

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is divided into four sub headings. First, the nature of writing, the writing process, and the criteria to make a good writing. Second the use of media in language teaching, computer-assisted language teaching, and using internet in learning English. Third, the nature of blog, the advantages of using blog in the classroom, and teaching writing using the Jakarta post public blog (IMO). And fourth, expository paragraph and writing exposition text at the Jakarta post public blog (IMO).

#### **A. The Nature of Writing**

When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot as we do in conversation interact with the listeners and adapt as we go along<sup>1</sup>. For this reason the conventions of writing tend to be

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<sup>1</sup> Abbot, Gerry. *The Teaching of English as an International Language* (London: William Collins Sons and Co. Ltd, 1981).Page 149.

less flexible than those of conversation, and the language which is used tends to be standardized.

According to Abbot<sup>2</sup>, if the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are number of aspects which need to be considered. These are:

1. Mechanical problems with the script of English
2. Problems of accuracy of English grammar and lexis
3. Problems of relating the style of writing to the demands of a particular situation
4. Problems of developing ease and comfort in expressing what needs to be said.

Ideally, according to Broughton<sup>3</sup>, there should be a program to develop writing skills which work all the way through the educational system. Such a program would list the main types of writing which it felt students should be able to master by the end of their education, and would offer guidelines to teachers on ways of achieving success with each of these.

The strongest reason is that writing is the practiced user an extremely fluent and easy activity for at least part of the time, but very often foreign

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<sup>2</sup> Abbot, Gerry. *The Teaching of English as an International Language* (London: William Collins Sons and Co. Ltd, 1981).Page 149., page 152

<sup>3</sup> Broughton, Geoffrey. *Teaching English as a Foreign Language*:(New York: Roudledge Publishing, 2003) page 54

learners can only be fluent at the expense of accuracy<sup>4</sup>. At the same time, as the conventions of writing are more restricting than those of speech – we are less tolerant of deviation- the need for the writer to be accurate is very great. In fact, any teacher who has had to try and assess the free writing of inexperienced foreign learners of English will appreciate the need for some kind of controlled or guided writing, at least at the early stages. In most language teaching courses, the language is taught sentence pattern, with vocabulary being fitted in according to the situations used to illustrate the sentence patterns being presented.

Broughton<sup>5</sup> also stated that since, both when we speak and when we write, we work not through isolated sentences but through blocks of sentences, this should be more natural activity than using exercises which consist of list of sentences without any context whatsoever. None the less, the ability to put sentences together effectively needs systematic encouragement, and sometimes explicit teaching, and part of the work in a writing course involves teaching students to be sensitive to the rules of discourse in English.

According to Reid <sup>6</sup>, writing is essentially social which begin of the students writing experiences from formal school setting and informal real life situation. It shows that writing takes place social activity in formal and

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<sup>4</sup> Broughton, Geoffrey... 58

<sup>5</sup> Broughton, Geoffrey. *Teaching English as a Foreign Language* :( New York: Roudledge Publishing, 2003). page 61

<sup>6</sup>Blood, R. a *history and prespective*. In *Editors of Perseus Publishing (Eds.) We've Got Blog: How Weblogs are Changing Culture* (Cambridge: Perseus Publishing. 2002) page 22

informal school. According to Maggie Sokolik in Nunan, writing is both a physical and mental act<sup>7</sup>. On the other hand, writing is mental work of inventing ideas. Thinking about how about express and organizing them into statement and paragraph that will be clear to a reader. Writing in the target language can be introduced shortly after language learners have begun reading<sup>8</sup>.

According to Brown<sup>9</sup> by reading and studying a variety of relevant types of texts, students can gain important insight both about how they should to write and about the subject. Writing in English is very different from good writing in other language such as Arabic, Japanese, and Spanish. This different is way writer organized and expressed ideas. It is pointed out that writing is like a process which deals with words and ideas, where the student should be able to develop their imagination In order to get the ideas easily in writing texts

## **I. The Writing Process**

According to Brown, writing is both a process and a product<sup>10</sup>, writing teachers were mostly concerned with the final writing product

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<sup>77</sup>Nunan, Davis. *Practical English Language Teaching* (Boston: McGraw Hill Publishing, 2003) page 88

<sup>8</sup>Setiadi. *Standart Kompetensi Lulusan Bahasa Inggris untuk Sekolah Menengah Atas dan Madrasah Aliyah* (Jakarta: 2006). Page 69

<sup>9</sup> Brown, H. *Teaching Principles: An interactive approach to language pedagogy* (Sanfrancisco: Longman Publishing, 1994) page 331

<sup>10</sup> Brown, H. ... 320

of writing: the essay, the report, and the story. We also concern with the process approach writing instruction<sup>11</sup> as follows:

1. Focus on the process of writing that leads to the final written product.
2. Help students' writers to understand their own composing process.
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
4. Give students time to write and rewrite.
5. Place central importance on the process of revision.
6. Let students discover what they want to say as they write.
7. Give the students feedback throughout the composing process to consider as they attempt to bring their expression closer to closer to intention.
8. Encourage feedback both from the instruction and peers.
9. Include individual conferences between teachers and students during the process of composition.

Those are the important processes to be acquired to the teacher for their students. However, the process and product of writing must be seen in the perspective balance. The other thing which is important is

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<sup>11</sup>Brown, H. Teaching Principles: An interactive approach to language pedagogy (Sanfrancisco: Longman Publishing, 1994) page 320

the final product. Without final product, the writer will get many revisions. Brown<sup>12</sup> also says that it is the reason that through the process of prewriting, drafting, revising and editing

According to Donna<sup>13</sup>, prewriting/ planning is the first step in producing a piece of writing that helps the students to develop ideas to write about. Prewriting involves amassing material for your writing. It develops experiences, observations, ideas, details, suggestion, words and phrase that will become final piece of writing. As supported by carter that prewriting will help the students to decide which of the possible topics would most like to pursue.

Drafting involves putting ideas down on paper for the first time. Drafting might help the writer to imagine that the writers are creating a kind of writing “sandwich”. The bottom slice of bread is introduction; the top slice is the conclusion and the sandwich is made of central ideas and supporting examples<sup>14</sup>

Revising has goal to revise the essay in order to improve it. The revision process begins when the writer discover to state something differently. Brown<sup>15</sup> says that all good writers go through several steps

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<sup>12</sup>Brown, H. Teaching Principles: An interactive approach to language pedagogy (Sanfrancisco: Longman Publishing, 1994) page 332

<sup>13</sup> Brinton, Donna M. the use of media in language teaching (VA: Tesol, 1999) page 50

<sup>14</sup>Oravec, J. A. bookmarking the world: weblog applications in education.(journal:2002) page 616

<sup>15</sup> Brown, H. Teaching Principles: An interactive approach to language pedagogy (Sanfrancisco: Longman Publishing, 1994) page 338

of revision because they reconsider what they have written, get feedback from others, and make changes in order to get a good writing.

According to Donna<sup>16</sup>, editing is the last step which involves correcting technical mistakes in spelling, grammar, and punctuation of writing result.

## **II. Criteria to Make a Good Writing**

There are some criteria to make a good writing. Writing is said 'excellent or good' if message in the writing is understandable by the reader. According to Sutanto<sup>17</sup> the criteria to make a good writing are describe as follows:

### **a. Unity**

In writing, all sentences in a paragraph should focus on one thing which is expressed in the topic sentences. Unity holds an important role in writing. Unity can be achieved as long as the paragraph has a good and clear topic sentence. Unity means that the paragraph processes and develops one central or main idea.

### **b. Coherence**

Another important element of a good paragraph is coherence. It will make the readers easier to comprehend the

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<sup>16</sup> Brinton, Donna M. the use of media in language teaching (VA: Tesol, 1999) page 51

<sup>17</sup> Leo, Sutanto. Et al. English for Academic Purpose: Essay writing(Jojakarta: AdiPublising, 2007)

writers' thought. Coherence also means sticking together. In a coherent paragraph, the idea must be connected from one sentence to sentences.

c. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of a piece of writing. Therefore, it is significant that it should be clear, specific and relevant.

d. Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing. This could be formal or informal. Academic writing differs from non academic writing in terms of being formal, to the point, and concise.

## **B. The Use of Media in Language Teaching**

According to Brinton<sup>18</sup>, 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

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<sup>18</sup>Brinton, Donna M. the use of media in language teaching (VA: Tesol, 1999) page 62



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.

The definition of media related to language teaching according to Brinton<sup>19</sup> is the technological innovations in language teaching, the mechanical paraphernalia, and glossy, polished audiovisual aids- with all the media anxiety that these can conjure up teachers. In short, media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provide a density information and richness of cultural input not otherwise possible in the classroom, they can help the students to process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities. According to Scott and Ytreberg<sup>20</sup>, media provide teacher with means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.

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<sup>19</sup>Brinton, Donna M. the use of media in language teaching (VA: Tesol, 1999) page 63

<sup>20</sup>Scott, A Wendy and Ytreberg H lisbeth. Teaching English to Children. (New York: Longman Inc. 2004) page 19

## I. Computer-Assisted Language Learning (CALL)

Computer-Assisted Language Learning (CALL) is used as a tool to aid teaching and learning and often subsumed within them. Another definition about CALL according to Beatty is any process in which a learner uses a computer and, as a result, improves his or her language.<sup>21</sup> Under this definition, CALL covers a broad range of activities. This is reflected in the diverse topics one is likely to read in CALL journals: materials design, explanations of computer technologies, pedagogical theories about working at the computer, and the computer as a mode of instruction. CALL materials include are specifically created to teach language, as well as computer-based materials adapted for teaching language (for example, English Language newspaper web sites or computer games with heavy English content)<sup>22</sup>

CALL continues to grow in many directions. Understanding its scope is further complicated by constant advancements in hardware and software and an increase in computer literacy among both teachers and learners. Three decades ago, CALL would have been constrained to onscreen written exercises with simple graphics. Currently, CALL interactions are likely to include sound, animation,

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<sup>21</sup> Beatty, K. *Applied Linguistic in Action: CALL*. (London: Pearson. 2003) page 248

<sup>22</sup> Beatty, K...247

video and communication over local area networks, email, and internet chat lines. Nowadays, CALL also features learner immersion in full virtual reality like in cyberspace such as social networking, websites or blog.

CALL in the language classroom is evolving as quickly as computer technology itself evolves. In another side, CALL in language classroom is relatively unchanged from the behaviorist directives of the 1950s. Skinner's behaviorist theory found practical application in programmed instruction or programmed learning. A behaviorist model suggests learners can be taught a wide variety of subjects if presented with information in small steps, each step requires appropriate responses before offering more difficult or more advanced steps.<sup>23</sup>

There are some principles for teaching CALL:

- a. Evaluate the appropriate of the software program of computer-based resource (such as web site)

Learners are usually faced with extrinsic motivation and manufacture intrinsic motivation when it suits them. Teachers and learners need to create motivation through establishing goals and understanding how CALL activities can help achieve them. Using the Jakarta post public blog as

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<sup>23</sup>Beatty, K. *Applied Linguistic in Action: CALL*. (London: Pearson. 2003) page 249

a part of CALL as means for teaching writing exposition text also give feedback toward students' writing which is posted in IMO site.

b. Create an environment in which CALL is supported

Arrange the CALL classroom to maximize interaction.

CALL classrooms should be organized so that learners have opportunities to share computer screens and discuss their common progress

c. Monitor learner participation in CALL programs and encourage autonomy

There is seldom enough time or resources for comprehensively learning a language in a classroom, so learners using CALL should be encouraged to take responsibility for their own learning

d. Encourage the use of CALL programs as a starting point for collaborations and learner interaction

Learners use the computer as an area for brainstorming. This is made more effective as the learners simultaneously search for information to aid in discussions. One of the implementations of CALL is using blog in the teaching process. As we know that blog is a personal online journal which must have internet connection in cyber world.

## II. Using Internet in Learning English

Internet is very useful for teaching English. Teachers can use it for gathering information for their classes, including teaching plans and materials for classroom use. They can subscribe to electronic journals or newsletters either by e-mail or using the World Wide Web and keep up with new trends of English teaching, finding new or interesting publications. They can consult with publishers on teaching materials.

Students can use the internet as a resource for their projects. According to Johnson<sup>24</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.

A simple web page is fairly easy to make. It can be accessed by anyone in the world. Thus, it is a good device to publicize

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<sup>24</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.)

information, for example, posting the students' writing in blog. Here are some benefits of using internet as means for learning English:

- a. Learning to use computers provides strong intrinsic motivation for learning English.

For some students, using computers is still a relatively new (and thus exciting) experience, so students are eager to use computer in class. Practical consideration also motivate some students; they expect that they will need to use computers and English in their careers, so they appreciate learning the practical skill of writing and sending e-mail in English.

- b. The internet places English in an international context.

Students quickly discover for themselves that a majority of the information on the internet is in English; they also discover that they can use English as a means of learning about and communicating with the people around the world, and not just in English speaking countries. Of course, students of English want to make contact with native speakers, but many of my students also have a strong interest in communicating with people from other countries as well

- c. Internet projects are interactive.

Even when students are simply browsing, they are actively choosing what they will look at next. Searching for information

involves work on the part of the students, as do sites which ask the user to fill out forms. Most web sites have e-mail addresses so that viewers can ask questions or send comments to a creator of a site, something which makes the web more easily interactive than a book or magazine.

d. Facilitates for using the internet are often readily available

So forms a practical point of view, projects using the internet is often easier to carry out than other CALL projects. At some schools, there are many computers labs around campus which are already linked to the internet and set up with software for e-mail and browsing the WWW, and many of these labs have hours when students can use the equipment during their free time.

### **C. The Nature of Blog**

A blog (short for weblog) is a frequently updated websites than often resembles an online journal. A weblog or blog is defined as “a frequent, chronological publication of personal thoughts and web links”<sup>25</sup>. This reflects the common use of a blog as a personal online diary. A definition of a software program called “blog” captures the benefits of using a blog: “An automatic web long program with allow the user to update their site without

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<sup>25</sup> Die, B. Blogs for Language Learning. (Essential Teacher, Autumn/(4). 2004)

the hassles of HTML editing and having to use a separate program to upload your work”<sup>26</sup>

It is easy to create and update a blog; it requires only basic access to the internet, and minimum of technical know-how. Because of this, it is one of the easiest ways to publish student writing on the WWW. It’s almost as easy as sending an e-mail. Nowadays, blogs can also display photos and some people are using them with audio and even video.

### **I. The Advantages of Using Blog in The Classroom**

There are many reasons why teachers choose to use weblogs with students. One of the best reasons is to provide real audience for student writing. Usually, the teacher is only person who reads student writing, and the focus of this reading is usually on form, not content. With weblogs, students can find themselves writing for real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone with access to internet.

Here are some other reasons using blogs:

1. Johnson<sup>27</sup> points out that the application of blogs is a useful supplemental aid to teachers. From any computer connected to the internet, teachers can create, edit, or

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<sup>26</sup>Die B...

<sup>27</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.)



delete their teaching handouts such as notes, homework assignment, and review materials. All these teacher's messages will be organized in a reversed chronological order with the latest postings on the top.

2. Blogs can promote exploration of English websites<sup>28</sup>. Since it is quite simple for teachers to put English websites, students have more chance to read related articles.
3. The feature of automatic date-stamping for each post is quite useful. Students' e-mails may, for some technical glitches, not reach their teachers or be carelessly deleted by their teachers. With the automatic date-stamping function, both teachers and students know clearly when students turned in their assignments.
4. If students do not have their own personal websites, an easy-to-use blog is a good start for them to interact with users of the cyberspace community. As Campbell<sup>29</sup> emphasizes that simple customization of templates can help students build "a sense of ownership and unique online identity". Most students will write more carefully if they

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<sup>28</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)

<sup>29</sup>Campbell, A.P...

know that they are going to publish their articles online for authentic readers who may comment on their posting.

#### **D. Exposition Texts**

Exposition text is one of the types of writing where the writer explains how something happens<sup>30</sup>. Kitao<sup>31</sup> adds 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. The arrangement of exposition:

- a. An introductory statement
  1. The author's point of view is called the thesis of argument and this is given in the introduction.
  2. The introduction can include previews of the arguments that will follow in the next section of the text.
  3. A question or emotional statement can be used to capture the audience' attention.
- b. A series of arguments to convince the audience
  1. A new paragraph is used for each new argument.

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<sup>30</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>31</sup>Kitao, Kenji. Teaching English through Newspaper (Tokyo: Doshisha University. 1995) page 12

2. Each new paragraph begins with a topic sentence that introduces the argument.
  3. Details supporting the argument follow the topic sentence
- c. Emotive words are used to persuade the audience to believe the author.
  - d. A conclusion summing up the arguments
  - e. The author restates his or her thesis (point of view)

**E. The Use of the Jakarta Post Public Blog (IMO) in Teaching Writing Exposition Text.**

IMO (in my opinion) 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. The IMO logo depicts a young woman, a young man and a mature man. They symbolize a wide range of ages who could become IMO bloggers. IMO bloggers could be a student, a mother, a father an executive or an expert, among others.

Everyone can register as an IMO blogger by creating IMO account. Then they have to choose a site of their user name. The language that they should use in posting stories is English. 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.

Everyone or colleagues can create a joint account with IMO. First, the colleagues or the students need to register and create a personal account with IMO. After they create a personal account, they can set up another account, which will function as a joint account. In their joint account, they have to go to the “users” menu and can easily add their colleagues as authors, administrators, users, and editors etc. If they login to their personal IMO account, they will find in their dashboard that they can post stories in their personal IMO account and joint account.

The users can also file questions, complaints or give feedback to IMO editors/administrators by sending an email to [thejakartapost@yahoo.co.id](mailto:thejakartapost@yahoo.co.id). Then users can also upload photos, cartoon to IMO they just need to resize the photo or cartoon to 72 pixels maximum size is 3.5 Mb. They can also post their photos at a photo sharing website such as flicker and embed them to their IMO blog.

During the first stages, the IMO creator decided to launch a simple blog without categorizing the bloggers. Just like a growing home, they are now developing IMO that will enable IMO bloggers to select categorized they like. Based on the creator plan, there will be general, journalist, students, and guests and all blogger categories in IMO. The “all” category will contain the latest stories from the general public, students, journalist, and guest bloggers.

The “general” category means all people in society except journalist and student should register in this category. All journalists, including the Jakarta post journalist, will be accommodated in the “journalists” category, while university students and high school students should join the “students” category.

IMO is the Jakarta post public blog. The Jakarta post is the biggest English newspaper in Indonesia. IMO blog is quite different from other common blogs which only provide some space and place for the students to post their writing. But it is different with IMO blog, because IMO blogs also provide authentic reading materials for the students which can useful to improve their writing. IMO also has other benefits, such as, the weekly evaluation from the IMO’s editor. So the students will be given correction from the IMO’s editor related to their writing. The IMO’s editor will also give them suggestion in order to make their writing to be good, for example by giving English grammar website for the students.

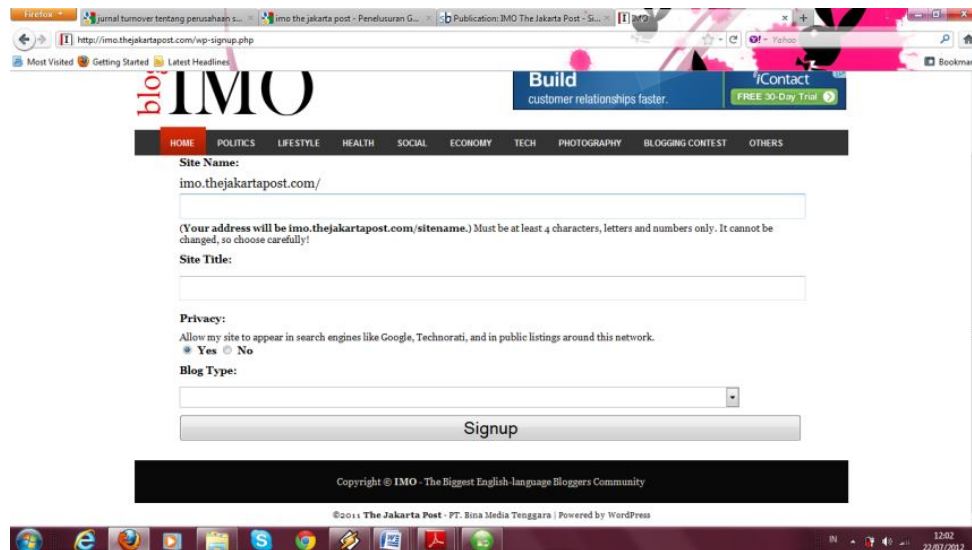
At first before creating IMO blog, the students must have an email account. An account and blog can be made in three steps. For those without account, a username, email address and password must be created in the first step. The students have to open IMO page at [www.imo.thejakartapost.com](http://www.imo.thejakartapost.com). After that, they have to click ‘REGISTER’ for sign up as a new IMO member. As what stated before, the students must have an email before sign up at IMO blog.

After click the register, the students have to fill the blank which contains; username, email address and enter the password (named: chapta).



The screenshot shows the IMO registration page. The browser address bar displays 'http://imo.thejakartapost.com/wp-signup.php'. The page header includes 'The Jakarta Post IMO Register' and a navigation menu with 'HOME', 'POLITICS', 'LIFESTYLE', 'HEALTH', 'SOCIAL', 'ECONOMY', 'TECH', 'PHOTOGRAPHY', 'BLOGGING CONTEST', and 'OTHERS'. A banner for 'MOL 2012 ON-TIME ARRIVALS' is visible. The main content area features the text 'Get your own IMO account in seconds' and two input fields: 'Username:' and 'Email Address:'. Below the email field, there is a note: 'We send your registration email to this address. (Double-check your email address before continuing.)'. At the bottom, there are social media icons for 'Gimme a site!' and 'Just a username, please.'.

Figure 1



The screenshot shows the IMO registration page with the advanced form. The browser address bar displays 'http://imo.thejakartapost.com/wp-signup.php'. The page header includes 'The Jakarta Post IMO Register' and a navigation menu. A banner for 'Build customer relationships faster.' is visible. The main content area features the text 'Build customer relationships faster.' and a 'FREE 30-Day Trial' button. The form includes fields for 'Site Name:' (with the value 'imo.thejakartapost.com/'), 'Site Title:', 'Privacy:' (with 'Yes' selected), and 'Blog Type:'. A 'Signup' button is at the bottom. The footer contains 'Copyright © IMO - The Biggest English-language Bloggers Community' and '©2011 The Jakarta Post - PT. Bina Media Tenggara | Powered by WordPress'.

Figure 2

In the 'Settings' menu of each of your blogs, there is a 'members' option. Here, group members can be added to the blogs via the 'add team member'

button. Following the instructions, have students type their email address in one of the ‘new user’ fields and click the ‘save settings’ button. If the students do not have an existing IMO blogs’ account, they will need to do so at this point and create a username and password. After the students accept the invitations to join their blogs, the initial set up is complete.



**Figure 3**

IMO layout can appear confusing at first glance, but actually it is quite simple to navigate and use, contains a comprehensive help section to aid users. For this reason, only a few points regarding IMO blog user use and navigation will not be discussed here. After logging in from the main page, [www.imo.thejakartapost.com](http://www.imo.thejakartapost.com), users are taken to what IMO blog user refers to as the “dashboard”. Also, it is important to tell students that when adding or editing a post, it will not be saved until the ‘publish post’ button is clicked.

Students must be taught the importance of this step or they will lose their work.

#### **F. Review of Previous Study**

Review of previous study is made to avoid unnecessary imitation from one study to another study. Each of it should produce different discussion, because it has different subject though they have similar title. The title of this thesis is the use of The Jakarta post public blog (IMO) as the media in teaching writing exposition text to the eleventh graders of SMAN I Waru, Sidoarjo, while the similar thesis title is written by Wen-shuenn Wu<sup>32</sup> which entitled “Using blog in an EFL Writing Class”. It published by Department of Foreign Languages & Literature, Chung Hua University.

Even though these two studies use the same method that is descriptive qualitative, the discussion is quite different. Wen-shuenn Wu draws research about using blog to teach writing, but in contrary in this thesis the researcher uses newspaper public blog. It is different because common blog usually only provides space and place for the students to post their writing, but in the newspaper public blog also provide authentic reading materials which are useful for the students to improve their knowledge. Imo also gives the weekly evaluations from the IMO’s editor related to the students writing.

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<sup>32</sup> Wu, Wen- Shuenn. *Using Blog in an EFL Writing Class*. (Chung Hua University: A published thesis of Department of Foreign Language & Literature, 2004)



Meanwhile, in the journal conducted by Rafiza A Razak and AdelinaAsmawi<sup>33</sup> with the title “The Use of Dialogue Journal Through E-Mail Technology in Developing Writing Interest and Skills”, intended to shows the benefits of the use of ‘dialogue journal’ through e-mail technology to improve students’ writing skills in the English Language and how its application can enhance the teaching and learning of the English Language in schools. In addition, this paper also discusses the potential of e-mail, and how it can be an attractive teaching and learning medium that can help generate interest among the students and help improve their learning. The sameness of this study with the writer’s study is they both use the internet as media of teaching English writing. Although this study is the same field, yet some cases are made different. In the writer’s study, the writer focuses on implementing the Jakarta post public blog as the media of English writing. The usage of email technology and public blog is different. Email is more personal and there are no space to publish results of students writing, in contrary the Jakarta post public blog gives space and place the comment, suggestion and result of English writing to share in public. So not only the teacher or student’s friend can included in correcting and giving the suggestion of students’ English writing but also all of the members of The Jakarta Post Public Blog.

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<sup>33</sup>Razak, Rafiza A & AdelinaAsmawi. *The Use of Dialogue Journal Through E mail Technology in Developing Writing Interest and Skills*. (Malisyan online journal of Instructional technology, 2004)

The third thesis which focused on the same case was the thesis done by PuspaDewi<sup>34</sup> with the title “Improving Students’ Ability To Write Exposition Text Using YouTube’s Video” (A Classroom Action Research in the Eleventh Grade Students of SMA N 9 Purworejo in Academic Year of 2010/ 2011)”. This research showed that there is improvement not only in the writing ability of the students involved in the study but also in the quality of teaching-learning process. Puspa believes that the writing class is more effective and alive when the teacher optimizes the use of YouTube videos as authentic materials. Meanwhile what make this study is different from the research above is that this research uses blog as media to teach English writing. YouTube just provides audio visual authentic material but in blog it provides authentic reading and writing material that can make student more aware about the usage English words and sentence arrangement when they want to write in English.

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<sup>34</sup>Dewi, Puspa. *Improving Students’ Ability to Write Exposition Text Using Youtube’s Video* (sebelasmaret university, Surakarta: unpublished thesis, 2012)