



The Development of a Webblog for Learning English

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Abstract

This research aimed to develop the appropriate weblog for learning English grammar of the twelfth-grade students at SMAN 4 Palopo. Furthermore, the researcher applied Research and Development (R&D) method under the ADDIE model. It consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. This research was located at SMAN 4 Palopo. The subjects in the research were the twelfth-grade students at SMAN 4 Palopo, and 42 students became respondents for the development tryout. This research used several instruments to collect data, i.e., need analysis questionnaires, experts' judgment questionnaires, and students' perception questionnaires. The technique of data analysis was a quantitative descriptive analysis technique. This research shows that the developed basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo was appropriate. The value from the expert's validation showed that the material expert was 4.33, the language expert was 4.80, and the media/IT expert was 3.44. Thus, the overall mean score for product validity was 4.52 under the excellent category. The result of the questionnaire on students' perception obtained 4.23 in the excellent category. The appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo covers: (1) learning objectives follow students' necessities; (2) material consists of modal verbs, singular and plural, noun and verb phrases, tenses, direct and indirect speech, passive voice, and articles; (3) presented visually and audio-visually; (4) exciting learning activities and is student-centred such as quizzes, games, and tasks; (5) material's arrangement consists of a definition, observing activity, grammatical structure, function, and example; (6) an understandable and accessible and covered with a good, attractive, and consistent layout; (7) clear, effective, communicative language and is suitable; (8) material can increase students' enthusiasm, focus, spirit, confidence, motivation, and activity.

Key words: basic English grammar, research and development, weblog

Introduction

Grammar is a fundamental competency that assumes a significant part in dominating abilities in English to communicate adequately. Increasingly understanding grammar will allow learners to produce better and correct sentences in speaking and writing performance according to its use. Richards & Renandya (2002) stated that grammar instruction had regained its rightful place in the language curriculum. Today, people concur that grammar is too essential to be ignored, and learners' language growth may have severe limitations if they do not have a firm grasp of grammar.

A long time ago, grammar teaching used the "talk and chalk" method; however, the moment has come to use online learning platforms. They will revolutionize the present traditional education model by encouraging students to engage in active learning and allowing them to shift from knowledge memorization to knowledge application, analysis, synthesis, and evaluation (Ahluwalia et al., 2011). The development of increasingly sophisticated but user-friendly technologies has aided the creation of new teaching approaches, one of which is weblogs. They've changed the way people communicate on the internet forever. They've transformed users from consuming to contributing information.

Murray & Hourigan stated that a blog platform is another kind of online interaction, synchronous computer-mediated communication (2008). Weblogs offer significant implications in English language teaching for various reasons. Weblogs allow for open and honest interaction in a natural educational setting. The writing's audience is not confined to the teacher but includes colleagues and persons outside the class and a worldwide audience (Noytim, 2010). The blog uses all the websites and is simple to develop (Azizinezhad & Hashemi, 2011). We can add images and texts to our blog without any issues. Weblog, as instructional media, was successful due to numerous benefits, and the students were self-sufficient in their learning (Ima, 2017). Besides, weblog-based English writing materials for students in the English Education Department were extremely convenient based on the approach used (Devitasyari, 2018). Students positively perceived weblogs with five indicators: students' writing confidence, writing skill enhancement, experience and understanding of information and communication technologies, critical thinking promotion, and accessibility (Sanjaya et al. 2020). Blogs attract students' attention and interest and motivate them to do activities, ask questions, and participate in online and classroom discussions (Rahman & Melor, 2012). In addition, students regarded convenience, accessibility, flexibility, and autonomy as the advantages of blog learning or blog-assisted language learning (Kun, 2018). Blogs' strength resides in their ability to support sharing and commenting (Divitini et al. 2005). Moreover, Aydin (2014), Betts &

Glogoff (2005), and Bloch (2004) wrote that blogs help practice rhetorical methods and fluency, strengthen grammar mastery, structure paragraphs, and essays, revise written works, give and receive comments, and participate in review activities.

The researcher discovered several significant issues in learning English based on the pre-observation. First, the method the teachers used to teach grammar was to blame for the learners' difficulty (Sumalinog et al., 2018) and caused the students were lack awareness, less motivation, and grammar knowledge (Turkmen & Aydin, 2016). Therefore, the students could not speak and write in the English language confidently. Second, almost all the students used gadgets daily, but several students misused them. Third, the material for the basic English grammar was inappropriate. The researcher found that most of the materials provided in the book about texts, conversations, and individual or group activities, were not offered enough grammar materials or lack of explanations. It did not give enough grammar materials that explained how to create those conversations.

Several researchers observed web blog utilization in teaching vocabulary and grammar, such as Uzun et al. (2002), Amstrong & Retterer (2008), and Ducate & Lumicka (2008). Grammar Gang Blog was produced by Duff et al. (2010). Witte (2007) developed 'The talkback project' and claimed that educational blogging provides chances for students to enhance their digital competency and traditional literacy skills.

According to the above explanation, the objective of this research was to develop the appropriate weblog for English learning grammar of the twelfth-graders of SMA Negeri 4 Palopo.

Method

Design

This research is categorized as the R & D (Research and Development) method. The researcher used the ADDIE Model as the development stage in this research. The ADDIE model consists of 5 steps: analyze, design, develop, implement and evaluate (Welty, 2007).

Participant

The researcher conducted this research at SMAN 4 Palopo, located at Bakau Street, Balandai, Bara, Palopo. It was conducted from December 2021 until March 2022. The subject of this research was twelfth-grade students of SMAN 4 Palopo. The respondents of this research consist of 42 students from two classes. Thirty-three students were involved in the field trial. 2 lecturers and one teacher assessed the developed weblog.

Instrument

The researcher used questionnaires as the research instrument to collect data in each stage. The questionnaires were experts' judgment questionnaires, the need analysis questionnaire, and the students' perceptions questionnaire. The questionnaire for need analysis consisted of 19 items. The questionnaire for expert judgment consisted of 50 items. The questionnaire for students' perceptions consisted of 8 items.

Data Collecting Technique

The researcher distributed need analysis questionnaires through Google Form. Meanwhile, the expert validation questionnaires were distributed in paper-based questionnaires, and the assessment took place face-to-face with each validator. Besides, the data was also obtained through students' perception questionnaires to evaluate it to produce a final product.

Data Analysis Technique

1. Data Analysis of Need Analysis Questionnaire

Data analysis used quantitative qualitative, which was analyzed by calculating the answer percentage. The result of the need analysis from the questionnaire used the patterns below:

$$X = \frac{\sum x}{n} \times 100\%$$

X = Score
 $\sum x$ = The same answer of students
 n = Total of students

2. Data Analysis of Expert Judgment and Students' Perception

The result of the data was converted into a descriptive analysis. The indicator in measuring the result was the Mean (X). The Mean used by using conversion pattern data:

$$Mn (X) = \frac{\sum fx}{n}$$

M = Mean
 $\sum fx$ = Total score
 n = Total items

Table 1. Data conversion table

Scales	Interval	Descriptive Categories
1	1.0 < X ≤ 1.7	Very Poor
2	1.8 < X ≤ 2.5	Poor
3	2.6 < X ≤ 3.3	Fair
4	3.4 < X ≤ 4.1	Good
5	4.2 < X ≤ 5.0	Very Good

Results

The Result of the Need Analysis Questionnaire

1. Target Needs

These data show the questionnaire result related to the students' necessities in learning grammar.

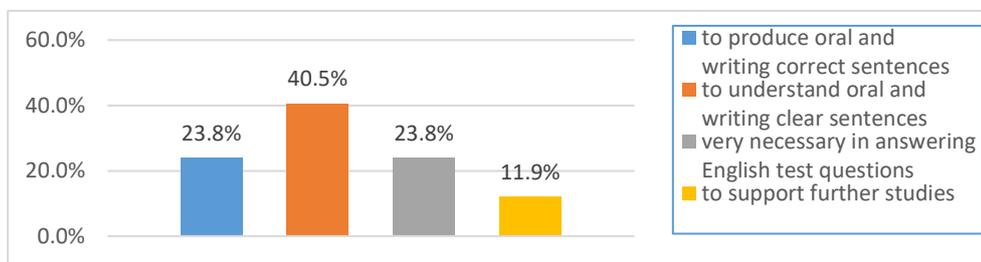


Chart 1. The Percentage of the Reason for Learning Grammar is Important

Table 2 above shows the highest percentage of learning grammar was important to understand oral and writing sentences clearly with 40.5% of percentage. It means the students learn grammar to understand verbal and writing clearly.

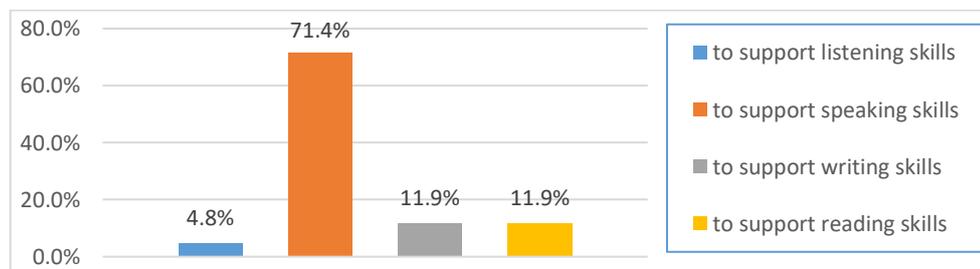


Chart 2. The Reason why the Students Need Grammar

Based on Chart 2 above, the highest percentage was to support speaking skills with 71.4% percentage. The students needed to learn grammar the most to keep their speaking skills.

These data show the questionnaire result related to the students' lack of learning grammar.

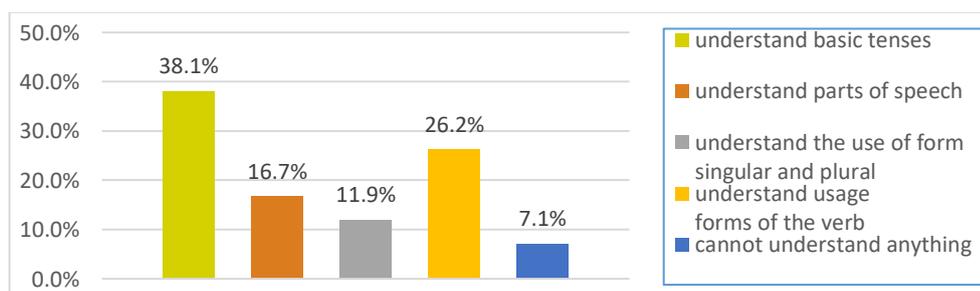


Chart 3. Percentage of Students' Proficiency in Grammar Knowledge

Chart 3 above shows the highest percentage was the students who understood basic tenses with 31.8% percentage. It means most of the students already understood basic tenses.

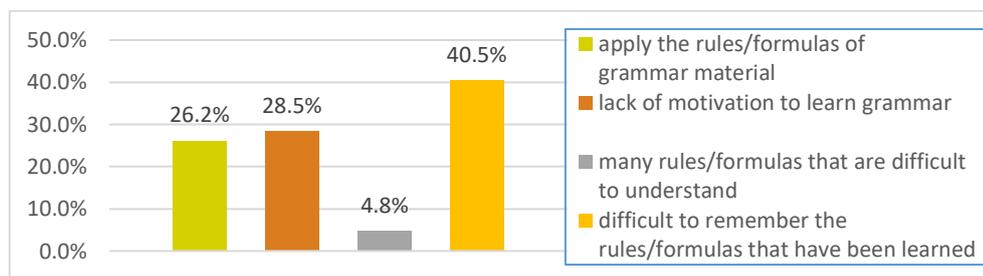


Chart 4. The Students' Difficulty Learning Grammar

Chart 4 shows the difficulty in learning grammar was difficulty remembering the rules/formulas learned with 40.5% of the percentage. It means most students struggled to remember the rules/formula.

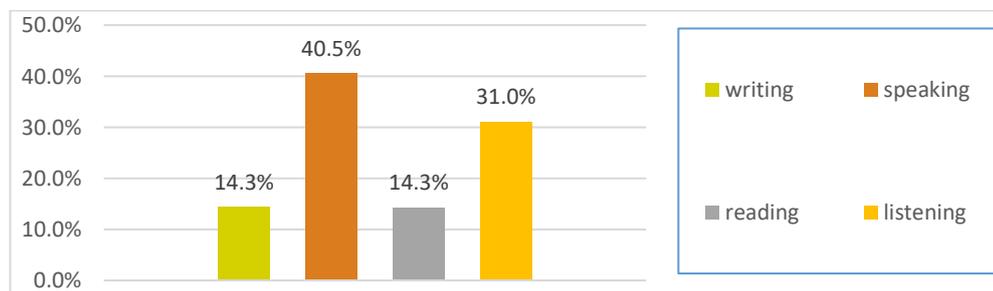


Chart 5. Percentage of the Difficulty of Applying Grammar in Language Skills

The highest percentage was speaking skills, with 40.5% of the percentage. In general, the difficulty of applying grammar when speaking.

Chart 6 below shows the questionnaire result related to the students' wants in grammar learning.

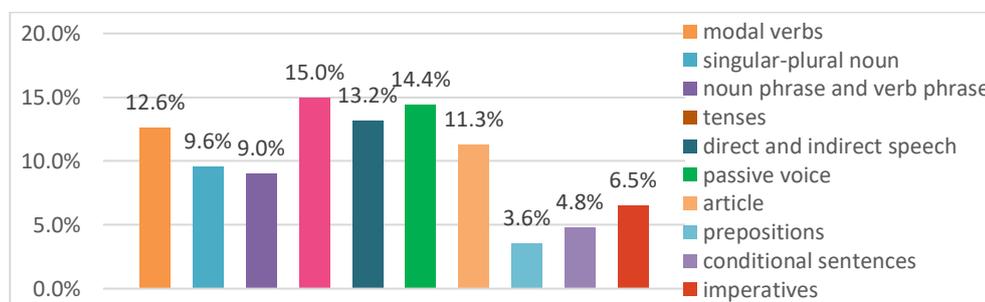


Chart 6. Percentage of the Most Wanted Grammar Materials

Based on the curriculum, the researcher provided ten kinds of grammar materials, and the materials that got higher percentages were: tenses (simple past, future tense, and present perfect) reached 15%, the passive voice, reached 14.4%, direct and indirect speech reached

13.2%, modal verbs reached 12.6%, article reached 11.3%, singular-plural nouns reached 9.6%, noun phrases, and verb phrases reached 9%. Therefore, the researcher highlighted the higher percentage of these materials for the material development.

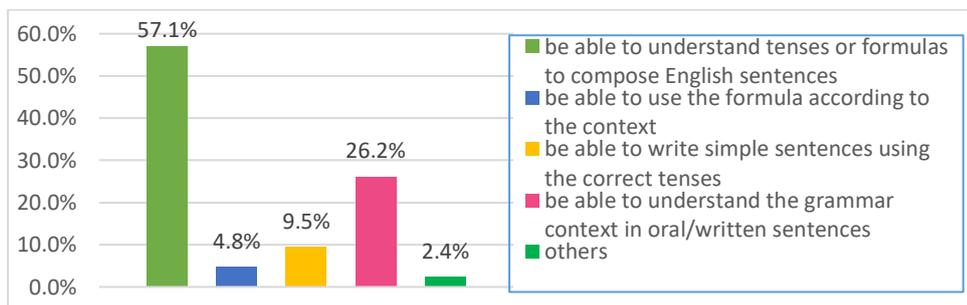


Chart 7. The Students' Expectations after Learning Grammar

The highest percentage was students expected to be able to understand tenses or formulas to compose English sentences, with 57.1% of the percentage. It means that most of the students are expected to be able to comprehend tenses or formulas.

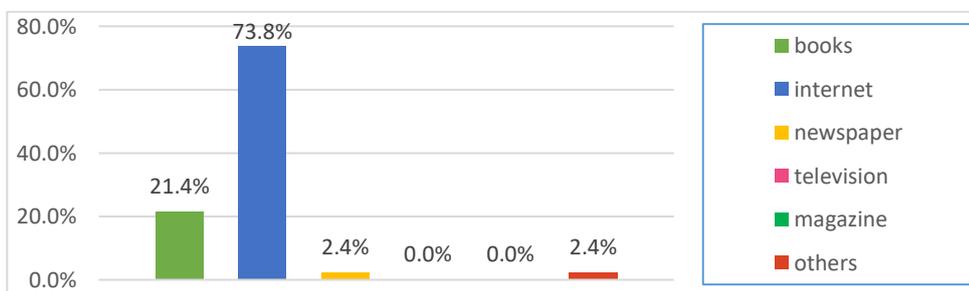


Chart 8. The Learning Resources/Media for Grammar

Chart 8 shows the highest percentage was the internet, with 73.8% of the percentage. Therefore, it increased the opportunity to develop grammar material through the blog.

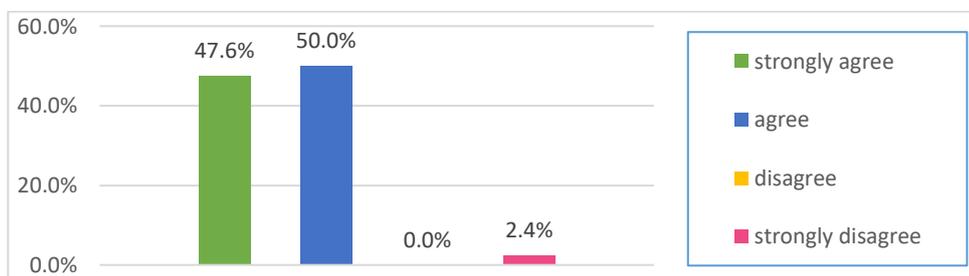


Chart 9. The Students' Agreement to Use Gadgets for Learning Grammar

Chart 9 shows the highest percentage was 50% which students agreed to use gadgets as another alternative for learning grammar, and 47.6% strongly agreed. Most students decided to use gadgets as another alternative for learning grammar as the peak percentage.

2. Learning Needs

These data show the questionnaire result related to the material inputs in learning grammar.

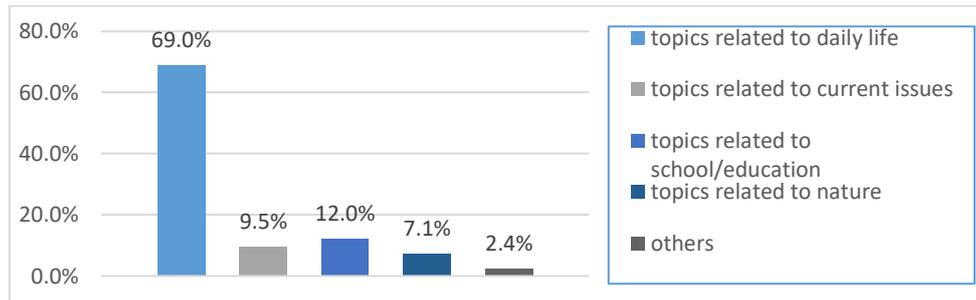


Chart 10. The Topics Students' Needs

Chart 10 above shows the highest percentage was topics related to daily life, with 69% of the percentage. It means that topics related to everyday life were the most wanted topic in developing basic grammar through blog learning.

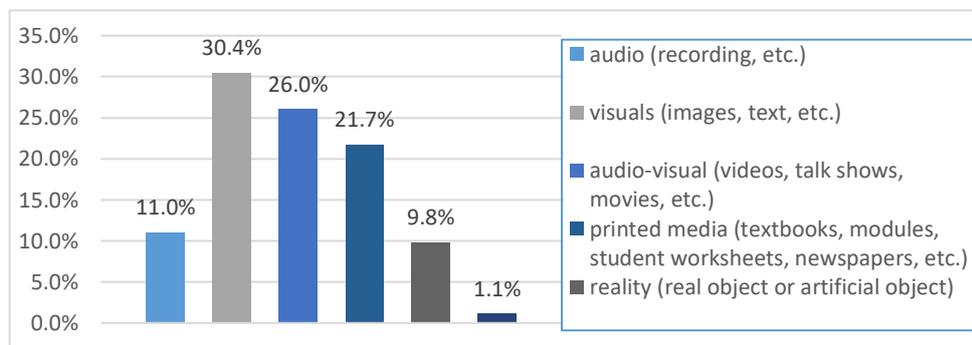
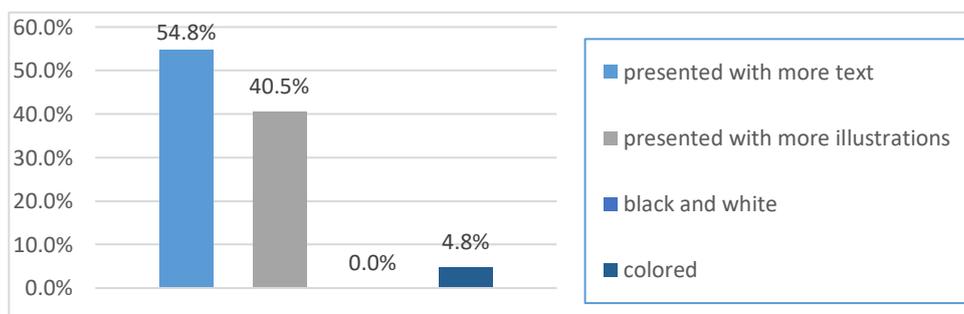


Chart 11. Kinds of the Learning Media

The highest percentage was visual, with 30.4% of the percentage. Then followed by audio-visuals, with a percentage of 26%, and printed media, with 21.7%. Based on the chart, visuals media was the most significant percentage to present the media for grammar material.



CChart 12. The Material Display

Chart 12 above shows that the students who chose material presented with more text reached 54.8%, and those presented with more illustrations reached 40.5% percentage. Therefore, the researcher highlighted material presented with more text and illustrations in material development.

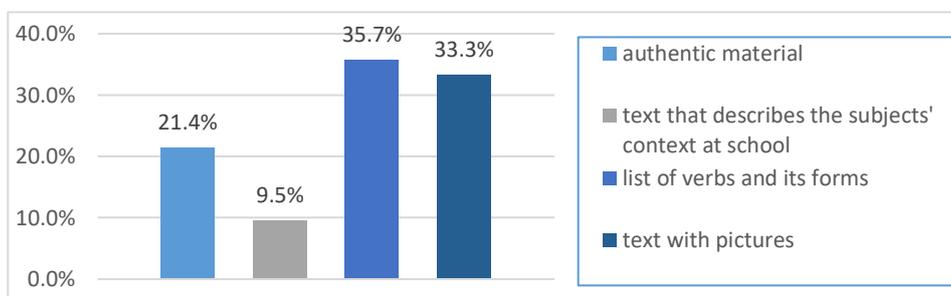


Chart 13. The Input for The Entire Grammar Material

The highest percentage was the list of verbs and their forms, with 35.7% of the percentage. Furthermore, text with the picture also reached 33.3%. The developed grammar material provided inputs covering the list of verbs and their form and text with pictures.

The data below show the questionnaire result related to the procedures for learning grammar.

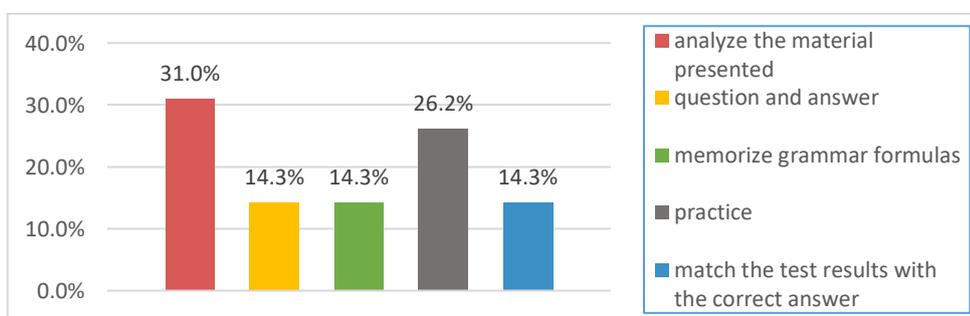


Chart 14. The Types of Activities in Learning Grammar

Chart 14 shows the highest percentage was analyzing the material presented with 31% of the percentage. Then, the practice was the second higher percentage with 26.2%. It means the material should encourage students to analyze it and practice.

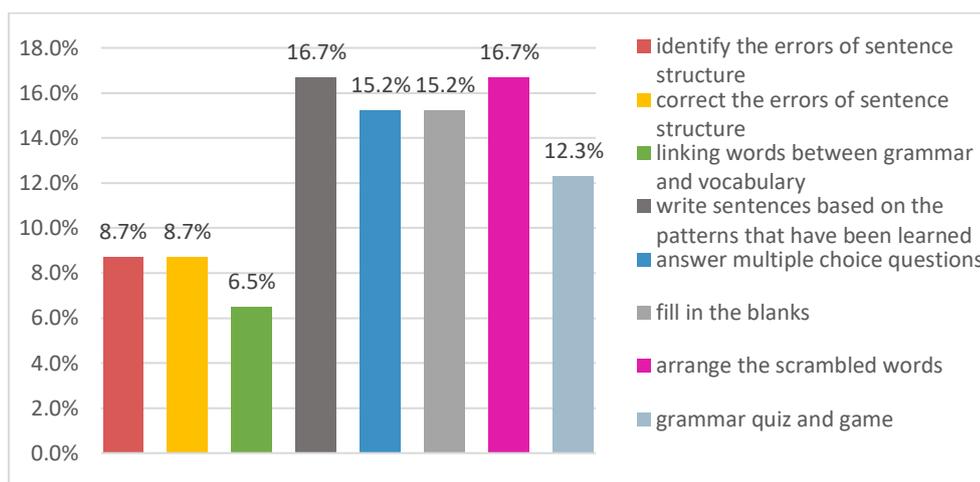


Chart 15. The Types of Tasks in Learning Grammar

Chart 15 above shows that the types of tasks that obtained the most significant percentage were writing sentences based on the patterns and arranging the scrambled words with 16.7% of the percentage. The second highest percentage was multiple choice and filling in the blanks, with 15.2%. Lastly, grammar quizzes and games reached 12.3%. The blog should include the task types that got the top five percentages.

The data below show the questionnaire result related to the setting of learning grammar.

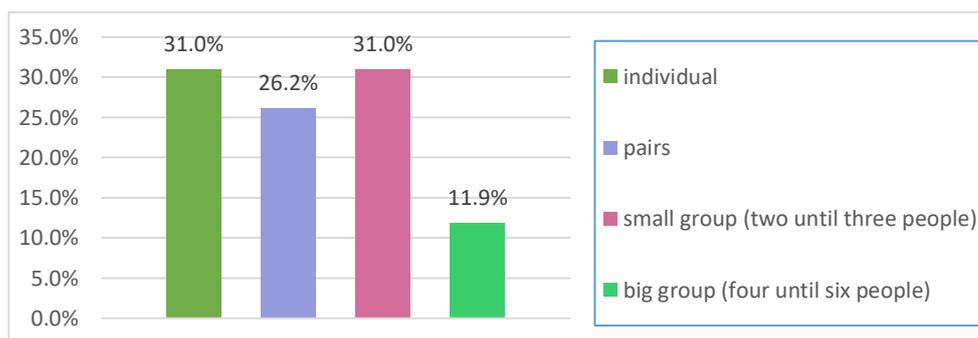


Chart 16. The Setting in Doing the Task

Chart 16 shows the highest percentages were individual and small group options, with 31% of the percentage. Therefore, in the setting, students like to work individually and in small work to do the task.

The data below show the questionnaire result related to the student's role in learning grammar.

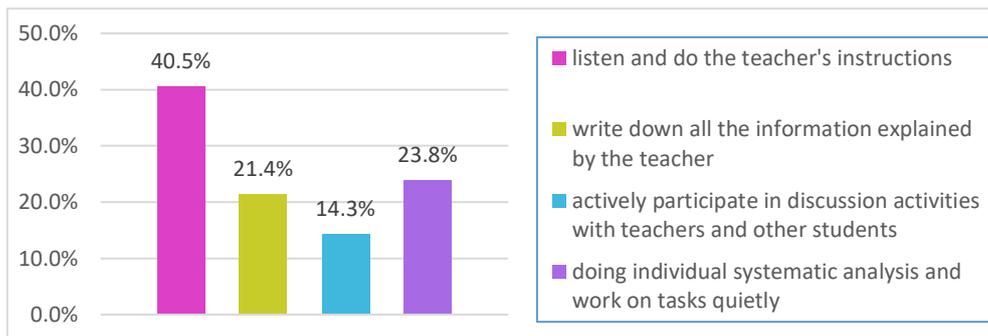


Chart 17. The Students' Role in Learning Process

Chart 17 shows the highest percentage of students' role in learning process was listening and doing the teachers' instructions option, with 40.5%. In summary, most students take on the role of listening to the teacher's instructions.

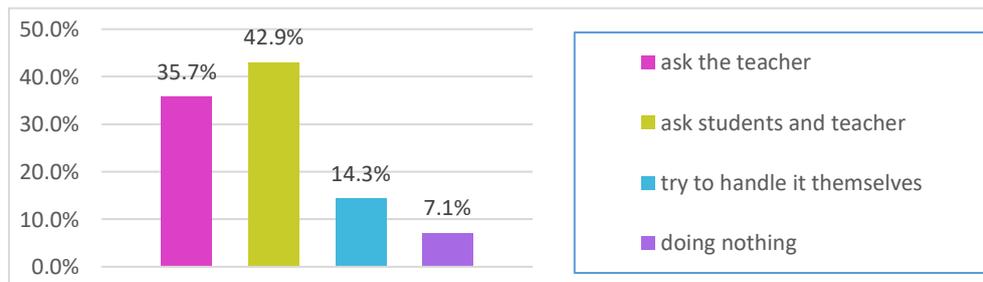


Chart 18. The Students' Role in Problem Solving

The highest percentage was asking students and teachers options with 42.9%. Therefore, most of the students tend to ask other students and teachers.

The datum below shows the questionnaire result related to the teachers' role in learning grammar.

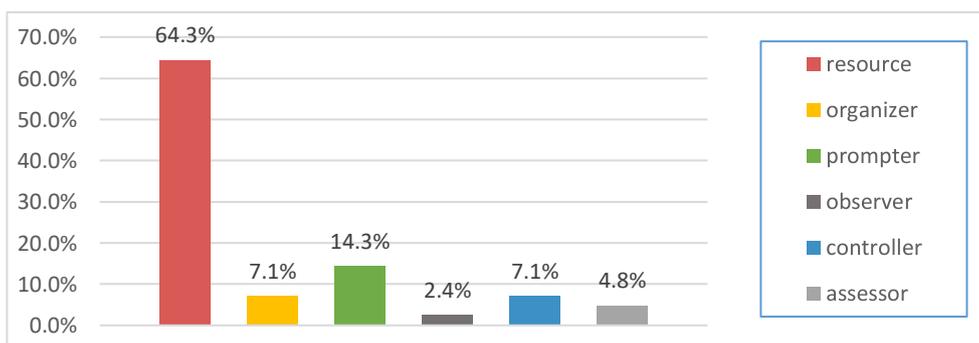


Chart 19. The Teacher's Role in Problem Solving

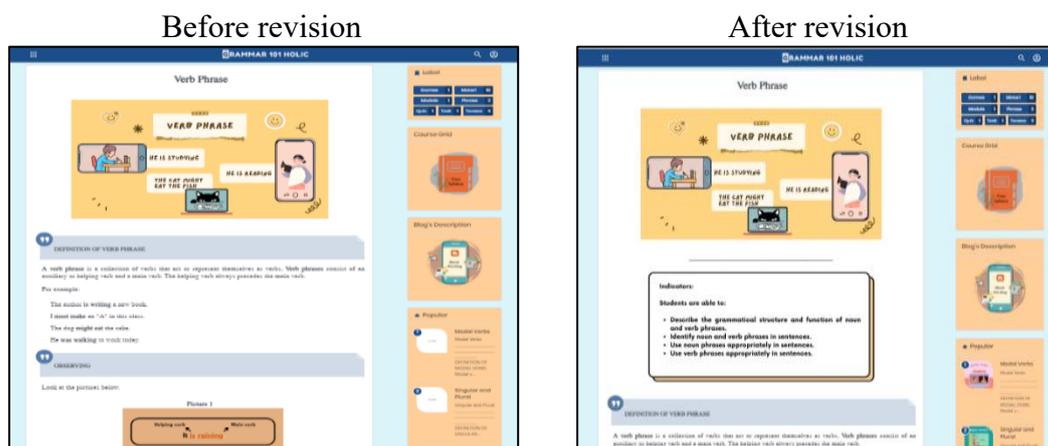
Chart 19 shows the role of teachers in learning process. The highest percentage was a resource, with 64.3% of the percentage. From the chart, most students like if the teachers act as a resource in learning grammar.

3. The Result of Experts' Validation

Based on the experts' judgment, the researcher got several comments about the developed product namely:

- It is recommendable if the researcher completes the material with essential competencies and indicators.
- There are still some spelling errors in several sections of the material post. Review all spellings of words in each presentation of the material. Overall, the instructions in the material and activity sessions are appropriate and understandable. However, the researcher can add more detailed instructions to the Games Menu.
- Remove widgets that are not necessary, such as the "Random" widget on the Home page and the "Recent" widget on the Material posts page. Besides, the researcher must complete the "Disclaimer" and "Privacy Policy" pages of the blog.

Some changes to the draft based on the results of the evaluation and revision given:



d.



Figure 1. The Draft Changes

The data below show the result of the experts' assessment.

Table 2. Average Score by Material Expert Judgment

Assessment Aspect	Mean Score	Descriptive Categories
Suitability of Material		
1. The material is appropriate for the core competencies and basic competencies of the 2013 curriculum for 12-grade students.	4.5	Very Good
2. The material suits the needs of 12-grade students.	4	Good

3.	The level of material difficulty is suitable for the cognitive development of 12-grade students.	4	Good
4.	The material is relevant to the topic of discussion.	4	Good
5.	Material is suitable with the use of images.	4	Good
Learning Activities			
6.	The arrangement of each activity (task, quiz, games) is from the easiest to the most difficult.	4.5	Very Good
7.	The instructions for each activity (task, quiz, games) are understandable.	4	Good
8.	Each activity (task, quiz, games) is student-centered.	5	Very Good
9.	Each activity (task, quiz, games) encourages students to recognize their achievements and weaknesses in learning activities.	4.5	Very Good
10.	Each activity (task, quiz, games) contains sentences related to the material topic.	4	Good
Appropriateness of Material Presentation			
11.	The presentation of the material description is clear.	5	Good
12.	Systematic presentation is coherent.	4.5	Very Good
13.	Presentation texts and illustrations are interesting to motivate students to learn.	4.5	Very Good
14.	Presentation of the material involves students actively participating in accomplishing assignments.	4	Good
15.	Each activity's presentation includes an evaluation to assess students' grasp of the material studied.	4.5	Very Good
Total score		65	

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{65}{15} = 4.33$$

The data in Table 2 above shows that the mean score of material experts' judgment reached 4.33 score. In the interval, this category obtained "Very Good". It means that the appropriateness of the material is qualified for students to apply it.

Table 3. Average Score by Language Expert Judgment

Assessment Aspect	Mean Score	Descriptive Categories
The appropriateness at the developmental level of Students		
1. The use of language is appropriate for the level of English proficiency of 12-grade students.	5	Very Good
2. The language presentation is comprehensive and suitable for the level of cognitive development of 12-grade students.	4.5	Very Good
Communicative		

3.	Instructions and explanations in the material are understandable for 12-grade students.	5	Very Good
4.	The language use is clear and effective.	5	Very Good
5.	The language use is communicative.	5	Very Good
6.	Language use can increase the motivation of 12-grade students.	5	Very Good
Grammatical Accuracy			
7.	The language used is appropriate to the grammatical rules in English.	5	Very Good
8.	The use of spelling is according to correct English rules.	4.5	Very Good
The unity of Ideas			
9.	The presentation of messages or information reflects the coherence of meanings in one part.	4.5	Very Good
10.	The presentation of messages or information reflects the coherence of meaning between parts.	4.5	Very Good
Total score		48	

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{48}{10} = 4.8$$

Table 3 above shows that the mean score of language experts' judgment reached 4.8. In the interval, this category obtained "Very Good". It means that the appropriateness of the language use is qualified for students to apply it.

Table 4. Average Score by Media/IT Expert Judgment

Assessment Aspect	Mean Score	Descriptive Categories
Usability		
1. Blog menus are easy to understand.	5	Very Good
2. The selected menu can display the page quickly.	5	Very Good
3. Search results can appear quickly.	4	Good
4. The blog is easy to access.	4	Good
5. The blog's URL is easy to remember.	4	Good
6. Blog orientation helps students find their position within the blog.	4	Good
Functionality		
7. Blog links work well.	5	Very Good
8. The main navigation menu works well.	5	Very Good
9. The Home menu works well.	4	Good
10. The Material menu works well.	5	Very Good
11. The Task menu works well.	5	Very Good
12. The Quiz menu works well.	4	Good
13. The Games menu works well.	4	Good
14. The Comment feature works well.	4	Good

15.	The feature to share the link works well.	4	Good
<hr/>			
Visual Communication			
16.	The use of language in the blog is suitable.	4	Good
17.	The font used is readable.	4	Good
18.	The blog's text/script is simple to understand.	4	Good
19.	Instructions for using the blog are clear and understandable.	4	Good
20.	The blog presentation design is attractive.	5	Very Good
21.	The blog presentation design is easy to understand.	4	Good
22.	The selection of blog colors generally is appealing.	5	Very Good
23.	The use of illustrations or visualizations in blogs is appropriate.	5	Very Good
24.	The blog's illustrations or visualizations have good quality.	5	Very Good
25.	The blog layout is well-used and consistent.	5	Very Good
<hr/>			
Total score		111	
<hr/>			

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{111}{25} = 4.44$$

Table 4 above shows that the mean score of media/IT experts' judgment reached 4.44. In the interval, this category obtained "Very Good". It means that the appropriateness of the language use is qualified for students to apply it.

4. The Result of Students' Perception

The calculation of the mean score from the students' perception result was:

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{33.82}{8} = 4.23$$

The result of students' perception above shows that the mean score reached was 4.23. In the interval, this category obtained "Very Good." The developed basic English grammar material through blog learning is qualified to apply.

Table 5. The Results of Students' Perception Questionnaire

No	Assessment Aspect	Score		Mean (n=total students x 2 = 96)	Category
		Positive	Negative		
<hr/>					

1.	To find out whether students like grammar material through blog learning.	217	205	4.4	Very Good
2.	To know the students' enthusiasm in learning basic grammar through blog learning.	205	202	4.24	Very Good
3.	To know the students' focus on learning basic grammar through blog learning.	204	201	4.22	Very Good
4.	To know the students' spirit in learning basic grammar through blog learning.	211	205	4.33	Very Good
5.	To know the students' confidence in learning basic grammar through blog learning.	201	199	4.17	Good
6.	Ease of students in doing basic grammar tasks through learning blogs.	202	201	4.2	Very Good
7.	Learning basic grammar through blog learning is the correct way for students.	190	193	3.99	Good
8.	To know the students' motivation in learning basic grammar through blog learning.	206	204	4.27	Very Good

Discussion

Today grammar teaching has progressed over memorizing rules or dialogues. It is more focused on assisting students in developing their communication skills, needing assignments that permit the recognition and awareness of grammatical forms and their utilization (Bikowski, 2018). Moreover, grammar instruction for ESL students is currently the subject of discussion. The evolution of language teaching practice is significantly influenced by the contentious argument over the most effective method of teaching grammar. As a result, teachers must select their own methods and strategies for teaching grammar that are appropriate for their students and learning situations (Khai, n.d.). In this modern era, the teachers turn to online platforms to solve many of the problems associated with teaching grammar and teach it effectively. Wu (2006) wrote that although blogs are not explicitly designed for educational purposes and use, they had taken care of EFL teachers because they serve as a tool for instructional platforms without requesting any prior experience or knowledge of computer programming. Du & Wagner, weblogs are also an online alternative to learning logs, in which students keep track of their progress (2007). According to Miceli et al. (2010), teachers should be instructed to incorporate blogs into their course material and structure and their responsibility in managing blog interaction.

This research covered material based on the students' needs. The learning objective for basic English grammar through blog learning is "The students are expected to understand and use correct English grammar correctly in making oral or written sentences, and the students can apply it in their daily lives." Besides, the students expect to understand tenses or formulas to compose English sentences, and in fact, tenses are the choices most needed by students. The grammatical items to be taught must be students' goals (Richards & Renandya, 2002). In developing the blog-based material, the researcher used many visuals in the form of images and audio-visuals in videos and presented with more text. We could create contexts through visuals, the teacher demonstration, text, dialogue, song, and video (Hedge, 2000; Richards & Reppen, 2014). The menu activities in the blog can make students practice more independently for teaching grammar to economize presentation time to provide maximum practice time.

This development weblog obtained positive responses from the students. Weblogs enhance their confidence and the appropriateness of the blogs because they are accessible and use visual representation (Sanjaya et al., 2020). The results of students' perception showed several students' responses such as (1) students like learning grammar using blogs; (2) it can increase students' enthusiasm and motivation; (3) its clearness makes students can focus; (4) the weblog display is appealing to increase students' spirit; (5) its easiness makes students are confident; (6) it helps students more easily in doing the task; (7) it is the right way to learn grammar; and (8) they can access the weblog wherever and whenever.

According to Mynard (2007), language educators can use weblogs to enable students to reflect on their learning experiences and to post a comment on another person's blogs to stimulate further reflection. Weblogs may create an engaging and stimulating learning environment in which students feel like they own and are read by others. They can help students improve their analytical and critical thinking skills and promote social connections between students and instructors, teammates, and a worldwide audience. A learner blogging offers chances for ownership, sharing, and reflection. Blogging can promote deeper participation and provide them a stage to show off their growing abilities (Alrubail, 2016). If employed in English classes, the issues of students' freedom of selection in blogging themes, duplication, and educator revision and response should all be considered (Noytim, 2010).

Conclusion

This research aims to develop the appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo. The researcher used the ADDIE model to analyze students' needs, design the course grid, arrange content and material, and develop the material through the blog, implementation, and evaluation. The grammar material through blog learning is qualified as appropriate. Based on all expert judgments, it obtained a score of 4.52 with a qualification of the "very good" category. In addition, the average of students' perceptions scored 4.23 in the "very good" category.

The appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo covers: (1) learning objectives follow students' necessities; (2) material consists of modal verbs, singular and plural, noun and verb phrases, tenses, direct and indirect speech, passive voice, and articles; (3) presented visually and audio-visually; (4) exciting learning activities and is student-centred such as quizzes, games, and tasks; (5) material's arrangement consists of a definition, observing activity, grammatical structure, function, and example; (6) an understandable and accessible and covered with a good, attractive, and consistent layout; (7) clear, effective, communicative language and is suitable; (8) material can increase students' enthusiasm, focus, spirit, confidence, motivation, and activity. The link to access the blog is <https://grammar101holic.blogspot.com>.

Limitation

This limitation involves access to internet infrastructure. A strong network connection is essential for enhancing weblog learning quality in some economically underdeveloped locations.

Implication

The researcher suggests that the school use the weblog learning approach in English grammar subject, based on the findings. The school should make major efforts to update the language and computer labs with new technology and give teachers specialized weblog training. The use of weblog learning in a classroom by the school should be encouraged. The efficiency of weblog learning in Palopo schools and its effects on student performance should be further investigated, according to more research. It is intended that the findings of this research will benefit schools, teachers, and students to acquire the competencies required for integrated learning.

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