

## THE DEVELOPMENT OF A WEB BLOG FOR LEARNING ENGLISH GRAMMAR

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### ABSTRACT

This research aimed to develop the appropriate weblog for learning English grammar of the twelfth-grade students at SMAN 4 Palopo. Furthermore, the researcher applied Research and Development (R&D) method under the ADDIE model by Reiser and Mollanda in 1967. It comprises five phases: Analysis, Design, Development, Implementation, and Evaluation. This research was located at SMAN 4 Palopo. The subjects in the research were the twelfth-grade students at SMAN 4 Palopo, and 42 students became respondents for the development tryout. This research used several instruments to collect data, i.e., need analysis questionnaires, experts' judgment questionnaires, and students' perception questionnaires. The technique of data analysis was a quantitative descriptive analysis technique. This research shows that the developed basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo was appropriate. The value from the expert's validation showed that the material expert was 4.33, the language expert was 4.80, and the media/IT expert was 3.44. Thus, the overall mean score for product validity was 4.52 under the excellent category. The result of the questionnaire on students' perception obtained 4.23 in the excellent category.

**Keywords:** *basic English grammar, research, and development, web blog*

### INTRODUCTION

Grammar is a fundamental competency that plays a significant part in dominating English communication abilities. Increasingly

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understanding grammar will allow learners to produce better and correct sentences in speaking and writing performance according to its use. Richards & Renandya (2002) stated that grammar instruction had regained its rightful place in the language curriculum. Today, people concur that grammar is too essential to be ignored, and learners' language growth may have severe limitations if they do not have a firm grasp of grammar.

A long time ago, grammar teaching used the "talk and chalk" method; however, the moment has come to use online learning platforms. They will revolutionize the traditional education model by encouraging students to actively learn and shift from knowledge memorization to knowledge application, analysis, synthesis, and evaluation (Ahluwalia et al., 2011). The development of increasingly sophisticated but user-friendly technologies has aided the creation of new teaching approaches, including weblogs. They have changed the way people communicate on the internet forever. They have transformed users from consuming to contributing information.

Murray & Hourigan (2008) stated that a blog platform is another kind of online interaction, synchronous computer-mediated communication. Weblogs offer significant implications in English language teaching for various reasons. Weblogs allow for open and honest interaction in a natural educational setting. The writing's audience is not confined to the teacher but includes colleagues and persons outside the class and a worldwide audience (Noytim, 2010). The blog uses all the websites and is simple to develop (Azizinezhad & Hashemi, 2011). We can add images and texts to our blog without any issues. Weblog, as instructional media, was successful due to numerous benefits, and the students were self-sufficient in their learning (Ima, 2017). Besides, weblog-based English writing materials for students in the English Education Department were extremely convenient based on the approach used (Devitasyari, 2018). Students positively perceived weblogs with five indicators: writing confidence, writing skill enhancement, experience and understanding of information and communication technologies, critical thinking promotion, and accessibility (Sanjaya et al., 2020). Blogs attract students' attention and interest and motivate them to do activities, ask questions, and participate in online and classroom discussions (Rahman & Melor, 2012). In addition, students regarded convenience, accessibility, flexibility, and autonomy as the advantages of blog learning or blog-assisted language learning (Kun, 2018). Blogs' strength resides in their ability to support sharing and commenting

(Divitini et al., 2005). Moreover, Aydin (2014), Betts & Glogoff (2005), and Bloch (2004) wrote that blogs help practice rhetorical methods and fluency, strengthen grammar mastery, structure paragraphs and essays, revise written works, give and receive comments, and participate in review activities.

The researcher discovered several significant issues in learning English based on the pre-observation. First, the method the teachers used to teach grammar was blamed for the learners' difficulty (Sumalinog et al., 2018) and caused the students to need more awareness, less motivation, and less grammar knowledge (Turkmen & Aydin, 2016). Therefore, the students needed help to speak and write in English confidently. Second, almost all the students used gadgets daily, but several students misused them. Third, the material for basic English grammar needed to be more appropriate. The researcher found that most of the materials provided in the book about texts, conversations, and individual or group activities, were not offered enough grammar materials or lack of explanations. It needed to give more grammar materials that explain how to create those conversations.

Several researchers observed web blog utilization in teaching vocabulary and grammar. Uzun et al. (2002) found that blogs and websites are digital places with much potential and are highly helpful for learning and practicing FL. Armstrong & Retterer (2008) found using a blog to communicate in a foreign language appealing, and Ducate & Lumicka (2008) found that the students fully assimilated into the blogging community, particularly the culture of blogging in a foreign language. Grammar Gang Blog was produced by Duff et al. (2010). Witte (2007) developed 'The talkback project' and claimed that educational blogging allows students to enhance their digital competency and traditional literacy skills. The present researchers developed the weblogs; meanwhile, the research participants developed the weblogs in the previous research above.

According to the explanation above, this research aimed to develop the appropriate weblog for English learning grammar of the twelfth-graders of SMA Negeri 4 Palopo.

## **LITERATURE REVIEW**

### **What is a Blog?**

A blog (short for weblog) is a frequently updated website that resembles an online journal. Creating and updating a blog is so easy - it

requires only basic access to the Internet and a minimum of technical know-how. Because of this, it is one of the easiest ways to publish student writing on the WWW. It is almost as easy as sending an email.

Nowadays, blogs can also display photos, and some people are using them with audio and even video. Still, this article will concentrate on the basics, showing how a simple text-based blog can be used effectively with your English language learners.

### **Types of Blogs Used in Language Teaching**

Campbell (2003) has outlined three types of blogs for use with language classes:

The teacher of a class runs the Tutor Blog. The content of this type of blog can be limited to the syllabus, course information, homework, assignments, etc. Or the teacher may choose about their life, sharing reflections about the local culture, target culture, and language to stimulate online and in-class discussion. In this type of blog, students are normally restricted to being able to write comments on the teacher's posts.

The Class Blog is a shared space, with teachers and students able to write to the main area. It is best used as a collaborative discussion space, an extra-curricular extension of the classroom. Students can be encouraged to reflect in more depth, in writing, on themes touched upon in class. Students are given greater freedom and involvement than with the tutor blog.

The Learner Blog is the third type of blog, and it requires more time and effort from the teacher to set up and moderate but is probably the most rewarding. It involves giving each student an individual blog. The benefit of this is that this becomes the student's online space. Students can be encouraged to write frequently about what interests them and can post comments on other students' blogs.

Of course, teachers who decide to use blogs often use a combination of Tutor or Class blogs and Learner blogs, with hyperlinks connecting them.

### **Why Blog?**

So, why should you blog with your students? There are many reasons why you may choose to use weblogs with students. One of the best reasons is to provide a real audience for student writing. Usually, the teacher is the only person who reads student writing, and this reading focuses on form rather than content. With weblogs, students can find

themselves writing for a real audience that, apart from the teacher, may include their peers, students from other classes or even other countries, their parents, and potentially anyone with access to the Internet.

Here are some other reasons for using blogs: (1) to provide extra reading practice for students, (2) this reading can be produced by the teacher, other students in the same class, or, in the case of comments posted to a blog, by people from all over the world, (3) as online student learner journals that their peers can read, (4) the value of using learner journals has been well documented. Usually, they are private channels between teacher and student. Using a blog as a learner journal can increase the audience, (5) guiding students to online resources appropriate for their level. The Internet has a bewildering array of potentially useful resources for your students. The problem is finding and directing your learners to them. For this reason, you can use your tutor blog as a portal for your learners, (6) to increase the sense of community in a class, (7) a class blog can help foster a feeling of community among the members of a class, especially if learners share information about themselves and their interests and are responding to what other students are writing, (8) to encourage shy students to participate. Evidence suggests that quiet students can find their voice when they express themselves in a blog (9) to stimulate out-of-class discussion. A blog can be an ideal space for pre-class or post-class discussion.

Moreover, what students write about in the blog can also be used to promote discussion in class, (10) to encourage a process-writing approach because students are writing for publication, they are usually more concerned about getting things right and usually understand the value of rewriting more than if the only audience for their written work is the teacher, (11) as an online portfolio of student-written work. There is much to be gained from students keeping a portfolio of their work. One example is the ease at which learners can return to previously written work and evaluate their progress during a course, and (12) to help build a closer relationship between students in large classes. Sometimes students in large classes can spend all year studying with the same people without getting to know them well. A blog is another tool that can help bring students together.

## **RESEARCH METHODOLOGY**

This research is categorized as the R & D (Research and Development) method. The researcher used the ADDIE Model as the

development stage in this research. The ADDIE model consists of 5 steps: analyze, design, develop, implement, and evaluate (Welty, 2007). The researcher conducted this research at SMAN 4 Palopo, located at Bakau Street, Balandai, Bara, Palopo. It was conducted from December 2021 until March 2022. The subject of this research was the twelfth-grade students of SMAN 4 Palopo. The respondents of this research consisted of 42 students from two classes. Thirty-three students were involved in the field trial. 2 lecturers and one teacher assessed the developed weblog.

The researchers used questionnaires as the research instrument to collect data in each stage. The questionnaires were experts' judgment questionnaires, the need analysis questionnaire, and the students' perception questionnaire. The questionnaire for need analysis consisted of 19 items; meanwhile, the questionnaire for expert judgment consisted of 50 items. The questionnaire for students' perceptions consisted of 8 items.

The researchers distributed need analysis questionnaires through Google Forms. Meanwhile, the expert validation questionnaires were distributed in paper-based questionnaires, and the assessment took place face-to-face with each validator. The data was also obtained through students' perception questionnaires to evaluate it to produce a final product.

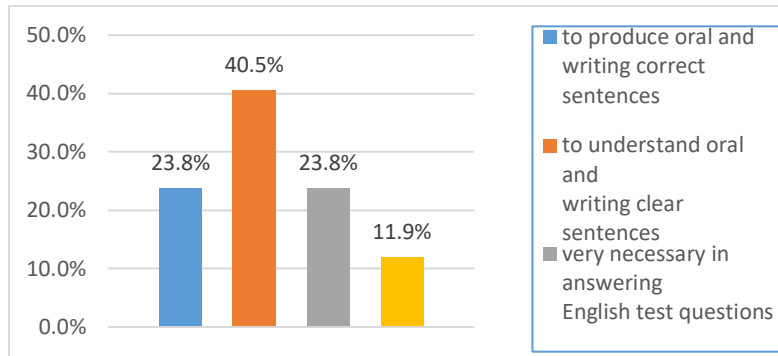
Data analysis used quantitative qualitative, which was analyzed by calculating the answer percentage. The result of the data was converted into a descriptive analysis. The indicator in measuring the result was the Mean ( $\bar{X}$ ).

## **RESULTS AND DISCUSSIONS**

### **The result of the Need Analysis Questionnaire**

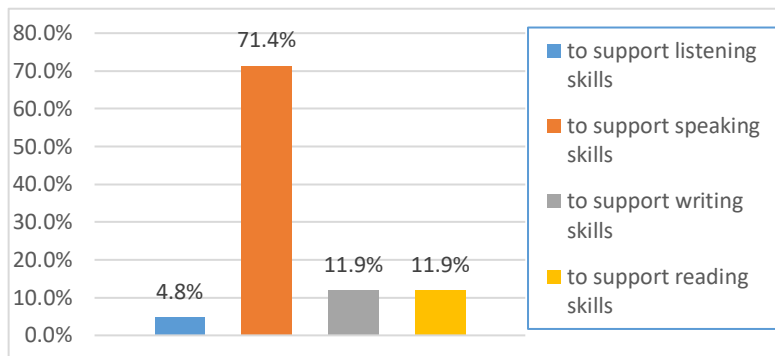
#### ***Target Needs***

These data show the questionnaire result related to the student's necessities in learning grammar.



**Chart 1.** The students' answers about why learning grammar is important

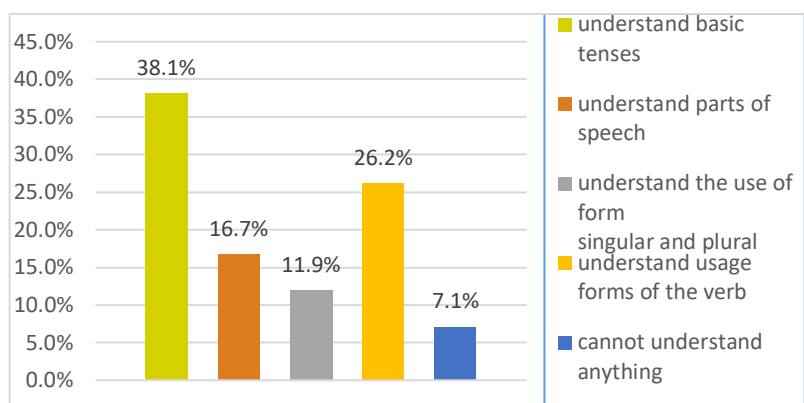
Chart 1 above shows that the highest percentage of learning grammar was important to understand oral and writing sentences clearly, with 40.5% of the percentage. It means the students learn grammar to understand verbal and writing clearly.



**Chart 2.** The reason why Students Need Grammar

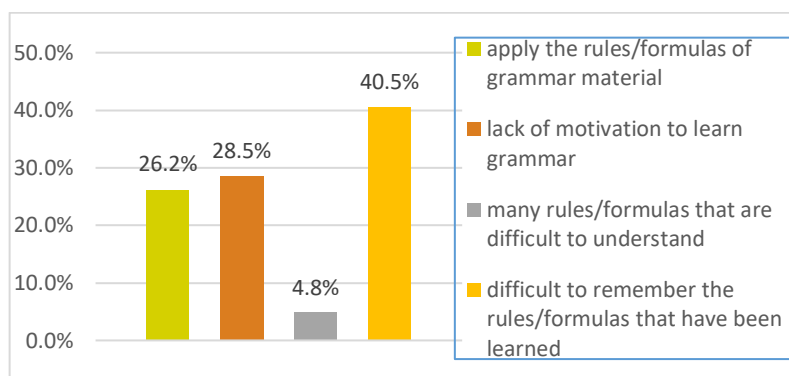
Based on Chart 2 above, the highest percentage was to support speaking skills, with a 71.4% percentage. The students needed to learn grammar the most to keep their speaking skills; 4.8% needed to learn listening skills, and 11.9% needed to learn writing and reading skills. of

These data show the questionnaire result related to the student's lack of learning grammar.



**Chart 3.** Percentage of students' proficiency in grammar knowledge

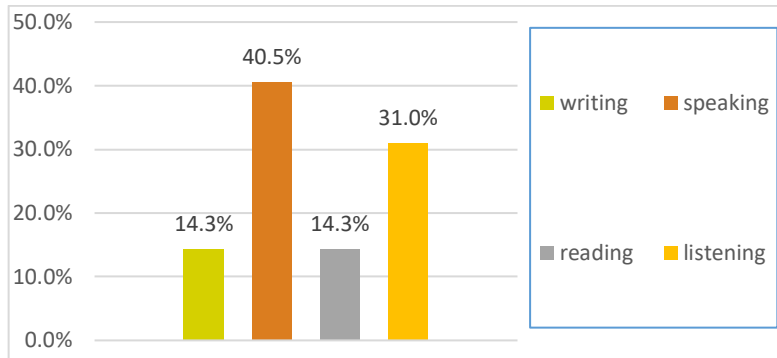
Chart 3 above shows the highest percentage of students who understood basic tenses, with 31.8%. Meanwhile, 26.2% of students understood the usage forms of the verb, 16.7% of students understood parts of speech, 11.9% understood the use of form, and 7.1% ts could not understand anything.



**Chart 4.** The students' difficulty learning grammar

Chart 4 shows the difficulty in learning grammar was difficulty remembering the rules/formulas learned with 40.5% of the percentage. It means most students struggled to remember the rules/formula.

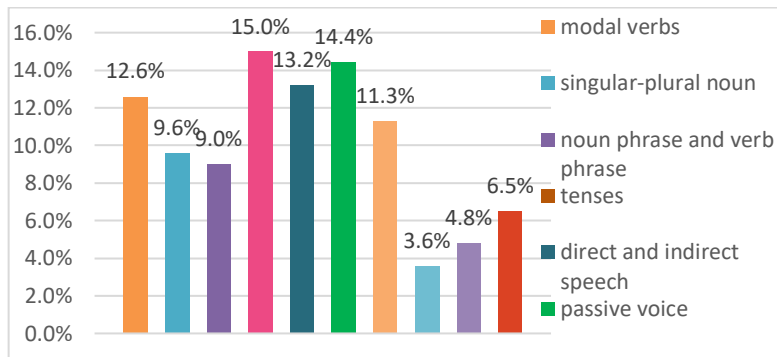




**Chart 5.** Percentage of the difficulty of applying grammar in language skills

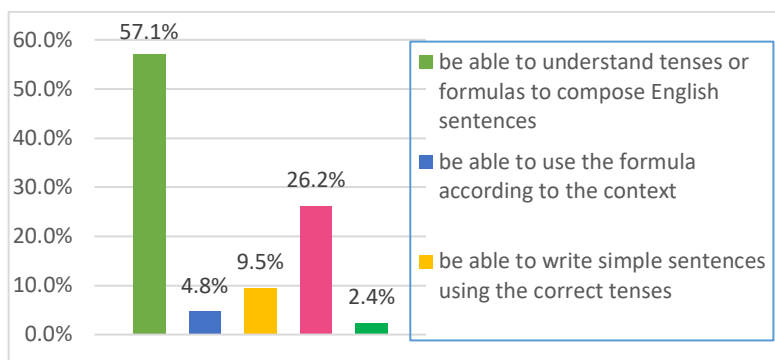
The highest percentage was speaking skills, with 40.5% of the percentage. In general, they needed help applying grammar when speaking.

Chart 6 below shows the questionnaire result related to the student’s wants in grammar learning.



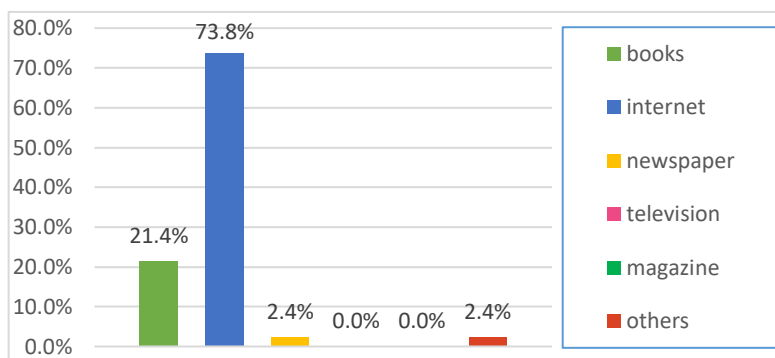
**Chart 6.** The most wanted grammar materials

Based on the curriculum, the researcher provided ten kinds of grammar materials, and the materials that got higher percentages were: tenses (simple past, future tense, and present perfect) reached 15% ; the passive voice reached 14.4% ; direct and indirect speech reached 13.2%, modal verbs reached 12.6%, article reached 11.3%, singular-plural nouns reached 9.6%, noun phrases, and verb phrases reached 9%. Therefore, the researcher highlighted the higher percentage of these materials for material development.



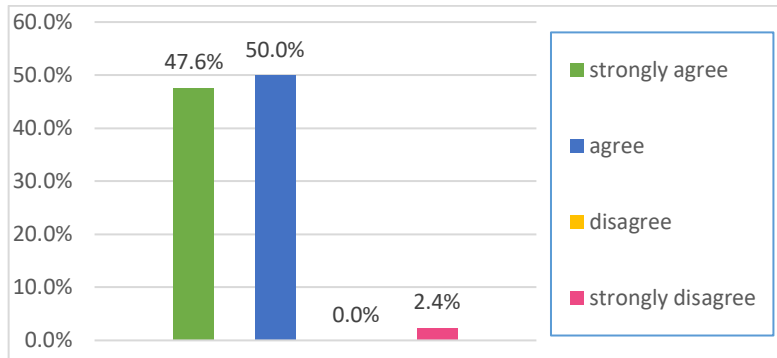
**Chart 7.** The students' expectations after learning grammar

The highest percentage was students expected to be able to understand tenses or formulas to compose English sentences, with 57.1% of the percentage. It means that most of the students are expected to be able to comprehend tenses or formulas.



**Chart 8.** The learning resources/media for grammar

Chart 8 shows the internet's highest percentage, with 73.8% of the percentage. Therefore, it increased the opportunity to develop grammar material through the blog. Conversely, 21.4% of students learn grammar from books; other students learn grammar through newspapers.

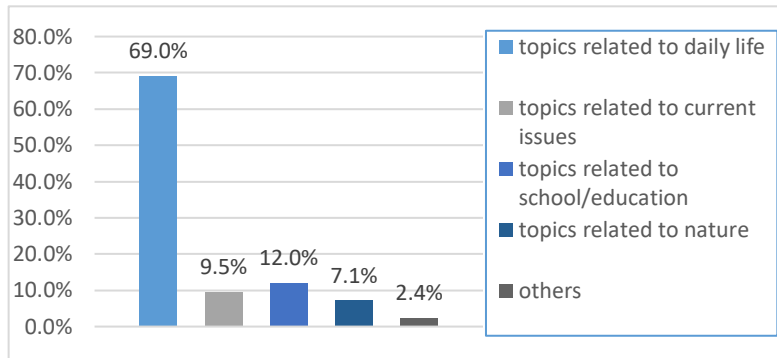


**Chart 9.** The students’ agreement to use gadgets for learning grammar

Chart 9 shows the highest percentage was 50% which students agreed to use gadgets as another alternative for learning grammar, and 47.6% strongly agreed. Most students decided to use gadgets as another alternative for learning grammar as the peak percentage.

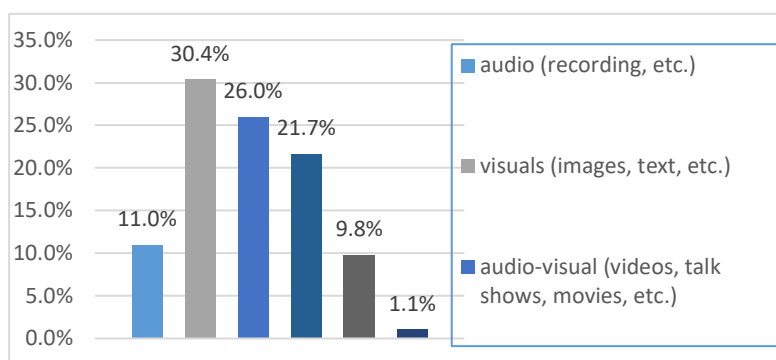
**Learning Needs**

These data show the questionnaire result related to the material inputs in learning grammar.



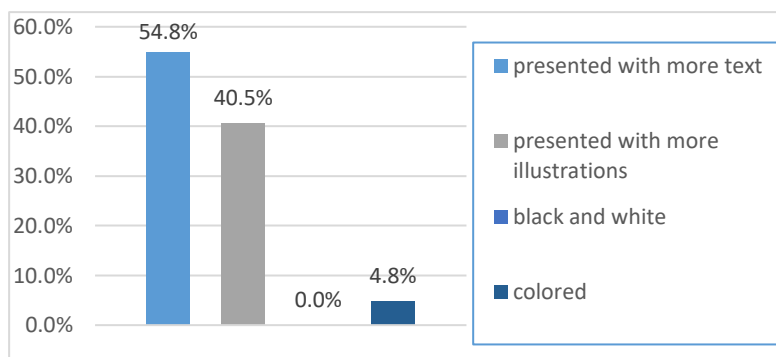
**Chart 10.** The topics students’ needs

Chart 10 above shows the highest percentage was topics related to daily life, with 69% of the percentage. It means that topics related to everyday life were the most wanted topic in developing basic grammar through blog learning.



**Chart 11.** Kinds of the learning media

The highest percentage was visual, with 30.4% of the percentage. Then followed by audio-visuals, with a percentage of 26%, and printed media, with 21.7%. Based on the chart, visual media was the most significant percentage to present the media for grammar material.



**Chart 12.** The material displays

Chart 12 above shows that the students who chose material presented with more text reached 54.8%, and those presented with more illustrations reached 40.5% percentage. Therefore, the researcher highlighted material with more text and illustrations in material development.

### ***The result of the Experts' Validation***

Based on the experts' judgment, the researcher got several comments about the developed product, namely:

- a. It is recommendable if the researcher completes the material with essential competencies and indicators.

- b. There are still some spelling errors in several sections of the material post. Review all spellings of words in each presentation of the material. Overall, the material and activity session instructions are appropriate and understandable. However, the researcher can add more detailed instructions to the Games Menu.
- c. Remove widgets that are not necessary, such as the “Random” widget on the home page and the “Recent” widget on the Material posts page. Besides, the researcher must complete the “Disclaimer” and “Privacy Policy” pages of the blog.

Some changes to the draft based on the results of the evaluation and revision given:

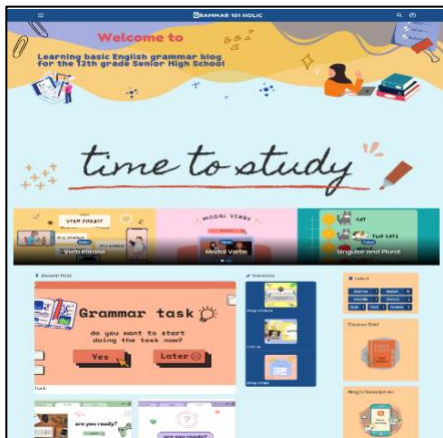
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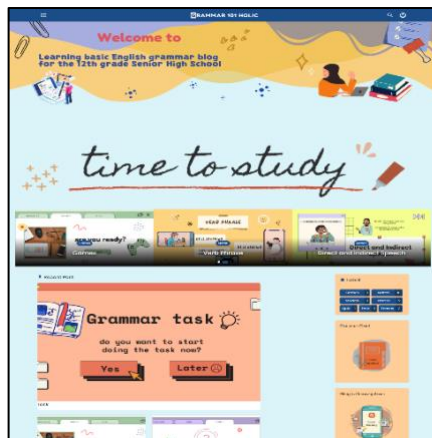
After revision

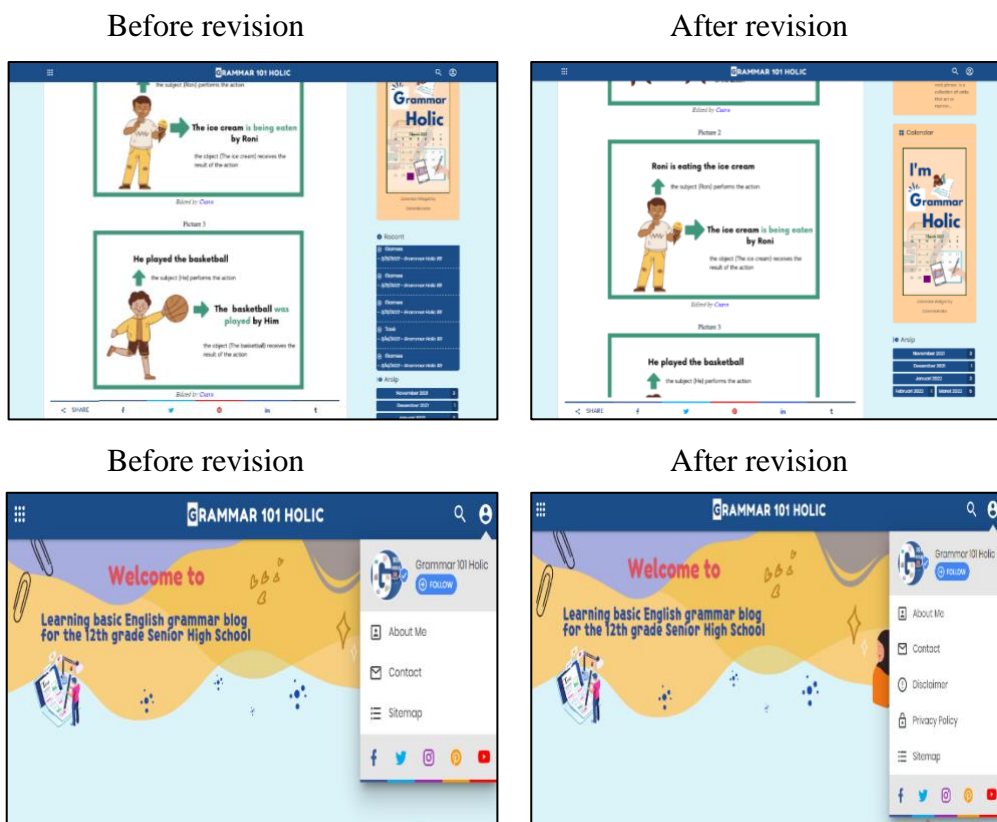


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After revision





**Figure 1.** The Draft Changes

The data below show the result of the experts' assessment.

**Table 2.** Average Score by Material Expert Judgment

Assessment Aspect	Mean Score	Descriptive Categories
<b>Suitability of Material</b>		
1. The material is appropriate for the core and basic competencies of the 2013 curriculum for 12 <sup>th</sup> -grade students.	4.5	Excellent
2. The material suits the needs of 12 <sup>th</sup> -grade students.	4	Good
3. The level of material difficulty is suitable for the cognitive development of 12 <sup>th</sup> -grade students.	4	Good
4. The material is relevant to the topic of discussion.	4	Good
5. Material is suitable with the use of images.	4	Good
<b>Learning Activities</b>		

6. The arrangement of each activity (task, quiz, games) is from the easiest to the most difficult.	4.5	Excellent
7. The instructions for each activity (task, quiz, games) are understandable.	4	Good
8. Each activity (task, quiz, game) is student-centered.	5	Excellent
9. Each activity (task, quiz, game) encourages students to recognize their achievements and weaknesses in learning activities.	4.5	Excellent
10. Each activity (task, quiz, games) contains sentences related to the material topic.	4	Good
<b>Appropriateness of Material Presentation</b>		
11. The presentation of the material description is clear.	5	Good
12. Systematic presentation is coherent.	4.5	Excellent
13. Presentation texts and illustrations are interesting to motivate students to learn.	4.5	Excellent
14. Presentation of the material involves students actively participating in accomplishing assignments.	4	Good
15. Each activity's presentation includes an evaluation to assess students' grasp of the material studied.	4.5	Excellent
Total score	65	

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{65}{15} = 4.33$$

The data in Table 2 above shows that the mean score of material experts' judgment reached 4.33. In the interval, this category obtained "Very Good." It means that the appropriateness of the material is qualified for students to apply it.

**Table 3.** Average score by expert language judgment

Assessment aspect	Mean score	Descriptive categories
<b>The appropriateness at the developmental level of students</b>		
1. The use of language is appropriate for the level of English proficiency of 12 <sup>th</sup> -grade students.	5	Excellent
2. The language presentation is comprehensive and suitable for the level of cognitive development of 12 <sup>th</sup> -grade students.	4.5	Excellent
<b>Communicative</b>		
3. Instructions and explanations in the material are understandable for 12 <sup>th</sup> -grade students.	5	Excellent

4. The language used is clear and effective.	5	Excellent
5. The language used is communicative.	5	Excellent
6. Language use can increase the motivation of 12 <sup>th</sup> -grade students.	5	Excellent
<b>Grammatical Accuracy</b>		Excellent
7. The language used is appropriate to the grammatical rules in English.	5	Excellent
8. The use of spelling is according to correct English rules.	4.5	Excellent
<b>The unity of Ideas</b>		
9. The presentation of messages or information reflects the coherence of meanings in one part.	4.5	Excellent
10. The presentation of messages or information reflects the coherence of meaning between parts.	4.5	Excellent
Total score	48	

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{48}{10} = 4.8$$

Table 3 above shows that the mean score of language experts' judgment reached 4.8. In the interval, this category obtained "Excellent." It means that the appropriateness of the language used is qualified for students to apply it.

**Table 4.** Average score by media expert judgment

<b>Assessment aspect</b>	<b>Mean score</b>	<b>Descriptive categories</b>
<b>Usability</b>		
1. Blog menus are easy to understand.	5	Excellent
2. The selected menu can display the page quickly.	5	Excellent
3. Search results can appear quickly.	4	Good
4. The blog is easy to access.	4	Good
5. The blog's URL is easy to remember.	4	Good
6. Blog orientation helps students find their position within the blog.	4	Good
<b>Functionality</b>		
7. Blog links work well.	5	Excellent
8. The main navigation menu works well.	5	Excellent
9. The Home menu works well.	4	Good
10. The Material menu works well.	5	Excellent
11. The Task menu works well.	5	Excellent
12. The Quiz menu works well.	4	Good
13. The Games menu works well.	4	Good



14. The Comment feature works well.	4	Good
15. The feature to share the link works well.	4	Good
Visual communication		
16. The use of language in the blog is suitable.	4	Good
17. The font used is readable.	4	Good
18. The blog's text/script is simple to understand.	4	Good
19. Instructions for using the blog are clear and understandable.	4	Good
20. The blog presentation design is attractive.	5	Excellent
21. The blog presentation design is easy to understand.	4	Good
22. The selection of blog colors generally is appealing.	5	Excellent
23. The use of illustrations or visualizations in blogs is appropriate.	5	Excellent
24. The blog's illustrations or visualizations have good quality.	5	Excellent
25. The blog layout is well-used and consistent.	5	Excellent
Total score	111	

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{111}{25} = 4.44$$

Table 4 above shows that the mean score of media/IT experts' judgment reached 4.44. In the interval, this category obtained "Excellent." It means that the appropriateness of the language use is qualified for students to apply it.

### ***The Result of the Students' Perception Questionnaire***

The calculation of the mean score from the student's perception result was:

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{33.82}{8} = 4.23$$

The result of students' perception above shows that the mean score reached was 4.23. In the interval, this category obtained "Excellent." The developed basic English grammar material through blog learning is qualified to apply.

**Table 5.** The results of students' perception questionnaire

No	Statements	Positive	Negative	Mean	Category
1.	To find out whether students like grammar material through blog learning.	217	205	4.4	Very Good
2.	To know the student's enthusiasm for learning basic grammar through blog learning.	205	202	4.24	Very Good
3.	To know the students' focus on learning basic grammar through blog learning.	204	201	4.22	Very Good
4.	To know the students' spirit in learning basic grammar through blog learning.	211	205	4.33	Very Good
5.	To know the students' confidence in learning basic grammar through blog learning.	201	199	4.17	Good
6.	Ease of students in doing basic grammar tasks through learning blogs.	202	201	4.2	Very Good
7.	Learning basic grammar through blog learning is the correct way for students.	190	193	3.99	Good
8.	To know the students' motivation in learning basic grammar through blog learning.	206	204	4.27	Very Good

## **Discussion**

Today grammar teaching has progressed over memorizing rules or dialogues. It is more focused on assisting students in developing their communication skills, needing assignments that permit the recognition and awareness of grammatical forms and their utilization (Bikowski, 2018). Moreover, grammar instruction for ESL students is currently the subject of discussion. The evolution of language teaching practice is significantly influenced by the contentious argument over the most effective method of teaching grammar. As a result, teachers must select their methods and strategies for teaching grammar that are appropriate for their students and learning situations (Khai, n.d.). In this modern era, teachers turn to online platforms to solve many of the problems associated with teaching grammar and teach it effectively. Wu (2006) wrote that although blogs are not explicitly designed for educational purposes and use, they take care of EFL teachers because they serve as a tool for instructional platforms without requesting any prior experience or knowledge of computer programming. Du & Wagner, weblogs are also an online alternative to learning logs, in which students keep track of their progress (2007). According to Miceli et al. (2010), teachers should be instructed to incorporate blogs into their course material and structure and their responsibility in managing blog interaction.

This research covered material based on the students' needs. The learning objective for basic English grammar through blog learning is "The students are expected to understand and use correct English grammar correctly in making oral or written sentences, and the students can apply it in their daily lives." Besides, the students expect to understand tenses or formulas to compose English sentences, and in fact, tenses are the choices most needed by students. The grammatical items to be taught must be students' goals (Richards & Renandya, 2002). In developing the blog-based material, the researcher used many visuals in the form of images and audio-visuals in videos and presented with more text. We could create contexts through visuals, teacher demonstration, text, dialogue, song, and video (Hedge, 2000; Richards & Reppen, 2014). The menu activities in the blog can make students practice more independently for teaching grammar to economize presentation time to provide maximum practice time.

This development weblog obtained positive responses from the students. Weblogs enhance their confidence and the appropriateness of the blogs because they are accessible and use visual representation (Sanjaya et al., 2020). The results of students' perception showed several students' responses such as (1) students like learning grammar using blogs; (2) it can increase students' enthusiasm and motivation; (3) its clearness makes students can focus; (4) the weblog display is appealing to increase students' spirit; (5) its easiness makes students are confident; (6) it helps students more easily in doing the task; (7) it is the right way to learn grammar; and (8) they can access the weblog wherever and whenever.

According to Mynard (2007), language educators can use weblogs to enable students to reflect on their learning experiences and to post a comment on another person's blogs to stimulate further reflection. Weblogs may create an engaging and stimulating learning environment in which students feel like they own and are read by others. They can help students improve their analytical and critical thinking skills and promote social connections between students and instructors, teammates, and a worldwide audience. A learner blogging offers chances for ownership, sharing, and reflection. Blogging can promote deeper participation and give them a stage to show their growing abilities (Alrubail, 2016). If employed in English classes, the issues of students' freedom of selection in blogging themes, duplication, and educator revision and response should all be considered (Noytim, 2010).

## **CONCLUSION AND IMPLICATION**

Weblog creation has been a fairly simple process, especially in the last ten years, due to the emergence of numerous websites and businesses that provide free services and preset templates to let individuals participate and function in the digital world in a few basic steps. Therefore, the researchers aimed to develop the appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo. The researcher used the ADDIE model to analyze students' needs, design the course grid, arrange content and material, and develop the material through the blog, implementation, and evaluation. The grammar material through blog learning is qualified as appropriate. Based on all expert judgments, it scored 4.52 with a "very good" qualification. In addition, the average of students' perceptions scored 4.23 in the "very good" category.

The appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo covers: (1) learning objectives follow students' necessities; (2) material consists of modal verbs, singular and plural, noun and verb phrases, tenses, direct and indirect speech, passive voice, and articles; (3) presented visually and audio-visually; (4) exciting learning activities and is student-centered as quizzes, games, and tasks; (5) material's arrangement consists of a definition, observing activity, grammatical structure, function, and example; (6) an understandable and accessible and covered with a good, attractive, and consistent layout; (7) clear, effective, communicative language and is suitable; (8) material can increase students' enthusiasm, focus, spirit, confidence, motivation, and activity. The link to access the blog is <https://grammar101holic.blogspot.com>.

### ***Limitation***

This limitation involves access to internet infrastructure. A strong network connection is essential for enhancing weblog learning quality in some economically underdeveloped locations.

### ***Implication***

Based on the findings, the researcher suggests that the school use the weblog learning approach in English grammar subjects. The school should majorly update the language and computer labs with new technology and give teachers specialized weblog training. The school should encourage the use of weblog learning in a classroom. According

to more research, the efficiency of weblog learning in Palopo schools and its effects on student performance should be further investigated. It is intended that the findings of this research will benefit schools, teachers, and students to acquire the competencies required for integrated learning.

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