USING BLOGS AS A TOOL IN THE TEACHING OF WRITING TO THE SECOND GRADE STUDENTS OF SMA WIDYA DARMA SURABAYA

THESIS

Submitted in Partial Fulfillment

of The Requirement For Bachelor Degree in English Education

at the State Institute For Islamic Studies Sunan Ampel Surabaya

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iii

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ABSTRACT

In learning language there are four skills that must be learned by students, reading, writing, speaking, and listening. Writing in particular is a difficult and complex subject because it cannot come automatically like other skills. It needs some experiences, talent, and a lot of regular practices.

In this Information Technology era, Technology has created additional spaces for language teaching. One of the recent trend is the application of weblogs to teaching practices. Weblogs have provided a new possibility in ESL teaching and the application of the technology provides alternative ways to motivate students to be creative. Since the day of its appearance, blog has been widely used in education as an information technological tool for life-long study and professional teaching. Although not originally created for use in language education, blogs have formidable potentials as a useful tool for the teaching of ESL writing class.

This thesis specifically focuses on the implementation of blogs as a tool in the teaching of writing to the second grade students of SMA Widya Darma Surabaya. According to the theories that have been discussed, blogs are effective to motivate students to write actively.

The main objectives of this paper are (1) to analyze the implementation of blogs in the teaching of writing (2) to discuss the students' responses to the implementation of blogs in the teaching of writing, (3) to improve students' writing ability by using blogs.

By using classroom action research design, the data of this research were obtained from, observation, questionnaires, and documentation. The result of this study shows that the students accept the implementation of blogs in the teaching of writing, students' responses are good to the implementation of blogs in the teaching of writing, and students' writing ability are improved after implementing blogs in the teaching of writing.

Based on the explanation above, the researcher concludes that the implementation of blogs improves students' writing ability.

TABLE OF CONTENTS

CHAPTER III   : RESEARCH METHODOLOGY

CHAPTER IV   : DATA ANALYSIS

CHAPTER V : CONCLUSION AND SUGGESTION

REFERRENCES

APPENDICES

LIST OF FIGURES

xi

LIST OF APPENDICES

1. Appendix 1   : Documentation of Lesson Plan

2. Appendix 2   : The Class Blog (www.writing-media.blogspot.com)

3. Appendix 3   : Observation checklist

4. Appendix 4   : Questionnaire

5. Appendix 5   : Result of the observations

6. Appendix 6   : Result of the questionnaires

7. Appendix 7   : Result of documenting Students' Score

8. Appendix 8   : ESL Composition Profile

9. Appendix 9   : List of Students' Account

CHAPTER I

INTRODUCTION

A. Background

In learning language there are four skills that must be learned by students, reading, writing, speaking, and listening. Writing in particular is a difficult and complex subject because it cannot come automatically like other skills. It needs some experiences, talent, and a lot of regular practices. The difficulty is not only in generating and organizing idea but also in translating this idea into a readable text.

In this Information Technology era, it is a rarity to find students with no access to a computer and internet connections. So it is no longer sufficient to use online learning and teaching technologies simply for the delivery of content to students, because in this age the students become more technologically literate, and the trends of reading and writing are shifting from paper-based texts to screen-based texts. By this, a new perception in way of teaching is needed therefore to make learning activity interesting for students. One of the alternative techniques to create a new perception in teaching English is using Weblog.

> "Weblogs, or blogs for short, were created as a tool for people to create online journals without the need of any programming experience or knowledge. Although not originally intended for use in

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EFL classes, blogs have immense potential as an extremely valuable tool for the teaching of second language writing".[1]

Using blogs in teaching English have many advantages because when a language teacher introduces blogging activities within the language classroom, the opportunities for student interaction and the horizons of that "learning space" are expanded exponentially, providing student writers with a far greater audience both within and outside the classroom.[2]

According to Darabi as quoted by Blackstone et al. "The core principles of learning communities focus on integration of curriculum, active learning, student engagement, and student responsibility..." Blogging activities realize these principles. To illustrate, Pinkman writes that blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers' posts, and as writer-readers who, returning to their own posts, react to criticism of their own posts. Dieu reaffirms this by stating that blogging gives a learner the chance to "maximize focused exposure to language in new situations, peer collaboration, and contact with experts". Within the scope of classroom-based blog activities,

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[1] Andrew Johnson. (2004, August). "Creating a Writing Course Utilizing Class and Student Blogs". *The Internet TESL Journal*, Vol. X. from http://iteslj.org/Techniques/Johnson-Blogs. Retrieved 2009-10-09

[2] As quoted in Brad Blackstone *et al. Blogs in English language teaching and learning: Pedagogical uses and student responses.* p. 1-2
From http://www.nus.edu.sg/celc/publications/RETL62/01to20blackstone.pdf. Retrieved 2009-10-09

assignments require the student blogger to communicate closely with a particular group of student bloggers. Moreover, the exchange can be almost instantaneous (during class time) or at the leisure of the student bloggers. This combination of planned and spontaneous communicative exchanges inside and out of the classroom makes blogging a meaningful and engaging social exercise. It is within this context that Williams and Jacobs contend that blogging has "the potential to be a transformational technology for teaching and learning".[3]

Blogs can easily replace traditional classroom uses of the private print journal and will move to use online journal. In recent years, the use of these electronic journals in education is on the rise, especially in the United States. A good example is the Bay Area Writing Project which has organized the Educational Blogger Network (edBlog.Net) with the purpose of helping kindergarten through university teachers.[4]

In their study that has done by Blackstone et al. find that within their classes the percentage of students who like writing in general (82.4%) also liked blogging as an activity(81.4%). About the same percentage (78%) shows that students like posting classroom assignments on their blogs. This seems to

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[3] Ibid.,
[4] Andrew Johnson., op. cit,.

underscore the obvious: Students who like to write will probably like blogging, while students who do not like writing might not like blogging.[5]

Other studies by Cobanoglu in" An Analysis of Blogs as a Teaching Tool as Perceived by Hospitality Management Students" shows that in general, students agree that creating and posting messages to blogs are easy. However, the learning curve is much better as they post more blog messages. Students perceive that blogs are an interactive means of learning and they state that they have learned something new because of the blog postings and this increased their learning level. As part of the blog assignments, students required to post five messages to their individual blog. The only condition the instructor set for these blogs was that they had to be related to the class material (hospitality technology). Following the week of postings, students are required to read two other classmates' blogs and post a comment. When questioned, they agree that this workload is fair and reading two classmates' blogs is educational for them. The majority of the students state that they will not have done the assignment if no credit is given. This indicates that grading is a clear motivation, as with other assignments.[6]

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[5] Ibid., p. 12- 15
[6] Cihan Cobanoglu. 2006. "An Analysis of Blogs as a Teaching Tool as Perceived by Hospitality Management Students". *Journal of Hospitality, Leisure, Sport and Tourism Education 5(2)*, p. *83-88* From http://www.heacademy.ac.uk/assets/hlst/documents/johlste/vol5no2/0138.pdf. Retrieved 2009-10-09

Using blogs in teaching English skill especially in writing have so many advantages, because These technologies enable desirable practices such as collaborative content creation, peer assessment, formative evaluation of student work.

> "Because blog features its easy-to-use interface, frequent text update, and interactive comment area, most educators applied their blogs to reading or writing classes". [7]

Different from previous study which only focused on the relation between blog and writing, in this research the researcher tries to find not only the respond but also the students' improvisation after the implementation of blogs in the teaching of writing. Additionally, by utilizing free blogging services on the Internet, teachers are capable of creating and storing online supplemental materials for students, posting class notes for student review, and giving a general feedback to the class as a whole and individually also students are able to submit assignments online. By this reason I believe using blogs in teaching writing will improve students' capability in writing.

Finally this study will be done at SMA Widya Darma Surabaya which is located on Jl Ketintang 147 Surabaya. The researcher chooses this school for some reasons. First, this school has internet connection to support this

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[7] Wen-shuenn Wu. *Using blogs in an EFL writing class.* p. 426 From http://www.chu.edu.tw/~wswu/publications/papers/book_chapters/01.pdf Retrieved 2009-10-09

study. Second, the location of this school is easy to be reached because this school is located near the highway. Finally, it will become the first research in this school in using blogs as a tool in the teaching of writing.

B. Research problems

Based on the background of the study above, this study tries to answer the following questions:

1. How are blogs implemented in teaching writing skill?

2. How do students respond to the implementation of blogs in teaching English?

3. How is the progress of the students' writing ability following the teaching of blogs?

C. Research purpose

The study is aimed to find alternative techniques to be implemented in teaching writing skill. Specifically, it is aimed at:

1. The study is aimed to describe how blogs are implemented in the teaching of writing.

2. The study is aimed to describe the students' responses toward the implementation of blogs in teaching English.

3. The study is aimed to describe the progress of the students' writing ability following the teaching of blogs.

D. Significance of the study

Significance may be thought of in terms of expected contribution to a field of study or an area of practice. The significances of this study are:

1. This study will help us formulate new perception to use technology based in teaching writing.

2. Readers know the advantages and disadvantages of using blogs in writing classroom.

3. Readers know that blogs can be useful in teaching writing because blogs provide student writers with a far greater audience both within and outside the classroom (on the net).

4. Readers also know the application of blogs in teaching English skill especially writing.

5. For the teacher, the findings of the research can be used as an alternative technique to help students to improve their writing ability.

E. Scope and limitation

1. The Subject of this research is the second grade students of SMK Negeri 6 Surabaya and the design will be qualitative.

2. The research will be focused on the implementation of blogs in teaching writing classroom.

3. The research will use free blogging service from www.blogger.com

F. Definition of key terms

Some words with specific technical meanings, which are used in this study requires further verification to avoid bias. So it is important for the writer to present the definition of key terms as follows:

1. Blog

Blog (Weblog) is a website that is updated regularly with a variety of content.[8]

And related to the term above, there are some words or terms that will be used in this study. They are:

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[8] Mark J. stock, *The School administrator's guide to blogging : a new way to connect with the community.* (Plymouth: Rowman & Littlefield Community Education, 2009) p. 3

a. *Blogger* is a person who creates and posts to a blog. Synonym of web logger, though the latter is infrequently used. *Blogger* also known as a web site (www.blogger.com) providing one of the most popular and oldest web log services. Anyone can maintain a blog there and update it from any computer with an Internet connection.[9]

b. *Blogroll* is list of external links appearing on a blog, often links to other blogs and usually in a column on the homepage. Often amounts to a "sub-community" of bloggers who are friends.[10]

c. *Blogosphere* is the collective content of the blogs worldwide, taken as whole. The term may also refer to the subculture of the community as well, referring to the social network that the interrelationships that bloggers have with one another beyond the technical network itself. Synonyms include blog space, blogistan, and blog verse.[11]

d. *Post* is a single unit of content on a blog, usually consisting of at least a title and text. A blog is made up of a collection of posts

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[9] Douglas A.Downing, Ph.D, *et al*, *Dictionary of computer and Internet terms - 10th ed.* (New York: Barron's Educational Series, Inc., 2009) p. 55
[10] Ibid.,
[11] Ibid.,

e. *The tutor blog* is a type of weblog that is run by the tutor for the learners.[12]

f. *The class blog* is blogs that are either run by individual learners themselves or by small collaborative groups of learners.[13]

g. *The learner blog,* This type of blog is the result of the collaborative effort of an entire class.[14]

h. *Link* is a selectable connection from one word, picture, or information object to another.[15]

2. **Teaching**

According to The Free Online Dictionary learning, teaching is the activities of educating or instructing which impart knowledge or skill.[16] Teaching in this study means the process of transferring knowledge to the students by using blogs to improve students' skill of writing.

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[12] Aaron Campbell. 2003. Weblogs for use with ESL classes. *The Internet TESL Journal*, Vol. IX, No. 2. from http://iteslj.org/Techniques/Campbell-Weblogs.html. Retrieved 2009-10-11
[13] ibid,.
[14] ibid,.
[15] Douglas A.Downing, Ph.D, op. cit., p. 285
[16] Faarlex, The Free Online Dictionary. *The definitions of teaching.* (online). From: http://www.thefreedictionary.com/teaching . Retrieved 2010-06-7

3. Writing

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. [17] In this study writing means one of the subjects that must be learned by students in learning English language.

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[17] Ghazi Ghaith, Dr. 2002. *Writing.* (online) From: http://www.nadasisland.com/ghaith-writing.html#nature, Retrieved 2009-11-05

CHAPTER II

THEORETICAL FRAMEWORK

A. The Meaning of Blog

The word blog comes from the combining of the words "web" (short for World Wide Web) and the word "log" (indicating a regular entry). A blog therefore, is a website that is updated regularly with a variety of content, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. The word Blog can also be used as a verb, meaning *to maintain or add content to a blog*. Blogs provide commentary or news on a particular subject; others function as more personal *online diaries*.[18]

A typical blog combines text, images, and links to other blogs, *Web pages*, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (artlog), photographs (photoblog), sketches (sketchblog), videos (vlog), music (MP3 blog), and

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[18] Mark J. stock, op. cit.,

12

audio (podcasting). Micro-blogging is another type of blogging, featuring very short posts.[19]

B. Blogging and Instructional Techniques for E-learning

In their book *E-learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*, Ruth Colvin-Clark and Richard E. Mayer identify three instructional techniques for E-learning: *Receptive* which emphasizes acquiring information and involves building instructional modules that open avenues to greater amounts of information while limiting application and experimentation, *Directive* which emphasizes frequent responses from learners with immediate feedback from the instructor, *Guided Discovery* which places the instructor in the role of expert who leads students toward solving real-life challenges and identifying the appropriate "conceptual codecs" to support student knowledge acquisition.[20]

Blogging is a simple technology that fulfills these three instructional techniques, so it can be used to construct learning environments. As a

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[19] Wikipedia, The Free Encyclopedia. *Blog*. (Online). http://en.wikipedia.org/wiki/Blog.. 5 May 2010) Retrieved on 6th May 2010.
[20] As quoted in Betts, J. D., and S. Glogoff. 2004. *Instructional models for using weblogs in eLearning: A case study from a virtual and hybrid course*. Paper presented at the Syllabus 2004 Conference, San Francisco, CA, July. From: http://download.101com.com/syllabus/conf/summer2004/PDFs/w01.pdf. Retrived 2010-06-12

receptive learning tool, blogging can be used to frame assignments within a theoretical context that encourages students to acquire information and report what they have learned. As a directive learning tool, blogging provide students with equal access to important information to expand their understanding of specific issues, and to direct them to explore additional material. As a guided discovery blogging can also be used to encourage knowledge construction. For example, students read the professional literature and visit web sites that provide tutorials and other content. After this exploration, students complete an assignment from what they had learned and describe those concepts in a real-world situation.

C. Advantages and Disadvantages

The following are advantages and disadvantages of using blogs in teaching activity:

1. Advantages

➢ *To promote the exploration of English websites*

Since it is quite simple for teachers to put English materials on line with links to their source websites, students have more chances to read related articles.[21]

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[21] Aaron Campbell, op. cit.,

➢ *To provide collaborative learning*

Collaborative learning starts from the process of posting their work to their own weblogs. This is the basic use of weblogs, but at the same time, it is a very important process in language learning, because posting online offers students many chances to receive feedback not only from classmates but from other weblog users.[22]

➢ *To offer additional material*

As an online tool, blogs can provide downloadable material by putting links so that students can download it directly.

➢ *To provide extra reading practice for students*

This reading can be produced by the teacher, other students in the same class, or, in the case of comments posted to a blog, by people from all over the world.[23]

➢ *To encourage shy students to participate*

Students who are quiet in class can find their voice when given the opportunity to express themselves in a blog.[24]

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[22] Atsushi Iida. Language teaching via weblogs: Exploring new possibilities of teaching Japanese in JSL/ JFL contexts. P. 5 (online) From: http://www.wfu.edu/eal/SEATJ2009/SEATJ09%20Iida.pdf Retrieved on 6th May 2010

[23] TE Editor. 2005. *Blogging for ELT.* (online). From: http://www.teachingenglish.org.uk/think/articles/blogging-elt.. Retrieved 2009-10-10

➢ *As an online portfolio of students written work*

Blogs can be used to support teaching activities in class. For example, students can use it to collect duties in one semester (final), or it could be used to collect the weekly tasks.[25]

➢ *As online self-revision*

Self-revision plays an important part in writing in ELT. Traditional way of revision on paper is both cumbersome and costly, which makes learners reluctant to revise their writings over and over again. Online writing and revision makes the perfection of the writing process both convenient and efficient.[26]

➢ *As online peer revision*

Peer revision can greatly improve the learners' writing ability. When revising writings learners show more initiatives in devising more complex sentence structures and tend to use more varied and longer forms of discourse when participating online revision and discussion.[27]

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[24] Ibid.,

[25] Gumawang Jati. *Mengajar Writing dengan Media Blog.* (online) From: http://h2te.depdiknas.go.id/index.php/bahasa/166-mengajar-writing-dengan-media-blog.html Retrieved on 04th November 2010

[26] Zhao-guo Ding. 2008. Application of Blog to English Language Teaching in China. International Conference on Computer Science and Software Engineering. P. 34 (online) From: http://www.computer.org/portal/web/csdl/doi/10.1109/CSSE.2008.16 Retrieved on 6th May 2010

[27] Ibid.,

2. Disadvantages

> *Unwanted comments*

It is possible when we are using blogs there are some unwanted comments from our students or general readers.[28]

> *Correction*

It is difficult to use a blog for correcting students. Students' written work can always be corrected before posting to the blog, or we can do class correction sessions using work published in the blogs.[29]

D. Learning Autonomy

According to Benson in Dafei, there are a number of terms related to autonomy that can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of concept such as, 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms basically describe various ways and degrees of learning by our self, whereas autonomy refers to abilities and attitudes (or whatever we think a capacity to control our own learning consists of). The point is, then, that learning by ourself is not the same thing

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[28] TE Editor, op. cit.,
[29] Ibid.,

as having the capacity to learn by ourself. Also, autonomous learners may well be better than others at learning by themselves (hence the connection), but they do not necessarily have to learn by themselves. Over the last few years, for example, more and more research is coming out on autonomy in the classroom and 'teacher autonomy'.[30]

Using blog in classroom is a kind of learning autonomy because students not only study in the class but also out of class (distance learning). So it is possible to improve students' writing ability by using this media.

E. Writing

1. The Nature of Writing

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed. [31]

There is no doubt that writing is the most difficult subject for second language students to master. The difficulty is not only in

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[30] As quoted in Deng Dafei. 2007. *An Exploration of the Relationship Between Learner Autonomy and English Proficienc.* (online). From: http://www.asian-efl-journal.com/pta_Nov_07_dd.pdf Retrieved 2010-06-11

[31] Ghazi Ghaith, Dr, op. cit.,

generating and organizing idea but also in translating this idea into readable text. Frank states that the skills that are involved in writing are highly complex. Second language writers have to pay attention to higher level skill of planning, organizing, as well as lower skill of spelling, punctuation, and word choice. The difficulty becomes even more pronounced if their language proficiency is weak.[32]

By those reasons, most of students are discouraged to write, because they are afraid of making some mistakes. Because writing itself is a clearly complex process, and writing competence is frequently accepted as being the language skills to be acquired.

2. The Teaching of Writing

There are several approaches to writing teaching that are presented by Raimes in Ghaith as follows:[33]

a. *The Controlled-to-Free Approach*, this approach stresses on grammar, syntax, and mechanics.

b. *The Free-Writing Approach*, this approach stresses on writing quantity rather than quality.

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[32] Marcella Frank. *Writing as Thinking*. Prentice Hall. Inc. 1990. Page: 303
[33] Ghazi Ghaith, Dr, op. cit.,

c. *The Paragraph-Pattern Approach,* this approach stresses on organization, instead of accuracy of grammar or fluency of content.

d. *The Grammar-Syntax-Organization Approach,* this approach stresses on simultaneous work on more than one composition feature.

e. *The Communicative Approach,* this approach stresses the purpose of writing and the audience for it.

f. *The Process Approach,* this approach stresses on generating ideas for writing, thinking of the purpose and audience, writing multiple drafts in order to present written products that communicate students' ideas.

While Heyland shows several principal orientation to second language writing teaching:[34]

a. *Focus on language structure* with an emphasis on grammatical accuracy, vocabulary building, and L2 proficiency.

b. *Focus on text* with an emphasis on paragraph and text organization pattern.

c. *Focus on creative expression* with an emphasis on individual creativity and self-discovery.

d. *Focus on writing process* with an emphasis on control of technique.

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[34] Ken Heyland. 2003. *Second Language Writing.* Cambridge University press: New York. P. 2-26

e. *Focus on content* with an emphasis on writing trough relevant content and reading

f. *Focus on genre* with an emphasis on control of rhetorical structure of specific text-types.

3. Using Blogs in the Teaching of Writing

Technology has had a massive impact in L2 classrooms over the last decade or so, and writing instruction now makes considerable use of computer technologies. Some teachers have welcomed these developments enthusiastically, seeing the integration of new technology-based pedagogies as a means of enlivening instruction, improving students' writing skills, and facilitating collaboration and interaction both within and beyond the classroom.[35]

Blog as a kind of information technology has been widely used in education, since the day of its appearance. Although not originally intended for use in EFL classes, blogs have immense potential as an extremely valuable tool for the teaching of second language writing. [36]

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[35] Ken Heyland, op. cit., P. 143
[36] Andrew Johnson, op. cit.,

Aaron Campbell has outlined three types of Weblogs for Use in ESL Classrooms: [37]

a. *The Tutor Blog.* A type of blog that is run by the tutor for the learners.

b. *The Learner Blog.* These are blogs that are either run by individual learners.

c. *The Class Blog.* This type of blog is the result of the collaborative effort of an entire class.

Wu in his research *Using Blogs in an EFL Writing Class* shows that 41 (85%) students believed that posting articles on their blog is a good idea, but as far as the quantity of blog is concerned, the result is quite superficial. 17 (35%) students confess that they posted fewer than three articles and 20 (41%) of them said they only posted three to five articles. While only 8 of them posted more than eight articles in one semester, overwhelming majority of them agree that it was a good idea to post articles on a blog.[38]

F. **Review of Related Literature**

Since 1998, weblogs (or 'blogs') have gained increasing notice in the cyberspace community because even people without programming experience

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[37] Aaron Campbell, op. cit.,
[38] Wen-shuenn Wu, op. cit., P. 4

can also easily update and publish their personal websites.[39] Some of foreign educators have applied this user-friendly technology to classroom instruction and language learning although not originally created for use in language education; blogs have formidable potentials as a useful tool for the teaching of EFL writing class.

Campbell in his paper *Weblogs for Use with ESL Classes* introduces three types of weblogs for use in ESL Classrooms, which are the tutor blog, the learner blog and the class blog.[40] This study explains the possibility of using blogs in the teaching of writing. But unfortunately, in this study Campbell just shows the theories of using blogs in education especially in the teaching of writing.

Johnson explains the advantages of using blogs in writing class in his paper *Creating a Writing Course Utilizing Class and Student Blogs.*[41] In this study he also explains how to create blog in *blogger.com* and to grading students' work. Same as Campbell, in this study blogs also has not been applied in the teaching of writing.

Mora in his study *A Survey of Use of Weblogs in Education* shows that the use of weblogs can help instructors to require students to interact and

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[39] Wen-shuenn Wu, op. cit., P. 1
[40] Aaron Campbell, op. cit.,
[41] Andrew Johnson, op. cit.,

study on a daily, weekly, or monthly basis, rather than leaving all the study to the time of the final examination and one of the main benefits of weblogs is that the content is published on the web at the time the content is written. But the weakness of this study is there a lack of support of weblogs in popular learning platforms.[42]

A study done by Ding in *Application of Blog to English Language Teaching in China* presents that, as a useful information technology applied to ELT, blog has extended and complemented classroom teaching and learning activities. Blogging builds up a new environment for ELT in terms of video-audio experience, learning psychology and communicative context, which ensures the interactive nature of ELT in the technological sense. The greatest advantage of blog in ELT is that it provides an efficient platform for the interaction between teachers and learners and among learners. However, in this study blog also poses some problems for ELT. The truly interactive ELT cannot be realized unless we keep exploring the theoretical possibilities and practical applications of blog in education.[43]

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[42] S. Luján-Mora. 2006. "A Survey of Use of Weblogs in Education". *Current Developments in Technology-Assisted Education.* Vol. 1. Formatex. P. 259 (online) From: http://www.formatex.org/micte2006/book2.htm Retrieved on 6th May 2010
[43] Zhao-guo Ding. 2008. Application of Blog to English Language Teaching in China. International Conference on Computer Science and Software Engineering. P. 34 (online) From: http://www.computer.org/portal/web/csdl/doi/10.1109/CSSE.2008.16 Retrieved on 6th May 2010

Lamshed et al, in their book *Blogs: Personal E-learning Spaces* pointed as a tool of teaching a blog should include: links to websites as resources, observations on learning content, discussion forums, learning resources, and syllabus.[44] This book provides many blogs that are used in education. But there is a hole of this book, the writer do not focuses on discussing education blog.

Fellner and Apple in their research *Developing writing fluency and lexical complexity with blogs* provide rationale for blogging as a CALL task, this study has a clear result on using blogs to develop students' writing fluency and lexical complexity. But unfortunately, the quality of the language use in this study do not show advanced English proficiency, although the concepts expressed in the blog posts are quite complex and mature.[45]

Iida in his study *Language teaching via weblogs: Exploring new possibilities of teaching Japanese in JSL/ JFL contexts* describes that using weblogs positively affects student perceptions of language learning. More specifically, weblog-based individual learning can help students become self-directed, and reading peer weblogs in particular motivates students to learn

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[44] Reece Lamshed et al,. (2002, June). Blogs: personal e-learning spaces. P. 65 (online) From: http://learningweblogs.spaces.live.com/Blog/cns!6343CF57F28ACE4C!187.entry Retrived on 6th May 2010
[45] Terry Fellner and Matthew Apple. 2006, Developing writing fluency and lexical complexity with blogs. The JALT CALL Journal. Vol. 2, No. 1, p. 15-26. (online) From: http://jaltcall.org/journal/articles/2_1_Fellner.pdf Retrieved on 6th May 2010

Japanese. He also says that the application of weblogs provides students with opportunities to reflect on their learning styles, which is essential to facilitating autonomous learning. But in other hand, the result of his study is quiet dissatisfied. [46]

Wu in his paper *Using blogs in an EFL writing class* not only explains how to create blog in *blogger.com* but also shows the advantages of using blogs in writing class. In this study he has applied blogs in his class. But same as before, his study result is so unpleasant. [47]

Many previous case studies that related to term blog such as, Farmer and Yue in *Using blogging for higher order learning in large-cohort university teaching: A case study*, Griffith and Wong in *Empowering Adult Learners through Blog: An Australian Case Study*, Hao in *Integrating Blogs in Teacher Education*, Baylen in *Adult Learners Learning Online: A Case Study of a Blogging Experience* believe that the application of blogs in education have so many benefits. On the contrary their study result also dissatisfied.[48]

While educators believe that the use of blogs in education especially in language teaching have so many advantages, but their research result is quite

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[46] Atsushi lida, op. cit., P. 12
[47] Wen-shuenn Wu., op. cit., P. 430
[48] Terry T. Kidd and Jared Keengwe. 2010. *Adult learning in the digital age: perspectives on online technologies and Outcomes*. New York: Information Science Reference

superficial. It seems that there is still a wide gap between belief and action. As an example, Wu in his research *Using Blogs in an EFL Writing Class* shows that 41 (85%) students believe that posting articles on their blog is a good idea, but on the contrary only 8 of them posted more than eight articles in one semester, overwhelming majority of them agree that it was a good idea to post articles on a blog. [49]

Different from their research which is only focuses on the advantages and implementation of blogs in language teaching. This research the researcher will try to find not only the responses but also the students' improvisation after the implementation of blogs in the teaching of writing, and this method will be applied at the students of senior high school.

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[49] Wen-shuenn Wu, op. cit., P. 4

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the researcher chooses classroom action research (CAR) as a research design.

Mills in Henning et al identifies action research as "Any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn."[50]

There are two essential aims of all action research: to improve and to involve. Action research aims at improvement in three areas: first, the improvement of a practice; second, the improvement of the understanding of the practice by its practitioners; and third, the improvement of the situation in which the practice takes place. Those involved in the practice being considered are to be involved in the action research project in all its phases of planning, acting, observing, and reflecting.[51]

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[50] John E. Henning, Jody M. Stone, James L. Kelly. 2009. *Using Action Research to Improve Instruction : an interactive guide for Teachers*, New York : Taylor & Francis Routledge. P. 5
[51] Ibid., P 6

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"Action research is undertaken for the purpose of improving student learning by introducing more effective teaching strategies. Action research has been shown to improve student achievement, provide opportunities for professional development, help teachers make their practice more explicit, and serve as a pre-professional activity for pre-service teachers."[52]

Lewin in Arikunto says that action research has four steps: Planning, acting, observing and reflecting.

In this study, the researcher acts as an English teacher at the second grade SMA Widya Darma Surabaya. The researcher uses blogs to the teaching of writing at SMA Widya Darma Surabaya is expected to solve the problems in teaching writing.

The classroom action research in this study is done within two meetings in each cycle. First meeting is used for explaining and giving material, second meeting is used for submitting and evaluating material. The design of this classroom action research consists of four stages, which are: planning, implementing, observing, and reflecting.

B. Subject of the study

The subjects of this study are the second grade students of SMA Widya Darma Surabaya. The researcher chooses the second grade because he has an assumption that internet and writing skills of the students at the second

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[52] Ibid.,

grade are quite enough, that support students to follow this research. Actually there are two classes at the second grade, which consist of XI IPA and XI IPS. In this research, the researcher chooses XI IPA. Because on the schedule, when English subject the computer laboratory only free at this class.

C. Setting of the study

The data of this study are taken from the second grade students of SMA Widya Darma Surabaya which is located on Jl Ketintang 147 Surabaya. The researcher chooses this school for some reasons. First, this school has internet connection to support this study. Second, the location of this school is easy to be reached because this school is located near the highway. Finally, it will become the first research in this school in using blogs as a tool in the teaching of writing.

D. Research procedure

The model of this research is showed on the diagram below:

Figure 3.1

1. Planning

In the classroom action research, the researcher makes a preparation. At this stage, the researcher prepares a suitable model of lesson plan, instructional material, and media.

a. Lesson Plan

The lesson plan is designed by considering the following items: course identity, the aim, stage of teaching and learning activities, material, and assessment.

In this research, the researcher makes lesson plan of using blogs in the teaching of writing. In the lesson plan usually there are three steps to do writing activity, namely pre-teaching, while-teaching, and post-teaching. To be more specific, the following are the steps of using blogs in the teaching of writing. First stage is warming up which has aim to make student's mind fresh and ready to study about the topic, this stage consists of opening and pre-writing. Second stage is main activity which has aim to practice writing for detail. Third stage is closing activity which has aim to give feed back and evaluate students' understanding. (See appendix 1)

b. Instructional media

In this research, the researcher prepares the instructional material and media which are suitable to the topic for writing class. Both the material and media are taken from text book, internet or other sources that support this research. The material and the media must be interesting, and are able to support the teaching and learning process. For those reasons the researcher makes blogs as media to be applied in the teaching of writing. The blog can be accessed by this address http://www.writing-media.blogspot.com. (See appendix 2)

2. Implementing

In this Implementing stage, the researcher implements the blogs based on the lesson plan that has been designed before. The implementation of the plan for each cycle in two meeting which in each meeting takes about 2x45 minutes.

3. Observing

This stage is done to identify the classroom activities during the teaching and learning process. It is done while the action (using blogs) is being implemented. The researcher uses

observation checklist when the researcher is doing observation. The researcher does observation in order to monitor the class atmosphere while the blogs is being implemented. The result of the observation can be inputs for the teacher in the next meeting.

4. Reflecting

Reflection is included with analysis from the activity that has been done. It can be the evaluation from the planning until observation. The result from this stage can be inputted in the next cycle.

A. Data collection technique

In collecting the data, the researcher uses observation, questionnaire, and the documentation.

1. Observation

Observation is an evaluation by observing to the objects directly, accurately, and systematically.[53] It can be about the situation of teaching and learning process when the researcher implements blogs in the teaching of writing. The situations that are observed are about the implementation

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[53] Burhan Nurgiantoro, *Pengajaran dalam pengajaran bahasa dan sastra*, Third Edition, (Jogjakarta: BPFE anggota IKAPI), P. 57

of blogs in teaching writing, how the students' responses to the activity, and how the material is used in the classroom activity.

The activity must be followed by giving a thick (V) to the observation checklist. This means that in this research the researcher must make forms of observation, then asking help to the formally-appointed English teacher to give checklist to every item. The form of observation to the material may comprise whether the material are interesting or not. (See appendix 3)

2. Questionnaire

The next way in collecting the data is questionnaire. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.[54] In this research students are given some statements that have aims to get opinion from them. The students must select of five options about the statements based on what they got after the research. As a measurement instrument, the researcher uses Likert scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.[55] Likert scale is used to measure students' responses. The researcher gives the questionnaire in the last

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[54] Wikipedia, The Free Encyclopedia. *Quesyionnaires.* (online) From: http://en.wikipedia.org/wiki/Questionnaire, Retrieved on 2009-11-18
[55] Prof. Dr. Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R&D.* Bandung: Alfabeta. P. 93

meeting. The questionnaire consists of 25 statements which are divide into two types, favorable and unfavorable. Every Likert's item has five response alternatives: Strongly approve, Approve, Undecided, Disapprove, and Strongly disapprove. The questionnaires can be accessed directly via class blog (ww.writing-media.blogspot.com). (See appendix 4)

3. Documentation

The documentation is a set of documents relevant to the research context, e.g. course overviews, lesson plans, students' writings, classroom materials/texts, students' profiles. The data in this study were students' writing score.

B. Data analysis technique

In data analysis the researcher analyzes the result of teaching and learning process by using blogs.

There are some kinds of the data which must be analyzed. First, the data concern the result of students' activity in the classroom when blogs are implemented in the teaching of writing. In this research, the researcher does observation checklist to the student in teaching learning process during two meetings in each cycle. The observation checklist is needed to know the whether or not the students are active in teaching learning process (See appendix 3).

Second, the data concern the students' responses after the implementation of blogs in teaching writing. At this point, the researcher gets the data by using questionnaire in the last meeting. The questionnaire is needed to know the students' responses toward teaching and learning process by using blogs in teaching writing (See appendix 4).

Third, the data concern the students' writing score or progress in every meeting during the application of blogs in the teaching of writing. Documentation is used to answer this problem by recording students' works.

CHAPTER IV

DATA ANALYSIS

This chapter mainly discusses the finding of the research and the interpretation of the data to answer the research problems stated in the first chapter.

A. The Result of Teaching and Learning Proses

The research starts on 17th November 2010; the researcher explains how to create a blog in *www.blogger.com*. Firstly, students must make an email account from Google (Gmail), after that students sign in on their accounts and open *www.blogger.com* on their browser. The next step is to enter a title and URL for the new blog. And the last step is to choose a template to determine font, color and layout of the blog when viewed as webpage.

1. First Cycle

The first meeting was held on 20th November 2010. The time using was 2x45 minutes. The teacher started the class by saying greeting and checking students' attendance to make class become conducive. Before he teaches the class, he had prepared topic which would be used to teach writing by using blogs. In this cycle, the teacher used analytical exposition as a topic. The main goal of this lesson, students will have practice to write an analytical exposition text. Finally at the last session they can

38

make a simple analytical exposition text according to the generic structure of analytical exposition text.

a. Pre-writing Activity

In the pre-writing activity, the teacher asked students to open the class blog and arrange some paragraphs into a good text. Then the teacher asked students by following questions:

1. What is suitable title for the text
2. What is the topic of the text?
3. What is the main idea of each paragraph?
4. What is the conclusion of the text?

The teacher asked those questions to make students' mind fresh and ready to study about the topic. Unfortunately, the pre-writing activity above still did not effective to create students' enthusiasm to read the text.

b. While Writing Activity

In this session, the teacher asked students to open the class blog and read a posting about analytical exposition. After that if they still confusing about the topic, they could visit the links which had been provided by the teacher. In this activity, the teacher did not explain about the material. So the students must be active to visit the links and read about the materials. This aimed to stimulate students to

become autonomous learning. Before students make their own analytical exposition text, the teacher gave a chance to them to ask if they still did not understand the topic. After that students made a simple analytical exposition text based on the teacher's theme and posting it on their blog.

c. **Post-writing Activity**

After students finished their assignment, the teacher checked students' written work to know they had done their assignment. Then the teacher gave general evaluation about students' written work, the evaluation were about grammatical errors, language use, and others.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about the difficulties and responses toward the using of blogs. As a result, the researcher got some information from the students' responses. The teacher also could know how far the technique helped the students to comprehend a text. The result of dialogue could be the reflection for the next cycle.

2. **Second Cycle**

In the second cycle, the teacher started the lesson not only by saying greeting and checking the students' attendance, but also motivating the students to become active in this lesson. The teacher had prepared the

topic which would be used to develop the implementation of blogs. Same as before, in this cycle the teacher use analytical exposition text as a topic.

a. Pre-writing Activity

In the pre-writing activity, the teacher asked students to open the class blog. After that the teacher gave following questions to them:

1. What is the topic of the text?
2. What is thesis statement of text above?
3. What is the main idea of each paragraph?
4. What is the conclusion of the text?
5. Does the writer give his arguments on the topic?

Those questions aimed to build students' schemata, in order to make students ready to receive the lesson.

b. While Writing Activity

In this occasion, the teacher asked students to stay opening the class blog. After that, the teacher gave instruction to students to identify the text. In this time, students were no more confused as first cycle. Then after they had identified the text, the teacher asked students to make an analytical exposition again. Different as before, in this cycle the teacher provided more themes to make students become creative to write the text.

While all of the students were making an analytical text, the teacher controlled the students' work by coming to their desk and giving motivation to them. This cycle had successfully helped the students not only to comprehend a text but also improve their writing. As a result, they were also enthusiastic to write the text.

c. Post-writing Activity

After conducting the activity, the teacher got the students to finish their work. Then, the teacher gave general evaluation about students' written work, the evaluation were about grammatical errors, language use, and others.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about the difficulties and responses toward the using of blogs. As a result, the researcher got some information from the students' responses.

B. The Description of Research Findings

The research findings contain the data collected during the research. The data are resulted from the instruments of the research. The observation checklists were used to collect the data about classroom activities. The questionnaire is used to collect the data about the responses of the students toward the implementation of blogs in the teaching of writing.

The indicator of this research is students are able to make an analytical exposition text and get a minimum standart score of 70 in their written work.

1. The Result of Observation Checklists

To observe the class during the implementation of blogs in the teaching and learning process, the researcher needs help from formally-appointed English teacher to give a thick (v) on the observation checklist which had been provided by the researcher.

a. First Cycle

The first cycle was done on 20th November 2010. The text used in this cycle was analytical exposition text. This meeting was the first time for the students to use the new strategy introduced by the teacher. To begin the class, the teacher introduced the topic of the text by asked students by some questions. Then, students open the class blog and identified a text about analytical exposition. In the end of the activity, students made a simple analytical text and posting it on their blog.

As an observation result of the first meeting, the researcher found that in general the students of XI IPA had some difficulties in translating Indonesian to English, even in making simple sentences. The students tend to make the draft of writing in Indonesian then translating it into English.

From the observation checklist, it could be seen that the teacher got difficulty to manage the class. He also forgot to give motivation to the students. One thing to be taken into consideration was that this strategy still had not motivated the students to write a text.

b. **Second Cycle**

The second cycle was held on 27th November 2010. Same as before, in this cycle used analytical exposition text as a topic. In the second cycle, students were no more confused with the mechanism of the strategy because they had been taught by using this method. There were no remarkable things to be reflected in this cycle because the activity has been done by the students well.

As an observation result on the second cycle, the teacher found a little of students' mistake when they wrote the text. The class is so conducive because the teacher had controlled the time allocation and motivated students to do their work effectively. The weakness on this cycle was about the using of English in the teaching and learning process, so sometimes the teacher mixed between Indonesian and English.

2. The Result of Questionnaires

To know the students' responses, the teacher gave questionnaires to the students and then analyzed it. The teacher used the free online survey program from Google (*docs.google.com*). This program allows users to create an online questionnaire quickly by following simple procedures. Once one survey is created, the survey can be renamed as a new survey with the same questions for replication or with any revisions made for improvement.

In the questionnaires, the teacher used likert items to measure students' responses. There are 25 statements on this likert items. Below was the result of questionnaires which was given to the students in the last meeting. To make them clear, the teacher analyzed every number of the statements one by one. To measure the students' responses, the teacher used the following formula:

The Percentage Score = $\dfrac{\text{Total earned}}{\text{Total of the students}} \times 100\%$

The results of questionnaires were:

1) I can improve my writing ability through the blogs.

Figure 4.1

Sangat Setuju	Strongly Agree	58%
Setuju	Agree	33%
Ragu-ragu	Undecided	8%
Tidak Setuju	Disagree	0%
Sangat Tidak Setuju	Strongly Disagree	0%

2) I feel writing lessons more easily to be understood through the blogs.

Figure 4.2

Sangat Setuju	Strongly Agree	17%
Setuju	Agree	83%
Ragu-ragu	Undecided	0%
Tidak Setuju	Disagree	0%
Sangat Tidak Setuju	Strongly Disagree	0%

3) I feel my writing skills improved after the implementation of blogs.

Figure 4.3

Strongly Agree	25%
Agree	75%
Undecided	0%
Disagree	0%
Strongly Disagree	0%

4) I feel comfortable with English language learning through blogs.

Figure 4.4

Strongly Agree	17%
Agree	75%
Undecided	8%
Disagree	0%
Strongly Disagree	0%

5) I feel more confident to collect the writing task by using the blogs.

Figure 4.5

Strongly Agree	50%	
Agree	25%	
Undecided	25%	
Disagree	0%	
Strongly Disagree	0%	

6) For me writing is very hard lesson even though it use a variety of teaching methods.

Figure 4.6

Strongly Disagree	0%
Disagree	83%
Undecided	17%
Agree	0%
Strongly Agree	0%

7) I feel less confident to do writing tasks through the blog if I do it alone.

Figure 4.7

Strongly Disagree	8%
Disagree	67%
Undecided	25%
Agree	0%
Strongly Agree	0%

8) I do not appropriate to learn writing using the blogs.

Figure 4.8

Strongly Disagree	42%
Disagree	58%
Undecided	0%
Agree	0%
Strongly Agree	0%

9) I am always trying to improve my writing skills through blogs.

Figure 4.9

Sangat Setuju	Strongly Agree	83%
Setuju	Agree	17%
Ragu-ragu	Undecided	0%
Tidak Setuju	Disagree	0%
Sangat Tidak Setuju	Strongly Disagree	0%

10) Although I do not understand how to use the internet but I must optimize my writing assignment.

Figure 4.10

Sangat Setuju	Strongly Agree	50%
Setuju	Agree	42%
Ragu-ragu	Undecided	8%
Tidak Setuju	Disagree	0%
Sangat Tidak Setuju	Strongly Disagree	0%

11) Although English is a difficult lesson, I still would do it for my success.

Figure 4.11

Strongly Agree 8%	
Agree	67%
Undecided	25%
Disagree	0%
Strongly Disagree	0%

12) I needed help from friends to do the blog task.

Figure 4.12

Strongly Disagree	42%
Disagree	42%
Undecided	8%
Agree	8%
Strongly Agree	0%

13) I am lazy to learn by using blogs.

Figure 4.13

Strongly Disagree	25%
Disagree	58%
Undecided	17%
Agree	0%
Strongly Agree	0%

14) By using blog, I became more interested to learn writing.

Figure 4.14

Strongly Agree	25%
Agree	67%
Undecided	8%
Disagree	0%
Strongly Disagree	0%

15) I think in the future the use of blogs is necessary to improve writing ability.

Figure 4.15

Sangat Setuju	Strongly Agree 33%
Setuju	Agree 58%
Ragu-ragu	Undecided 8%
Tidak Setuju	Disagree 0%
Sangat Tidak Setuju	Strongly Disagree 0%

0 1 2 3 4 5 6 7

16) In my opinion, using blogs or not is same.

Figure 4.16

Sangat Tidak Setuju	Strongly Disagree 17%
Tidak Setuju	Disagree 67%
Ragu-ragu	Undecided 8%
Setuju	Agree 8%
Sangat Setuju	Strongly Agree 0%

0 2 4 6 8

17) By the knowledge to operate a blog, I have a new hobby to be more creative.

Figure 4.17

Sangat Setuju / Strongly Agree		67%
Setuju / Agree		25%
Ragu-ragu / Undecided		0%
Tidak Setuju / Disagree		8%
Sangat Tidak Setuju / Strongly Disagree		0%

18) By using the blog, my knowledge becomes increased.

Figure 4.18

Sangat Setuju / Strongly Agree		42%
Setuju / Agree		58%
Ragu-ragu / Undecided		0%
Tidak Setuju / Disagree		0%
Sangat Tidak Setuju / Strongly Disagree		0%

19) By early to learn writing through blogs, then I can use my spare time to increase my knowledge through reading blogs on the internet.

Figure 4.19

Strongly Agree	8%
Agree	67%
Undecided	25%
Disagree	0%
Strongly Disagree	0%

20) In my opinion, blogging is a boring job.

Figure 4.20

Strongly Disagree	33%
Disagree	58%
Undecided	8%
Agree	0%
Strongly Agree	0%

21) I think blogging can waste of time, money and energy.

Figure 4.21

Sangat Tidak Setuju	Strongly Disagree	8%
Tidak Setuju	Disagree	75%
Ragu-ragu	Undecided	8%
Setuju	Agree	8%
Sangat Setuju	Strongly Agree	0%

22) I believe that by using blogs, my writing ability increased.

Figure 4.22

Sangat Setuju	Strongly Agree	42%
Setuju	Agree	50%
Ragu-ragu	Undecided	8%
Tidak Setuju	Disagree	0%
Sangat Tidak Setuju	Strongly Disagree	0%

23) I believe that the use of blog made me more active in class.

Figure 4.23

Strongly Agree	17%
Agree	58%
Undecided	25%
Disagree	0%
Strongly Disagree	0%

24) I am pessimistic that the use of blog allows me to express my opinions in the class.

Figure 4.24

Strongly Disagree	42%
Disagree	50%
Undecided	0%
Agree	8%
Strongly Agree	0%

25) I doubt writing material can be covered through the blogs

Figure 4.25

Strongly Disagree	8%	
Disagree	75%	
Undecided	17%	
Agree	0%	
Strongly Agree	0%	

3. The Result of Documentation

To know about the progress of the students' writing ability, the teacher documented students' score from first meeting until the last meeting. There are two scores from first cycle and second cycle. He used ESL Composition profile to give students' score.[56] The profile offers an analytic method of assessing the ESL students' writing that could also used to provide learners with feedback about their writing. The composition profile had five component which are content, organization, vocabulary, and mechanic. (See Appendix 8)

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[56] Joy M Fried. 1993. *Teaching ESL Wrtiting.* New Jersy : Englewood Cliff. P. 236

The following are students' score from first cycle and second cycle:

Figure 4.26

Students' Score (First Cycle)

No	Name	Content	Organization	Vocabulary	Language Use	Mechanic	Total
1	Alfian Jefri P.	20	14	13	17	4	68
2	Dwi Hario S.	22	16	15	17	4	74
3	Eko Rusly S.	19	14	15	16	3	67
4	Ervina Putri A.	22	14	14	18	3	71
5	Farida Ariani	21	14	14	17	3	69
6	Ferry R.	22	14	13	17	4	70
7	Lina Santoso	26	17	15	17	4	79
8	Maya Icha W	20	15	16	18	4	73
9	Mei Andriyani	20	17	17	17	3	74
10	Novi Ariyadi	22	13	13	17	3	68
11	Nurul Amalia	22	14	14	17	4	71
12	Rizal Mustofa	20	14	14	17	3	68

Figure 4.27

Students' Score (Second Cycle)

No	Name	Content	Organization	Vocabulary	Language Use	Mechanic	Total
1	Alfian Jefri P.	20	17	17	18	4	76
2	Dwi Hario S.	20	16	15	17	4	72
3	Eko Rusly S.	26	19	17	20	4	86
4	Ervina Putri A.	22	19	17	17	4	79
5	Farida Ariani	21	17	16	16	4	74
6	Ferry R.	24	17	16	17	4	78
7	Lina Santoso	24	17	17	20	4	82
8	Maya Icha W.	20	19	17	18	4	78
9	Mei Andriyani	23	17	17	19	4	84
10	Novi Ariyadi	23	18	17	17	4	79
11	Nurul Amalia	22	15	16	17	3	73
12	Rizal Mustofa	21	17	17	17	4	75

C. Discussion

In this section, the discussion is divided into four points, namely the discussion of the classroom activities during the implementation of blogs in the teaching of writing, the discussion of the students' responses toward the implementation of blogs in the teaching of writing, the discussion of the students' writing progress after the implementation of blogs in the teaching of writing. The explanation of each discussion is described as follows:

1. The Discussion of the Learning Process during the Implementation of Blogs in the Teaching of Writing

This point discusses the whole activity of teaching and learning processes during the implementation of blogs in the teaching of writing, from the first until the second cycle.

In this part, the discussion is divided into three points. First is about the teacher's preparation, Second is about the implementation of blogs, and the last is about the teaching result. First is about the teacher's preparation. In the first cycle, the teacher's preparation was not good. The teacher forgot to motivate the students and arouse the students' schemata about the topic. In the second cycle, there was an improvement in the teachers' preparation. The teacher had prepared the lesson well. Before beginning the lesson, the teacher motivated the students and activated their background knowledge.

The second is about the implementation of blogs in the teaching of writing. In the first cycle, the students might a little bit confuse with the implementation of blogs because it was the first time for them to apply such a strategy and the teacher much more dominated the classroom. On the contrary, in the second cycle, the teacher showed an improvement in implementing the blogs in the teaching of writing. The teacher also no longer dominated the classroom so that the students were motivated to write the analytical exposition text. They were also active to participate in the classroom.

The last one is about the result in the implementing of the technique. In the first cycle, although the topic had been explained by the formally-appointed English teacher, it was not in line with the students' interest. Therefore, the students were less motivated to write the analytical exposition text. The teacher also found that in general the students had some difficulties in translating Indonesian into English, even in making simple sentences. The students tend to make the draft of writing in Indonesian then translating it into English. On the contrary in the second cycle, the teacher found a little of students' mistake when they wrote the text. The class was so conducive because the teacher had controlled the time allocation and motivated students to do their work effectively.

2. **The Discussion of the Students' Responses toward the Implementation of Blogs in the Teaching of Writing**

In the description of the research findings, the result of questionnaire has been briefly explained. The result of the questionnaire is analyzed based on the research problem that is going to be revealed. To measure students' responses toward the implementation of blogs in the teaching of writing, the teacher analyzes the data by using likert scale measurement.

Below is the recapitulation of the questionnaire result which was given to the students in the last meeting:

Figure 4.28
The Recapitulation of Questionnaire Result

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	5	4	4	4	3	4	4	5	5	5	4	2	4	4	5	4	4	5	3	5	4	3	4	5	4
2	5	4	5	4	4	4	4	4	5	5	4	4	3	5	4	3	2	5	4	4	2	5	5	4	3
3	5	4	4	5	5	4	4	4	5	5	4	5	3	3	5	5	5	4	4	4	4	5	4	5	4
4	5	4	5	4	5	4	5	5	4	5	4	3	4	5	5	4	4	4	4	3	4	5	5	5	5
5	5	4	4	5	4	4	3	5	5	5	4	5	5	4	5	4	5	5	4	4	4	4	3	2	4
6	3	4	4	4	5	4	4	5	5	4	4	5	4	4	4	4	5	5	4	5	4	4	4	4	4
7	5	4	4	4	4	4	4	4	5	4	3	5	5	5	4	4	5	4	5	4	4	5	3	5	4
8	4	4	5	4	5	4	3	4	5	5	4	5	5	4	4	4	5	4	3	4	3	4	4	5	4
9	5	4	4	4	5	4	4	5	5	4	4	4	4	4	4	5	5	4	4	5	5	5	3	4	3
10	4	4	4	4	3	3	4	4	5	3	5	4	4	4	3	2	5	4	4	4	4	4	4	4	4
11	4	5	4	4	3	4	4	4	5	4	3	4	4	4	4	4	4	5	4	4	4	4	5	4	4
12	4	5	4	3	5	3	4	4	4	4	3	4	4	4	4	4	5	4	3	5	4	4	4	4	4
Sum	54	50	51	49	51	46	47	53	58	53	46	50	49	50	51	47	54	53	46	51	46	52	48	51	47
%	90	83.3	85	81.6	85	76.6	78.3	88.3	96.6	88.3	76.6	83.3	81.6	83.3	85	78.3	90	88.3	76.6	85	76.6	86.6	80	85	78.3
$\sum x$												2087.5													

The formula is: $M = \dfrac{\sum x}{N} = \dfrac{2087.5}{25} = 83\%$

From the result above, 83% were in the range 71% - 85% which means good. So we can conclude that students' responses toward the implementation of blogs in the teaching of writing were good and acceptable.

3. **The Discussion of the Students' Writing Progress after the Implementation of Blogs in the Teaching of Writing**

In this section, the researcher presents the result of implementing blogs in the teaching of writing. The discussion is divided into two points. First is about the achievement of minimum standart score, and second is about the recapitulation of increasing score.

a. **The Achievement of Minimum Standart Score**

The teacher documented the students' score in each meeting in order to know student's writing progress. He used ESL composition profile to assess students' writing.

Based on the target of this research, the minimum standart score was 70, while the maximum score is 100. Since the minimum standart score of this research is 70, the cycle of this research will be stopped when all the students have reached the minimum standart score. In this research, the second cycle is considered as the last cycle because all the students have achieved the minimum standart score.

After collecting the students' writing score, then the teacher analyzed the data by using ESL composition profile. In the first cycle, total scores of students' writing was one student got 79, two students got 74, one student got 73, two students got 71, one student got 70,
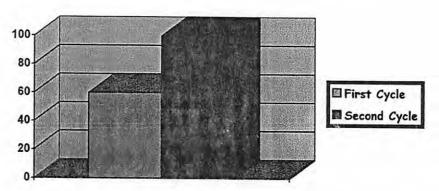
one student got 69, three students got 68 and one student got 67.

However in the second cycle, total scores of students' writing was one

student got 86, one student got 84, one student got 82, two students got

79, two students got 78, one student got 76, one student got 75, one

student got 74, one student got 73, and one student got 72.

In the first cycle, the data above showed that 60 % students

were able to get score more than 70. While in the second cycle, all the

students got the minimum standart score. The increasing percentage of

the minimum standart score between first and second cycle is 40%. It

means that all the students accepted the implementation of blogs in the

teaching of writing, because all the students have been able to reach

the minimum standart score.

The result of minimum standart score percentage could be

completely seen in the diagram below:

Figure 4.29

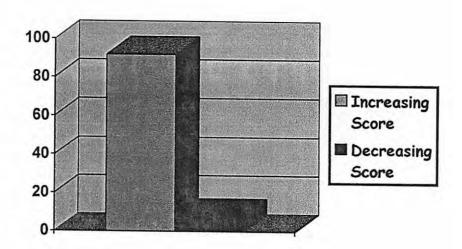**Diagram of Minimum Standart Score Achievement**

b. The Recapitulation of Increasing Score

In this section, the teacher analyzed the increasing score of students' writing between first and second cycle. The teacher found that there was some improvisation on the students' writing score. The increasing score was 92 %, and 8 % got decreasing score. This means that only one student got decreasing score. By this result, we can conclude that in general the implementation of blogs in the teaching of writing improved students' writing ability.

The result of the increasing score could be seen in the diagram below:

Figure 4.30

Diagram of the Increasing Score

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study focuses on the implementation of blogs in the teaching of writing. Based on the result of the study, it can be concluded that:

1. The implementation of blogs in the teaching of writing can be done based on the plan. First stage is warming up which has aim to make student's mind fresh and ready to study about the topic, this stage consists of opening and pre-writing. Second stage is main activity which has aim to practice writing for detail. Third stage is closing activity which has aim to give feed back and evaluate students' understanding. Although there were some difficulties, in general students can receive this technique effectively.

2. Students' responses toward the implementation of blogs in the teaching of writing are good. For about 83 % students accept that blogs can be implemented in the teaching of writing, which help them to improve their writing skill.

3. The implementation of blogs in the teaching of writing improved students' writing ability. The result of the research showes that 100% of the students could get the minimum standart score achievement in the second cycle.

B. Suggestion

1. For the Teachers

➢ As an alternative method, the teacher can use blogs in the teaching of English, Especially for writing skills. The teacher can utilize free blogging services such as *blogger.com, wrorpress.com, blogsome.com, blog.com,* to support this method. In this case, the researcher prefers to use *blogger.com* because it is user-friendly, easy to access, and adaptable to multiple blogs.

➢ To make students more interested in learning, the teacher can give some additional links to other site.

➢ The teacher should choose some topics which are interesting and familiar to the students. This means that "neither too easy nor to difficult", is a principle in teaching to make them more motivated to write.

➢ The teacher should control the time allocation, in order to make the learning process effective and efficient.

2. For The Students

The students should practice individually their skill in operating the blogs to improve their writing ability. By the availability of internet access which is easy and cheap, students can practice their knowledge of writing through blogs in their school, internet café or home.

3. For Further Research

The researcher realizes that this study may have weaknesses due to some kinds of limitation. He suggests that further research needs to be undertaken to analyze more methodically students' writing in terms of both quantity and quality by using blogs or other media such as wiki or web 2.0.

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