CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the result and discussion of the study that have been obtained. It deals with the answer of the research problem that is stated in chapter one. This chapter described howthe Jakarta post public blog (IMO) as the media in teaching English writing exposition texts effectively implemented by teacher is and How students' responses during the implementation of the Jakarta post public blog (IMO) as the media in teaching English writing exposition text are.

A. RESEARCH FINDINGS

I. The Implementation of the Jakarta Post Public Blog (IMO) in Teaching Writing Exposition Texts.

This section focused on the data presentation. In order to gain the data from the observation, the researcher conducted the observation three times, in this observation, the researcher was only observed. She did not take any action in the teaching and learning process. She watched, listened, and took notes during the use of IMO in the teaching English writing exposition text. In other word, the data were taken by non participant observation. The result of those observations were presented in the form of paragraph below

a. The First Observation

The first observation was conducted on Tuesday, May 29th, 2012. The class begins at 06.30 am, and the time allotment was 2 x 45 minutes. The teacher who taught the lesson was Tereshia Karolina Dewi, S.Pd. Before the teacher entered the class and started the lesson, she had already prepared all the materials and media needed. At the first meeting, the teacher greeted the students. The teacher opened the teaching and learning process by reviewing the last materials. She asked the students about the material which the students got in the last meeting.

Teacher   : "Good Morning, Class."
Students   : "Good Morning, miss." (Greet together)
Teacher   : "at the previous meeting, we have already discussed about what exposition is. And today we will study about exposition text by using IMO blog."
Students   : "apaitu IMO blog miss?" ("What is IMO blog miss?")
Teacher   : "wait, before I explain what IMO blog is and how to make an IMO blog, we will discuss about exposition text first"

In this meeting, the teacher explained the definition of exposition texts. The teacher checked the students' understanding and reviewed the overall materials related to exposition texts. After that, the teacher also asked the student's understanding related to the characteristic and linguistic features of exposition texts.

Teacher   : "could you please explain what the definition of exposition texts is?

Student 4	: (read the text book) "exposition text is a text that is aimed at persuading the reader or listener that something should or should not be the case."
Teacher	: "that's good, Ayu. Please now anybody give their own opinion about the definition of exposition text?"
Student	: (silence)
Teacher	: "if there is no one gives opinion, I will point some of you."
Students	:(make a noisy, pointed to their friends to answer the question)
Student 1	: "ayorekjawaben." (Let's answer the question, guys.)
Teacher	:"ok, now, Alila please give your opinion about the definition of exposition text."
Student 1	: "emm, exposition text ituuntukmempersuasi, miss" (Emm, exposition texts is aimed to persuade, miss.)
Teacher	: "ok, others?"
Student 27	: (raise her hand, and then give her opinion) "I think exposition text exposes arguments and persuades the readers."
Teacher	: "yes that good answer, risky." (Then the teacher writes down on the white board about what exposition is.)

The teacher wrote the definition of exposition on the white board and also the characteristics of exposition texts. She asked the students to take a note and to understand the meaning and function of exposition texts they wrote. The teacher also asked the students to open the BSE (BukuSekolahElektronok) page 40, and then asked the students to take a look at the content of BSE. After discussing about the definition of exposition text, the teacher asked the students to make an outline about exposition text.

Teacher	: "ok, we have already known the generic structure of exposition texts. Could you please read this, Umi?"

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Student 29	: "the generic structure of exposition usually has three components. Thesis, arguments, and recommendation."
Teacher	: "good Umi. Is there any question related to exposition?"
Students	: "no, miss"
Teacher	: "understand?"
Students	: (answer together) "understand, miss"
Teacher	: "Great, ok, now please make an outline about exposition text."
Student 6	:(raise her hand, and asks a question) "tematulisannyaapa, bu. Terserahatauditentukan?" ("What about the topic, miss? It is free or you decide?")
Teacher	: "Ok, gimanaenaknya?" ("Ok, what do you think?")
Students	: "terserahaja, bu." (Answer together) ("Up to us, miss)
Teacher	: "The topic is free, but before make exposition's outline, I will explain you about IMO blog."

Before explaining about IMO blog, the teacher turned the computer on. She asked the students to turn their computer on also. In order to solve the barriers to write exposition texts, the teacher used media as a teaching aid to overcome it. The teacher prepared the media and introduced it to the students. After that, the teacher explained about the Jakarta post public blog (IMO). The teacher showed and explained about the Jakarta Post public blog (IMO) applications and its functions. Besides, the teacher also let the students ask questions related to the use of the Jakarta Post Public Blog (IMO) in learning Process.

The teacher explained that IMO (stand for In My Opinion) was a public blog which was facilitated by the Jakarta Post using the Concept of citizen journalism. The teacher also explained that IMO blog gives

everyone opportunity to share their stories, opinions, photos, cartoons/ illustrations and videos which could enrich the stories published by the Jakarta Post. The IMO logo depicts a young woman, a young woman and mature man. They symbolize a wide range of ages who could become IMO bloggers. IMO bloggers could be a students, a mother, a father, an executive or an expert and among others.

The teacher explained about how to create an IMO account. There were four steps to create an IMO account. The teacher ensured the students that it would be easy, simple, and free to create their own account in IMO blog site.

At first, before creating IMO blog, the students must have an email account. As shown in figure 1, an account and blog could be made in three steps. For those who made without an account, a username, email address and password must create in the first step. The students had to open IMO page at www.IMO.thejakartapost.com. After that, they had to click 'REGISTER' for signing up as a new IMO member. As what stated before, the students had to fill the blank which was containing; username, email address and enter the password (named: chapta)
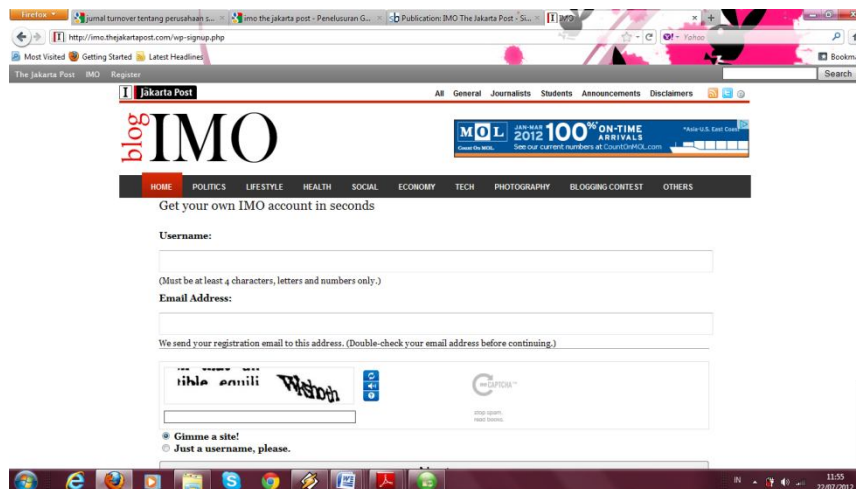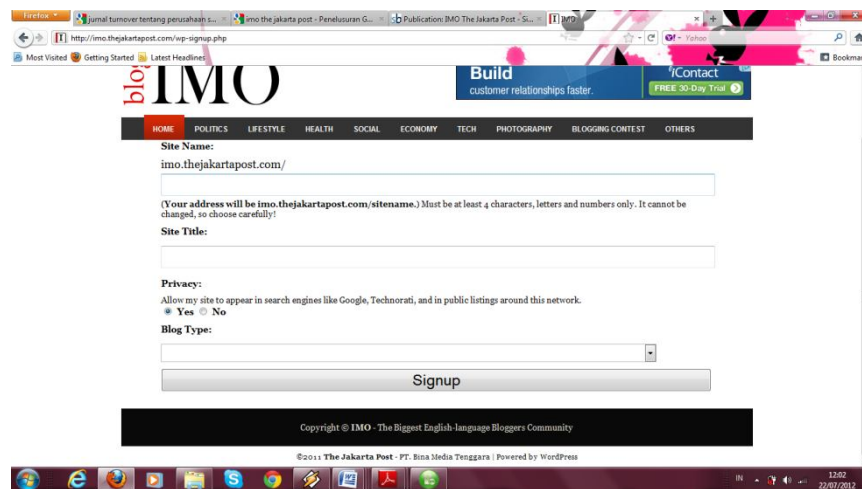
Figure 1

At the second step, continuing along the process, the process, the step was to fill the site name, site title, and the privacy. The students could name their own blog. They were allowed to express their activity in their blog by giving unique name to their blog. The site title also represented their expression. Some students named their blog with their real name, such as www.Alilagusti1223.IMO.thejakartapost.com, or www.anggibudi1.IMO.thejakartapost.com. But others preferred to choose imaginary

name, for example, www.hunterguns.IMO.thejakartapost.com, www.gundek.IMO.thejakartapost.com or www.hyumin1996.IMO.thejakartapost.com. Some students also gave their site title with some unique phrase, such as 'The Dream Island', 'The Glamour of Me', 'Do Your Best', or 'My Dreams Comes True'. Some students asked to the teacher whether the username could be edited

or not. Then, the teacher answered that the username could not be edited but the site title or their writing which was posted in IMO blog could be edited.

The students also had to choose the blog type. There were some types of blog here, such as general, journalist, and student. Automatically, the students had to choose the students blog type. The teacher told the students that the user of IMO blog had variety on their background. She also told them that most of IMO's user came from junior High School students and university students.

Figure 2

After clicking 'signup', the user would get confirmation mail from the editor of IMO blog in order to confirm that they were ready to write in some students forget their email password. Because their email could not be opened, the teacher asked them to sign up new email account. After

opening their confirmation mail from the editor of IMO the Jakarta Post, the students would get their username. They also got the password security from this mail confirmation.
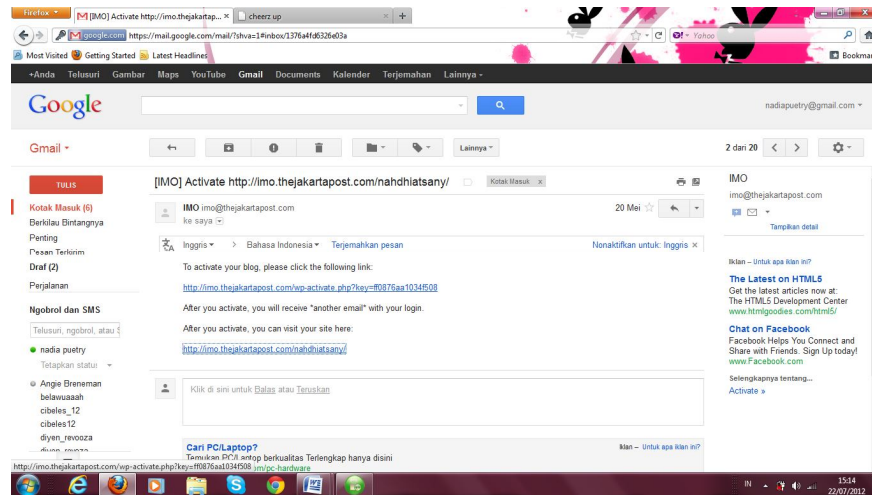

Figure 4

After activating their new account, IMO blog had already been created and the students were now allowed to post and share their writing. The teacher asked the students to save their username and IMO password by themselves, some students wrote the password on their notebook or their mobile phone for security.
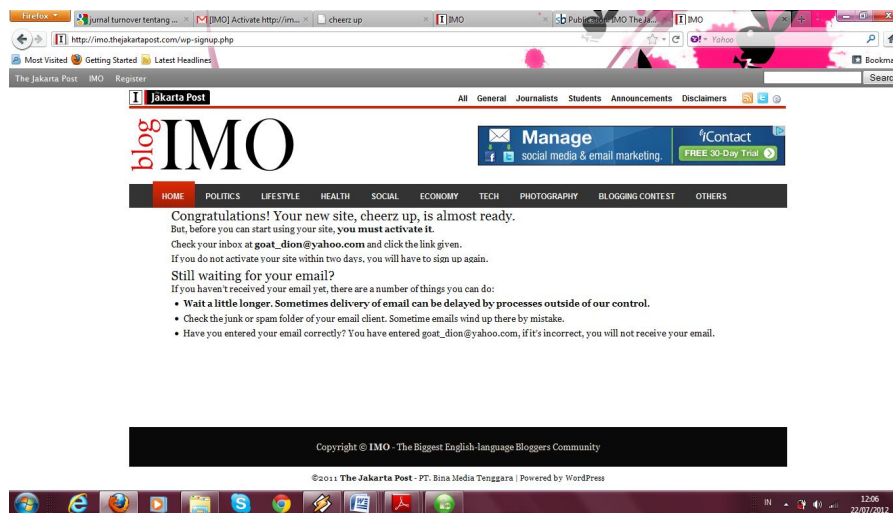
Figure 5

In this meeting, the students had to write an outline and develop their outline to be a good writing. After registering at IMO blog, the teacher asked the student's difficulty when they wrote an outline of exposition texts. The teacher asked the students to write the outline of exposition texts and divided their idea into some points. In order to improve the student's idea to support their writing, the students could also read the other articles which had been posted at The Jakarta Post Public Blog. These resources were useful in order to elaborate and strengthen their argumentation while making exposition texts.

Because the time was over, only three students finished their writing. Then, the teacher asked all the students who did not finish their writing to complete it at home and post it at their own IMO blog. The first meeting ended at 08.00 am. The teacher asked the students to finish their writing and asked them to find two resources which came from

thearticles in IMO blog or the Jakarta Post at home. Before closing the meeting, the teacher concluded the lesson they had already study that day. After greeting the students, the teacher asked the students to turn the computer off.

b. The Second Observation

The second observation was conducted on Friday, June 1st, 2012. It was started at 08.00 am the time allotment was 2 x 45 minutes. The teacher started the class at 08.00 am. Then the teacher greeted the students and asked some questions related to the last meeting. Before opening the lesson, the teacher checked the utilities such as computer and the LCD after checking the computer; she found some problems with the internet connection server (school wifi). The teacher asks the students to turn their computer on while she solved the wifi's connection.

Teacher : "Good morning, class."
Students : "Good morning, miss." (Greet together)
Teacher : "Today, we will continue our study related to exposition texts. Have you already done your outline?"
Students : "Almost, Miss." (Answer together)
Teacher : "Ok, because of the connection school wifi is error; I have to check at the teachers' room. Please be quite I am going to fix this problem. Kalian bolehbacabuku BSE masing- masing, SementarabuTerekeruang guru ya.Janganramaiya." ("you can read your BSE, while I (Miss Tere) go to the teachers' room. Don't be noisy guys.")
Students : "Iya, bu." ("Yes, Miss.")

The teacher went to the teachers' room, and checked the school wifi's connection server. It took for about 15 minutes to overcome the problem. When the teacher went to the teachers' room, the students' activity were reading BSE book, decorating their IMO's layout, opening facebook, developing their outline, or talking to their friends. After overcoming the problem, the teacher came back to the class. Then she turned the computer on and connected the computer to the internet connection. Some students brought their own laptop and net book because some computers were out of service.

The teacher reviewed the last meeting, then asked the students difficulty related to their exposition outline. Most of the students almost finished their exposition outline. The teacher asked them about the difficulties that they found when they were making exposition outline. Some students said that they were confused in deciding the topic and the main idea. The teacher explained that they could read articles which were posted at IMO blog or the Jakarta Post site in order to help them in developing idea. The teacher also corrected some students' writing related to their mechanical writing, but only those who asked the teacher's help when developing their writing.

In the second meeting, the students would develop their outline into a good paragraph of exposition text. The teacher checked some of the students' outline, and then she asked them to develop their idea. Some

students wrote the topic about education problem, health, technology, and also environment problem.

Teacher	: "please look at your outline now. And then, now please develop your outline into a good paragraph of exposition."
Student 30	: "Bu, internetnyakokbelumbisa?" ("Sorry, Miss. The internet could not be connected.")
Teacher	: "Wait a minute." (she checked the internet connection server)
Student 30	: "Sudahbisa, Bu." ("it is now working, Miss)
Teacher	: "Yang laininternetnyasudahbisa?" ("Others, can the internet be connected?")
Students	: "Sudah, Bu." ("Yes, it can, Miss")
Teacher	: "Now, please develop your argument by reading some resources at IMO blog or the Jakarta Post site. After finishing your writing, you can post your writing at your own account at IMO blog."
Student 3	: (Raise his hand, and then asks a question) "kalausudahselesaibisalangsung posting, Bu?" ("if we have already finished, may we post it, Miss?")
Teacher	: "Sure, you may"

The teacher explained about the functions of some features at IMO blog. The students gave attention to the teacher's explanation. The teacher also let the students to ask question related to the IMO blogs' features. The students also took a note about the applications of the Jakarta post public blog (IMO) and its functions.

After listening to the teacher's explanation, the students focused on developing their outline while finding resources at IMO blogs' articles. The teacher walked around the class and asked the students whether they found difficulties or not. Some students were still confused about how to operate IMO blog. Then the teacher explained again to them how to use

IMO blog to write exposition texts. Some of the students also got problem with their IMO account verification. To overcome this problem, the teacher asked them to join their friend's account at IMO blog. The teacher allowed them to use IMO blog in pair but the English writing exposition must be written individually

In the process of writing exposition texts, the students collected the data from the internet. One of the students wrote about the bad effect of watching television every day. The others wrote about environment issue, like global warming effects for polar bear. After developing the three components, such as thesis, arguments and recommendation, the students are allowed to post their writing in their IMO site.

After finishing their exposition writing, the students were allowed to post their writing and add it with photos or video. The teacher explained to the students about how to post their writing in IMO blog. First, the student had to click the 'LOGIN' which appeared at IMOs' home appearance. And then, they had to fill the username, and also the password. They had to wait until the feature 'DASHBOARD' appeared. Then, they clicked the 'DASHBOARD' and were ready to post their writing at IMO blog. In the dashboard, the students would be given quick posting by IMO, which contained the title of their writing, the content, and the tag of their writing (related to the topic of their writing). After that, they could share or post their writing at IMO blog.

Some students still got problems when developing their argumentation. The teacher asked them to look at BSE page 40 until 47 explaining about exposition texts. They could read the examples which were given in BSE. The teacher asked them to make a draft by choosing one topic which was given in BSE. Afterwards, the students worked on their own way to elaborate their argumentation by reading BSE and searched at the internet.

Some students finished writing exposition texts and were enthusiastic to post their writing at IMO blog. The teacher asks them to post it at IMO blog. But before posting it, the teacher asks them to edit and read again their writing. Some students had already post their writing at IMO blog while the rest of them had finished yet. The students who got problem to post their writing at IMO blog were helped by the students who finished posting it. This activity was important because it could grow the student's empathy by helping each other. The second meeting ended at 09.30 am. The teacher asked the students who did not post their writing yet to post it at home. Before closing the meeting, the teacher let the students to ask questions related to the lesson today. A student asked the teacher weather they could share photos or video in IMO blog. The teacher answered that they could share photos, cartoons, or videos to their blog, but it was not allowed for them to post racial or porn photos there.

c. The Third Observation

The third meeting was conducted on Tuesday, June 5th, 2012. It was the last meeting of the observations. The lesson started 08.00 until 09.30 am. The time allotment was 2 x 45 minutes. The teacher would revise some of the students' writing and gave comments and feedback toward the students' writing, instead of teaching exposition texts. The teacher started the lesson by greeting the students and asked them about their task at the last meeting. In this meeting, the teacher reviewed the overall material related to exposition texts, from the characteristic until the linguistic features. She also checked the students' understanding related to exposition text. In this meeting, the teacher gave feedback to the students' writing which had already been posted at their IMO account. The teacher also gave clear comments to the students' writing. Meanwhile, the students gave good responses toward the teachers' explanation.

The teacher turned the LCD on, and then connected the teacher's computer to the internet connection and the LCD. The teacher asked the students to write exposition text with some topics as what they had studied in the previous meeting. In this meeting, the teacher also asked them to read more references on the IMO articles in order to develop their arguments. The teacher gave comment to the students' writing

which was posted in IMO blog site. And the students were also allowed to give feedback on their friends' writing.

The last meeting ended at 09.30 am. Almost all of the students had already posted their writing on their own blog site. Before closing the meeting, the teacher let the students to ask questions related to the lesson they had already done that day. She also appreciates toward the students' participation and attention during the use of the Jakarta Post public blog (IMO) in teaching English exposition texts.

II. **The Students' Responses During the Implementation of The Jakarta Post Public Blog (IMO) as The Media in Teaching Writing Exposition Texts**

The questionnaire contained 28 questions which were divided into six parts. The questionnaire was used in order to know the students' responses toward the English teaching learning process, writing lesson given by the teacher, students' difficulty in constructing writing, students' responses about the use of IMO in teaching writing exposition texts. The teacher explanation in the use of IMO and the teacher approach (see appendix 2).

First indicator for the questions number 1 to 6 was dealing with the students responses toward the English teaching learning process. In this first part, most of the students said that the way of the teacher explained the material were good and understandable. It could be seen from the percentages (see appendix 4); 7% students choose 'could be understood

easily', 43% students choose 'could be understood', 54% students choose 'fair' and none of them choose options 'difficult to be understood'. They also said that the teacher's explanation related to the definition and the characteristic of the exposition text were detail. It could be seen from the percentages; 7% students choose 'very detail', 46% students choose 'detail', 43% students choose 'fair', and only 3% students choose 'lack of detail'. The students were also given chance by the teacher to express their opinion or argument in the learning process.

The second indicator for questions 7 to 9 were dealing with the writing lesson given by the teacher. The students responded that most of them understood about the lesson which was explained by the teacher. The percentages showed that 7% students choose 'very understand', 46% students choose 'understand'. 46% students choose 'fair' and none of them choose 'did not understand'. The students stated that they understood enough about the characteristic and the language features of exposition texts. Only few of them (10%) still confused about the differences between exposition texts with other texts.

The third indicator for questions 10 to 11 were dealing with the students' difficulty in constructing writing, especially exposition texts. Most of them responded that they faced difficulty in arranging main idea of exposition text. The percentages showed that 10% students choose 'many

difficulties', 60% students choose 'fair', 26% students choose 'little difficulties', and only 4% students found no difficulties.

Next, the fourth indicator for questions 12 to 20 was dealing with the students' responses about the implementation of IMO in teaching exposition texts. The students responded that the Jakarta post public blog (IMO) was relevant in learning exposition texts. The responses could be seen by the percentages, 15% students choose 'very relevant', 67% students choose 'relevant', and 18% students choose 'fair'. None of them choose not relevant option. Most of the students responded that the Jakarta post public blog (IMO) was interesting to be implemented in learning exposition texts. The use of IMO blog also motivated them to learn English. It could be seen from the percentages that they were motivated to learn English especially writing by using the Jakarta post public blog. All of the students agreed that the Jakarta post public blog provide them a place to post their writing.

The fifth indicator for questions 21 to 25 were dealing with the teachers' explanation when implementing the Jakarta post public blog (IMO) in teaching exposition texts. The percentage showed that 64% students choose that the teacher's explanation in the use of the Jakarta post public blog (IMO) was clear. From the percentage, the researcher knew that the teacher explained about teaching goaland the stages of creating IMO account for learning exposition texts.

The last indicator for questions 26 to 28 were dealing with the teacher's approach when teaching exposition texts by using IMO blog. This indicator showed that 15% students agreed that the teacher approach when teaching exposition texts by using IMO blog was very easy to be understood, 45% students choose 'understandable' and the rest choose 'fair'. The percentage also showed that 93% students agreed that the teacher approach gave them chance to be active in the learning process. Only 7% students disagreed with that statement.

B. DISCUSSION

This section aimed to analyze the findings of this study. The discussion focused on the objectives of the study; they were describe the use of the Jakarta post public blog (IMO) as the media in teaching English writing exposition texts and the students' responses during the use of the Jakarta post public blog (IMO) as the media in teaching English writing exposition text. The discussion would be elaborated as follows.

I. The Discussion of The Jakarta Post Public Blog (IMO) as The Media in Teaching English Writing Exposition Texts implemented by the teacher effectively in teaching and learning process

Based on the result of the observation, there were five points that would be explained further. Those points were the teachers' activity, the students' activity, teaching and learning process, material and the media.

a. **The Teachers' Activity**

According to Abbot, teaching English in writing class is not enough to use the teachers' instruction only.[1]This was one of the reasons why most of the students are usually confused when they are going to start writing. It seemed that they have no idea about what they are going to write. Sometimes, they also faced difficulties to express their ideas and they have limited vocabularies in producing the text both oral and written.

The problems which were faced by the students could be solved by students' self activity. The students had to read some articles which could help them to develop their writing.

The media were needed by the teacher to vary the activity in the classroom instead of the textbooks. Experts concluded that language teaching aid could be divided into two main categories: technical and Non Technical. The technical aids involved machinery and/or require electricity and the non technical aids.[2]

In every meeting, the teacher gave clear instructions to the students. For example, when the teacher asked the students to create an IMO account, the teacher gave the easy steps to the

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[1] Abbot, Gery. Et. al. *the teaching of English as an International language*. (London: William Collin Sons and Co. Ltd. 1981) page 142
[2] Abbot, Gery. Et. Al…140

students; therefore the students enjoyed when they were creating the IMO blog. The teacher accompanied and assisted the students both in writing exposition texts and in creating IMO account.

After the students finished their writing, the teacher gave feedback to the students' writing composition. In the first meeting, the teacher accompanied the students when they made exposition outline. The teacher also gave clear comments to the students' writing composition at the second and third meeting. At the third meeting, the teacher gave comment to the students' writing which posted at IMO blog. Besides edited the students' composition mistakes, the teacher also gave reward toward students' writing development. In writing process, the teacher was walking around the class to see the students' writing or help them if they had questions.

b. **The Students' Activity**

According to Reid, writing is essentially social which begin of the students' writing experiences from formal school setting and informal "real life" situation.[3]It showed that writing took place social activity in formal and informal school. According to Maggie Sakolik in Nunan, writing is both physical

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[3] Blood, R. A History and Prespective. In Editors of Perseus Publishing (Eds) we've Got Blog: How Weblogs are Changing Culture. (Cambridge: MA perseus publishing. 2002)

and mental act.[4] On the other hand, writing is mental work of inventing ideas, thinking about how to express and organizing them into statement and paragraph that will be clear to a reader.

According to Brown, by reading and studying a variety of relevant types of texts, the students can gain important insight both about how they should to write and about the subject.[5] Brown also stated that writing is both a process and a product. Writing teacher was mostly concerned with the final writing product of writing: the essay, the report, and the story[6].

In the first meeting, the students were interested in the media which was the teacher used as means for learning exposition texts. The students were in natural condition when they were learning exposition texts by using IMO. The students also gave good responses toward the teacher's explanation related to the definition of exposition texts, the characteristic, and also its generic structure of exposition texts.

During the meeting, the students were actively following the lesson. The students wrote exposition text according to time allocation, started from making the outline, finding the resources

[4]Nunan, David. *Practical English Language Teaching.* (London: Cambridge University Press. 2003) page 88
[5] Brown, H. Douglas. Teaching Principles: An Interactive Approach to Language Pedagogy. (san Francisco: Longman Publishing. 1994) page 331
[6]Brown, H… 320

and developing their idea into a good paragraph. The students answered that they understood about the material of exposition texts given. The students also said that they understand about the teacher's instruction.

When the teacher asked them about the characteristic of exposition texts, Most of the students answered that they understood it. They also said that they understood the generic structure of exposition text. Some of the students asked questions during the meeting, it meant that they faced some difficulties in writing exposition text and how to use IMO blog in learning exposition texts.

c. **Teaching And Learning Activities**

In pre-viewing activity, the teacher had already prepared the material and the media which were needed in the teaching learning process. Afterward, the teacher also introduced the activities which the students were going to conduct in every meeting. Sometimes, the teacher motivated the students to be active during the learning process. After the students finished their writing, the teacher gave comments and correction to the students' writing. Furthermore, the teacher observed the students' interaction in every meeting.

Teachers could easily use the blog to organize a collaborative learning environment in which students could peer edit others' postings.[7] Students could be encouraged to comment their partner's postings, which can also be shared by other classmates.

d. The Use of Imo Blog in Teaching Writing

According to Brinton,[8] 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.

Using IMO blog to teach writing exposition texts was easy and enjoyable for the students. Most of students had already known about the internet and familiar with its feature. For instance, most of them said that they had already had email and their own account at the social networking which meant that most of them were able to create their own account at IMO blog.

In short, media helped to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media could also provide a density information and richness of cultural input not

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[7]Mitchell, D. thoughts about weblogs in education.Retrieved may 17 2012 from http://www.technology.org/stories/storyreader

[8] Brinton, Donna M.*The Use of media in Language Teaching*. VA:TESOL

otherwise possible in the classroom, they can help the students to process information and free the teacher from excessive explanation, and they could provide contextualization and a solid point of departure for classroom activities.

The media which was used at this study was understandable. The media (IMO blog) extended the students knowledge because the students were able to create their IMO account and could read some articles which were posted in IMO site. IMO blog motivated the students to learn and write exposition texts because some students said that they enjoyed when they were studying exposition texts by using IMO blog.

Blogs can promote exploration of English websites.[9] Since it was quite simple for teachers to put English materials online with link to their source websites, students had more chances to read related articles. The media (IMO blog) fit the students' interest because nowadays most of teenagers were interested with the cyber media. Besides that, IMO blog also made the students interacted to each other. The students could post their writing in IMO blog, while the other students could read their friends' writing, and then gave comment or feedback.

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[9]Campbell, A. P. 2003, February. *Weblogs for Use with ESL Classes*. The Internet TESL Journal, Vol IX, No. 2. (Retrieved June 7, 2012, from http://iteslj.org/Techniques/Campbell-Weblogs.html)

The media was leading the students to work in pair. For example, when some students got difficulties to create an IMO account, the other students who finished created IMO, could help their friends. This media also made the students actively participate in the classroom.

II. **The Discussion of Student's Responses during the Use of the Jakarta Post Public Blog (IMO) as the Media in Teaching English Writing Exposition Texts.**

The last instrument discussed was the questionnaire. The questionnaire was used in order to know the students responses toward the English teaching learning process, writing lesson given by the teacher, students' difficulty in constructing writing, student's responses about the use of the Jakarta post public blog in teaching English writing exposition text, the teacher explanation in the use of IMO and the teacher approach.

Most of the students responded that the way of the teacher explained the material were good and understandable. It could be seen from percentages (see appendix 4); 7 % students chose 'could be understood easily', 43% students chose 'could be understood', they also said that the teacher's explanation related to the definition of the characteristic of exposition texts were detail. The students were also given chance by the teacher to express their opinion or argument in the learning process.

The students responded that most of them understood about the lesson which was explained by the teacher. The percentages shown that 7% students chose 'very understandable', 46% chose 'understand', 46% students chose fair and none of them chose 'did not understand'.

Most of the students responded that they faced difficulty when arranging main idea of exposition text. The percentages shown that 10% students chose 'many difficulties'. 60% students chose 'fair', 26% students chose 'little difficulties' and only 4% students found no difficulties.

Most of the students responded that the Jakarta post public blog (IMO) was interesting to be implemented in learning exposition texts. The use of IMO also motivated the students to learn English, it could be seen from percentages that they were motivated to learn English, especially writing by using the Jakarta post public blog. All of the students agreed that the Jakarta post public blog provide them a place to post their writing.

The fifth indicator for question 21 to 25 which were dealing with the teacher's explanation when implementing the Jakarta post public blog (IMO) in teaching English writing exposition texts showed the percentage that 64% students chose that the teacher's explanation in the implementation of the Jakarta Post Public Blog (IMO) was clear. From the percentage, the writer knew that the teacher explained about the teaching goal and the stages of creating IMO account for learning exposition texts.

Those percentages represented students' responses. And from those percentages the writer interpreted that most of the students enjoyed and motivated to learn exposition texts by using The Jakarta Post Public Blog (IMO) as a medium.