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Lingua Humaniora

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Redaksi menerima tulisan dari pembaca yang belum pernah dimuat di media lain. Naskah dapat berupa hasil penelitian atau hasil pemikiran (telaah) yang sesuai dengan visi dan misi *Lingua Humaniora*. Setiap naskah yang masuk akan diseleksi dan disunting oleh dewan penyunting. Penyunting berhak melakukan perbaikan naskah tanpa mengubah maksud dan isi tulisan.

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HONING WRITING SKILLS THROUGH BLOGGING

Isnain Evilina Dewi

PPPPTK Seni dan Budaya Kemendikbud

INTISARI

Penelitian ini bertujuan mengetahui apakah blogging membantu siswa dan guru mengasah keterampilan menulis. Banyak peneliti mengklaim bahwa blogging adalah pendekatan yang baik dan cara yang ampuh dan persuasif untuk mengajarkan siswa menulis. Sebaliknya, peneliti lain percaya bahwa blogging membuat proses penulisannya usang karena para siswa tidak menyadari bahwa teknologi dapat membantu mereka dalam belajar. Mereka percaya bahwa tidak ada nilai tambah saat siswa melakukan blogging. Namun ada hasil penelitian yang menunjukkan bahwa di antara 18 responden, ada peningkatan substansial dari 39% menjadi 67%. Siswa yang diperkenalkan menggunakan blogging menunjukkan peningkatan kemampuan yang luar biasa dalam menulis meskipun mereka selama ini telah terbiasa menulis. Selain itu, guru dapat memanfaatkan blog sebagai alat bantu untuk memfasilitasi mereka dalam mengevaluasi tugas siswa.

Kata kunci: kemampuan menulis, manfaat, pembelajaran bahasa berbasis blog

ABSTRACT

This study aims to investigate whether blogging help students and teachers craft writing. Many researchers claim that blogging is a good approach and powerful and persuasive means to teach learners to write. Conversely, others believe that blogging makes the process of writing obsolete because the students do not realize that

technology can help them in learning. They believe that there is no value added when students do blogging. The findings showed that among 18 respondents, there were substantial enhancements from 39% to 67%. Students who were introduced to use blogging showed remarkable improvement in writing skills although they were used to writing. Teachers can use blogging as a supplementary appliance to help them evaluate students' assignments.

Keywords: *writing skills, benefits, blog-assisted language learning*

INTRODUCTION

Some people argue that blogs are ineffective tools of written communication. However, a number of people believe that blogs are an effective and useful method of recorded articulation for teaching English as a Second Language (ESL) and English as a Foreign Language (EFL) learners to write (Davis & McGrail, 2009; Woo & Wang, 2009; Kirkup, 2010; Sun, 2010). There is an assumption that integrating technology with face-to-face classroom instruction can extend the learning beyond the school days. A survey conducted by PBS Learning Media showed that students at any levels were willingly engaged in class activities when the teachers presented technology-based activities. These students were excited to be actively participated in lessons when the teacher use various presentations such as audio-visual elements, graphic content, images, animation as interactive presentation contents. Pre-K-12 teachers also regarded that technology use in the class turn the teachers' role. The teachers are not information source but rather plays the role as facilitator. Teachers become more flexible to build up and develop their teaching content.

Recently, a number of people who are interested in using blogs are increasing due to the development and advancement of technology (Ellison, Nicole B; Wu, Yuehua. 2008; Piret, Luik & Taimalu, Merle. 2016; Kuo, Y.-C., Bolland, B. R., & Kuo, Y.-T. 2017; Lin, M. H., Groom, N., & Lin, C.-Y. 2013; Mitchell, David. 2013). In addition, the popularity of blogs is intensifying in English learning domains. I believe that blogs should be used to help teachers in teaching writing for ESL and EFL learners because blogs promote self-expression, creativity and interactive discussion among users. Through blogging, students will be appropriately and totally engaged in a lesson or class to achieve

the authentic learning. Moreover, many educators or people in educational institutions encourage the use of computer assisted language learning (CALL) as a tool to support language learning. Considering the importance of CALL, many universities include the subject of CALL as part of their curriculum, for example Murray State University, Southern Illinois University, and Emporia State University (Texas).

Weblogs, or blogs, are assumed to be powerful and persuasive means to teach students to write (Woo & Wang, 2009). It is a fact that a number of students using blogs to share ideas, thoughts, hopes and desires have been increasing recently. The impact of information communication and technology is more likely to allow people have experiences with computers; therefore, it contributes to the intensification of people using internet as well as blogs. Using blogs provide the users (students) for both sharing their thoughts and giving comments with their cyber communities which gives them opportunity to engage in social contexts. Statistic report of the progression of educational blogging conducted by Edublogs.org showed that 40.7% educators used blogs. Meanwhile, 52.5% students used public blogging. The detail percentage on what purposes students use the blogging is that 36.6% students use blogs for the sake of assignments/assessments, 33.7% for reflective blogging, 23.5% for collaboration/discussion, 21.8% for practicing reading and writing skills, 19.3% for encouraging peer learning and support, and 17.7% for digital citizenship skills. Most class blogs used blogging for the sake of assignments and delivering news which indicated 48.4%, for allocating or assigning news with extended families 40.3%, for showing and sharing links and resources 34.2%. The purpose of the research was to find out whether blogging bring positive impact on both students and teachers to be skillful in writing.

DO STUDENTS LIKE WRITING?

There are several assumptions why students do not like to write. The first is that they may not be informed or directed on how to write a composition or essay which could lead to thinking that they are unable to write. The fact that a number of students regard that passing a certain course, say a writing class, is more important than performance; their mindset may be that getting the lowest

grade is fine as long as they are able to pass the course. In addition, another side of the coin is that the teacher may be such an authoritarian or one who is too tough in giving grade. When the teacher grades his/her students harshly, especially for students' first attempt to write, the teacher unintentionally makes the students feel that they are not able to meet the superior expectations of the teacher. Therefore, the students may feel discouraged and they would think that they were not able to write. In addition, if the students often get bad grades on their writing assignment will make them judge or perceive themselves that they are not good writers.

The second reason is students do not really understand what criteria or aspects the teacher wants; therefore, they do not know where to begin. When the teacher does not give clear instructions as to what he/she is looking for in giving writing assignment may be dangerous to the students. Failure may happen when the teacher neglects to explain what students should fulfill during the time the assignment is given. It may cause unfavorable connection between the learners and writing. If students do not know what is expected to meet the expectations of the teacher, they may fail to know where to begin. The other possible reason is students feel uneasy and confused; therefore, their writing may be far from their expectations or disconnected from their own writing. The teacher who gives too much emphasis or accentuation on how a paper should be written may trigger students not to be free to express their ideas or thoughts. Therefore, students' assignment may fail to meet the expectations. Consequently, the students will play safe rather than develop their creativity to write based on their own styles and unable to produce their original work.

Based on the fact that an increasing number of people utilizing computer-mediated technology in their daily life and a number of people using CALL are also improving, the teachers or educators may consider using blogs to be a supportive tool to facilitate language learning, especially writing.

ARE BLOGS EFFECTIVE?

It is widely believed that some students do not like writing due to several factors, such as time consuming, preparation needed, poor English class experience, unsure topic to write, etc. Teachers find it uneasy to encourage students to write; therefore, the teachers need to focus more on the content

rather than the form as well as provide students with many opportunities to captivate in writing. The use of interactive information communication technology tools to teach writing will make students more enthusiastic, positive, engaged, and motivated (in Abidin, et. al, 2011:99). Accordingly, teachers may provide a conducive atmosphere for students in which writing will be no longer boring, frustrating, tiring and frustrating as the students will be exposed with a natural way of interacting and communicating using blogs. Using weblogs will accommodate students to connect or adjoin with other people in sharing experience, expressing thoughts, ideas, or desires which provide them with natural connection to language skills: reading, writing and speaking (Chen, et. al., 2011).

A lot of current studies examine whether or not blogs are helpful to support literacy communities as a means of reinforcing writing instructions. However, some people assume that using blogs are not effective to help students improve their writing skill. Hunt (in Ramaswarni, 2008) states blogging makes the attention to pedagogy and the process of writing obsolete. The emergence of other social network that promote collaborative platform, such as, Google docs, Wiki, and Facebook may be the factor that users of bogs are decreasing. In my opinion, people would not continue blogging when they did not perceive blogging was extremely advantageous for them. In addition, Lehnmann (in Ramaswari, 2008) posits, “blogging for the sake of blogging is fine, but what is the value added?” Lehnmann argues that because most children are familiar with technology, the crucial thing to take into consideration is that these children may not know how the technology can facilitate them in learning and change them as students. He contends that if a child knows well how to use twitter, it does not guarantee that he/she recognizes and comprehends how to achieve his/her goal in learning specific skill better. In other words, the child is unable to identify and look into himself how to be an exceptional student of certain subject, say, English language.

The researchers that investigatethe significant points of blogs argue that blogs are helpful tools for learners to put in place, categorize, or storetheir self-expression (Lacina & Griffith, 2010). As a place for students to write their thoughts, feelings, experiences, or ideas will create a forum for them to give and receive comments or feedbacks. Through this forum, the learners will have

a good opportunity to work collaboratively in writing especially in making draft, revising, and editing in a virtual world. Alvermann states that “blogs will connect the literacies of the home to school” (in Lacina and Griffith, 2010:317). Considering that blogs are useful media for students to learn to write, it would be a good idea for teachers to help students in guiding them to create their own blogs. Lacina and Block posit that integrating blogging into classroom writing instruction is more likely motivate students to participate actively in the writing process (in Lacina and Griffith, 2010:317).

When the teacher intends to implement blogs for the first time, the teacher should give guidance for students on how to comments or making initial posts, for example telling not post hateful, abusive, or profane material, and be respectful while commenting. When students are going to respond to other student’s blogs whether they agree or disagree with other’s posting they should tell the reasons by giving details or adding information when necessary. Instead of writing a comment of “you are wrong,” it would be better when commenting which is supported by reasons such as “You are spreading lies by telling that the ideal way to eat cassava leaf is in raw form. The raw cassava leaves are toxic. They are supposed to be boiled to neutralize the poison.” Giving prior rules in commenting of substance when blogging; the students will have the dynamic interaction and conversation around a topic will be more likely run smoothly.

In the digital age, the information and communication technology in teaching writing provides a number of opportunities for students to work collaboratively. Vygotsky’s theory says that social contribution affects the development of cognition. Every child’s cultural develops twice, the first occurs in social level and the second happens in individual level. Facilitating students to work collaboratively which foster others’ work or opinion acceptance and respect rather than own composition. The idea of assigning students to work together will offer a number of benefits for them, such as how to overcome problems that will lead them to be more understandable about differences that they will face in their real lives. In addition, their anxiety levels may also be reduced as working together may be easier than working alone just like the idiom: “two heads are better than one.” When someone has less anxiety in learning, it is more likely that her/his motivation will increase; therefore, it will bring positive effect on the final achievement. Blogs motivate students

“to be more actively engaged in knowledge creation, sharing their ideas, and viewpoints in writing with others and publishing their works” (Krishnamurthy & Richardson, in Chen, et. al., 2011: E1).

Davis and McGrail (2009:76) postulate that blogging was beneficial and allowing students to be self-directed learners. None of the participants wrote the same thing, but all were on a path to explore, attempt, and investigate their own understandings. They did not only learn how to post material to their wall but also deal with their confusion or anxiety to give comments or not immediately get any feedback from others. As they were informed that their posting allowed guests to read and give comments; thus, it motivated the students to write the best they can. According to a research conducted by Brooks and Brooks, 1993; and Jensen, 1994 students show that they learn or develop their brain when they moved from their comfort zone. The findings of the research showed that using blogs in teaching writing bring positive effect on children which revealed possibilities and promise of self-directed learning. Students enjoyed blogging activities especially during giving comments and replying to it (Davies & McGrail, 2009). It seemed that these working exercises were their favorite which was indicated by it was the first thing the students did as soon as they came to the blogging class.

Recent educational study has given an incessant list of recommendations to use blogs in an academic setting due to the useful benefits for students (in Kirkup, 2010). Among of these are as an aggregator of resources. An aggregator refers to a web site to collect and combine certain types of material, news, knowledge, or opinion from many different online sources that is frequently updated and consolidates it in one place for viewing (dictionary.com); one of examples is news aggregator. Blogs can be used as a tool to actualize and generate association or affiliation that provides the fellow students to interact and communicate. By interacting with others will allow students to have connection with their communities which may provide an opportunity to produce a productive writing (Gregg 2006, in Kirkup, 2010). A productive writing is described as a narrative about the self or as a medium for someone to express their own story. I would say that a productive essay may be regarded as writing creatively as what Gergan (in Kirkup, 2010) argues as “multiphrenic” identity; which means, an identity that is actualized using various narratives and

is demonstrated by virtue of varied of media. Moreover, using such an advanced technology which is particular and distinctive; that is for sure incomparable with the traditional printed media such as letters. Blogs apparently can be used to develop and engage with to explicitly produce or initiate both personal and professional identities.

The emergence of blogging started in the 1990s can be considered as a relatively new site with little research to examine the benefit in academic setting. Bachenheimer (in Ramaswarni, 2008) conducted a research on the importance of blogging for students. The findings revealed that students who regularly use blogs were better in both writing in overall as well as specifically developing their ability in writing research papers. When students do blogging on a regular basis, they are more likely get used to conveying their ideas, thoughts, and feelings. So, the idiom of “practice makes perfect” represents this. The more the students practice to articulate their ideas and facilitate them actuate or establish what to say, the better and easier for them to write. Moreover, when students enjoy writing or their confidence is getting better, they will tend to write more that will lead to be productive writers. The use of blogs as a medium to write is more likely help them to be more well-organized students in articulating their thoughts, synthesizing their research and having advantages of receiving positive feedback from their peers.

Working collaboratively using blogs may foster cooperation rather than competition among students for the shared goals. Ramaswari (2008) posits that collaborative blogging as a means to develop elementary expository writing skill. There were 18 respondents involved in the study who were divided in several groups in which each group would write a “collaborative essay” on a certain topic. Then, they were asked to communicate with other users from other educational institutions. There were scheduled to have regular communication to allow them revise or edit one’s essay. For example, when one student posted his/her writing and other students would give their comments, questions, or feedback. Next, the pre-service teachers would also give feedback. The overall purpose was to promote students’ collaborative work for shared goals through online social interactions. The methodology was collected by delivering surveys to students regarding students’ attitudes before and after conducting assignments. The results showed there were

significant improvements from 39% to be 67%. This means that before treatment, 39% students said that before blogging, they had already loved writing; however, after they were introduced and used blogs, the number rose to 67%. So, it can be concluded that students' positive general attitudes contributed to writing development (Ramaswarni, 2008). Another result was the students' quality of writing was proven to be improved. The most interesting finding from the research was that students' motivation remained stable during the nine-week blogging project due to their enthusiasm and happiness whenever they received any comments from their peers.

Assigning students to initiate critical thinking by giving a series of guidance, such as giving evidence when describing or elaborating the facts, providing evidence in argument, giving justifications as well as contributing own ideas or opinions. When students are able to follow the guidance well, they are more likely able to get through learning process which promotes critical thinking and good writing. It is necessary that students are to be exposed with various questions ranging from the easiest to the most difficult ones. The main intention giving the activity is to evaluate students' comprehension. Therefore, the students are "forced" to use critical thinking instead of using old method, that is, regurgitation (p. 434). Students who are trained to impose critical thinking will make them to be better as it may become their habit by giving students an educational tool, that is weblogs that is believed to promote efficiency and effectiveness.

IS DIGITAL LITERACY MEANINGFUL FOR TEACHERS?

Using blogs are not only beneficial for students but also for teachers. Several advantages of blogs to a teacher are as following: blogs are apparently being able to be used as an additional and supporting aid for teachers. As a matter of fact, a teacher can ask students to submit their assignment or paper using this social network. Instead of asking students to hand in their homework directly in paper-based that may be heavy to bring, submitting it online will be more convenient for the teacher. Furthermore; the teacher is not necessarily to take any computers in the intended room, say in the classroom. He/she may check his/her students in any place as long as there is an internet connection; so, the blogs save the teacher's time. Moreover, the students' writing can be

kept in one place that will be easy to be read from any computer which is connected to internet access (Hashemi & Najafi, 2011:602).

A teacher may also use blogs to keep his/her notes that will be easily to be noticed or looked at in a chronological order. Blogs will offer him/her a welcome place to prepare materials for the next classes based on the previous materials as he/she has recorded material. The teacher will be more organized when he/she has a “vault” to keep his/her precious commodity. Blogs are more likely to facilitate a teacher to conduct his/her job or duty to be more manageable and more commodious. In addition to this, the teacher can provide cumulative response or evaluation to the students when there is any recurrent mistake to be written on a “public feedback area”. However, when the teacher is going to give personal comment or feedback can be addressed to each student’s personal blog.

EVALUATION OF BLOG ENTRIES

Assessing the effects of the use of blogs towards writing skills needs a measurement procedure. Two measurement procedures as stated by Sun (2010) are as follow: teachers may evaluate based on students’ first and last three entries and analyze the complexity of the structures whether the organization, the fluency, lexical choice, and the grammar are all acceptable or not. In assessment, reliability plays one of the most important aspects. Having more than one rater will make the reliability stronger, two raters will be sufficient. These raters do not need to notice the names of the writers before giving scores to avoid from being subjective. Raters also need to consider the time of grading, for example, in one time of scoring, they will only check all students’ first entry writing in one time to avoid of being fatigue. We may be well aware that being fatigue may influence the reliability. Evaluating the first three and last three blog entries will ensure the reliability of data. The second measurement is focusing on students’ syntactic complexity. The blog entries consisting of the first and last three passages will lead a teacher to examine and analyze the multiplicity and complication of the structures. The clauses which build or building blocks of the unity of overall sentences are considered as indicators of syntactic complexity.

CONCLUSION

In conclusion, using blogs in teaching both EFL and ESL writing are effective for any level, adults and young learners. The results show that (a) blogging model is effective to improve students' quality of writing specifically when there is peer feedback; (b) students will try to write the best they can as they realize that their posting may be read by audiences from the whole world; and (c) blogging offer students to write rich, authentic, and meaningful pieces of writing which focus more on the content rather than telling irrelevant or fruitless details; therefore, the inferior writing is able to be minimalized.

Using blogs are also beneficial for teachers for many reasons. Blogs can be used as a supporting aid to make teachers' load of work lighter. For example, in a traditional class, students may submit their assignment in a paper-based that may be heavy to carry. However, using blogs will make teachers to correct students' paper in any computer anytime and anywhere as long as there is any internet connection. In addition, the teacher can also give his/her feedback on the students' personal blogs. Another reason is that a teacher can use blogs as a place to keep his/her material based on a chronological order. By doing so, she/he will have a record that may guide him/her to be in the right track. []

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Petunjuk bagi Calon Penulis

Lingua Humaniora

1. Artikel yang ditulis untuk LINGUA HUMANIORA meliputi hasil penelitian atau hasil telaah konseptual bidang pendidikan bahasa dan linguistik. Naskah diketik dengan huruf Trebuchet MS, ukuran 12 pts, dengan spasi At least 12 pts sepanjang lebih kurang 15 halaman. Berkas (*file*) dalam format Microsoft Word dan dikirim via surel ke alamat *lingua.humaniora.p4tkbahasa@gmail.com*.
2. Nama penulis artikel dicantumkan tanpa gelar akademik dan ditempatkan di bawah judul artikel. Jika penulis terdiri dari 4 orang atau lebih, yang dicantumkan di bawah judul artikel adalah nama penulis utama; nama penulis lainnya dicantumkan pada catatan kaki halaman pertama naskah. Dalam hal naskah ditulis oleh tim, penyunting hanya berhubungan dengan penulis utama atau penulis yang namanya tercantum pada urutan pertama. Penulis dianjurkan mencantumkan alamat surel untuk memudahkan komunikasi.
3. Artikel ditulis dalam bahasa Indonesia atau Inggris dengan format esai, disertai dengan judul pada setiap bagian artikel, kecuali pendahuluan yang disajikan tanpa judul bagian. Judul artikel dicetak dengan huruf besar di tengah-tengah, dengan huruf sebesar 14 poin. Peringkat judul bagian dinyatakan dengan jenis huruf yang berbeda (semua judul bagian dan subbagian dicetak tebal atau tebal dan miring), dan tidak menggunakan angka/nomor pada judul bagian.
PERINGKAT 1 (HURUF BESAR SEMUA, TEBAL, RATA TEPI KIRI)
Peringkat 2 (Huruf Besar Kecil, Tebal, Rata Tepi Kiri)
Peringkat 3 (Huruf Besar Kecil, Tebal-Miring, Rata Tepi Kiri)
4. Sistematika artikel hasil telaah konseptual (pemikiran) adalah: judul, nama penulis (tanpa gelar akademik); abstrak (maksimum 100 kata); kata kunci; pendahuluan (tanpa judul) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan; bahasan utama (dapat dibagi ke dalam beberapa subbagian); penutup atau simpulan; daftar rujukan (hanya memuat sumber-sumber yang dirujuk).
5. Sistematika artikel hasil penelitian adalah: judul, nama penulis (tanpa gelar akademik); abstrak (maksimum 100 kata) yang berisi tujuan, metode, dan hasil penelitian; kata kunci; pendahuluan (tanpa judul) yang berisi latar belakang; metode; hasil dan bahasan; simpulan dan saran; daftar rujukan (hanya memuat sumber-sumber yang dirujuk).
6. Sumber rujukan sedapat mungkin merupakan pustaka-pustaka terbitan 10 tahun terakhir. Rujukan yang diutamakan adalah sumber-sumber primer berupa laporan penelitian (termasuk skripsi, tesis, disertasi) atau artikel-artikel penelitian dalam jurnal dan/atau majalah ilmiah.
7. Perujukan dan pengutipan menggunakan teknik rujukan berkurung (nama, tahun). Pencantuman sumber pada kutipan langsung hendaknya disertai keterangan tentang nomor halaman tempat asal kutipan. Contoh (Davis, 2003: 47).
8. Daftar rujukan disusun dengan tata cara seperti contoh berikut ini dan diurutkan secara alfabetis dan kronologis.

Buku:
Anderson, D. W. , Vault, V. D. & Dickson, C. E. 1999. *Problems and Prospects for the Decades Ahead: Competency Based Teacher Education*. Berkeley: McCutchan Publishing Co

Buku kumpulan artikel:
Saukah, A. & Waseso, M. G. (Eds.). 2002. "Menulis Artikel untuk Jurnal Ilmiah" (Edisi ke-4, cetakan ke-1). Malang: UM Press.

Artikel dalam buku kumpulan artikel:
Russel, T. 1998. "An Alternative Conception: Representing Representation". Dalam P. J. Black & A. Lucas (Eds.), *Children's Informal Ideas in Science* (hlm. 62-84). London: Routledge. ge.

Artikel dalam jurnal atau majalah:

Kansil, C. L. 2002. "Orientasi Baru Penyelenggaraan Pendidikan Program Profesional dalam Memenuhi Kebutuhan Dunia Industri". *Transpor*, XX(4): 57-61.

Artikel dalam koran:

Pitunov, B. 13 Desember, 2002. "Sekolah Unggulan atukah Sekolah Pengunggulan?". *Majapahit Pos*, hlm. 4&11.

Tulisan/berita dalam koran (tanpa nama penarang):

Jawa Pos. 22 April 1995. "Wanita Kelas Bawah Lebih Mandiri". hlm. 3.

Dokumen resmi:

Pusat Pembinaan dan Pengembangan Bahasa. 1978. *Pedoman Penulisan Laporan Penelitian*. Jakarta: Depdikbud.

Undang-undang Republik Indonesia Nomor 2 tentang Sistem Pendidikan Nasional. 190. Jakarta: Armas Duta Jaya. a.

Buku terjemahan:

Ary, D. , Jacobs, L. C. & Razavieh, A. 1976. *Pengantar Penelitian Pendidikan*. Terjemahan oleh Arief Furchan. 1982. Surabaya: Usaha Nasional.

Skripsi, Tesis, Disertasi, Laporan Penelitian:

Kuncoro, T. 1996. *Pengembangan Kurikulum Pelatihan Magang di STM Nasional Malang Jurusan Bangunan, Program Studi Bangunan Gedung: Suatu Studi Berdasarkan Kebutuhan Dunia Usaha dan Jasa Konstruksi*. Tesis tidak diterbitkan. Malang: PPS IKIP MALANG.

Makalah seminar, lokakarya, penataran:

Waseso, M. G. 2001. "Isi dan Format Jurnal Ilmiah. Makalah disajikan dalam Seminar Lokakarya Penulisan Artikel dan Pengelolaan Jurnal Ilmiah, Universitas Lambungmangkurat". Banjarmasin, 9-11 Agustus.

Internet (karya individual):

Hitchcock, S. , Carr, L. & Hall, W. 1996. *A Survey of STM Journals, 1990-1995: The Calm before the Storm*. (online), (<http://journal.ecs.soton.ac.uk/survey/survey.Html>).

Internet (artikel dalam jurnal online):

Kumaidi. 1998. "Pengukuran Bekal Awal Belajar dan Pengembangan Tesnya. *Jurnal Ilmu Pendidikan*". (online), jilid 5, No. 4, (<http://www.malang.ac.id>).

Internet (bahan diskusi):

Wilson, D. 20 November 1995. "Summary of Citing Internet Sites". *NETTRAIN Discussion List*. (online), (NETTRAIN@ubvm.cc.buffalo.edu).

Internet (surel pribadi):

Naga, D. S. (ikip-jkt@indo.net.id). 1 Oktober 1997. Artikel untuk JIP. Surel kepada Ali Saukah (jjipsi@mlg.ywcn.or.id).

9. Tata cara penyajian kutipan, rujukan, tabel, dan gambar mengikuti tata cara yang digunakan dalam artikel yang telah dimuat. Artikel berbahasa Indonesia menggunakan Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987). Artikel berbahasa Inggris menggunakan ragam baku.
10. Semua naskah ditelaah secara anonim oleh mitra bestari (reviewers) yang ditunjuk oleh penyunting menurut bidang kepakarannya, penulis artikel diberikan kesempatan untuk melakukan revisi naskah atas dasar rekomendasi/saran dari mitra bestari atau penyunting. Kepastian pemuatan atau penolakan naskah akan diberitahukan secara tertulis.
11. Pemeriksaan dan penyuntingan cetak-coba dikerjakan oleh penyunting dan/atau dengan melibatkan penulis. Artikel yang sudah dalam bentuk cetak-coba dapat dibatalkan pemuatannya oleh penyunting jika diketahui bermasalah.
12. Segala sesuatu yang menyangkut perizinan pengutipan atau penggunaan peranti lunak komputer untuk pembuatan naskah atau ihwal lain yang berkaitan dengan HAKI yang dilakukan oleh penulis artikel, berikut konsekuensi hukum yang mungkin timbul karenanya, menjadi tanggung jawab penuh penulis artikel tersebut.