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EFL STUDENTS' PERCEPTIONS ON THE USE OF BLOGGING TO ENHANCE WRITING SKILLS

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Abstract: This study explores the perceptions of EFL students on the use of blogging as a tool to enhance their writing skills at UNIKA Santu Paulus Ruteng. Using a quantitative research design, this study involved 76 students from the English Language Education Study Program who had engaged in blogging activities. Data were collected through a structured questionnaire, consisting of twenty statements across four indicators: effectiveness, role of feedback, grammar and vocabulary impact, and practicality. The results revealed that students had high positive perceptions toward blogging in writing, with an overall agreement rate of more than 84% across all indicators. The study indicated that blogging can facilitate continuous writing practice, enhanced motivation, encouraged peer interaction, improved vocabulary use and sentence structure, and offered accessible and flexible learning. Based on the findings, blogging is recommended as an effective pedagogical tool in EFL writing instruction to foster student-centered learning, collaboration, and writing proficiency. This study also provides insights for educators and institutions to further integrate digital technology into language teaching practices.

Keywords: Blogs, EFL students, writing skills, perceptions, language learning, digital technology.

INTRODUCTION

English as a Foreign Language (EFL) refers to the teaching and learning of English in countries where English is not the primary language. As globalization continues to expand, the demand for English proficiency has increased significantly, making EFL education crucial for academic and professional success. In Indonesia, where English is taught as a foreign language, students often face challenges in achieving fluency and writing proficiency. Consequently, educators are continually seeking effective methods to enhance language acquisition and improve students' writing skills. In the digital era, the integration of technology in education has become increasingly important. One such technological tool that has gained popularity is the blog. A blog is a digital platform that allows individuals to create and publish content in chronological order, often incorporating various formats such as text, images, videos, and links.

Educational tools like blogs have gained popularity for their potential to enhance students' writing skills. Blogs have become one of the most effective in increasing students' writing skills by providing a platform for regular practice, feedback, and engagement with an audience. Blogs have the potential to collaborate, interact online, and can facilitate reading and writing activities (Anugrah et al., 2021). The primary advantage of blogs lies in their interactive nature, where readers can leave comments and engage in discussions, creating a dynamic relationship between writers and their audience. Blogs also enable students to explore their ideas in creative and personal ways, helping them discover an authentic voice in their writing. With these features, blogs function not only as a tool for developing writing skills but also as a medium for fostering interaction, reflection, and collaboration among students.

Writing is a critical skill for academic success and future career opportunities. Writing in English with confidence is a matter of great concern for non-native speakers (Ali & Mehany, 2022). However, many students struggle with writing due to a lack of motivation, practice, and effective feedback. Traditional classroom settings often do not provide enough opportunities for students to practice writing extensively. This

situation highlights the need for innovative approaches to teaching writing, such as the use of blogs. The use of blogs can be an effective learning strategy for students because it is easy to access and very practical. Implementing blog-based activities could address these issues by providing a platform for continuous writing practice and feedback. Furthermore, blogs encourage a sense of ownership and pride in students' work, as their writing can be shared with a broader audience beyond the classroom. This public aspect of blogging can motivate students to produce higher quality work, knowing that it will be read by peers, teachers, and potentially even a global audience.

This study aims to explore the perceptions of EFL students at UNIKA Santu Paulus Ruteng towards the use of blogging as a tool to improve their writing skills. This study identify and analyse students' views regarding the effectiveness of blogging in the development of writing skills, as well as assess how their experiences in using blogs affect aspects such as creativity, writing mechanics, and the ability to give and receive feedback. In addition, this research also aims to provide pedagogical recommendations for teachers and educational institutions on how to integrate blogging into the teaching of English as a foreign language.

Several previous studies have investigated the use of blogs in English language teaching, particularly in improving students' writing skills in English as a Foreign Language (EFL) contexts. One notable study was conducted by Anugrah et al. (2021), who examined the implementation of collaborative writing integrated with blog-based online learning among Indonesian EFL learners. Their research specifically explored how blogging activities, combined with collaborative writing practices and students' learning motivation, influenced writing achievement. The findings demonstrated that collaborative writing through blogs effectively enhanced learners' writing skills, indicating that blogs can facilitate interactive and meaningful writing practices in online learning environments.

Similarly, Soner (2020) investigated the role of blogging in EFL learners' academic writing at the tertiary level. The study aimed to identify the effects of blogs on students' academic writing performance

and to examine their attitudes toward blogging activities. The results revealed a significant improvement in students' writing achievement after the implementation of blogging. Furthermore, the learners expressed positive perceptions toward the use of blogs, suggesting that favorable attitudes toward blogging contribute to the development of better writing proficiency.

Another related study was carried out by Muslim (2022), who explored the effectiveness of Blog-Assisted Language Learning (BALL) in teaching writing. Using a quantitative research design, the study found that students taught through BALL achieved significantly better writing performance than those taught without blog assistance. Additionally, most students responded positively to the integration of blogs in writing instruction.

Furthermore, Hardiningsih and Amalo (2023) examined the impact of dictogloss and blogging on EFL students' writing skills in an Indonesian vocational college. Employing a quasi-experimental design, the researchers found that combining dictogloss activities with blogging was more effective than blogging alone. Students also reported that blogging increased their learning interest, while dictogloss activities improved their confidence in writing. Dictogloss itself is a teaching technique integrating listening, note-taking, and collaborative text reconstruction to improve grammatical awareness, writing mechanics, and listening comprehension. Finally, Shaboul and Alshraah (2023) investigated students' perceptions of blogging sites in enhancing motivation for foreign language writing and reading proficiency. Their findings indicated that multimedia features in blogs were highly effective in motivating students to improve reading skills, while polling and survey features significantly encouraged students to enhance their writing abilities.

Those previous studies above, encouraged the researcher to conduct the similar topic to be research. While previous research has demonstrated the benefits of blogging for improving EFL students' writing skills and fostering positive attitudes towards blogging, several important areas remain underexplored. Specifically, there has been no focused study on the perceptions of EFL students at UNIKA Santu

Paulus Ruteng regarding the use of blogging as a tool to enhance their writing skills. Each educational institution operates within a unique cultural and contextual framework, and understanding these specific perceptions can provide valuable, contextually relevant insights.

Moreover, while some studies have explored the use of specific pedagogical approaches like Blog-Assisted Language Learning (BALL) and dictalogss there is a lack of detailed research on how interaction and feedback through blogging platforms specifically influence students' writing development. This study aims to fill these gaps by exploring how peer and instructor feedback through blogging can enhance writing skills, thereby providing new and significant contributions to the literature on blogging in EFL contexts, with a particular focus on the unique environment at UNIKA Santu Paulus Ruteng.

METHOD

This research employed a quantitative descriptive method which aimed to investigate EFL students' perceptions of the use of blogging to enhance their writing skills at UNIKA Santu Paulus Ruteng. The object of this study was students' perceptions regarding blogging activities that support writing development in terms of effectiveness, feedback, grammar and vocabulary improvement, as well as practicality. The data were collected using a structured questionnaire adapted from Hossain (2016), consisting of 20 closed-ended statements divided into four indicators. The questionnaire was distributed online using Google Forms to 76 students selected through stratified random sampling from three classes (Class A, B, and C) in the English Language Education Study Program. Each questionnaire item used a 5-point Likert scale (ranging from Strongly Disagree to Strongly Agree) to quantify the students' responses. The main instrument in this study was the questionnaire itself, while the researcher played a central role in designing, distributing, collecting, analyzing, and interpreting the data. The data analysis followed a descriptive statistical approach using Microsoft Excel. This involved calculating total scores, mean percentages, and categorizing perception levels

based on percentage intervals. Indicators reaching $\geq 81\%$ were classified as indicating positive perceptions. The analysis aimed to reveal how students perceived blogging in relation to their writing development in an EFL context.

RESULTS

The findings of this study reveal that EFL students at Universitas Katolik Indonesia Santu Paulus Ruteng perceived blogging as an effective medium for enhancing their writing skills, as indicated by the effectiveness score of 84%. This result demonstrates that most students believed blogging activities contributed positively to the development of their writing competence. Through blogging, students were encouraged to practice writing more frequently, organize their ideas systematically, and express their opinions in written form with greater confidence. In addition, blogging provided opportunities for students to engage in meaningful and interactive writing activities, which supported the improvement of their overall writing performance. The high percentage also suggests that blogging can serve as an innovative instructional medium that promotes active learning in EFL writing classrooms.

In terms of practicality and accessibility, blogging obtained the highest percentage, namely 85%, indicating that students considered blogging easy to use and accessible for learning activities. This finding implies that students were able to access blogging platforms conveniently through digital devices such as smartphones and laptops, both inside and outside the classroom. Furthermore, blogging allowed students to write, edit, and publish their work flexibly without limitations of time and place. The practicality of blogging also encouraged students to become more autonomous learners because they could independently manage their writing activities and revisit learning materials whenever necessary. Therefore, the accessibility and user-friendly nature of blogging significantly supported students' engagement and participation in writing practices.

The study also showed that blogging had a positive impact on students' grammar and vocabulary development, as reflected in the

score of 84%. This finding indicates that blogging activities exposed students to continuous writing practice, enabling them to improve their grammatical accuracy and enrich their vocabulary knowledge. While composing blog posts, students became more aware of sentence structure, word choice, and language use because their writing was intended to be read by others. Consequently, students were motivated to use appropriate grammar and varied vocabulary to make their writing clearer and more understandable. Moreover, reading peers' blog posts provided additional exposure to new vocabulary items and writing styles, which further enhanced their linguistic competence in English writing.

Another important finding concerns the role of feedback in blogging activities, which achieved a percentage of 83%. This result demonstrates that students perceived feedback as an essential component in improving their writing skills through blogging. Feedback from lecturers and peers helped students identify grammatical errors, improve sentence organization, and develop clearer ideas in their writing. In addition, interactive feedback fostered collaborative learning because students could exchange suggestions and constructive comments with one another. The feedback process also increased students' motivation and confidence, as they received guidance and appreciation for their writing efforts. Therefore, the integration of feedback within blogging activities created a supportive learning environment that facilitated continuous improvement in students' writing abilities.

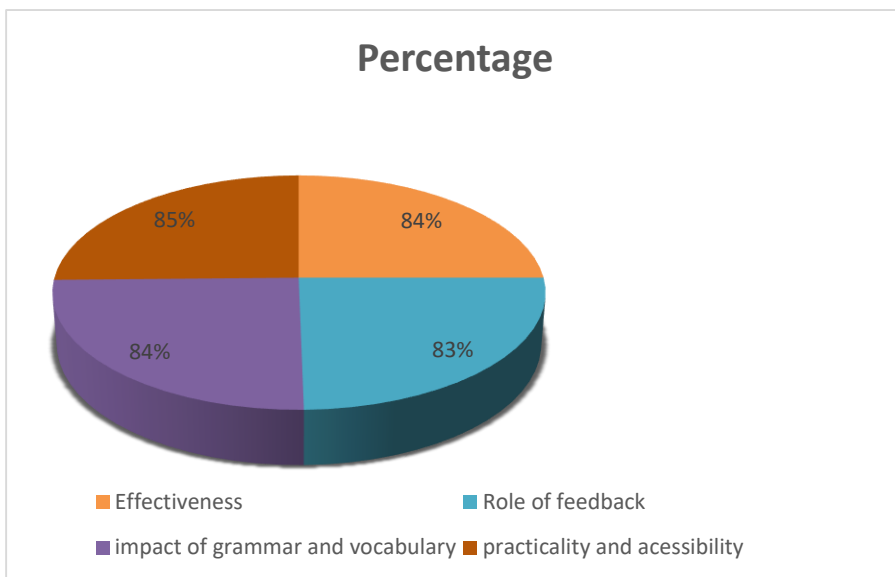


Figure 1 Students' Perceptions on The Use of Blogging

These results indicate that students strongly agreed that blogging facilitates continuous writing practice, improves their motivation, and helps develop a personal writing style. They also perceived that peer and teacher feedback through blogs enhanced their grammar, vocabulary, and overall writing organization. Additionally, the accessibility of blogs was considered a major benefit, allowing students to revise and improve their writing anytime and anywhere. Knowing that their writing would be read by others also encouraged them to produce higher-quality content.

DISCUSSION

The findings of this study highlight the perceptions of EFL students at UNIKA Santu Paulus Ruteng regarding the use of blogging to enhance writing skills. The data analysis categorized the findings into several key aspects: students' perceptions of blogging as a learning tool, its effectiveness, impact of grammar and vocabulary, role of feedback, practicality and accessibility. One of the most prominent findings in this study is that students perceive blogging as a beneficial

tool for improving their writing skills. A majority of the students (68%) agreed that blogging helped them organize their thoughts better and develop their writing fluency. This result aligns with the study by Fageeh (2011), who found that blogging provides a platform for students to practice writing in a meaningful and interactive way. Furthermore, Anugrah et al., (2021), emphasized that blogging fosters a learner-centered environment where students engage in continuous writing practice, ultimately improving their writing competence.

Another significant aspect found in this study is the role of blogging in enhancing students' motivation to write in English. The findings show that 72% of students felt more motivated to write when using blogs compared to traditional assignments. This is consistent with the research conducted by Soner (2020), which demonstrated that blogging encourages students to take ownership of their learning and promotes engagement through peer interaction. Additionally, Fithriani et al. (2019) found that blogging provides an authentic audience, making students more eager to refine their writing skills and express their ideas more confidently. In terms of specific writing skills, students reported that blogging improved their vocabulary and coherence. Approximately 64% of respondents agreed that frequent blogging helped them learn new words and use them in context effectively. This supports the findings of Assadi (2023), who argued that blogging enables students to engage with new vocabulary in meaningful ways, reinforcing their lexical knowledge. Similarly, Fithriani et al. (2019), found that writing in blogs encourages students to pay more attention to coherence and organization, leading to improved overall writing quality.

Despite these benefits, students also encountered several challenges while using blogs for writing practice. One of the major issues was limited feedback from instructors, as reported by 58% of students. This aligns with the study by Ehsan et al. (2025), which indicated that while blogs provide an avenue for writing practice, the absence of structured feedback may hinder students' ability to recognize and correct their mistakes. Additionally, some students (47%) expressed concerns regarding grammatical accuracy when

writing on blogs. This finding corresponds with previous research by Yamin et al. (2020), which stated that although blogging enhances writing fluency, it does not necessarily lead to significant improvements in grammatical accuracy without explicit instruction..

The findings of this study align with the theoretical framework presented. Vygotsky's (1978) theory of social constructivism suggests that learning occurs through interaction and collaboration, which is evident in the blogging process where students engage with their peers and receive input that contributes to their writing development. Furthermore, Krashen's (1982) input hypothesis supports the notion that extensive exposure to written English through blogging facilitates language acquisition. The results also echo Hyland's (2003) model of writing, which highlights the importance of audience awareness, feedback, and practice in developing writing proficiency.

In addition, this study shares similarities with previous research in emphasizing the advantages of blogging in EFL writing instruction. Studies by Shaboul & Alshraah (2023), Hardiningsih & Amalo (2023), and Muslem (2022) all corroborate the positive impact of blogging on writing skills, motivation, and vocabulary development. However, this study provides a specific focus on third-year students at UNIKA Santu Paulus Ruteng, offering insights into how blogging affects EFL learners in this particular academic context. While prior studies have mainly examined university-level students in different settings, this study contributes to the growing body of literature by highlighting both the benefits and challenges of blogging for writing enhancement in an Indonesian EFL classroom setting.

COCLUSSION

This study aimed to explore the perceptions of EFL students at UNIKA Santu Paulus Ruteng toward the use of blogging as a tool to enhance their writing skills. Involving 76 third-year students from the English Language Education Study Program, the study used a structured questionnaire with 20 statements across four indicators: effectiveness, role of feedback, grammar and vocabulary impact, and practicality. The results revealed a consistently high level of positive

perception, with average agreement percentages reaching 84.11% for effectiveness, 83.47% for feedback, 84.16% for grammar and vocabulary, and 86.11% for practicality, resulting in an overall average of 84.02%. These findings indicate that students viewed blogging as an effective and practical platform that improved their vocabulary, grammar, and writing fluency. Moreover, blogging increased their motivation, reduced anxiety, and encouraged meaningful peer interaction through comments and feedback. The flexibility of the blogging platform allowed students to write and revise at their own pace, supporting reflective learning and enhancing their confidence. Therefore, based on the data obtained, blogging is positively perceived and proven to be a valuable pedagogical tool in EFL writing instruction, promoting not only linguistic competence but also learner engagement, collaboration, and autonomy.

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