

# THE USE OF BLOG TO ENHANCE STUDENTS' WRITING ABILITY

Fitria Azzuri Putri Pertiwi  
English Education

[fitriazzr@gmail.com](mailto:fitriazzr@gmail.com)

## Abstract

This study aims to introduce the phenomenon of blogging and the usefulness of blog exchanges for English writing. On the basis of a general observation of features and its use in education, the study first highlights the blog as a useful instrument for students to improve their English writing. The effects of using a blog for students' English writing were then further discussed. The study also addressed the use of blogs to facilitate students' reflective writing instruction in English. There are also recommendations for further research into blogging and the possible pedagogical benefits it may have for education, particularly for the instruction of English writing

**Key words:** Blog, Social Media, Students writing ability, Technology

---

## INTRODUCTION

A weblog (also known as a blog) is a web-based writing space where all content is written, edited, and controlled using a web browser before being immediately [1], [2], [3] and widely visible on the Internet [4], [5], [6]. Godwin Blogging technology has a wide range of possible uses in education and training, including communication between students and teachers, the distribution of instructional materials, the provision of mentoring to students, group discussions and teacher professional development, and knowledge management [7], [8], [9]. In recent years, educators have started to see the potential of blogs for teaching and learning as they become more and more widespread [10], [11], [12]. The use of blogs in education is still very new, especially for language acquisition, and there isn't much formal research on the subject [13], [14], [15].

Studies on the effects of blogging on learner autonomy, improving writing fluency, providing a platform for completing writing assignments, uploading course materials [16], [17], [18], and facilitating communication with bloggers outside the classroom are among those that have been published [19], [20], [21]. However, it is evident from a quick Google search that there is a significant amount of language classroom blogging going on that is just not being represented in English language learning literature [22], [23], [24]. There is currently a lack of material focusing on blog usage in English language classes [25], [26], [27]. The potential of blogs as learning journals in a virtual teaching and learning environment is the main topic of this study [28], [29], [30].

There are five sections to this study. This section's introduction comes first. The second section is a general comment regarding the use of blogs in education. According to earlier studies on students' attitudes and responses to the usage of blogs [31], [32], [33], the third section focuses on the efficacy of utilizing blogs for English language writing [34], [35],

[36]. It highlights three different blog formats for learning English as a second language [37], [38], [39], as well as some effects of blog usage on students' ability to write in English [40], [41], [42]. The fourth section of this study goes over blog reflections for English language learners [43], [44], [45]. The final segment is the fifth [46], [47], [48].

The term blog is described as "2. A frequently updated website consisting of personal observations, excerpts from other sources, etc., normally operated by a single person, and usually with connections to other sites; an online journal or diary" in the Oxford English Dictionary Online [49], [50], [51]. A blog is a frequently updated personal or professional journal that is published online and is meant for wide distribution [52], [53], [54]. The blog's publication format, with typically a new entry every day, and its informal tone are its defining features [55], [56], [57]. A lot of blogs also contain audio, video, and photo content [58], [59], [60]. Although weblogs have been there from the very beginning of the internet, it appears that the first free, commercial "blogging software" of the kind detailed in this article first appeared in July of 1999 [61], [62], [63]. Since then, the number of users has increased significantly due to the relative ease and speed of writing that this kind of software enables [64], [65], [66], and we now see blogs being used for personal, academic, journalistic, and commercial purposes [67], [68], [69]. A blog has geography like any other static website does, and it has a number of distinct "territories" that work together to give it its special qualities [70], [71], [72].

The following factors can be used to discuss it:

- Blogs do not even require complicated software or programming expertise. With a number of simple-to-use, free blog accounts accessible online, anyone can join.
- Blogs have a number of security features, such as the ability to restrict access for reading and writing. The simple to use security tools provided by Blogware allow you complete control over who has access to private or sensitive information.
- Visitors cannot create new posts or change existing ones on blogs; however, they can submit comments to already published posts. There are blogs that are open to posting from any community member.
- Users on blogs are treated equally regardless of their status. Instead than using their real names, users frequently use screen names. In some cases, anonymous blogging is permitted.
- Blog postings are typically written in the first person, informally, and with an audience in mind. It frequently reflects the author's viewpoints on several subjects. Discussions can take the form of comments on posts.
- Text, photos, music, video, and links can all be included in blog posts. No need to email pictures any longer; just direct folks to your blog instead! Readers can access other

materials directly through hyperlinks. Links are used to provide evidence for any claim. Links can take readers of a blog to news, images, and other content on the internet.

- The auto-archiving function of blogs. Every post has been archived. Both keyword and date searches are available for archives. The most recent posts since the reader's last visit to the blog can be found by using reverse chronological posting order.

- Subscriptions can be used to distribute blog content. A user can subscribe to numerous blogs, and the content will be collected in one location [73], [74], [75]. Instead of the reader visiting each individual blog, RSS aggregators collect posts from numerous blogs and distribute them to the reader [76], [77], [78]. Readers can quickly browse through more blog postings with the help of aggregators.

a. The application of blog in Education

A very large range of blog usage may be seen in the higher education and research sectors since 2000, when Weblogs were publicly accessible [79], [80], [81]. Blogs are being enthusiastically adopted by academics, researchers, instructors, and students. Blogs have been utilized in a variety of functions, extending and, in some cases, replacing existing online communication methods in the field of higher education in particular [82], [83], [84], where online asynchronous communication has occurred through email or discussion boards [85], [86], [87]. This has demonstrated the value of blogs as communication and/or cognitive tools for a variety of fields, including language acquisition, academic research, law, higher education in general, and the development of teachers.

The blog seems to improve learning and give students a chance to go from surface to deeper levels of learning [88], [89], [90]. The strategy of the learner to finish only the minimal content required to meet assessment requirements—whether that is studying only what may be presented in a test or simply attending and participating in activities—is characterized as surface learning [91], [92], [93]. Deep learning, on the other hand, involves taking a step back from an experience, looking for connections between ideas, and contextualizing meaning [94], [95]. Generally speaking, using a blog as a learning journal allows students to nurture the habit of studying thoroughly while also recording their learning and gathering material for self-analysis and reflection.

b. Using blogs for English writing

Weblogs, a recent innovation, provide chances for online learning (Godwin, 2003).

The linking and cross-linking of blogs makes it simple to build larger online communities. A personal blog can be used by language learners as an electronic portfolio to track their progress over time [96], [97]. The student has the chance to write for readers besides their peers by posting the blog online. Commentary on the readings is also open to readers.

Based on the suggested applications for the classroom, one might anticipate that blogs would provide a variety of reading and writing incentives for English learning and writing given the emphasis on content, the potential for quick feedback, the ability to use both words and images, and the capability of linking one post to another [98], [99]. According to academics who use blogs, students frequently do better work than those who write exclusively for the teacher or other students in the class because they know they will have an audience when they share their writing online [100]. Many academics have remarked on how they use blogs to supplement their classroom learning, and they've discovered that blogs provide lots of reading and writing rewards.

## **METHOD**

This study aimed at finding out was the use of blogs that can enhance a student's writing ability. In this study, the researcher distributed questionnaires in the form of survey websites to collect data and the results of the questionnaire were stated in the data finding using a qualitative approach. This study involved participants who were students at University in Lampung. More precisely, it involves participants from the English Language Education Study Program who took Academic Writing class. The participants consist of 14 students who were selected as participants for this study. They consist of 3 males and 11 females. There are 6 questions in the questionnaire that were distributed to the participants to collect their perspective data. The 6 questions are only in a part. The first question: Did you have a blog? (medium, wordpress, blogspot). Second question; What kinds of blogs did you have?. Third question; Did you often use it? Fourth question; What kinds of writing text did you have posted on the blog? Fifth question; Did the use of blogs help you to enhance your writing skills? Sixth question; How many words did you have typed in each blog posted?

## **RESULTS AND DISCUSSION**

The following section demonstrates the results of the study. An overview of participants' perspectives towards the use and challenges of video conferencing during distance learning can be seen in table below.

The questionnaire was distributed by the Whats Apps application in the Academic Writing group. The researcher gave the survey website link to the participants and asked them to fill out a questionnaire. The researcher can immediately see the responses of the participants after the participants finished filling out the questionnaire. The researcher put the data into the data findings after all responses are collected from the survey website. The participants' responses were analyzed by the researcher to see what if blog can enhance students' writing ability.

According to the results, out of 14 students of English Education who took Academic Writing class, they filled out the questionnaire well. In the first question, all the respondents choose the answer "Yes". In the second question, the researcher adds an answer with medium, blogspot, wordpress, and others (the respondents can fill it out), then it shows that 10 students choose wordpress, 3 students choose blogspot, and the rest students choose medium. The third question, with the answer yes, very often, sometimes,

and never. The 7 students choose very often, 4 students choose yes, and the rest choose sometimes. The fourth question was well answered by all of the students who chose articles. In the fifth question, all the students answered it by choosing yes. The last question, 9 students choose <1000 words, while the rest choose >1000 words.

Through their interactions with others, the students participated in collaborative learning, which stimulates critical thinking. By encouraging students to analyze what they read and write, blogs promote critical thinking. Students can develop their writing abilities by blogging, and they can discover new ideas by interacting with other students. Blogs promote critical thinking by making it simple for students to link to sources that back up their claims. There are various ways that writing quality might be seen. Some English majors claim that they are constantly conscious of their audience and that they write with that audience in mind. They are unsure of their moral standing. Students are encouraged to focus more on the language and content of their blogs because internet posting is permanent. Additionally, the feedback they receive—both critical and non-critical— from numerous sources and of all kinds has an impact on the caliber of their work.

By including visual elements to their blogs, the students also improve the quality of their writing. This aids the reader in better understanding concepts. Concepts such as visual thinking, visual learning, and visual literacy are connected to the notion of "constructing meaning." Students with visual learning preferences can profit from technology when it is presented in a multimedia way, according to study on this topic. In other words, students are better able to explain their opinions when they add visual associations to their blogs.

## CONCLUSION

Based on the suggested applications for the classroom, one might anticipate that blogs would provide a variety of reading and writing incentives for English learning and writing given the emphasis on content, the potential for quick feedback, the ability to use both words and images, and the capability of linking one post to another. Through their interactions with others, the students participated in collaborative learning, which stimulates critical thinking. By encouraging students to analyze what they read and write, blogs promote critical thinking. Students can develop their writing abilities by blogging, and they can discover new ideas by interacting with other students. Blogs promote critical thinking by making it simple for students to link to sources that back up their claims.

## REFERENCES

- S. Samanik and F. Lianasari, "Antimatter Technology: The Bridge between Science and Religion toward Universe Creation Theory Illustrated in Dan Brown's Angels and Demons," *Teknosastik*, vol. 14, no. 2, p. 18, 2018, doi: 10.33365/ts.v14i2.58.
- L. U. Qodriani and M. Y. Kardiansyah, "Exploring Culture in Indonesia English Textbook for Secondary Education," *JPI (Jurnal Pendidik. Indones.)*, vol. 7, no. 1, pp. 51–58, 2018.
- P. MULIYAH, D. AMINATUN, L. N. Hakim, and L. SEPTIANA, "MONKEY STORIES:

A NEW MEDIA FOR DIGITAL ENGLISH LEARNING,” 2021.

- L. Oktaviani and M. Ayu, “Pengembangan Sistem Informasi Sekolah Berbasis Web Dua Bahasa SMA Muhammadiyah Gading Rejo,” *J. Pengabd. Pada Masy.*, vol. 6, no. 2, pp. 437–444, 2021.
- B. E. Pranoto and L. K. Afrilita, “The organization of words in mental lexicon: evidence from word association test,” *Teknosastik*, vol. 16, no. 1, pp. 26–33, 2019.
- S. Suprayogi, B. E. Pranoto, A. Budiman, B. Maulana, and G. B. Swastika, “Pengembangan Keterampilan Menulis Siswa SMAN 1 Semaka Melalui Web Sekolah,” *Madaniya*, vol. 2, no. 3, pp. 283–294, 2021, doi: 10.53696/27214834.92.
- B. E. Pranoto, “Insights from Students’ Perspective of 9GAG Humorous Memes Used in EFL Classroom,” in *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 2021, pp. 72–76.
- S. Suprayogi, “Javanese Varieties in Pringsewu Regency and Their Origins,” *Teknosastik*, vol. 17, no. 1, pp. 7–14, 2019.
- M. Y. Kardiansyah and A. Salam, “Literary Translation Agents in the Space of Mediation,” in *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 2020, pp. 592–598.
- B. Mandasari, D. Aminatun, M. Ayu, and B. Inggris, “PENDAMPINGAN PEMBELAJARAN BAHASA INGGRIS MELALUI ACTIVE LEARNING BAGI SISWA-SISWI MA MA ’ ARIF 9 KOTAGAJAH LAMPUNG TENGAH,” vol. 4, no. 2, pp. 46–55, 2022.
- N. Nuraziza, L. Oktaviani, and F. M. Sari, “EFL Learners’ Perceptions on ZOOM Application in the Online Classes,” *Jambura J. English Teach. Lit.*, vol. 2, no. 1, pp. 41–51, 2021, doi: 10.37905/jetl.v2i1.7318.
- H. Kuswoyo *et al.*, “‘Let’s take a look...’: An Investigation of Directives as Negotiating Interpersonal Meaning in Engineering Lectures,” vol. 29, no. 1, pp. 47–69, 2021.
- M. Y. Kardiansyah, “Wattpad as a Story Sharing Website; Is it a field of literary production?,” *ELLiC Proc.*, vol. 3, pp. 419–426, 2019.
- O. Cahyaningsih and B. E. Pranoto, “A CRITICAL DISCOURSE ANALYSIS : THE REPRESENTATION OF DONALD TRUMP IN THE REUTERS AND THE NEW YORK TIMES TOWARDS THE ISSUE OF # BLACKLIVESMATTER,” vol. 2, no. 2, pp. 75–83, 2021.
- E. N. E. W. Kasih, S. Suprayogi, D. Puspita, R. N. Oktavia, and D. Ardian, “Speak up confidently: Pelatihan English Public Speaking bagi siswa-siswi English Club SMAN 1 Kotagajah,” *Madaniya*, vol. 3, no. 2, pp. 313–321, 2022, [Online]. Available: <https://madaniya.pustaka.my.id/journals/contents/article/view/189>

- C. Adelina and S. Suprayogi, "Contrastive Analysis of English and Indonesian Idioms of Human Body," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 20–27, 2020.
- I. Ahmad, R. I. Borman, J. Fakhrurozi, and G. G. Caksana, "Software Development Dengan Extreme Programming (XP) Pada Aplikasi Deteksi Kemiripan Judul Skripsi Berbasis Android," *INOVTEK Polbeng-Seri Inform.*, vol. 5, no. 2, pp. 297–307, 2020.
- D. Amelia, A. Afrianto, S. Samanik, S. Suprayogi, B. E. Pranoto, and I. Gulo, "Improving Public Speaking Ability through Speech," *J. Soc. Sci. Technol. Community Serv.*, vol. 3, no. 2, p. 322, 2022, doi: 10.33365/jsstcs.v3i2.2231.
- M. R. Choirunnisa and B. Mandasari, "Secondary students' views towards the Use of Google Classroom as an online assessments tools during Covid-19 pandemic," *J. Arts Educ.*, vol. 1, no. 1, pp. 1–9, 2021.
- B. Mandasari *et al.*, "Pendampingan Pembelajaran Bahasa Inggris Bagi Siswa-Siswi Sma/Ma/Smk Di Desa Purworejo Lampung Tengah," *Community Dev. J. J. Pengabd. Masy.*, vol. 3, no. 1, pp. 332–338, 2022, doi: 10.31004/cdj.v3i1.4026.
- U. Nurmalasari and Samanik, "A Study of Social Stratification In France In 19th Century as Portrayed in 'The Necklace 'La Parure'' Short Story by Guy De Maupassant," *English Lang. Lit. Int. Conf.*, vol. 2, p. 2, 2018, [Online]. Available: <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3570>
- A. Afrianto and A. Restika, "FUNGSI PEMARKAH WACANA: SEBUAH KASUS DI KELAS BERBICARA PADA LEVEL UNIVERSITAS," *LITERA*, vol. 17, no. 1, 2018.
- S. Suprayogi, D. Puspita, S. Nuansa, and K. Sari, "THE DISCURSIVE CONSTRUCTION OF INDIGENOUS BELIEF ISSUE IN THE JAKARTA POST," vol. 5, no. 2, pp. 417–430, 2021.
- M. Y. Kardiansyah, "Pygmalion Karya Bernard Shaw dalam Edisi 1957 dan 2000," *Madah J. Bhs. dan Sastra*, vol. 10, no. 1, pp. 75–88, 2019.
- D. Puspita and D. Amelia, "TED-TALK: A SUPPLEMENT MATERIAL TO PROMOTE STUDENTS' AUTONOMY IN LISTENING," *ELTIN JOURNAL, J. English Lang. Teach. Indones.*, vol. 8, no. 2, pp. 91–102, 2020.
- A. D. Wardaningsih, E. N. Endang, and W. Kasih, "COUNTER DISCOURSE OF MACULINITY IN AVENGER : END GAME MOVIE," no. August, 2022.
- L. Oktaviani, "Penerapan Sistem Pembelajaran Dalam Jaringan Berbasis Web Pada Madrasah Aliyah Negeri 1 Pesawaran," *J. WIDYA LAKSMI (Jurnal Pengabd. Kpd. Masyarakat)*, vol. 1, no. 2, pp. 68–75, 2021.
- L. Journal, F. S. Husna, and H. Kuswoyo, "THE PORTRAYAL OF POST TRAUMATIC STRESS DISORDER AS SEEN IN THE MAIN CHARACTER IN THE WOMAN

IN THE WINDOW,” vol. 3, no. 2, pp. 122–130, 2022.

- I. Gulö and T. Nainggolan, “The Functions of Nias Personal Pronouns,” 2021.
- J. Asia and Samanik, “Dissociative Identity Disorder Reflected in Frederick Clegg ’ S Character in the Collectors Novel,” *ELLiC*, vol. 2, no. 1, pp. 424–431, 2018.
- K. Sari and B. E. Pranoto, “Representation of Government Concerning the Draft of Criminal Code in The Jakarta Post : A Critical Discourse Analysis,” vol. 11, no. 2, pp. 98–113, 2021.
- P. S. I. Ivana and S. Suprayogi, “THE REPRESENTATION OF IRAN AND UNITED STATES IN DONALD TRUMP’S SPEECH: A CRITICAL DISCOURSE ANALYSIS,” *Linguist. Lit. J.*, vol. 1, no. 2, pp. 40–45, 2020.
- L. U. Qodriani, “English interference in bahasa Indonesia: A phonology-to-orthography case in Instagram caption,” *English Lang. Lit. Int. Conf. Proc.*, vol. 3, pp. 349–355, 2021.
- E. Ngestirosa, E. Woro, and J. E. Strid, “Reconstructing the Border : Social Integration in Reyna Grande ’ s The Distance Between Us,” no. December, 2020.
- D. Puspita, S. Nuansa, and A. T. Mentari, “Students’ Perception toward the Use of Google Site as English Academic Diary,” *Community Dev. J. J. Pengabd. Masy.*, vol. 2, no. 2, pp. 494–498, 2021, doi: 10.31004/cdj.v2i2.1980.
- L. Oktaviani, S. D. Riskiono, and F. M. Sari, “Perancangan Sistem Solar Panel Sekolah dalam Upaya Meningkatkan Ketersediaan Pasokan Listrik SDN 4 Mesuji Timur,” in *Prosiding Seminar Nasional Darmajaya*, 2020, vol. 1, pp. 13–19.
- P. Farras and E. Nurmaily, “a Semiotic Analysis on Eldorado Poem By Edgar Allan Poem,” *Linguist. Lit. J.*, vol. 1, no. 2, pp. 78–84, 2020, doi: 10.33365/lj.v1i2.284.
- D. Melanda, A. Surahman, and T. Yulianti, “Pengembangan Media Pembelajaran IPA Kelas IV Berbasis Web (Studi Kasus : SDN 02 Sumberejo),” *J. Teknol. Dan Sist. Inf.*, vol. 4, no. 1, pp. 28–33, 2023.
- L. U. Qodriani and I. D. P. Wijana, “The ‘New’Adjacency Pairs in Online Learning: Categories and Practices,” in *Ninth International Conference on Language and Arts (ICLA 2020)*, 2021, pp. 121–125.
- H. Kuswoyo *et al.*, “Optimalisasi Pemanfaatan Google Apps untuk Peningkatan Kinerja Perangkat Desa Margosari, Kecamatan Metro Kibang, Lampung Timur,” *J. Hum. Educ.*, vol. 2, no. 2, pp. 1–7, 2022, doi: 10.31004/jh.v2i2.47.
- A. D. Putri, H. Kuswoyo, I. Gulo, E. Ngestirosa, and E. G. Febrina, “Pengenalan Wawasan Digital Marketing Bagi Guru SMK N 1 Labuhan Maringgai, Lampung Timur,” *J. Soc. Sci. Technol. Community Serv.*, vol. 4, no. 1, pp. 147–153, 2023.
- M. Y. Kardiansyah and A. Salam, “The Translator’s Strategy as a Cultural Mediator in



- Translating Indonesian Novel into English,” in *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 2020, pp. 413–418.
- H. Kuswoyo, E. T. S. Sujatna, L. M. Indrayani, A. Rido, and L. M. Indrayani, “Theme Choice and Thematic Progression of Discussion Section in Engineering English Lectures,” *Proc. 4th Int. Conf. Learn. Innov. Qual. Educ.*, vol. 27, no. 4.6, pp. 1–10, 2020.
- R. M. Nababan and E. Nurmaily, “THE HYPERMASCULINITY AS SEEN IN THE MAIN CHARACTER IN RAMBO : LAST BLOOD MOVIE,” vol. 2, no. 1, pp. 25–32, 2021.
- T. Yulianti and A. Sulistyawati, “Online Focus Group Discussion (OFGD) Model Design in Learning,” 2021.
- M. Fithratullah, “Representation of Korean Values Sustainability in American Remake Movies,” *Teknosastik*, vol. 19, no. 1, p. 60, 2021, doi: 10.33365/ts.v19i1.874.
- A. D. Wardaniningsih and E. N. E. W. Kasih, “Delineation of Women Identity in the Disney Animated Film *Encanto* (2019),” *Lire J. (Journal Linguist. Lit.)*, vol. 6, no. 2, pp. 209–229, 2022, doi: 10.33019/lire.v6i2.160.
- A. Afrianto and U. Ma’rifah, “Tubuh dan Relasi Gender: Wacana Pascakolonial Dalam Novel ‘The Scarlet Letter’ Karya Nathaniel Hawthorne,” *LEKSEMA J. Bhs. dan Sastra*, vol. 5, no. 1, pp. 49–63, 2020.
- B. Mandasari and L. Oktaviani, “The Influence of Nias Language to Bahasa Indonesia,” *Premise J. English Educ. Appl. Linguist.*, vol. 7, no. 2, pp. 61–78, 2018.
- W. A. Febriantini, R. Fitriati, and L. Oktaviani, “AN ANALYSIS OF VERBAL AND NON-VERBAL COMMUNICATION IN AUTISTIC CHILDREN,” *J. Res. Lang. Educ.*, vol. 2, no. 1, pp. 53–56, 2021.
- B. R. Utami and A. Y. Wahyudin, “DOES SELF-ESTEEM INFLUENCE STUDENT ENGLISH PROFICIENCY TEST SCORES ?,” vol. 3, no. 2, pp. 16–20, 2022.
- M. D. Winaldo and L. Oktaviani, “INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE,” vol. 3, no. 2, pp. 21–26, 2022.
- U. T. Indonesia, “UNDERGRADUATE STUDENTS ’ MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengtiast In this section , the results of data analysis from the questionnaire are explained in the form of tables and descriptive explanati,” vol. 3, no. 2, pp. 27–32, 2022.
- Y. Ardesis, “POST-TRAUMATIC STRESS DISORDER IN THE STATIONERY SHOP NOVEL BY MARJAN KAMALI,” vol. 3, no. 2, pp. 33–44, 2022.

- M. A. Akhdan and D. Aminatun, "THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC," vol. 3, no. 2, pp. 45–51, 2022.
- S. Gultom and L. Oktaviani, "THE CORRELATION BETWEEN STUDENTS ' SELF-ESTEEM AND THEIR ENGLISH PROFICIENCY TEST RESULT," vol. 3, no. 2, pp. 52–57, 2022.
- W. M. Seyoum, A. Yigzaw, and H. K. Bewuketu, "STUDENTS ' ATTITUDES AND PROBLEMS ON QUESTION-BASED," vol. 3, no. 2, pp. 58–63, 2022.
- A. Aprilia, D. Aminatun, and U. T. Indonesia, "Investigating Memory Loss: How Depression Affects Students' Memory Endurance 1,2," vol. 3, no. 1, pp. 1–11, 2022.
- D. T. Erlangga, "STUDENT PROBLEMS IN ONLINE LEARNING : SOLUTIONS TO KEEP EDUCATION GOING ON," vol. 3, no. 1, pp. 21–26, 2022.
- E. F. Baresh, "DEVELOPING LIBYAN UNDERGRADUATES ' WRITING SKILLS THROUGH REFLECTIVE JOURNALING : A CRITICAL LITERATURE REVIEW Teaching English in Libya Definition of Reflective Journal Writing," vol. 3, no. 1, pp. 27–35, 2022.
- E. Elbes and L. Oktaviani, "CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS," vol. 3, no. 1, pp. 36–45, 2022.
- M. Hestiana, "THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS ' VOCABULARY," vol. 3, no. 1, pp. 46–53, 2022.
- N. Noviana and L. Oktaviani, "THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT UNIVERSITAS TEKNOKRAT," vol. 3, no. 1, pp. 54–60, 2022.
- S. Crisianita and B. Mandasari, "THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS '," vol. 3, no. 1, pp. 61–66, 2022.
- M. D. Ariastuti and A. Y. Wahyudin, "EXPLORING ACADEMIC PERFORMANCE AND LEARNING STYLE OF," vol. 3, no. 1, pp. 67–73, 2022.
- F. Amin and A. Y. Wahyudin, "THE IMPACT OF VIDEO GAME : ' AGE OF EMPIRES II ' TOWARD STUDENTS ' READING COMPREHENSION ON NARRATIVE TEXT," vol. 3, no. 1, pp. 74–80, 2022.
- R. W. Agustin and M. Ayu, "THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 1–7, 2021.
- R. Risten and R. Pustika, "Exploring students' attitude towards English online learning using Moodle during covid-19 pandemic at SMK Yadika Bandar Lampung," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 8–15, 2021, [Online]. Available:

<http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>

- S. Nurmala Sari, D. Aminatun, S. N. Sari, D. Aminatun, S. Nurmala Sari, and D. Aminatun, "Students' Perception on the Use of English Movies to Improve Vocabulary Mastery," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 16–22, 2021, [Online]. Available: <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- N. R. Putri and F. M. Sari, "INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 23–31, 2021.
- A. Yuliansyah and M. Ayu, "The Implementation of Project-Based Assignment in Online Learning during Covid-19," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 32–38, 2021.
- A. H. Rahmania and B. Mandasari, "STUDENTS' PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS' PRONUNCIATION," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 39–44, 2021.
- N. Putri and D. Aminatun, "USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK?," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 45–50, 2021.
- W. I. Erya and R. Pustika, "THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS' SPEAKING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 51–56, 2021.
- A. Fiddiyasari and R. Pustika, "STUDENTS' MOTIVATION IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMA MUHAMMADIYAH," vol. 2, no. 2, pp. 57–61, 2021.
- S. Isnaini and D. Aminatun, "DO YOU LIKE LISTENING TO MUSIC?: STUDENTS' THOUGHT ON," vol. 2, no. 2, pp. 62–67, 2021.
- A. M. Kiswardhani and M. Ayu, "MEMORIZATION STRATEGY DURING LEARNING PROCESS: STUDENTS' REVIEW," vol. 2, no. 2, pp. 68–73, 2021.
- H. T. Yudha and B. Mandasari, "THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL," vol. 2, no. 2, pp. 74–79, 2021.
- E. Afriyuninda and L. Oktaviani, "THE USE OF ENGLISH SONGS TO IMPROVE ENGLISH STUDENTS'," vol. 2, no. 2, pp. 80–85, 2021.
- Z. Nadya, R. Pustika, and U. T. Indonesia, "THE IMPORTANCE OF FAMILY MOTIVATION FOR STUDENT TO STUDY ONLINE DURING THE COVID-19," vol. 2, no. 2, pp. 86–89, 2021.
- D. Aminatun, "STUDENTS' PERSPECTIVE TOWARD THE USE OF DIGITAL COMIC," vol. 2, no. 2, pp. 90–94, 2021.

- Y. Gustanti and M. Ayu, "the Correlation Between Cognitive Reading Strategies and Students' English Proficiency Test," vol. 2, no. 2, pp. 95–100, 2021.
- R. R. F. Sinaga and L. Oktaviani, "The Implementation of Fun Fishing to Teach Speaking for Elementary School Students," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 1–6, 2020.
- D. Apriyanti and M. Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 13–19, 2020, doi: 10.33365/jeltl.v1i1.246.
- E. Putri and F. M. Sari, "Indonesian Efl Students' Perspectives Towards Learning Management System Software," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 20–24, 2020, doi: 10.33365/jeltl.v1i1.244.
- M. Lestari and A. Y. Wahyudin, "Language learning strategies of undergraduate EFL students," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 25–30, 2020.
- E. T. Handayani and D. Aminatun, "STUDENTS' POINT OF VIEW ON THE USE OF WHATSAPP GROUP," vol. 1, no. 2, pp. 31–37, 2020.
- M. Ayu and Z. F. Pratiwi, "THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS' VOICE," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 93–99, 2021.
- A. Y. Wahyudin, R. Pustika, and M. W. Simamora, "Vocabulary Learning Strategies of Efl Students At Tertiary Level," *J. English Lit. Educ. Teach. Learn. English as a Foreign Lang.*, vol. 8, no. 2, pp. 101–112, 2021, doi: 10.36706/jele.v8i2.15647.
- R. Ambarwati and B. Mandasari, "THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS' PRONUNCIATION AND VOCABULARY MASTERY," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 50–55, 2020.
- O. A. Sasalia and F. M. Sari, "UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUDENTS' VIEWPOINT OF ITS EFFECTIVENESS," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 56–61, 2020.
- Z. F. Pratiwi and M. Ayu, "THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS' SPEAKING SKILL," *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 38–43, 2020.
- S. Samsugi, Z. Mardiyansyah, and A. Nurkholis, "Sistem Pengontrol Irigasi Otomatis Menggunakan Mikrokontroler Arduino UNO," *J. Teknol. dan Sist. Tertanam*, vol. 1, no. 1, pp. 17–22, 2020.

- B. Anggoro *et al.*, “Sistem Informasi Akuntansi Pengelolaan Dana Desa ( Studi Kasus : Desa Isorejo Kec . Bunga Mayang Kab . Lampung Utara ),” vol. 2, no. 2, pp. 54–61, 2022.
- S. Samsugi, A. I. Yusuf, and F. Trisnawati, “Sistem Pengaman Pintu Otomatis Dengan Mikrokontroler Arduino Dan Module Rf Remote,” *J. Ilm. Mhs. Kendali dan List.*, vol. 1, no. 1, pp. 1–6, 2020, doi: 10.33365/jimel.v1i1.188.
- N. Salsabila, “Klasifikasi Barang Menggunakan Metode Clustering K-Means Dalam Penentuan Prediksi Stok Barang,” *Cent. Libr. Maulana Malik Ibrahim State Islam. Univ. Malang*, 2018.
- D. Bryllian and K. Kisworo, “Sistem Informasi Monitoring Kinerja Sdm (Studi Kasus: Pt Pln Unit Pelaksana Pembangunan Tarahan),” *J. Inform. dan Rekayasa Perangkat Lunak*, vol. 1, no. 2, pp. 264–273, 2021, doi: 10.33365/jatika.v1i2.622.
- D. Alita, I. Tubagus, Y. Rahmanto, S. Styawati, and A. Nurkholis, “Sistem Informasi Geografis Pemetaan Wilayah Kelayakan Tanam Tanaman Jagung Dan Singkong Pada Kabupaten Lampung Selatan,” *J. Soc. Sci. Technol. Community Serv.*, vol. 1, no. 2, 2020.
- R. Rusliyawati, T. M. M. Putri, and D. D. Darwis, “Penerapan Metode Garis Lurus dalam Sistem Informasi Akuntansi Perhitungan Penyusutan Aktiva Tetap pada PO Puspa Jaya,” *J. Ilm. Sist. Inf. Akunt.*, vol. 1, no. 1, pp. 1–13, 2021, [Online]. Available: <http://jim.teknokrat.ac.id/index.php/jimasia/article/view/864>
- F. Savestra, S. Hermuningsih, and G. Wiyono, “Peran Struktur Modal Sebagai Moderasi Penguatan Kinerja Keuangan Perusahaan,” *J. Ekonika J. Ekon. Univ. Kadiri*, vol. 6, no. 1, pp. 121–129, 2021.