teachers and students. The technique used to obtain primary data is that researchers conduct interviews with teachers. And also distribute questionnaires to students so that the necessary data is collected.

#### **1.10.2.1.2 Secondary data**

Secondary data is a data source that does not directly provide data to data collectors, but sees other people or with documents (Sugiyono, 2013, p. 225). Documents are all forms of notes about various past events or circumstances that have value or significance and can serve as supporting data in this research. Secondary data collection in this study was carried out by conducting a critical literature study through existing data including sites, books, journal articles and so on.

#### **1.10.2.2 Type of Data**

In this research and development, the type of data described in the form of qualitative data. Qualitative data was chosen because the researcher wanted to explain how to develop online learning media based web blog and do not want to try to describing statistical data. As according to Dabbs (in Berg in Salim & Syahrummy, 2012, p. 28) that the qualitative approach indicates that the meaning of quality is essential to the nature of an object.

#### **1.10.3 Data collection technique and instruments**

To obtain data, in this study two collection techniques were used in order to obtain proper validity. The data collection technique chosen by the researcher is interview, questionnaire, and study literature.

##### **1.10.3.1 Interview**

The interview technique was chosen by the researcher to find out what are the students need of media to learn procedure text so that researchers can find a good basis for criteria to make the right teaching media design. The informant for interview in this research is teacher. Interview questions are in the form of semi-structured interviews. Semi-structured interviews had been selected in order that researchers could get the proper answers and now no longer deviate. And the interviewer also has better control over the types of information received, because the

interviewer can ask specific questions to elicit this information (Creswell, 2012, p. 218). The data collection instrument used is in the form of interview protocol. An interview protocol was chosen to It serves to remind researchers of the questions and gives a place to take notes. An interview protocol is a form prepared by the researcher that comprises directions for the interview procedure, questions to be asked, and space to take notes on the interviewee's responses as cited in (Creswell, 2012, p. 226). The question use in the interview is the questions made by the researcher to get in-depth answer from the interviewees.

#### **1.10.3.2 Questionnaire**

Questionnaire is a research instrument which includes a sequence of questions for the purpose of collecting records from respondents as cited in (McLeod, 2018). The method of obtaining data from this research is by filling out a questionnaire that has been provided by the author. This questionnaire is used to find out students' needs to learn procedure text using online media. The questionnaire will be answer students. The sample of this research are 32 students of ninth grade at junior high school. In this study used an open-ended question questionnaire that was used to obtain clear and deep answer. Questionnaire sheets for students can be seen in appendix 4b.

In addition, the researcher also uses a questionnaire sheet to validate the product with the expert. There are three aspects that are assessed in this validation, namely aspects of material, media, and use. See appendix 7 for a validation sheet.

#### **1.10.3.3 Critical Literature review**

Critical literature study is used to collect secondary data by studying the problem under study from books, research thesis, magazines, file reports that support the problem under study. A critical review is a method that employs the critical appraisal design. According to Jesson, & Laccey (Nashruddin & Mustaqimah, 2020, p.82) Critical literature reviews present current viewpoints of prominent authors in their subject areas, demonstrate

current conceptual grasp, evaluate the merits and flaws of earlier work, and enable others to follow up on the work you quote using proper and detailed references.

#### **1.10.4 Data analysis technique**

The descriptive qualitative analysis utilized in this study describes the data acquired from multiple sources completely and precisely in order to meet the research objectives. According to Sugiyono (2012) The process of systematically searching and compiling data obtained from interviews, observations, questionnaires, and documentation by organizing data into categories, breaking down into units, synthesizing, compiling into patterns, selecting which of them are critical and should be studied, and drawing conclusions so that they can be easily understood by themselves and others. According to Miles and Huberman, qualitative data were obtained from data reduction, data display and conclusion drawing/verification (Sugiyono, 2015).

##### **1.10.4.1 Data Reduction**

Data reduction is a process of evaluating, reducing, extracting, and manipulating unrefined data that arises from field notes. The purposes of data analysis, researcher uses descriptive analytical research, specifically, study that seeks to comprehend phenomena encountered by research subjects, such as behavior, perception, motivation, and action, as defined in (Moleong, 2010). Data reduction was carried out after obtaining data from teacher interviews and student questionnaires. After that the data is sorted and focused on the important things from the required findings.

##### **1.10.4.2 Data Display**

The next stage is to display the data after it has been reduced. In quantitative research, this data might be presented in the form of tables, graphs, pie charts, pictograms, and so on. The data is organized and placed in a relationship pattern through the display of the data, making it easier to understand. Data presentation in qualitative research might take the shape of brief descriptions, infographics, correlations between categories, flowcharts, and so on. Miles and Huberman in this case (in Sugiyono, 2015, p.



249) stated that "the most frequent form of display data for qualitative research data in the past has been narrative text".

#### 1.10.4.3 Conclusion drawing/verification

According to Miles and Huberman, the third step in qualitative data analysis is drawing conclusions and verifying them. The stated initial conclusion is still transitory and will change if compelling evidence to support the next data gathering stage is not uncovered. However, if the first conclusions are validated by solid and consistent evidence when researchers return to the field to collect data, then the results offered are believable.

#### 1.10.5 Research timeline

The research on the development of this online media model was carried out through several stages according to the time line. The time steps taken are as follows.

**Table 1.1** Research Timeline

No	Activities	Time Allocation
1	Permission to conduct research in school	1 week (1 <sup>st</sup> week of February)
2	Creating a literature review as the primary data source and looking for research references	1 week (2 <sup>st</sup> week of February)
3	Making data collecting instruments (interview and questionnaire)	1 week (3 <sup>rd</sup> week of February)
4	Collecting secondary data for participant selection (interview for teacher and questionnaire for students)	1 week (4 <sup>th</sup> week of February)
5	Data sorting and analysis	1 week (1 <sup>st</sup> week of March)
6	Making Chapter 2	2 week (2 <sup>nd</sup> and 3 <sup>rd</sup> week of March)
7	Making Chapter 3	2 week (4 <sup>th</sup> week of March and 1 <sup>st</sup> week of April)
8	Developing a product	2 week (2 <sup>nd</sup> and 3 <sup>rd</sup> week of April)
9	Making Chapter 4	2 week (4 <sup>th</sup> week of April and 1 <sup>st</sup> week of Mei)
10	Validating the product	1 week (2 <sup>nd</sup> week of Mei)
11	Making a conclusion	1 week (3 <sup>rd</sup> week of Mei)
12	Research finalization	1 week (4 <sup>th</sup> week of Mei)
Approximate		4 months