

# Enhancing Writing Skills of Senior High School's Humanities and Social Sciences Students Through Online Blogging

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**Abstract:** *Online blogging is the act of creating and maintaining content such as ideas, opinions, essays, images, videos, etc. for a blog that is personally uploaded and shared to a website. In education, it is viewed as a novel and innovative teaching strategy to use for augmenting the writing skills of the students. To ascertain such contention, this study explores the effectiveness of online blogging in enhancing the writing skills of Senior High School' Humanities and Social Sciences (HUMSS) students. The researcher employed quasi-experimental research design to examine the effectiveness of online blogging as compared to traditional writing. Grade 11 HUMSS students of Balite National High School (n=13 for experimental group, and n=13 for control group) for the 2<sup>nd</sup> semester of school year 2021-2022, comprised the respondents for this study. To collect the data, the researcher used an Assessment Writing Test in essay form as an instrument. There was a pre-test that was held before the researcher gave treatment to the experimental class and a post-test, which was held afterward. To make the data analysis, the researcher analyzed the data by using mean and independent t-test. The findings indicated that there was significant difference in the level of writing competencies as to focus and details, voice, and grammar and mechanics of the students but in other writing competencies such as organization and word choice there was no significant difference in their pretest and posttest performance. Generally, the integration of online blogging was found better and more effective than the traditional method. Results suggested that the participants have positive perception and attitude towards online blogging, viewed this as a tool in improving their writing skills, and kept them motivated. Finally, this study recommends that online blogging should be part of the writing classes and be incorporated in lesson planning and designing curricula in senior high school.*

**Keywords:** Blogging

## I. INTRODUCTION

In today's world, technology has been pervasive and an important tool in every area. In such case, English teaching could not have remained intact from the effect of technology. Computers and internet have been a very crucial part of our lives and teaching activities in many aspects (Carrier, 1997; Dudeney, 2000; Warschauer & Healey, 1998; Zorko, 2009). The approaches and methods of teaching and learning have been influenced by fast enhancement of information and communication technology leading to a more advanced plethora of expressing ideas and sharing writing skills through boundless online community. In such case, the use of computers in the classroom has increased tremendously and it is quickly becoming one of the learning tools in language classes (Nadzrah, 2007).

With the advent of Internet technology, and its applications to teaching and learning, many students practice their writing skills synchronously as in chatting, instant messaging, and live discussion boards (Warschauer, 1996; Pan & Sullivan, 2005; Smith, 2006; Lloyd-Williams, 2007) or asynchronously as in emailing and blogging (Ocker & Yaverbaum, 2001; Pena-Shaff, Altman, & Stephenson, 2005; Zeiss & Isabelli, 2005).

In today's classrooms, Web 2.0 technologies are embedded into instruction in order to provide learners with a social constructivist atmosphere in all kinds of academic institutions (Cochrane & Bateman, 2008). These kind of technologies provide productive opportunities for students to hone their writing skills and improve their academic performance. Impressively, digitization has successfully revolutionized the learning process.

Blogging is one of the modern and novel tools used in education. Etymologically, 'blog' is a blended term for 'web' and 'log'. Simply put, 'blog' is a web page that contains multimedia, commentaries and hyperlinks (Armstrong & Retterer, 2008). In language learning, the use of blogs is described as a way to "help students explore and assimilate new ideas, create links between familiar and the unfamiliar, mull over possibilities, [and explain] them to others. The analogue for this kind of student writing is the expert's notebook..." (McLeod 2001; cited in Lowe, 2004, p. 152). Thus, the construction of knowledge becomes significant whilst the students shape and interpret their own meanings in writing upon the basis of their worldviews. Furthermore, blogs and social networking sites provide users with new opportunities and incentives for personal writing (Godwin-Jones, 2008).

In Surigao del Norte Division particularly in Balite National High School- Anao-Aon district, augmenting the writing skills of many students is a perpetual struggle of teachers and curriculum planners. In many classroom activities, writing becomes a huge part in the students' academic performance. In the senior high school curriculum, students are frequently asked to craft different types of essays, research papers and other kinds of creative writing tasks. Unfortunately, many students struggled with their analytical and cognitive skills, have insufficient word stock and writing mechanics, lack of vocabulary, and most importantly, lack of writing practice. To address these issues in writing, teachers should be versatile and resourceful in providing meaningful and effective strategies. Thus, online blogging is one of the effective remedies to solve the problems in writing.

It is undoubtedly not possible to have such a claim as online blogging certainly fosters students' writing skills, and more studies should be conducted to find the evidence that blogging promotes the learners' writing skills. Thus, this study aims to find out if blogging has a potential to enhance students' writing skills.

## **II. REVIEW OF LITERATURE**

This section provides the concepts, writings, and findings of experts which are relevant to the present study. Cited literatures and studies are synthesized to point out links, provide insights, and establish relationships between and among the variables under investigation.

### **2.1 Online Blogging**

Online blogging has recently been gaining popularity as an innovative approach in enhancing the writing skills of the students. Blogging is an excellent way for learners to communicate with one another in a socially based context through technology (Lamonica, 2010, p. 5). Using blogs makes learners' writing more participatory and more focused on everyday language use (Penrod, 2007; Boling, 2008; Higginson, 2009; Stanley, 2013). Several blogging platforms provide students with access to a larger audience, and when blogging practices are well designed and planned, students can write about interesting ideas for longer periods of time (McGrail & Davis, 2011, p. 417). Sun and Chang (2012) mentioned that weblog "not only encourages students to actively and reflectively engage in knowledge sharing, knowledge generation, and the development of numerous strategies to cope with difficulties encountered in the learning process," (p.43) but also provides them with a sense of authorship, that allows them to reflect on the requirements of academic writing, the purposes of writing, and their authority as writers.

Raghavendra (2017) enumerated the influences of using blogs in student writing process: a) facilitating learners' critical thinking skills; b) providing examples for learners to model and to learn; c) affecting the learners' quality of writing; d) facilitating meaningful learning for learners; and e) giving learners a purpose for writing.

In a research study conducted by Vurdien (2013), the results revealed that the use of blogs by teachers helped students improve their writing ability and write better in specific tasks. Blogs also fostered collaboration among students, and the use of blogging played a positive role in understanding how the learners' feedback can be effective. A research study was conducted to examine the effects of extensive writing. The study used different stages of blog entries written by the participants sampled for the same study. The results showed that blogs could play a useful role in improving students' writing performance through motivating them and enhancing what is known as learner autonomy in boosting writing skills (Sun, 2010).

Blackmore-Squires (2010) found that a blog can empower students to become analytical and critical writer, which in turn improve a student's self-confidence, while claiming that an online writing such as writing on blogs has many advantages to offer such as 1) encouraging feedback and representing both writing and reading activity; 2) stimulating

debate and critical analysis and encouraging articulation of ideas and opinions; 3) offering opportunities for collaborative learning; 4) providing an environment in which students can develop skills of persuasion and argumentation; 5) creating a more student-centered learning environment; and 6) offering informal language reading.

According to Bloch in Isabela Villas Boas(2011), web blogs are an ideal resource for the teaching of writing. Because, they are easy to create and maintain, encourage students to be more prolific writers, make writing easier to share, provide opportunities to write outside of class and can use in various ways by the instructor. Combine the process approach to writing with the multimodal features of Internet technology. Web blog is interactive so it allows the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language.

Blogging further tends real communication chances in which writing and reading take place in an authentic environment where there is a real, active, interactive audience. By the same token, blogging facilitates collaborative approaches in writing and reading on the World Wide Web (GodwinJones, 2003; Alexander, 2006; Ševelj, 2006). Experience of writing on blogs may provide opportunities to help students to improve their knowledge in writing. Nadzrah and Kemboja (2009) found that blogs let students compose writing with specific purposes that can encourage them to enhance their writing in language. Most blog writers use their blog as a platform for self-expression and empowerment, and this helps them to become more thoughtful and critical in their writing (Armstrong & Retterer, 2008).

Blogging is also a form of writing exercise. The cycle of blogging activities such as making blog posts, viewing other bloggers' posts, commenting and reflecting on them are beneficial in polishing the writing skills. In situations where they cannot relate to certain words, they have the choice to refer to online dictionaries and using the Internet, they are able to keep the grammar in their writing intact. This creates an environment for an active learning (Darabi, 2006) among students that can present positive impacts on the writing skills as well as increase learner autonomy respectively.

**Synthesis.** The foregoing ideas, concepts, and findings from various authors reflect similarities to the present study particularly on enhancing the writing skills of senior high school' humanities and social sciences students through online blogging. It is clearly embedded from those studies that online blogging provides meaningful impact on augmenting the writing skills of the students since it assisted in giving real audience and interactive readers for student writing, promotes regular writing practices, creates an activity suited to their interest and compile online portfolio of students' written works. Moreover, the ideas presented by the authors of the foregoing reviews of literature provide significant information, relevant concepts and valuable conceptsto support the present study on evaluating the effectiveness of online blogging in enhancing the writing skills of Senior High School' Humanities and Social Sciences students of Balite National High School, Anao-Aon District, Division of Suirgao del Norte.

## 2.2 Theoretical and Conceptual Framework of the Study

This study was grounded on the Collaborative Learning Theory that is rooted in the work of Lev Vygotsky's (1934) social development theory and zone of proximal development, which highlighted the importance of communication and social interaction in learning. Further, this theory stipulates the importance of sharing as a vehicle for successful collaboration and interaction among students in carrying out varied classroom activities and tasks. In blogging, sharing of ideas, emotions and perspective are encouraged thus providing a viable environment for students to hone their writing skills.

The second theory which emphasizes the utilization of blogs in English language learning is Vygotsky's (1978) Sociocultural Theory which explains that learning occurs during social interactions between individuals. The Sociocultural Theory of learning highlights that human intelligence is originated in its culture and society, and individual cognitive development first transpires through the interpersonal (interaction with social environment) then the intrapersonal (internalization).

Active blogging interactivity can be described by a theory, namely the Lawler's theory (Lawler, 1994) in terms of motivation. Lawler stated that motivation is influenced by the expectancy of outcomes. The expectancy among bloggers might be to receive comments from other bloggers. Pena-Shaff and her colleagues (Pena-Shaff, Altman, & Stephenson, 2005) studied online discussion in education contexts to determine whether students' participation and interaction in the online communication was related.

The conceptual framework of this study outlines the ordered series of steps to carry out the completion and accurate result. This includes the assessments of the Senior High School’ HUMSS students before and after the implementation and utilization of online blogging. The two groups of respondents enumerated as control and experimental avail and receive different instructions in which the teacher utilizes the traditional writing to the control group while utilizing online blogging to the experimental group.

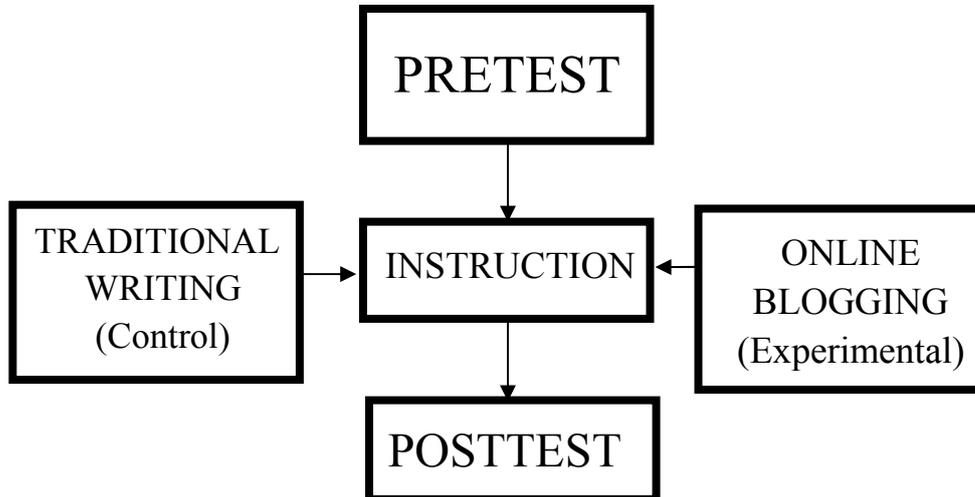


Figure 1: Research Paradigm

The results of the pretest and posttest of the two groups were tallied and treated using the mean to reveal the learning level of the Senior High School’ HUMSS students before and after the implementation and utilization of online blogging. Furthermore, the difference of the learning level of the Senior High School’ HUMSS students in English writing skills were compared through utilizing the independent t-test statistical tool.

The result of the findings of the study would be of great help in planning and crafting of lesson in English-related subjects in Senior High School particularly in integrating online blogging in writing tasks of the HUMSS students in Balite National High School-Anao-Aon District, Surigao del Norte Division.

**2.3 Statement of the Problem**

The study determined the effectiveness of online blogging in enhancing the writing skills of Senior High School’s Humanities and Social Sciences students of Balite National High School-Anao-Aon District, Surigao del Norte Division. Specifically, answered the following sub-questions:

What is the level of writing competence among students in control group and experimental group before and after the integration of online blogging in terms of:

- Focus and Details;
- Organization;
- Voice;
- Word Choice; and
- Grammar and Mechanics?

Learning Level of the kindergarten pupils before the utilization of Explicit Instruction

Is there a significant difference in the writing competence of the students in the control group and experimental group before and after the integration of online blogging with respect to their mean gained scores?

Is there a significant difference on the writing competence between the students in the control group and experimental group with respect to their mean gained scores?

#### 2.4 Hypothesis

Problem 1 of the statement of the problem is hypothesis free. While, problem 2 and 3 are hypothesized in the following manner:

- **Ho1:** There is no significant difference on the writing competence of the students in the control group and experimental group before and after the integration of online blogging with respect to their mean gained scores.
- **Ho2:** There is no significant difference on the writing competence between the students in the control group and experimental group with respect to their mean gained scores.

#### 2.5 Significance of the Study

The study is hoped to be significant and beneficial to the following:

- **School Administrators.** The study would guide every school administrator to support the Senior High School teachers in designing and enhancing the lesson and conduct of writing activities particularly in the English-related subjects' learning sessions. Through this study, school administrators may understand more and support the needs of the Senior High School' HUMSS students through encouraging the teachers to enthusiastically utilize and integrate online blogging as they teach the lessons in English-related subjects.
- **Senior High School Teachers.** Results of the study would serve as facts and verification that would suggest the most appropriate teaching strategy in the recent era of education. This would help the Senior High School teachers to run the English-related subjects' lessons in a thematic but comprehensive manner. This study would also acquaint the SHS teachers to equip themselves with the proper procedure on utilizing online blogging in their lessons.
- **Humanities and Social Sciences Students.** Results of the study would give benefits to the developing learners since they serve as the direct beneficiaries who would avail and enjoy the positive effect of online blogging in enhancing their writing skills. Moreover, the findings of the study would also provide the information needed in dealing with the young millennial learners to increase their level of understanding and learning acquisition in a very facilitative and effective way.
- **Parents.** The data that would be gathered through the recorded observations and outcomes, which would assist the parents to evaluate and monitor their own children's ability towards their studies.
- **Researchers.** The outcome and recommendations of the study would enable them to gain information and insights about the problem being studied and if they would like to make further study, it would serve as an essential reference for them.

#### 2.6 Scope and Limitation of the Study

The scope and limitation of this study are thoroughly discussed below to provide a clearer and specific understanding regarding on the topic of the study. The following terms give an overview of the study and these are can be enumerated as:

- **Focus.** This study focused on the effectiveness of online blogging in enhancing the writing skills of Senior High School' Humanities and Social Sciences students of Balite National High School-Anao-Aon District, Surigao del Norte Division.
- **Content.** Online blogging is a modern and novel teaching strategy that teachers can utilize in improving the writing skills of the students. It can be a classroom activity that provides students with autonomous and meaningful writing exercises while using the web and the internet.

- **Respondents.** The respondents of the study were the Senior High School' Humanities and Social Sciences students of Balite National High School-Anao-Aon District, Surigao del Norte Division.
- **Source of Data.** The gathered data that were obtained from the distributed questionnaires and then answered by the research participants would serve as basis of the result and discussion of the study.
- **Place and Time.** This study was conducted among the HUMSS students of Grade 11 Senior High School of Balite National High School-Anao-Aon District, Division of Surigao del Norte during the academic year 2021 – 2022.

### 2.7 Definition of Terms

To facilitate better understanding of the study, the following terms are hereby defined conceptually and operationally:

- **Blog.** A personal website or web page on which a person (blogger) records opinions, shares ideas on a regular basis. This is often maintained by one person and is in a form of a journal or diary. Blog can be private but most of them are available on the internet for others to see.
- **Online Blogging.** Blogging is the act of creating and maintaining content for a blog. This is usually in the form of the written word, but can also include images, videos or audio.
- **Web 2.0 technologies.** Web 2.0 is the term used to describe a variety of web sites and applications that allow anyone to create and share online information or material they have created. A key element of the technology is that it allows people to create, share, collaborate & communicate.
- **Writing skills.** Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

## III. METHODS

This chapter presents the research design, research environment, respondents, research instrument, ethics and data gathering procedure and data analysis employed in the course of the investigation.

### 3.1 Research Design

This study applied the quantitative approach to research and utilized the Quasi-Experimental Research Design which is deemed appropriate in finding the significant difference in the level of writing skills of Senior High School' Humanities and Social Sciences students both in control and experimental groups. This required two groups to be tested: the control and experimental groups. These groups underwent pre-test and post-test assessments- the experimental group being the group where online blogging was integrated. In this way, the overall learning level of the participants before and after the integration of online blogging in writing lessons was determined.

### 3.2 Research Respondents

The respondents of the study were directly chosen from 1 SHS Grade 11 HUMSS class of the teacher-researcher in Balite National High School-District of Anao-Aon, Division of Surigao del Norte. The Senior High School' HUMSS student-respondents were selected based on the purposive or judgmental sampling technique which the 26 Senior High School' Grade 11 HUMSS learners in 1 section was officially included in the study as respondents. The final selection and distribution of the HUMSS student-respondents is shown in Table 1.

### 3.3 Respondents of the Study

Table 1 shows the distribution of Grade 11 Humanities and Social Sciences student-respondents both in the experimental and control groups.

Table 1. Distribution of Grade 11 Humanities and Social Sciences Student-Respondents

| Group        | No. of Grade 11 HUMSS students |        |       |
|--------------|--------------------------------|--------|-------|
|              | Male                           | Female | Total |
| Control      | 7                              | 6      | 13    |
| Experimental | 6                              | 7      | 13    |
| <b>Total</b> | 13                             | 13     | 26    |

As shown, 26 learners were equally distributed to control and experimental groups. Out of 26, there were 7 male learners and 6 female learners in control group, while there were 6 male learners and 7 female learners in the experimental group.

### 3.4 Research Environment

The study was conducted in Balite National High School in Anao-Aon District, Division of Surigao del Norte. The chosen school is the researcher’s teaching station, as she is one of the senior high school teachers.

Balite National High School is located at Purok 6, Barangay Balite, Municipality of Anao-aon, Surigao del Norte. This institution is situated adjacent to Balite Elementary School. It is currently headed by a Secondary School Principal II with 28 teaching staff for both Junior High School and Senior High School, and 4 non-teaching personnel. Presently, the school has a total population of more than 450 officially enrolled students.

The school offers Senior High School specializing in General Academic Strand (GAS) with Housekeeping, Food and Beverages as electives, and Technical-Vocational Livelihood (TVL) in Beauty and Nail Care. Below is the map that will direct Balite National High School:

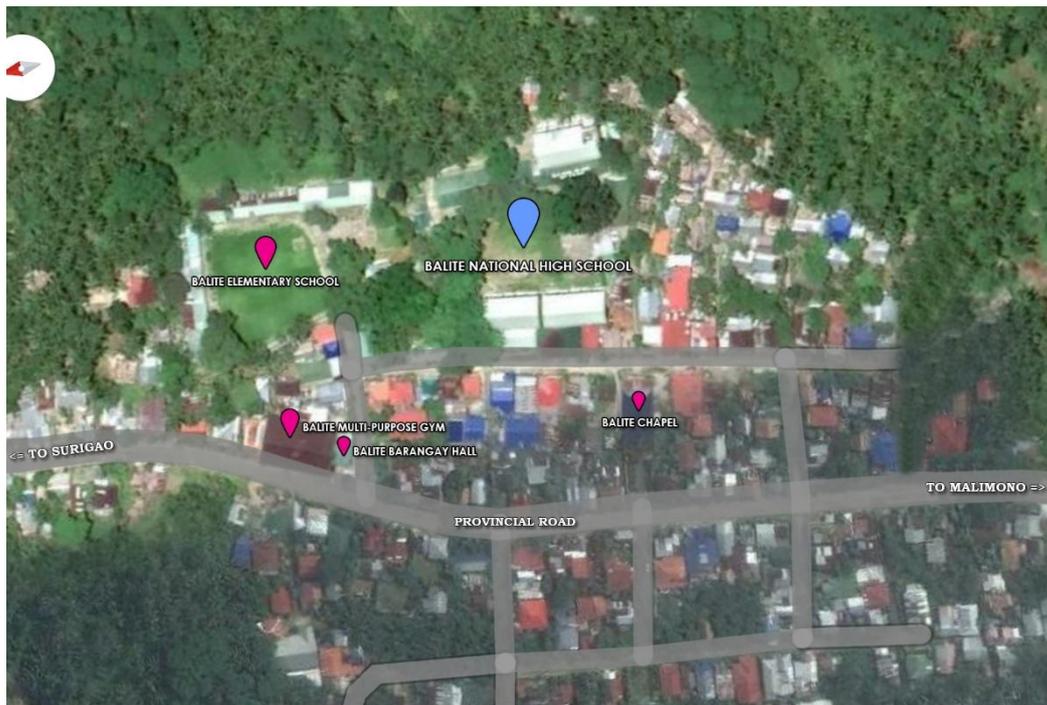


Plate 1: Location Map of Balite National High School

### 3.5 Research Instrument

A researcher-made questionnaire was used as the major instrument in gathering the needed data in the study which is in a form of Essay type test questions. This instrument is considered as an Assessment Test in Writing (ATW) and is crafted with rubrics that listed the criteria for rating the students’ output, which was accomplished by the HUMSS student-participants within a given timeframe. This helped a lot in obtaining the necessary information regarding the level of writing skills of the Grade 11 HUMSS students before and after the integration of online blogging.

The researcher-made instrument was composed of 3 guide questions in essay form which the students answered. It was reproduced and distributed to the 26 students of Grade 11 HUMSS class of Balite National High School.

**Validity.** A draft of the research instrument was prepared by the researcher which contents were based on the standard writing skills test that covered the organization of sentences, grammar and vocabulary, and syntax, researches and experiences during classes. Moreover, the content validity that indicates the extent to which items are adequately measure or represent the content of the property or trait that the researcher wishes to measure was basically reviewed by the experts who were Senior High School teachers of Balite National High School. The questions indicated in the research instrument appeared once to make sure that there would be no duplication of the items that would appear in the questionnaire. A criterion-related validation was also given a consideration in crafting the research questionnaire in which the instrument's scores correlate with an external criterion. With this, a correlation was used to determine if criterion-related validity exists.

The crafted questionnaire was ready to be submitted to the dissertation adviser for a thorough review and suggestions that would be carry out during the revision process of the research instrument. The revised questionnaire was then presented to the board of panelists during the proposal defense.

The researcher followed the correct procedure and protocol in making the research instrument very valid and concrete such as noting the scholarly suggestions and comments of the board of panelists during the proposal period which is the basis for the distribution to the research participants.

**Reliability.** The reliability of the research instrument is always connected to the process of pilot testing of the questionnaire to the research participants. The researcher administered one set of research instrument to a single set of participants in two different points in time. The obtained results from the initial distribution of the research instrument were then compared using the test-retest method and were analyzed using the Pearson-Product Moment Correlation Coefficient indicating the significant and consistent responses of the research participants.

### 3.6 Ethics and Data Gathering Procedure

The researcher avoided certain issues that may arise anytime, especially that people were involved in the study conducted. To fully run the study with stability and continuity, the researcher addressed in advanced the possibilities of problems that may hinder the conduct of the study, and even worst, having the predicaments of making the study incomplete. The researcher also prepared and tendered letters to the people who needed to be asked for permission; information regarding the roles to take part in the study, data secrecy obtained from the respondents' answers, and confidentiality of the respondents' identities were indicated in the sent letter to respondents. Moreover, considerations were given to the respondents as to the freedom in answering and the time consumed in answering the questionnaire.

The preparation of the research questionnaire was the first step to be taken by the researcher and this took ample time to assure the quality of it, guaranteeing security of the required data to complete the study. The thorough processes of crafting, finalizing, and reproducing the research questionnaire required enough time.

A protocol of sending information to the Surigao del Norte Division Administration education officials was put into writings through the Letters of Request to be handed to the following people: a). Schools Division Superintendent; b). Public School District Supervisor; c). School Principal of Balite National High School; and d). Senior High School Teachers and Students of Balite National High School.

The dissemination of the letters to the authorities took one week, after which, upon the approval of the Schools Division Superintendent, the distribution of the research instrument to the research participants followed. The answered questionnaires were then collected and checked, and the participants' scores were tallied, treated, and analyzed using the appropriate statistical tools that would later on be discussed and interpreted.

### 3.7 Data Analysis

Gathered data from the study conducted were treated and analyzed in a systematic manner in order to gain a correct and accurate result. The following statistical tools were used in this study:

- **Mean.** This tool was used to determine the writing skills level of the Grade 11 HUMSS students in both control and experimental groups. Following the standard format for determining the writing skills level of the research participants, a Likert-Scale is attached to Appendix B that serves as the basis of measurement.

- **Independent T-test.** This statistical tool was used to determine the significant difference between the level of writing skills of the Grade 11 HUMSS students before and after the integration of online blogging.

#### IV. RESULTS AND DISCUSSIONS

This chapter contains the data and discussions leading to the answers of the problems in this study.

##### *Level of the Writing Competency of the Subjects before and After Instruction in the Control and Experimental Groups*

The study looked into the level of the writing competency of the subjects before and after instruction in the Control and Experimental Groups.

##### **Control Group**

Table 2 presents the level of writing competencies before and after instruction in the control group.

Table 2: Writing Competency Before and After Instruction in the Control Group

| Test      | Writing Competency    | Mean | Qualitative Description |
|-----------|-----------------------|------|-------------------------|
| Pre -test | Focus and Details     | 3.23 | Poor                    |
|           | Organization          | 2.92 | Poor                    |
|           | Voice                 | 2.77 | Poor                    |
|           | Word Choice           | 2.85 | Poor                    |
|           | Grammar and Mechanics | 3.23 | Poor                    |
|           | Average               | 3.00 | Poor                    |
| Post-test | Focus and Details     | 4.69 | Fair                    |
|           | Organization          | 3.15 | Poor                    |
|           | Voice                 | 4.69 | Fair                    |
|           | Word Choice           | 3.08 | Poor                    |
|           | Grammar and Mechanics | 4.85 | Fair                    |
|           | Average               | 4.09 | Fair                    |

Results show that as of the pre-test, the students in the control group obtained the mean scores of 3.23, 2.92, 2.77, 2.85 and 3.23 in focus and details, organization, voice, word choice, and grammar and mechanics of writing respectively. All of which are qualitatively described as *poor*.

This means that before the instruction, the HUMSS students' writing competencies were in the low level. It is further inferred that the control group initially lacks knowledge in writing. This relates to the statement of Tantillo (2015) who reiterated that many of the students lack the vocabulary and practice in reasoning that would enable them to build robust arguments in writing.

In the same manner, during the post-test, the group obtained the mean scores of 4.69, 4.69 and 4.85 in focus and details, voice, grammar and mechanics, respectively. Thus, there is an increase in the said competencies and can be qualitatively described as *fair* which indicates that they improved to a higher level in the said competencies after teaching writing with traditional style. However, in the competencies on the organization and word choice, the students gained mean scores of 3.15 and 3.08 respectively. As it can be observed, compared to their scores in the pre-test, their scores in the said competencies this time increased but remained in *poor* level. Meaning to say, the increment in the performance of the students in the control group in organization and word choice were not enough to improve to a higher level in their competencies.

##### **Experimental Group**

4.1 Table 3 presents the writing competencies of the students in the experimental group before and after instruction.

Table 3: Writing Competency Before and After Instruction in the Experimental Group

| Test      | Writing Competency    | Mean | Qualitative Description |
|-----------|-----------------------|------|-------------------------|
| Pre -test | Focus and Details     | 3.85 | Poor                    |
|           | Organization          | 3.23 | Poor                    |
|           | Voice                 | 3.85 | Poor                    |
|           | Word Choice           | 3.08 | Poor                    |
|           | Grammar and Mechanics | 4.54 | Fair                    |
|           | Average               | 3.71 | Poor                    |
| Post-test | Focus and Details     | 7.08 | Good                    |
|           | Organization          | 3.54 | Poor                    |
|           | Voice                 | 7.08 | Good                    |
|           | Word Choice           | 3.31 | Poor                    |
|           | Grammar and Mechanics | 7.46 | Good                    |
|           | Average               | 5.69 | Fair                    |

As illustrated in the Table, in the pre-test, the students got the mean scores of 3.85, 3.23, 3.85, 3.08, and 4.54 in focus and details, organization, voice, word choice, and grammar and mechanics of writing respectively.

These values equivalently described that the students writing competencies in focus and details, organization, voice, and word choice were in *poor* level while in grammar and mechanics was on *fair* level.

The result indicates that in the experimental group, the students initially have good foundation in grammar and mechanics of writing but lacks skills in other writing competencies. This is in congruence with the observation excerpts from Eberly Center (2017) which pointed out that there are several factors involve why students poorly write which include the lack of skills in reading comprehension, analytical skills and writing skills. Hence, students should be encouraged to do better to improve their writing performance.

Meanwhile, in the post-test, the average scores of the students in the experimental group in the competencies of focus and details, voice, grammar and mechanics augmented to 7.08, 7.08, and 7.46 respectively, all of which were qualitatively described as *good*. This means that the students' writing performances after integrating online blogging were improved to the high level. On the contrary, the students' performance in terms of organization and word choice remain in the *poor* level and did not improve to a higher level.

**Significant Difference on the Writing Competency among students in the Control Group and Experimental Group before and after Instruction**

This section determines the significant difference on the writing competency among students before and after instruction in both Control Group and Experimental Group.

**Between Pre-test and Post-test of Control Group**

Paired samples t-test was performed to examine significant difference on the writing competency level before and after instruction in the control group using conventional teaching method. The results are displayed in Table 4.

Table 4: Significant Difference on the Writing Competency Before and After Instruction in the Control Group

| Compared Test          | Writing Competency    | Mean Difference | t (df=24) | p    | Decision on Ho   | Interpretation |
|------------------------|-----------------------|-----------------|-----------|------|------------------|----------------|
| Pre-test and Post-test | Focus and Details     | 1.46            | -2.46     | .021 | reject Ho        | significant    |
|                        | Organization          | 0.23            | -0.52     | .607 | do not reject Ho | insignificant  |
|                        | Voice                 | 1.92            | -3.66     | .001 | reject Ho        | significant    |
|                        | Word Choice           | 0.23            | -0.49     | .629 | do not reject Ho | insignificant  |
|                        | Grammar and Mechanics | 1.61            | -2.65     | .014 | reject Ho        | significant    |
|                        | Average               | 1.09            | -2.46     | .021 | reject Ho        | significant    |

As can be noticed from the results, concerning focus and details, voice, and grammar and mechanics, obtained p-values were less than the significance level 0.05 and hence the null hypothesis is rejected. This means that there is significant difference in the level of writing competencies in terms of focus and details ( $t=-2.46$ ,  $p=0.21$ ), voice ( $t=-3.66$ ,  $p=.001$ ) and grammar and mechanics ( $t=-2.65$ ,  $p=.014$ ) of the students in the control group in their pre-test and post-test performance. It follows that the level of the said competencies of the students before and after the traditional teaching style in writing significantly varies. The mean difference of 1.46, 1.92, and 1.61 in the pre-test and post-test performance of the students significantly depict that the students gained after the instruction was applied. Thus, the traditional teaching style in writing significantly improve their level of competency in focus and details, voice, and grammar and mechanics.

Meanwhile, concerning the writing competencies of organization and word choice, obtained p-values were greater than the significance level 0.05 and thus, the null hypothesis is not rejected. This signifies that there is insignificant difference in the performance of the students as to organization ( $t=-0.52$ ,  $p=.607$ ) and word choice ( $t=-0.49$ ,  $p=.629$ ) in the control group in their pre-test and post-test. It can be concluded that traditional teaching style in writing did not improve the said writing competencies of the students.

Generally, after comparing the pre-test and post-test and getting the overall average, the obtained p-values of .021 which is less than the significance level of 0.05 and an average mean difference of 1.09 indicate that the null hypothesis is rejected and there is significant difference in the level of writing competencies.

**Between Pre-test and Post-test of Experimental Group**

Paired-samples t-test was also used to determine significant difference on the writing competencies before and after teaching writing with integration of online blogging for Experimental Group.

Table 5: Significant Difference on the Writing Competency before and after Instruction in the Experimental Group

| Compared Test          | Writing Competency    | Mean Difference | t (df=24) | p    | Decision on Ho   | Interpretation |
|------------------------|-----------------------|-----------------|-----------|------|------------------|----------------|
| Pre-test and Post-test | Focus and Details     | 3.23            | -5.36     | .000 | reject Ho        | significant    |
|                        | Organization          | 0.31            | -0.60     | .557 | do not reject Ho | insignificant  |
|                        | Voice                 | 3.23            | -5.46     | .000 | reject Ho        | significant    |
|                        | Word Choice           | 0.23            | -0.59     | .559 | do not reject Ho | insignificant  |
|                        | Grammar and Mechanics | 2.92            | -3.97     | .001 | reject Ho        | significant    |
|                        | Average               | 1.98            | -4.31     | .000 | reject Ho        | significant    |

Accordingly, there is significant difference in the level of writing competencies as to focus and details ( $t=-5.36$ ,  $p=0.000$ ) voice ( $t=-5.46$ ,  $p=0.000$ ), and grammar and mechanics ( $t=-3.97$ ,  $p=0.001$ ) before and after instruction of the students in the experimental group. Because of this, the null hypothesis is rejected which indicate that the students gained in their performance after teaching writing with the integration of online blogging.

The results concluded that the said teaching strategy improved the level of writing competencies in the areas of focus and details, voice, grammar and mechanics. Further, the result indicates that the integration of online blogging is effective in augmenting the said writing competencies. This is corroborated in the research study conducted by Vurdien (2013) which revealed that the use of blogs by teachers helped students improve their writing ability and write better in specific tasks.

On the other hand, Tabular values showed that there was no significant difference in the level of writing competencies in terms of organization ( $t=-0.60$ ,  $p=.557$ ) and word choice ( $t=-0.59$ ,  $p=.559$ ) before and after instruction in the experimental group hence, the null hypothesis is not rejected. This implies that the performance of the students did not improve in the said two competencies even after employing the teaching writing with integration of online blogging. Accordingly, the said teaching strategy was not effective in improving students writing competencies in organization and word choice.

**Difference in the Mean Gain Scores between the Control and Experimental Group**

This section presents the results that determine which writing style is significantly more effective in improving students' writing competencies. Independent-samples t-test was used to investigate significant difference in the effectiveness of traditional teaching writing and teaching with online blogging through the gain scores between the control and experimental group. Results were given in the following tables.

Table 6: Significant Difference in the Gain Scores between the Control and Experimental Group

| Compared Group                       | Writing Competency    | Mean Difference | t (df=24) | p     | Decision on Ho   | Interpretation |
|--------------------------------------|-----------------------|-----------------|-----------|-------|------------------|----------------|
| Control Group and Experimental Group | Focus and Details     | 1.78            | -4.07     | .000  | reject Ho        | significant    |
|                                      | Organization          | 0.08            | -0.20     | 0.843 | do not reject Ho | insignificant  |
|                                      | Voice                 | 1.31            | -2.75     | .011  | reject Ho        | significant    |
|                                      | Word Choice           | 0.00            | 0.00      | 1.000 | do not reject Ho | insignificant  |
|                                      | Grammar and Mechanics | 1.31            | -3.33     | .003  | reject Ho        | significant    |
|                                      | Average               | 0.89            | -3.96     | .001  | reject Ho        | significant    |

Based from the results in Table 6, there was no significant difference in the mean gain scores of the control and experimental group with respect to their writing competencies such as organization and word choice based on the p-values obtained of 0.843 and 1.000, respectively which is greater enough compared to the required level of significance at 0.05.

The finding means that traditional teaching writing and teaching writing with online blogging most likely have the same effectiveness in improving the students writing competencies in organization and word choice.

Nevertheless, the level of writing competencies as to focus and details ( $t=-4.07$ ,  $p=.000$ ), voice ( $t=-2.75$ ,  $p=.011$ ), and grammar and mechanics ( $t=-3.33$ ,  $p=.003$ ) of the students in the control and experimental group significantly vary. It can be concluded that there is significant difference in the effectiveness of the two teaching styles in writing in terms of the said writing competencies of the students; hence, the null hypothesis is rejected.

Referring to the means of gain scores for each group in Table 7, the integration of online blogging in teaching writing for experimental group was significantly better in Focus and Details, Voice, and Grammar and Mechanics than the control group.

Table 7: Significant Difference in Mean Gain Scores between Control and experimental Group

| Competency            | Group              | Mean gain scores |
|-----------------------|--------------------|------------------|
| Focus and Details     | Control Group      | 1.46*            |
|                       | Experimental Group | 3.23*            |
| Voice                 | Control Group      | 1.92*            |
|                       | Experimental Group | 3.23*            |
| Grammar and Mechanics | Control Group      | 1.61*            |
|                       | Experimental Group | 2.92*            |

\*significant at  $p < 0.05$  level

As observed from the mean gain scores, in focus and details, the gained score in the experimental group ( $mg=3.23$ ) is significantly higher than that of the control group ( $mg=1.46$ ). In the same way, the experimental group ( $mg=3.23$ ) got a higher mean gain in terms of voice than the control group ( $mg=1.92$ ). Furthermore, in grammar and mechanics, the gain score in the experimental group ( $mg=2.92$ ) is significantly higher than that of the control group ( $mg=1.61$ ).

This means that the performance in the said competencies in the experimental group is significantly better in the control group. It can be concluded that teaching writing with the integration of online blogging is more effective in improving the focus and details, voice, grammar and mechanics than the traditional teaching style. This is in connection with the ideas of Godwin (2003) that based on the proposed possibilities for classroom application, one might expect blogs to offer many reading and writing incentives for English learning and writing because blogging places emphasis on

content, the possibility of speedy feedback, the option of working with both words and images, and the ability to link one post to another.

## V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the results and findings of the study. On the basis of the findings, conclusions were drawn and recommendations were given.

### 5.1 Summary

The study aimed to determine the effectiveness of integrating online blogging in teaching writing to the Senior High School HUMSS students of Balite National High School in terms of focus and details, organization, voice, word choice and grammar and mechanics of writing. It also determined the level of increase between pretest and posttest results in control and experimental groups, the significant difference on the writing competency of the subjects in the control group and experimental group before and after experimentation, and if the writing competency of the subjects in the experimental group better than the control group after experimentation.

The study employed quasi-experimental research design. Data were gathered from the 26 Humanities and Social Sciences' students of Balite National High School using Assessment Test in Writing (ATW). Statistical tools used in analyzing data were Weighted Mean, Paired-sample t-test, and Independent-sample t-test.

### 5.2 Findings

Based on the results of the study, the following findings are hereby presented:

1. Before the instruction, the students' writing competencies in terms of focus and details, organization, voice, word choice, grammar and mechanics in the Control group were in the **low level**, described as **poor**. During the posttest, the aforementioned competencies except organization and word choice which were described as **poor** increased but still in **low level**.

In the Experimental Group, students' writing competencies in terms of focus and details, organization, voice and word choice were in **poor level**, while grammar and mechanics of writing were on **fair** level in the pretest. In the posttest, focus and details, voice and grammar and mechanics were described as **good**, but in terms of organization and word choice, they remain **poor** and did not improve to a higher level.

2. In the control group, there was significant difference in the level of writing competencies as to focus and details, voice, and grammar and mechanics of the students, but there was no significant difference in their pretest and posttest performances in terms of organization and word choice.

In the experimental group, there was no significant difference in terms of organization and word choice. Yet, there was significant difference in their pretest and posttest performances in terms of focus and details, voice, and grammar and mechanics.

3. There is no significant difference in the writing competencies of the students with respect to organization and word choice; however, they significantly vary in terms of focus and details, voice, and grammar and mechanics in the mean gain scores of both the control and experimental groups.

## VI. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn: writing skills to SHS Humanities and Social Sciences' students

1. The level of writing competencies of SHS Humanities and Social Sciences students in the Control Group in both pre-test and post-test is **low**.

In the Experimental Group, the levels of writing competencies were either low or fair in the pre-test, but leveled up to **good** in terms of focus and details, voice and grammar and mechanics. However, students remained **poor** in terms of Organization and Word Choice.

2. Considering the significant differences, focus and details, voice, and grammar and mechanics are the writing competencies that are affected by online blogging. Organization and Word Choice are not affected.

3. Teaching writing with the integration of online blogging is more effective in improving the focus and details, voice, grammar and mechanics writing competencies than the traditional teaching style. Traditional teaching writing is more effective in honing the organization and word choice competencies of the students.
4. No one from both the experimental and control groups reached the excellent level of writing competencies.

#### VI. RECOMMENDATIONS

Integration of online blogging in teaching writing to Senior High School HUMSS students is highly encouraged. In the light of the findings and conclusions, the following recommendations are given:

- **Curriculum Development Planners.** They are encouraged to integrate online blogging in designing curriculum guides for English subjects especially in teaching writing.
- **School Administrators.** They are prompted to strengthen school policies to sustain the writing abilities of the students by providing variety of teaching strategies specifically in expressing their thoughts through writing.
- **English Teachers.** They are requested to nurture the potential of the students and upgrade their classroom instruction on teaching writing skills. They may introduce blogging as a platform for students writing of essays online. In that way, students may find writing enjoyable and fun because aside from the satisfaction they may feel for having a wide readership, it will also boost their confidence on their writing abilities.
- **Future Researchers.** They are urged to use the results of the study as springboard for their future researches. They are suggested to conduct further research to emphasize on the challenges of integrating online blogging for teaching and improving writing. To add, they are also prompted to further study on other teaching strategies that will improve the writing competencies of the students in terms of organization and word choice.

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**APPENDIX A  
QUESTIONNAIRE**



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Caraga Administrative Region  
Schools Division of Surigao del Norte  
**BALITE NATIONAL HIGH SCHOOL**  
*Balite, San Francisco, Surigao del Norte*



School ID No. 304814

Name: \_\_\_\_\_

Year level: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

**Direction:** Answer the following questions comprehensively. Please be guided with the rubrics in answering the questions.

How important is the vaccination program of the government in ending the CoViD-19 disease in our country?

As a student, what can you contribute to stop the bullying issues in school and even in your community?

How do the use of gadgets interfere in your studies in English? What are the ways that could help you gain mastery in English while abstaining from the use of gadgets?

| Criteria                 | Excellent<br>(8-10 points)   | Good<br>(6-7 points)  | Fair<br>(4-5 points)   | Poor<br>(0-3 points)   |
|--------------------------|--|---|--|--|
| <b>Focus and Details</b> | There is one specific, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.   | There is one clear, well-focused topic. Main ideas are clear but are not supported by detailed information or facts.  | There is one topic, but main ideas are not especially clear.   | (0-3 points)<br>The topic and main ideas are not clear.                |
| <b>Organization</b>      | The introduction is inviting, states the main topic, and provides an overview of the argument. Information is relevant and presented in logical order. The conclusion is strong. | The introduction states the main topic and provides an overview of the paper. A conclusion is included, but does not strengthen the argument/position.                | The introduction states the main topic. A conclusion is included, but is not especially relevant/supportive.                                 | There is no clear introduction, structure, or conclusion.              |
| <b>Voice</b>             | The purpose of writing is very clear, and there is strong evidence of attention to audience. The author's knowledge of and/or experience with the topic is evident.              | The purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge of and/or experience with the topic is evident. | The purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge of the topic seems limited. | The purpose of writing is unclear.                                     |
| <b>Word Choice</b>       | uses vivid words and phrases. The choice and placement of words seems accurate, natural, and appropriate.  | uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone or   | Uses words that communicate clearly, but the writing lacks variety and seems inappropriate to the subject                                    | uses a limited vocabulary. Jargon or clichés are not used properly and |

|   |   |   |   |   |
|---|---|---|---|---|
|   |   | inappropriate for the subject matter.   | matter.   | detract from the meaning.   |
| <b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b> | All sentences are well-constructed and have varied structure and length. The author makes very few errors in grammar, mechanics, and/or spelling. | Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but these mistakes do not interfere with understanding. | Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or Spelling that interfere With understanding. | Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. |

*Source: Reading & Writing Skills Self-Learning Module 3. DepEd Surigao del Norte Division*

**APPENDIX B**

| <u>Range</u> | <u>Qualitative Description</u> | <u>Verbal Interpretation</u> |
|--------------|--------------------------------|------------------------------|
| 10 - 08      | Excellent (E)                  | Very Effective (VE)          |
| 07 - 06      | Good (G)                       | Effective (E)                |
| 05 - 04      | Fair (F)                       | Less Effective (LE)          |
| 03 - 00      | Poor (P)                       | Not Effective (NE)           |