

A Systematic Literature Review of the Impact of Blogs on Writing Skills

Thumbarayan Kanageswary, Yunus Md Melor

University Kebangsaan Malaysia (Ukm)

Corresponding Author Email: kanagesjoseph@gmail.com

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Abstract

The rapid advancements in technology have brought about various changes in the field of education, compelling teachers to adopt a social media approach for integrated teaching and learning. Among the various skills, writing is often considered the most challenging. Writing skills pose a significant barrier for second language users, primarily because the influence of their mother tongue is dominant. Consequently, social media is full of awkward sentences due to learners not having acquired proficient writing skills. The use of blogs, provides a superior learning experience for students, facilitating easy improvement in writing skills. Therefore, this systematic literature review specifically concentrated on the use of blogs in enhancing students' writing skills and it aims to address the impact of blogs on writing skills. Additionally, the review provided a comprehensive understanding of how blogs impact broader aspects of writing, such as social interaction, collaboration, self-directed learning, peer feedback, and motivation levels, in addition to concentrating on particular areas like content, organization, grammar, and vocabulary. This review was conducted based on the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) review technique to ensure that it was done transparent, methodical, and highly methodologically rigorous. A total of 25 articles related to the impact of Blogs on teaching writing skills published between 2019 to 2023 were identified from Scopus, ERIC, and Google Scholar databases. Based on the analysis, it was discovered that blogs had a significant impact on students' writing skills, particularly in content, organization, grammar, and vocabulary. Furthermore, aside from enhancing these linguistic aspects, blogs also demonstrated a positive impact on various other dimensions, such as social interaction, collaboration, self-directed learning, peer feedback, and an increase in motivation levels. Overall, this review offered insightful information to educators, policymakers, and students who want to use blogs for self-directed learning and improve writing skills at all educational levels. For future research, it is recommended to explore specific blogging strategies or approaches that are most effective in improving writing skills, as well as to investigate the challenges and limitations associated with using blogs for writing enhancement.

Keywords: Blogs, Writing Skills, Impact, PRISMA, Systematic Literature Review

Introduction

In today's world, English is a crucial language and is widely utilized as a second language. According to Roa (2019), the progress of technology has elevated English to not only serve as a primary language in technological contexts but also as the predominant language for publishing scientific research and academic papers. Recognizing the importance of language, the Malaysian education system designates English as a second language and mandates students to achieve a compulsory proficiency level in English for the SPM (Sijil Pelajaran Malaysia) examination (Rashid et al., 2016). The Ministry of Education (MoE) has invested significant effort and funds to ensure students acquire English proficiency. The commitment to improving English language skills in the education system is evident through initiatives such as MBMMBI, a dual language program ((Malaysia Education Blueprint for the Teaching and Learning of Science and Mathematics in English), and HIP (Highly Immersive Programme).

The four main skills are taught in school. The most challenging skill among the four is writing, as highlighted by Oman and Bakar in 2023. Many students encounter difficulties in comprehending and interpreting meanings in written forms. This Statement is echoed by Yunus et al., (2020), emphasizing that the primary challenge for students lies in their struggle to express their thoughts coherently in written form. Even though English teaching begins in pre-school, the competency level, especially in writing skills encompassing accurate usage of tenses, sentence structure, punctuation, vocabulary, and various grammar forms, remains significantly deficient among primary school students studying English as a Second Language (ESL) in rural areas, as emphasized by Azlan et al. in 2019.

The outbreak of the coronavirus in 2020 compelled educators to rely entirely on technology for conducting teaching and learning. In the modern age of technology, educators are urged to adapt their teaching methods to keep pace with the ever-changing digital landscape, as emphasized by Yunus in 2018. This adaptation is crucial to effectively equip students with the skills required for success in the 21st century and the Fourth Industrial Revolution (4IR). Utilizing contemporary teaching approaches is imperative in preparing students with the requisite skills for the challenges of the present era. Additionally, ICT (Information and Communication Technology) can be effectively utilized as a learning tool in education, as highlighted by Yunus et al. in 2013.

Blog

With the development of technology, the integration of blogs in writing plays a crucial role in preparing students to write effectively. Blogs have emerged as one of the most successful tools of Web 2.0 due to their user-friendly nature and the accessibility of open platforms. According to Yunus (2013), the term "blog" is a combination of two words, "web" and "log." It serves as a tool for written communication and interaction. A blog, short for "weblog," is a regularly updated website or web page, typically run by an individual or a small group, that is written in an informal or conversational style. Bal (2021), a blog is defined as a web space where editing and writing are achieved through a web browser and produce works visible to the public.

Earlier, blogs were used as personal journals, but with the advancement of technology, blogs have expanded as a medium to share thoughts in written form. They have evolved into a two-way communication platform, allowing for interaction through comments. Engaging in blogging serves as a writing exercise. The sequence of blogging activities, including creating blog posts, exploring posts from other bloggers, commenting, and reflecting on them, proves advantageous in refining writing skills. When encountering unfamiliar words, students have

the option to consult online dictionaries. Moreover, the accessibility of the Internet enables them to maintain grammatical accuracy in their writing.

Blogs in Improving Writing Skills

Writing is a crucial skill in today's fast-paced world (Rahayu, 2021). It is essential for effective communication and career success. However, many students struggle with their writing skills and face various challenges such as a lack of vocabulary, grammatical knowledge, and low motivation. These challenges can significantly impact their academic performance and hinder their ability to express themselves effectively in writing. One effective way to address these challenges and improve students' writing skills is through the use of blog.

Methodology

This systematic literature review adheres to the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist, which comprises 27 criteria aimed at ensuring transparency in the reporting of systematic reviews. The review process is followed by model proposed by Moher et al. in 2010.

The primary objective of this review is to explore the benefits of incorporating blogs into the development of writing skills. Additionally, the paper discusses the uniqueness of this approach when compared to traditional learning methods. The systematic literature review (SLR) method is employed to systematically select, identify, and evaluate relevant research to address a well-defined research question. The review follows a systematic approach encompassing the five phases recommended by Khan in 2013: framing the research question, identification phase, assessment phase, summarizing phase, and interpretation phase.

1st Phase (Framing the questions)

This systematic literature review (SLR) is designed to examine and synthesize research articles focusing on the impact of blogs on writing from the years 2019 to 2023. The primary objective is to analyze these studies and consolidate their findings to address specific goals. The proposed objectives include understanding the effects of utilizing blogs as an instructional tool for teaching writing skills and providing valuable insights and recommendations for educators, policymakers, and researchers regarding best practices for incorporating blogs into writing instruction across diverse educational settings. The defined research question guiding this SLR is as follows:

What are the impacts of the use of blogs to teach writing skills in English classrooms?

This research question is crafted to delve into and evaluate the effects and outcomes associated with the incorporation of blogs as a pedagogical tool for teaching writing skills specifically within the English classroom setting. The ultimate aim is to gain a comprehensive understanding of how the use of blogs influences the development of writing skills in English education.

2nd Phase (Finding the relevant work)

The initial step in the process involves two main actions, the first being the exploration of databases to identify pertinent works, and the second is to ensure that the chosen articles meet predetermined standards. Three primary databases were initially selected for this purpose: Scopus, ERIC, and Google Scholar.

Scopus was chosen due to its extensive collection of reliable and relevant data, along with reputable citations and abstracts. ERIC was selected for its comprehensive nature, user-friendly interface, and its facilitation of inclusion and exclusion criteria. Google Scholar, the third database, was chosen for its widespread usage, free accessibility, and the abundance of papers available for download in PDF format.

To ensure the selected articles adhere to predetermined criteria, they must be current, falling within the timeframe of 2019 to 2023. Table 1 outlines the articles found using specific keywords derived from the three selected databases for the systematic review. This meticulous process is essential for ensuring the relevance and quality of the literature included in the review.

Table 1

Keywords used to find relevant articles

Databases	Keywords
<i>Scopus</i>	TITLE-ABS-KEY ("impact" OR "effect" AND "blogs" AND "writing skills")
<i>ERIC</i>	Blogs AND writing skills, impact OR effect AND blog AND writing skills
<i>Google Scholar</i>	Blogs AND writing skills, impact OR effect AND blog AND writing skills

The keywords employed to identify relevant articles from the three selected databases are detailed in Table 1. These keywords were carefully chosen to explore the integration of blogs in teaching writing and its potential positive outcomes for students. Subsequently, the first step involves implementing an inclusion and exclusion procedure to ensure that the selected articles align with the established framework, as outlined in Table 2. This systematic approach is crucial for maintaining the coherence and relevance of the articles included in the review, contributing to the overall rigor of the research process.

3RD Phase (Accessing the quality studies)

Table 2

Inclusion and Exclusion Criteria

Included Criteria
Journal Articles
Articles released between 2019-2023
Impact / Effect of blogs on enhancing writing skills
Sample of respondents from various educational backgrounds
Excluded Criteria
Book chapters, books, proceedings, reviews, secondary materials, analysis papers, and theses
Articles that were not published before 2019
Non English Articles

The present study employed specific inclusion and exclusion criteria for conducting a systematic literature analysis on the impact of blogs on writing abilities. Various types of articles are considered, including journal articles and peer-reviewed papers. The temporal focus is on articles released between 2019 and 2023, ensuring that the analysis incorporates the most recent research findings. The primary focus is on investigating how blogs contribute to the improvement of writing abilities, aiming to develop a comprehensive understanding of

this phenomenon. To maintain linguistic consistency, non-English publications are excluded. Additionally, the study incorporates samples of respondents with diverse educational backgrounds to achieve a well-rounded representation. Both inclusion and exclusion criteria have been carefully applied to ensure the quality and relevance of the research articles included in the analysis, contributing to the rigor of the study.

4th Phase (Summarizing the evidence)

Table 3

Three electronic databases

Articles	Number Of Article
Scopus	8
ERIC	7
Google Scholar	10

In this phase, three electronic databases—Scopus, ERIC, and Google Scholar—were utilized to acquire relevant articles, with a specific focus on the impact of blogs on writing skills. Keywords related to the study topics were employed for the search. The inclusion criteria encompassed articles published between 2019 and 2023, ensuring a comprehensive examination of literature relevant to the study's goals.

Initially, the researcher adhered to high scholarly research standards, relying on the reliable data and sources found in the Scopus database. Using the keywords "blog" and "writing skills," the initial filtering yielded 36 articles within the specified timeframe. The selection criteria were then refined to include only journal papers and full-text publications while excluding conference proceedings, books, book chapters, and secondary documents. After applying more stringent criteria, eight publications from Scopus were selected based on a thorough examination of their titles and abstracts for inclusion in the study.

A similar process was applied to the second database, ERIC, which produced 35 articles in the first search. Employing the same keywords as in Google Scholar, the researcher filtered the results, identifying 12 journal papers and peer-reviewed materials. After a careful review of titles and abstracts, seven papers were deemed appropriate for inclusion in the final selection for the review.

Lastly, the researcher refined the articles using Google Scholar. By registering for the Paperpile app to enhance the article collection, 82 articles were identified. Through a meticulous filtering process within Paperpile, excluding conference papers without peer review, books, book chapters, and secondary sources, the selection was narrowed down to 10 articles based on their titles, abstracts, and peer-reviewed status. This comprehensive approach ensures a rigorous and relevant selection of articles for the systematic review.

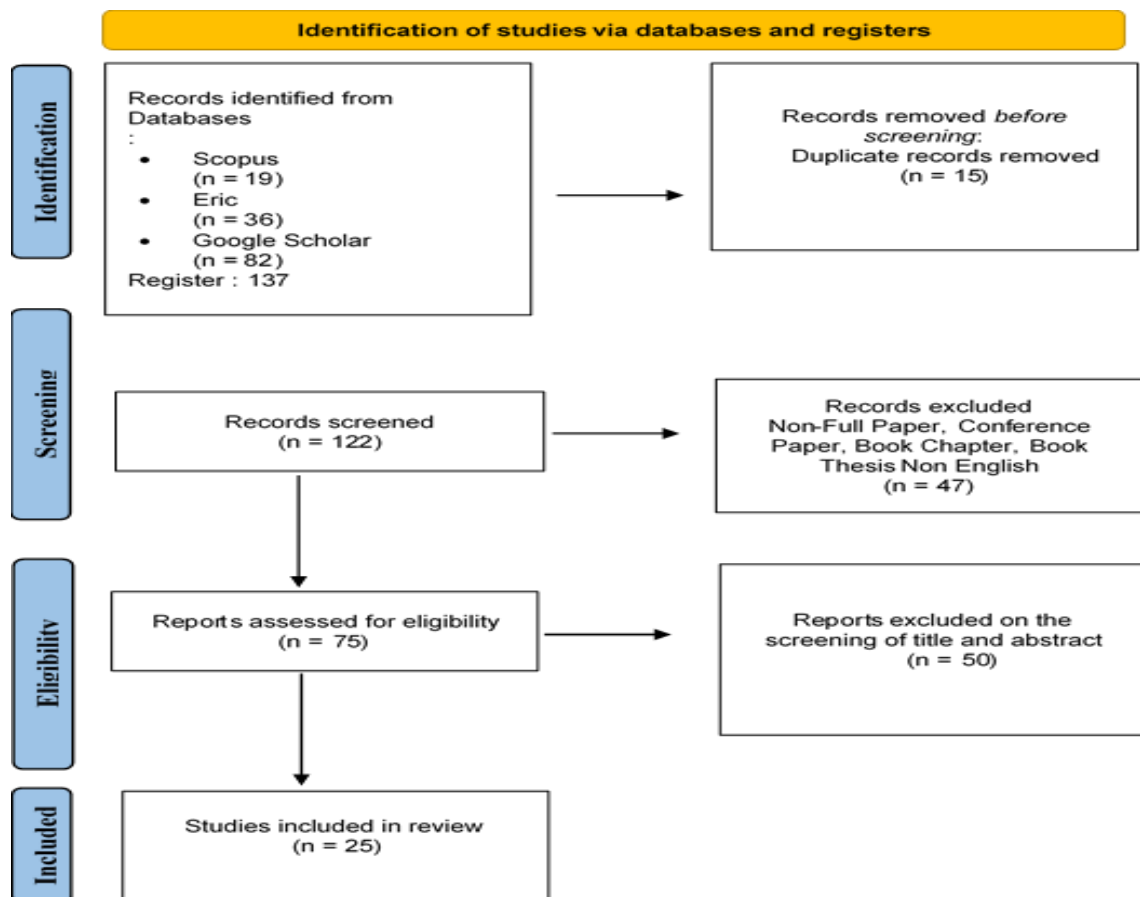


Chart 2 : The process of selecting research articles
5th Phase (Interpreting the findings)

Main Findings

Table 4

Main Findings

Author	Research Design	Participants	Findings
Ningsih et al. (2023)	Quantitative	Secondary Level Indonesia 172 Students	The study reveals a notable distinction in English learning outcomes between students who engage with blog media and those who do not incorporate such media in their class activities. This conclusion highlights the potential effectiveness of integrating blog platforms as a valuable tool for enhancing the overall learning experience and outcomes in English language classes.
Meinawati et al. (2023)	Quantitative	Tertiary Level Indonesia 50 students	The research findings highlight that weblogs can play a crucial role as a valuable tool in improving students' English essay-writing skills. The use of weblogs is linked to enhanced scores and an overall improvement in various aspects of essay writing assessment. In essence, the study

			suggests that integrating weblogs into the learning process is an effective strategy for achieving better performance and proficiency in English essay writing.
Siddique et al. (2023)	Quantitative	Secondary Level Pakistan 64 male Students	Blogging proved to be an engaging and motivating platform that significantly enhanced English writing performance compared to traditional writing tools.
Aljafen (2023)	Mix Method	Tertiary Level Saudi Arabia 12 EFL Learners	The study's findings revealed a substantial improvement in participants' writing output following a five-week blogging intervention. Notable enhancements were observed in various aspects of writing, including grammar, vocabulary, organization of ideas, content, context, and audience appropriacy. The research also emphasized the positive influence of blogging on students' motivation and engagement in the writing class. The overall conclusion is that blogging serves as a valuable tool for English as a Foreign Language (EFL) learners, contributing to the improvement of their writing skills and encouraging independent writing.
Mohamed & Abdellatif (2023)	Quantitative	Tertiary Level Saudi Arabia 47 male EFL Learners	The study showed that the use of blogs led to significant improvements in the students' writing abilities, including their capability to generate ideas, write topic sentences and relevant details, and pay attention to both the form and content of their writing.
Yesuf et al. (2022)	Mixed method	Secondary & Preparatory Level Ethiopia 184 students	The study found that the use of collaborative writing in EFL writing classes had a positive impact on students' attitudes toward learning EFL writing skills. The experimental group, which engaged in collaborative writing, showed a significant improvement in their attitude compared to the control group, which practiced writing alone. The results of the study suggest that collaborative writing can be an effective intervention to improve students' attitudes toward learning EFL writing skills.
Al-Jarf (2022)	Quantitative	Tertiary Level Saudi Arabia 193 Students	Engaging in blogging positively impacted the writing abilities of both proficient and moderately skilled students, and it also had a beneficial effect on the performance of students with below-average writing skills.

Alenezi (2022)	Qualitative	Tertiary Level Saudi Arabia 5 Students	The study revealed that incorporating blogs into the writing course effectively improved participants' blogging skills. The positive feedback gathered during interviews indicated that learners viewed the experience favorably. They unanimously agreed that the blog platform provided an open space for communication, connection, and discussion with peers and the teacher. The interaction and feedback exchange on the blog were perceived as valuable, contributing to an enhanced learning experience and improved English as a Foreign Language (EFL) writing skills. Overall, the study suggests that integrating blogs into language courses can create a positive and beneficial learning environment.
Han (2022)	Quantitative	Primary Level China 49 Students	The study demonstrated that instructing writing through blogs significantly improved both the writing skills and writing motivation of Chinese English as a Foreign Language (EFL) students when compared to traditional teaching methods.
Perumal (2022)	Quantitative	Tertiary Level India 54 Students	The study's findings indicated that a majority of the selected students felt motivated to persist in their writing activities and expressed high satisfaction with the use of blogs.
Alied et al. (2022)	Mix Method	Secondary Level Saudi Arabia 36 Female Students	Although the study did not identify substantial improvement in writing skills, students expressed positive perceptions regarding the blog as an educational tool in English as a Foreign Language (EFL) writing. The students are optimistic about the blog's utility, highlighting its role in fostering engagement through friendly interaction and collaboration. Despite the lack of significant progress in writing, the positive outlook suggests that the blog contributes positively to the learning experience by encouraging interactive and collaborative practices in EFL education.
Yousefifard (2021)	Quantitative	Secondary Level Iran	Blog-based instruction played a significant role in boosting both integrative and intrinsically instrumental motivations among participants seeking to enhance their second language (L2) writing skills.

		47 Intermediate EFL Students	
Bal (2021)	Qualitative	Tertiary Level Turkey 28 (EFL) learners	The research indicated that incorporating blogs into English as a Foreign Language (EFL) classes was positively received by learners. They expressed positive perception towards blogs and demonstrated a preference for writing classes that included this integration.
Muslem A et.al, (2021)	Qualitative	Tertiary Level Indonesia 40 Students	The incorporation of BALL (Blog-Assisted Language Learning) in teaching writing led to a significant improvement compared to students who were taught without its use. Furthermore, the majority of students responded positively to the implementation of BALL in teaching writing skills.
Rahayu (2021)	Quantitative	Secondary Level Indonesia 61 Learners	The study found that collaborative writing combined with blog online learning was effective in enhancing the writing skills of Indonesian EFL learners.
Restapaty (2021)	Quantitative	Tertiary Level Indonesia 73 students	The study showed that combining collaborative writing with blog-based online learning was highly effective in enhancing the writing skills of Indonesian EFL learners.
Sütçü (2020)	Quantitative	Tertiary Level Turkey 38 EFL Learners	The use of blogs in writing lessons proved to be an effective approach for enhancing student achievements in writing. Additionally, participants showed positive attitudes toward incorporating blogs into their writing activities.
Dewi et al. (2020)	Quantitative	Secondary Level Indonesia 174 Students	The findings of the study revealed that the use of blogs as a teaching medium had a positive impact on students' motivation to write analytical exposition text. The results demonstrated that blogs can be an effective tool to increase students' motivation in writing. The study suggested that teachers should consider integrating blogs into classroom activities to enhance the teaching of writing.
Alhaj et al. (2020)	Quantitative	Tertiary Level Saudi Arabia 50 Female Students	Employing weblog technology in written translation offers numerous advantages.
Kazancı & Caner (2020)	Quantitative	Tertiary Level	The research identified positive perceptions of blogs in writing and recognized them as a

		Turkey 30 EFL Learners	tool for enhancing engagement. Despite this, there were no significant differences observed in the writing samples before and after the intervention.
Elsawi (2020)	Quantitative	Secondary Level Egypt 30 students.	The findings of the study indicated that the use of blogs was effective in improving secondary school students' creative writing skills. Specifically, the study demonstrated that the suggested program was effective in enhancing students' originality, flexibility, fluency, and elaboration skills.
Mashaeal & Qahtanin (2020)	Mix Method	Tertiary Level Saudi Arabia 26 Female EFL Learners	The outcomes demonstrate that blogs serve as an effective tool in English as a Foreign Language (EFL) writing, contributing positively to learners' summary writing skills, as evidenced by the noticeable improvement in students' performance in summarization tasks.
Baharuddin & Mohamad (2020)	Qualitative	Primary Level Malaysia 8 students	It appears that the findings of the study you mentioned are positive, showing improvements in narrative writing content, vocabulary, and grammar among the participants. Additionally, the study emphasizes the collaborative and knowledge-sharing aspects of Edublogs, suggesting that these elements play a significant role in facilitating effective learning.
Pham & Nguyen (2020)	Qualitative	Tertiary Level Vietnam 32 Students	The results imply that incorporating blogs into an educational setting positively influences students' writing abilities. This is achieved through the creation of opportunities for collaborative learning, enabling peer feedback, and fostering reflective learning experiences. The study highlights the value of blogs in enhancing writing skills by encouraging interaction, constructive criticism from peers, and considerate self-reflection within an educational context.
Priya (2020)	Qualitative	Tertiary Level India	Blogging proves to be effective when students are required to compose extensive opinions or analyses.

Findings

This review discovered that all 25 articles demonstrated improvement in writing skills. The research consistently showed positive outcomes in the area of writing proficiency. Notable

contributors to these findings include studies conducted by Ningsih et al., 2023; Meinawati et al., 2023; Siddique et al., 2023; Aljafen, 2023; Mohamed & Abdellatif, 2023; Yesuf et al., 2022; Al-Jarf, 2022; Alenezi, 2022; Han, 2022; Perumal, 2022; Alied et al., 2022; Yousefifard, 2021; Bal, 2021; Muslem et al., 2021; Rahayu, 2021; Restapaty, 2021; Sütçü, 2020; Dewi R et al., 2020; Albashir et al., 2020; Kazancı & Caner, 2020; Elsawi, 2020; Mashaeal & Altalhab, 2020; Baharuddin & Mohamad, 2020; Priya, 2020 and Pham & Nguyen, 2020. The collective evidence from these studies consistently supports the positive impact of blog integration on students' writing skills (Ningsih et al., 2023; Meinawati et al., 2023; Siddique et al., 2023; Aljafen, 2023; Mohamed, 2022; Yesuf et al., 2022; Al-Jarf, 2022; Alenezi, 2022; Han, 2022; Perumal, 2022; Alied et al., 2022; Yousefifard, 2021; Bal, 2021; Muslem A et al., 2021; Rahayu, 2021; Restapaty, 2021; Sütçü, 2020; Dewi R et al., 2020; Albashir et al., 2020; Kazancı & Caner, 2020; Elsawi, 2020; Mashaeal & Altalhab, 2020; Baharuddin & Mohamad, 2020; Priya, 2020; Pham & Nguyen, 2020).

Findings Based on Research Design

Table 5

Research Designs

Research Design	Num of Articles
Quantitative	15
Qualitative	6
Mix Method	4

The reviewed articles indicate that most of the research was conducted using quantitative methods. The studies primarily relied on numerical data and analysis techniques. Six studies were focused on qualitative while four studies focused mix method research design. Alied et al., 2022; Yesuf et al., 2022; Aljafen, 2023 and Mashaeal & Altalhab, 2020 agreed that through the integration of both quantitative and qualitative data, the study successfully triangulated findings, validated results, and offered a more comprehensive interpretation on the impact of writing skills.

Findings Based on Academic Level

Table 6

The Academic Levels

Academic Level	Number of Articles
Primary	2
Secondary	8
Tertiary	15

A majority of the research on incorporating blogs in teaching writing skills has predominantly centered around tertiary education, encompassing college, preparatory, and university levels. Eight studies have concentrated on secondary school students, while a mere two studies have investigated this integration at the primary level. Research at this level provided insights into how introducing blogs early on can positively influence foundational writing abilities.

Discussion

Blogs have been extensively utilized globally across different educational levels to enhance writing skills, imparting significant impacts on students. Through careful analysis, it becomes

evident that incorporating blogs into English language lessons has been associated with positive outcomes in refining students' writing skills. This review discovered that all 25 journal articles demonstrated improvement in writing skills. The research consistently showed positive outcomes in the area of writing proficiency.

Table 7

Overall impact of blog on writing skills

Journal Articles	Improvement In writing skills	Feedback (Mentor & Peer)	Collaboration	Self-Oriented Learning	Motivation	Social Interaction
Aljafen (2023)	/				/	
Meinawati et al. (2023)	/	/	/			/
Ningsih et al. (2023)	/				/	
Siddique et al. (2023)	/	/			/	
Alenezi (2022)	/	/				
Al-Jarf (2022)	/	/		/	/	/
Han (2022)	/	/		/	/	/
Mohamed & Abdellatif (2023)	/	/				/
Alied et al. (2022)	/	/	/			/
Perumal (2022)	/	/			/	
Yesuf et al. (2022)	/	/	/			
Bal (2021)	/				/	
Muslem A et al. (2021)	/	/		/	/	/
Rahayu (2021)	/	/	/	/		/
Restapaty (2021)	/					
Yousefifard (2020)	/	/	/	/	/	
Alhaj et al. (2020)	/		/			
Dewi et al. (2020)	/				/	
Elsawi M (2020)	/	/				
Kazancı & Caner (2020)	/	/			/	
Mashael & Qahtania (2020)	/	/		/		
Baharuddin & Mohamad (2020)	/					
Priya (2020)	/					/
Sütçü (2020)	/	/		/		
Vu Phi & Pham (2020)	/	/	/			

Improvement in Writing Skills

Students across various educational levels benefited from the integration of blogs, as indicated in studies by (Ningsih et al., 2023; Meinawati et al., 2023; Siddique et al., 2023; Aljafen, 2023; Mohamed, 2022; Yesuf et al., 2022; Al-Jarf, 2022; Alenezi, 2022; Han, 2022; Perumal, 2022; Alied et al., 2022; Yousefifard, 2021; Bal, 2021; Muslem A et al., 2021; Rahayu, 2021; Restapaty, 2021; Sütçü, 2020; Dewi R et al., 2020; Albashir et al., 2020; Kazancı & Caner, 2020; Elsawi, 2020; Mashael & Altalhab, 2020; Baharuddin & Mohamad, 2020; Priya, 2020 and Pham & Nguyen, 2020). The collective evidence from these studies

consistently supports the positive impact of blog integration on students' writing skills (Ningsih et al., 2023; Meinawati et al., 2023; Siddique et al., 2023; Aljafen, 2023; Mohamed & Abdellatif 2023; Yesuf et al., 2022; Al-Jarf, 2022; Alenezi, 2022; Han, 2022; Perumal, 2022; Alied et al., 2022; Yousefifard, 2021; Bal, 2021; Muslem A et al., 2021; Rahayu, 2021; Restapaty, 2021; Sütçü, 2020; Dewi R et al., 2020; Albashir et al., 2020; Kazancı & Caner, 2020; Elswawi, 2020; Mashaeal & Altalhab, 2020; Baharuddin & Mohamad, 2020; Priya, 2020; Pham & Nguyen, 2020).

Table 8

Impact of blog in writing skills (Content, Organization, Grammar)

Articles	Content	Organization Language	&	Grammar
Alenezi 2020	/			
Alied et al., 2022	/	/		/
Baharuddin & Mohamad 2020	/	/		X
Meinawati et al., 2023	/	/		/
Mohamed & Abdellatif 2023	/			
Bal 2021		/		/
Perumal 2022		/		/

Content

Based on the reviewed article, blogging provides students with an opportunity to enhance their writing skills. Alenezi, 2020 and Alied et al. in 2022 found that the analysis of blog assignments indicated improvement in students' writing, particularly in terms of coherence and content. Similarly, Baharuddin and Mohamad (2020) reported that participants demonstrated enhanced writing by producing better content and incorporating more ideas. Through practicing coherent organization and effective structure, students can effectively communicate their thoughts to a broader audience via blogging.

Organisation and Language use

Blogs play a role in fostering vocabulary learning and the practice of new words, contributing significantly to the enhancement of writing skills. According to Mohamed & Abdellatif (2023) there were notable improvements in various aspects of writing, such as idea generation, crafting topic sentences, including details, and paying attention to both form and content. Likewise, Meinawaty et al. in 2023 observed that students were able to construct clear introductions, develop well-organized bodies, and create effective conclusions with logical transitions between paragraphs.

Furthermore, Alzenzi (2020) emphasized that blogs offer a structured platform for organizing thoughts, utilizing diverse media to engage in writing, and aiding in vocabulary improvement. Similarly, Perumal (2022) conducted a study suggesting that integrating blogs not only contributes to enhancing vocabulary but also stimulates increased interest in writing. Additionally, Baharuddin and Mohamed (2020) reported that participants in their study found that engaging in discussions through blogs helped them improve their vocabularies.

Grammar and Mechanics

Blogs play a crucial role in aiding vocabulary learning and practicing new words, thereby contributing to the enhancement of writing skills. However, opinions on the impact of blogs on grammar improvement vary among researchers. Baharuddin and Mohamad (2020) suggested that while vocabulary improved through blog features, there was no significant progress in grammar. Conversely, Meinawati et al. in 2023 in their studies reported positive developments in grammar among participants.

Bal (2021) also noted learners' improved in writing skills, language practice, and grammar enhancement through blogs. Similarly, Perumal emphasized the motivating role of blogging in students' development of writing skills and improvement in grammar. In line with these perspectives, Meinawaty et al. in 2023 concluded that students were able to demonstrate correct punctuation, spelling, and mechanics in the context of English as a Foreign Language (EFL) learning.

Feedback from teachers and peers

The collaborative aspect of blogs has likely facilitated the exchange of ideas and feedback, thereby contributing to the improvement of content in students' writing. Numerous studies have highlighted that blogs offer language learners a platform to express and exchange ideas, receive constructive feedback, and engage in reflective activities, ultimately leading to advancements in writing skills such as (Sütçü SS, 2020; Meinawati et al., 2023; Siddique et al., 2023; Alenezi, 2022; Al-Jarf, 2022; Han, 2022; Mohamed & Abdellatif, 2023; Alied et al., 2022); Perumal, 2022); Muslem A et al., 2021; Yousefifard, 2020; Elswawi M, 2020; Kazancı & Caner, 2020; Mashaal & Qahtania, 2020; Rahayu, 2021 and Phi & Pham, 2020).

The feedback received from peers not only assists students in recognizing their strengths and weaknesses but also provides valuable insights from diverse perspectives, thereby fostering necessary enhancements in their writing (Rahayu, 2021). Similarly, Alenezi (2020) asserted that interaction with peers and feedback acquisition contributes to the improvement of vocabulary.

To ensure effective implementation, Baharrudin and Mohamad (2020) recommended the full utilization of Edublogs to encourage successful communication and interaction among users through sharing, feedback, and discussions. Additionally, the participants found that using blogs for writing activities contributed to their writing skills and improved their in and out-of-class communication with their peers Kazancı & Caner in 2020. The collaborative essence of blogging has been demonstrated to facilitate peer feedback and interactions among learners, resulting in heightened writing skills (Yousefifard, 2021).

Collaboration

This collaborative approach is not limited to blogging alone but extends to collaborative writing in EFL (English as a Foreign Language) classes, as indicated by studies conducted by Yesuf and Mohamed & Abdellatif (2023). According to Yesuf et al (2022) their study demonstrated that the use of collaborative writing in EFL classes had a positive impact on students' attitudes toward learning EFL writing skills. The experimental group, which engaged in collaborative writing, exhibited a significant improvement in their attitude compared to the control group that practiced writing alone. This suggests that collaborative writing can be an effective intervention to positively influence students' attitudes toward learning EFL writing skills.

Furthermore, the study conducted by Yesuf et al. in 2022 revealed that students who experienced collaborative writing for over 12 weeks demonstrated positive attitudinal changes in learning EFL writing skills. These students exhibited a more significant improvement in their attitude compared to those who did writing tasks alone. This emphasizes the long-term benefits of incorporating collaborative writing practices in language.

In conclusion, the collaborative nature of blogging and collaborative writing in EFL classes has proven effective in enhancing students' writing skills and positively influencing their attitudes toward learning EFL writing skills (Yousefifard, 2021; Yesuf et al., 2022 ; Alijafen, 2023; Alied, 2022; Rahayu, 2021; Vu Phi & Pham, 2020)

Self-Oriented Learning

Some of the scholars highlight the positive influence of blogs in promoting constructive interactions and facilitating feedback among learners Masheal & Qahtania (2020); Han (2020); Muslem et al (2021); Rahayu (2021); Al-Jarf (2022); Sütçü (2020) Masheal and Qahtania (2020) study specifically highlights the contribution of blogs to self oriented learning and skill development. Furthermore, Han (2022) expands on the idea of learner autonomy, suggesting that blogs can be utilized not only for constructive interactions but also as a tool for learners to set goals, monitor progress, and reflect on their learning. This synthesis reinforces the notion that blogs contribute to both collaborative learning and individualized, self-directed learning experiences for EFL learners. Moreover Al-Jarf (2022) stated the platform allows students to express themselves freely, and the comments and feedback received play a crucial role in enhancing the quality of students' blog posts.

Motivation

Numerous studies have investigated into the incorporation of blogs in enhancing writing skills, emphasizing the motivational advantages for English learners. Some of these studies include (Alijafen, 2023; Ningsih et al., 2023; Siddique et al., 2023; Alenezi, 2022; Al-Jarf, 2022; Han, 2022; Perumal; 2022; Muslem A et al., 2021; Yousefifard, 2020; Bal, 2021; Dewi et al., 2020 and Kazanci & Caner, 2020). Qualitative research conducted by Yousefifard (2021) revealed that English as a Foreign Language (EFL) learners expressed positive perceptions toward blogging in L2 (second language) writing. The study suggests that incorporating blog-mediated writing instruction is seen as an engaging and beneficial approach, contributing to overall motivation and engagement in writing tasks.

Al-Jarf (2022) highlights the interactive and dynamic nature of blogging, emphasizing its role in enhancing motivation and engagement in writing tasks. The ability for students to publish their work online and receive feedback is identified as a crucial factor in fostering intrinsic motivation and skill improvement. Likewise, Dewi et al. in 2022 conducted a study that focused on the impact of blogs as a teaching medium for analytical exposition text, providing additional evidence of their positive influence on student motivation to write. This implies that the use of blogs can be adapted to specific writing genres, making them a versatile tool in writing instruction.

Han's (2020) research on Chinese EFL learners verifies the overall positive impact of blog-based writing instruction. The study not only found increased motivation to improve L2 written performance but also highlighted the positive perceptions and enhanced confidence gained by learners.

Social Interaction

Numerous studies emphasize the significant impact of integrating blogs on social interaction. Some of these studies include (Meinawati, 2023; Al-Jarf, 2022; Han, 2020; Mohamed & Abdellatif, 2023; Alied et al., 2022; Muslem et al., 2021; Rahayu, 2021 and Priya, 2020). According to Priya (2020), use of social media tools such as blog facilitated positive social interaction between students and teachers, helping to create a rapport and a sense of community within the learning environment. Similarly, Han (2020) highlights the use of blogs as a tool for social interaction and highlights the potential of technology-based tools to promote social interaction and collaboration in second language learning. By providing opportunities for social interaction, learners can develop their language skills, enhance their motivation and engagement, and become more active and autonomous learners.

Conclusion

Based on the reviewed literature, it is evident that blogging offers significant benefits for enhancing English writing skills. Blogs provide a platform for students to practice writing, receive feedback, collaborate with peers, and engage in self-directed learning. The research indicates that blogging can improve various aspects of writing, such as coherence, content, vocabulary, organization, and grammar. Furthermore, the collaborative nature of blogs and collaborative writing in EFL classes has been shown to positively influence students' attitudes toward learning writing skills.

Additionally, blogs can enhance motivation, engagement, and social interaction among learners, creating a supportive and interactive learning environment. Overall, the findings suggest that using blogs in English writing instruction can be an effective strategy for improving writing skills and fostering a positive learning experience. By providing English learners with more opportunities to practice writing, access to online materials, and feedback from peers and teachers, blog-mediated writing instruction can contribute to the development of more complex, sophisticated, and accurate writing skills.

This review is constrained by time limitations. The researcher focused solely on Scopus, ERIC, and Google Scholar. To enhance the scope of this topic and gain a more comprehensive understanding, additional sources of articles should be considered. Exploring a wider range of databases and search engines is necessary to gain deeper insights into the impact of blogs in teaching writing in English classrooms. By including more diverse sources, a purposeful and reliable understanding of the outcomes of blog implementation could be established.

The review provides valuable insights for educators and curriculum developers, offering evidence of the benefits of incorporating blogging into language learning programs. This review also highlights the potential for further research in this area, suggesting opportunities to explore the use of blogs in developing other language skills and with larger sample sizes. Educators and institutions can use these findings to enhance their language learning curricula by integrating blogging as a tool for improving students' writing proficiency and attitudes towards writing. By incorporating blogs into academic writing courses, educators can create opportunities for students to engage in meaningful writing practice, receive feedback from peers and instructors, and develop a positive disposition towards writing. Furthermore, the review's emphasis on the positive correlation between blogging and improved writing skills underscores the potential for innovative and technology-enhanced approaches to language education.

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