

Analysis of obstacles to English writing skills of electrical engineering students' blog interactive

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Abstract - This study aims to analyze students' obstacles to writing skills using interactive blogs. This study uses quantitative and qualitative descriptive methods. The focus of this study is to determine students' perceptions of the use of blogs in creating good writing and paying attention to aspects of grammar and vocabulary. Data were gathered by having one hundred students fill out questionnaires with fifteen Google Forms questions. The questions were categorized into three groups: indicators of interactive blog use, benefits, and their influence on learning in the digital era. Data from the questionnaire revealed that 58% of students had a fairly effective understanding of blogs, 76% considered blogs useful, and 89% considered blogs effective and practical. Students showed enthusiasm for writing instructions because blog entries can include text, images, audio, video, and hyperlinks, which enrich content and provide supporting information. However, some of the weaknesses mentioned included difficulty in using blogs, the influence of online networks (internet use), lack of peer comments, and the time-consuming nature of blogs. Another challenge in writing is the use of grammar, especially tenses. Blog integration influences meaningful learning experiences by preparing students for effective written communication in a fast-paced world and improving their writing techniques. However, interactive blogs have proven to be more effective in improving students' writing skills.

Keywords: writing skills; effective learning; blog interactive; English learning; foreign language

1. Introduction

In the era of rapidly developing Technology 4.0, personal blogs have emerged as a transformative approach to the educational experience of Polytechnic students. This study aims to analyze the level of difficulty that students face when utilizing interactive blogs to enhance their writing skills.

Students often encounter challenges in writing, particularly in generating and developing ideas. A significant barrier to effective expression is their limited vocabulary, which hinders clear communication of thoughts. Additionally, poor grammar mastery frequently leads to numerous writing errors, diminishing the overall quality of their work. Such difficulties can foster frustration and impede progress in learning English, especially regarding writing skills. Therefore, it is imperative to provide appropriate support focused on vocabulary enhancement and writing development to help students overcome these obstacles.

Personal blogs serve not only as a medium for self-reflection and further training but also empower students to cultivate unique digital identities that can significantly influence their future career prospects. By regularly engaging in writing and content creation, students can sharpen their communication skills, foster critical thinking, and build professional networks that extend beyond the classroom. However, the successful implementation of blogs as a learning tool requires addressing the diverse writing abilities among students, promoting active engagement in writing practices, and ensuring equitable access to technology. By tackling these challenges, educational institutions can harness the full potential of personal blogs to enrich the learning experience and better prepare students for success in an increasingly digital world.

Moreover, personal blogs act as digital portfolios, providing tangible proof of students' writing and critical thinking abilities (Ramadhan, 2019). They enable students to connect with peers, lecturers, professionals, and broader audiences, creating opportunities to share ideas, expand professional networks, and learn from others' experiences. Students with skills in writing, photography, or graphic design may also find opportunities to generate income through their blogs by selling products, offering services, or monetizing via advertising or sponsorships.

Despite these possible advantages, there are still obstacles to overcome before personal blogs can be used as an effective teaching tool. The disparity in students' writing abilities creates a gap between those who are proficient and those who need further development, complicating the provision of tailored assistance. Consistent practice and the application of learned concepts in practical contexts are essential for developing writing skills; however, a lack of engagement in writing exercises outside of class may hinder progress. Additionally, different students' levels of technical proficiency and unequal access to technology can interfere with the learning process, which emphasizes the necessity of addressing these problems.

Technology refers to the ability to understand, apply, control, and evaluate technology in a way that enhances problem-solving, communication, learning, and productivity. It goes beyond merely knowing how to operate devices, focusing on the comprehension of the broader role of technology in society and how it can be applied across various fields. In today's world, where technological advancements impact almost every aspect of daily life, work, and education, technology literacy is essential (Trendowicz et al., 2023). By facilitating reflection on learning experiences, enabling the development of a digital identity, and fostering connections with others, they offer numerous benefits to Polytechnic students. Nonetheless, addressing disparities in writing ability, encouraging engagement in writing exercises, and ensuring equal access to technology are critical factors for effectively harnessing the potential of personal blogs as a valuable learning tool.

Blogs have emerged as an exceptionally powerful instrument for students to immerse themselves in reflective writing, collaborative learning, and the sharing of knowledge. These platforms provide invaluable opportunities for students to articulate their thoughts and ideas while simultaneously interacting with their peers and educators, ultimately enhancing the overall quality of their learning experiences (Tavip et al., 2024). While the advantages of blogging are clear, it is particularly important to assess how effective these platforms are in fostering motivation among students. Research shows that the motivational factors associated with blogging are notably significant, as they encourage students to take greater ownership of their writing tasks and engage more profoundly with the subject matter at hand (Deng, 2020).

Studies reveal that students who actively participate in blogging exhibit high levels of motivation and enthusiasm for their English writing assignments (Ab, 2017) corroborates this finding, as does additional research by (Nam, 2024). This high level of engagement is often attributed to the interactive

nature of blogs, which facilitates peer collaboration, the exchange of feedback, and opportunities for self-reflection. These elements collectively foster a supportive and dynamic learning community. The ability for students to receive immediate feedback from their peers plays a crucial role in motivating them to refine their writing skills and enhances their confidence in articulating their ideas effectively. (Alqahtani & Altalhab, 2020).

Taye and Mengesha (2024) identified common writing challenges among undergraduate students, emphasizing grammatical errors, coherence issues, and limited vocabulary, and they also highlight pedagogical recommendations for addressing these gaps. Similarly, Aminah & Supriadi (2023) focus on writing difficulties faced by EFL students, categorizing challenges into linguistic, psychological, and instructional barriers. Moreover, Moses & Mohamad (2019) review challenges in writing skills for ESL learners, particularly highlighting insufficient exposure to the target language and ineffective teaching methodologies.

On the other hand, Adam et al. (2021; cf. Silma, 2024) examine Indonesian high school teachers' perspectives on teaching writing, revealing a need for innovative strategies to overcome student resistance and lack of proficiency. Additionally, Ahmed and Ahasan (2015) investigate writing deficiencies at the tertiary level, linking them to inadequate prior preparation and ineffective feedback mechanisms. Similarly, Alghammas and Alhuwaydi (2020) discuss the weakness in English writing among Saudi undergraduate students, identifying linguistic and cultural influences as key challenges. Furthermore, Bouchefira (2015) examines causes of writing deficiencies among university students and proposes strategies like focused grammar practice and contextualized learning.

Alzubi and Nazim (2024; cf. Ny & Doung, 2023; cf. Annisa & Gusnawaty, 2024) explore how intrinsic motivation, especially through topic-based interest, influences EFL students' academic writing performance. Likewise, Cahyono and Rahayu (2020; Marmita et al., 2023) link writing motivation to proficiency and gender, finding that motivated students generally perform better regardless of gender. Moreover, Camacho et al. (2021) analyzes the relationships between motivation, behavior, and performance in writing, and it proposes strategies for enhancing student engagement.

Apsari (2018) suggests the use of reflective reading journals to improve writing skills, emphasizing their role in developing critical thinking and self-awareness. Similarly, Anaktototy (2023) reviews strategies for integrating reading and writing, and it offers practical approaches for Indonesian ESL/EFL teachers. In addition, Haerazi (2019) proposes a genre-based language teaching model to enhance writing skills, demonstrating significant improvement in student outcomes. Darancik (2018) discusses students' perspectives on effective language skills teaching and advocates for integrative approaches to writing instruction. Likewise, Durga & Rao (2018) advocate for a process-oriented approach to writing instruction, emphasizing drafting, peer feedback, and revision.

Hadiani and Permata (2019) focus on analyzing students' grammatical and discourse competence in writing, identifying frequent issues and suggesting remedial measures. Similarly, Nazir et al. (2023) examine common errors in English writing among undergraduate students in Pakistan, linking these errors to inadequate instruction and practice.

Muftah (2023) evaluates the role of data-driven learning (DDL) in promoting writing skill development, and it finds significant benefits in leveraging technology. Additionally, Moybeka et al. (2023) explore the implications of AI tools on EFL students' motivation, highlighting their potential to enhance engagement and creativity.

Pei et al. (2017) investigate the association between critical thinking skills and argumentative writing in EFL learners, emphasizing the importance of teaching both in tandem. Similarly, Lee et al. (2024) analyze university students' perspectives on critical thinking development and its role in improving writing outcomes. Hafidz and Aditya (2019) highlight the importance of cross-cultural approaches in writing skill development, using English camps as a case study. Finally, Mahmud et al. (2023) explore how intrinsic and extrinsic motivation in Gayonese EFL students is influenced by cultural factors. Castells et al (2023) explore strategies involved in synthesis versus reading, emphasizing their impact on comprehension, while Darancik (2018) examines students' views on language skill instruction and advocates integrative approaches for effectiveness. Dema (2022) identifies factors affecting writing skills in higher secondary schools, highlighting the role of instructional quality, and Dewi et al. (2017) focus on teachers' efforts to address students' writing problems through targeted strategies. Durga and Rao (2018) promote a process-oriented approach to writing instruction, as Farooqui (2023) discusses ESL writing difficulties and suggests solutions rooted in teacher perspectives.

Moreover, Fawa'reh (2019) investigates writing as a linguistic and cognitive skill, linking its challenges to foundational gaps, and Ferraz et al. (2023) assess strategies and time management for

enhancing self-regulated reading comprehension. Filgona et al. (2020) connect motivation in learning with improved performance outcomes, while Graham (2019) emphasizes changes in writing pedagogy to enhance learner engagement. Similarly, Graham et al. (2021) address writing motivation among English learners, linking success to tailored interventions, and Guo (2023) highlights the role of multimodal approaches in language education to enhance engagement and outcomes. Hadiani and Permata (2019) analyse grammatical and discourse competence, pinpointing frequent errors and suggesting remedial measures, whereas Haerazi (2019) advocates genre-based teaching to boost writing achievement. Hafidz and Aditya (2019) highlight cross-cultural approaches to writing skills in English camp programs, demonstrating their impact on proficiency. Hwang and Kim (2023) leverage automatic analysis to measure constructional diversity as a predictor of writing proficiency, and Ikhtiyorovna (2023) suggests strategies to refine speaking and reading skills, emphasizing their interplay with writing.

Kang et al. (2024) explore engagement dynamics in collaborative simulations, suggesting multimodal engagement's relevance to writing, while Kim et al. (2023) identify constructional complexity as an indicator of proficiency among Korean learners. Kucuk (2023) examines writing anxiety in EFL contexts and its contributing factors, and Laiche and Nemouchi (2023) investigate learner deficiencies in writing, emphasizing the need for tailored instructional strategies. Lee et al. (2024) explore the development of critical thinking in university contexts, linking it to enhanced writing outcomes, and Lestari et al. (2022) analyse writing motivation among Indonesian students, highlighting contextual and individual factors. Finally, Lin (2023) examines the role of AI tools like ChatGPT in fostering self-directed learning and motivation, underscoring their potential in adult education. Collectively, these studies provide a nuanced understanding of the challenges and opportunities in writing instruction, with implications for learners and educators alike.

Mahmud et al (2023) investigate the intrinsic and extrinsic motivations of Gayonese EFL students in learning English. And Moybeka et al. (2023) examine the implications of artificial intelligence on EFL students' motivation in English classrooms. Moreover, Muftah (2023) evaluates data-driven learning activities and their effectiveness in developing EFL students' writing skills. Similarly, Nazir et al (2023) focus on the common errors in English writing compositions among undergraduate students in Lahore, Pakistan. Ouahidi (2020) highlights the relationship between writing motivation, academic achievement, and gender among tertiary education students. And Patwary et al. (2023) delve into the academic writing proficiency of Bangladeshi tertiary EFL learners, offering pedagogical insights. Furthermore, Pei et al. (2017) explore the association between critical thinking and argumentative writing among EFL learners in China. Philippakos (2023) discusses evidence-based practices and critical perspectives in writing instruction.

Phuong et al (2023) investigate the impact of using analytical rubrics for peer and self-assessment on Vietnamese EFL students' writing proficiency. Pratiwi et al (2021) conduct a case study on university students' motivation in writing. Meanwhile, Pratiwi et al (2017) examine linguistic problems affecting students' competence in writing business letters. Prittima et al (2015) address the challenges faced by higher education students with reading and writing difficulties. And Quadir et al (2024) analyse factors influencing English skill acquisition in an environment using Rain Classroom. Quinonez-Beltran et al (2023) explore the experiences of high school students using active reading strategies during remote learning. Rao (2019) discusses effective methods for teaching writing skills to learners of English as a foreign or second language. And Rastri et al. (2023) identify problems faced by students in writing research proposals. Lastly, Ravichandran and Mahapatra (2023) examine the challenges and possibilities of using virtual reality in vocational education and training.

The studies collectively address diverse aspects of writing in EFL contexts, highlighting critical factors affecting learners' performance and development. Ray, Graham, Houston, and Harris (2016) investigate how teachers utilize writing to enhance students' learning in middle schools in the United States, and Renandya (2021) explores the potential of reading to improve writing skills in EFL learners. Risman and Rozimela (2019) examine the correlation between students' reading habits and their writing abilities, while Sattar et al (2023) analyse how grammatical knowledge influences argumentative essay writing proficiency among IELTS test takers in Pakistan. Sermsook et al (2017) assess the impact of teacher corrective feedback on grammatical improvement in EFL students' writing, and Shahsavar (2019) employs cognitive diagnostic modelling to evaluate English learners' writing skills. Shao and Purpur (2016) highlight how information literacy skills can enhance student writing and course performance, while Shokirovna (2023) emphasizes the crucial role of grammar in teaching foreign languages. Siregar et al (2023) focus on analysing students' errors in writing descriptive texts, and Smetanova (2013) discusses writing as an integral part of foreign language acquisition. Sudirman et al.

(2023) explore the impact of pandemic writing on EFL students' critical thinking skills, and Teng (2024) investigates the interplay between motivational beliefs, self-efficacy, and self-regulated learning strategies in EFL writing. Toba, Noor, and Sanu (2019) analyse Indonesian EFL students' writing challenges, particularly in comparison and contrast essays, while Uluşan (2018) adopts a cognitive approach to writing skills and stresses the importance of practice.

Vakili and Ebadi (2019) study the contextual effects on Iranian EFL learners' mediation and reciprocity in academic writing, and Waer (2023) examines how integrating automated writing evaluation can reduce EFL writing apprehension and improve grammatical knowledge. Finally, Wahyuni et al (2021) identify writing skills deficiencies among ESP learners, further emphasizing the need for targeted instructional strategies. The studies encompass a wide range of topics related to writing proficiency and instructional strategies in EFL and ESL contexts, providing insights into effective teaching and assessment practices. Wang et al (2023) explores how text memorization can serve as a practical strategy to enhance Chinese EFL learners' argumentative writing proficiency, whereas Wang et al (2023) focus on developing and validating a scale to measure Chinese EFL teachers' feedback literacy in writing assessment. Wertz et al. (2013) examine the intersection of critical thinking and information literacy, aiming to assess student performance in engineering education, and Yang et al (2023) analyse the impact of teacher feedback on students' use of self-regulated writing strategies in EFL contexts. Yani et al (2022) identify factors that contribute to students' difficulties in completing their theses at the University of Batanghari Jambi, while Yasin (2011) provides a practical guide for conducting classroom action research to improve teaching practices. Yuksel and Bailey (2024) propose a holistic syllabus design aimed at improving student motivation, learning efficacy, and mental health engagement, and Zakirovich (2023) discusses the balance between accuracy and fluency in language teaching, highlighting their roles in effective instruction.

Zhai and Razali (2023) employ a triple-method approach, incorporating bibliometric, content, and scientometric analyses to develop a genre-based approach for teaching ESL/EFL writing, while Zhang (2024) introduces a hybrid instructional design model based on self-regulation theory to improve educational outcomes. Finally, Zumbrunn and Bruning (2023) evaluate the motivational outcomes of writing interventions, providing a framework for designing and assessing writing programs in diverse educational settings. According to Hao and Gao (2017), web blogs provide numerous benefits. They facilitate the straightforward posting of content and are easily accessible from any location. Furthermore, they can be conveniently found through search engines by searching for specific topics or authors. Additionally, web blogs serve as a platform for interaction with other online users.

Integrating blogs into the classroom setting can significantly enhance the quality of English language learning, as these platforms offer a vibrant and dynamic environment where students can practice writing within a meaningful context. By engaging with blogs, students have the unique opportunity to connect with real audiences, which in turn increases their motivation to fully engage in writing assignments (Ab, 2017). Furthermore, the collaborative nature inherent in blogging not only fosters critical thinking but also aids students in developing a strong sense of community among their peers. This sense of belonging makes the overall learning process more engaging and effective. The interaction that occurs within blogging environments not only cultivates a rich learning experience but also empowers students by making them feel part of a larger educational dialogue, thus enriching their academic journey.

2. Method

This study utilized the Classroom Action Research (CAR) methodology, which is based on the model created by Kemmis and McTaggart. This model follows a circular process that includes four main phases: planning, acting, observing, and reflecting. The sections below outline how this method is applied in the context of the research. Classroom Action Research (CAR) involves a structured investigation aimed at improving practices within a specific context (Mettetal, 2015). It enables educators to identify the most effective strategies for their unique classroom environments, thereby facilitating well-informed teaching decisions.

2.1 Time and Place

The research takes place at the Manado State Polytechnic Campus within the Engineering Department, specifically focusing on second-semester students during the academic year 2023/2024.

2.2 Research Subject

The participants in this study are students enrolled in the Informatics and Electricity Program. The research involves four classes, comprising a total of 100 students.

2.3 Action Plan Stage

The action plan consists of several steps designed to enhance classroom learning:

- (1) Observation of Learning Activities: Initial observations are conducted to evaluate current learning conditions and point areas for enhancement.
- (2) Implementation of Classroom Action Research: Based on these observations, targeted strategies and interventions are executed in the classroom.
- (3) Documentation of Learning Activities: Each learning activity is carefully documented to monitor progress and outcomes.
- (4) Reflection, Discussion, and Classification of Learning Activities: After implementation, a reflective discussion is held to assess the effectiveness of the actions taken and categorize learning outcomes.

2.4 Data Collection

For data collection, a Google Form is distributed, serving as an observation sheet. This tool gathers various metrics related to student engagement and learning results throughout the research process.

2.5 Research Instrument

The main instruments used in this research include (1) Observation sheets (utilizing Google Forms). (2) Documentation forms for recording classroom activities. (3) Assessment tools for evaluating student performance. These instruments are crucial for collecting both qualitative and quantitative data during the research cycles.

2.6 Data Analysis

Data analysis in this study follows a structured approach: (1) Qualitative Analysis, his involves reviewing observational data to identify patterns, themes, and areas that require improvement. (2) Quantitative Analysis includes analyzing numerical data from assessments to evaluate student performance before and after implementing interventions. The findings from this analysis inform subsequent cycles of action research, ensuring that each iteration builds on previous insights to effectively enhance educational practices. This revision maintains the original meaning while improving clarity and flow through minor grammatical changes and formatting adjustments.



Figure 1 Classroom Action Research Cycle

Collecting data from students, by giving a list of questions in the form of a questionnaire, to collect feedback, and opinions in the objectives of this study. To measure the level of difficulty and effectiveness of using the blog in *writing skills* learning activities. Data was collected through questions using a Google- form to get feedback on aspects that were favorable or needed improvement in the use of interactive blogs.

The sample in this study was 100 people on thematic learning. An instrument used in collecting all the data is a descriptive test. The test is given after students have studied the PBL model of learning until they can obtain information about their critical thinking abilities. Students' critical thinking abilities are analyzed by providing problems, looking for solutions, and solving problems so they can complete group assignments, discuss, and communicate. Students design the concept of making assignments. Combines practical work in the laboratory. Create thematic presentations of engineering tools.

Table 1 Evaluating students' understanding of the suitability and utility of personal blogs

Category	Statement	Frequency	Percentage
Knowledge of Indicators	Personal blogs are suitable	27	27%
	Steps to make interactive blogs	62	62%
	Personal blogs are useful	48	48%
Benefits	Interactive blogs provide information	29	29%
	Writing skills are difficult	16	16%
	Dislike using blogs	21	21%
	Personal blogs are not effective	24	24%
	Creating new writing skills	20	20%
	Better for personal use	43	43%
	Effective for multiple subjects	66	66%
Usage	Use private blog for writing skills	37	37%
	Prefer using private blog	70	70%
	Happy to create English writing in personal blog	35	35%
	Like making English writing without grammar	3	3%

The data in table 1 assesses students' perceptions of personal blogs, focusing on their appropriateness, usefulness, benefits, and usage. Responses are categorized by indicators and presented using a five-point Likert scale (1 to 5), where 5 denotes strong agreement and 1 denotes strong disagreement.

- **Knowledge of Indicators:** Students exhibit a strong grasp of how to create interactive blogs, with many agreeing that personal blogs are both suitable and useful.
- **Benefits:** Although there is some doubt about the effectiveness of personal blogs and the challenges related to writing skills, many students still recognize their value as learning tools.
- **Usage:** A large number of students prefer using their private blogs for personal purposes and believe that these platforms can significantly improve their writing skills across various subjects.

In conclusion, while students generally hold a favorable view of personal blogs as effective tools for learning and self-expression, there are specific areas indicating uncertainty or difficulties that may need further attention in educational practices.

3. Results and Discussion

Based on the findings from the data analysis derived from the questionnaire concerning the use of interactive blogs as educational tools, the following conclusions can be made.

3.1 Knowledge of Blogs

The data regarding knowledge of blogs reveals important insights into students' perceptions of their utility for English language learning. A significant majority, specifically 62%, acknowledged that personal blogs are suitable for enhancing language skills. This indicates a positive recognition of blogs as valuable educational tools. However, a concerning 48% of respondents reported being unaware of how to create and effectively utilize an interactive blog, highlighting a critical gap in training and support that needs to be addressed. The uncertainty surrounding the benefits of blogs is further emphasized by the fact that while 29% of participants agreed that personal blogs could aid in developing writing skills, a substantial 43% remained unsure. This suggests that many students do not fully comprehend the potential advantages of blogging in improving their writing abilities. Research supports the notion that blogging can significantly enhance writing skills by providing students with opportunities for continuous practice, feedback, and reflection.

Table 2 Percentage Knowledge of Indicators

No.	Number of Items	Score	F	Total Average score	Percentage
		S (5)	89	445	51%
		SS (4)	20	80	9%

Knowledge of Indicators	3	KS (3)	90	270	31%
		TS (2)	34	68	8%
		STS (1)	4	4	0%
Total			237	867	100%
Maximum Score			1500		
Average Presentation			58%		
Criteria			ENOUGH		

The data reveals that although there is considerable confidence in the suitability of personal blogs for language learning, there is a notable deficiency in knowledge about how to create and effectively use interactive blogs. The ambiguity surrounding the advantages of blogging for developing writing skills indicates a need for additional education and training to improve students' comprehension and use of personal blogs as valuable learning resources. In general, the average presentation score of 58% implies that respondents possess a basic understanding, but further enhancements are required to maximize the benefits of blogging in language education.

3.2 Benefits of Blogs

The data regarding the benefits of blogs in educational contexts reveals important insights into students' perceptions and experiences. Only 16% of respondents viewed interactive blogs as effective tools for providing information about student activities and educational content, while 41% expressed uncertainty about their utility. This low recognition indicates a need for increased awareness of how blogs can enhance the educational experience. Despite the potential advantages that blogs offer—such as fostering digital literacy and critical thinking—many students remain doubtful about their effectiveness as learning tools. For instance, 21% of participants found it challenging to develop writing skills through blogging, suggesting they may not fully understand how to leverage this platform for improvement. Additionally, 24% voiced dissatisfaction with the overall use of blogs, highlighting a disconnect between the intended educational benefits and students' actual experiences.

Table 3 Percentage of Blog Benefits for Writing Skills

No.	Number of Items	Score	F	Total Average score	Percentage
Benefits	4	S (5)	90	450	30%
		SS (4)	97	388	26%
		KS (3)	208	624	41%
		TS (2)	29	58	4%
		STS (1)	1	1	0%
Total			425	1521	100%
Maximum Score			2000		
Average Presentation			76%		
Criteria			STRONG		

The data reveals that there is limited awareness of the benefits that interactive blogs can offer in an educational context. Only a small percentage of respondents consider them to be effective informational resources, while a significant number express uncertainty about their advantages. This underscores the need for greater awareness of the potential benefits of blogs. Furthermore, difficulties in developing writing skills through blogging and dissatisfaction with blog usage emphasize the need for enhanced strategies and support to improve the effectiveness of blogs as educational tools. Nevertheless, the average presentation score of 76% indicates that respondents possess a relatively solid foundational understanding of the benefits of blogs for writing skills, suggesting opportunities for further growth and enhancement in this area.

3.3 Blog Usage

The data indicates that a significant majority of participants (66%) view interactive blogs as more appropriate for personal use than for specialized learning, reflecting skepticism about their effectiveness

as educational tools. While 70% of respondents reported using personal blogs for more than three subjects, only 35% felt confident in creating English posts that included images. This discrepancy highlights a gap between participants' preferences for using blogs and their actual engagement with the platform for educational purposes. The results indicate that while students acknowledge the benefits of blogging, there are obstacles that prevent them from fully integrating these tools into their learning experiences. Providing targeted support and training could boost students' confidence and effectiveness in using blogs as educational resources. Ultimately, increasing awareness of how to effectively use blogs for learning could help close this gap and enhance their educational value.

Table 4 Percentage of Knowledge about Blog Usage

No.	Number of Items	Score	F	Total Average score	Percentage
		S (5)		1545	54%
Usage	8	SS (4)	309	236	8%
		KS (3)	59	882	31%
		TS (2)	294	148	5%
		STS (1)	74	43	2%
			43		
Total			77	2854	100%
			9		
Maximum Score			3200		
Average Presentation			89%		
Criteria			VERY STRONG		

The statistics show that participants prefer to use interactive blogs to achieve private rather than educational objectives, indicating doubt about their effectiveness as learning tools. Although many respondents use their blogs for numerous purposes, there is a noticeable lack of confidence in writing English content with images, indicating a disconnect between their preferences and actual blog engagement. The average presentation score of 89% indicates that participants have a very solid comprehension of blog usage, showing the possibility of developing and improving blogging as an educational resource.

4. Conclusion

Based on the data presented regarding knowledge, benefits, and the use of interactive blogs as learning tools, the following conclusions can be drawn: Knowledge of indicators is 58% Criteria: Sufficient The analysis indicates that students possess a sufficient level of knowledge regarding the use of blogs as learning aids. Understanding Benefits is 76% Criteria: Strong. The results show that there is a good understanding of the benefits of interactive blogs in learning, with an average presentation of 76%. Use of Indicators: 89% Criteria: Very Strong. Based on the analysis, the use of interactive blogs was rated as very strong. This indicates that students not only utilize the blog but also find it convenient and helpful in the learning process. The "Strongly Agree" (S) category dominates with the highest total score, suggesting that blogs are considered effective in enhancing writing skills.

It is advised that educational institutions inform students about the advantages and practical applications of blogs as a teaching tool in light of the aforementioned findings. To encourage students to be more active in using blogs by providing technical support and relevant content. With these steps, it is expected to increase the effectiveness of using blogs in the learning process and help students develop their writing skills.

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