

# PROMOTING EFL STUDENTS' ABILITIES IN WRITING DEFINITION PARAGRAPH THROUGH BLOGGING ACTIVITIES

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## ABSTRACT

*This study is aimed at developing blogging activities to promote EFL students' writing abilities in producing definition paragraph. The classroom action research was conducted in cyclic activities—planning, implementing, observing, and reflecting on the data gained from the instructional process—which runs into two cycles, each of which covers three meetings. The subjects were 18 Indonesian second-year undergraduate EFL students who enrolled in writing class. Writing tasks of definition paragraphs, observing writing process through blogging activities, close-ended questionnaire, and interview were used for the data collection. The results revealed that the implementation of blogging activities can promote the students' abilities in writing definition paragraph. It is indicated by the enhancement of the percentage of the students (75%) achieving the score greater than or equal to 80 and of the percentage of their involvement in writing process during blogging activities in Cycle I and II. The enhancement of the students' writing abilities can be reached; however, it should follow the appropriate teaching procedures of blogging activities development in EFL writing class.*

**Keywords:** *writing ability, blogging activities, definition paragraph, EFL students*

## INTRODUCTION

In recent writing class, based on the personal experience of the writing teaching for English as a foreign language (EFL) students of the university in Indonesia, the fact that the students were still encountered with the problems to write. The trend problem was that the student writers were not motivated to communicate or reflect their ideas on their writing classroom. As a result, they did not have good abilities to write in English. When the students were assigned to write, to define something familiar surrounding them in the form of a paragraph, their writing products were considered as insufficient results. Majority of the students (55.56% or 10 students of the class) got scores 60-69; it was categorized in level C (fairly) based on the scoring system at the university. Only 11.11% or 2 students of the class got scores 80-100 categorized in level A (very good), and the rest of the students (33.33% or 6 students of the class) got scores 70-79 categorized in level B (good). Therefore, in writing classroom there should be a way to let the students exchange their ideas and respond to writings each other. Also, English teachers should try to use the teaching medium that contains aspects of pedagogy, social interaction, and technology use (As'ad, 2010:175). As Harmer (2007:113) suggests that it is encouraged to build the students' writing habit. Many students either think or say that they cannot, or do not want to write. This may be because of their lack of confidence.

Regarding the trend problem encountered by the students in writing classroom, in the present study it was an attempt to overcome the problem focusing on how the students get motivated to communicate, exchange, or reflect their ideas, and respond to writings each other interactively so that they have better writing abilities. To do so, it was proposed blogging activities that were implemented in the writing teaching to be interactive activities.

Some reasons for proposing the strategy in the current study because English language teaching and learning is now getting better through several activities using technology tools including the use of social media. Among social media used, weblogs or blogs have now become an increasingly popular form of communication for teenagers and young adults, making it a potentially useful medium for the teaching of the English language (Jun, 2012). Besides, in the teaching of writing activities, blogging activities seem to be an effective tool to teach writing in English to improve students' writing and keep them motivated (Said et al., 2013:95). In addition, blogging activity is such an effective way teachers find and apply to enhance the student's ability in writing class. As suggested by Kitchakarn (2013:1), in order to improve

students' writing skill, English writing teachers have to find the suitable, effective, and innovative approaches or activities.

Other reasons are that web blog is medium for writing which can help students to write and collect the information through a web browser (Tandukklagi et al, 2015). Also, it is believed that blogging activities with the appropriate procedure design seems to be applicable in the writing classroom, particularly with the emphasis on encouraging the students to communicate by sharing their ideas or giving feedback for the writing development (Mynard, 2007). Finally, it could hopefully overcome the students' problems in writing classroom so that it could promote their abilities in writing definition paragraph.

According to As'ad (2010:175), 'Blogging' refers to the activities to write in a blog. Blogging activity means the writing activity in an internet application in which the drafts or the product of writings can be accessed by everyone whom has internet connection and blog of her/his own. There are three types of blog for the language classes – tutor blog, class blog, and learner blog (Kusumawardhani, 2014:486). In this study, it was used tutor blog or lecturer blog and learner or student blog as well.

Blogging activity is one of the effective ways to share ideas when writing. According to Kitchakarn (2013:3), student writers can be motivated to write more in both academic and non academic. They can write and give comment on their friends' writing through blogging activity. In this activity they can discuss and share their interests, their likes, and individual differences. Students can get feedback from other audiences through blogging; they also have an opportunity to get information in which they are interested and write things they really want to. Moreover, it can improve students' writing abilities by integrating blogs in writing classes.

The use of blogs with special features in EFL writing class gives benefits as shown by some studies. A research was conducted by Blackstone, et al. (2007) believed that by blogging activity the student as peer review partners can help their peers edit the writings before being uploaded. It facilitated greater learner interaction and reflection on skill development. Leslie & Murphy (2008) explored post-secondary students' purposes for blogging with the particular attention to the social and instructional purposes. The findings revealed that the primary use of blogging in English as a second language was for social rather than instructional purposes.

Sousa & Soares (2009) researched on developing writing abilities through the use of blogs. It investigated a view on the potential of digital writing as a pedagogical tool for the development of discursive skills, contributing to linguistic analysis practices in the classroom. Next, a study by Fauzan in 2009 (as cited by Kusumawardhani, 2014:485) showed that blogging strategy in writing class could improve students' writing abilities in developing descriptive essay. Blogs can be powerful and useful if the use is maximized to meet teachers' and students' needs.

Next, other studies investigated weblogs to teach students to write recount texts (As'ad, 2010; Kusumawardhani, 2014; Tandukklangi et al., 2015). Results showed that the use of weblogs in the teaching and learning process can motivate the students to write better, express their ideas through their blogs, and improve their writing abilities.

Lestari (2011) did a research on blogs for teaching writing. The findings indicated that by using class blog the students could be familiar with blogging and could make their writings which consist of their thoughts and feelings. Also, a case study was done by Jun (2012), it demonstrated how blogs can be used in the classroom to practice language skills and also build student confidence and independence. The findings revealed that the use of blogs have the ability to capitalize on the novelty factor to keep students not only interested in writing but also to practice and hone their language skills.

A survey of students' perception and attitude on blogging activities was carried out by Said et al. (2013). Result suggested that the participants have positive perceptions and attitude in using blog to improve writing abilities and they perceived that blogging activities was an effective way and gave motivation in the writing classroom. Further studies on blogging combined with peer feedback were done (Kitchakarn, 2013; Gomez & McDougald, 2013). The results showed that online peer feedback through blogging can contribute to the improvement of the students' writing abilities (Kitchakarn, 2013) and act as boosting factors to enhance or maintain levels of coherence in text through the shaping of the students' cognition and affection (Gomez & McDougald, 2013).

The last study was conducted by Luik & Taimalu (2016) investigated the actors of participants and blogs that predict blogging activeness during teaching practice and induction year. The results showed that the most influential positive factors predicting participant activeness on the blog were strength of social relationship between the participants and the pleasant and supportive atmosphere in the blog so that students can feel blogging is suitable.

However, despite the development body of the study on blogging activities and its positive impacts in ESL/EFL writing setting, more research is needed on the implementation of blogging activities in Indonesian EFL writing classroom. Therefore, it is very much necessary to conduct a study to promote EFL students' abilities in writing definition paragraph through blogging activities. The study explores the design of blogging activities for teaching writing so that it can be implemented in writing class to be interactive activities. The study then addresses the following question, "How can blogging activities be developed to promote EFL students' writing abilities in producing definition paragraph?"

This study more focuses on the working of blogging groups within the class. As suggested by Blackstone, et al. (2007:8), to have assigning certain students to respond to others' posts, a teacher can use 'blogging groups' within the class. A blogging group might consist of any number of students, but since the purpose is to narrow the field of potential peer respondents/commentators to a specific manageable group, it is best limited to no more than six members.

The type of writing used in this study was limited to definition paragraph writing as offered in the course syllabus. Writing definition paragraph is very essential for students. They surely need writing ability of how to explain a strange word, the word that other people have heard but they do not understand, or to face the test that asking the students to define abstract terms (Oshima & Hogue, 2007:126). In academic writing, definition is normally needed in two situations; in introduction it is to clarify a word or phrase in the title, and more generally it is to explain a word or phrase that may be either very technical (and so not in normal dictionaries), or very recent, or with no widely agreed meanings (Bailey, 2003:60). Hence, it should provide them with an experience of writing definition paragraph.

The stages of writing process were applied in this study since blogging activities is such kind of the strategy that should be implemented in the process of writing. Meanwhile, regarding the assessment of the writing product, it focused on the writing components—content, organization, coherence, language use, format, and mechanics (Oshima & Hogue, 2007:196). Those aspects are paramount importance to assess since they can establish the quality of the definition paragraph writing.

The findings of this study were expected to have both theoretical and practical contributions. It is expected to support the theory of blogging activities in writing classroom to promote EFL students' writing abilities. In addition, by using blogs it benefits the students greatly for their writing ability improvement, and teachers benefit from blogging activity as an alternative strategy to teaching writing with the great challenges.

## **METHOD**

The research design applied in this study was a classroom action research which was conducted in cyclic activities (Kemmis & McTaggart, 1992) – planning, implementing, observing and reflecting on the data gained from the instructional process—which run into two cycles, each of which covers three meetings as shown in the research schedule in Table 1. The subjects of the study were 18 Indonesian second year undergraduate EFL students, the English Department students of State Islamic Institute of Palangka Raya in Kalimantan Indonesia, who enrolled in writing class.

In implementing the action, it was based on the planning of developing blogging activities that was well-prepared. It included the procedures of implementing blogging activities in teaching writing, the lesson plans, the design of research instruments, and the criteria of success. To obtain the data of the students' writing abilities, the writing tasks were given. The students were assigned to write definition paragraphs. The topics of the writing tasks in blogging activities were selected for the appropriateness in terms of the course syllabus of Writing II and students' interest, it was about the strange words—it was to define foods, vegetable, dish, dance, or custom in areas of Central Kalimantan as shown in Table 1.

Table 1. Research Schedule

Meetings/ Weeks	Cycles	Blogging Activities	Mode of Learning	Topics
1 (The 10 <sup>th</sup> week)	I	Training on blogging activities (modeling):	<i>Face-to-Face</i>	Writing a definition
		- Group work on blogging	<i>Online/Blog</i>	paragraph
		- Commenting on peer's work	<i>Online/Blog</i>	(to define the
		- Revising and posting final product	<i>Online/Blog</i>	<i>special/local foods</i> <i>in areas of Central</i>
2 (The 11 <sup>th</sup> week)		Brainstorming using questioning	<i>Face-to-Face</i>	<i>Kalimantan)</i>
		Outlining and drafting	<i>Online/Blog</i>	
	Commenting on peer's work	<i>Online/Blog</i>		
3 (The 12 <sup>th</sup> week)		Revising and editing	<i>Face-to-Face</i>	
		Posting and printing final product	<i>Online/Blog</i>	
1 (The 14 <sup>th</sup> week)	II	Brainstorming using questioning	<i>Face-to-Face</i>	Writing a definition
		Outlining and drafting	<i>Online/Blog</i>	paragraph
		Commenting on peer's work	<i>Online/Blog</i>	(to define the
		Revising and editing	<i>Face-to-Face</i>	<i>special dish,</i>
2 (The 15 <sup>th</sup> week)		Posting and printing final product	<i>Online/Blog</i>	<i>dance or custom</i> <i>in areas of Central</i>
		Discussing the product before the class (reflection)	<i>Face-to-Face</i>	<i>Kalimantan)</i>
3 (The 16 <sup>th</sup> week)				

The students' products of definition paragraph were analyzed and scored by utilizing the analytic scoring rubric for definition paragraph adapted from Oshima & Houge (2007:196). It was done by the researcher (Rater 1) and his collaborator (Rater 2) independently to avoid the subjectivity of the gained scores. It was conducted to know reliability of the test. In this study rater reliability (inter-rater reliability) was applied. Reliability of the test of writing ability test can be gained from two rows of score taken by two raters from the students' work (Djiwandono, 2008:186). Next, the proof of validity empirically was done by presenting the empiric evidence gained from the result of correlation computation of two rows of score taken by two raters. So the correlation of Pearson product-moment is used to find the correlation coefficient (Djiwandono, 2008:167).

Additionally, the data dealing with the students' involvement in the writing class through blogging activities gathered by using observation checklist were analyzed quantitatively based on the number of the scale checked in the observation checklist. The results of all the analyses, furthermore, were employed to decide whether the predetermined criteria of success met or not.

## FINDINGS

### Findings from Cycle I

#### *The Students' Achievement in Producing Definition Paragraph through Blogging Activities*

The findings show that the students' achievement in writing definition paragraph in Cycle I was not satisfactory yet. It was found that the percentage of the students achieving the score greater than or equal to 80 was only 61.11% (11 students of the class). This percentage was greater than those obtained from the writing tasks in Preliminary Study (11.11% or 2 students of the class). Based on those findings, it means that the students' achievement in writing definition paragraph in Cycle I enhanced enough but it did not meet the first criterion of success. It was stated that that the criterion was reached if  $\geq 75\%$  students of the class achieved the score greater than or equal to 80.

The unsatisfactory writing achievement happened since most of the students still could not produce a definition paragraph based on the paragraph structure. They still got the problem

how to construct the sentences to be a paragraph using adjective clause and appositives effectively. Also, the students got difficult when expressed the ideas to be organized to showing the definition of the strange words. As a result, the paragraphs they produced did not flow smoothly. Moreover, in blogging activities the students did not have a good conference to share ideas and to give feedback on their peers' works. Consequently, the paragraphs were not revised well since there was lack of useful feedback from their peers. The results of the paragraph assessment administrated showed that the students still made some mistakes in terms of writing components. In short, the implementation of blogging activities in the writing process had not maximized yet in this cycle.

### ***The Students' Involvement in Writing Class through Blogging Activities***

From the analysis on the data obtained through the observation checklist in Cycle I, the results show that the students' involvement in the writing class through blogging activities was categorized as *good*. It was found that the average percentage of the students doing the activities was 77.78% (14 students of the class were actively involved in the writing activities). Even though it was categorized as good, the result was still *fail* since it did not meet the second criterion of success. It was stated that the criterion was reached if the students' involvement during the implementation of blogging activities in the writing class was categorized as *very good* (85%-100% students of the class or 17-18 students did the activity).

The students' involvement in writing class through blogging activities had not maximized yet because during the instruction process in writing the definition of the special/local foods in areas of Central Kalimantan in Cycle I, the students encountered the trend problems. Majority of the students got problemshow to get involved in blogging activities initiated with brainstorming activities using questioning with the construction of sentences into paragraph using adjective clause and appositives effectively. Also, they were still difficult to comment on their peers' drafts since doing peer feedback had not implemented maximally yet.

### ***Revision on the Instructional Procedures of the Strategy***

Some modifications for the following action had made. It was focused on the instructional procedures of implementing the action in order to find the appropriate procedures of implementing blogging activities which were applicable in the writing class. *First*, the lecturer gave instruction more clearly. He wrote instruction in details and posted the instruction before the meeting. As a result, the students would get well-prepared in blogging activities. *Second*, the lecturer gave explanation more about the process of writing definition paragraph in blogging activities. It began with the brainstorming using questioning technique, outlining, writing first draft based on the outline and posting it, commenting on the peers' drafts, revising and editing, and posting the final product. It was hoped that they could easily do writing tasks through blogging activities with the systematic process of writing. *Third*, the lecturer provided detailed guidelines for conference through blogging activities. It was equipped with the guidelines that could be downloaded. When the students responded to the peers' works by giving comments or suggestions on their peer's writings, it was equipped with the guidelines for peer feedback that could be downloaded.

In addition, he gave more control by opening the students' websites when the students were doing the task through blogging activities in each stage. Next, for grouping, it was decided that the group members were judged by the lecturer. Each group should have members of those who had higher writing abilities as the score results gotten from the previous cycle. Finally, to make the students clear when doing the writing tasks through blogging activities, the lecturer gave review of understanding definition paragraph, and of using blog in the process of writing with appropriate model.

## **Findings from Cycle II**

### ***The Students' Achievement in Producing Definition Paragraph through Blogging Activities***

From the result of the writing task in Cycle II, it is concluded that the students' achievement showed slightly improvement in writing definition paragraph, focusing on defining the special dish, dance or custom in areas of Central Kalimantan. In this cycle, it was found that the percentage of the students achieving the score greater than or equal to 80 was 77.78%(14

students of the class). This percentage was greater than those obtained from Cycle I (61.11% or 11 students of the class). From these findings, it means that the students' achievement in writing definition paragraph in Cycle II slightly enhanced and it met the first criterion of success. It was stated that the criterion was reached if  $\geq 75\%$  students of the class achieved the score greater than or equal to 80.

In this cycle, the students' achievement in writing definition paragraph slightly enhanced; however, it was still found the certain types of mistakes made by the students in their writings. The number of the mistakes had begun reducing. It seemed that the students doing some mistakes were those who were categorized as the students of the lower of English. Most of the students' writings presented more details information of when defining strange words in form of definition paragraph. The paragraph was unified in which it was with clear and defined term with unique characteristics. Also, most of their paragraphs began with an effective topic sentence and contained supporting sentences that explained or proved the topic sentence, and ended with appropriate concluding sentences. The Sentences flow smoothly, supported by using appropriate transition signals and order of the definition paragraph, but their writings still contained some grammatical mistakes. Even though some students could not yet revise their inappropriate sentences, their writings had already improved. In the writing activities through blogging activities the students could express or expose their ideas dealing with writing definition paragraph. Their paragraphs were already understandable and readable.

### ***The Students' Involvement in Writing Class through Blogging Activities***

From the analysis on the data obtained through the observation checklist in Cycle II, it was found that the average percentage of the students doing the writing process in blogging activities was 94.44% (17 students of the class were actively involved in the writing activities). This result was greater than those gained from Cycle I (77.78% students or 14 students of the class). It means that the students' involvement in the writing activities was categorized as *very good* and it met the criterion of success. It was stated that the criterion was reached if the students' involvement during the implementation of blogging activities in the writing class was categorized as *very good* (85%-100% students of the class or 17-18 students did the activity).

## **DISCUSSIONS**

### **The Instructional Procedures in Teaching Writing through Blogging Activities**

From the results of the study on implementing blogging activities in the writing class, it proves that the implementation of blogging activities can promote the students' writing abilities in writing definition paragraph. Most of their writing abilities enhanced as shown in Figure 1. The writing instruction implemented in blogging activities was adapted from the teaching procedures implemented by Gomez & McDougald (2013). It was also modified with the process of writing suggested by Harmer (2007:113)—planning, drafting, reviewing, and editing—to be the appropriate teaching procedures of implementing blogging activities in the writing class.

In relation to the writing instruction, it was found that the process steps of implementing blogging activities in the process of writing definition paragraph can be described as follows. The lecturer prepared the lesson by giving materials of producing definition paragraph based on the materials taken from the book *Introduction to Academic Writing* (Oshima & Hogue, 2007:125). The material was about paragraph structure such as how to write topic sentence, supporting sentences, concluding sentence, and how to make unified and coherent paragraph. It was specified with the characteristics of definition paragraph. To get well-prepared in blogging activities, the lecturer surely instructed to have individual website or student website for each student. For those who did not have the website should make the website by learning each other and guided by the lecturer. Finally, to be ready in writing process through blogging activities, each student informed his/her website address to the lecturer to be linked to the lecturer's and peers' blogs.

In implementing blogging activities, first, the lecturer gave instruction by posting it in the lecturer's blog. The students were assigned to write a definition paragraph of their own specific topics of the general topic recommended by the lecturer; it was the strange word to be defined in form of definition paragraph.

Second, in face-to-face learning mode, the students were suggested to explore the ideas using brainstorming technique through questioning such as *What is it? How familiar of it is for the people? Why do you think it is so popular? And write a definition in your own words for it or write a sentence using adjective clause.* Asking the students to think first together through brainstorming activity before they are doing the writing task will be a main factor in the success of writing (Harmer, 2007:120).

Third, the lecturer asked the students to make an outline of the definition paragraph they were going to write. The outline they made should be based on the ideas they had gotten from brainstorming activity in the previous stage. It means that by outlining the ideas they would easily arrange the sentences to be a paragraph. The more detail the student writers include in the outline, the easier the writing process will be (Bailey, 2011:40).

Fourth, the lecturer got the students to write first draft of their definition paragraphs. The drafts written should refer to the outline they made. The students were suggested to construct the sentences to be a paragraph using adjective clause and appositives effectively. The ideas should be organized to show the definition in terms of – *who, what, when, where, how or why.* Also, the sentences they made should flow smoothly supported by using appropriate transition signals and order of the definition paragraph. Next, the drafts they made should be posted on their own blogs via link of their website addresses in the lecturer's blog.

Fifth, in online or blogging activities, the lecturer posted the detailed instruction in his blog. The students were assigned to have conference. The goal of conference was to share their ideas each other. They could exchange their ideas and respond to writings each other. Blogging activities led the students to engage in a community of writers that generated the need for communication and interaction (Quintero, 2008). In this stage, they should give feedback by giving comments or suggestions on their peers' drafts. Blogs have the potential to trigger participants' reflections on their own process by means of interaction through peer feedback (Robertson, 2011). To do so, each student joined in their own groups (group of three or four) that were grouped by the lecturer. The students should be available and consistently stay in their own groups. The members of the student group visited their peers' blogs through the link of their website addresses in the lecturer's blog. Following the activity, they should give feedback by writing comments or suggestions on their peer's works on the comment box. When they commented on their peers' works, they should use and follow the guidelines for peer feedback using blogging activities that could be downloaded from the lecturer's blog. It was as guidelines for the comments that should be on the track to have the useful feedback on their peers' works.

The next blogging activities were revising and editing activities. This activity was conducted in the classroom. The mode of learning was face-to-face. In this activity, the students were going to revise and edit the drafts of their definition paragraphs produced in preceding stage. The students should revise their drafts having been given feedback by their peers. All members of the group paid attention to the feedback on their works. They should surely respond to the feedback on the drafts available on the comment boxes on their blogs. They revised their own drafts based on the useful feedback given on the drafts. Then they edited their drafts to make their works had minimal mistakes on grammar and mechanics such as spelling and punctuation. By encouraging the students to implement the writing process such as plan, draft, revise and edit, it will help them to be better writers (Harmer, 2007:113).

Finally, the students were asked to write revised version or their final products of definition paragraph, and post it on their own blogs. In this activity, it means that the definition paragraphs produced by the students were published. Publishing activities focused on providing the students chances to share the final product with the other students. They were then asked to print out their final products to submit for discussing and scoring.

### **The Improvement of the Students' Writing Abilities after Blogging Activities**

Teaching writing using blogging activities with the appropriate instructional procedures can promote EFL students' abilities in writing definition paragraph. The improvement can be examined from the enhancement of the students' achievement in producing definition paragraph, and of their involvement in writing class during the implementation of the writing instruction through blogging activities.

The students' achievement in writing definition paragraph improved is shown from the enhancement of the percentage of the students achieving the score greater than or equal to 80 in Preliminary Study, Cycle I and II as shown in Figure 1.

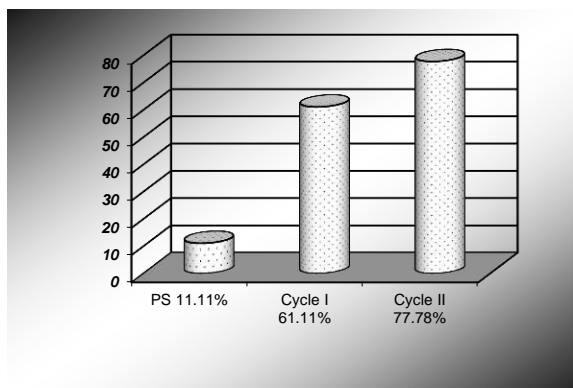


Figure 1. The Enhancement of the Percentage of the Students Achieving the Score  $\geq 80$

Figure 1 shows that the percentage of the students achieving the score greater than or equal to 80 in Preliminary Study was 11.11 (2 students of the class). It increased enough into 61.11% (11 students of the class) in Cycle I. Meanwhile, in Cycle II it enhanced into 77.78% (14 students of the class). This was a slight enhancement.

Dealing with the students' involvement in the writing activities through blogging activities, it is shown from the enhancement of the percentage of the students' involvement in the writing activities through blogging activities in every cycle. The enhancement of the students' involvement in the writing activities in Cycle I and II is shown in Figure 2.

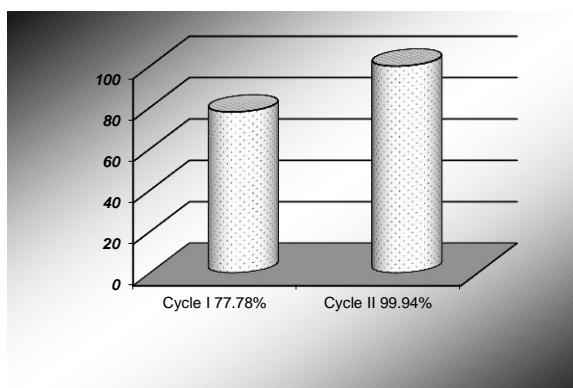


Figure 2. The Enhancement of the Students' Involvement in the writing Process through Blogging Activities

Figure 2 shows that the students implemented the activities seriously in Cycle I; about 77.78% students (14 students of the class) were involved in the writing activities. Meanwhile, in Cycle II majority of the students involved in the writing activities increased into 94.44% students (17 students of the class). It means that they were actively involved in the writing activities.

## CONCLUSION

The study implies that lecturers should consider how the blogging activities can promote EFL students' abilities, and adapt to the implementation of blogging activities for the writing instruction, particularly teaching writing definition paragraph.

The students' abilities in writing definition paragraph improves, however, it should follow the instructional procedures in the process of writing through blogging activities as follows: (1) prepare the lesson by teaching materials of definition paragraph writing, (2) guide students to get ready for blogging activities by having blogs, (3) post the detailed instruction in



the lecturer's blog for a task of writing definition paragraph, (4) lead students to plan writing by exploring ideas using brainstorming through questioning, (5) ask students to make an outline of the definition paragraph based on the generated ideas, (6) guide students to write a first draft of definition paragraph based on the outline made by constructing the sentences to be a paragraph using adjective clause and appositives effectively, (7) ask students to post the draft on the student's blog via link of their website addresses in the lecturer's blog, (8) assign students to have a conference to exchange ideas and respond to writings each other, (9) guide students to do peer feedback in a group of 3 or 4 by giving comments or suggestions on peers' drafts in the comment box using peer feedback guideline, (10) assign students to revise the draft based on the useful feedback, (11) ask students to edit the draft to minimize mistakes on grammar and mechanics, (12) assign students to write the revised version or final product of definition paragraph, and (13) ask students to post the writing product on the blogs to publish.

In this study, blogging activities were not purely implemented online using weblogs; rather, it was an activity combined with face-to-face learning mode integrated with writing instruction implementing the writing process approach and peer feedback. Therefore, it is recommended that this blogging activities should be implemented in writing class with other approaches such as task based learning, project based learning, etc., so as to increase students' motivation and their writing abilities in such kinds of paragraph or essay writing. From the success of the blogging activities in this study that can promote EFL students' abilities in writing definition paragraph, however, the results might give insight to the English writing lecturers and inspire them in using blogging activities with the appropriate teaching procedures in EFL writing class.

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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**  
**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

BOOK 2



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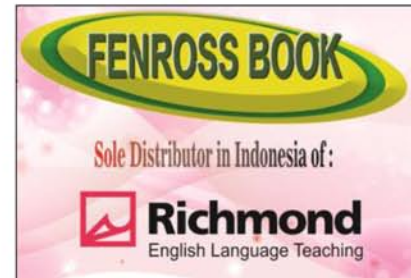


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## FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63<sup>rd</sup> TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond.*" Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

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