Integrating EduBlog in the Teaching of Narrative Writing in Primary School
(Integrasi EduBlog di dalam Pengajaran Penulisan Naratif di Sekolah Rendah)

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ABSTRACT

The Malaysia Education Blueprint 2013-2025 aims to optimize the use of Information and Communication Technology (ICT) in enhancing teaching and learning (T&L). Edublogs could be a useful platform that can facilitate the T&L of English. This case study explored the effects of the teaching of English narrative writing using Edublogs on pupils' achievement in narrative writing in terms of content, vocabulary, and grammar. Eight Year 6 pupils were purposely selected as participants. Data was collected using focus group interviews, observation, and tests. Data were analysed using thematic analysis and document analysis. Findings show that learning narrative writing using Edublogs significantly improved the pupils' ability to generate better content and improved the pupils' vocabulary development and retention. However, the pupils were found to show no significant improvement in terms of grammar. The findings implicate that Edublogs can help in providing a meaningful T&L of language in the 21st century learning environment. It is suggested that future similar research using other digital applications and tools to be done with other language skills namely, reading, speaking, or listening. In addition, a longer duration of the similar study could also be considered in order to allow the natural course of learning to take place for grammar competence.

Keywords: primary school, narrative writing, Edublogs, blogging, English as a second language

ABSTRAK

Pelan Pembangunan Pendidikan Malaysia 2013-2025 bermatlamat untuk mengoptimumkan penggunaan Teknologi Maklumat dan Komunikasi (ICT) dalam mengayakan pengajaran dan pembelajaran (PdP). Edublog boleh menjadi platform berguna yang dapat memudahcara PdP Bahasa Inggeris. Kajian kes ini meneroka kesan pengajaran penulisan naratif Bahasa Inggeris menggunakan Edublogs terhadap pencapaian murid dalam penulisan naratif dari segi isi, kosa kata, dan tatabahasa. Lapan murid Tahun 6 dipilih secara bertujuan sebagai peserta kajian. Data dikumpulkan menggunakan temu bual kumpulan fokus, pemerhatian, dan ujian. Data dianalisis menggunakan analisis tematik dan analisis dokumen. Dapatan menunjukkan bahawa pembelajaran penulisan naratif menggunakan Edublogs meningkatkan keupayaan murid untuk menghasilkan isi penulisan yang lebih baik dan meningkatkan pengembangan dan pengekalan perbendaharaan kata murid secara signifikan. Walau bagaimanapun, murid didapati tidak menunjukkan peningkatan yang signifikan dari segi tatabahasa. Hasil kajian menunjukkan bahawa Edublog dapat membantu dalam menyediakan PdP yang bermakna dalam persekitaran pembelajaran abad ke-21. Disarankan agar penyelidikan serupa di masa depan menggunakan aplikasi dan alat digital yang lain dilakukan dengan kemahiran berbahasa yang lain iaitu, membaca, bertutur, atau mendengar. Di samping itu, jangka masa yang lebih lama untuk kajian serupa juga dapat dipertimbangkan untuk membolehkan pembelajaran semula jadi untuk kecekapan tatabahasa.

Kata kunci: sekolah rendah, penulisan naratif, Edublogs, blog, Bahasa Inggeris sebagai Bahasa kedua

INTRODUCTION

One of the shifts laid out in the Malaysian Education Blueprint 2013-2025 is to optimize the use of Information and Communication Technology (ICT) to scale up the quality of T&L (T&L) across Malaysia (Ministry of Education Malaysia 2013). The Ministry of Education (MOE) believes that the integration of ICT provides tremendous benefits, particularly in accelerating the learning of a wide range of new knowledge and thinking skills. Pupils are hoped to be able to access a broader range of knowledge and content. This will eventually promote a more engaging and meaningful learning experience to them. To realize this aim, an optimum use of ICT will ensure access towards learning regardless of the pupils' location and skill level. In the future, pupils will enjoy a greater personalisation of their educational experience.

The MOE sees ICT as a means, not an end in itself (Ministry of Education Malaysia 2013). As such, all efforts are concentrated on creating and manipulating new media as tools in the service of richer curricula, enhanced pedagogies, more effective organisational structures in schools, stronger links between schools and society, and the empowerment of knowledgeable learners. Soni and Dubey (2018) indicated that the increasing use of ICT in the learning community provides opportunities for pupils to gain wonderful experience that will motivate them in learning. They also added, if the integration of ICT in learning and teaching produced favourable effects, teachers and pupils would be more confident in the education system in the future. The concept of ICT in instruction, as seen by the Ministry of Education, incorporates frameworks that empower data gathering, administration, control, get to, and communication in different ways.

In the teaching of English as a second language (L2), writing skill, which is one of the four language skill (reading, listening, speaking and writing) remains an important skill; where being able to write well is definitely an added advantage for the ESL learners. Writing, which has been perceived as a primarily cognitive activity tends to be lonely, challenging, brain bound and an internal affair (Nishino & Atkinson 2015). It is professed to be a difficult skill for English as a Second Language (ESL) pupils to master, as it is a complex, laborious, boring and uninteresting task (Warschauer 2010). This suggests that writing exercises and instructions with the help of ICT should be able to help ESL learners to arrange their ideas, analyse and evaluate techniques that will get them interested to start writing and should not merely focussing on accuracy, sentence structure and grammatical aspects that are pre-planned.

Most Malaysian pupils are having difficulties in producing a good narrative composition, as it requires them to describe an incident (Ien et al. 2017; Jayavalan 2018). In producing compositions, pupils are required to consider the aspects of grammar, sentence structures and ideas. The ESL pupils would usually either face difficulties in the planning phase where they are required to select a moral, a setting, a cast of characters, and a set of characters for the story. The next step is they will need to edit their content in order to ascertain error free piece of writing especially on the grammar and sentence structure. Despite all the challenges, pupils should be given an opportunity to voice their ideas, knowledge and provide them opportunities to become confident writers (Ien et al. 2017). Thus, the general perception that writing is a challenging task has led many researchers and practitioners to seek ways for effective teaching of writing.

According to Simsek (2009), there are two popular aspects that influence a study related to writing. One is studying the writing teaching approaches, while the other aspect is the integration of ICT mechanism in teaching. In Malaysia, the official English language syllabus has outlined that the process approach is the approach to be implemented in ESL classrooms. Process approach is an approach that emphasises on the process involved in producing a written product instead of the final product (Nunan 1991). Generally, the process approach includes brainstorming, organising ideas, prewriting, drafting, revising, editing and evaluating. In the last decade, it has come under criticism from local researchers that process approach has been neglected in the Malaysian ESL classrooms due to temporal, spatial and resources constraints (Mukundan 2011; Darus & Ching 2009). These imperatives do not permit teachers to examine certain thoughts and meaning and to cater to different needs and interests of the learners (Darus & Ching, 2009). In the end, the teaching approach is disentangled by numerous English teachers and inevitably fail to provide effective platform to allow scaffolding during the writing process.

Based on a review which will be discussed below, studies on the usage of blogs in the T&L of writing skills only revolved around the setting of secondary and tertiary education contexts. There has not been any study conducted in primary education context on the use of blogs in the teaching of writing, specifically narrative writing. This study, then, addresses this gap by exploring the effects of Edublogs in teaching narrative writing to Year 6 ESL primary school pupils focusing on the three aspects of writing; content, vocabulary and grammar. The research questions of this study are as follows:

1. How does the teaching of narrative writing using Edublogs affects pupil's narrative writing content?
2. How does the teaching of narrative writing using Edublogs affects pupil's vocabulary in narrative writing?
3. How does the teaching of narrative writing using Edublogs affects pupil's grammar in narrative writing?

WRITING: CONCEPT AND PROCESSES

Writing is an essential skill of a successful L2 learning, where it provides opportunities for pupils to develop clear and effective thinking skills (McDonough & Shaw 2004; Hyland 2003). Educators should design a writing task according to the learners' level of proficiency, background knowledge and age. Fareed et al. (2016) stated that teachers should guide the learners' process of writing. The process of writing includes the process of gathering ideas, working on drafts and preparing final version. Hyland (2003) believed that

the performance of any language development should give more emphasis on writing skills. A good piece of written work should be cohesive, logical, comprehensibly structured, interesting and properly organized with a wide range of vocabularies and mastery of conventions in mechanics (Harrison et al. 2016). However, writing is often perceived merely as a part of T&L of grammar and syntax. Some educators misjudge the nature and importance of writing. As a result, it is adversely affecting its growth. Subsequently, the improvement of this skill draws considerable attention for its learning and teaching since the very early phase of language education.

Writing in general is a complex task especially to the less proficient ESL learners. Nunan (1991) highlighted that writing is an extremely difficult cognitive activity, which requires the learner to have control over various factors. These factors vary from one learner to another based on their academic background and personal interest to various psychological, linguistic and cognitive phenomena (Dar & Khan 2015; Hader 2005). Writers must simultaneously consider a set of factors during composition, including writing task requirements, knowledge of audience, domain knowledge, language usage, and tone (Hayes 1996). Furthermore, effective writing involves sophisticated higher-order cognitive skills, such as synthesis of thoughts and ideas, critical thinking, and self-regulation. Text genres, such as narrative texts, also introduce distinct requirements and conventions (Hayes 1996). As writing itself is a complex process, learning to write poses significant challenges for students. The central role of writing in communication, knowledge organization, and sense-making points to the need to develop teaching methods and tools in which writing skills can be effectively taught and learned (Moses & Mohamad 2019).

BLOG AS A TOOL IN TEACHING WRITING

Blogs are asynchronous mediated-communication tools that can be used as an online journal that an individual can continuously update with his/her own words, ideas and thoughts through an online platform (Bloch 2018). Blog works as personal journals to record information on life events, course management and assessment tools and as communication and interaction tools (Sim & Hew 2010).

Based on previous studies, blogs allow improvement in pupils' writing mechanics, motivate them, and provide them with greater classroom writing dynamics, where learners communicate with one another in a digital social network (Sulistyo et al. 2019; Kung 2018; Kohsamut & Sucaromana 2017). Research studies reveal that blogs play a considerable role in improving learner reflection, classroom dialogue and

social networking where writing can become collaborative (Pham & Usaha 2016). When engaged in academic blogging; writers can develop and nourish their community through collaboration. Unlike traditional methods of teaching writing skills, blogging introduces students to conversation, interaction, communication, and debate before the actual writing stage. This causes a quantum leap in teaching writing, with a shift from traditional methods such as teacher- and student-centred methods to a learning-centred method. This means that optimally, learning takes place through participation and collaboration in a sociocultural context mediated by instruction.

In addition, using blogs in writing classes introduce the use of outside school practices of literacy (Musa 2016) which can be enhanced through dialogue, discussion, and storytelling. This creates self-expression and helps students discuss their ideas and then put them in writing either individually, in pairs or in a group. In this sense, blogging per se is not technology; rather, it is literacy, which underscores the strengths of authentic writing. Besides that, using blogging in teaching writing provides a good environment for literacy processes of various kinds, such as critical thinking, reflection, questioning, modelling, social practices, discussion and development, when teachers adopt it for classroom practices (Agarwal 2017). Blogging also gives students a personal purpose that makes writing more engaging than the academic critical thinking adopted by most curricula (Sulistyo et al. 2019).

Discussion around the use of technology in the L2 classroom centres on issues such as learner attitude and motivation, and the impact this can have on writing. Phinney (1987) and Pennington (1996) stated that the major benefit of a computer-assisted T&L of writing is improvement in the affective factors of attitudes towards English and towards writing, time spent to learn, and perceptions about ones writing behaviour. A further issue that has been explored when considering the utilization of technology in the classroom is the anxiety that the students feel towards technology. Students who are not familiar with technology would undoubtedly find using a word processor, and any computer application, as an anxious experience, which could affect their effectiveness in using the target language.

Prior studies related to writing skills and blogs demonstrated a satisfying experience and acquisition of knowledge. The most prevalent study conducted in this topic is the mixed method study by Shih (2011), where peer assessment through blogs can be fun and beneficial to the college students, where it has shown significant effects on learners' attitudes, perceptions and performance as a whole. Yunus et al. (2011) found that pupils improve their vocabulary from the online comments and spell check. Such advantages of blogs

should be utilized by using the environment for writing and interactions, because pupils tend to show their interest as the writing environment is a space that pupils are deeply integrated in their day-to-day practices. This result is also similar to a study conducted by Diana et al. (2019) who found that using the WhatsApp application in teaching narrative writing to year 6 primary school pupils brought significant improvement in pupils' vocabularies, content and grammar. Despite existing evidence of the potential of blogs and social media in enhancing writing skills, previous studies have not paid enough attention to the writing approaches that are available when the teacher and students are given the space and time to write narrative essays. The results obtained from the studies mentioned above are far from satisfactory in understanding the use of blogging for writing. Based on the review on the effects of blogging in writing and students' perceptions on blogging discussed above, all the studies reviewed only revolved around the setting of tertiary and secondary contexts. There has not been any study conducted for primary school context on the use of blogging namely Edublogs in the teaching of writing specifically narrative writing.

THE TEACHING OF NARRATIVE WRITING USING EDUBLOG

In this study, the teaching of narrative writing using Edublogs adopted the "The Curriculum Cycle" proposed by Derewianka (1990) as cited in Gibbons (2002). This cycle outlines four stages through which a particular text type can be made explicit to students and each stage has a particular teaching purpose. The topic for the narrative writing was 'bully'.

Stage 1: Building the field

The focus of this stage is on the content or information of the text as to ensure that pupils would have enough background knowledge of the topic and be able to write about it. The intervention began by asking the pupils to respond on an article related to bully shared by the researcher on one of the blogposts. Participants were asked to identify the types of bully as portrayed in the picture of the article shared or other examples of bully that they might have experienced or seen. The participants also elaborated on the reasons or factors that they think might lead and contribute to bully.

Stage 2: Modelling the text type

This stage aims to build up pupils' understanding of the purpose, overall structure and language features of the particular text type that the pupils will write. In order to model the text type, the pupils were provided with samples related to the bully topic. The participants were also exposed to some note expansion which contain appropriate and related pictures and vocabularies in relation to the topic of bully.

Stage 3: Joint Construction

In this stage, the teacher and participants construct an essay on bully together. This stage is teacher-guided in which the teacher and pupils write a text together and the focus is to illustrate the process of writing a text, considering both the content and the language. During the process, the pupils constructed sentences based on prompts posed by the teacher. Errors made by the pupils were immediately corrected either by the teacher or the other members.

In the second part of this stage, participants were asked to construct an essay related to bully on a blog post. This activity was purely carried out by the participants without the guidance from the teacher. All conversation and activities thread were recorded by the researcher.

Stage 4: Independent writing

This is the final stage of the cycle where pupils write their own essay individually. After the pupils have identified the language errors made and corrected the sentences, they were instructed to write a narrative essay individually on the private blog post, which was linked to the researcher.

THEORETICAL FRAMEWORK

Vygotsky (1962) proposed a social constructivist perspective to learning, where he suggested that the ability we have as adults to think and reason by ourselves and for ourselves is itself the outcome of a fundamentally social process. Vygotsky (1962) mentioned about the notion of the *'zone of proximal development'* in his theory, which refers to a gap between what individuals can do alone and what can be achieved with the help of others. His idea emphasises on social interaction being the core to learning, and *"scaffolding"* as a way in which knowledgeable others could support one's learning.

In relation to the process approach in writing, it is apparent that this approach is framed within the Social Constructivist Theory (SCT). In this study, the SCT applied when learners comment on each other's work on the blog in their process of writing. The act requires them to read and comprehend each other's writing (in the form of blog post), which would be beneficial for learning and the development of a learner's writing. In using the blog, by commenting on each other's works, the pupils could *scaffold* each other in developing each

other's works, such as giving ideas to develop the narrative, or pointing out inaccurate sentence structure. Better performing learners could help in aiding the less performing ones.

Furthermore, if we consider the writing process and the stages pupils go through repeatedly, collaboration among themselves is very apparent. For example, at the initial stage, a teacher may employ many activities to encourage the pupils to carry out discussions in order to create a composition during the brainstorming stage. In addition, the writing process also involves arranging information into a structure, drafting, evaluation by peers or tutors and reflection on errors before editing. The elements of SCT could be applied to the use of Edublogs, whereby a learning environment is created in which students could work collaboratively in a social context. This is supported by Chan and Ridgway (2006) as they considered blogs as a stage for the learners to share thoughts with others effectively other than giving engagement to them in fitting learning exercises. They also described a blog as a learning environment whereby pupils have to engage actively in the co-construction of knowledge with their peers and tutor.

METHODOLOGY

RESEARCH DESIGN AND PARTICIPANTS

This study is an exploratory case study conducted in one primary school in Selangor, Malaysia. According to Bogdan and Biklen (1997), a case study is an in-depth study of a particular unit of analysis, which is the case. In this study, the case under study is the use of Edublogs in teaching narrative writing to primary schoolers focusing on three aspects of writing, which are content, vocabulary and grammar.

Eight participants were purposely selected to participate in this study according to certain criteria. They consisted of Year Six pupils of aged of 12 years old who have accessibility to a computer with internet connection at home. Only those who volunteered and be given permission by their parents and guardians were accepted as participants. They were active users of 'YES' email account, which was provided by the MOE for the purpose of using the Frog VLE application at school. The participants consisted of 4 female (G1, G2, G3, and G4) and 4 male (B1, B2, B3 and B4) pupils and all of them are Malays whose first language (L1) is Bahasa Melayu. The participants are learning English narrative writing at school, and their English proficiency level is average as they mostly scored 'C' and 'D' grade in the recent *English Writing 014* examination paper prior to the implementation of this study. All these participants were given pseudonyms in order to comply to the research ethical guidelines.

DATA COLLECTION METHOD

Three data collection tools were used to collect data for this study, which are document analysis (DA), focus group interview (FGI), and researcher's field notes (RFN). The documents analysed in this study were i) the pupils' pre- and post- writing scripts and ii) the conversation thread in the blog posts. The pre- and post-test were taken from past years examination question bank that were used as one of the official Year 6 trial English exam paper. The FGI was used for an in-depth exploration on pupils' perceptions towards the application of Edublogs in their process of learning narrative writing. The interview questions prompted in the FGI were consulted for validation by a 10-year experienced English teacher. In RFN, the pupils' engagement, expression, indirect responses and reactions during the study were observed and recorded.

The data collection procedures occurred in 4 weeks. In week 1, the parents or participants' guardians were briefed, and their consents were obtained. Then, all of the participants were briefed on the purpose, objectives, duration, data collection procedure of the study. After that, they were pre-tested. In the pre-test, the participants answered one essay question on the topic 'bully' based on the format of the Section C of the UPSR Comprehension paper. The writing scripts of the pre-test were then marked. In week 2 and 3, the pupils' email account was collected to give them access to Edublogs created by the researcher. A total of approximately 20-hour of Edublogs engagement was conducted. In week 4, the participants sat for a post-test. The question for the post-test was similar as in the pre-test and was also marked by the same external examiner. Then, a focus group interview was conducted.

DATA ANALYSIS METHOD

This study involved two data analysis methods, namely document analysis and thematic analysis of the interview transcription data. In document analysis, both the participants' pre- and post- writing scripts were marked by a qualified external examiner appointed by the Malaysian Examination Syndicate who has 2 years of experience in marking the Primary School Assessment Test (UPSR) papers using the analytic scale for rating composition tasks by Brown and Bailey (1984). There are five components of composition tasks which are i) organization, ii) logical development of ideas and content, iii) grammar, iv) punctuation, spelling and mechanics, and v) style and quality of expression or vocabulary usage. According to Brown and Bailey (1984), the use of analytic descriptors of composition task allow performance on specific criteria to be scrutinized separately yielding rich data about examinees' language abilities. In this

study, the marking focused on the aspects of vocabulary and grammar. The marking range is as in the table below:

TABLE 1. Marking range

Mark	Level
1-5	Unacceptable
6-11	Weak
12-14	Adequate
15-17	Good
18-20	Excellent

In analysing the interview transcription data, the verbal statement of each respondent that has been recorded after the interview session was transcribed verbatim. Thematic analysis was then conducted to determine emerging patterns of the pupils' perception of the Edublogs intervention and arranged into themes and categories.

In ensuring the validity and reliability of this study, the data gained from all three data instruments were triangulated for its similarity, consistency and relation. In terms of reliability, the interview transcriptions and researcher's field notes were returned to the participants to allow them to review and check the accuracy of the interpretations. By doing so, the possibilities of misinterpretation of the participants', bias, and lack of data could be significantly reduced.

FINDINGS AND DISCUSSION

EFFECTS OF THE TEACHING OF NARRATIVE WRITING USING EDUBLOGS ON PUPILS' NARRATIVE WRITING CONTENT

In the context of narrative writing, content aspect refers to how the participants develop sentences that make up the plot or the storyline. Figure 1 shows the participants' marks for the pre-test and post-test with regard to the aspect of content in narrative writing. Findings revealed that five participants (62.5%) managed to get higher marks in their post-test compared to their pre-test. Meanwhile, the other three participants retained the same marks for the pre-test and post-test.

The improvement made by the five participants might be due to the practices and discussions during the intervention, which caused them to understand better. For example, let's look at one of the posts in Edublogs with regards to expending Subject+Verb +Agreement in sentences. In this particular post (as shown in Figure 2), the researcher has prompted the pupils with some questions on how to make a sentence better. Some explanations and discussions were conducted through the comment section in Edublogs, where Pupils were made to understand and respond to the process of adding 'time' and 'better agreement' in

their sentences. The effect of this blog post on the participants' understanding was also triangulated with one of the responses gained in the focus group interview conducted. G2, who has shown huge difference in her pre- and post-test marks responded that, "*teacher explained, and I understand...every sentence must have subject, action words (verb) and subject (agreement)*".

In another example (as shown in Table 2), participant G3 wrote her beginning sentence of her first paragraph to introduce the characters in her narrative writing. G3 managed to use compound sentence in the post-test, compared to simple sentence in the pre-test. She also managed to apply reasoning and consequence as well as used the correct coordinating conjunction, 'so' in her sentence. It was an improvement in terms of expanding the agreement of object in the sentence.

In a third example, the researcher posted a picture of a bully incident in one of her blog posts to prompt pupils' responses towards the picture and the issue. The participants were required to identify the picture posted and relate it to other types of bully that they might know. Throughout the process of getting the participants to become familiar to the topic, the discussion has made them explore the possible reasons of bullying and some of the participants managed to list down a few. From this example, it is apparent that the participants were given opportunities to construct new knowledge based on existing ones, which is in line with the Sociocultural Theory. The action of discussing and brainstorming collectively have caused the participants to strengthen their background knowledge on bully and internalize the feelings of the bully and the victims, so that they can generate more ideas through empathy. This can be proven from the responses given by the participants in one of the focus group interview conducted when G3 responded, "*I like [to] read my friend[s'] comments...I become understand...I [can] make corrections...I like [to] post comments*".

The findings revealed that the participants can write better content and incorporate better ideas in their writing, which is in line with the first stage of learning cycle as suggested by Derewianka and Jones (2016) which is building context and field. According to Derewianka and Jones (2016), this step plays a major role in helping pupils in understanding the role of texts in culture and building a shared understanding of the topic. The discussion between teacher and pupils, and between pupils in the process of learning has built a less threatening learning environment, as suggested by Vygotsky's framework of collaborative learning as cited in Merchant (2005). Through this intervention, the importance of scaffolding and interaction between More Knowledgeable Others (MKO) – in this case, the teacher – in the learning

process was clear as it contributes to more effective learning.

This finding is in line with the result from Sun and Chang (2012), where they examined the effects of interactive and collaborative features of blogs on EFL learners' academic writing knowledge and writer identity. They claimed that blogs encourage active and reflective of knowledge sharing and that they provide a space for purposeful development of writing.
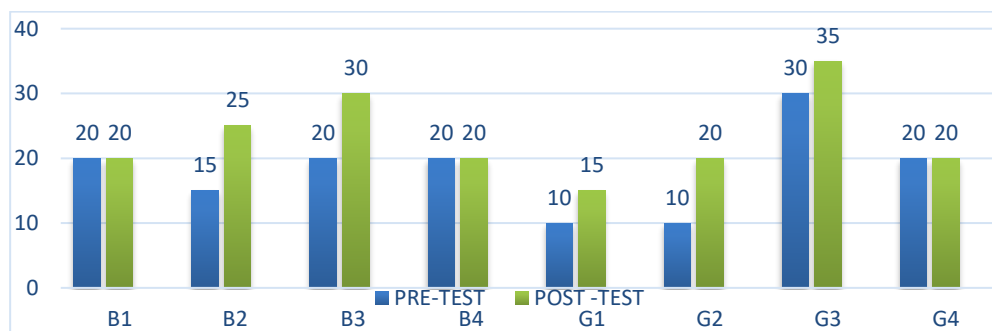

FIGURE 1. Pre-test and Post-test marks for content aspect

FIGURE 2. Comments thread in blogpost

TABLE 2. Example of a sentence written by G3 on both the pre- and post-test

Pre-test sentence	Post-test sentence
The boy push Kamal.	*The boy was so angry so he hold Kamal's collar and pushed him to the counter.*

EFFECTS OF THE TEACHING OF NARRATIVE WRITING USING EDUBLOGS ON PUPILS' VOCABULARY IN NARRATIVE WRITING

Figure 3 shows the participants' marks for the pre-test and post-test with regard to the aspect of vocabulary in narrative writing. Findings revealed that six participants (75%) managed to get higher marks in their post-test compared to their pre-test. G2 showed the highest increment, with seven marks difference. Meanwhile, the other three participants retained the same marks for both pre-test and post-test. One of the participants, B4, retained his pre-test vocabulary marks in his post-test and another one participant, G4, obtained lower marks from her pre-test.

Besides that, a simple word count of the pupils' narrative writing in the pre-test and post-test was done to look at the change in the average number of words used by the participants. The average word count for the pre-test was 86.2 and it was increased to 94.5 in the post-test, observing a difference of 8.3 words in

average, which shows an increase of 4.71%. However, we must also take into account that the increase in the number of words used by the pupils does not determine their success in using relevant and appropriate vocabularies in their writing. This is because as individual differences, motivation, and interest in the writing topic may have been factors influencing the total number of words produced.

This significant improvement in terms of vocabularies could be due to immediate feedbacks provided by the researcher and other participants in the blogpost with regards to the appropriateness of words usage (as shown in Figure 4). This interaction occurred

when the teacher and other group members corrected the pupils' sentences or suggested relevant words to be used in their sentences. From the interaction, the pupils were able to construct their own understanding of the vocabularies which then contributed to their long-term retention.

When the participants were asked in the focus group interview about how the blogposts have helped them in terms of vocabularies, G3 responded *"..easy to ask and get answer"* while B2 commented "*...my friends ask questions and I looked at their answers*". These responses indicated that the participants found the process of discussion have helped them in improving their vocabularies. This is in line with the social constructivist theory, where the participants' constructions of knowledge were facilitated through the social interaction in the blog posts. The social interaction in this context refers to the action of

correcting one another, giving suggestions and prompting questions. The role of the researcher as the facilitator in mediating the discussion in the blogpost has effectively created a positive learning environment, in which the students shared their thoughts and collaborated in completing the narrative writing tasks.

The improvement made by the participants is similar to the finding of a research conducted by Yunus et al (2011), in which the researchers found that pupils improved their vocabulary repertoire from their engagement in the online comments with other peers and with the help of spell check. The study managed to show a 72% increment of vocabulary variety and accuracy among the participants. The pupils show interest in recommending various related vocabularies throughout the process of brainstorming and correction between each other.
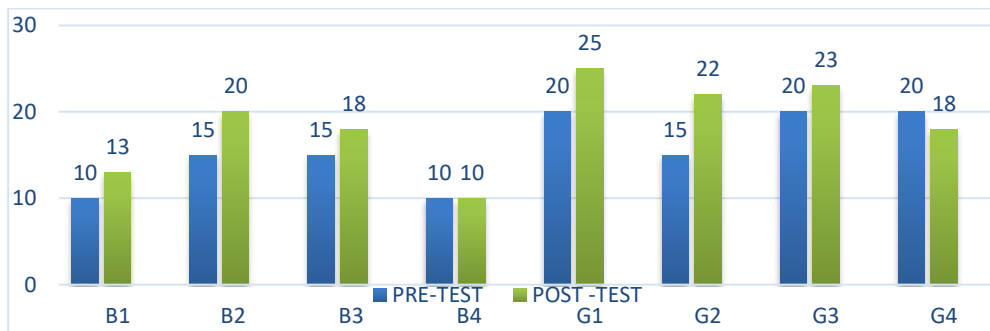

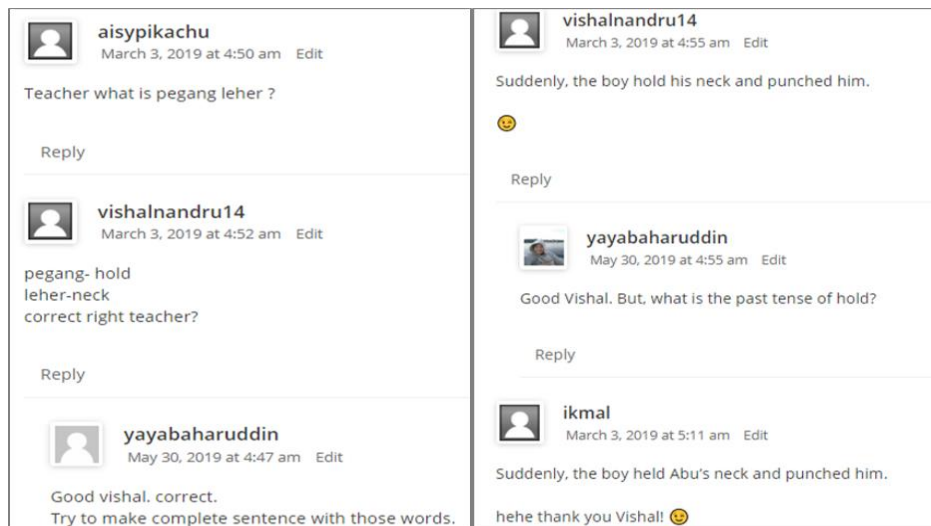FIGURE 3. Pre-test and post-test marks for vocabulary aspect

FIGURE 4. Immediate feedback and responses on appropriate vocabularies

EFFECTS OF THE TEACHING OF NARRATIVE WRITING USING EDUBLOGS ON PUPILS' GRAMMAR IN NARRATIVE WRITING

Figure 3 shows the participants' marks for the pre-test and post-test with regard to the aspect of grammar in narrative writing. Findings revealed that three

participants (37.5%) managed to get slightly higher marks in their post-test compared to their pre-test. B4 and G1 scored 3 marks higher than their pre-test results in the aspect of grammar while G4 got 2 marks higher than her pre-test result. Four of the participants (50%), B1, B2, G2 and G3 , did not show any increment in marks. One of the participants, B3 showed a reduction

of 3 marks from his pre-test result. As half of the participants did not show any progress and one of them showed a reduction of marks in their post-test, it can be said that the use of Edublogs in learning narrative writing did not show significant effects to the students' grammar skill.

Based on the analysis, there were two major grammatical mistakes made by the participants, which are wrong use of tenses and incorrect form of infinitive verbs. As shown in Table 2, it can be observed that most of the participants made mistakes in the form of verbs used in their writing. Most of the participants are seen to be focusing on the construction of complete sentences by putting aside the time frame and tenses of the whole narrative essay, thus effecting the choice of verbs they are using. This might be due to the interference of the participants' L1, since Bahasa Melayu did not change the form of the verbs according to time.

Table 3 shows a similar mistake made by some of the participants in term of the incorrect use of infinitive verbs to. This might be due to some of the participants thought that if the sentences are in the past tense, thus

all the verbs must be also in the past tense, thus they did a little bit of overcorrection. From the focus group interview, some of the participants shared the way they check their grammar in their writing. G1 commented "*No, teacher* [I do not check, I think of how to build] *sentence first*" while B4 "*I just read, if* [it sounds appropriate], *then I send* [the blogpost]". These two comments were some examples showing that the participants they did not pay too much attention to the grammar as they were mainly focusing in sentence construction and vocabularies.

This result contradicted with the result gained by Ozdemir and Aydin (2015) which shows a significant improvement in the participants' grammar awareness and writing ability with the use of blogging. The difference between Ozdemir and Aydin's (2015) study with the present study might be due to the difference in the participants' education levels. In Ozdemir and Aydin's (2015) study, the participants were tertiary level students who have more prior knowledge of English and language experience, compared to the 12-year-old primary students in this study.
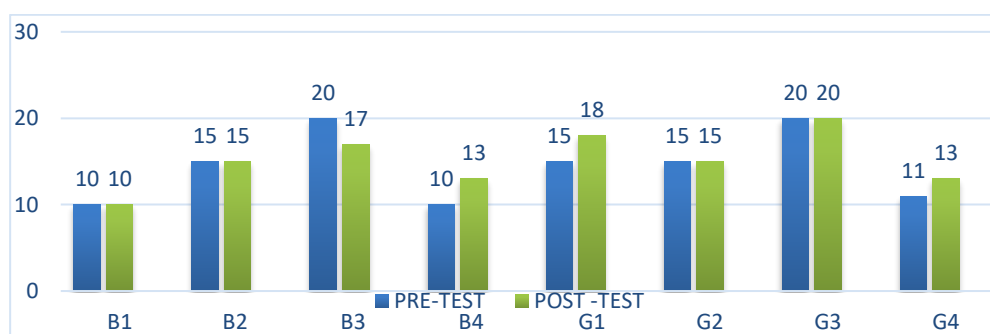

FIGURE 1. Pre-test and Post-test marks for grammar aspect

1) Faris go to the headmaster's room to inform about the bullying.	G1
2) Alif say to him to be patient.	B3
3) The headmaster go to the canteen to seeing Ali being bully.	B1
4) Adam and Khalid are queuing up to buying some food.	B4

TABLE 2. Incorrect past tense verbs used by the participants

1) The headmaster go to the canteen to seeing Ali being bully.	B1
2) Adam and Khalid are queuing up to buying some food.	B4
3) The boy want to cutting the line.	G3
4) The headmaster rushed to the canteen to punished the bully.	G4

TABLE 3. Incorrect form of infinitive verbs used by the participants

CONCLUSION

This case study explored the effects of the teaching of narrative writing using Edublogs on pupils' achievement in narrative writing, in terms of content, vocabulary, and grammar. Findings show that learning

narrative writing using Edublogs significantly improved the pupils' ability to generate better content, which is the ability to make connection and develop ideas in narrating a story. Learning through Edublogs also significantly improved the pupils' vocabulary development and retention, which is the ability to pick

relevant and appropriate vocabularies in relation to the subject matter. However, the pupils were found to show no significant improvement in terms of grammar, which is the accuracy of sentences used in delivering the content and meaning of the narrative. The findings implicate that Edublogs can help in providing a meaningful T&L of language in the 21st century learning environment. Effective implementation of Edublogs would occur when the medium is fully utilized in promoting successful communication and interaction between the users through the sharing, feedbacks, and discussions. It is suggested for future similar research using other digital applications and tools to be done with other language skills namely, reading, speaking, or listening. In addition, a longer duration of the similar study could also be considered in order to allow the natural course of learning to take place for grammar competence, which were not improved in this study.

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