การศึกษาผลสัมฤทธิ์ในการใช้เว็บบล็อกเพื่อเพิ่มสมรรถนะ
ด้านการเขียนภาษาอังกฤษของนักศึกษามหาวิทยาลัย
The Study of Achievement Motivation in Using Weblogs
to Enhance University Students' Writing Competency

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อเปรียบเทียบความสามารถในการเขียนภาษาอังกฤษ
ของนักศึกษาก่อนและหลังการใช้เว็บบล็อกเพื่อสอนการเขียนแบบเน้นกระบวนการ และ
แรงจูงใจในการเขียนก่อนและหลังจากการทดลอง กลุ่มเป้าหมายคือนิสิตชั้นปีที่ 1 มหาวิทยาลัย
ทักษิณ วิทยาเขตสงขลาที่กำลังศึกษาวิชาภาษาอังกฤษ II ในปีการศึกษา 2552 เครื่องมือที่ใช้
คือแผนการสอนเขียนที่ใช้เว็บบล็อกจำนวน 4 แผน เครื่องมือที่ใช้เก็บข้อมูล คือแบบทดสอบ
การเขียนและแบบสอบถามแรงจูงใจในการเขียน วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ยและส่วนเบี่ยง
เบนมาตรฐาน ผลการวิจัยพบว่าคะแนนหลังการเรียนสูงกว่าก่อนการเรียนและแรงจูงใจใฝ่
สัมฤทธิ์ของนักศึกษาหลังการเรียนโดยรวมอยู่ในระดับปานกลาง

คำสำคัญ : เว็บบล็อก, สมรรถนะด้านการเขียนภาษาอังกฤษ

Abstract

The purposes of this study were to compare English writing competency
of the samples before and after using weblogs in the instruction of the
process-oriented approach in writing and to compare students' achievement
motivation before and after the instruction. The target group in this research
was forty first year students taking English II in academic year 2009 at Thaksin
University, Songkhla. Research instruments were 4 lesson plans of teaching
writing using weblogs. The instruments used for collecting data were writing
assessment and questionnaire concerning students' achievement motivation
toward the use of weblogs in the instruction of the process-oriented approach
in writing. Mean score and standard deviation and t-test were employed to

analyze the data. The result revealed that the score of post-teaching test was higher than pre-teaching test and students' achievement motivation is at moderate level after the instruction.

Key words : weblogs, writing competency

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Writing proficiency has always been an important component of Thai EFL and today it has become increasingly important. Students need to master the writing skills essential for general benefits, such as writing resumes, application letters, etc. It will be of future professional or educational benefits as well. For example, they have to write business English letters in the workplace and they have a need to write for academic purposes to pursue higher educational levels or to write in EFL examinations.

Writing is a complex process and viewed as a language skill which is difficult to acquire. This is particularly true for writing in foreign languages. Few Thai students are proficient in this skill. Lakkunaprasit and Kannasoot (2005 : 25) note that when Thai students are given topics for writing assignments, they have difficulties in generating ideas, planning writing and organizing ideas in a proper sequence on their own. This is because they are rarely taught a writing process and they are provided with a writing framework on an assigned topic prior to a writing assignment. The framework provides information on structure, content and organization of the written work so they don't have to think about it before writing. Therefore, students should receive more practice in these writing strategies.

There seem to be several factors which interfere with the instruction of the writing process to Thai students. One factor is that many writing activities, in a traditional writing classroom, provide writing models in which students can make only minor changes and substitutions. Students are taught to copy a writing framework and are hardly encouraged to think or create their own writing. According to Tribble (1996), many classrooms focus on the use of written products as models. Teachers provide students with authoritative texts to imitate or adapt and they often use textbooks which give a wide range of writing models for students to write. For example, writing activities include constructing paragraphs from frameworks, tables, and other guides. Ideas are given before the students write. Consequently, most students do not understand how to do free writing and they don't possess the strategies for writing texts independently. Moreover, most of them don't enjoy writing and lack confidence in writing on their own.

The second factor is that class time spent on writing practice is limited. Practice is essential for writing development because students gain more confidence and become more fluent in writing experience (Scarcella and Oxford, 1992). However, in a university curriculum, writing skill constitutes only one of many objectives for learning English. For example, in English and II courses at Thaksin University, most students spend three periods of fifty minutes each per week learning English in the classroom while the percentage of class time spent on writing activities is shared between reading, speaking and listening skills. Only 10 percent of the time is allocated to developing writing skill. And, most students have no further chance to write anything in English outside of the classroom.

The third factor is that in many traditional writing activities, students do not write for real audiences (peers). Sometimes, they can't compose because they can't imagine an audience that they are going to write to. Thus, students are not motivated to focus on the content and organization of their writing

and grammar. This is problematic for students' writing practice because they are not able to predict the audience's general knowledge, cultural schemata and how specific words, phrases, sentences and paragraphs are going to be interpreted (Scarcella and Oxford, 1992).

With electronic journals, weblogs can be designed to train students in the writing practice process. Using weblogs can help students practice the writing process and teachers can create a writing course that solves the problems of class time limitation and individual differences in learning styles and paces in a large class.

The capacity of weblogs can help in facilitating and motivating the writing process. In the evaluating / structuring and editing activities, students can add, cut, paste, delete the notes written in the pre-writing activities and organize them easily by using the categories provided in the weblog. In peer editing and proof-reading activities, the first draft can be posted or edited in the weblog and peers can respond, make comments or ask questions by using the categories such as commenting, publishing, etc. provided in the weblog. Moreover, individual feedback can be given to individual student's weblog entries. They can access the internet at home or a university computer center. Moreover, students who are more motivated do not get bored as they can create their own layout for their weblogs by adding color, images or sound to enhance their attractiveness.

As for the problem of diverse ranges of learning styles and paces, students who are shy or do not like to exchange ideas or offer feedback in a classroom can feel more comfortable writing in the weblog. In addition, it is not possible for teachers to increase the writing ability of all students at the same time. Neither can they do it with individual students in a large classroom. However, students can access to weblog individually according to their needs, at their own paces and at their own convenience. This can help
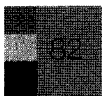
students overcome their fear of making errors in the classroom and enhance their confidence

The purposes of the study

The purposes of the study were as follows :

1. To compare English writing competency of the samples before and after using weblogs in the instruction of the process-oriented approach in writing

2. To compare students' achievement motivation before and after using weblogs in the instruction of the process-oriented approach in writing

Hypothesis of the study

1. Using the process-oriented approach in teaching writing through the use of weblogs increases students' writing competency.

2. Using the process-oriented approach in teaching writing through the use of weblogs increases students' achievement motivation.

Scope of the Study

This study aimed at using weblogs as a foundation of an English language classroom to teach the process-oriented approach in writing at Thaksin University. The class was an integrated-skill class. There were approximately 40 first-year students per class. The study variables were as follows :

1. The independent variable was lesson plans focusing on the process-oriented approach in writing and weblogs.

2. The dependent variables were a writing ability assessment and a writing achievement motivation questionnaire adapted from Vongnititham (2009).

3. Contents used in this study were selected based on students' interest, from the internet and the text books used for teaching English II. Topics included: favorite celebrities, holidays, students' future plans and "cool" websites. They were used to construct lesson plans that aligned with the course syllabus and the process-oriented approach in writing.

Expectations

It is hoped that the findings will provide instructors with insight into methods and effectiveness in using weblogs in a language classroom. It is hoped that similar types of research on using weblogs in teaching writing skills will be carried out in more Thai universities. As a result, the benefits of using weblogs in teaching writing skills can be empirically generalized.

Literature review

Weblog

A blog is a shorthand term that means "Weblog". It is an online, chronological collection of personal comments and links. Blogs have become communication tools which are easy to create and use from anywhere with an internet connection (Coghlan et al., 2009). A blog can be thought of as an online journal, maintaining a weblog is as simple as using an online e-mail program. Bloggers enter posts into a blogging application, add formatting or hyperlinks, and save the post. The application adds the entry to the blog, making the content available online and alerting users who have subscribed to that blog's content. Entries can include text, hyperlinks, images, or multimedia. Visitors can read postings, submit comments, find blog entries by date, and search the site by keywords. Readers can provide feedback by leaving comments on the blog page.

Wu (2005) notes that language learners can publish the blog online and have the opportunity of writing for real audiences (readers). Readers in turn can comment on what they have read.

Bollati (2002) suggests several reasons for using blogs to enhance the writing process. For example, it provides a real audience for students writing because they realize that they are writing for the whole class in addition to the instructors. Thus, they choose topics that are of interest to classmates and encourage their peers to generate many responses. Using weblogs also increase the sense of the learning community in the class as students feel closer to each other by sharing the writing experience. In addition, the categories provided in weblogs can be used to create the online portfolio of students' written work and students can track the progress of their writing assignments.

Godwin-Jones (2006) notes several benefits of using blogs as a writing tool. It can encourage feedback for both writing and reading activities, as well as stimulate debate, critical analysis, ideas and opinion. Moreover, it provides the chances for collaborative learning. This helps create a student-centered learning environment which students can develop skills of persuasion and argumentation.

The process-oriented approach in writing

There have been several approaches to the teaching of writing in the history of language teaching. These have evolved with the development of different approaches to teaching in general, leading to the changing role of writing within English language syllabuses and the English as a Foreign Language classroom. In spite of other general methodological changes, however, writing is viewed as one of the most difficult areas for the teacher and learner of English to learn to master.

Murray (1982) summarized the characteristics of the process-oriented approach in writing, stating that it trains students to learn and understand that writing occurs through processes more than focusing only on what

the students need to gain from teaching. The teacher is the facilitator who believes that students are competent to write or communicate their ideas to the audience. Moreover, it is the activity to exchange knowledge and experience through sharing their classmate's writing tasks so that other students can learn from the mistakes and use them as samples to develop their own writing tasks. In this model, the teacher avoids evaluating students' tasks in terms of grammar but focuses only on content. The criteria for evaluating are the readers' understanding and the objective of the writing task. This is because this model aimed at training students how to prepare their ideas prior to using them for writing, drafting, editing and revising. The characteristics of this model can be illustrated as follows :

Figure 1 **Writing process**

Writing

Collecting

Connecting

Reading
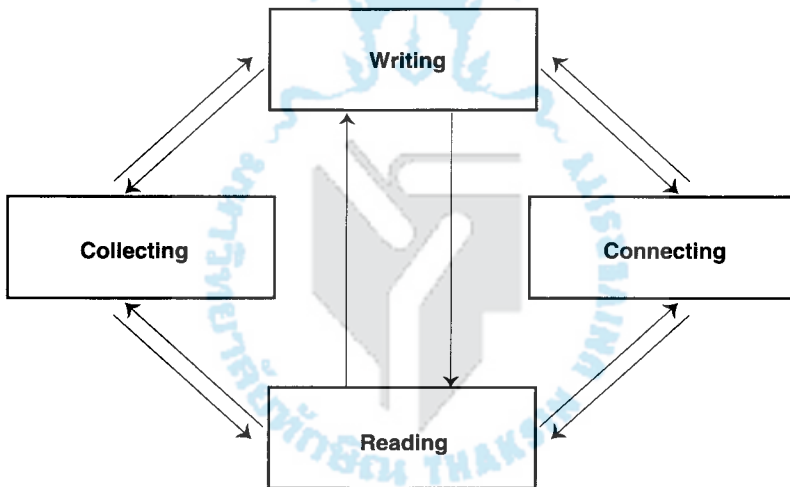
Flower & Hayes (1980) described this model as the process of creating ideas that employ students' background knowledge. This model required students to consider carefully prior to selecting the information, revising and editing language and content to produce effective writing.

Stages in Process-Oriented Approach in Writing

Several scholars and experts have conducted research concerning the writing process and have recognized that writing is a complex, recursive, dynamic nonlinear process. (Cotton, 2005: Website). Thus, experts in this field (Hillocks 1986; Wesdorp 1983; Applebee 1981) have developed and tested instructional methods more in keeping with the true nature of the act of writing. Their findings regarding the five stages of the writing process can be stated as follows:

1. Prewriting

The writer gathers information and plays with ideas during the prewriting stage. Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem-solving and decision-making activities, conducting library research, and so on. Research shows that students who are encouraged to engage in an array of prewriting experiences evidence greater writing achievement than those enjoined to "get to work" on their writing without this kind of preparation (Holdzkom, et al. 1982; Glatthorn 1981; Wesdorp 1983; Parson 1985).

2. Drafting

The writer develops his/her topic on paper (or a computer screen) during the drafting stage. Beginning may be painful and difficult, producing false starts and frustration in the writer. In the process-oriented approach, the focus is on content, not the mechanics of writing.

3. Revising

During this stage, the writer makes whatever changes he/she feels are necessary. Revision may involve additions and deletions; changes in syntax,

sentence structure, and organization; and in some cases, starting over completely. According to Glatthorn (1981), Wesdorp (1983) and other researchers, the revision stage is most productive of superior final products if it includes input from teachers or fellow students.

4. Editing

Polishing of the draft takes place in the editing stage. The writer gives attention to mechanics such as spelling, punctuation, grammar, and handwriting, and may also make minor lexical and syntactic changes.

5. Publication

Publication refers to the delivery of the writing to its intended audience. Smith (1982), Glatthorn (1981), Wesdorp (1983) and other investigators have found that student motivation and achievement are enhanced when student work is "published" for a larger audience than the teacher. Classmates, other students, parents and community members are among the potential audiences for students' written work.

According to the writing process above, it can be concluded that the writing process can help train learners and provide opportunity for them to write according to the process. It consists of planning, writing, revising and editing the writing task. The five stages in this process will occur continuously and develop and increase learners' writing competence. The stages in the process-oriented approach in writing can be summarized as follows :

1. Prewriting is the planning of writing or preparing information for writing.
2. Writing is the stage that uses the prepared data from the first stage to write a draft to organize the content. At this stage, the learners will pay attention to only content not the accuracy of language use to minimize their anxiety.

3. Feedback is the stage for providing comments to learners so they understand the strong and weak points of their writing and use this knowledge for improving their compositions.
4. Rewriting is the stage that occurs after learners understand their weak points in composition and revise the content and language more appropriately. The learners have to rewrite their drafts.
5. Evaluation is the stage that helps the learners to recognize the quality of their work after they have improved and rewritten.

Related research on using weblogs in teaching writing

There are several studies regarding the use of weblogs in the language classroom to enhance students' learning competencies, to encourage them to be self-learners, and to participate more actively in the learning process

Simsek (2009) investigated the effects of weblogs integrated into writing instruction in terms of undergraduate students' writing performance and their perceptions toward the weblog used in their writing courses. Seventy students in the Department of Primary Education at Marmara University participated in this study. Data were collected based on students' writing performance and questionnaires. The findings indicated that using weblogs in teaching writing improved students' writing performance and that students had a positive perception towards weblog use.

Wu (2005) conducted a research using weblogs to teach writing in an English classroom in Taiwan. The sample group was 51 first-year university students who were divided into 2 groups. The first group was 35 students majoring in English. They attended the class 4 hours per week and the second group, of non-majors, attended 2 hours per week. The results revealed that both groups agreed that using weblogs in teaching and learning was new to them and it would be employed much more in the future. Even though they didn't make entries to their weblogs everyday, their weblogs were always online so their friends could read them and make comments at any time.

Armstrong & Retterer (2008) examined the use of a weblog in an intermediate-level Spanish class and its effect on students. By the end of the semester, students had written 375 postings. 81.25% of the class reported posting to the community blog at least twice a week. 100% of them responded that they felt more comfortable writing in Spanish and indicated that they felt more confident in their ability to manipulate verbs forms in Spanish and writing in a foreign language. Overall, they become more actively immersed in a foreign language over the course of a semester.

Wilder, H. & Merritt, T. (2004) conducted a study about using weblogs in teaching students in Grade 12. The aim of this research was to elicit discussion about the benefits of using weblogs to enhance students' writing performance. The participants were students in grade 12. The students were assigned to write their own blogs and then to discuss benefits gained from using weblogs. The results revealed that students' motivation to practice their writing was higher on a weblog than on paper.

According to the results of the studies above, it can be concluded that using weblogs to teach English language can enhance learners' writing competencies and their perception of writing, as their work was effectively improved as a result of drafting, editing and their classmates' comments.

Achievement motivation

Taylor (2008) described achievement motivation as something that causes a person to make an effort to become successful and be goal oriented. She further explained that staying motivated keeps a person active and gives a feeling of being in control. People who are motivated by achievement often identify fairly difficult but realistic targets that ensure that they achieve their goals. Achievement-motivated persons typically do not set goals that are that too easy because they look forward to challenges and winning them. Nor do they aim for goals that are too difficult because they want to mak sure that they only perform tasks that they can honestly handle. In addition,

t makes people work on a specific problem rather than just wait for outcomes. This is a very positive way to deal with difficult situations in achieving the targets. Achievement motivated persons are a lot more interested in their actual accomplishments rather than whatever incentive they get from their success. To them, the accomplishment itself is the reward.

In conclusion, achievement motivation means the driving force to motivate a person to work successfully or to handle difficult situations according to the goals or objectives. People who have achievement motivation have a higher opportunity of progressing in their work when compared to other people. Achievement motivation can help people accomplish their goals in their lives.

Research methodology

Research design

The single group pre-post design was employed in this research.

Subject of the study

The target group in this research was forty first-year students at Thaksin University, Songkhla, studying English II during the 2009 academic year.

Instrument of the study

The research instruments in this study were :

1. Four lesson plans for teaching writing using weblogs. The procedure of how to construct the lesson plans was described as the following :
1.1 Identify the terminal objectives and enabling objectives through studying course description and scope of the content of English II

1.2 Study the method of how to teach the process-oriented approach in writing through weblogs

1.3 Select appropriate and interesting content for the learners' level from several sources such as textbooks and the internet. The content-such as students' favorite celebrities, holidays, "cool" websites and students' future plans-were in line with the curriculum and the process-oriented approach in writing through weblogs. The selected content was checked by the expert for its accuracy and appropriateness. Two lesson plans were tried with another group of students that was similar to the target group to check whether they were appropriate for the teaching period. It was found that the lesson plans weren't appropriate for the classroom activities in terms of time used so the lesson plans were improved to be more appropriate for time spent teaching with the target group.

1.4 Determine the enabling objectives by considering the terminal objective and the selected content.

1.5 Determine activities used in teaching and learning and media, evaluation in each period that is in line with the content and objectives.

1.6 Construct lesson plan by employing the process-oriented approach in writing through weblogs. The detail of the lesson plan was described as the following:

Pre-writing

The students searched for the information and prepared them for their own writing tasks. The information they were assigned to search for were their favorite celebrities, "cool" websites, their future plans and their holidays. At this step, the students were free to search for the topics and contents they preferred.

Writing

The students started writing a first draft. They transferred their ideas or information prepared through their writing. At this stage, they were told to emphasize content and not to worry about language accuracy.

Post-writing

The students were able to revise, improve, edit, or add any information; or they could also return to the first and second stages so that they could revise their tasks according to suggestions or feedback from the readers which might be about the content or language accuracy. They were able to revise their tasks twice until they got the final or complete writing. The activities conducted in this stage consisted of :

1. The first draft was shown on the weblog so that the friends were able to read and provide feedback in terms of content. The instructors distributed content checklists for them to use while reading their friends' writing assignments.
2. The writing was revised according to the feedback.
3. The second draft was handed in to the instructor in the form of a hard copy so that the instructor could give feedback about their writing in terms of language accuracy. The instructor employed a grammar checklist while checking the students' writing.
4. The students revised their work accordingly.
5. The final writing was posted on the weblog and their friends or other people were encouraged to read the complete work and make comments.

Procedure of the study

1. Students' English writing competency and their achievement motivation in English writing were measured through the use of a pre-teaching test and questionnaire for measuring achievement motivation in English writing.

2. The instruction of the process-oriented approach in writing and blogging were conducted.

3. Students' English writing competency and their achievement motivation in English writing were measured through the use of a post-teaching test and questionnaire for measuring achievement motivation in English writing. They were similar to that of the pre-teaching test and questionnaire.

4. The scores of both pre- and post-teaching tests and question naires were analyzed for mean and standard deviation. T-Test dependent was employed to analyze the data.

Technique of data collection and data analysis

Data collection

To gather necessary data, writing performance tasks and questionnaires were employed. In the following section, the instruments used for collecting data are further explained. The instruments used for collecting data were writing assessments and questionnaires concerning students' attitude toward writing.

As for the writing evaluation instrument, the rating was carried out using a scale adapted from Jacobs et al. (1981). This adapted scale assesses writing ability on 5 dimensions :

Table 1 : Scale assessment for writing adapted from Jacobs et al (1981)

Writing aspects	Scores
1. Content	10
2. Organization	20
3. Language use (Grammar)	10
4. Vocabulary	5
5. Punctuation	5
Total	50

The researcher adjusted the scale for writing assessment developed by Jacob et al (1981) which incorporates five aspects that were content, organization, language use, vocabulary and punctuation.

Students' pre- and post-teaching test scores were compared after instruction of the process-oriented approach in writing through weblogs.

Pre-and post-teaching questionnaires for measuring achievement motivation in English writing consisted of 2 parts. The first part was five-point Likert rating scale consisted of 18 questions about the students' opinions toward English writing and weblog. The second part was an open-ended question to allow students to express their opinions.

Data analysis

T-Test dependent was employed to analyze the data in order to :

    1. Compare students' English writing competency before and after the instruction of the process-oriented approach in writing and blogging in terms of mean and standard deviation.

2. Compare students' achievement motivation in English writing before and after the instruction of the process-oriented approach in writing and blogging in terms of mean and standard deviation.

Results of the study

1. Students have higher scores in the writing competency test after receiving the instruction of the process-oriented approach in writing and blogging.

2. Students' achievement motivation toward the instruction is in the moderate level overall after the instruction with no significant level of statistics.

The results of students' English writing competency before and after the instruction of the process-oriented approach in writing and weblog are described below :

Table 2 : Results of students' English writing competency test

Writing competency test	$\bar{X}$	SD	$\bar{D}$	SD_D	t	Sig
1. Pre-test	20.50	2.128	9.85	2.392	26.046	.000***
2. Post-test	30.35	2.190				

Note: ***** Sig < 0.001

Table 2 shows that the mean score   of the pre-test was 20.50 and the standard deviation was 2.428. After the instruction the mean score of their post-test was higher: the mean score was 30.35 and the standard deviation was 2.190. It can be concluded, therefore, that the instruction of the process-oriented approach in writing and blogging can help learners learn writing effectively. In other words, the instruction of the process-oriented approach in writing and blogging is an effective means of increasing students' English proficiency.

The results of students' achievement motivation before and after the instruction of the process-oriented approach in writing and blogging is described below :

Table 3 : Result of students' achievement motivation toward the instruction of the process-oriented approach in writing and blogging

Questions	Pre-questionnaire			Post-questionnaire		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1. I like writing because it is fun.	2.75	.670	Moderate	3.65	.670	high
2. I think writing is difficult.	3.88	.966	high	3.03	.966	Moderate
3. I have neve practiced writing outside class.	3.67	.944	high	2.97	.944	Moderate
4. I am satisfied when I receive teacher and friends' comments.	3.27	.877	Moderate	4.00	.877	high
5. I think that reading my friends' written work helps me to understand weak and strong points of my own written work.	3.15	1.027	Moderate	4.15	1.027	high
6. Readers' comments help me have mor confidence in writing.	3.10	.841	Moderate	2.75	.841	Moderate
7. Comments mad through the weblog encourage me to develop my writing skill.	3.48	.784	Moderate	3.90	.784	high

Questions	Pre-questionnaire			Post-questionnaire		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
8. Reading peer comments discourag me from improving written work.	2.67	.829	Moderate	2.25	.829	Low
9. Presenting my writte work through the weblog encourages me to write more effectively.	3.08	.730	Moderate	3.65	.730	high
10. Editing and improving the written work through computer are convenient, encouraging me to develop higher quality written work.	3.03	.768	Moderate	3.72	.768	high
11. I don't think that I can develop my writing skill when it is continuously improving.	2.53	.933	Moderate	2.40	.933	Low
12. I think that reading the written work repeatedly is boring.	3.00	.751	Moderate	2.07	.751	Low
13. Reading the written work through the weblog is difficult and discourage me to write.	3.00	.877	Moderate	2.20	.648	Low
14. Readers' comments discourage me from writing.	2.88	.966	Moderate	2.28	.716	Low

Questions	Pre-questionnaire			Post-questionnaire		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
15. Using the weblog to help develop writing skill is difficult.	2.85	1.051	Moderate	2.05	.677	Low
16. Presenting written work in the weblog is easy and convenient.	3.40	.871	Moderate	3.95	.749	high
17. If I have an opportunity to write, I will try my best to write and continually develop my writing skill.	3.23	.733	Moderate	3.90	.810	high
18. Writing activities in the classroom and presenting my written work through the weblog make me proud as it is the most effective method to show my writing competency.	3.48	.816	Moderate	4.15	.662	high
Total	3.13	.200	Moderate	3.17	.212	Moderate

Table 3 shows that subjects' achievement motivation toward the instruction of the process-oriented approach in writing and blogging overall was in the moderate level. For pre-questionnaire, when considering each positive item, it was found that items 1, 4, 5, 7, 9, 10, 15, 16, 17 and 18 (*I like writing because it is fun, I am satisfied when I received teacher and friends' comments, I think that reading my friends' written work helps me to understand weak and strong points of my own written work, Comments made through the weblog encourage me to develop my writing skill, Presenting*

my written work through the weblog encourage me to write more effectively, Editing and improving the written work through the weblog are convenient, encouraging me to develop better quality written work, Presenting written work in the weblog is easy and convenient, If I have an opportunity to write, I will try my best to write and continually develop my writing skill and Writing activities in the classroom and presenting my written work through the weblog make me proud as it is the most effective method to show my writing competency) were at the moderate level. When considering each negative item, it was items 2, 3, 6, 8, 11, 12, 13, 14 and 15 *(I think writing is difficult, I have never practiced writing outside class, Readers' comments help me have more confidence in writing, Reading peer comments discourages me from improving written work, I don't think that I can develop my writing skill when it is continuously improving, I think that reading the written work repeatedly is boring, Reading the written work through the weblog is difficult and discourages me to write, Readers' comments discourage me from writing and Using the weblog to help develop writing skill is difficult)* that were at the moderate level.

For post-questionnaire, when considering each positive item, it was found that items 1, 4, 5, 7, 9, 10, 16, 17 and 18 (I like writing because it is fun, I am satisfied when I received teacher and friends' comments, I think that reading my friends' written work helps me to understand weak and strong points of my own written work, Comments made through the weblog encourage me to develop my writing skill, Presenting my written work through the weblog encourages me to write more effectively, Editing and improving the written work through the weblog are convenient, encouraging me to develop better quality of written work, Presenting written work in the weblog is easy and convenient, If I have an opportunity to write, I will try my best to write and continually develop my writing skill and Writing activities in the classroom and presenting my written work through the weblog make me proud as it is the most effective method to show my writing competency) were at the high level.

When considering each negative item, it was found that items 2, 3, 6, 8, 11, 12, 13, 14 and 15 (*I think writing is difficult, I have never practiced writing outside class, Readers' comments help me have more confidence in writing, Reading peer comments discourages me from improving written work, I don't think that I can develop my writing skill when it is continuously improving, I think that reading the written work repeatedly is boring, Reading the written work through the weblog is difficult and discourages me from writing, Readers' comments discourage me from writing* and *Using the weblog to help develop writing skill is difficult*) were at the low level.

The finding of the negative items reveals that after the instruction, the subjects felt more positive toward the instruction.

Table 4 The students' achievement motivation toward the instruction of the process-oriented approach in writing and blogging overall

Writing competency test	$\bar{X}$	SD	$\bar{D}$	SD_D	t	Sig
1. Pre questionnaire	3.1347	.20007	.0361	.26764	.853	.399
2. Post questionnaire	3.1708	.21216				

Table 4 shows that the mean score ($\bar{X}$) of the pre questionnaire was 3.1347 and the standard deviation was .20007. After the instruction the mean score of their post questionnaire was 3.1708 and the standard deviation was .21216.

The "before and after" findings reveal that there were no significant differences at the .399 level in the subject's achievement motivation toward the instruction.

Discussion

The results can be discussed as follows :

1. Students have higher scores in the writing competency test after receiving the instruction of the process-oriented approach in writing and weblogs blogging due to the following reasons :

The first step is pre-writing. The researcher used several methods in this stage such as free-writing, clustering, discussing, and brainstorming before allowing them to start writing their own drafts. According to the observation, students were able to employ these methods to plan their drafts. They were more motivated to create ideas, find additional information and collect data for their drafts. This enabled them to organize their ideas and provide more details in writing.

Moreover, students had to write their own drafts in the second step. In this step, they focused only on content so that they could communicate their idea effectively. It was found that by focusing only on the content, they were able to write freely as they did not have to worry about grammar and they knew what they were going to write and where to start.

In the post writing step, the students were able to revise, edit and add any information. They could return to the first and second stages until they felt satisfied with their written work. At this step, the weblog was introduced. Students had to present their own tasks on the weblog. The internet was employed to benefit students in terms of providing opportunities for their friends or other people who were interested to read and add comments. Prior to showing their work on the weblog, students were taught how to use the weblog. When they were informed that they had to present their work on the weblog, they showed greater eagerness to create and develop their written work as they knew that their friends and

teacher were going to read their work and made comments. The advantages of using the weblog were that students, teachers or people who were interested in reading their work were able to read it anytime at anyplace and with an unlimited number of readers. The readers were able to read the written work and make comments at the same time, while the writers could read the readers' comments or suggestions in the weblog. The second advantage was that the feedback helped improve their work and develop their writing competency.

2. Students' achievement motivation toward the instruction was in moderate level after the instruction with no significant level of statistics. The results revealed that students felt that the time used for this instruction was too short as activities in each step in the process-oriented approach in writing need time in order to produce good written work. Moreover, most students have no confidence in their friends' comments as they think that some comments are not correct or if they make changes based on these comments, they will end up with using incorrect grammar or vocabulary. In addition, most of them have rarely practiced writing English outside class as they feel that writing English is difficult so that it is difficult for them to gain much confidence in the practice of writing in a short period of time.

However, the findings regarding the negative items in the questionnaire reveal that after the instruction, the subjects felt more positive toward the instruction of the process-oriented approach in writing and blogging. Students had to present their written work in the weblog so they were more motivated and enthusiastic about submitting their work by computer than about sharing their written work with their friends in the classroom. Presenting their work on the weblog was new to them and they tried to do their

best, trying to make their work as interesting as possible because they knew that their classmates or other people were going to read their writing.

Moreover, the results show that students would be more interested in learning with computer when they are provided at the accessible places. Internet speed is also one of the major problems for them as they used the internet provided by the university and it was often interrupted while they were posting their written work or comments in the weblog.

Recommendations

The researcher proposes the following suggestions that may be beneficial for teaching and learning and conducting research :

1. Time spent on this activity should be at least a semester or more so that the results of the study can be more clearly shown. This activity requires time as it is the process-oriented approach. Students need to spend time to draft their writing and then reorganize their content and ideas. When they finish this step and have their first drafts, they have to present their writing in th weblog so that their classmates and teacher can provide feedback and comments which will be used for improving and editing their work. Thus, sufficient time should be arranged to facilitate this activity so that students can create good written work and feel relaxed. There should be time for students to prepare themselves in the first period of introducing the activity.

2. The teacher should understand that students have different levels of writing skill and that the teacher will act as a facilitator to identify and select the suitable approach to the teaching of writing for each of the students in different contexts and apply these

approaches in order to help students engage in the thinking process of writing.

3. According to this study, the students were able to edit some corrections that could be done by the teacher. The students also showed that they trusted their classmates' corrections by incorporating them into their revisions. When some of them were reluctant to follow their classmates' corrections, those students would wait for the teacher to review their work again. Thus, the teacher should spend more time training students how to revise and edit several types of texts and incorporate their classmates' comments into their writing.

4. The study should be conducted with learners in other levels. For example, it can be conducted with students taking an English writing class. Moreover, further study can be conducted by comparing such students with those who were taught in a norma class.

5. There were several repeated grammatical mistakes. These mistakes should be shown in class to prevent them from recurring. For example, this can be done through making a classroom blog and posting the most common mistakes found in their writing on this blog.

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