

# UCUENCA

## Universidad de Cuenca

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

### **The Effects of Using Blogs to Develop the Writing Skill in the EFL Classroom**


Trabajo de titulación previo a la  
obtención del título de Licenciado  
en Pedagogía del Idioma Inglés

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### Resumen

Desarrollar la competencia escrita parece ser un desafío para los estudiantes de inglés como lengua extranjera hoy en día en parte porque los docentes y estudiantes no han prestado especial atención a esta importante área de inglés durante el proceso de aprendizaje. Desafortunadamente, las metodologías tradicionales que se han venido usando en los últimos años no ayudan a los estudiantes en el proceso de escritura dando como resultado un bajo nivel de escritura por parte de los estudiantes. Por este motivo, esta síntesis de investigación tiene como objetivo analizar los efectos del uso de blogs en el desarrollo de la habilidad de escritura de los estudiantes de inglés como lengua extranjera. Para este propósito, se seleccionaron y analizaron 15 trabajos de investigación con enfoque cuantitativo, cualitativo, cuasi experimental y de método mixto para determinar si el impacto de la implementación de blogs en el aula es positivo o negativo para los estudiantes. Los hallazgos revelan que (1) el uso de blogs contribuye en gran medida el desarrollo de la habilidad de escritura y que (2) los estudiantes consideran que la implementación de blogs les ha ayudado a mejorar su escritura y que para seguir en su proceso de mejora de escritura elegirían seguir usando blogs debido a que es un recurso moderno que hace uso de recursos digitales.

*Palabras clave:* blogs educativos, técnicas de enseñanza, desarrollo de la escritura, enseñanza del inglés



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### Abstract

Developing written proficiency seems to be a challenge for students of English as a foreign language today in part because teachers and students have not paid special attention to this important area of English during the learning process. Unfortunately, the traditional methodologies that have been used in recent years do not help students in the writing process, resulting in a low level of writing by students. For this reason, this research synthesis aims to analyze the effects of the use of blogs on the development of the writing ability of students of English as a foreign language. For this purpose, 15 research papers with a quantitative, qualitative, quasi-experimental and mixed method approach were selected and analyzed to determine if the impact of the implementation of blogs in the classroom is positive or negative for students. The findings reveal that (1) the use of blogs greatly contributes to the development of the Writing skill and that (2) students consider that the implementation of blogs has helped them to improve their writing, and to continue enhancing their Writing skill, they would choose to continue using blogs because it is a modern resource that makes use of digital resources.

*Keywords:* educational blogging, teaching techniques, writing development, english teaching



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## Introduction

Nowadays, numerous teaching methods and technological resources are used in classrooms to fulfill the English learning requirements. However, not all of them prove to be effective enough in helping students acquire all aspects of the language. As a result, blogs can serve as a suitable resource to address specific areas of the English language that have been neglected and are crucial for learners to become proficient. While various digital resources can contribute to the overall improvement of the Writing skill, it is crucial to give particular attention to the impact that blogs can have on EFL students in their pursuit for effective communication. Consequently, this research study analyzes the effects of using blogs in developing the Writing skill of EFL learners.

The report of this study encompasses the following chapters:

**Chapter I:** This chapter provides a detailed description of the background, problem statement, and rationale for the research study. Likewise, the research questions and objectives that the study intends to fulfill are presented.

**Chapter II:** This chapter includes the theoretical framework focusing on the theories and necessary concepts that guide and support the research study. In addition, this chapter encompasses the literature review of fifteen academic journal articles evaluated to answer the research question of the research project.

**Chapter III:** The methodology used by the research synthesis is described in this chapter. Furthermore, this chapter enclose the analysis by making use of tables of the academic journal articles selected to carry out the research study.

**Chapter IV:** The section of conclusions and recommendations of the research work is detailed in this chapter.

## CHAPTER I: DESCRIPTION OF THE RESEARCH

### Background

According to Garcia and Rojas (2012) blogs are conceived as an example of an online resource that allows students to exchange language in a natural way and enhance language skills such as Writing.

According to Linuwih and Winardi (2020) the materials and methods used and applied do not take into consideration the students' necessities. The well-known theorist Vygotsky (1978) states that the learning process occurs more accurately when there is cooperation among peers, resulting in communication and therefore improving the language. Since blogs are cooperative-based learning techniques, they are effective in maximizing students' writing performance. Conventional teaching methods are ineffective for helping students develop the Writing skill (Linuwih & Winardi, 2020)

For some years now, many technological resources have been used to promote and help learners to enhance language acquisition, such as blogs. In the field of new technologies, blogs have emerged as a help to keep students working outside the classrooms (Garcia & Rojas, 2012). In addition, according to Özdemir and Aydin (2015), blogs help collaborative learning in classrooms, so that students respect each other's thoughts and contribute to create a friendly environment.

Based on the analysis of their study case, Akdağ and Özkan (2017) conclude that the implementation of blogs contributes to enhance the students' Writing skill and encourages autonomous writing. In addition, Yousefifard and Fathi (2021) mention that the use of blogs in EFL writing instruction helps participants to project a more ideal image of themselves as more competent writers in the future.

Furthermore, in their study, Yousefifard and Fathi (2021) found that students are pleased to improve their Writing skill by using blogs over the traditional method. According to Sun (2010) blogging, if well used, can help develop the students' Writing skill, increase their motivation, and stimulate learner autonomy. Additionally, Fithriani et al. (2019) mention that students feel that consistently posting to and commenting on blogs helps them develop their Writing skill and awareness of writing for audience.

### Problem Statement

Despite the fact that all skills are equally important with regard to communication, learners need to develop their communicative skills to express their thoughts and ideas. Durga and Rao (2018) state that writing is necessary to share ideas in an easy and lucid manner and that learners need to have a robust Writing skill to be proficient both academically and professionally. In addition, Afrin (2016) mentions that writing is the most employed skill to assess student's performance in almost all educational levels.



When acquiring the English language, students face difficulties with the development of the Writing skill. Alisha et al. (2019) mention that students struggle in their writing process because of their lack of vocabulary and grammar competencies. Learners face problems when generating ideas and get confused when sharing them accurately. In addition, Okasha and Hamdi (2014) state that the writing process demands the acquisition of subskills, rules and conventions. So, learners should not only know these writing components but also know how to use them appropriately.

Similarly, Marzulina et al. (2022) mention that teachers have difficulties at the moment of choosing the appropriate activities to keep their students engaged while having them aware of what they are expected to learn and why. As a consequence, ICTs have been considered as important supporting resources to the teaching and learning process. Sabiri (2020) declares that ICTs makes the lessons more engaging and that these tools can be adjusted according to the pace and needs of the students.

Among all existent ICTs, blogs have been used in order to develop and enhance the Writing skill. According to Alsamadani (2018) blogs give students the opportunity to express their written ideas online. In addition, Fithriani et al. (2019) mention that students prefer blogs because they have the opportunity to write for real audience.

As it could be seen previously, there are two variables that being worked together, can help acquire a language, the issue the Writing skill faces nowadays and the role technology can play when dealing with languages. Therefore, this research synthesis intends to analyze the impact of the implementation of blogs in the development of the Writing skill.

## **Rationale**

A research synthesis enables the presentation of the most pertinent material on the topic being studied by assessing various academic journal articles (Wolgemuth et al., 2017). Therefore, this study will analyze the impact of using blogs to enhance the Writing skill with EFL learners. Thus, it is necessary to run a compilation of the most relevant research, regarding the influence of implementing blogs on the improvement of the Writing skill, to determine its impact when incorporating it in the EFL classroom.

Consequently, this research is important as it could lead to an applicable resource to be implemented in class since communication is transmitted more through writing than any other type of means (Durga & Rao, 2018). In addition, writing has more relevance nowadays because more communication is performed in writing due to technological advances and the widespread use of social media (Kessler, 2018).

Unfortunately, the lack of implementation of ICTs to enhance students' writing competencies has caused learners to face difficulties with their writing assignments since they do not use

modern methods to improve this skill. Adas and Bakir (2013) point out that traditional methods lead to passive and boring classroom activities.

Selecting the most effective resource to promote the development of language skills is a challenge due to the wide variety of available resources. For this reason, this research synthesis focuses on the use of blogs in the enhancement of the Writing skill. It also centers on reporting the impact of using blogs to enhance the Writing skill, which appears to be paramount due the relevance that is has when acquiring a language.

Finally, this research will be beneficial for teachers as it will provide them with a tool that in time will help them engage students in promoting their writing in a more didactical way.

### **Research Question**

1. What is the impact blogs have on the development of the Writing skill in EFL learners?

### **Objectives**

#### **General objective**

To determine the impact of using blogs on the development of EFL learners' Writing skill.

#### **Specific objectives**

To explore the advantages and disadvantages of using blogs to improve the Writing skill.

To analyze how blogs are implemented in developing the Writing skill.

## CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

### Theoretical Framework

#### Introduction

This section presents essential theories and concepts related to the use of blogs to develop the Writing skill of EFL learners. The Social Constructivism Theory is addressed in order to understand how learning is achieved and how the implementation of blogs is related and supported. Additionally, Cooperative Learning Theory which is closely related to Social Constructivism, will be covered. Moreover, the definition of blogs, English language skills and the Writing skill will be detailed.

#### Social Constructivism

The Russian psychologist Lev Semionovich Vygotsky (1978) looks at learning from a social constructivism perspective. Vygotsky believes that when an individual interact with people who know more, like parents and teachers, it helps one's thinking and understanding grow. According to his theory, we can better understand someone's abilities by looking at two aspects of their development together. Vygotsky talks about two stages of learning. The first stage is what someone can do on their own, which shows their current level of development. The second stage is what someone can do with help from someone more capable, which shows their potential level of development.

In this context, the use of blogs in the learning and teaching process fits well because blogs provide a social space where people can share and learn from each other. Using blogs requires students and teachers to interact with each other. Learners can receive feedback from their peers, other bloggers, and their teachers. This feedback helps them build and strengthen their knowledge or even change their existing knowledge. To encourage students to actively create and understand concepts, teachers can encourage them to have critical discussions using their language skills (Kalina & Powell, 2009).

#### Cooperative Learning

Cooperative learning is an instructional approach that emphasizes the use of cooperative activities involving pairs and small groups of learners in the classroom (Richards & Rodgers, 2010). Cooperative learning is regarded as a learner-centered method, where students assist one another in groups to achieve a common learning objective. It employs various learning activities to enhance students' comprehension of a subject, with each group member being responsible for their individual learning and contributing to the learning of their teammates (Richards & Rodgers, 2010).

Several principles are associated with cooperative learning. Heterogeneous grouping, for instance, involves forming groups with diverse characteristics, such as sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence (Jacobs et al., 2002).

Collaborative skills also play a crucial role, as students need to develop the necessary abilities and language to effectively collaborate with others, often through explicit instruction (Richards & Rodgers, 2010). Moreover, group autonomy encourages students to seek resources within their group rather than relying solely on the teacher. This principle fosters trust in peer interaction and allows students to take responsibility for problem-solving and learning collectively (Richards & Rodgers, 2010). Simultaneous interaction is another characteristic of cooperative learning, where students within a group engage in speaking and sharing ideas concurrently, promoting active participation (Richards & Rodgers, 2010). Finally, positive interdependence, which is the central principle of cooperative learning, focus on the belief that the success of one group member benefits the entire group, promoting a sense of shared responsibility and collaboration (Richards & Rodgers, 2010).

Cooperative learning theory, often associated with the work of the educational psychologist David W. Johnson (1996), emphasizes the importance of collaborative activities and group interactions in the learning process. The theory posits that when students work together in a cooperative environment, they can enhance their learning outcomes through the exchange of ideas, discussions, and peer support.

In the context of improving the writing skills of EFL learners through the use of blogs, the connection is clear. By incorporating blogs into the learning process, a shared space allows students to engage in a cooperative environment (Johnson, 1999). Students can write blog posts, comment on each other's work, and provide constructive feedback. This collaborative approach aligns with the principles of cooperative learning, as students actively engage with their peers to improve their writing skills. It fosters peer interaction, peer editing, and the sharing of knowledge and perspectives, all of which are fundamental aspects of cooperative learning.

### **Definition of Blog**

A blog, which stands for 'weblog', is a website where people can write and share their thoughts, experiences, and articles. It looks like a journal with posts organized in reverse order, and readers can leave comments under each post. Blogs have a mix of links, personal thoughts, and essays, making them great for showing expertise (Solomon & Schrum, 2010). Solomon and Schrum (2010) describe a blog as a website where writers share their opinions, experiences, and articles. Blogs often include videos, photos, charts, music, or audio recordings like podcasts to make them more interesting. Many people use blogs to express their ideas or write about interesting topics because it allows them to interact with readers from around the world. In education, blogging can be valuable for language learning because it provides a space for writing and social interaction. Initially, blogs were seen as new and untested possibilities. Godwin-Jones (2003), for instance, talks about the beginnings of blogs

on the web and their potential for personal journals or portfolios. Blogs seemed to support reflective learning and the development of a sense of ownership. Blogs are considered educational resources that benefit students over time because they provide a space for them to practice writing and communication skills. They also encourage students to demonstrate their ideas and learning while developing critical thinking. Teachers can use blogs to share tasks, assignments, resources, and important dates. Albaugh (2013) identifies three types of blogs used in classrooms.

*The tutor blog:* it is created by teachers to share information and limited to comments from students.

*The class blog:* it allows for interactive discussions among students and between students and teachers.

*The learner blog:* it requires students to create their own blog, giving them a personal space to share their interests and comment on classmates' blogs.

### **English Language Skills**

According to Harmer (1987), learning English involves four key skills: listening, writing, reading, and speaking. These skills can be grouped into two categories: receptive skills and productive skills. Receptive skills include reading and listening, where students receive information from videos, audios, texts, or songs. On the other hand, productive skills include writing and speaking, where students need to produce the language themselves. Engaging in writing activities helps students improve their critical thinking and practice proper punctuation, spelling, and grammar.

#### ***Writing skill***

According to Spratt et al. (2011), writing is a skill where students produce their own language instead of just receiving it. They communicate through written texts on paper or websites. Different types of texts, like essays, emails, letters, and stories, have specific characteristics such as structure, formality, and vocabulary choices. There are five important subskills for competent writing: organization, content, grammar, punctuation/spelling, and quality of expression. (Spratt et al., 2011)

Using technology can make the writing process easier and more enjoyable for students. Teachers need to know which tools to use and how to use them effectively. Blogs, wikis, and web services are examples of web 2.0 tools that can be used for teaching and learning. However, it's important for students to understand that using these tools is different from using them for entertainment. Teachers can guide students in using these tools to enhance their learning. Web 2.0 online tools are affordable and accessible on various devices, allowing students to use them anytime and anywhere (Solomon & Schrum, 2010).

Blogs, in particular, are platforms that promote teaching and learning of new ideas and opinions. It can be an effective tool for improving students' learning because it encourages interaction and critical thinking. Blogs enable learners to communicate directly with other students without limitations of time or location, making it a valuable strategy in language teaching. Through blogs, students can develop their Writing skill, access resources, and engage in real and social contexts (Arslan & Şahin-Kızıl, 2010).

### **Conclusion**

Relevant concepts have been detailed to support the study of the effects of using blogs to develop the Writing skill in the EFL classroom. First of all, the theory of social constructivism aims to explain the collaborative nature learning, making special emphasis of the construction of knowledge through the interaction with other individuals. Furthermore, cooperative learning states the implementation of activities where students can get involved in order to learn and support others. Therefore, blogs can be an excellent digital resource to practice and improve the Writing skill due to its collaborative nature of sharing and interacting with peers.

### **Literature Review**

#### **Introduction**

In this section, a review of the existing literature is carried out on the bibliographic contributions related to the implementation of blogs to enhance the Writing skill on EFL learners. This review is carried out in two sections. The first part encompasses studies about the linguistic performance of the learners involved in the studies related to the use of blogs on the development of the Writing skill and how they were implemented. The second section deals with students' perceptions regarding the use of blogs considering both positive aspects and drawbacks.

#### **The Effects of Using Blogs to Develop the Writing Skill**

First, in a research study conducted by Rahayu (2021), the focal point was to investigate the influence of collaborative writing combined with blog-based online learning on the writing proficiency of Indonesian English as a Foreign Language (EFL) learners. The study employed a quasi-experimental research design. The participant cohort consisted of 61 senior high school learners, who were categorized into two distinct groups: the experimental group and the control group. The treatment consisted of seven sessions, encompassing both pretest and posttest evaluations. The quantitative analysis of data involved the examination of scores derived from the writing pretest and posttest. The results revealed that the incorporation of writing with blog-based online learning yielded notable enhancement in the learners' writing skill. The assumption regarding the superior performance of the experimental group was substantiated by an examination of the attained scores. In the pretest phase, the control group achieved a score of 55.60, while the experimental group obtained a slightly higher score of

55.97. However, following the implementation of the posttest, students belonging to the experimental group outperformed their counterparts in the control group. Ultimately, the control group obtained a score of 70.05, whereas the experimental group achieved a revealingly higher score of 78.11.

Additionally, in a study conducted by Muslem et al. (2022), the primary objective was to investigate the impact of utilizing blogs to enhance the Writing skill of EFL learners. The research sample consisted of 40 third-year English students from the State Islamic University of Ar-Raniry. The study employed a quantitative research approach, employing pretest and posttest, along with a questionnaire administered to both the experimental and control groups. The participants were divided into two classes: an experimental class (N = 20) and a control class (N = 20). The experimental group utilized blogs as a means of instruction for writing, while the control group received conventional, in-class writing instruction. The findings of the study revealed that both groups demonstrated improvement in writing performance and ideal writing self-scores. However, the learners in the experimental group outperformed those in the control group. Specifically, the experimental group exhibited an initial average score of 71.53 in the pre-test, which significantly increased to a final average score of 80.32 in the posttest. In contrast, the control group obtained an initial average score of 73.3 in the pretest, which marginally increased to a final average score of 74.17. These results indicate that the implementation of blog-mediated instruction significantly contributed to enhance the writing performance. The authors underscored that these findings hold important implications for EFL writing research and pedagogy.

In addition, Yousefifard and Fathi (2021) carried out a study to investigate the impact of blog-mediated writing instruction on the development of the Writing skill among Iranian EFL learners. The study comprised a sample of 47 Iranian EFL learners from a private language institute, who were divided into two classes and randomly assigned to an experimental class (N = 24) and a control class (N = 23). The experimental class integrated blogs as a component of their writing instruction, while the control class received traditional in-class writing instruction. Both groups of participants underwent a pretest before the intervention and a posttest after it. In the pretest, the control group attained an overall score of 57.60, whereas the experimental group achieved a slightly lower score of 54.75. Upon completion of the study, the posttest revealed that the control group obtained a score of 67.78, while the experimental group demonstrated a higher score of 75.74. The results obtained at the end showed that blogs positively affected the performance in students who used the resource.

Moreover, Al-Jarf (2022), conducted an investigation in a Saudi Arabian EFL university to examine the impact of utilizing blogs focused on current global events on the enhancement of the Writing skill. The participants were divided into two groups, with one section comprising

the experimental group (46 students) and the other section forming the control group (47 students). The experimental group engaged in blogging activities pertaining to current global events, while the control group completed paper-and-pencil assignments. These blog and paper-and-pencil assignments were utilized as supplementary materials in conjunction with the in-class instruction that relied on the assigned textbook provided by the institution. Prior to the end of writing instruction, all students underwent a pretest. At the conclusion of the study, the final scores unveiled that participants in the experimental group displayed significantly superior writing proficiency when compared to the control group. Specifically, the average grade in the pretest for the control group was 10.76, whereas the experimental group achieved an average grade of 27.14. In the posttest, the control group attained an average grade of 68.62, while the experimental group demonstrated substantial improvement with a grade of 90.44. The utilization of blogging as a teaching resource proved to be effective in improving their Writing skill in the context of EFL education.

Furthermore, Zhou (2015) conducted an empirical investigation in order to assess the efficacy of employing blogs as a facilitative teaching resource in the process of writing with 81 university Chinese EFL students. The research instruments employed in this study encompassed a pretest, posttest, questionnaire, and interview. During this study, EFL writing instruction was delivered both inside and outside the classroom through the utilization of blogs. The participants were randomly assigned to either the experimental group (40 students) or the control group (41 students). The experimental group engaged with blogs as an integral component of their writing activities, while the control group followed a conventional writing course. After the study was finalized, the final scores revealed a marked disparity in writing proficiency between the experimental group and the control group. Specifically, in the pretest, the control group achieved an average grade of 68.32, whereas the experimental group attained an average grade of 67.94. In the posttest, the control group recorded an average grade of 70.96, while the experimental group demonstrated substantial improvement with an average grade of 75.18. These findings indicate that the incorporation of blogs significantly helped students to enhance their Writing skill.

In line with this, Febianti and Wahyuni (2019) conducted a study to investigate the difference in writing achievement among students before and after the implementation of blogs as a pedagogical medium. The study had 45 university EFL students who were divided into two groups, with the experimental group comprising 23 students and the control group consisting of 22 students. Data collection involved the utilization of a pre and a post test. The findings of the study demonstrated a significant difference in students' writing achievement before and after the integration of blogs as a resource to promote the development of the Writing skill. Subsequent to the conclusion of the study, the final scores disclosed that participants in the



experimental group exhibited considerably superior performance in their writing abilities in comparison to the control group. Specifically, in the pretest, the control group achieved an average grade of 63.59, while the experimental group attained an average grade of 65. In the posttest, the control group recorded an average grade of 66.22, whereas the experimental group displayed substantial improvement with an average grade of 76.73. Therefore, it can be concluded that the incorporation of blogs contributed positively to improve the writing performance of EFL students.

Moreover, a study done by Sütçü (2020) aimed to examine the impact of incorporating blogs into the context of academic writing and ascertain the attitudes of English as a foreign language (EFL) learners at the tertiary level. The research comprised a sample of 38 students enrolled in an English preparatory program at the university level. A quantitative research methodology was adopted, utilizing a pre and posttest design for both the experimental and control groups. The participants were divided into two classes, namely an experimental class consisting of 19 students and a control class comprising 19 students as well. The findings revealed a significant improvement in the achievement scores of students who utilized blogging as a tool for academic writing. Specifically, the experimental group displayed an initial mean score of 6.37 in the pretest, which subsequently increased to a final mean score of 16.47 in the posttest. Conversely, the control group attained an initial mean score of 6.58 in the pretest, which showed a subsequent increase to a final mean score of 12. These outcomes suggest that the integration of blogs in the EFL classroom helps to develop the writing performance.

In addition, Han (2023) conducted a study aiming to investigate the efficacy of blog-based writing instruction in improving the writing proficiency of Chinese English-as-a-Foreign Language (EFL) students. The participants of this research consisted of 49 Chinese EFL students who were randomly assigned to either the experimental group (26 students) or the control group (23 students). In the experimental group, students utilized blogs to post their writing assignments, while the control group received traditional instruction without the use of blogs or other technological devices. The study employed a quantitative research approach, employing pre and posttests to collect data. The findings indicated that although both groups demonstrated improvement in their Writing skill, the participants in the blog group exhibited superior performance compared to those in the control group, providing confirmation that blog-based instruction significantly enhanced the Writing skill of the EFL students. Specifically, the experimental group attained an initial average score of 56.11 in the pretest, which subsequently increased to a final average score of 76.46 in the posttest. On the other hand, the control group achieved an initial average score of 59.34 in the pretest, which increased to

a final average score of 68.91. These results show that the incorporation of blogs in the EFL classroom contributes to the enhancement of the writing performance.

### **Students' Perceptions Towards the Use of Blogs in the EFL Classroom**

First, Bal (2021) conducted a study to find out if the integration of Information and Communication Technology tools, specifically blogging platforms like Tumblr, Blogger, and WordPress could be beneficial in enhancing the Writing skill of novice learners. This research aimed to delve into the perspectives and preferences of English as a Foreign Language learners who engaged in an eight-week writing practice using blogs. A qualitative exploratory case study design was employed, involving 28 learners of the Yildiz Technical University, Turkey who were instructed to create their own WordPress blogs and produce weekly essays. The collected qualitative data underwent content analysis, where the coding process and identification of emerging themes took place. The findings of this study demonstrated notable positive transformations in learners' self-confidence, digital literacy, and writing habits. Additionally, participants exhibited a distinct preference towards blog-based activities, favoring them over conventional paper-based exercises.

In addition, Muhtia and Drajeti (2017) carried out a study which aimed to improve students' writing skill through incorporating blogging activity into an EFL writing course. The subjects of the study were 23 undergraduate nursing students of a public university in South Kalimantan Province, Indonesia. In this study, mixed methods were applied in action research that integrated qualitative and quantitative data. The qualitative data were collected using observations and interviews, while the quantitative data were from test scores. The work was developed through two cycles. The findings showed that there was an improvement in students' writing skill and students' perceptions towards blogging were positive.

Furthermore, a research work done by Mansouri (2017) delved into the utilization of weblogs as an authentic and stimulating educational resource for fostering the creative writing proficiency of Algerian EFL students. The study focused on investigate the efficacy of employing weblogs and examines the attitudes of students towards this digital platform. Employing a mixed-methods approach encompassing both quantitative and qualitative measures, the study employed a pre-questionnaire and interviews as research instruments. Throughout a span of two months, a group of 15 Algerian EFL students actively engaged in weblog composition, crafting narrative essays, facilitating peer feedback, and iteratively refining their written works based on the received input. Subsequently, post-questionnaires and interviews were administered to gauge students' perceptions. The outcomes of the study unequivocally evinced a constructive influence on students' aptitude for writing in English. The students' reception of blogging was notably favorable, primarily owing to its provision of an authentic and interactive milieu. Diverging from the conventional writing classrooms they

typically encountered, weblogs created an environment wherein students could freely share their reflections and experiences, while concurrently evaluating their own accomplishments. Significantly, students conveyed a lack of writing practice prior to blog usage, with their written expression being confined mostly to examination contexts. Furthermore, their initial reluctance to write in English underwent a remarkable transformation subsequent to their engagement with weblogs. This transformation can be attributed to the ample opportunities for writing afforded by the platform, particularly outside the confines of the traditional classroom. Moreover, weblogs facilitated collaborative learning by enabling students to receive constructive feedback on their compositions, actively participate in peer feedback provision, and subsequently revise their written work in accordance with the feedback garnered from both peers and the instructor.

Moreover, Akdağ and Özkan (2017) conducted a research in order to examine the impact of writing blogs on high school students' Writing skill. Taking into consideration that our world is advancing by leaps and bounds, the integration of modern assessment approaches and tools into English teaching has become an inevitable necessity. Consequently, educators have employed a variety of contemporary Formative Assessment Tools during the learning process, with the aim of modifying teaching and learning activities through the acquisition of qualitative feedback. Among these tools, blogs or blogging have garnered significant attention as a formative assessment tool. The findings indicate that blogs serve as an effective medium for enhancing students' English writing proficiency. Additionally, it was observed that blogging made students feel more motivated when doing their writing tasks. They felt that by using blogs they improved their writing capabilities and their autonomous performance were improved. In the end, blogging experience was found to improve students' Writing skill, particularly their vocabulary. Participants reported enhanced vocabulary knowledge through their blogging activities. Blogging also provided a platform for participants to write freely and enjoy themselves in a self-directed virtual environment. According to the participants, blog writing contributed to improve their Writing skill, with a focus on syntactic accuracy.

Additionally, Alqahtani and Altalhab (2020) conducted a study to investigate the influence of blogs on the development of the Writing skill among Saudi undergraduate EFL students. The sample comprises 20 participants, and their perceptions regarding the implementation of blogs to promote the development of the Writing Skill. The findings reveal positive effects of blogs on summary writing, accompanied by favorable comments from the participants. The benefits identified include improved language skills, enhanced collaboration, and time efficiency. However, challenges related to blog navigation and limited peer comments are acknowledged. In conclusion, the study highlights the value of blogs in promoting the enhancement of the

Writing skill in EFL learning, as evidenced by the positive experiences and perceptions of the Saudi undergraduate EFL student participants.

Then, Fithriani et al. (2019) carried out a research which focused on Indonesian EFL learners' perspectives regarding the use of blogs, as a component of their learning activities in a Creative Writing class. A qualitative approach was employed, employing questionnaires and semi-structured interviews to explore the students' perceptions. Thirty students participated in the study, using Blogger to write weekly reflective journals over an eight-week period. The findings demonstrate that the students effectively adopted the use of Blogger as a learning tool in the EFL writing classroom. Additionally, they reported that online blogging effectively enhanced their writing fluency and increased their awareness of writing for an audience.

Finally, Chen et al. (2020) conducted a study to assess the effectiveness of incorporating blogs into an English as a foreign language (EFL) college writing course in Taiwan. The study compared two groups of learners in terms of their language skills and opinions. The linguistic performance of the two groups was evaluated by measuring their progress in fluency, accuracy, and vocabulary usage. Their perceptions of the course were also examined, including the teaching methods of the instructor, the impact of the course on their Writing skill, their interests and preferences, and their confidence in writing. The experimental group, consisting of 18 students, participated in a blog-integrated English writing class, while the control group comprised 26 non-English majors who took a conventional writing class. The results indicated that there were no significant differences in linguistic performance between the two classes. However, both groups showed improvements in writing fluency and accuracy. While most students had positive attitudes towards their courses, there were no notable differences in perceptions between the two groups since both of them felt that what they did in order to keep improving their Writing skill were beneficial for them. Regarding the experimental group's views on using blogs for writing, the learners considered the blog-integrated course a beneficial experience. Among the features of blogs, the students expressed a preference for doing assignments through blogs.

### **Conclusion**

In conclusion, all the studies gathered agree that the use of blogs significantly improves students' Writing skill. Additionally, most of the studies reviewed demonstrates that students' perceptions towards the use of blogs to develop their Writing skill is positive. However, some drawbacks were also addressed about the use of blogs in the EFL instruction.

## CHAPTER III: METHODOLOGY

### Introduction

This section provides an overview of the methodology employed in conducting the research synthesis. It begins by offering a concise explanation of research synthesis and establishes the purpose of the study. Furthermore, it briefly outlines the criteria and points involved in gathering information related to the selected topic. Lastly, it mentions the method employed for analyzing the gathered data.

Wyborn et al. (2018) have defined research synthesis as “the integration of existing knowledge and research findings pertinent to an issue. The aim of the synthesis is to increase the generality and applicability of those findings and to develop new knowledge through the process of integration” (p.1). Thus, to collect the data and to analyze it, it is crucial to set up two stages. The first stage will deal with the process of gathering the data which will be done by means of the literature review. Meanwhile, the second stage will encompass the analysis of the data gathered. To systematize the information an exploratory data analysis will take place.

Firstly, data will be gathered through the review of the literature taking into account the most reliable journals and databases such as the American Educational Research Journal, Educational Research Review, Elsevier, European Journal of Educational Research, Journal of Teacher Education, Sage Journals, Taylor & Francis, among others. The criteria to classify the articles will be determined as follows. i. The articles must refer on the effects of using blogs to improve learners’ writing process in the context of an EFL classroom. ii. The articles must have been published after 2015, so that the information is up to date. Additionally, to convey accuracy in the search, the following keywords have been used preliminarily: Blogs, Writing Skill, English, EFL. The selection of articles to be used will go through a criteria-based process. For the present research synthesis, qualitative, quantitative, or mixed methods studies will be considered, and there will not be any restriction related to the design of these studies. In addition, the sources will remain entirely digital due to the difficulty to find physical studies in the area within our context. The articles have to establish a connection between the application of blogs and the development of English language students’ Writing skill.

Secondly, this study entails initial investigation to discover patterns, advantages, and disadvantages to determine the role blogs play on the development of the Writing skill. Tukey (1977) states that the objective of the Exploratory Data Analysis (EDA) is to improve social science data and suggests that a researcher should learn as much as possible about a variable or set of variables before using the data to answer a research question. The author also mentions that the EDA will help, through the use of visual displays, reveal meaningful information about the data being examined.

## Conclusion

Research synthesis is essentially the gathering of information from various studies in order to come up with objective criteria that is based on research regarding a certain topic (Norris & Ortega, 2006) Based on this criteria, a study was conducted to determine how blogging affected students learning English as a foreign language's ability to write.

In order to find reliable information, this research study employed databases including EBSCO and Google Scholar. Blogs, Writing Skill, English, and EFL were some search terms that helped with the information gathering. The data collected were of a quantitative, qualitative, and mixed-method nature. In order to have up to date information, the collected articles had to be published after 2015. Finally, the pertinent information was analyzed using tables of data.

## Data Analysis

### Introduction

In this section, an in-depth analysis is conducted on the results of the fifteen selected studies for this research investigation. Firstly, the publication years of the studies are identified to determine the relevance of the information presented in the articles. Additionally, the geographical origin of the studies analyzed in the development of this research synthesis is considered, recognizing the significance of English as a universal language. Similarly, the educational level of the participants is taken into account to identify the preferred group targeted by scholars in investigating the central theme of this study. Furthermore, to address the research question of this study, a thorough analysis is conducted to determine the effects of using blogs on the development of the Writing skill among English learners as a foreign language.

### Publication Year of the Studies

Table 1 shows the year of publication and the names of the authors of the 15 studies selected to conduct this research synthesis. The total number of studies corresponding to each time period is also shown.

Table 1

*Publication Year of the Studies*

Year of publication	Author(s)/Year	No. of studies
2015-2023	Al-Jarf, R. (2022); Febianti, K., & Wahyuni, S. (2019); Han, S. (2023); Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. M. (2022); Rahayu, R. (2021); Sütçü, S. S. (2020); Yousefifard, S. & Fathi, J. (2021); Zhou, H. (2015); Akdağ, E., & Özkan, Y. (2017); Alqahtani, M., & Altalhab, S. (2020); Bal, S.	15

(2021); Chen, P. J., Cheng, Y. S., & Lin, C. C. (2020);  
Fithriani, R., Rafida, T., & Siahaan, A. (2019);  
Mansouri, N. (2017); Muhtia, A., & Drajadi, N. A. (2017)

All studies were published from 2015 onwards Al-Jarf, R. (2022); Febianti, K., & Wahyuni, S. (2019); Han, S. (2023); Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. M. (2022); Rahayu, R. (2021); Sütçü, S. S. (2020); Yousefifard, S. & Fathi, J. (2021); Zhou, H. (2015); Akdağ, E., & Özkan, Y. (2017); Alqahtani, M., & Altalhab, S. (2020); Bal, S. (2021); Chen, P. J., Cheng, Y. S., & Lin, C. C. (2020); Fithriani, R., Rafida, T., & Siahaan, A. (2019); Mansouri, N. (2017); Muhtia, A., & Drajadi, N. A. (2017)

### Location of the Studies

Since this work focuses on analyzing the effects of using blogs to enhance the Writing skill on EFL students, it is important to determine the region where the selected studies were conducted, considering that English is learned as a foreign language in various countries around the world. For this reason, Table 2 shows the number of studies carried out by continent.

Table 2

#### *Location of the Conducted Studies*

Continent	Country	Author(s)/Year	No. of studies
Asia	Saudi Arabia	Al-Jarf, R. (2022);	11
	Saudi Arabia	Alqahtani, M., & Altalhab, S. (2020);	
	Taiwan	Chen, Ping-Ju, Cheng, Yuh-Show, Lin & Chih-Cheng. (2020);	
		Febianti, K., & Wahyuni, S. (2019);	
	Indonesia	Fithriani, R., Rafida, T. & Siahaan, A. (2019);	
	Indonesia	Han, S. (2023);	
	China	Muslem, A., Marhaban, S., Heriansyah, H., &	
	Indonesia	Utama, R. M. (2022);	
		Muhtia, A. & Drajadi, N. A. (2017);	
	Indonesia	Rahayu, R. (2021);	
	Indonesia	Yousefifard, S. & Fathi, J. (2021);	
Iran	Zhou, H. (2015)		
China			
Europe	Turkey	Akdağ, E., & Özkan, Y. (2017);	3
	Turkey	Bal, S. (2021);	

Turkey		Sütçü, S. S. (2020)	
Africa	Argelia	Mansouri, N. (2017)	1

Table 2 indicates the location where the studies were carried out. The studies took place in countries where English is learned as a foreign language. As shown in Table 2, the majority (n=11) of the chosen studies were conducted in Asian countries, such as Saudi Arabia, Taiwan, Iran, Indonesia, and China. Similarly, three studies were performed in European countries such as Turkey. In addition, one study was conducted in Argelia which is part of Africa. So, it can be seen that research into how blogging affects the development of the Writing skill has gained enormous popularity in Asian nations.

**Educational Level**

The educational level of the participants who were a part of the 15 chosen studies is mentioned in order to ascertain the group preferred by academics to assess the research issue of this research. The data is categorized considering three convenient categories: high school, university, and institute.

Table 3  
*Educational Level of Students*

Educational Level	Author(s)/Year	No. of studies
High School	Akdağ, E., & Özkan, Y. (2017); Han, S. (2023); Rahayu, R. (2021)	3
College	Al-Jarf, R. (2022); Alqahtani, M., & Altalhab, S. (2020); Bal, S. (2021); Chen, Ping-Ju, Cheng, Yuh-Show, Lin & Chih-Cheng. (2020); Febianti, K., & Wahyuni, S. (2019); Fithriani, R., Rafida, T. & Siahaan, A. (2019); Mansouri, N. (2017); Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. M. (2022); Muhtia, A. & Drajadi, N. A. (2017); Sütçü, S. S. (2020); Zhou, H. (2015)	11
Private Institute	Yousefifard, S. & Fathi, J. (2021)	1

Table 3 details that only one study was conducted with private language institute students (Yousefifard, S. & Fathi, J., 2021). Furthermore, eleven studies were carried out with college students and three with high school students. It is remarkable that the majority of the studies were conducted with university students. As a result, the limited number of studies addressing



diverse educational levels may be attributed to insufficient information regarding the implementation and considerations of incorporating digital resources in the classroom. Alternatively, this could indicate an inequality in the involvement of students across educational levels in this area of research, potentially influenced by factors such as age or the cognitive demands associated with using ICT resources for certain writing assignments.

**Primary Studies Selected for the Research Synthesis**

Table 4 shows the number of studies selected to answer the question of this research study regarding the development of the Writing skill after using blogs. It is important to indicate the total number of studies selected to answer the research question.

Table 4  
*Primary Studies Selected for the Research Synthesis*

Aim of the study	Author(s)/Year	No. of studies
Development of the Writing Skill	Al-Jarf, R. (2022); Febianti, K., & Wahyuni, S. (2019); Han, S. (2023); Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. M. (2022); Rahayu, R. (2021); Sütçü, S. S. (2020); Yousefifard, S. & Fathi, J. (2021); Zhou, H. (2015)	8
Students' perceptions towards the use of blogs	Akdağ, E., & Özkan, Y. (2017); Alqahtani, M., & Altalhab, S. (2020); Bal, S. (2021); Chen, P. J., Cheng, Y. S., & Lin, C. C. (2020); Fithriani, R., Rafida, T., & Siahaan, A. (2019); Mansouri, N. (2017); Muhtia, A., & Drajati, N. A. (2017)	7

Table 4 indicates the number of studies chosen to answer the research question of this research synthesis. The question is concerned with the effects of using blogs to develop the Writing skill in the EFL Classroom on EFL. The research synthesis encompasses eight studies regarding the effects of using blogs and how they are implemented (Al-Jarf, R. 2022; Febianti, K., & Wahyuni, S. 2019; Han, S. 2023; Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. M. 2022; Rahayu, R. 2021; Sütçü, S. S. 2020; Yousefifard, S. & Fathi, J. 2020; Zhou, H. 2015) Regarding students' perceptions towards the use of blogs seven studies (Akdağ, E., & Özkan, Y. 2017; Alqahtani, M., & Altalhab, S. 2020; Bal, S. 2021; Chen, P. J., Cheng, Y. S., & Lin, C. C. 2020; Fithriani, R., Rafida, T., & Siahaan, A. 2019; Mansouri, N. 2017; Muhtia, A., & Drajati, N. A. 2017) have been analyzed.

**The Effects of Using Blogs as a Resource to Improve the Writing Skill**

Table 5 compares the effects of using blogs to develop the Writing skill of EFL students. In this analysis, the scores of the control and experimental groups are examined to gain a better

understanding of the extent to which the implementation of a technological resource can surpass traditional paper-based education.

Table 5

*The Effects of Using Blogs as a Resource to Develop the Writing Skill*

Study No.	Author(s)	Group	Participant's mean score on posttest
1	Al-Jarf	Control	68.62
		Experimental	90.44
2	Febianti	Control	65.00
		Experimental	76.73
3	Han	Control	68.91
		Experimental	76.46
4	Muslem	Control	74.17
		Experimental	80.32
5	Rahayu	Control	70.05
		Experimental	78.11
6	Sutcu	Control	12.00
		Experimental	16.47
7	Yousefifard	Control	67.78
		Experimental	75.74
8	Zhou	Control	70.96
		Experimental	75.18

Table 5 presents the posttest scores from eight studies, reflecting the performance of the control and experimental groups. These studies aimed to assess the effectiveness of incorporating blogs as a technological resource for improving EFL students' Writing skill. By analyzing the scores, one can gain insights into the impact of blog implementation in the EFL

classroom. The studies involved the comparison of control and experimental groups, with the control group not utilizing blogs while the experimental group did.

Upon examining the information provided, it is evident that several studies reported positive effects of using blogs in improving EFL students' Writing skill. Rahayu (2021) found that collaborative writing combined with blog learning was effective in developing foreign language learning, resulting in significant differences in the writing abilities of students. Similarly, Muslem et al. (2021) reported that the use of blogs significantly increased the Writing skill among the experimental group. Yousefifard and Fathi (2021) concluded that blog-mediated writing teaching had a positive influence on the writing performance of Iranian EFL learners. Al-Jarf (2022) highlighted that blogging enhanced students' writing performance and attitudes towards writing. Zhou (2015) emphasized that blog-assisted process writing improved the writing ability of Chinese EFL learners.

The studies mentioned above share some common factors that contributed to the improved outcomes in the experimental groups. Collaborative writing and peer interaction were highlighted as effective strategies in the studies conducted by Rahayu (2021) and Yousefifard and Fathi (2021). Both studies emphasized the benefits of students discussing their writing with peers, providing feedback, and reflecting on their own strengths and weaknesses. This collaborative aspect of blogging allowed for greater engagement, constructive interaction, and enhanced writing quality.

Another factor contributing to the positive outcomes was the integration of technology and the internet, as highlighted by Rahayu (2021) and Muslem et al. (2021). Blogs served as a medium for finding information, generating ideas, and accessing various online resources. This integration of ICT (Information and Communication Technology) facilitated autonomous learning, promoted discussions among students, and motivated them to become better readers and writers.

Furthermore, several studies emphasized the importance of feedback and interaction in the blogging process. Al-Jarf (2022) mentioned that comments and feedback played a crucial role in improving students' blog posts. Zhou (2015) highlighted that dynamic evaluation, teacher-student and peer interactions, and reflective learning were facilitated through the use of blogs. Yousefifard and Fathi (2021) and Han (2023) also emphasized the benefits of peer feedback in improving writing quality and encouraging students to be more attentive and careful in their writing.

Regarding the studies that had the most significant impact on students' improvement in their Writing skill, Rahayu (2021), Muslem et al. (2021), and Al-Jarf (2022) stand out. Rahayu (2021) reported significant differences in writing abilities, attributing the success to collaborative writing combined with blog learning. Muslem et al. (2021) found significantly

increased the Writing skill in the experimental group, supported by previous studies on the use of digital technology and peer support. Al-Jarf (2022) highlighted positive effects on students' writing performance, attitudes towards writing, and the integration of current global events.

In conclusion, the analysis of the table and the information provided indicates that the use of blogs can be an effective strategy to improve the Writing skill of EFL students. Collaborative writing, peer interaction, integration of technology, access to online resources, feedback, and reflective learning were identified.

### Students' Perceptions Towards the Implementation of Blogs in the EFL Classroom

Table 6

*Students' Perceptions Towards the Implementation of Blogs in the EFL Classroom*

Author	Year	Collaboration	Authenticity	Autonomy	Feedback	Writing Development
Akdağ, E., & Özkan, Y.	2017	•	•	•	•	•
Alqahtani, M., & Altalhab, S.	2020			•		•
Bal, S.	2021	•	•	•	•	•
Chen, P. J., Cheng, Y. S., & Lin, C. C.	2020		•		•	•
Fithriani, R., Rafida, T., & Siahaan, A.	2019	•	•	•	•	•
Mansouri, N.	2017		•			•
Muhtia, A., & Drajati, N. A.	2017	•		•	•	•

Table 6 provide insights into the perceptions of EFL students towards the use of blogs to enhance their Writing skill. The studies highlight that blogs provide an authentic and interactive environment for writing, offer opportunities for reflection and self-assessment, and promote collaborative learning through feedback and peer interaction.

One common theme across the studies is the preference of EFL students for blogs over traditional paper-based writing activities. The participants reported that writing online is

attractive and that blogs positively affected their digital literacies, allowing them to use various online tools and websites. The feedback provided by teachers and the ability to compare their previous essays with current ones were mentioned as beneficial aspects of blog assignments. Students' perceptions were examined by comparing the results, and a common viewpoint emerged among the studies regarding the positive impact of blogs on EFL students' Writing skill. According to Bal (2021), Mansouri (2017), Akdag and Ozcan (2017), Muhtia and Draji (2017), and Fithriani et al. (2017), students perceived blogs as valuable tools for enhancing collaborative learning and developing their writing skills. Their feedback highlighted the benefits of blogs, particularly in terms of autonomy, receiving feedback, and the creation of an authentic writing environment.

From the perspective of students, as evident in the studies conducted by Mansouri (2017) and Chen et al. (2020), the implementation of blogs stands out for its notable benefits. Students emphasized the improvements in syntactic accuracy, reading comprehension, and autonomy, all contributing to the enhancement of their Writing skill.

According to students' perceptions, as revealed in the studies by Alqahtani and Altalhab (2020), blogging offers significant benefits for summary writing skills. Students reported improvements in writing fluency, a heightened sense of writing for an audience, and increased critical thinking. These two studies highlight that the use of blogs, along with certain collaborative characteristics like collaborative learning and critical thinking, positively influences the development of writing skills. Consequently, students' perceptions emphasize that the incorporation of blogs, in conjunction with these collaborative features, contributes to the enhancement of their writing skills.

### **Drawbacks of Using Blogs to Enhance the Writing Skill**

Table 7

*Drawbacks of Using Blogs to Enhance the Writing Skill*

Drawback	Connectivity	Cheating & Plagiarism	Time-Consuming	Limited Audience	Casual Nature
Mansouri, N. (2017)	✓				
Bal, S. (2021)	✓	✓			
Akdağ, E., & Özkan, Y. (2017)			✓		

Muhtia, A., & Drajati, N. A. (2017)				✓	
Zhou, H. (2015)					✓

Table 7 presents the drawbacks mentioned when applying blogs to develop the Writing skill. The drawbacks gathered comes from the students' perceptions when they used blogs in their writing classes.

One common drawback mentioned by two authors is the issue of connectivity. Mansouri (2017) and Bal (2021) both highlight how limited or slow internet connection can hinder students' ability to fully participate in collaborative writing activities or access online resources. This limitation can significantly impact the effectiveness of blog-based writing assignments, particularly for students in rural areas or with unreliable internet access.

Cheating and plagiarism emerged as a significant concern in Bal's study (2021), where participants reported that students could easily translate passages or plagiarize essays from other websites without detection. This drawback raises questions about academic integrity and the need for vigilant supervision and monitoring by teachers when incorporating blogs into EFL classes.

The perceived time-consuming nature of blogging is another drawback mentioned by Akdağ and Özkan (2017). Students reported that finding authentic subjects to write about, as well as the burden of responsibility, could be overwhelming. The potential boredom associated with the activity may also impact student motivation. However, it is important to note that Akdag also found that the positive effects of blogging seemed to outweigh these drawbacks, indicating that the benefits may outweigh the time-related challenges.

Muhtia and Drajati (2017) emphasizes the limitation of a small audience when using personal blogs. This drawback can discourage students from fully investing their efforts and sharing their ideas effectively. However, Muhtia and Drajati's study utilized a social network website, which broadened the readership and facilitated engagement. This highlights the importance of considering the platform and audience when implementing blog-based writing activities.

Zhou (2015) points out the potential negative impact of the casual and open nature of blog writing. Students may employ non-standardized expressions and face challenges with comments becoming mixed up with irrelevant content or advertisements. This highlights the need for clear guidelines and moderation to maintain quality and relevance in blog-based writing assignments.

In summary, the drawbacks identified by the authors include connectivity issues, cheating and plagiarism concerns, time consumption, limited audience, and challenges related to the casual nature of blog writing. So, teachers should consider these factors and implement appropriate measures to mitigate the identified risks and maximize the potential benefits of using blogs to enhance the Writing skill.

### Implementation of Blogs to Enhance the Writing Skill

Table 8  
*Implementation of Blogs to Enhance the Writing Skill*

Author	Assessment	Activities Procedures				Teacher Involvement		
		Pre and posttests	Collaborative writing	Writing stages	Peer feedback	Revisions	Monitored tasks	Providing feedback
Al-Jarf, R. (2022)	✓	✓	✓	✓		✓	✓	✓
Han, S. (2023)	✓	✓		✓		✓	✓	✓
Rahayu, R. (2021)	✓	✓		✓	✓		✓	✓
Yousefifard, S. & Fathi, J. (2021)	✓	✓		✓	✓		✓	✓
Zhou, H. (2015)	✓	✓	✓	✓		✓	✓	✓

Table 8 presents information regarding how blogs were implemented in the EFL classroom. It encompasses the assessment tools, the activities procedures, and the teacher involvement during the blog application. The implementation strategies and procedures vary slightly among the studies, but there are common elements that can be identified.

In terms of assessing the effectiveness of blog implementation, Al-Jarf (2022), Yousefifard and Fathi (2021), and Zhou (2015) included pretests and post-tests to measure the impact of blog-assisted writing on students' progress. Al-Jarf (2022) utilized a paragraph-writing task, a letter-writing task, and objective questions to assess students' writing abilities before and after

the study. Yousefifard and Fathi (2021) and Zhou (2015) also used pretests and post-tests to evaluate the students' Writing skill progress. The use of pretests and posttests provides a basis for evaluating the effectiveness of the blog implementation in improving students' Writing skill.

Regarding the activities and tasks within the blog implementation, Han (2023) emphasized the significance of sharing ideas and providing feedback to peers through the blog. Students in the experimental group of Rahayu's (2021) study engaged in collaborative writing approaches, including group discussions, peer feedback, and revisions on the blog platform. This collaborative aspect fosters interaction, knowledge exchange, and improvement of the Writing skill. Additionally, Zhou (2015) highlighted the importance of the preparation phase, where students used the blog platform to share thoughts, engage in group discussions, and search for relevant resources on given topics. The outline-draft phase involved publishing outlines and drafts on personal blogs, peer-review, teacher review, and feedback incorporation. In the final draft phase, students made modifications based on feedback and released their final drafts via the blog platform.

Teacher involvement and guidance play a crucial role in the blog implementation process. Han (2023) mentioned that the teacher created a dedicated class blog, monitored the posted tasks, and provided general feedback. Rahayu (2021) stated that the teacher supervised students, offered guidance, and ensured the completion of tasks on time. Yousefifard and Fathi (2021) mentioned that the teacher provided feedback and corrective measures to the students through the blog platform. The teacher's role in providing guidance and feedback helps students refine their Writing skill and develop their abilities further.

The integration of blogs as a tool for enhancing the Writing skill provides opportunities for interaction, peer learning, and teacher guidance, contributing to the overall improvement of students' writing abilities.

### **Conclusion**

Essentially, from 2015 onwards, the study of the effects of the use blogs on the development of the Writing skill has become significantly more popular in Asian countries. In addition, the participants of most of the analyzed studies were mainly university students. Furthermore, all the selected studies stated that blogs greatly contribute to the development of students' Writing skill since the participants showed a significant improvement in their writing performance. Finally, the authors of most of the studies claimed that using blogs in the EFL classroom is significantly better than the traditional paper-based activities.



## CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

While the research synthesis presented a generally positive view of incorporating blogs in the EFL classroom to develop the Writing skill of learners, a critical examination reveals some important considerations. The theoretical framework, which includes social constructivism and cooperative learning, aligns with the findings and supports the positive effects observed. The integration of blogs in the writing instruction facilitated collaborative writing, peer interaction, and the use of digital resources, all of which are consistent with the principles of social constructivism (Rahayu, 2021; Muslem, 2021). Cooperative learning, as emphasized in the studies, was evident through collaborative discussions, feedback provision, and self-reflection, enhancing student engagement and writing quality (Rahayu, 2021; Yousefifard, 2021).

On the positive side, the studies indicated that blogs fostered a supportive and interactive environment for writing, promoted reflection and self-assessment, and facilitated collaborative learning through peer interaction and feedback. Students expressed a preference for blogs over traditional paper-based writing activities, citing attractiveness and positive impacts on their writing development (Bal, 2021; Mansouri, 2017; Akdag & Ozcan, 2017; Fithriani, 2017). These findings corroborate the theoretical framework's emphasis on the social and interactive nature of learning.

However, it is essential to consider the drawbacks associated with using blogs for writing instruction. Connectivity issues, concerns about cheating and plagiarism, time-consuming nature, limited audience, and challenges related to the casual nature of blog writing were identified as potential limitations (Rahayu, 2021). These drawbacks raise questions about the practicality and effectiveness of implementing blogs in diverse EFL contexts. Future research should address these concerns to ensure the appropriate use of blogs in the EFL classroom. Furthermore, while the studies highlighted the role of teachers in providing guidance and feedback, it is important to consider the extent of teacher involvement in the blogging process. Clear guidelines and training for teachers are necessary to ensure their effective support and facilitation of student learning (Al-Jarf, 2022). Additionally, gathering student feedback can enhance understanding of their experiences and perspectives, contributing to the continuous improvement of blog-based writing instruction (Han, 2023).

### Recommendations

This research concludes by addressing some recommendations after analyzing several articles focused on the use of blogs on the development of EFL learners' Writing skill.

First, most of the studies reviewed in this research synthesis focused on short-term effects. Conducting long-term studies that span over an extended period of time would provide a deeper understanding of the sustained impact of using blogs on EFL students' Writing skill. In

fact, longitudinal research could explore how the use of blogs helps students to develop their Writing skill over time.

Additionally, while the studies examined in this research synthesis primarily focused on the use of blogs, it would be beneficial to compare the effectiveness of blogs with other digital writing resources such as wikis, discussion forums, or social media platforms. Comparing different technological resources for writing instruction would provide insights into the unique advantages and limitations of each platform and help educators make informed decisions about incorporating suitable resources in the EFL classroom.

Finally, while the studies highlighted the importance of teacher involvement in blog implementation, further research could delve into the training and support needed for teachers to effectively integrate blogs into their writing teaching. Investigating the professional development needs of teachers and exploring strategies to enhance their digital pedagogical skills in utilizing blogs could contribute to its successful implementation in the EFL classroom.

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## Annex A

## List of studies analyzed

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