THE EFFECT OF ONE-DAY ONE PARAGRAPH ONLINE WRITING ON VOCABULARY SIZE ON SECOND SEMESTER TBI STUDENTS AT IAIN PALANGKA RAYA IN ACADEMIC YEAR 2019/2020

THESIS

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ENGLISH EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1441 H / 2020 M

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THESIS

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State Islamic Institute of Palangka Raya in partial
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in English Language Education

BY

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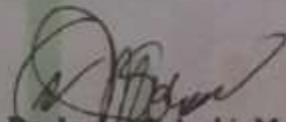|	
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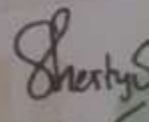
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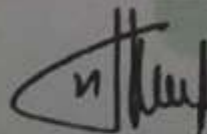
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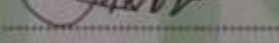
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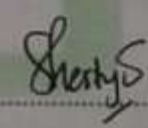
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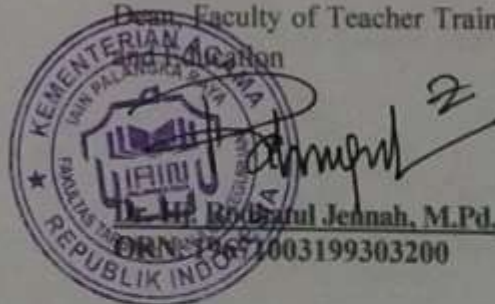
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MOTTO AND DEDICATION

" Do The Work, Try Your Best, Give it Your Best Shot and Allah Will allow

Reach Wherever He Wants it to Reach"

(Quote by Mufti Ismail Menk)

This Thesis is dedicated to:

My beloved parents Alimansyah and Mariana for their valuable endless prayer, sacrifice, and support. My beloved young sisters Endang Rahmawati and Ulfiah Mawaddah thanks for support me. My advisors Imam Qalyubi, M. Hum and Hesty Widaistuty, M. Pd who gave me suggestion and guidance.

And my lovely friends Siti Fatimah, Amiatul Hasanah and Nur Azzahro who are always help and support me. My beloved Musyrifah VI and VII and all of my wonderful friends of English Education Study Program at Academic Year 2016.

DECLARATION OF AUTHORSHIP

Herewith, I

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Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor dooes it include, without due acknowledgement, the work of any other person.
3. If a later time it is found that this thesis is a poduct of plagiarism, I am willing to accept any legal consequenses that may be imposed to me.

Palangka Raya, April 06th 2020

Yours Faith fully

Raudatul Hasanah

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ABSTRACT

Hasanah, Raudatul. 2020. *The Effect of One-Day One Paragraph Online Writing on Vocabulary Size on Second Semester TBI Students at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teaching Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Dr. Imam Qalyubi, M. Hum., (II) Hesty Widiastuti, M.Pd.

Key words: effect, paragraph writing, blog, vocabulary size

This study aimed to measure the effect of one-day one paragraph online writing on vocabulary size. This study was conducted on second semester TBI Students' at IAIN Palangka Raya.

The researcher used a quantitative approach to find out the answer to the problem of the research, technique the data collection used test. The design of the research was quasi- experimental design where the researcher used nonrandomized control group pre-test, post-test design with a kind of treatment. The sample of study was determined using cluster sampling technique. There were two classes, namely B class as experiment class (taught by one-day one paragraph online writing on vocabulary size by using a blog) with the total number of 31 students and C class as a control class (by using daily journal) with the total number of 29 students. The researchers' gave pre-test and post-test both of the groups.

After getting the data were from pre-test and post-test, the researcher analyzed the data using SPSS 20. A program to test the hypothesis stated based on the result of analysis, it was found that the value of t_{test} = 15.13 with t_{table}= 2.00 at the 5 % level of significance and table= 2.66 at the 1 % level of significance with degrees of freedom= 58. It showed that the t_{test} 15.13 was higher than the t_{table} 2.00. The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that there was a significant effect of one-day one paragraph on vocabulary size of the second semester of the English Department at IAIN Palangka Raya was accepted and the Null Hypothesis (H_o) was rejected. It meant that teaching vocabulary using one-day one paragraph online writing gave effect toward vocabulary size on the second semester of TBI Students at IAIN Palangka Raya.

ABSTRACT

Hasanah, Raudatul. 2020. *Pengaruh Menulis Online Satu Hari Satu Paragraf Pada Jumlah Kosakata Terhadap Mahasiswa TBI Semester Dua di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, M. Hum., (II) Hesty Widiastuti, M.Pd.

Key words: Pengaruh, Menulis paragraf, blog, jumlah kosakata.

Penelitian ini bertujuan untuk mengukur apakah ada pengaruh dari menulis online satu hari satu paragraf pada jumlah kosakata. Penelitian ini dilakukan pada semester dua mahasiswa Jurusan Bahasa Inggris di IAIN Palangka Raya.

Dalam penelitian ini, peneliti menggunakan pendekatan kuantitatif untuk menemukan jawaban dari masalah penelitian, teknik pengumpulan data menggunakan tes. Jenis penelitian ini menggunakan kuasi-eksperiment desain, peneliti menggunakan desain kelompok kontrol tidak acak *pre-test, post-test* dan *treatment*. Penentuan sampel dengan menggunakan teknik sampling cluster. Ada dua kelas dalam penelitian ini, yaitu kelas B sebagai kelas eksperimen (diajarkan menulis online satu hari satu paragraf pada jumlah kosakata dengan menggunakan sebuah blog) dengan jumlah 31mahasiswa dan kelas C sebagai kelas kontrol (diajarkan dengan menggunakan jurnal harian) dengan jumlah 29 mahasiswa. Peneliti memberikan *pre-test* dan *post-test* untuk kedua kelompok.

Setelah mendapatkan data dari *pre-test* dan *post-test*, peneliti menganalisis data menggunakan program SPSS 20. Sebuah program untuk menguji hipotesis dinyatakan berdasarkan hasil analisis, ditemukan bahwa nilai t_{test} = 15,13 dengan t_{table} = 2,00 pada tingkat 5% dan tingkat signifikansi t_{tabel} = 2,66 pada tingkat 1% tingkat signifikansi dengan degrees of freedom = 58. Ini menunjukkan bahwa t_{test} 15,13 lebih tinggi dari yang t_{table} 2,00. Hasil penguji hipotesis ditentukan bahwa hipotesis alternatif (ha) yang menyatakan bahwa ada pengaruh signifikan dari menulis online satu hari satu paragraf pada jumlah kosakata terhadap siswa tbi semester dua di IAIN Palangka Raya diterima dan hipotesis null (Ho) telah ditolak. Ini berarti bahwa pengajaran Kosakata melalui menulis online satu hari satu paragraph memberikan pengaruh terhadap jumlah kosakata terhadap mahasiswa TBI semester dua di IAIN Palangka Raya.

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The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW, having shown us the role of life to make our true.

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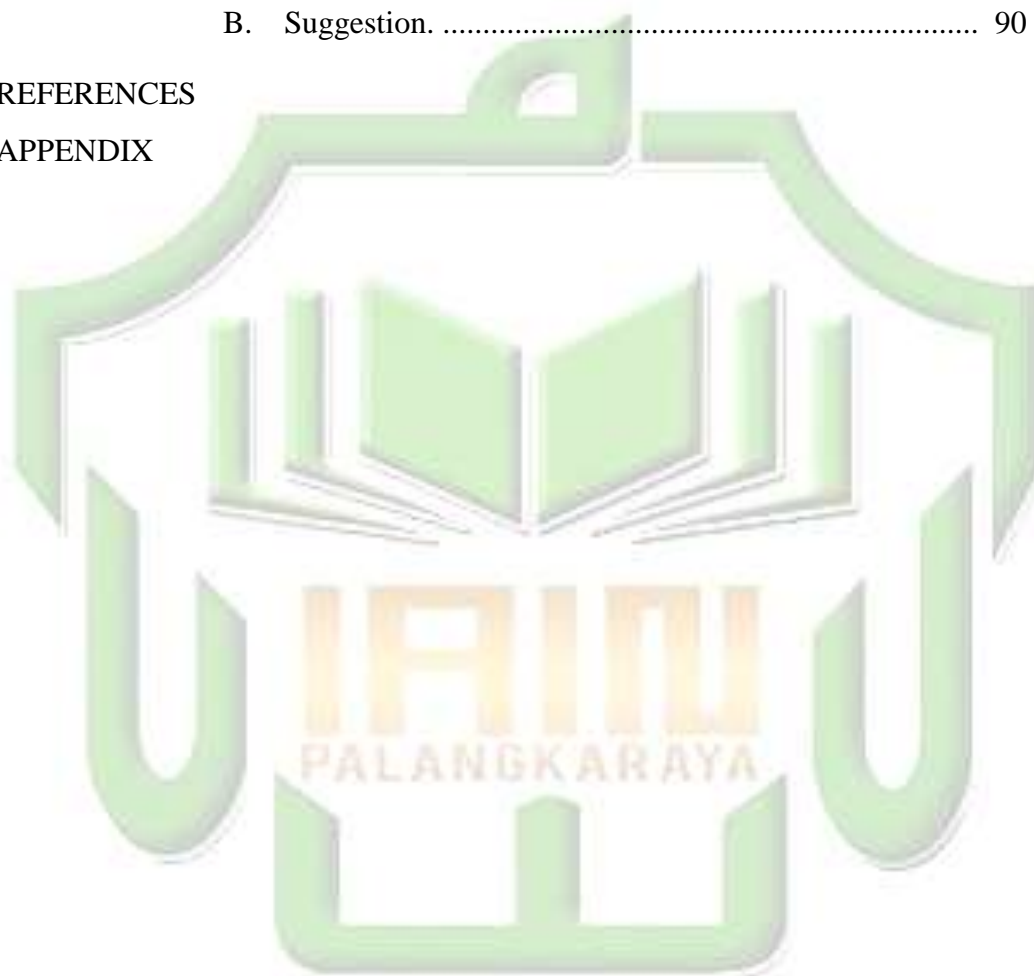Palangka Raya, 02 Mei 2020
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LIST OF ABBERVIATIONS

Df   : Degree of Freedon

SD   : Standart Deviation

SE   : Standart Error

H_a : Alternative Hypothesis

H_o : Null Hypothesis

N   : The Total of Number

SPSS   : Statistical Package for The Social Science

IAIN   : Institut Agama Islam Negeri Palangka Raya

CHAPTER I
INTRODUCTION

In this chapter, the researcher will describe background of the study, research problem, hypothesis of study, assumption, scope and limitation, significance of the study and definition of keyterms.

A.   Background of This Study

Writing is one of the major skills of second language learning are mostly a difficult skill to acquire. Hedge (2006, p. 302) asserted, " Writing is the solution of applying strategies to manage the composing procedure, which is one of gradually involving a text". Among the various strategies suggested of effective writing through a blog. In language learning blog has been experimentally used as a tool to produce writing skills (Pinkman, 2005). The experience of writing on blogs may supply chances to assist students to improve their knowledge in writing. Nazdah and Kamboja (2009) found that blogs, let students compose writing with a specific purpose that can promote them to raise their writing in the language. Most blog writers use their blog as a program for self- expressions and authorization, and this helps them to get more heedful and critical in their writing (Armstrong & Retterer, 2008).

Writing cause people are able to show an idea to convey to other people. Writing is instructed to students to make them able of conveying by using English correctly. There are some components of teaching writing that require to be controlled, namely grammar, vocabulary and many others.

These elements need in teaching learning process, particularly in writing skill so that the students are able and convinced to do writing task.

The importance of writing is getting to be more and more acknowledge. According to Moore, Paragraph writing is the aim of starting paragraph writing skills. It requires a passable knowledge of grammar, vocabulary and sentence structures and others. Writing is significant for the learners since they can express estimates, through sand decreasing.

In writing, vocabulary is one important view in learning foreign language. With a limited vocabulary anyone will also have a limited interpreting in terms of speaking, reading, listening and writing. It is true that it might be impossible to study a language without mastering vocabulary. Vocabulary is one of the troubles faced by English language learners. Because of the limited vocabulary, the learners cannot convey to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can assist the students make work easier and the more vocabularies they know the better their opportunity to do well on an English test.

Vocabulary is normally viewed as one of the main factors needed for L2 proficiency. Since it is central to language and crucially substantial for L2 students, effective vocabulary apply in writing has been found to have a positive determine on measures of the quality of writing and on one's general language proficiency (Lee, 2006; Llach & Gallego, 2009; Morris & Cobb, 2004). Vocabulary knowledge consists of the spoken form of a word,

the written form of a word, grammatical function of a word, the collocation behavior of a word, the degree of frequency, the stylistic register constraints of a word, the conceptual meaning of a word and the association of words with other mentioned words (Nation, 2001). Nation (2006) contested that a 8,000 to 9,000 word families are needed for understanding a written text and a vocabulary of 6,000 to 7,000 word families for inclusion of spoken text. Review on the discussion above, I resolve that the more vocabulary the learners have, the more comfortable for them to acquire their four skills (Listening, Speaking, Reading and Writing) and Learn English second language generally.

Based on the proficient statement above, presented that vocabulary has great role in resulting a good writing. The sentence writing by using appropriate vocabulary will create the readers easy to understand the substance or the messages which the writer writes. In the writing procedure, the writer not only considers about the ideas, but also applies the vocabularies correctly.

There are many ways of measuring vocabulary size and there are many varieties of source of them. Many researchers use computer to appraise the vocabulary size with a various kinds of software or instruments. In addition, many researchers have conveyed to analyze vocabulary size research of written substantial such as: Textbook, research abstract, the magazine and so fourth, but no one concerned present effect the vocabulary size directly from the students' writing and ask the students' belief about

that tool. Now that, the researcher is concerned with media as a tool in vocabulary size of students' writing namely blog.

Despite the articulate use of writing, the student often lacks of the vocabulary and writing skills require in the writing process establishing is difficult to produce comprehensible text. However, the use different teaching methods and the use of changed resources can help in mitigating the writing skill matter. Incorporating the teaching of writing skill technology can make the writing process easier and more enjoyable for students. Therefore, teachers should be aware of which tool to use and when and how to use them. Students need their teacher's help to beneficially use these tools to learn not only for amusement. Teachers and learners use blogs as an online tool because they are affordable and useable to students anytime and anywhere on multiple device (Solomon & Schrum, 2011).

(Romany, Sadeghy & Faramar, 2013) evaluate the amount of learning by specially focusing on vocabulary evolution and the measure in which blogging can affect the grammatical accuracy to what extent blogging can reduce the amount of errors and faults in writing.

(Alsubaie and Madini, 2018) to attest the determine of technology on language learning in the Saudi Arabian context and to full fill the literature gap considering blogging and its effect, this study researches the Saudi female students' receives of blogging in the process of writing. It also looks into whether blogging raises the students writing abilities, especially vocabulary use through presenting them chances to issue written entries and obtain feedback from both other learners and teachers.

From the affirmation above, the researcher could take the conclusion that vocabulary gives heavy impact to students' writing. Young learners learn about a new language and they do not understand about the vocabulary of the language. It is a big trouble that has to be resolved by the teacher because if the children do not have varied vocabulary they cannot say anything to show their ideas. Without grammar very little can be expressed, without vocabulary nothing can be conveyed. In fact, young learners with troubles to express their ideas because they do not have changed vocabulary.

Media as teaching aids are needed to assistance the student's understanding and to addition the effectiveness in the communication between teacher and students in the teaching and learning process. It also used to stimulate that the students' motivation and student's involvement in the lesson. In this inquiry, teaching, learning vocabulary use one-day one paragraph online writing on blog will become a variance of teaching that helps students understand and memorize the English vocabulary easily.

The researcher chooses one-day one paragraph online writing on blog can be used as alternative ways to increase the students' vocabulary of the second semester of English Department at IAIN Palangka Raya, besides that it can make students fell enjoyable during learning activity. It is also can emerged their motivation in learning which it can help students get word easier. The students considered that one-day one paragraph online writing on blog experience was interesting and helped them to improve their second language and acquire new vocabulary.

The researcher concerned with directing an inquiry in English Development at IAIN Palangka Raya because the researcher found some problem of students, especially in the second semester students in writing class. The researcher requires to help the students solve their problems in vocabulary by using one-day one paragraph online writing that will be used in teaching and learning process.

Based on the explanation above, the researcher interested in conducting a research under the titled, **"The Effect of One-Day One Paragraph Online Writing on Vocabulary Size on Second Semester Tbi Students At IAIN Palangka Raya In Academic Year 2019/2020".**

B.   Research Problem

"Do the one-day one paragraph online writing gives stronger effect than convensional one?"

C.   Objective of The Study

To measure the significant effect of one-day one paragraph online writing on students' vocabulary size

D.   The Hypothesis of The Study

1. Alternative Hypothesis (H_a): There is a significant effect of one-day one paragraph online writing on vocabulary size.

2. Null Hypothesis (H_o): There is no significant effect through one-day one paragraph online writing on vocabulary size.

E. Assumption of The Study

There are three assumptions in this study, they are:

1. Blog can be applied as media in teaching vocabulary.

2. The students will interest in learning vocabulary when they are taught by using one-day one paragraph online writing on blog.

3. One-day one paragraph online writing on blog will increase the students' score in vocabulary.

F. Scope and Limitation

To avoid misinterpretation to the problems. The researcher would like to limit the scope of the study. This study focus to measure the effect of one-day one paragraph online writing in teaching and learning process to help students to solve their problem in vocabulary. This study is conducted on the Second-Semester Students of English Department at IAIN Palangka Raya in Academic Year 2019/2020, with the material based on the syllabus of the English Department at IAIN Palangka Raya. In this study, the researcher focus on parts of speech such as noun, verb, adverb and adjective.

G. Significant of The study

The study has two significances, the first will be theoretical and the second will be practical significance.

Theoretically, to measure the students' vocabulary size of the second semester students of the English Department at IAIN Palangka Raya after is given one-day one paragraph online writing on the blog.

Practically, the result of this study is to give a contribution to the teacher about the effect of one-day one paragraph online writing on blog for students in increasing their vocabulary. The purpose of the research to help the students to solve their vocabulary size. Furthermore, the result of this research is probably given support to the teacher and students in developing of English vocabulary size.

H.   Definition of Key Terms

1. The effect is a change cause of something or the result of and action by treatment.

2. A paragraph is a basic unit of organization in writing a group of related sentence develops one main idea and consists of two kinds of sentences: a topic sentence and a number of supportive statements.

3. Writing is one of the most important skills that must be mastered by students. They use it to communicate, as suggestions, ideas and emotional expressions. So, the writer must be able to write effectively so the reader can understand. The researcher must be able to develop ideas, choice vocabulary, grammar patterns, and sentence structure

made according to the subject matter. One-day one paragraph writing is one of the writing activities that will have a positive impact on students learning languages.

4. A blog is one of the technological tools use to develop writing. Using a blog is an effective way to teach a variety of skills and also overcome learning problems. By using blogs students are able to develop their creativity in writing and to reflect on their own learning.

5. Vocabulary Size

Vocabulary is a skill that must be possessed by English students, vocabulary that is often used will have a good impact on students when students speak, listen, read and write, without extensive knowledge and appropriate strategies to obtain new vocabulary.
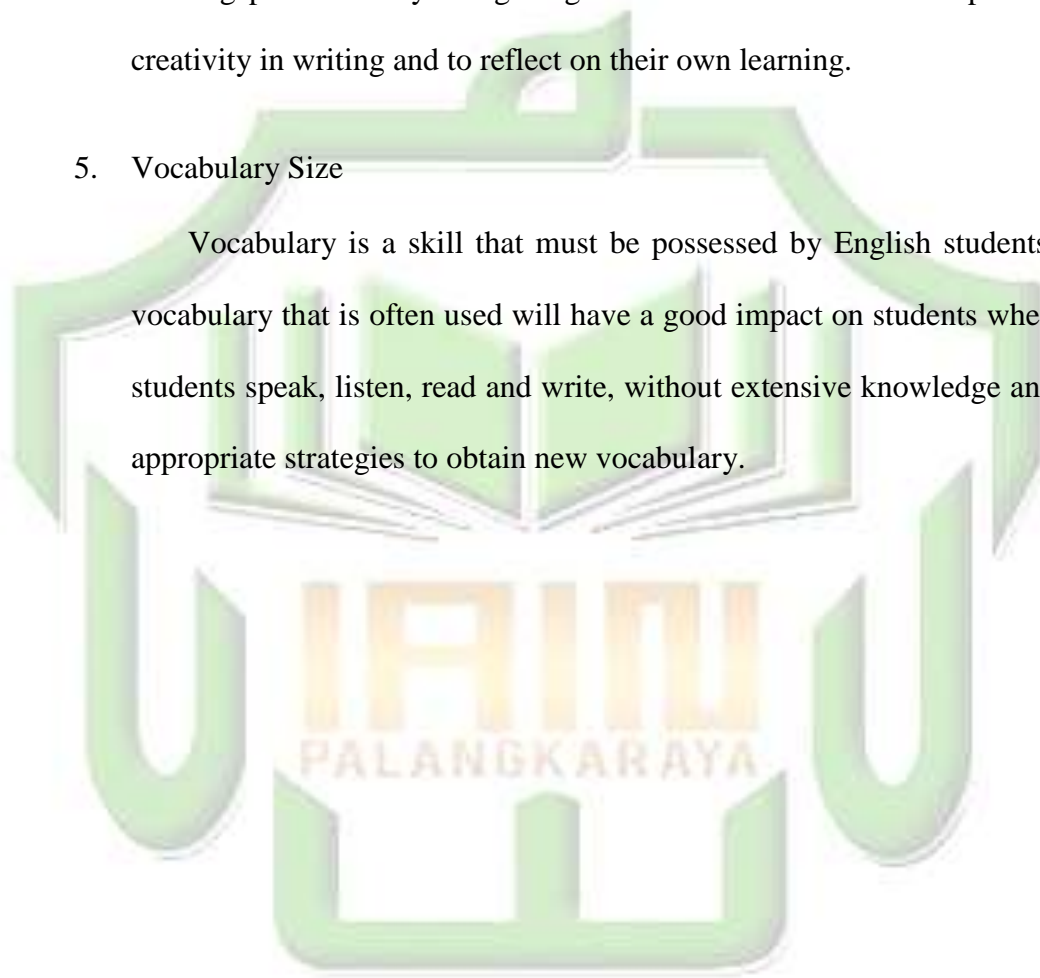
CHAPTER II

REVIEW AND RELATED LITERATURE

In this chapter, the researcher discusses review of related literature that consists of related studies, Paragraph writing, blogging, Vocabulary Size and

One-Day One Paragraph Technique Theory.

A. Related Study

1. Silvana devinta sari (2017) on her research entitled, "*The Student-Bloggers' Voices Contribution of EFL Writing Through Blogging*" calculated that blogging is an effective way to aid students write better as it positively enhances the students' EFL writing skills. The following study is an attempt to measure student-bloggers' EFL writing skill. The research aimed at investigating student-bloggers' attitudes towards the application of class blog in an informal learning position. A descriptive case study was conveyed to get more information on blogging contributions to student-bloggers' EFL writing both for the procedure and the product of writing. The subject was the student-bloggers' of a language course whose blogging activity was intense. The data collection was applied by examining interview and observation. Additionally, the thorough and meticulous analysis of the product of the writing was executed and score using a rubric. Determinations collected from the interview depict of benefits and positive contributions of blogging with students-bloggers' EFL writing. Blogging was certainly

   seen as a fun writing activity by the student-bloggers. It resulted from

the fact that, contrary to school learning, while blogging the students experienced, autonomous learning, acquiring direct feedback from readers, and most significantly a concluded freedom in writing. Some of blogging contributions of EFL writing are multi-literacy, directfeedback from readers, motivation, autonomous learning, critical thinking and language awareness, networking, freedom to write, and self confidence.

2. Rozina Abdul Ghani (2017, p. 62-74), on his research entitled *"Blogging as a Tool in Developing Writing Skills: Lesson From The Experience of The Students and Class Teacher"*, depended that, Blogging is often seen as an online tool that encourages authentic and interactive communication that could recognize the collaborative demand of a task-based classroom. This has triggered the involvement of language practitioners and researchers alike in its value in getting language skills. This paper identifies a study that as directed at recognizing the students' and their class teacher's views toward blogging in their writing classroom. Specifically, it delved into the use of this asynchronous online medium in the teaching of writing. The participants were the teacher and the 25 ESL students in a writing class, where most of the tutorials were conveyed online where all the writing activities were posted on the students' blog. The data were gathered using the Students' perception Questionnaire and the teacher's and reflective log of her teaching. The determining suggests that although the students were intrigued by the novelty of using blogs in language

learning, several considerations need to be made as this online medium is challenging for both the learners and the teachers.

3. Lilis Suadah (2014, p. 20-19), on her research entitled *"Enhance EFL Learners' Writing Skills Through Blogging"*, depended that, to improve students' writing skills in learning, they must use blogging tools. Blogging is a technology platform that is very extraordinary and supplies many benefits and helps them to write constructively using language that is often used to assert student motivation in writing. This study highlights that blogs that maintain benefits and teachers as the main use must ensure that they supply computer and internet facilities, teach students how to apply a good blog, control bloggers (students) don't only publish blogs that they have written but also employ reading, and feedback specially to their peers'.

    Firstly, applying blog has been presumed to be an effective way to advance EFL students to write in English constructively (Bakar & Ismail, 2009). This means, learning writing does not find through knowledge transfer from teachers to students but it happens because students actively improve their writing skills though making, generating, analyzing, manipulating an structuring the information. Constructive writing as significant as it could lead EFL students to improve their writing skills through a series of procedure which includes planning, writing, editing, posting and receiving feedback (Bakar & Ismail, 2009).

Secondly, besides advancing students to write constructively, blogging also exposes EFL students to language use. In a foreign language context, students learn writing in a minute amount of time. In Indonesia, for example, students learn English for only two hours per week. Moreover, English writing is practiced in certain domains such as at schools and in some international institution. This mean EFL students lack exposure to the language. However, the use of blog extends some strategies to cope with this trouble.

Finally, blogs are particular internet platforms that can enhance students' motivation in writing (Richardson, 2009). Blogs have some functional features such as interesting templates, comment and sharing sections. EFL students could use these characteristics to draw readers' involvement to visit their blog and leave comments for their writing. The use of blogs could also cater a change of students' learning ways (Ward, 2004). For example, visual learners could use blogs to improve writing through the visual features such attaching photos and emoticons. Auditory learners could use audios or videos to make their learning more interesting. Alexander (1994) points out that the most powerful and positive learning outcomes occur when the task given match with students' interest (cited in Mclnerney & Mclnerney, 2006).

4. Ramin Rahmany (2013, p. 1288-1298), on his research titled *"The Effect of Blogging on Vocabulary Enhancement and Structural Accuracy in An EFL Context"* depended that, the present study was purposed to investigate the effect of applying weblog in language

learning as a tool for vocabulary enhancement and grammatical accuracy of Iranian foreign language learners. Previously, a weblog has been used as a tool to improve fluency and facilitate communication. However, in this study, the researcher to investigate the use of weblog to evaluate the level of accuracy in writing skill to see the extent in which blogging improves peer feedback and correction. A group of 25 students was chosen for five weeks of direction. Students were specified to write five articles with pre-determined topics and post them online to their weblogs. While writing the articles students were presented to use the grammar determining software and applications simultaneously.

They were invited correct each other's errors and restate the writings by recommending new words. By using Chi-Square and Wilcoxon signed rank tests, the number of mistakes and suggested words were analyzed in particular. The outcomes showed that there is a significant increment in the number of the word students recommend to each other. Additionally, the number of grammatical mistakes has reduced dramatically during the peer feedback. According to the questionnaire which was formed after conveying the experiment, almost all students responded positively to the amount of learning they have received.

5. Usa Noytim (2010, p. 1127-1132), on his research titled *"Weblogs Enhancing EFL Students' English Language Learning"* depended that, this study investigated the likely value of weblog use of English language learning in the context of a university in Thailand. It analyzed

students' perceptions of and attitudes towards using weblogs. A content analysis was used to analysis the data that inferred from short questionnaires, interview questionnaires and student blogs. The determinations suggested that the students perceived experience. The students also viewed weblog as applying an chance and freedom for self-expression in English, writing for both a local and global audience, raising creative, analytical and critical thinking skills, creating social interaction and good relationships between writer and reader, and suffering the learning community. Overall then, in spite of some minor restrictions, they have confident attitudes toward weblog use. These determinations suggest that weblogs can supply learning, motivation and chances for authorship and readership, as well as the evolution of writing and learning strategies, including critical thinking.

6. Selami Aydin (2014), on his research titled *"The Use of Blogs in Learning English as a Foreign Language",* within the context of English as a foreign language (EFL), using blog hs emerge d as a language learning tool. However, how teachers effectively incorporate blogs within the confines of an instructional framework and what the current resarch shows about using blog as a learning tool remain unsolved issues. Thus, the current paper presents a review of the research on the issue of blogs in EFL learning contexts. The study first introduces blogs and theoritical framework for the use of blogs within the borders of the constructivist approach.

Then, in accordance with the studies reviewd, the

researcher is divided into the following five sections: effects on (1) blogging as a blog learning strategy makes significant contributions to enhancing learners' cultural knowledge and cultural awareness about the target society, (2) blogging plays an important role in the develoving learners' interactions and communications in the target language, (3) blogs re effective tools for developing speaking, reading and writing skills, (4) learner's motivation, perceptions and attitudes, and (5) autonomous learning. In conclusion, while the current literature reflects that using blogs is a valuable and effective technique that can be readily used in the context of EFL, more research is necessary. Finally, the paper ends, with practical remommendations for EFL teachers and researchers.

7. Emrah Ozdemir, on his research titled *"The Effect of Blogging on EFL Writing Achievement" Few studies were conducted* fro previous is

provided below. First of all, according to the conclusions obtained from the study, process-based writing instruction has a possitive influence on writing achievement in a traditional learning environment. Similar findings are also obtained by zamel (1982), whose studies highlight the favorable effects of process based writing on writing achievement. In addition, the study concludes that the use of blogs in EFL writing through process-based approaching have a positive effect on writing achievement. Some practical recommendations can be presented.

First, EFL teachers must be well aware of the positive effects of using process-based writing intruction on writing achievement in a traditional

learning enviroment. Namely, teacher must directly use process-based writing approach to promote learners' writing achievement in classroom environment. Additionally, policy makers, curriculum developers and material developers should be aware of the positive effects of process-based approach on EFL writing achievement. In other words, writing activities are needed to be organized in accordance with the dynamics of process-based approach. For this purpose, policy makers, curriculum developers and material developers should pay attention to be contribution of blogging to writing achievement.

However, target groups must be also aware that the use of blogs as a learning environment does not bring any extra advantage when they are compare to traditional learning environment. That is to say, while the use of blogs increase writing chievement, it does provide more improvement than the use of traditional learning environments.

This research is limited to 48 EFL learners in the EFL Department of Education Faculty of Balikesir University. Second, the study was limited to an experimental research design that includes pre-post test, a treatment group and a control group, and andom assignment of the participants. Third, the focus of the research is confined to the dependent variable, EFL writing achievement. Moreover, the test used for measuring writing achievemnt are limited to the topics designed for TOEFL. Further research must focus on other approaches, namely from-focused, genre-based, and reader or audience-dominted approaches in addition to process-based approach. Reseach must also focus on the variables that may effect writing achievement among EFL

writers such as EFL writers' perceptions, attitudes, beliefs, self-efficacy and effective states. In addtion, there is a need for research on other Web 2.0 tolls such as wikis and poadcast and social media environment such as Facebook and Twitter. Finally, in addition to experimental studies, qualitative, quantitative and correlational studies need to be carried out. As a final point, demographic variables such as age, gender, profiency levels and familiarity of internet use should be examined in terms of EFL writing achievement.

From the study above, there are similarities and differences from the previous research before. The similarities between the previous research and this study are (1) the previous study using a weblog, (2) the previous research focuses on writing. The differences between the previous research and this study are: (1) the location and the sample of the research, (2) this research using quasi-experimental design, (3) this analyze using one-day one paragraph online writing on the blog in instructing vocabulary size.

B.   Paragraph Writing

1. Definition of Paragraph

A paragraph is a definition that is excused in a paragraph. The paragraph is a significant convention of written English. It has produced as a visual way of assisting the reader to follow a carried piece of writing.

Paragraph aid us to understand how the sentences are grouped together.

Omisha and Hogue (2006: 65) say that a "Paragraph is a basic unit of organization in writing a group of referred sentence produces one main idea and consists of two kinds of sentences: a topic sentence and a number of supportive statements. Number of sentences within a single paragraph are insignificant, but it should be long enough to produce the main idea clearly."Though sometimes for accent, or in dialog or transition, paragraph may have only one or two sentences.

The paragraph starts with an indentation which means a blank space at the starting indicating that a new subject or a different point of the same subject is being considered with. The sentence within a paragraph link up so that readers are not conscious of the gaps. Elements of paragraph should be combined to form one complete meaning in the paragraph. In addition, effective sentence involve more than starting with a capital a topping with a full stop or period.

(Meyers, 2006: 25) and Khoury (2007: 29) point out that the construction of a paragraph consists of three significant factors, they are as follows:

a. The introduction takes a topic sentence which outline the main idea of the paragraph to which the rest of the paragraph should be focused. It must clarify one's exact attitude towards the subject. The usual

position of the topic sentence is at the start of the paragraph.

b. The body contains suffering a sentence to support, explicate, and produce the idea idea submitted in the topic sentences by giving detail,

explanations and examples. The body must unify via referring the whole sentences to the topic sentence and to which other as well as.

Therefore, based on conclusion above, paragraph is unit of writing that focuses on and develops one idea.

2. Definition of Writing

Writing is studied as a productive skill along with speaking (Harmer, 2007: 265). When the student deal with language production, it implies that they should use their knowledge to produce the language to reach a communicative purpose either in the form of spoken or written language. Writing separated into 4 Parts, they are:

a.   Writing in The Language Classroom

Writing (as one of the four skill of listening, speaking, reading and writing) always have form part of the syllabus in the teaching of English. In summation, writing is separated into two categories; writing for learning and writing about writing.

b.   Writing for Learning

When writing, students frequently have more time to thin than they do in oral actions. They can go through that they know in their ideas and event determine to dictionaries, grammar books, or other citation substances to help them. Writing advances students focus on accurate language apply because they consider as they write. It may

stimulate language evolution well as their resolution problems which they writing assign into their ideas. Writing will help them better.

c.   Writing for Writing

Teachers 'writing for writing' is dissimilar, however, since our objective here is to service student gets better researchers and to determine how to write in several genres. The General language approach may happen, but that is a by-product of a 'writing for writing' activity, not needs its main suggest. The variety of writing teaching is quite divided a distinct from the teaching of grammatical or lexical accuracy and range, event though both may improve as a

result of it.

d.   Writing a Paragraph

According to a psycholinguist, Eric Lenneberg, as cited in Brown, 2001: 334), he says that different from speaking in which people learn language through a natural process or human behavior as learning to 'walk', writing is a learned behavior is learning to 'swim', people need someone to teach them. It intends that people learn to write if they are members of literate society and commonly if someone teaches them.

Among the four language skills, "writing is the hardest skill for second language or foreign learners to master" (Richards & Renandya, 2002: 303). It is because writing is regarded as a complex

procedure of casting ideas down on paper to transform thoughts into words (Brown, 2001: 336). Since the idea or has though been an ABS track thing which comes from our idea, it is not easy to transform it into apprehensible or readable form. The similar definition also stated by Rohman (as cited in McDonald & McDonald, 2002 : 7). He points out that writing is usefully identified as a procedure as setting thoughts into words and word into the papers.

Writing can be seen as two different views. They are product of that writing and the procedure of writing (Harmer, 2001 & 2007 and Brown, 2001), when writing is seen as the product, the attention is identified on the final product of writing such as the essay, the cover, the story or what the product should 'look' like (Brown, 2001 : 335), its imply that the writing should (a) meet certain standard of ordered english rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with that the audience would be conventional. In other words, the value of the end product is the main thing to be concentered or rather than the procedure of writing. Itself (Harmer, 2007: 325).

On the other hand, when writing is seen as a procedure, it focuses on the various presents that any process of writing goes through, such as putting minds down on paper to transform thoughts into words (Brown, 2001: 336). It means that the process of writing is more valuable that the end of the product.

Since writing is a way to convey to others in the written form, everything should be clear. Unlike speaking that the message of the communication can be compassed through non-verbal language, such as gestures, body languages and facial expressions, in writing the message in conducting through the written form. Consequently, the writer should be able to make his or her reader realize the message convey.

Realizing a good piece of writing is a complex operation. It demands the ability to write grammatically cortheresentences and organized theologically into paragraphs or essays (Oshiman& Hogue,

2006). McCarthy (2000) and Harmer (2007) point out that there are two significant aspects of writing. In order to make writing to be successful, it has to be both coherent and cohesive.

C.   Blog

1. Definition

Blog is applicable to be applied in teaching because of its ability to make a real surroundings for students to use the knowledge. Blogs supply opportunities for students to plan their minds and make the mind tangible and divided with others. Dickinson in O'Donnel (2006) has referred blogs to the presents of learning outlined in Bloom's Taxonomy, which sees learning in a series of cumulative presents ranging from knowledge getting together through to synthesis and evaluation

(O'Donnel, 2006). The constructivist point of thought of blogging depicts the action, encouraging for higher order learning skills. The constructivist also places blogging within a vast progressive model of instructing a learning.

A weblog is used as a medium for learning languages, there are various examples of applying weblogs in writing and reading classes (Akcay & Arslan 2010; Averianova, 2012; Azizinejad & Hashemi 2011; Beach Et Al.2009; Bicen At Al. 2010; Gokcearslan & Seher Ozcanb 2011. A blog can improve writing skill and sparking involved. Although the blog has an advantage in various studies, he has a point of weakness.

Weblog was collated based on the chronology of recent posts and current. Therefore, other posts and topics, even more significant than the others, will be on the order of a runner.

Guth and Helm (2011, p. 24) considers influential weblogs in getting "multiliteration" which is one of the different telecommunication devices. In joint studies, they claim that different online collaborative tasks will lead to "linguistic, communicative" and "intercultural" skills.Mynard (20017), Weblog has been regarded as a medium for students and language learners as a tool to reflect on the experience themselves she stand by using language classroom weblogs by supplying several positions of "reliable learning environments" (Du & Wagner 2005, Guth And Helm 2011, Zhang 2009, Pinkman 2005, Sevelj 2006).

Tseng (2008) found the advantages of blogs in English. (Lowe & Williams, 2004), therefore, they must be responsible for the substance they write on their several blogs, because the pages they have posted can be accessed by others to opinion and comment on. Blogging as a student's autonomy tool in posting and writing on personal blogs,

students can really feel it.

Based on the explanation above, blogs can motivate the EFL learners to write more thirstily since they may like founding in learning, in contrast with traditional old methods of learning writing and

exercising it.

2. Blogs Type

Campbell (2003) assorted the following three types of blogs

a. Tutor blogs. It is produced by the teacher. He can convey to his students outside the class. He can present the learners daily reading practice. Tutor blog presents the gateway for learners to evolve their language skills. In accession, it offers the class with syllabus information.

b. Class blog. It is the solution of the entire class. All students can participate in publishing the blog. Students could post their comments about common themes in the class referred to home appointment or question about the tests.

c. Learners' blogs. It is created by the learner to show about his personality. Students can acquire their writing skills through showing his daily routine. He writes and puts in his idea that his writing can be read by his classmates or friends.

3. Benefit of Blog in Language Teaching

a. Supply an environment for students to prepare their reading and writing skills.

b. Promote the debate, critical analysis, and exchange of ideas and options.

c. Supplied an surroundings for student's focused learning.

d. Encourage learner autonomy.

4. The Use of Blog To Promote Constructivist Learning

In fact, language learning has used a variety of as the father of contructivism theory, piaget constructed a major principle in his contructivism theory. Constructivist learning has now developed as a substantial teaching approach. Over the past few decades many researchers and scientist have outlined the history of procedents for contructivist learning theory. In this view, constructivism represents a shift from education to behaviorism, to educated based on cognitive theory (Giridharan, 2012: 733-79).

Thus the essence of behaviorist epistemology is based on intelligence, goal domain, knowledge level and reinforcement, but in the case of contructivist epistemology, learners who build their knowledge

based on interaction with the environment. The main message of contructivsm is that active learning will enable students to build their knowledge and make their own sense of what they think.

Like other instrctional theories, Tam (2000: 4) argues that constructivism cannot be a panacea for all instructional problems. This theory also has its own limitations and problems to apply to all learning situations so that teachers and instructors should be able to reduce their application.

Constructivism plays an improtant role in interpreting learning outcomes and designing environments to support learning. According to the constructivist view of learning individuals must have a background of knowledge, experience, and interests so that they can create a unique relationship in building their knowledge.

This section will consider the benefits of constructivism and match them with the characteristics of a few of Web 2.0 applications. Constructivism as a learning theory, provides an appropriate fit for the use of Web 2.0

Web 2.0 applications present many affordance for constructivist learning. Some of these application includes social networking, blogs, poadcasting, media sharing and virtual worlds. The common trait of these applications is shareability. These application and similar others allow for global interaction where participants contribute and use others'

contributions. One-day one paragraph contribution can be as a simple a few paragraph to a blog.

Students and teachers play a role in facilitating and producing knowledge. Students are encourage to broaden their own understanding and explain their own perspectives so that they are responsible for what they do.

5. Procedure of Using One-Day One Paragraph on Blog

According to the (Lee, 2009; Pinkman, 2005), there are some procedures writing paragraph on blog. The first, the students were able to access all course materials including explanations in a class. Second, the students received in writing input. Third, the students were assigned to choose a topic to write about in the taugh paragraph type. Fourh, the students publish of their paragraph through a blog software. Finally, the students published their reflactions on their blog pages.

6. Advantages of Using Blog

Blogs are asserted to have several significant advantages for learning foreign language.

a. Blog provided an authentic learning surroundings for real communication. Since the student of the writing not limited to, their teacher, but offers to peers and people beyond the classroom, blog can enhance students' awareness of audience.

b. Blog use as online learning logs where learners record their learning experience. For teachers, this use can be applied as an e-polio that record learners' advance and encourage learners to reflect on their learning experience

c. Blog enable learners to make social networks and learning communities where they can interact and communicate their alternatives and minds. This collaboration can move learners to improve their writing skills.

With the advantages, blogs can enforce to facilitate foreign language learning various ways. Especially, the multi-media features of blog enable language learners to improve reading, writing, listening and speaking skills. For example, traditional text-based blog simply supply listening material together with cultural aspects referred to the target language country. However, blogs have been practiced as a powerful tool to prepare writing skills. Blog integrated in foreign language classes are described to provide the learners with a exercising environment where learners can think write and reflect through interaction with their instructor and peers and as a answer can raise their writing skills.

Several studies have covered positive effects of using blogs in the development of learners' writing skills. Using blogs in foreign language classrooms:

a. Enhances reading comprehension, improves students' writing skills and abilities

b. Explicates writing and learning strategies

c. Has a positive impact on the content and additions the amount of writing of learners.

d. Makes students pay close attention to the formal aspects of writing, both in terms of word choice, structure, and word spelling, attending to sentence and paragraph structure as well as conforming academic style show and reserve word.

e. Diminishes barriers to learning English by supplying them the opportunity to write freely without being judged for their grammatical errors

f. Develops ideas and offer feedback to the authors.

g. Increase student motivation in reading and writing, encourages learner independence and autonomy, and enhances students' analytical and critical thinking skills.

7. **Disadvantages of Using Blog**

While blogs make great potential in certain areas of language learning, there are also important challenges. First, students with low English proficiency may experience difficulty in putting their estimates in order. Since blog writing and comments are accessible by anyone, students lacking self-confidence in their writing ability may sense fear of having others read their thoughts, or those with developmental writing problems may be embarrassed by the possibility that others many see

their errors. Thus, the students may initially convey involvement in the mind of blogging, but their choices can vary after learning about the public nature of the activity. These problems advise that the instructor should take a more active role in helping students during the blogging.

On the other hand, it is hard to keep students' interest in the blog-based task. The teacher as facilitator in important for keeping students' interest since blog works best when learners get into the habit of using them. If learners are not advancing, blogs can quickly be forgotten.

D. Vocabulary Size

1. The Definition of Vocabulary

The number of words that a person knows. There are many definitions of vocabulary and in this study; the definition will be cited from Richard and Campillo. According to Richard (2010), vocabulary is a set of lexemes that can be in the variety of single words, compound words, and idioms. Campillo (2015) stated that vocabulary is the total number of words. From two definitions above a conclusion can be made that a vocabulary is the total number of words that someone has. These words can be single words, compound words or idioms. Word is the basic unit of language that someone must master from infant age to adult persons to communicate. It is important because words are the creation of

a language where bigger structures such as phrases, clauses, sentences, paragraphs, and texts are organized. After having equal number of vocabulary, a person must know the patterns to arrange those words into a meaningful sentence. This rule is called grammar. If someone does not know how to assign the words in the correct place in the sentence, the vocabulary will be useless. As referred before, vocabulary is the heart of language if someone wants to learn a new language he or she must have sufficient number of vocabulary differently they will face problem when to listen, to speak, to read, and to write.

Nowadays, the demand of learning English language (EL) has improved importantly, because of the technological elaboration and the use of English as an international language. According to Nunan (1999/2000), English as a world language, is the leading language of wider communication. All the same, to master English Language is not easy; learner must pay attention to the many faces of language knowledge, such as grammar/structure, vocabulary, and so on. Vocabulary acquisition is a standout amongst the most vital components for learning foreign language. It helps the learner to reach communicative competence in learning language because the lack of vocabulary or vocabulary difficulties will bring about communication barriers or

failure.

Vocabulary size can be specified as the number of words that a learner has in the mental lexicon. Knowing students' vocabulary size not only aid students improve their own self but also help teachers or

lecturers move and teach them using the best way to addition their vocabulary size.

According to the Nation (2012) the vocabulary size test is planned to give an idea of vocabulary size for second and foreign language learners of general or academic English. This vocabulary size has a relationship with the power in using English in various ways. Vocabulary size measurement is important for preparation, diagnosis and research. It is not easy to plan a sensible vocabulary evolution program without knowing where learners are now in their vocabulary growth (Nation &Beglar: 2007).

Nation (2006) said that research on the amount of vocabulary required for receptive use suggest that learners need around 5,000 word families to read novels written for teenagers, to watch movies, and to take part in daily conversation, around 9,000 to 10,000 words are needed to read authentic materials, novels, and some academic texts. In other words, the standard of vocabulary size, which has to be owned by the students in high school is about 5,000 words and 10,000 words for

students at the university level.

The goal of this research is to measure how many vocabularies that student know before and after the treatment to find any differences.

2. Kinds of Vocabulary

According to Thormbury in Santoso, there are two kinds of vocabulary. They are function words and content words.

a. Funtion Word (Grammatical Words)

Function words are words that have little lexical meaning or have ambiguous meaning but instead serve to express grammatical relationships with other words within a sentence or specify the attitude or mode of the speaker.

1) Prepositions: Preposition is words or groups of words that are used to show the way in which other words are connected.

    Example: for, of, in, etc.

2) Conjunction: Conjunction is words that connect sentences, phrases, clauses. Example: and, so, but, etc.

3) Determiner: Determiners definite, article, the indefinite article, possessives, demonstrate, and quantifiers. Example: the, a, an, my, this, some, etc.

4) Pronoun: Pronoun is a word that use in place of a noun or noun phrase. Example: her, she, they, etc.

b. Content Words (Lexical Words)

Content words, lexical words, are words that carry the content or the meaning of a sentence and are open-class words.

1) Nouns: Nouns are words or group of words that are the name of a person, a place, a thing or activity or a quality or idea; Nouns can be used as the subject or object a verb. Example: Eleanor and book.

2) Verbs: Verbs are words or group of words which is used in describing an action, experience or state. Example: Write and Ride.

3) Adjectives: Adjectives are words that give more information about a noun or pronoun. Example: kind, better, etc.

4) Adverbs: Adverbs are words or groups that describe or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example: carefully, at home, etc.

Based on the explanation above the researcher generally, focus on the content word. So the vocabulary should be relate to the material.

3. The Important of vocabulary

Vocabulary is significant in case it can assist the students to relish their classes. One who masters enough vocabulary will determine fewer difficulties than those who have fewer of vocabularies. When they read a certain text, they will easily become the information from it since they can understand every word in the text. On the other hand, those who lack vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the procedure for achieving language teaching aims. That

is the mastery of language skills (Listening, Speaking, Reading and Writing). If want to convey to others in certain languages, must master the language they belong to. Particularly to know enough vocabulary of that language. These are the understandings why vocabulary is important: An encompassing vocabulary aids expressions and communications, a person may be judged by another based on his or her vocabulary.

4. Vocabulary Size

Vocabulary size is a variety of measurement, test, just like TOEFL. Since the vocabulary test is which cover all kinds of vocabulary recognize of someone. The test of vocabulary size of this study will reason with the content words. The goal of this research is to step how many vocabularies that students know before an after the discussion to find any differences. Vocabulary size is convenient proxy for a whole range of educational acquisitions and abilities. In this study, vocabulary size means that the vocabulary size is a noun, verb, adjective and an adverb.

The test is a way of acquiring feedback on the teaching learning process. Without testing, there are no reliable means of knowing how effective a teaching succession has been.

5. Teaching Vocabulary

Teaching vocabulary is a process of way for students to learn about vocabulary. There are various ways of teaching vocabulary, but

there is no single best way for teaching vocabulary. It is because every way or technique use in teaching vocabulary has its own specific strong point. And then, it is also has a weakness. Therefore, it is teacher's to find or choose a better technique that is suitable to the student's condition

Like Finocchiaro, Wallece in Nurapeni also give some suggestion, concern to teaching vocabulary principle. There are:

a. The teacher has to decide the aim of teaching and she or he many items, she or he expects all the students to be able to understand.

b. The teacher has to decide the quantity of vocabulary that the teacher wants to teach after the teacher decide what kind of vocabulary is involve vocabulary learning.

c. Course book or syllabus should be a basis in making the choice of vocabulary item.

d. There has to be a certain amount of repetition of the new words.

e. The presentation of vocabulary should be meaningful.

f. The presentation should be created in which the students can learn the word in the where are appropriate.

Nation state that good vocabulary teaching technique should do the follow things:

a. It should interest the learners.

b. It takes the learners give to the form meaning or use of the word.

c. It gives a chance for a certain amount of repetition.

He also proposes the way of presenting new vocabulary as follow: 1) Demonstrating. For example: showing the object, having gesture or performing an action. 2) Picture. For example: Photograph, blackboard drawing, illustration or picture from the book. 3) Explanation. For example: Giving description, synonym, antonym, putting the word in the definition context in by using translation.

Teaching vocabulary is an important role in the language because the mastery of vocabulary will help students to master all the language skills: Speaking, Listening, Reading and Writing. The vocabulary will make the student's practice life and will strengthen the belief that English can be used to express the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds another vocabulary which is relevant to the students. The teacher needs a good knowledge of their teaching material. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning.

The words can be spoken and written.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the research method applied in the present, it covers research design, population and sample, instrument of research, validity and reliability, normality and homogeneity, collecting procedure data and data analysis procedure.

A. Research Type

The type of this research is quantitative research. Quantitative research is based on measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kothari, 2004:3). The type of this study will use quasi-experimental research, because this study will compare with two ways and the researcher wants to measure two variable using that way.

B. Research Design

The design of this study was experimental design. Experimental design. Experimental design is a plan for an experiment that specifies what independent variables can be applied, the number of levels of each, how the subject is assigned to groups, and the dependent variable. The researcher used the experimental design because the researcher wanted to measure the effectiveness of using media in teaching vocabulary.

In this study, the researcher uses the quasi-experimental design because it is not possible to randomly assign subject to treatment groups. It is supported by Creswell (2012, p. 309) stated that "quasi-experiments include assignment, but not random assignment of participants to groups". The characteristics of quasi-experimental design are: 1) having than more than one variable, 2) having a control group, 3) independent variable is manipulated, and 4) the other variables are controlled (Sukardi, 2007, p. 186).

The design consists of two groups that will choose without random, they are experimental group and control group. Both of the groups will give the pre-test before having treatment. The experiment group will give the treatment (teaching by using one-day one paragraph online writing on the blog) and the control will teach by using a daily journal. After having treatment, both groups (experimental and control group) will give the posttest. The result of post-test will compare using t-test.

Quasi-experimental design is aimed to investigate the cause and effect between the object of research. This was related to the objectives of the study to find the effect of using one-day one paragraph online writing on vocabulary size.

Table 3.1 Scheme of Quasi-Experimental Design Nonrandomized

Group Pre-test and Post-test Design

Group	Pre- Test	Treatment	Post- Test
A	Y_1	x	Y_2
B	Y_1	-	Y_2

Where:

A   : Experiment Group

B   : Control Group

X   : Treatment

Y_1 : Pre-test

Y_2 : Post-Test

C.   **Variable of The Study**

A variable is a property or characteristics which may differ from individual to individual or from group to group. A great deal of research is carried out in order to identify or test the strength of the relationship between variables. When one variable influences or affect a second variable, the first variable is called an independent variable, and the second is called a dependent variable. There are two variables in this study, they are:

1. Independent variable: one-day one paragraph through blog in teaching vocabulary size (X).

2. Dependent variable: the students' vocabulary size (Y).

D.   Population And Sample

1. Population

According to Donald Ary (129) a population is defined as all members of any well defined class of people, events or objects. According to Suharsimi (1996:102), population is the total number of the subjects of an investigation.

The research concludes that population is a number of groups' interest to the researcher, a number of groups which she will like to make the result of the study to be reported. The population in this study will be the   Second Semester students of the English Department at IAIN Palangka Raya in Academic Year 2019/2020 which consists of 90 students.

Table 3. 2 The Number of Population on Second Semester TBI Students at IAIN Palangka Raya.

CLASS	NUMBER
A	30
B	31
C	29
	$\sum = 90$

2. Sample

Sample is a set of elements select in some way from a population. The aim of sampling is to save time and effort, but also to obtain consistent and unbiased estimates of the population status in terms

of whatever is being researched (Roger sapsford and Victor Jupp, 2006:26).

Cluster Sampling is a sampling plan to use when mutually homogeneous yet internally heterogeneous groupings are evident in statistical population. It is often used in marketing research.

In this sampling plan, the total population is divided into these groups (known as clusters) and a simple random sample of the group will select. A common motivation for cluster sampling is to reduce the total number of interviews and cost given the desired accuracy. For a fixed sample size, the expect random error is smaller when most of the variation in the population is present internally within the groups. Not between the groups.

Table. 3. 3 The Number of Sample Second Semester TBI Students at

IAIN Palangka Raya of

SAMPLE	CLASS	NUMBER
Experiment	B	31
Control	C	29
Total Number		$\sum = 60$

Source data: the Data of Academic Second Semester TBI of IAIN Palangka Raya years 2018/2019.

E.   Research Instrument

1. Research Instrument Development

To get the data accurately, it is important to use the instrument, for it is the tool to get the data on the field. In collecting the data the researcher will use test to answer the problem of the study.

a. Test

The test is a sequence of questions or exercise, which is used to measure skill, knowledge, intelligence and ability of individual or group (Mauludiyah 2014:46). The technique of collecting data will use in this research is a test. To get the score of the student English vocabulary size. The researcher gives the students before (pre-test) and after treatment (posttest). The researcher will use multiple choice of 80 items of various test of vocabulary, the time that will allocate to do each vocabulary test are 80 minutes. The test that will use in this study are pre-test and post-test. The pre-test will be carried out before implementing one-day one paragraph online writing on the blog in vocabulary. The function of pre-test is to measure students' vocabulary comprehension at first. Meanwhile, the-post test will be implemented after using one-day one paragraph on the blog in vocabulary. The function of post-test is to know how is the students' vocabulary size after they taught by using one-day one paragraph on the blog.

Table 3.4 Vocabulary Test Aspect of Scoring for Students

No.	Categories	Scoring
1	Very High	80-100
2	High	70-79
3	Fair	60-69
4	Poor	50-59
5	Very Poor	1-49

Table 3.5 Test Item Specification

No.	Test	Number Items
1	Noun	7, 6, 8, 9, 12, 17, 20, 25, 27, 30, 33, 41, 42, 44, 45, 47, 55, 56, 58, 59, 60, 62, 63, 66, 68, 69, 73, 76 and 77.
2	Verb	3, 5, 6, 10, 16, 24, 31, 36-39, 46, 50, 52, 57, 65 and 80.
3	Adjective	1, 2, 11, 15, 19, 21-23, 26, 32, 34, 35, 40, 43, 49, 51, 53, 54, 64, 70-75 and 79.
4	Adverb	4, 13, 14, 16, 28,29, 48, 61 and 78.

b. Documentation

Documentation provides the researcher with information that is used to support the availability. Documentation is a way of getting information or data through note, transcript, books, syllabus, lesson plan, agenda, etc. In other words, it can be stated that documentation is used to collect data through print materials.

2. Instrument Try Out

The researcher tries out the test instrument before it will apply to the real sample of the study. The researcher gives test to the second semester students of the English Department at IAIN Palangka Raya on March 9, 2020. In this case, the students will assign to do a vocabulary size test which consist of four parts such as noun, verb, adjective and an adverb. The total of the tryout test is 80 multiple choice questions. The result shows that there are 47 valid questions and 33 invalid questions.

There are some procedures as bellow: a) the researcher prepares the test instrument, b) the researcher gives try out to the respondents, c) the researcher collects the answer and give scores, d) the researcher calculates the result of the test, e) the researcher analyzes the data obtain to know the instrument validity and reliability, f) after that, the researcher know the valid and invalid items, the revised the invalid items to be tested in the real sample of the test.

In order to prove the test will suitable to the students who will the sample of this study use tryout test. Then, for try out a class will choose the students in the same English Study Program but different class. A class as a tryout class with 38 students. The test will students vocabulary multiple choice test from and there are 80 items.

3. Instrument Validity

a. Content Validity

The learning theory used is as the basis for the acquisition of abilities and skills. This test is more focused on increasing students' ability to vocabulary size.

b. Face Validity

Type of validity is often referred to as face validity, the item test is in accordance with the one used by the test examiner, the test used by the examiner is suitable for junior high school. Types of vocabulary that will be given:

1. The form of the test item answer the multiple choice.
2. The language of item use english
3. The test items are suitable for the at the Second Semester Student of IAIN Palangka Raya

According to Heaton, a good test should posses' validity: that is to measure and nothing else. If a test does this, it said to be valid. All of the tests must relate to what students learn. The test based on the material in the curriculum and syllabus applies to Second-semester TBI

Students at IAIN Palangka Raya.

$$R_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X2 - (N\sum)2\} - N\ N\sum Y2 - (\sum Y)2\}}}$$

Where: rxy : Total coefficient of correlation

ΣX : Total values of score

$X \Sigma Y$: Total values of score Y

ΣXY : Multiplication result between score X and Y

N : Number of students

To know the level of validity of instrument, the value will interprate based on the qualification of validity as follows:

t-testf> t-table = Valid t-test<

t –table = Not Valid

Table 3.6 Criteria of Validity

Validity	Interpretation
0,800-1,00	Very High Validity
0,600-0,799	High Validity
0,400-0,599	Fair Validity
0,200-0,399	Poor Validity
0,000-0,199	Very Poor Validity

c. Construct Validity

Construct validity is construct that is made based on steps, subjects, treatment and things related to a role in a study experiment, which is useful for measuring the extent of the test. In this study construct validity there is guided guidance in the form of instructions as

well as in measuring students' skills in writing one-day paragraph writing online on vocabulary and writing online on vocabulary size.

4. Instrument Reliablity

A reliable test is one whose result does not greatly affected by a change in the condition under which it will given and mark. Reliability is necessary of any good test: for to be valid at all, a test must be reliable as a measuring instrument. The researcher use multiple choice and the format use odd one out. The researcher adapted Vocabulary Size Test from *Wardana, Kadek. 2016. Designing Vocabulary Size Test for The Second Semester Students of English Language Education Study Program of Sanata Dharma Yogyakarta University.* The reliability test uses a formula of Alpha Cronbach to measure the reliability of the whole test.

$$r11 = \left(\frac{k}{k-1}\right) X \left(1 - \frac{M(K-M)}{K.Vt}\right)$$

Where:

r11: Reliability of instrument K

: Number of items

M : Value Variance Score of Item

Vt : Variance Score

The decision in comparing the value of **r11** and **rt.**

r11 > rtable = Reliable **r11**

< rtable = Not Reliable

Table 3.7 Criteria of Reliability

Reliability	Interpretation
0,800-1,000	Very High Validity
0,600-0,799	High Validity
0,400-0,599	Fair Validity

F.   Data Collection Procedure

Collecting data is the most important step in conducting the research. Before conducting the real test, the research conduct tries out and then analyze the test to get its validity, reliability, difficulty of the level and discriminating power of each item on the test. In this research, both documentation and test are used as instrument to collect the data.

Reliability is the degree to which an assessment tool produces stable and consistent result. Validity refers to how well a test measures what it is purported to measure.

To collect the objective data, this research has several steps as follow:

1.   The researcher observation the institution

   a.   Ask permission

   b.   The syllabus

   c.   Lesson plan
   d.   Book

e. Schedule

2. The researcher determines two classes of the population into experiment B class and control C class.

3. Give try out

4. Give the pre-test to students

5. Collecting the answer of pre-test

6. Calculate the result of pre-test

7. Teaching English using one-day one paragraph online writing on blog to experiment class.

8. Teaching English using one-day one paragraph online writing without blog to control the class

9. Give post test

10. Collect the answer of the post test

11. Calculate the result.

12. Analyze the data

13. Making interpretation

14. Making conclusion

G. Data Analysis Procedure

After all, data have to collect, the next step is analyzing the data. To analyze the data obtained from the field, several techniques are conducting as follow:

1. Examination and scoring on each test

2. For the vocabulary test rate 47 items

3. Calculating the result of the vocabulary test use formula.

   To analyze the data collected; the researcher uses some procedures in this study:

   a. The researcher will collect the student's score of pre test and post test of the Second Semester of English Department at IAIN Palangka Raya

   b. The researcher will collect the data of the students' test result.

   c. The researcher gives score the student's test result by using the formula: (Anas Sudijono as cited in Hasanah, 2016, p. 76

   Score= $\frac{B}{N}$ x 100%

   Where:

   B: Frequently of the correct answer

   N: Number of test items

4. The researcher tabulate the data into the distribution of frequently of the score table, then looking for the mean, median and modus of students' score, standard deviation, and standard eror of experiment group and control group.

a. **Mean**

$$Mx = \Sigma fxN$$

Where:

Mx : Mean

Fx : Total result product between each score with frequency

N : Number of case

b. **Median**

$$Mdn = 1 + 12 \ N - fkbfi \times i$$

Where:

Mdn : Median

N : Number of case

Fkb : Cumulative frequency located in under interval contain median

   Fi : Authentic frequency (frequency of score contain median)

   I : Interval class

c. **Modus**

   $$Mo = 1 + fafa + fb \ x \ i$$

   Where:

   Mo : Modus

   Fa : frequency located in above interval contain modus

   Fb : frequency lacated in under interval contain modus

   I : Interval Class

d. **Standard Deviation**

   $$SD = \Sigma f x^2 N$$

   Where:

   SD : Standard Deviation

I   : Interval

N   : Number of Students

e. Standard Error *Sem=sd*

n-1

Where:

Sem : Standard Error mean

Sd   : Standard Deviation

N   : Number of Students. Riduan (2010:116)

5.   The researcher will calculate normality and homogeneity test

6.   The researcher conduct t-test testing hypothesis of this study

7.   Calculate the data by using t_{test} to test the hyphothesis of the study, whether the use of one-day one paragraph online writing give effect to the students' vocabulary scores or not. To examine the hyphothesis use t_{test} formula as follow:

8.   It calculate the standard error of the difference between X1 and X2 as follow:

$$SE_{M1} - SE_{M2} = \sqrt{SEm1^2 - SEm2^2}$$

9.   Then, it will insert to the formula to get value of t_{observ} as follow:

$$t_o = \frac{M1-M2}{SE_{M1} - SE_{M2}}$$

Which the criteria:

If   t$_{observ}$ **(The Value)** $\geq$ **t**$_{table}$**, it means H$_a$ is   accepting and H$_o$ is rejecting.**

If   t$_{observ}$ **(The Value)** $\leq$ **t**$_{table}$**, it means H$_a$ is   rejecting and H$_o$ is accepting.**

10. Interprets the relust of t$_{test}$ previously, it accounts the degrees of freedom (df) with the formula:

df =   Degrees of freedom N1 =
Number of subject group 1

N2 = Number of subject group 2
2   = Number of variable

11. After calculate the data by using manual, then calculate the result t$_{test}$ to test the hypothesis of the study by using SPSS 16

12. After that, the value of t-test is consulted on the t-table at the level of significance 1% and 5%. In this research, the researcher will use the level of significance 5%. It the result of t-test is higher than t-table, it means alternative hypothesis (H$_a$) is accepted. But if the result of t-test is lower than t-table, it means null hypothesis (H$_o$) is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter described the data obtained from the students' vocabulary size before and after learning by using one-day one paragraph online writing on a blog. The data presented consists of data presentation, research findings, and discussion.

A. Data Presentation

In this part, it would be described the data obtained from the development of the students' vocabulary size before and after learning by using one-day one paragraph online writing on a blog. The data presented consisted of mean, standard deviation, standard error, and analysis hypothesis.

1. The Result of Pre-Test Score

a. The Result of Pre-Test Score Experiment Class

In classifying to find the answer related to the problem of research "Is there any significant effect by using one-day one paragraph online writing on vocabulary size?" The data are presented as the result

of the test. The research gave the pre-test and post-test to every student.

The students' pre-test of the experiment class was distributed on the table following in classify to analyze the knowledge of the students' before the treatment was conducted.

Table 4. 1 Pre-Test Score of Experimental Class

No	Score	
	Pre-Test Experiment Class	
1	54	Poor
2	58	Poor
3	50	Poor
4	55	Poor
5	56	Poor
6	54	Poor
7	51	Poor
8	42	Very Poor
9	56	Poor
10	68	Fair
11	70	High
12	53	Poor
13	54	Poor
14	52	Poor
15	48	Very Poor
16	60	Fair
17	60	Fair
18	51	Poor
19	55	Poor
20	54	Poor
21	58	Poor
22	50	Poor

23	55	Poor
24	56	Poor
25	50	Poor
26	48	Very Poor
27	60	Fair
28	60	Fair
29	56	Poor
30	57	Poor
31	56	Poor
	Mean: 55.06	
	Std. Error of Mean:	**0.990**
	Std. Deviation: 5.51 3	
	Minimum: 42	
	Maximum: 70	
	Sum: 1707	

On the table above, it was found the very poor category was 3 students, the poor category was 22 students, the fair category was 5 students and the high category was one student. The highest score of the pre-test experiment class was 70 and the lowest score was 42. The result of the data calculated using SPSS 20, it was found that the result of the mean was 55.06, standard error of the mean was 0. 990 and the standard deviation was 5.513.

The data distribution of students' scores' in the pre-test of experiment class can be seen in the following figure below:

Figure 4.2 The Distribution Frequency of Pre-Test Score of
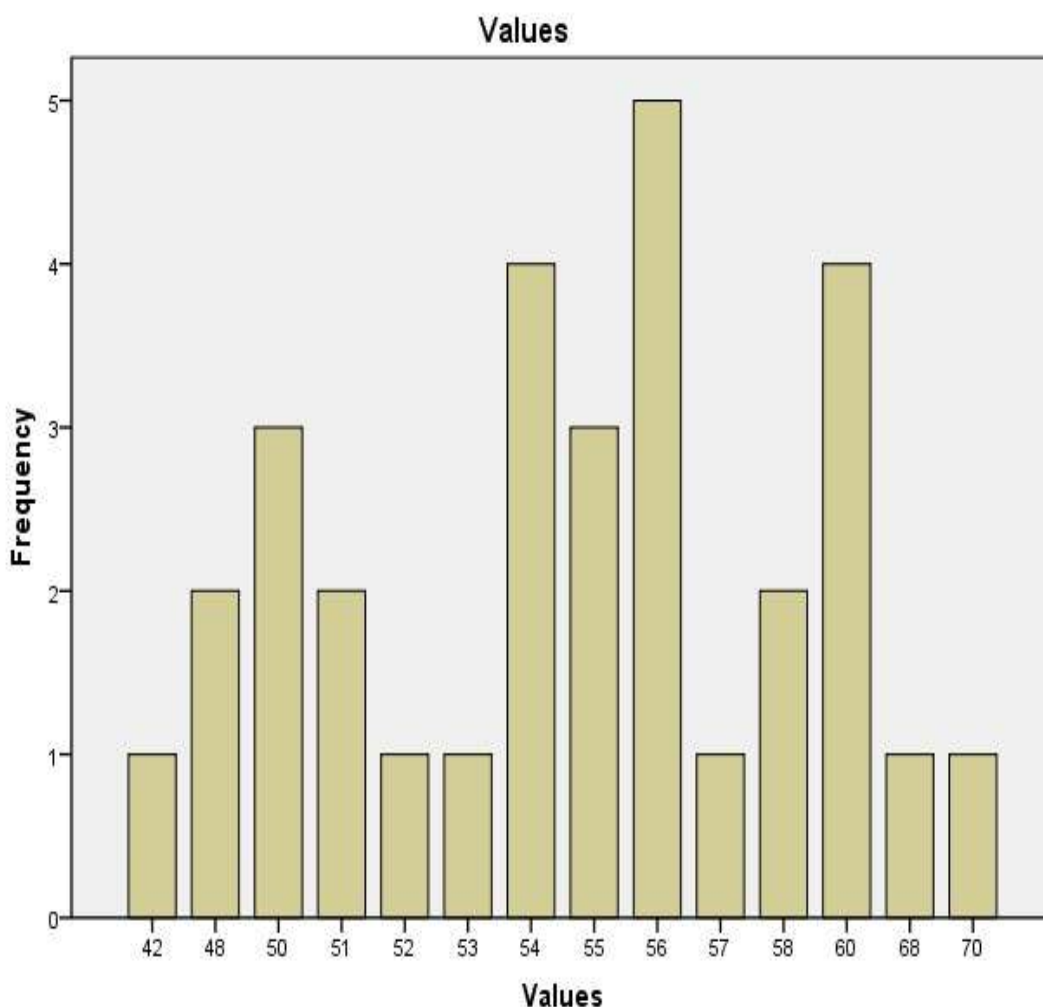
Based on the figure above, it can be seen the students' pre   -test
Experiment Class

scores' of the experimental group. There was one student got to score
42. There were 2 students who got score 48. There were 3 students got

to score 50. There were 2 students who got to score 51. There was one

student got to score 52. There was one student got to score 53. There

were 4 students who got to score 54. There were 3 students got to

score 55. There were 5 students got to score 56. There was one student

got to score 57. There were 2 students who got to score 58. There were

4 students who got to score 60. There was one student got to score 68.

There was one student got to score 70. In this case, many students got

a score under 70.

b. The Result of Pre-Test Score Control Class

The students' score of the pre-test control class was distributed in

the following table:

Table 4. 3 Pre-Test Score of Control Class

No	Score	
	Pre-Test Control Class	
1	58	Poor
2	42	Very Poor
3	64	Fair
4	50	Poor
5	59	Poor
6	45	Very Poor
7	50	Poor
8	44	Very Poor
9	45	Very Poor
10	60	Fair
11	56	Poor
12	50	Poor
13	51	Poor
14	46	Very Poor

15	53	Poor
16	56	Poor
17	50	Poor
18	50	Poor
19	45	Very Poor
20	50	Poor
21	45	Very Poor
22	45	Very Poor
23	50	Poor
24	45	Very Poor
25	50	Poor
26	58	Poor
27	50	Poor
28	50	Poor
29	50	Poor
	Mean: 50.59	
	Std. Error of Mean:	**1.019**
	Std. Deviation: 5.487	
	Minimum: 42	
	Maximum: 64	
	Sum: 1467	

Based on the table above, it found the very poor category was 9 students, the poor category was 18 students and the fair category was 2 students. The highest score of the pre-test control class was 64 and the

lowest score was 42. The result of data was calculated using SPSS 20, it found that the mean score pre-test was 50.59, standard error of the mean was 1.019 and the standard deviation was 5.487.

The distribution of students' score in the pre-test of control class can be seen in the following figure bellow:

Figure 4.4 The Distribution Frequency of Pre-Test Score of Control Class
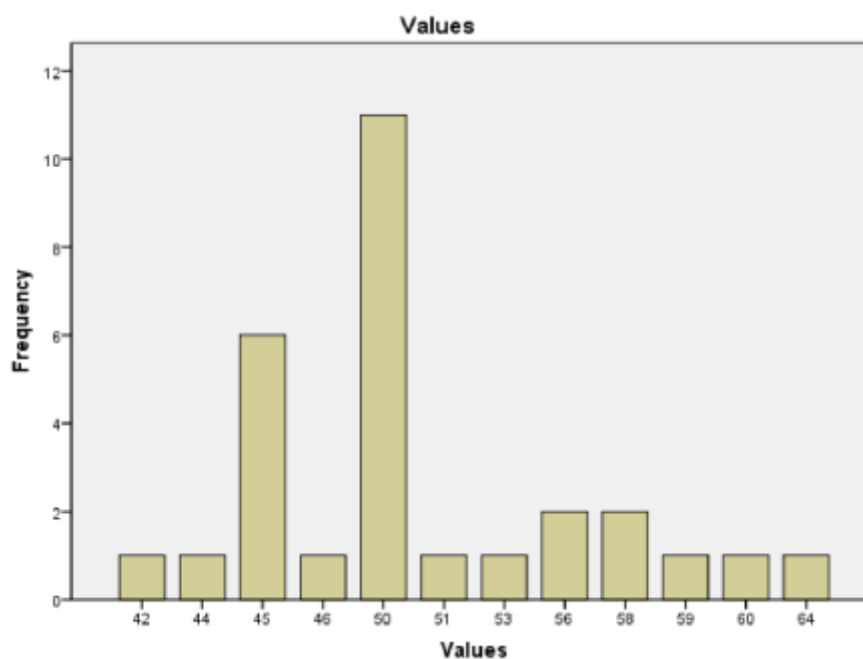
Based on the figure above showed the students' pre-test score of the control class. There was one student got to score 42. There was one student got to score 44. There were 6 students got to score 45. There was one student got to score 46. There were 11 students who got to score 50. There was one student got to score 51. There was one student got to score 53. There were 2 students who got score 56. There were 2 students who got to score 58. There was one student got to score 59. There was one student got to score 60. There was one student got to score 64. In this case, many students got a score under 60.

2. The Result of Post-Test

a. The Result of Post-Test Score Experiment Class

The students' post-test score of the experiment was distributed in the subsequent table class to investigate the students' understanding after conducting the treatment.

Table 4.5 Post-Test Score of Experiment Class

No	Score	
	Post-Test Experiment Class	
1	75	High
2	71	High
3	80	Very High
4	70	High
5	85	Very High
6	72	High
7	72	High

8	76	High
9	80	Very High
10	75	High
11	70	High
12	70	High
13	73	High
14	72	High
15	75	High
16	70	High
17	73	High
18	70	High
19	76	High
20	70	High
21	72	High
22	70	High
23	74	High
24	80	Very High
25	80	Very High
26	76	High
27	77	High
28	74	High
29	71	High
30	72	High
31	73	High
	Mean: 74.00	

Std. Error of Mean:	**0.689**	
Std. Deviation: 3.838		
Minimum: 70		
Maximum: 85		
Sum: 2294		

Based on the table above, it was found the very highest category was 5 students and the high category was 26 students. The highest score of the post-test experimental group was 85 and the lowest score was 70. The result calculated using SPSS 20, it was found that the mean of the post-test of the experiment class was 74.00, standard error of the mean of the post-test score was 0,689 and the standard deviation was 3.838.

The distribution of students' score in post-test of experiment class can be seen in the following figure:

Figure 4. 6 The Distribution Frequency of Post-Test Score of

Experiment Class
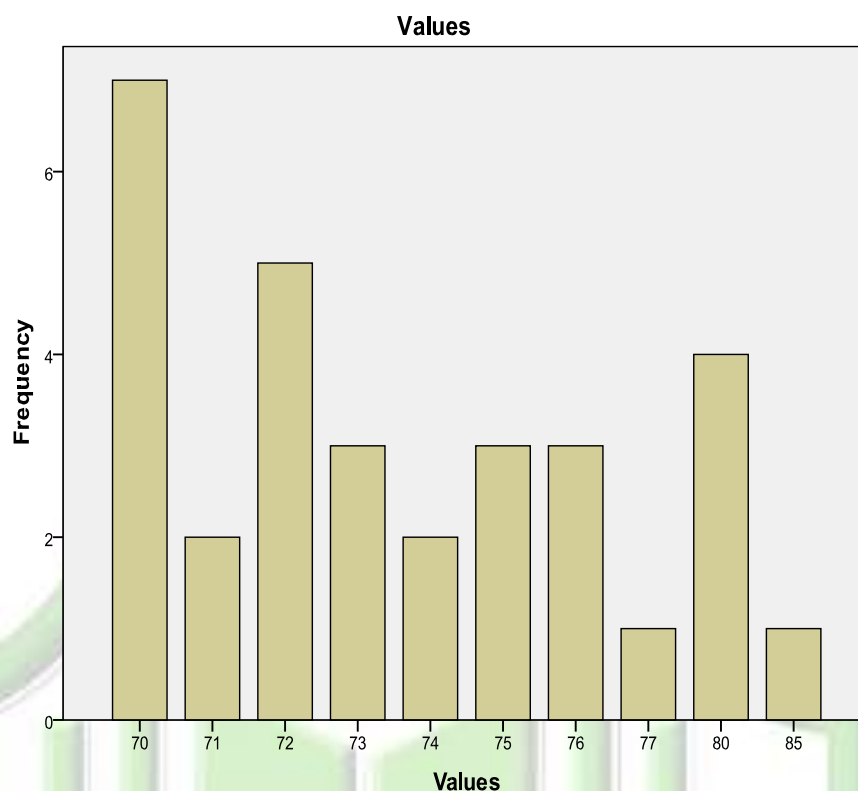
Based on the figure above showed the students' post-test score of the experiment group. It could be seen, there were 7 students got to score 70. There were 2 students who got to score 71. There were 5 students got to score 72. There were 3 students got to score 73. There were 2 students who got to score 74. There were 3 students got to score 75. There were 3 students got to score 76. There was one student got to score 77. There were 4 students who got to score 80. There was one student got to score 85. In this case, many students got to score high 70.

b. The Result Score Post-Test Score Control Group

The students' score in post-test of control class was distributed in the following table:

Table 4.7 Post-Test Score of Control Class

No	Score	
	Post-Test Control Class	
1	65	Fair
2	60	Fair
3	62	Fair
4	56	Poor
5	63	Fair
6	56	Poor
7	57	Poor
8	58	Poor
9	60	Fair
10	66	Fair
11	65	Fair
12	57	Poor
13	60	Fair
14	59	Poor
15	50	Poor
16	65	Fair
17	54	Poor
18	53	Poor
19	55	Poor
20	57	Poor
21	57	Poor
22	60	Fair

23	62	Fair
24	63	Fair
25	60	Fair
26	56	Poor
27	57	Poor
28	58	Poor
29	56	Poor
	Mean: 58.86	
	Std. Error of Mean: 0.726	
	Std. Deviation: 3.907	
	Minimum: 50	
	Maximum: 66	
	Sum: 1707	

Based on the table above, it was finding the fair category was 13 students and the poor category was 16 students. It was known the highest score of the post-test control was 66 and the lowest score was 50. The result estimated using SPSS 20, it was found that the mean of score the post-test was 58.86, the standard error of the mean of the post-test score was 0.726 and the standard deviation was 3.907.

The distribution of students' score in post-test of control class can be seen in the following figure:

Figure 4. 8 The Distribution Frequency of Post-Test Score of Control Class
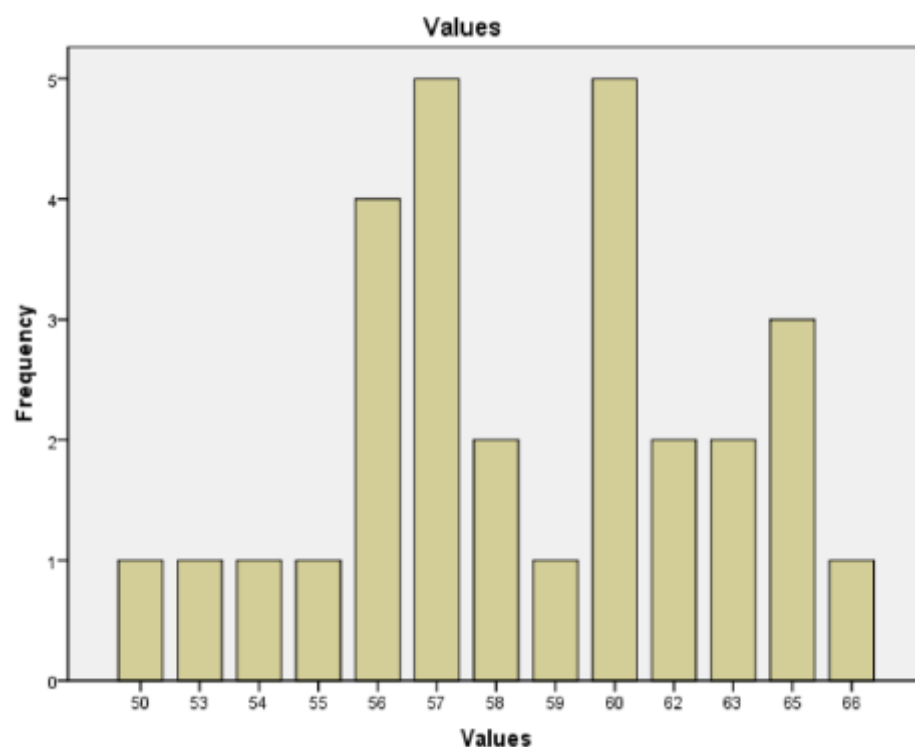
Based on the figure above showed the students' post-test score of the control class. There was one student got to score 50. There was one student got to score 53. There was one student got to score 54. There was one student got to score 55. There were 4 students who got to score 56. There were 5 students got to score 57. There were 2 students who got to score 58. There was one student got to score 59.

There were 5 students got to score 60. There were 2 students who got to score 62. There were 2 students who got to score 63. There were 3 students got to score 65. There was one student got to score 66.

B. Research Findings

1. **Testing Normality and Homogeneity of Pre-Test Experiment and Control Class Using SPSS 20**

   a. **Normality Test**

   It used to distinguish the normality of the data that was presented to be analyzed whether both groups have standard distribution or not. Because of that, the normality test used SPSS 20 to determine the normality of the data.

Table 4.9 Testing Normality of Pre-Test Score of Experiment and Control Class Using SPSS 20

One-Sample Kolmogorov-Smirnov Test

		ExpPreTest	ContPreTest
N		31	29
Normal Parameters[a,b]	Mean	55.0645	50.5862
	Std. Deviation	5.51323	5.48711
Most Extreme Differences	Absolute	.142	.232
	Positive	.142	.232
	Negative	-.101	-.147
Kolmogorov-Smirnov Z		.792	1.250
Asymp. Sig. (2-tailed)		.557	.088

a. Test distribution is Normal.

Description

To know the normality of the data, the formula can be seen as follows:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro-Wilk.

The researcher's number of the data was 60 > 50, so to analyze normality data the researcher used Kolmorogov-Smirnov. The next step, the researcher analyzes normality of data by using a formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal significance

Based on the Test of Normality output, the significance value of experiment Class was 0.557, while the significance value of Control Class was 0.088. It can resolve the data for Experiemnt Class and Control Class were normally distributed, because the significance value was larger than 0.05.

Table 4.10 Testing Normality of Post-Test Score of Experiment and Control Class Using SPSS 20

One-Sample Kolmogorov-Smirnov Test		PostExp	PostCont
N			
Normal Parameters[a,b]	Mean	74.00	58.8621
	Std. Deviation	3.838	3.90717
Most Extreme Differences	Absolute	.151	.131
	Positive	.151	.131
	Negative	-.149	-.094
Kolmogorov-Smirnov Z		.842	.708
Asymp. Sig. (2-tailed)		.478	.698

a. Test distribution is Normal.

Calculated from Data

To know the normality of the data, formula can be seen as follows:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro-Wilk.

The researcher's number of the data was 60 > 50, so to analyze normality data the researcher applied Kolmorogov-Smirnov. The next step, the researcher analyzes normality of data by applying a formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal significance

Based on the Test of Normality output, the significance value of experiment Class was 0. 478, while the significance value of Control Class was 0.698. It can conclude the data for Experiemnt Class and Control Class were normally distributed, because the significance value was greater than 0.05

b.   **Homogeneity Test**

Table 4.11 Testing Homogeneity of Pre-Test Experiment and

Control Class

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.071	1	58	.791

The criteria of homogeneity pre-test were if the value of (probability value ∕ critical value) was higher than equal to the level significant alpha defined (r > a), it meant that the distribution was homogeneity. Based on the calculation using SPSS 20 program above, the value of (probability value ∕ critical value) from the pretest of experiment and control class on the homogeneity of variance on sig. the column knew that the p-value was 0.791. The data in this research fulfilled homogeneity while the p-value was higher or r=

0.791 > 0.05.

Table 4. 12 Testing Homogeneity of Post-Test of Experiment and Control Class

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.054	1	58	.817

The criteria of homogeneity post-test where if the value of (probability value ∕ critical value) was higher than equal to the level significant alpha defined (r > a), it meant that the distribution was homogeneity. Based on the calculation using SPSS 20 above, the value of (probability value ∕ critical value) from the pre-test of experiment and control class on the homogeneity of variance on sig. the column knew that the p-value was 0.817. The data in this study satisfied homogeneity since the p-value was higher or r= 0.817 >

0.05.

2. **Hypothesis Test**

a. Hypothesis Test Using t-$_{test}$ Manual Calculation

The level of significance used by 5%. It meant the level of significance of the refusal null hypothesis by 5%. The level of significance determined at 5% due to the hypothesis type stated on-non directional (two-tailed test). It means that the hypothesis cannot directly calculate the alternative hypothesis. To analyze, the hypothesis used t-test statistic results. It's considered the standard deviation and standard error of the post-test of X1 and X2 at the previous data presentation. It could be seen in this subsequent table:

Table 4.13 Standard Deviation and Standard Error of

Experiment and Control Class

Variable	Standard Deviation	Standard Error
X1	3.838	0.689
X2	3.907	0.726

X1: Experiment Class

X2: Control Class

The table showed the end result of the standard deviation calculation of X1 was 3.838 and the result of the standard error mean calculation was 0.089. The answer to the standard deviation calculation of X2 was 3.907 and the result of the standard error mean calculation was 0.726.

Then, the researcher considered the standard error of the differences

mean between X1 and X2 as follows:

$$SE_{M1} - SE_{M2} = \sqrt{SE_{M1}}^2 + \sqrt{SE_{M2}}^2$$

$$= \sqrt{0.689}^2 + \sqrt{0.726}^2$$

$$= \sqrt{0.474721 + 0.527076}$$

$$= \sqrt{1.001797}$$

$$= 1.000898$$

$SE_{M1} - SE_{M2} = 1.000898$

The estimate above showed the standard error of the difference

means between X1 and X2 was 0.1000898. Then, it's inserted into

the formula to get the value of $\mathbf{T_{observed}}$ as follows:

$$T_o = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

$$= \frac{74.00 - 58.86}{1.000898}$$

$$= \frac{15.14}{1.000898}$$

$$= 15.126$$

$$= 15.13$$

If t-test ($t_{observed}$) $\geq$ t-$_{table,}$ Ha was accepted and Ho was rejected.

If t-test ($t_{observed}$) $\leq$ t -$_{table,}$ Ha was rejected and Ho was accepted.

Then, the degree of freedom (df) accounted with the formula:

df $= (N_1 + N_2) - 2$

$= (31 + 29) - 2$

$= 60 - 2$

df $= 58$

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.14 The Result of t-test Manual Calculation

Variable	$t_{observed}$	t_{table}		df
		5%	1%	
X_1-X_2	15.13	2.00	2.66	58

Where :

X1   : Experiment Class

X2   : Control Class

T$_{observed}$: The calculated value

T$_{tabel}$: The distribution of t value

Df∕db   : Degree of freedom

Based on the result of the hypothesis test calculation. It was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level of significance in 5% or $t_{observed} > t_{table}$ (15.13 > 2.00). It meant Ha was accepted and Ho is rejected.

It could be interpreted based on the result of calculations that Ha state that there was a significant effect of one-day one paragraph online writing on vocabulary size at The Second Semester of English Study Program of IAIN Palangka Raya, and

Ho stating that there was no significant effect of one-day one

paragraph online writing on vocabulary size at The Second

Semester of English Study Program of IAIN Palangka Raya. It
meant that teaching Vocabulary by using one-day one paragraph on
the blog has an effect on students' vocabulary size.

b. Hypothesis Test Using SPSS 20

The result of t-test using SPSS 20 was used to support the

manual calculation of the t-test. It could be seen as follows:

Table 4. 15 Standard Deviation and Standard Error of

Experiment and Control Class Using SPSS 20

Group Statistic

Score of Post Test	Group	N	Mean Statistic	Std. Error	Std. Deviation Statistic
	Experiment	31	74.00	.689	3.838
	Control	29	58.86	.726	3.907

The table showed the result of the standard deviation

calculation of X1 was 3.838 and the outcome the standard error of

mean calculation was 0.689. The result of standard deviation

calculation X2 was 3.907 and the result of the standard error of the

mean was 0.726.

Table 4. 16 The Result of t-test Using SPSS 20

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score of Post Test	Equal ariances ssume	.05 4	.817	15.1 3	58	.00 0	15.1379 3	1.0002 4	13.1357 4	17.1401 3
	Equal variances not assumed			15.1 2	57. 578	.00 0	15.1379 3	1.0008 4	13.1342 2	17.1416 4

The table showed the result of the t-test calculation using SPSS 20. The analyzed independent sample t-test. It found that the value of sig (two-tailed) was 0.000 < 0.05. Since the result of the post-test experimental and control class had different scores of variance. The result of the mean differences between the experiment and the control class was 15.13793. Based on the descriptive value, it is evident that the experiment group using one-day one paragraph online writing on vocabulary size score higher than the control group by using the daily journal.

3.   Interpretation of The Result

To exam the truth of the false or null hypothesis stating that the students trained vocabulary size by using one-day one

paragraph writing on the blog, the result of sig (two-tailed) was lower than 0.05 or 0.000 < 0.05, so Ha was accepted and Ho was rejected. The result of the t-test was interpreted as the result of degree freedom to get the t_{table}. The result of the degree freedom (df) was 58, it found from the total number of the students in both groups minus 2. The following table was the result of $t_{observed}$ and t_{table} from df at a 5% level.

Variable	$t_{observed}$	t_{table}		df
		5%	**1%**	
X_1-X_2	15.13	2.00	2.66	58

The result of the t-test used SPSS 20, it was found the $t_{observed}$ greater than t_{table} at 5% significance level or 15.13 > 2.00. It meant that Ha was accepted and Ho was rejected. The value of the mean of the experimental class was 74.00 higher than the value of the mean of the control class 58.86. So, the scoring experiment was greater than the score of the control class. It could be interpreted based on the result of a calculation that Ha is stating that there was a significant effect of one-day one paragraph online writing on vocabulary size of the Second Semester of English Education at IAIN Palangka Raya, and Ho stating that there was no significant effect of one-day one paragraph online writing on vocabulary size of the Second Semester of English Education at IAIN Palangka Raya. It meant that teaching Vocabulary by using one-day one paragraph on the blog has an effect on students' vocabulary size.

C. Discussion

The result of the study showed that there was an effect of using oneday one paragraph online writing toward students' vocabulary size of the second semester of the English Department at IAIN Palangka Raya. It can be seen

from the mean score between the pre-test (55.06) and post-test (74.00) of the experimental class representatives the students' score enhance after the treatment.

In the teaching and learning process, trained vocabulary by using oneday one paragraph online writing on the blog by the researcher to teach the students. The result showed that students had increased in vocabulary size. The enhancement can be seen by the means of the pre-test and post-test scores of the experimental class.

Table 4. 17 Pre-test and Post-test Score of Experiment Class

No	Name	Score			
		Pre-Test	Category	Post-Test	Category
1	Fitri Nuhayati	54	Poor	75	High
2	Vero Riana	58	Poor	71	High
3	Vera Santika	50	Poor	80	Very High
4	Alwafa Amrullah	55	Poor	70	High
5	Nur Ladya Anom R	56	Poor	85	Very High
6	Lisa	54	Poor	72	High
7	M. Irsyad Airlangga	51	Poor	72	High
8	Fitria Ningsih	42	Very Poor	76	High
9	Rahmi Amalia	56	Poor	80	Very High
10	Usup Kurmawan	68	Fair	75	High
11	Umi Mujiarni	70	Good	70	High
12	Sri Nuryana Sari	53	Poor	70	High
13	Ratna D Hanifah	54	Poor	73	High
14	Fransiska D Risnanda	52	Poor	72	High
15	Nor Sakinah	48	Very Poor	75	High
16	Nadia Emila	60	Fair	70	High
17	Nur Pebiy Rianti	60	Fair	73	High
18	Selvia Widiarti	51	Pair	70	High
19	Hamdanah	55	Pair	76	High

20	Rina Khafizah	54	Pair	70	High
21	Latifah Nur Indah S	58	Pair	72	High
22	M. Qozali Wahid	50	Pair	70	High
23	Fina Fatika N Sari	55	Pair	74	High
24	Dendy Pratama R	56	Pair	80	Very High
25	Yana	50	Pair	80	Very High
26	Zahra Husnul K	48	Poor	76	High
27	Aulia Rahmi	60	Pair	77	High
28	Isyaturrodiyah H	60	Pair	74	High
29	Septia Dwi Sapitri	56	Pair	71	High
30	Rahma Nur Jannah	57	Pair	72	High
31	Eliyana	56	Pair	73	High
Total Score		**1 707**		**2294**	
Average		**5 5.06**		**74.00**	
Lowest Score		**42**		**70**	
Highest Score		**70**		**85**	

Students often lack adequate vocabulary and writing skills considered necessary in the writing process, making it difficult to create understandable texts that can be understood. On the other hand, the used of different teaching methods and the used of varied resources can help students' vocabulary size issued. Students, who are learning English, faced some difficulties due to various reasons such as lack of importance in learning the English language, the lack of knowledge in writing caused by an inadequate vocabulary size. As a result, the difficulties identified the lack of vocabulary because writing coursework that is less precise and accurate.

Using technology such as blog also advantage teachers in EFL context in a way that they could create teaching resources that suit particular local needed without solely relying on course book suggested by government or institution (Hess, 2001). However, integrating blogs in a foreign language classroom would not be successful unless students are willing to devote their

time to self-study by using computers and the internet. The opponents of blogging disagree that blogs are not applicable to students who live in inaccessible areas where the access to computers, printers, and the internet are limited (Mitchell, 2010). Other students that could be disadvantaged are those who are not very proficient in English. Instead of enjoying learning through blogging, their students could feel under pressure to use blogs by considering that their friend and other people would read their posts (Leki, 1992). This feeling could cause them to lack confidence to write in English or to be apprehensive of making mistakes.

On the other hand, this result is not sufficient to conclude that using a blog is ineffective. Rather, the teacher should seek for a solution to make blog useful learning tools and to diminish the students' feeling of writing. Moreover, teachers who meant to be incorporated blogging in their teachers need to be aware of their students' needs, teaching context, and learning goals in order to get the most benefits of using blogs in their teaching. Blogging seems to be very helpful to assist the students to get better their writing skills as long as teachers use it purposefully in the class.

For all these reasons the teacher must aim to use one-day one paragraph online writing on the blog in teaching and learning. It also investigated whether blogging enhances the students' writing abilities particularly vocabulary.

Related to the result was obtained by Samuel (1982), the study highlights the favorable effect of the process of writing on blogs to improve vocabulary. Lin et al. (2014) reported that blogs contributed to the students to improve their writing, vocabulary through instruction compared with penand-paper traditional. Researcher motivated students to learn English in a way to

stimulate students, thinking, effective, and active during the learning and teaching process.

So, the technology provided an occasion to help in teaching and learning vocabulary by using one-day one paragraph online writing on the blog with resources and a more intensive process. As a result, students have to improve media and strategy to maintain the progress of their vocabulary through one-day one paragraph writing on vocabulary size.

The data considered using the t-test formula. Manual calculated showed that the $t_{observed}$ was 15.13. The criteria of the test or if the observed > t-$_{table.}$ H_a was accepted H_o and rejected, it means that there was an effect of one-day one paragraph writing on the blog. Then, if $t_{observed}$ <t-$_{table}$ H_a was rejected and H_o was accepted and that meant there was no effect of one-day one paragraph writing on the blog. Then, to know t-$_{table}$, it used formula df = N + N - 2, and N = 31 and 29. So, df = 31 + 29 -2 = 58.

$T_{Observed}$ was consulted with t-$_{table}$ which df = 58. Significant standard was 5% = 2.00. So, after comparing the $t_{observed}$ with t-$_{table}$, it was found that the $t_{observed}$ was higher than the value of t-$_{table}$ at a 5% significance level or 15.13 > 2.00. From the result above, it can be seen that the $t_{observed}$ > t-$_{table}$ H_a was accepted and H_o and rejected.

Then, the data were considered using the t-test SPSS 20. It was found that the value of the t-test was higher than the t-$_{table}$ at a 1% level of significance, the t-test = 15.13 > t-table = 2.66. This result indicated that the alternative hypothesis confirmed that there was a statistically significant difference in the total pre-test and post-test between students who learn through one-day using one-day one paragraph online writing toward students'

vocabulary size and daily journal of the second semester of English Department at IAIN Palangka Raya was accepted. On the other hand, the null hypothesis stated that there was no statistically significant difference in total pre- and post-tests between students who learn during one-day one paragraph by using daily journal of the second semester of The English Department at

IAIN Palangka Raya was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the conclusion and suggestion about the result of study. The conclusion of the study was the reply to the problem of the study as stated in Chapter I which the finding was based on the result of data analysis. The suggestion was expected to make better enhancement and motivated students, teachers and other researchers associated with the teaching vocabulary by using one-day one paragraph online writing on the blog.

A. Conclusion

The problem of the research as stated in chapter I "Is there any significant effect of using one-day one paragraph online writing on vocabulary size of the second semester of English Department at IAIN Palangka Raya?".

After getting the data from pre-test and post-test, the researcher analyzed the data by using SPSS 20 program, to test the hypothesis stated based on the result of analysis, it was found that the value of t_{test} = 15.13, with t_{table} 2.00 at the 5 % level of significance and t_{table} 2.66 at the 1 % level of significance with degrees of freedom =58. It showed that the t_{test} was higher than the t_{table}. The result of testing hypothesis determined that the Alternative Hypothesis (Ha), stating that there was significant effect of using one-day one paragraph online writing on blog toward the students' vocabulary of the second semester of English Department at IAIN Palangka Raya was accepted

and the Null Hypothesis (Ho) stating that there was no significant effect of using one-day one paragraph online writing on blog toward the students' vocabulary size of the second semester of English Department at IAIN Palangka Raya was rejected. It meant that there was a significant effect of using one-day one paragraph online writing on blog toward the students' vocabulary size of the second semester of English Department at IAIN

Palangka Raya

B. Suggestions

In line with the conclusion, it would like the purpose some suggestion for the students, the teachers and the researchers as follows:

1. **For The Students**

One-day one paragraph writing online on a blog is an of effective and useful technique for rising and improving students' vocabulary size. The use one-day one paragraph online writing on the blog in teaching, learning English vocabulary can enhance the students' understanding about new vocabulary, and reduce the boring teaching-learning practice particularly in teaching vocabulary.

2. **For English Teacher**

It gives a contribution to the English teachers about the importance of media in support teaching-learning process, in particular vocabulary. The use of one-day one paragraph online writing on a blog gave effect to the students' score in English vocabulary of the second semester of

English Department at IAIN Palangka Raya. It is suggested to the teacher to apply one-day one paragraph online writing on a blog to create teaching-learning process can be motivate the students to master English vocabulary. The teacher should give interest to the students' level, problems in English learning, and student' strategy in English learning so that the teachers' competent to apply the greatest approach in teaching learning motion.

3. **For Future Research**

In this thesis, the researcher realized the aim of the study was very simple. There are still many weaknesses that could be seen. The other researcher can get the better of this study with improved design and different things in order to support the result found. In additional, the other researcher can apply this study as the references for conducting there do research.

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