

A REVIEW ON TEACHING WRITING BY APPLYING BLOGGERS APPLICATION

Shakilla Fasha ^{1*}, Zuhri Efendi ¹

¹ STKIP Muhammadiyah Aceh Barat Daya

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ABSTRACT

Writing is often considered a difficult skill to master, especially in language learning. One possible solution to this problem is the use of digital platforms such as Blogger. This study aims to analyze the strengths and weaknesses of using Blogger in teaching writing based on previous research. A systematic review of the literature that was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) process in several databases. the reviewed journals showed that that Blogger is an effective instructional medium for enhancing students' writing skills, particularly in idea development, organization, coherence, and learning motivation. The platform supports a process-based writing approach by enabling drafting, revising, publishing, and interaction with an authentic audience, which fosters reflective and collaborative learning. Empirical evidence from Indonesian EFL consistently indicates notable improvements in students' writing performance following blog-based instruction. Nevertheless, due to its limited impact on linguistic accuracy and its reliance on teacher scaffolding and students' digital literacy, Blogger should be integrated as a complementary tool within a blended pedagogy that combines technology with explicit language instruction and systematic feedback.

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Corresponding Author:

Shakilla Fasha | STKIP Muhammadiyah Aceh Barat Daya
Email: shakilafasha@gmail.com

INTRODUCTION

Teaching writing emphasizes how teachers develop students' understanding and ability to express ideas effectively in written form. It involves guiding students to construct linguistic knowledge and apply it practically in producing coherent, accurate, and meaningful written texts (Harmer, 2024). In teaching English as a Foreign Language (EFL), writing instruction also aims to improve students' ability to write in English and to strengthen learners' motivation and confidence in using the language creatively (Tans & Semium, 2024). Developing this affective aspect is essential for making classroom instruction more engaging and for facilitating deeper internalization of writing knowledge and skills. Therefore, selecting and applying appropriate teaching methods that align with the learning objectives is crucial to help students achieve proficiency and mastery in English writing.

Although writing is considered an essential skill in English learning, it remains challenging for most students because they must express their thoughts, which requires using appropriate grammar, vocabulary, sentence structure, and more (Yamin et al., 2022). Students face many problems in writing. One reason is a lack of reading and writing practice also makes it harder to develop writing skills. Low interest and motivation are common, and a lack of ideas can make writing even more difficult.

One solution to help students overcome writing difficulties is using Blogger. It provides students with a real audience and a clear purpose for writing, thereby increasing their motivation to write. According to Michella (2022), when students know that others will read their writing, they are more motivated to improve their work. It also encourages students to take their writing more seriously and enhances their interest in developing their skills. By writing on their blogs, students can practice organizing ideas, applying grammar rules, and expanding their vocabulary.

Blogger is a practical and useful tool for writing. When students write on Blogger, they understand that others can read their work. This fosters a sense of responsibility and motivates students to produce better writing. According to Yunus et al. (2021), writing for a real audience enhances learners' motivation and confidence in using English. Another benefit of choosing Blogger is its support for continuous writing practice. Regularly blogging helps students build habits and improve their writing over time. Blogs are easily accessible, allowing students to write anytime and anywhere, using either a computer or a smartphone. This flexibility facilitates active engagement with writing tasks. For all these reasons, Blogger is an excellent choice for writing. It promotes active participation, enhances both writing and digital skills, and makes the learning process more meaningful and enjoyable.

The use of Blogger in teaching writing has clear strengths. It increases students' motivation and confidence. Students also receive more opportunities to practice writing, improve grammar, use better vocabulary, and organize their ideas clearly. Additionally, Blogger supports independent learning and makes writing more enjoyable (Yunus et al., 2021; Sari & Wahyudin, 2019). Moreover, Blogger provides more chances to practice, enhances grammar, and promotes the use of more effective words. It also helps students learn independently. Although some challenges may exist, Blogger remains a valuable tool for developing writing skills in a fun and engaging way.

According to Alsamadni (2022), blogging is different from the traditional way of learning writing. Blogging has transformed the approach teachers take in teaching and the way students learn English. Writing through blogs is more engaging and enjoyable because students can enhance their writing in various ways, such as by using better vocabulary, organizing ideas effectively, and correcting grammar and spelling mistakes. When writing on blogs, students realize that their work may be read by many people, not just their teacher. Blogging in writing practice is more interactive, allowing students to develop their writing skills in terms of content, word choice, style, language mechanics, and more.

However, some studies also point out weaknesses (Mariam, 2023; Nisa et al., 2024; Renia, 2024). Not all students have strong digital skills, so they may struggle to use Blogger effectively. Technical problems like internet access or lack of devices can also become obstacles. In addition, without proper guidance, some students may focus more on the blog design than on improving their writing content. Some teachers also find it hard to give regular feedback on each student's blog due to time limits (Şahin-Kızıl, 2020). Therefore, while

Blogger can be a helpful tool for improving writing, it must be used with clear instructions, good internet support, and regular teacher supervision to get the best results. The focus of this study is on reviewing journals/ articles about the implementation of the Blogger approach as a digital platform for teaching writing. The research investigates how blogging activities influence students' writing ability. It aims to determine how the integration of Blogger can support students in developing writing skills, especially in terms of content organization, vocabulary use, and grammatical accuracy. Based on the background of the study above, this study will focus on answering the two questions, namely (1) How Blogger can promote students' ability in writing? and (2). What are the weaknesses of the blogger in improving students' writing skills?

METHOD

This study was a systematic review of the literature that was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) process in several databases. According to et al., (2021) PRISMA is defined as a structured guideline designed to help researchers report systematic reviews and meta-analyses clearly and transparently, which provides a set of evidence-based items that guide authors in describing why a review was done, how the studies were identified and selected, and what was found. The main purpose of PRISMA is to improve the quality, clarity, and completeness of systematic review reporting so that readers can understand and assess the research process and results.

The journals were downloaded from Google Scholar's databases. The keyword of searching were: "Blogger in teaching writing", "Senior High School" and "experimental research". The journals were selected in this study if (a) published between 2020 and 2025; (b) they were experimental and action research; (c) had pre-test and post-test as data collection, and (d), conducted at senior high school.

RESULTS

Blogger Facilitates the Writing Process Approach

One of the strongest pedagogical contributions of Blogger is in its alignment with the process-based writing approach, which emphasizes planning, drafting, revising, and publishing. Syahrul et al. (2021) demonstrate that blog-based instruction significantly improves students' writing in terms of content and organization, indicating that students are better able to develop ideas and arrange them coherently when writing through blogs. The blogging environment allows students to revisit their drafts, revise their ideas, and refine textual organization over time rather than producing a one-shot written product.

Similarly, Syafi'i et al. (2024) found that blogging enhanced students' unity, coherence, and completeness in recount texts. The archived nature of blog posts enables students to reflect on previous writing, compare earlier and later drafts, and gradually internalize effective writing structures. This sustained exposure to revision practices supports writing development more effectively than conventional paper-based tasks, which often limit revision opportunities.

Authentic Audience

Blogs transform writing from a private classroom task into a public communicative activity. Ningsih et al. (2023) report that students showed higher engagement and participation when writing on blogs because their work could be read by peers and teachers. This sense of having a real audience encourages students to take greater responsibility for clarity, idea development, and overall quality of writing. Syahrul et al. (2021) points out that blogging reduces students' anxiety toward writing, as the digital environment feels less formal and more familiar to learners. Writing for an authentic audience motivates students to express ideas more confidently and meaningfully, which is crucial for developing writing fluency in EFL contexts.

Peer Feedback and Collaborative Learning

Another key strength of Blogger is its support for peer interaction through commenting features. Syafi'i et al. (2024) highlight that students benefit from peer comments, teacher feedback, and collaborative discussions conducted via blogs. These interactions help learners identify weaknesses in content, organization, and language use while gaining new perspectives from classmates. Peer feedback encourages students to revise their writing based on meaningful input rather than teacher correction alone. Over time, this process fosters learner autonomy and critical awareness of writing quality, both of which are essential for long-term writing development (Ningsih et al., 2023).

Improved Organization and Idea Development

Empirical findings consistently show that blog-based writing improves students' ability to organize ideas logically. Syahrul et al. (2021) report statistically significant gains in organization scores after blog implementation, indicating that students become more adept at structuring paragraphs and maintaining coherence. The digital format encourages students to think carefully about sequencing ideas, especially when their writing is publicly accessible. In vocational school Syafi'i et al. (2024) further confirm that blogging helps students structure recount texts more effectively, particularly in terms of chronological order and spatial coherence. This suggests that Blogger supports genre awareness and rhetorical structure in EFL writing.

Weaknesses of Blogger in Writing Instruction

Limited Improvement in Linguistic Accuracy

Despite its benefits for content and organization, Blogger shows limited effectiveness in improving grammatical accuracy and mechanics. Syafi'i et al. (2024) found that although students' overall writing scores increased, errors in spelling, verb forms, and punctuation persisted. This indicates that blogging alone does not automatically lead to linguistic accuracy, especially for learners with limited grammatical foundations. Similarly, Ningsih et al. (2023) note that students still struggled with grammar and vocabulary despite increased motivation and participation. Without systematic language-focused feedback, students may prioritize idea expression over accuracy, resulting in fossilized errors.

Dependence on Teacher Guidance and Feedback Quality

The effectiveness of blogging is highly dependent on teacher scaffolding. Syahrul et al. (2021) emphasize that improvements occurred because blogging was integrated into structured instruction with guided tasks and assessment. When teacher feedback is minimal or inconsistent, students may fail to revise meaningfully and instead repeat the same writing patterns. Syafi'i et al. (2024) also observed that limited teacher intervention during revision stages reduced the potential impact of blogging on language development. This suggests that Blogger is not a self-sufficient tool; its success relies heavily on instructional design and teacher involvement.

Digital Literacy and Access Constraints

Another notable weakness concerns students' digital literacy and technological access. Ningsih et al. (2023) report that some students experienced difficulties operating blogs independently, which slowed the learning process and reduced focus on writing itself. Technical challenges can distract students from linguistic and rhetorical aspects of writing, especially in contexts with limited infrastructure. Moreover, unequal access to devices and stable internet connections may create disparities in participation and writing practice, potentially undermining the inclusivity of blog-based instruction.

DISCUSSION

Contributes positively to students' writing development, particularly in higher-order writing components such as content, organization, and coherence. Empirical evidence from Syahrul et al. (2021) shows a statistically significant increase in students' post-test scores in both content and organization after blog-based instruction, indicating that blogging facilitates students' ability to generate ideas and arrange them logically. This improvement aligns with process-oriented writing theory, which emphasizes recursive drafting and revision as central to writing development (Hyland, 2019). Blogger provides a digital space where students can revisit their texts, reorganize ideas, and refine arguments, thus supporting cognitive engagement in the writing process rather than focusing solely on final products.

Furthermore, blogging enhances students' writing motivation through the presence of an authentic audience. Unlike traditional classroom writing, blog-based writing positions students as real authors whose work can be read and responded to by peers and teachers. Ningsih et al. (2023) report that students became more active and participatory when blogs were integrated into writing instruction, suggesting that public visibility increases students' sense of responsibility toward their writing. This finding supports Vygotskian socio-constructivist views, which argue that learning is mediated through social interaction and meaningful communication (Vygotsky, 1978). When students write for an audience beyond the teacher, they are more likely to attend to clarity, relevance, and coherence, thereby strengthening their communicative competence in writing.

Another significant contribution of Blogger lies in its capacity to promote peer feedback and collaborative learning. Syafi'i et al. (2024) found that students benefited from peer comments and teacher-guided discussions conducted through blogs, which helped them revise and improve their texts. Peer feedback encourages learners to critically evaluate writing, both their own and others', fostering metacognitive awareness of writing quality. This finding is consistent with Ferris (2014), who argues that feedback—particularly when it is interactive—

plays a crucial role in developing writing proficiency. Blogging platforms facilitate this interaction asynchronously, allowing students more time to process feedback and apply revisions meaningfully.

Despite these advantages, the reviewed studies also highlight important limitations of Blogger in writing instruction, particularly regarding linguistic accuracy. While students' ideas and organization improved, persistent errors in grammar, vocabulary, and mechanics were reported (Ningsih et al., 2023; Syafi'i et al., 2024). This suggests that blogging alone does not automatically enhance language form. From a second language acquisition perspective, this limitation can be explained by the distinction between fluency-oriented and accuracy-oriented instruction. As Ellis (2008) notes, meaning-focused activities often improve fluency but may not lead to grammatical accuracy without explicit form-focused instruction. In blog-based writing, students tend to prioritize idea expression over linguistic precision, which may result in fossilized errors if corrective feedback is insufficient.

Additionally, the effectiveness of Blogger is strongly influenced by the quality of teacher scaffolding. Syahrul et al. (2021) emphasize that writing improvement occurred within a structured instructional framework involving guided tasks, feedback, and assessment. In contrast, limited teacher intervention during revision stages reduced the potential impact of blogging on language development (Syafi'i et al., 2024). This finding supports Hyland's (2019) assertion that technology does not replace pedagogy; rather, teachers play a critical role in mediating learning by designing tasks, modeling writing strategies, and providing targeted feedback. Without such guidance, blogging risks becoming a mere posting activity rather than a tool for systematic writing improvement.

Finally, contextual factors such as digital literacy and access to technology also shape the effectiveness of Blogger. Ningsih et al. (2023) note that some students struggled with technical aspects of blogging, which diverted attention from the writing task itself. This challenge is particularly relevant in developing educational contexts, where unequal access to devices and internet connectivity may limit students' engagement. As Warschauer (2011) argues, digital tools can enhance learning only when technological access and user competence are adequately addressed. Therefore, successful integration of Blogger requires not only pedagogical planning but also institutional support and digital literacy training.

In sum, previous research and theoretical perspectives suggest that Blogger is a powerful medium for enhancing students' writing skills at the discourse level—content, organization, and coherence—while fostering motivation and collaborative learning. However, its limitations in improving grammatical accuracy and its dependence on teacher scaffolding indicate that Blogger should be integrated within a balanced instructional approach. Combining blog-based writing with explicit language instruction and systematic feedback is essential to achieve comprehensive writing development in EFL contexts.

CONCLUSION

The reviewed journals indicate that Blogger is an effective instructional medium for promoting students' writing skills, particularly in terms of idea development, organization, coherence, and writing motivation. The blogging platform supports a process-based approach to writing by allowing students to draft, revise, and publish their work while engaging with an authentic audience. Features such as archived posts and comment sections encourage reflection, peer feedback, and collaborative learning, which collectively contribute to

improved content quality and textual organization. Empirical evidence from Indonesian EFL contexts consistently shows significant gains in students' writing performance after the implementation of blog-based instruction.

However, the studies also reveal that Blogger has limitations, especially in improving linguistic accuracy such as grammar, spelling, and mechanics. Writing improvement through blogs is highly dependent on effective teacher scaffolding, structured feedback, and students' digital literacy. Without explicit language instruction and consistent guidance, students may continue to make recurring errors despite increased engagement and confidence. Therefore, Blogger should not be viewed as a standalone solution but rather as a complementary tool within a blended writing pedagogy that integrates technology with focused language support to achieve more balanced writing development.

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