

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Nowadays, English is widely taught in the world wide. English is not only used as an international language. According to Richard, English becomes the language of globalization, international communication, commerce and trade, the media and pop culture<sup>1</sup>. English becomes an interesting subject that is taught in academic level, it means that the students have to master both oral and written texts. Teaching writing for the students is important since writing is one of the language skills that are considered difficult by the students. Nunan stated that writing is clearly a complex process. This skill needs particular practice to develop. Writing should be practiced and learned gradually and it needs long time to make the students skillful in writing<sup>2</sup>.

However writing is considered as the most difficult skill for the second language learners. As a matter of fact, good writing requires both grammar and good organization. Nunan also stated that writing is an extremely complex cognitive activity that requires the writer to demonstrate control of content,

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<sup>1</sup>Richard, Jack C. *Curriculum Development in Language Teaching*. (London: Cambridge University Press, 2002) page 24

<sup>2</sup>Nunan, Davis. *Practical English Language Teaching* (Boston: McGraw Hill Publishing, 2003) page 14

format, sentence structure, the vocabulary, pronunciation, spelling, and letter formation.<sup>3</sup>

For the eleventh grades, exposition text is used to develop students' ability in writing. Based on competence standard, the students in the eleventh grades are expected to be able to communicate for academic purpose both in oral or written form, especially in learning to write English text<sup>4</sup>. The students, who learn exposition text, are hopefully to be able to understand the generic structure of the text as the language feature of it. Here the teacher has important role to guide the students. But in fact, the teacher usually gives an instruction to their students to do assignment without any instruction before.

According to Abbot<sup>5</sup>, teaching English in writing class is not enough to use the teachers' instruction only. This is one of the reasons why most of students are usually confused when they are going to start writing. It seems that they have no idea about what they are going to write. Sometimes, they also have difficulties to express their ideas and they have limited vocabularies in producing the text both oral and written.

Meanwhile a preliminary study done by the researcher shows that a majority student of eleventh graders of SMAN I Waru-Sidoarjo get difficulties in writing, especially in finding the topic .The writer chooses this school because all the

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<sup>3</sup> Nunan, Davis...p 15

<sup>4</sup>BadanStandartNasional.*Standard kompetensiLulusanBahasaInggrisuntukSekolahMenengahAtasdan Madrasah Aliyah* (Jakarta: Depdiknas, 2006). Page 308

<sup>5</sup> Abbot, Gerry. *The Teaching of English as an International Language* (London: William Collins Sons and Co. Ltd, 1981).Page 142

classes are connected to the Wi-Fi and all of students of XI IPA 5 have their own personal computer or laptop. According to them, getting started to write is the most difficult task in writing activity. They often do not know how to write and what to write about when faced with a topic and blank piece of paper. They also thought that writing English in the class is almost boring and uninteresting because the teacher always asks them to write in blank piece of paper. Some of the students in the class say that the media that their teacher uses to teach English writing is too 'old fashions'. Teacher usually uses the text book to teach English writing. This facts result that the students dislike writing. According to Brown<sup>6</sup> text book contains limited vocabulary and expressions, and then it don't provide enough words, and expression that are needed to form a good writing.

Furthermore, the teacher must have another idea in teaching English writing. The new idea which can motivate the students' willingness in creating a good and right writing, then, it is expected to help the students to active their mind and idea so that they enjoy practicing English writing. The idea to overcome the problem is by implementing certain media that provide enough authentic writing materials. The 2006 English curriculum gives more freedom to the teacher in choosing the material and media that can improve the students' skill in English.

Media is very important for teacher in the classroom. It is able to help teachers to explain the material. In general, media is divided into three, such as visual

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<sup>6</sup> Brown, Barli. Write well:improving Writing skill: English Education Study Programmed (sanataDarma University. 1995) page 6

media, audio media and audio visual media. Media are kind of teaching aid. Brown<sup>7</sup> stated that by using teaching aids, teacher can develop material that can make the class more enjoyable and the students will be motivated to learn. Related to this case, the writer focused on IMO (In My Opinion) blog, the Jakarta post public blog, as the teaching aid to learn exposition text.

Blogs online personal journals that are frequently updated have exist in cyberspace community since 1998. In August of 1999 the release of blogger, a free blog hosting service, fostered the rapist growth of blog sites. Blog genre extended into various professional realms especially journalism and business. Blog is defined as a web page that serves as a publicity accessible personal journal for an individual. Typically updated daily, blogs often reflected the personality for the author. Blog is user-friendly and all the functions worked properly. Because blog features easy to use interface, frequent text update, and interactive comment area, most educators applied their blogs to reading or writing classes<sup>8</sup>.

In short blog posting entitled ‘Do Weblogs Improve Writing?’ Advocated ‘Frequent Writing Improves Writing’, ‘Writing for an Audience Improve Writing’, ‘Writing That Matters Improve Writing’ and Writing On A Computer Improves Writing’. However, to EFL learners, frequent writing may not

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<sup>7</sup> Brown, Barli.... p5

<sup>8</sup> Campbell, A.P. weblogs for use with ESL Classes ( the internet TESL journal, vol. IX, No.2from <http://iteslj.org/techniques/Campbell-weblogs.html>. retrieved June 7, 2012)

necessarily improve writing<sup>9</sup>. Nevertheless, it will definitely be helpful if students do not only write frequently but also look up English dictionaries or use internet to help them express their ideas clearly and correctly. EFL learners' writing will be more or less influenced by their first language<sup>10</sup>. The improvement of writing is questioned if EFL students write English frequently but present their thoughts with the style of their first language. To an EFL learner, it is a critical step to become a successful writer if whenever he is aware that something wrong with his writing.

Based on the previous explanation, the researcher wants to have a research in the Use of The Jakarta post public blog (IMO) to improve the eleventh graders' ability to write exposition texts. The students will have 'new fashions' media in English writing in the class is also expected to enable students to motivate and make them enjoy learning writing exposition text. This research will be conducted at XI IPA 5 of SMAN I Waru-Sidoarjo as the subject of the study.

## **B. Research of the Problem**

- a. How is the Jakarta post public blog (IMO) as the media in teaching English writing exposition text effectively implemented by the teacher in teaching and learning process?
- b. What are the students' responses toward the use of the Jakarta posts public blog (IMO) as the media in teaching English writing exposition texts?

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<sup>9</sup> Bernstein, M. Do Weblogs Improve Writing? (. From [http://markbernstein.org/jan0401.html#note\\_35302](http://markbernstein.org/jan0401.html#note_35302). retrieved June 7, 2012)

<sup>10</sup> Bernstein, M...

### **C. Objectives of the Study**

- a. To describe the implementation in the use The Jakarta Post public blog (IMO) in teaching English writing exposition text effectively at eleventh grade of SMAN I Waru, Sidoarjo.
- b. To know the students' responses during the implementation of the Jakarta post public blog (IMO) as the media in teaching English writing exposition text at eleventh grade of SMAN I Waru, Sidoarjo.

### **D. Significance of the Study**

This study will be benefit for,

1. The Teacher:

For the teachers, the researcher expects that this study gives useful information in teaching English writing and to vary the teachers' writing media in the English teaching and learning process, particularly English writing. Therefore the Jakarta post public blog (IMO) can be used as media in teaching English writing at eleventh graders. It also provides various ways in teaching learning exposition text to improve the students writing ability. The teachers are expected to develop and increase their creativity in teaching English writing and apply a teaching aid to motivate their students to write. Lastly the teacher can also create an effective teaching and learning process by using this medium.

## 2. The students

For the students, the researcher expects that this study can improve their writing ability and the students will have higher motivation to learn English and of course, they can make their own English articles and post them on the web, such as in a blog.

### **E. Scope and Limitation of the Study.**

The scope of this study is the use of The Jakarta Post Public Blog (IMO) in teaching writing of exposition text. In writing exposition texts; the students should be able to convince the reader. It means that the students need to give their argument strongly in order to make the reader support them. By using The Jakarta Post Public Blog (IMO), the students will get easier in composing their argument because this blog provide the space and place to sharing comment and giving the feedback. While for the limitation, this study is limited on the 11<sup>th</sup> graders of senior high school. Therefore, the result of this study cannot be applied for ten graders or twelfth graders of senior high school. The researcher will conduct this research at XI IPA 5 of SMAN I Waru, Sidoarjo.

### **F. Definition of Key Term**

There are some terms used to give clear explanation related to this study. Those terms are defined to give readers better understanding and avoid misunderstanding.

- a. IMO (In My Opinion) blog is the Jakarta post public blog is a public blog facilitated by the Jakarta post using the concept of citizen journalism. This blog gives everyone to share their stories, opinions, photos, cartoons/illustrations and videos, which will surely enrich the stories published by the Jakarta post.

According to Mitchell<sup>11</sup>, the internet can provide access to such resources as a dictionaries or encyclopedias. Students can also find thesauruses and various reference materials for writing papers. There are many learning materials to help students to study English. Some of them are just traditional types, but some are very creative and attractive, so the students will have higher motivation to learn English and of course, teachers can make their own materials and post them on the web, such as in a blog.

There are some benefits of becoming IMO bloggers. The users can share stories, photos, videos, cartoon/illustrations, opinions with others. Their stories/ writing, photos, cartoon may end up in the Jakarta post newspaper as our editors will regularly select the best stories, photos and cartoons from IMO bloggers. Joining IMO also allows the users to build network with people from various backgrounds.

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<sup>11</sup> Mitchell, D.(thought about Weblogs in Education.(from [http://www.technology.org/stories/storyreader\\$150](http://www.technology.org/stories/storyreader$150), retrieved may 18, 2012)



- b. Media According to Brinton , as a tool for language learning/ teaching, media have undoubtedly always facilitate the task of language learning for both instructed and non-instructed learning. In the second language classroom, the extent to which media are used has varied widely, depending on the methodology selected. In some methods, media have figured prominently as a force that drives the curriculum. Whatever the approach, language teachers seem to agree that media can and do enhance language teaching, and thus in the daily practice of language teaching teachers find the entire range media assisting teacher in their jobs, bringing outside world into the classroom, and in short, making the task of language learning more meaningful and exciting one.
- c. Exposition text is Exposition is one of the types of writing where the writer explains how something happens<sup>12</sup>. Kitao<sup>13</sup> add that in this type of writing, the writer can share knowledge and give the information ideas. Exposition is central the most nonfiction and academic writing. Further, exposition text is taught to the senior high school students at the eleventh grade.

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<sup>12</sup>Johnson, Andrew. Creating a Writing Course Utilizing Class and Students' Blog. (the Internet TESL Journal, Vol. X. No. 8. From <http://iteslj.org/techniques/johnson-blogs.html>. Retrieved June 8, 2012.)

<sup>13</sup>Kitao, Kenji. Teaching English through Newspaper (Tokyo: Doshisha University. 1995) page 12