

## The Effectiveness Of Online-Based Learning: A Testament To English Language Learning

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### **Abstract:**

The development of information and communication technology in the era of Industry 4.0 has had a great influence on the teaching and learning process, This research is part of a series of classroom action research (three cycles) whose main focus is to identify the effectiveness of using web blogs in English language learning to improve students' ability to understand English texts. The description in this section is divided into two parts, namely the first part reveals research findings based on a comparison of data distribution and t-tests. While the second part is focused on discussing the relationship between the results of this research with related theories or previous research.

**Keywords:** Learning, Language Learning, Effectiveness

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### **INTRODUCTION**

The development of information and communication technology in the era of Industry 4.0 has had a great influence on the teaching and learning process. The ease of access to technology has been used by teachers to improve the quality of education. As stated by Keengwe & Georgina in their research has stated that technological developments provide changes to the implementation of teaching and learning (Keengwe & Georgina, 2012). Information technology can be accepted as a medium in carrying out the educational process, including helping the teaching and learning process, which also involves finding references and sources of information (Wekke & Hamid, 2013).

In the industrial era 4.0, digital technology can have a negative impact on the world of education if its use is not appropriate. Therefore, understanding the principles and factors that affect the effectiveness of digital technology in learning is something that is very important for an educator (Putrawangsa & Hasanah, 2018). Furthermore, Harto (2018) emphasized that an educator is required to have four competencies in order to use digital technology appropriately. First, an educator must understand and be able to use digital technology and its application. Second, have leadership competencies that are able to direct students to have an understanding of technology. Third, have the ability to predict precisely the direction of the turmoil of change

and strategic steps to deal with it. Fourth, have competence in controlling themselves from all the turmoil of change, and be able to face it by coming up with ideas, innovation, and creativity.

In line with the development of technological advancements, many language teachers have utilized technology to improve language teaching either in formal educational institutions or pesantren ranging from secondary schools to colleges.

Several studies have shown that technology exerts as much of a positive influence on language learning as reading using videos (Gheytsi, Azizifar, & Gowhary, 2015). The internet has been integrated as a tool to complement language learning activities (Martins, 2015). One of the technological media that is often used today is applications on mobile phones. The results showed that students who interact a lot with applications on mobile phones can better understand the content of reading texts (Gheytsi et al., 2015). Another study tested the quiet reading strategies of students at most universities in Sweden. Data was taken from student reading blog activity (McGrath, Berggren, & Mežek, 2016).

From the results of these studies, researchers strive to innovate learning media for learning to read English in the English Language Education Study Program at UIKA Bogor. The results of the analysis of learning outcomes documents and observation of learning outcomes for 2 semesters concluded that there was a problem of learning outcomes. The distribution of passing rates for reading courses is still low below 50% and most students graduate in the range of 60-70 grades. In fact, if pushed back, students' reading ability can be more than that value. Some of the problem findings are that students still have difficulty in understanding the content of reading texts, students have weaknesses in associating the information they have with the text read, students have little vocabulary, and students have difficulty developing the text read into new reading.

From the results of interviews and discussions with students and lecturers teaching reading courses, so far the learning process rarely utilizes technology that has been owned by both the campus and students. Even though learning media is an important part in the success of learning in the classroom. Therefore, this study has presented a blog to complement the reading learning process. This is because almost all students have laptop and mobile phone facilities to access blogs that have been provided by the teacher. Blogs present a variety of reading information that can be supplemented with videos, so the reading process becomes fun. Moreover, most of the time students are also used to play mobile phones. So that through the pattern of reading online texts in blogs can make it easier for students to understand reading. This also aims to make students accustomed to accessing various kinds of knowledge through the internet. In the digital era, various learning resources ranging from books to learning media can be accessed using internet facilities easily.

Thus, the purpose of this study is to determine the level of effectiveness of blogs on the level and pattern of reading English students. So that the results of this study can also be known the results of improving students' reading skills from the tests given. The formulation of this research problem is how to improve students' English reading skills through learning using blogs.

## METHOD

This research is part of a series of classroom action research (three cycles) whose main focus is to identify the effectiveness of using web blogs in English language learning to improve students' ability to understand English texts.

The source of the research data is 68 students in the second semester of the 2022/2023 academic year spread across 2 classes in the UIKA Bogor English Study Program. Data is collected by test method. The test was developed to test students' ability to understand information presented in English texts. Tests are given twice, namely pretes and postes, to identify changes in students' ability to understand English texts before and after the treatment is given.

The effectiveness of online-based learning (i.e. web-assisted learning blogs) is viewed from two approaches, namely: First, comparing the distribution of data before the action (pretest) and after the action is given (posttest). The distribution of data in this case includes the mean, median, mode, data interval, data variance, and standard deviation data. In addition, data distribution comparisons are also carried out on test results in each cycle to see changes in student abilities as a result of the application of online-based learning.

Second, use the t test to test the assumptions/hypotheses built in the study. The hypothesis in this study is stated in the following statement: there is a difference in students' ability to understand English texts between before and after the use of web-based learning blogs. The null hypothesis in this study is an inversion of the hypothesis in this study as previously stated.

In addition, in this study, peer assessment was used to confirm the results of research analysis, in order to maintain the value of objectivity of the findings in this study.

## RESULTS AND DISCUSSION

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The description in this section is divided into two parts, namely the first part reveals research findings based on a comparison of data distribution and t-tests. While the second part is focused on discussing the relationship between the results of this research with related theories or previous research.

### 1. Students' English reading skills

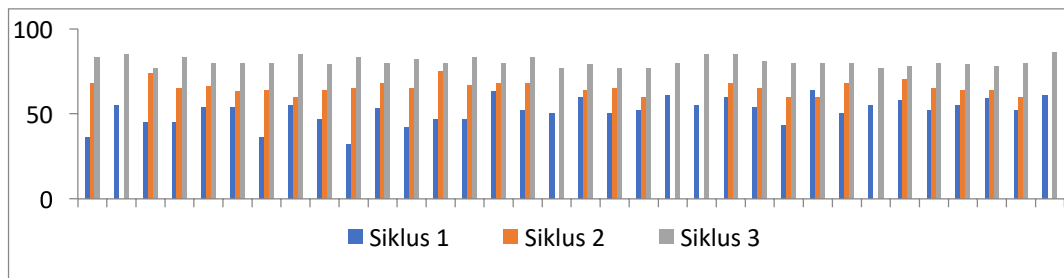
Based on the results of data analysis with collaborators, table 1 shows a comparison of the results of descriptive statistical calculations from student tests that have been given before and after using blogs. There are differences in the average score of the English reading test. There is a significant change from pre-test to post-test. There was an increase of 23.7 points. The average value has met the criteria for success of the action. Likewise, the highest value results reached 90. At the time before the implementation of the blog, the lowest value reached 32 and the highest 75. While after the learning process using blogs it is known that the lowest score is 70 and the highest score means that the success rate of the blog has had a great influence on improving English reading skills. In addition, a big difference can also be seen from the daily grades of each student, as shown in the graph below;

Table 1. Comparison of English Reading Test Results Before and After Using Web Blog

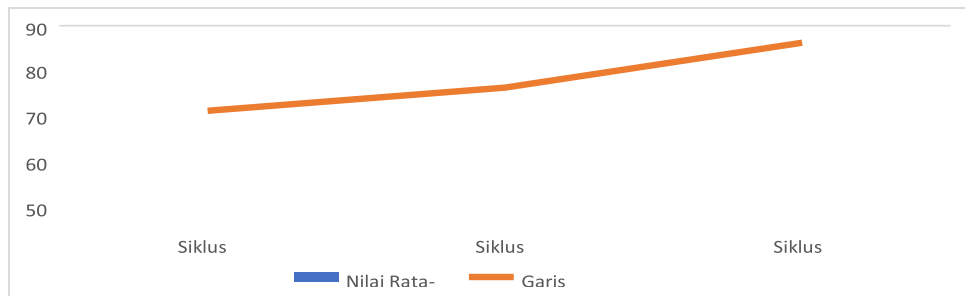
No	Distribusi	Sebelum	Sesudah
1	Nilai rata-rata	57,5	81,2
2	Median	55	80
3	Modus	55	80
4	Nilai terendah	32	70
5	Nilai tertinggi	75	90
6	Varian	87,7	21

No	Distribution	Before	After
1	Average rating	57,5	81,2
2	Median	55	80
3	Mode	55	80
4	Lowest score	32	70
5	Top marks	75	90
6	Varian	87,7	21
7	Standard deviation	9,4	4,6



**Graph 2.** Comparison of test results in the first, second and third cycles



**Graph 3.** The development of the increase in average test scores in all three cycles

Graph 2 shows the increase in test scores obtained by students from the first cycle to the third cycle. Everyone has a consistent increase in grades. From the results of the average value obtained has also shown a significant difference. In the first cycle, the lowest score was 0 because there were still students who were absent and the highest score was 65, and the average score was 51.5. The second cycle showed a low of 0, a high of 75, and an average of 62. While the third cycle showed a low value of 77, a high value of 90, and an average value of 82.3. Here is a graph of the increase in the average daily value from the first cycle to the third cycle;

While the results of the independent t-test to determine the difference in students' English reading ability before and after treatment are shown in table 2.

Table 2. T-test results against pretest and postes data

	<i>Pre-test</i>	<i>Post-test</i>
Mean	57.57	81.176
Variance	87.681	22.475
Observations	68	68
Pearson Correlation	0.19	
Hypothesized Mean Difference	0	
Df	67	
t Stat	-20.16	
P(T<=t) two-tail	3.71	
t Critical two-tail	1.99	

Table 2 shows significant differences in scores for students' English reading levels before and after using blogs. The processed data concluded that t-Stat (-20.16) < t-table (1.85), meaning that Ho was rejected and H1 was accepted. In addition, when viewed the results of P(T-t) two-tail it was found that (3.71) > t-table (t Critical two-tail) = 1.99. Thus, it can be said that there are differences in students' ability to understand English texts between before and after the use of web-based learning blogs.

## 2. Discussion

From the results of data analysis, it is known that blogs are effective enough to complement the implementation of the learning approach in reading classes. The implementation stages of blogs in English reading classes have been adjusted to the learning approach used so far, namely the contextual approach. Because in understanding a reading, students must know the context of each text, so that the material to be conveyed by the author can be accepted by the reader. The first step, the lecturer creates a blog specifically for the reading learning process that is tailored to the needs and objectives of this course. Before class starts, lecturers enter various kinds of texts and book references and videos that have scripts so that students can easily read. On the blog, lecturers also provide comment columns. Furthermore, learning activities in class are adjusted to the implementation of a contextual approach through blogs. Lecturers open blogs to inform students so that they read the text, after which students are asked to analyze according to their knowledge context experience. The lecturer checks the results of the text analysis and

publishes it on the blog again to get input from other students. Students have a reading obligation of up to 700 pages for twelve meetings. So, students can read summaries of texts published on blogs by lecturers.

These learning activities are quite effective, because various kinds of references used have been on the blog. Students outside the classroom can read without having to look for these references. In addition, students also have a different sense of comfort in learning with the ease of accessing information. As in research conducted by Cakir (2013) that students have the right reason to be motivated and comfortable learning in using blogs.

From a review of studies that other researchers have conducted on the use of blogs in EFL learning, several conclusions can be drawn. First, blogging as a language learning strategy contributes significantly to increasing learners' cultural knowledge and cultural awareness about the target community. In addition, the use of blogs increases cultural interaction, competence, and student exchange. Secondly, blogging plays an important role in developing learner interaction and communication in the target language. Third, blogs are an effective tool for developing speaking, reading, and writing skills. However, with regard to speaking skills, while blogs are effective for developing skills related to conceptualization, brainstorming, articulation, monitoring, evaluation, self-presentation and exchange of information, they have no effect on fluency, accuracy, complexity of language, or pronunciation. In addition, research shows that blog use improves the reading process, generates positive perceptions of reading, encourages class discussion, and develops reading and critical thinking skills (Cakir, 2013).

From exposure to previous research and data findings, it is known that blogs provide pleasant reading habits. But researchers have found that blogs have no influence on test results. However, the improvement of students' English reading skills is the result of students' habituation to reading with a sense of comfort and a need to get information and knowledge. This feeling is very important and has an impact on increasing motivation to learn. Because if someone is comfortable with learning media and the learning environment, directly building learning habits such as reading becomes a necessity.

## **CONCLUSION**

The results of data analysis show that there is a positive influence of blogs on the learning process of reading English. So that it also has an impact on increasing the scores obtained by students. In addition, the development of students' daily scores has also shown a significant increase. Therefore, the results of this study have implications for the quality of teaching and learning reading in the classroom. Lecturers can use blogs as complementary media to make the learning process more enjoyable. Blogs can not only be used for reading courses, but can also be used for other courses that are in accordance with the learning plan. To make the learning process more innovative, lecturers can design blogs with layouts that have course characteristics.

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