

**IMPROVING STUDENTS' WRITING SKILL THROUGH ENGLISH WEB  
BLOG AMONG YEAR X STUDENTS OF SMA NEGERI 7 PURWOREJO  
IN THE ACADEMIC YEAR OF 2010/2011**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education**



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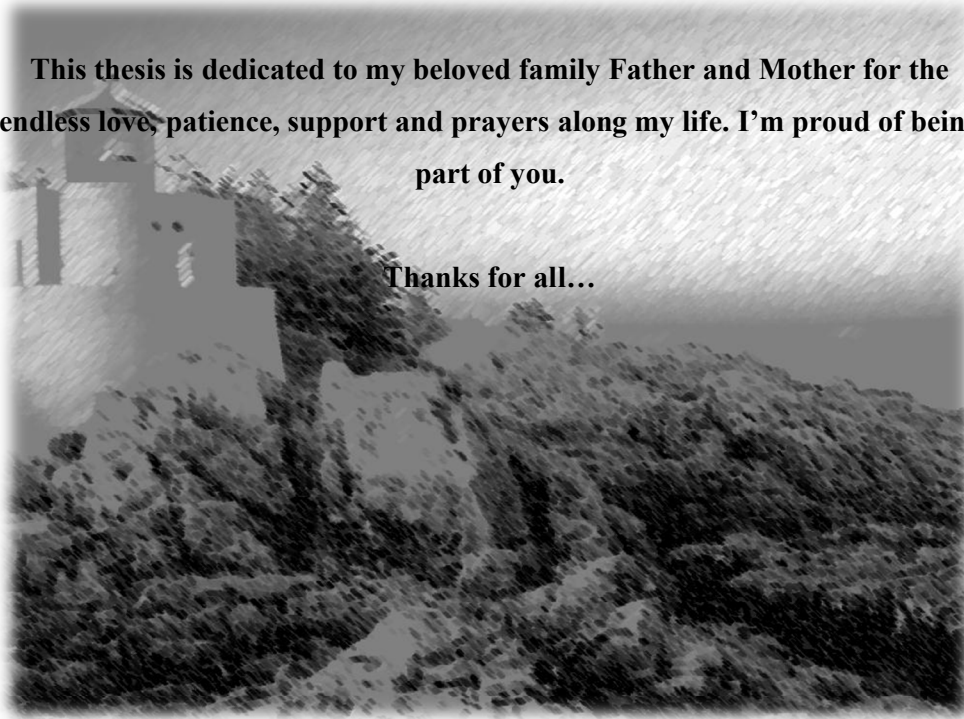
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## **DEDICATION SHEET**

**This thesis is dedicated to my beloved family Father and Mother for the endless love, patience, support and prayers along my life. I'm proud of being part of you.**

**Thanks for all...**



## **MOTTOS**

Keep moving forward

Choose the best choice from the best choices

There is still sky above the sky

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Alhamdulillahirobbil'alamin is the first word I said when I realized that this thesis had been finished. I felt like getting a miracle when I wrote the last page of this thesis. My praise and thanks are to Allah SWT, the most Merciful and Almighty Who always blesses me and guides me to be more patient and zealous in finishing my thesis. Hence, I never forget to thank Him for the first time.

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Yogyakarta, April 18<sup>th</sup>, 2011

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**ABSTRACT**

This study aimed to improve students' writing skills through the English web blog in the Class X.6 of SMA N 7 Purworejo. Based on the preliminary observation, there were problems, namely poor students' writing skills, low students' interest toward writing, teachers' style in teaching, the role of media and the inappropriate utilization of internet facility. With reference to the observations, the students had some problems in recount text writing in terms of the generic structure, the purpose and the language features. They also did not really know how to correct their mistakes in their own writing because their English teacher tended to directly correct their mistakes.

This study was an action research study consisting of two cycles, involving 32 students of Class X.6, one English teacher as the collaborator and the researcher himself. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' writing skills through the pretest and posttest. The qualitative data were analyzed using the qualitative data analysis proposed by Miles and Huberman (1994), consisting of data collection, data reduction, data display, and conclusion drawing and verification. The quantitative data were analyzed using a t-test with the SPSS version 16.0 program.

The results of this study show that the use of the web blog is effective to improve students' writing skills based on the qualitative and quantitative data analysis. The learning process became more interesting and the students enjoyed the writing process. The students' problems in writing can be reduced by using web blog in the teaching-learning process and applying writing stages through web blog. The mean difference between the pretest score and the posttest score in Cycle 1 was significant with  $t = -6.428$  ( $p < 0.05$ ). The mean difference between the posttest score in Cycle 1 and the posttest score in Cycle 2 was significant with  $t = -4.982$  ( $p < 0.005$ ). The results show that students' writing skill improves significantly through blogging activity. It can be concluded that the students are more enthusiastic and more interested in writing English.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

The teaching and learning of English as a foreign language is very complex. Writing is the most crucial skill in learning English. Richards and Renandya (2002) state that there is no doubt that writing is the most difficult skill for the second language learners to master. Learners need to combine a lot of components to compose a good writing, starting from grammar to cohesion and coherence in writing. These will be difficult points for many students to write. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

In the learning process, writing becomes a problem for the students of the first grade of senior high school observed. In SMA N 7 Purworejo, there are some problems that relate to the English writing process. The students have low competency in writing; their understanding about aspects of writing is poor. Their knowledge of grammar, diction, and cohesion and coherence are not used appropriately. Students' sentences often contain a lot of grammatical errors, especially in using tenses. Learners need to improve their knowledge on diction. They have difficulties in taking words to the context when developing sentences, so they cannot compose a good paragraph.

The learning media contribute to the teaching and learning process. It can stimulate students' idea to develop their writing. The learning media can be



visual, audio, audio-visual, and multimedia. However, the use of learning media in writing class in SMA N 7 Purworejo is still rare. This school is an RSBI (*Rintisan Sekolah Bertaraf Internasional*). It has complete media that can be used in the learning process, but the teachers seldom use the computer laboratory. The internet connection is available in that school but it is never used in writing class. The students' motivation in writing English becomes low. The style in teaching is lecturing style which is not interesting for the students. The teacher does not use media like the computer laboratory with internet connection. The students feel bored and not interested in English, especially writing.

Considering the issues above, the researcher tried to use teaching media which can encourage the students to improve their writing skill to the first grade students of State Senior High School 7 Purworejo by using English web blog.

## **B. Identification of Crucial Factors**

From the interviews and observation conducted prior to the research activity, the researcher found some information about the problems in the English teaching-learning process in that school. The problems relate to the students' writing skills, students' interest toward writing, teachers' style in teaching, the role of media and the utilization of internet laboratory.

The first problem relates to the writing skills. The students' skills in writing seem to be improved. They do not understand the components of writing. The content, organization, cohesion, register, vocabulary and grammar of their

writing are poor. The teachers have to help the students from all the writing problems.

The second problem relates to the motivation. Students' moods are important in the writing process. Writing is built from the ideas in the students' mind. During the learning process, students are not interested in writing. They feel bored and do not follow the lesson well. A new innovation in learning process is needed to develop students' interest in writing. Building their interest is a good way in teaching writing. The students have to love writing.

The third problem relates to the teaching style. Teaching the writing skills to the learners is very important. The teachers' style in teaching gives effect to the students' understanding about materials. The teacher does not have variation in teaching. The teacher's teaching style is lecturing, so the teachers talk too much in front of the class. It makes bored the students during the learning process. The students do not pay attention to the teachers. They do not pay attention to what teacher said.

The fourth problem relates to the media. The role of media in teaching process is very important. The media can help the students to understand the materials. The teachers are seldom to use media because the teachers' knowledge about media is low. The teachers are afraid to use the media such as computer. That factor also causes the learning process of the writing activity. The students enjoy the learning process with the use of media.

The last problem relates to the function of media. The internet connection provides a lot of sources to develop the materials. The internet laboratory is a

good media for the students in writing activity. It needs more knowledge for the teachers in using that media. The teachers do not utilize it because their weakness in using technology.

### **C. Limitation of the Problem**

Based on the problems, the researcher focuses on improving students' writing skill by using media because this problem is feasible for the researcher and will be very helpful for the teacher and students to improve teaching and learning process. The researcher uses the web blog media in the writing process on the first semester. The researcher has two reasons for the use of web blog media. The first, web blog is a communicative media for writing process. By giving blogging activities, the students can be more enthusiastic in the writing class. The second, the efforts that are done in this research are limited by physical factors such as the time. The researcher does not have enough time to handle all of the problems in this school because only has one semester to do this research. Related to these reasons, these efforts in this research are limited to improve Grade X students' writing ability at SMA N 7 Purworejo.

### **D. Formulation of the Problem**

From the identification above, it can be seen that there are many areas that can be investigated. The researcher formulates the problem as follows:

1. What steps should be taken to improve students' writing skill by using web blog?
2. Does web blog-based learning improve students' writing skill?

#### **E. Objectives of the Study**

Based on the formulation above, the objectives of the research are to identify the steps of using web blog in writing and to investigate the students' writing skill improves significantly through blogging activity.

#### **F. Significance of the Study**

The result of this research is expected to give advantages theoretically and practically.

##### **1. Theoretical Advantage**

This research is to give insight to improve students' writing skill in learning English for the first grade students of SMA N 7 Purworejo.

##### **2. Practical Advantages**

- a. For the researcher, the research can give a practice in developing her knowledge and skill in using writing media.
- b. For the English teachers in SMA N 7 Purworejo, the research can be used a source of information about ways to improve the students' writing ability.
- c. For the principal of SMA N 7 Purworejo, the research will help him to improve his understanding about EFL learning processes. Such understanding

will encourage him to facilitate any efforts to improve the EFL learning processes in the school.

- d. For SMA N 7 Purworejo students, the research will make them more interested and motivated to learn and to write English.
- e. For other researchers, the research can give general knowledge of how to improve students' writing skill. The research also can be used as the foundation for the next research.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Literature Review**

This chapter presents a review of theories concerning the research variable underlying the study. This is presented in three headings: the nature of writing, web blog, and teaching writing through web blog.

##### **1. The Nature of Writing**

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means they involve producing language rather than receiving it. Brown (2000) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to make the product. Besides, there are some of requirements in doing these steps. In teaching writing, the teacher should implement four basic writing stages, like what Richards and Renandya (2002) state that process writing as a classroom activity incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teachers; namely, responding (sharing), evaluating and post-writing. The writing skills are very important and cannot be ignored in language learning.

##### **a. Micro-skills of writing**

The subdivisions of writing skills into macro and micro-skills have been proposed by several experts. Spratt et al. (2005) state that writing involves several

sub-skills. Some of these are related to accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. In composing the writing product, Brown (2001) states the compositions that should be included; they are meeting certain standards of prescribed English rhetorical style, reflecting accurate grammar, and being organized in conformity with what the audience would consider to be conventional. According to Brown (2001), there are twelve micro-skills of writing as follows.

- 1) Producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation conventions.
- 2) Producing writing in a good management rate of speed to suit the purpose.
- 3) Producing an acceptable core of words and using appropriate word order patterns.
- 4) Using grammatical systems correctly in tenses, agreement, pluralisation, patterns and rules.
- 5) Expressing a particular meaning in many types of grammatical forms
- 6) Using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas.
- 7) Using the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplishing the communicative functions of written texts according to form and purposes.

- 9) Conveying links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguishing or differentiating between literal and implied meanings when writing.
- 11) Correctly delivering cultural in specific reference
- 12) Developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

The process of writing emphasizes on the balance between process and product. The students have to face the process of prewriting, drafting, revising, and editing. The final product should be done through the process.

#### **b. Teaching Writing**

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.



Teaching can be defined as helping someone to learn something. This is supported by Brown (1994) who defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. This means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Brown (2001) states that many years ago, the writing was taught by the teacher only focused on the final product of writing. It can be in the forms of essay, report, and story. For composition of the writing Brown also adds his opinion that the writing should meet certain standards of prescribe English rhetorical style, use accurate grammar, and be organized properly based on the audiences' environment.

Shih (1996) in Brown (2001) states some processes of approaches of the writing. Those processes are considered as the modern way of writing that have been discussed earlier in this chapter. They are as follows. 1) Focusing the activity on the process of writing that leads to the final writing product. Stages of writing are important to be applied. 2) Helping the students to understand on their own composing process. 3) Helping the students to build repertoires of strategies for prewriting, drafting, and rewriting. 4) Giving students chance or time to write and rewrite their ideas. 5) Placing central importance aspect of writing on the process of revision. 6) Giving students chance to discover what they want to say as they writer. 7) Giving students feedback through the process of writing (not just on the final product) as they attempt to bring their expression closer and closer to intension. 8) Encouraging feedback from the instructor and peers. 9) Including

individual discussion between the teacher and the students during the process of composition.

Students need to perform their skills after they shown the techniques of writing and the components of writing itself. In performing of the product, there are some types that can be used. Brown (2001) explains some performances in writing learning. These are the types of classroom writing performance.

1) Imitative or writing down

In this type, dictations writing is used; students will write down English letters, words or sentences to learn the conventional of the orthographic codes.

2) Intensive or controlled

The function of this performance is to improve the grammar ability of the students. This type will be like a written grammar exercise. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3) Self-writing

This type will only use the students as the audience, so they write for themselves.

4) Display writing

The shapes of this performance are short answer exercise, essay examination, and research report.

5) Real writing

There are 3 types of real writing: academic, vocational, and personal. Academic gives the opportunity for the students to covey genuine information to

each other. Vocational is used for advancement in the students' occupation. Personal involves the writing of diaries, letter, post card, notes, and personal message.

The concept of the research focused on how the teacher teaches English (writing) by using web blog as a media. In this case, the teacher as an instructor and also as a supervisor for students' work.

## **2. Web blog**

Media are an important aspect in the learning process besides learning method. According to Hackbarth (1996) in Winarno (2009) multimedia are the multiple media formats for the explanation of information including texts, graphics, video and audio information. Computer-based interactive multimedia includes hypermedia and hypertext. Hypermedia are a computer-based system that process graphic, video and audio. Hypertext is a non-linear organized and accessed screen of text and static diagrams, pictures and tables. Piskurich (2004) added e-learning refers to learning that occurs as a result of information obtained in form of electronic data. It can be several of format and procedures. Garrand (2006) also states that multimedia can be called as interactive media because there is interactive program there, such as click-and-read page.

Choosing a certain learning methods will influence the kind of media used. Hamalik (1994) in Winarno (2009) states that the use of learning media in the learning process can build motivation and stimulus in the class and also give psychology effect to the learners. The students more attracted with the use of media in the classroom. The variation or combination the media gives positive

effect toward students' response. Piskurich (2004) states the personal learner advantages of e-learning. They are as follows. 1) Reduced travel time and cost for learners. 2) Convenience of any time and place. 3) Opportunity for repeated practice. 4) Easy of review. All the advantages give the easiness for the students during learning process. According to Reddi and Mishra (2003), media can stimulus our brain to process data from eyes and ears. The students will be more interested with the explanation. A little illustration media is helpful than no media at all.

The internet that is called as a universal network with lot of applications on its program can be used in IT-based education. Hefdzallah (2004) in Muhammad Adri (2008) states the internet has its root in connecting people to share ideas and information and in connecting people with sites that store information. These are the reason for existence and tremendous growth. Besides, Hefdzallah (2004) in Muhammad Adri (2008) mentions the features of internet. The features are universal access that people can get the information from other place in the world. It contains rich of multimedia resources. It is a publishing media that is easy to find and get, and also easy to add the information. It is an interactive media that can be manage on its content. Dias (1999) in Chee and Wong (2002), too, indicates that technology can be considered as being integrated only if it is used in a seamless manner as part of the daily learning process that takes place in the classroom. It should not be considered as a separate activity that can be completed apart from the learning process in classrooms. Roblyer, Edwards and Havriluk (1997) in Chee and Wong (2002) put in another way. It is

the most difficult thing for the teacher in creating the condition where the learning process and technology occur in one place and situation. The integration between them is important. Besides, the teacher should think on how the users can use technology in learning.

The function of technology in the schools is to enhance teaching and learning. Using technology can enhance the connection between the curriculum, instruction and assessment methods. It also gives school greater capacity and autonomy in the use of IT for school improvement. Chee and Wong (2002) state that there are many integration strategies addressing to a specific learning or teaching need.

Starting from shared-media in digital-world, it becomes a new application today. Many people call web blog or blog. Web blog provides a space in storing data. It can be used as a media in the learning process. Some experts give the definition of web blog. A blog (a contraction of the term "web log") is a type of website, 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. "Blog" can also be used as a verb, meaning to maintain or add content to a web blog. Galien and Bowcher (2010) state that blog is a fairly new tool for written communication and interaction and appear in many different languages. Mynard (2007) also gives a description that a blog (or web log) is a kind of online diary that has been reported to be a useful tool for language learners for a number of reasons. From two descriptions of weblog, it can be concluded that a weblog is an online tool in

communication which can be used in learning process freely. Web blog is one of the application of computer network technology that has been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc. Web blog is interactive so it allows the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language. There are many features that can be used to support the teaching and learning process. Ali Zaki (2008) states the parts of web blog. They are as follows.

a. Web blog Post

It is the basic features of web blog. Everyone can share everything such as short writing, link, picture, video etc. to all friends. It is displayed in chronological order.

b. Web blog Comment

The teacher can use it to make many kinds of comments from the material and ask the students to make comments. It is a tool for interaction in web blog.

c. Subscription / RSS

This part provides entry subscriber by giving notifications if there are something new. RSS gives up to date news for the people.

Blogging gives students a chance to express their ideas to be explored into writing because web blog gives students motivation in developing their skills. This research uses web blog as a media because web blog has several advantages. Muhammad Adri (2008) states that web blog has advantages. 1) Publishable, it is easy and cheap to post materials, and also able to access in everywhere. 2)

Accessible, it is easy to find in search machine based on subject, author or both of them. 3) Social, web blog provide a tool that can be used to connect various site. It makes easier to connect among sides of the world. 4) Viral, the information spreads faster through web blog. 5) Syndicable, the content of the web blog is easy to syndicate by other in the world. It is easy to get thousands information in a second. 6) Linkable, web blog links to others, has access to people on everywhere. Web blog is two ways communication. Based on the advantages above, there is no doubt that web blog will be very helpful for teachers and learners in the learning process.

One of the field that affected by advanced technology is educational field. As one of the unlimited information sources, internet becomes an educational source today (Muhammad Adri, 2008). Advanced technology in educational field become popular today. It is showed by distance learning and e-learning concepts. Both of them utilize internet facility and information technology in the learning process (Muhammad Adri, 2008). Web blog in this research is correlated with CALL (Computer Assisted Language Learning).

Many web blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical web blog combines text, images, and links to other web blogs, Web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many web blogs. Most web blogs are primarily textual, although some focus on art (Art web blog), photographs (photo web blog), videos (Video

web blogging), music (MP3 web blog), and audio (podcasting). Micro web blogging is another type of blogging, featuring very short posts.

### **3. Teaching Writing through Web Blog**

#### **a. Teaching Writing Materials at Senior High School**

Moreover, according to the Regulation of National Education Ministry (Permendiknas) no. 22, year 2006 about the standard of competences and basic competences for English teaching and learning process from BSNP (2006), the Senior High School students grade X in the first semester have to pose several competences as follows:

**Table 1: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester One**

<b>Standard of competence</b>	<b>Basic competence</b>
To express an idea in a short functional written text in the context of daily life	To express an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally in accurate, fluent, and acceptable way, in the context of daily life
To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life and to access	To express meanings and steps of rhetorical essays in accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure

From the standard of competence and basic competence on Table 1, it can be applied by using English web blog to the materials come from recount text. The researcher makes some steps in teaching writing especially recount text. Some treatments will be given during teaching-learning process by the teacher. The students are expected to understand the materials during 2 cycles or 8 meetings. The teacher uses blog as media in writing. All the students put their



writing on web blog that is made by the teacher. Starting from planning, the students are given a chance to write their ideas on the blog. After that, the students make a draft and post it into blog. Their draft can be seen by all the students and the teacher. The teacher gives feedback to their draft in order to revise students' writing. This step is called revising. The last step, the students make an editing based on the feedback.

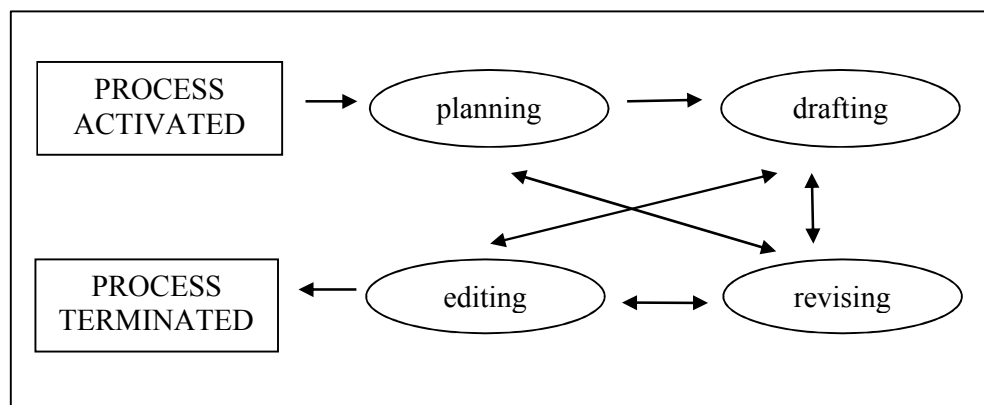


Figure 1: Stages of Writing Process

### b. Teacher Roles and Teaching Techniques

The teacher role in the classroom is very important. The teacher should control the classroom environment during learning process. There are several experts explain the use of English in the classroom. Hughes et al (2007) state a positive classroom environment offers opportunities for students to use English and encourages them in their learning. The classroom environment itself plays an important role in students' language learning. Creating classroom English is one of the ways to create the good environment to learn English. This situation sets the students' mind automatically into the English environment. Linse (2005)

states being a good English teacher should keep the consistency in using English instruction. On the classroom communication, the teacher uses only English because the students will follow their teacher habit. The students become aware on their English.

According to Chee and Wong (2003), the teacher has some roles in the teaching-learning process. The teacher needs to organize activities that have very clear structures so as to guide students towards the overall instructional objectives. These structures are especially crucial in IT-based learning environments where students cannot be assumed to be expert learners who have knowledge in IT tools. In this case IT competencies and motivation required. Therefore, the teacher should be an instructional leader who designs instructional plans to provide the structures. They are preparing lesson materials and activities, determining a lesson sequence and designing assessment.

Writing is one of the four language skills. Spratt et al. (2005) states that writing involves several sub skills. Some of these are related to accuracy. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. In teaching writing, the teachers should implement four basic writing stages, like what Richards and Renandya (2002) state that process writing as a classroom activity incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing- and three other stages externally imposed on students by the teachers; namely, responding (sharing), evaluating and post

writing. Writing skill is very important and cannot be separated in language learning.

The writing techniques that will be used are prewriting, drafting, and revising stages. Brown (2001) explains three steps of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways: 1) reading (extensively) a passage. Students get the point from the passage after they read it. Students imitate the ideas from the passage. 2) Skimming and or scanning passage. This type is almost same with the reading a passage. Students get the point from the text. 3) Conducting some outside research. Generating ideas from this type is usually used in making a report. The point comes from the research report. 4) Brainstorming. Students point out their mind by thinking for several ideas. 5) Listing. This type of writing is very familiar. Students make some points by listing and then they develop their list to a written form. 6) Clustering (begin with a key word and then add other words, using free association). Listing and clustering are two things that are almost same. The students make a branch of words and then build it to be a paragraph. 7) Discussing a topic or question. This type of writing comes from building ideas from the case in form of question that is discussed. 8) Instructor-initiated question and probes. Gaining ideas as the content of writing is very important. This writing is composed based on the instructor probes. 9) Free writing. The last type is built from the free form of writing. The writer is free to write in any kind of ideas.

The core of writing process are drafting and revising stages. In a process approach, drafting is explained as an important and complex set of strategies, the

mastery of which takes time, patience, and trained instruction. Brown (2001) mentions several strategies and skills apply to the drafting/revising process in writing. The first is getting started; the students are conditioned to start their planning on their writing. After that, monitoring the students' writing should be done optimally by giving attention on language feature. The next strategy is peer-reviewing the content by using classmates' comments. All the students are expected to give comment or feedback to other friends' writing. After giving comments, the students edit their grammatical errors. The process is helped from the feedback on their writing. After that, reading aloud in small group for a final check on errors and flow ideas. On this stage, their writing almost a final draft. The last strategy is proofreading. This is the last check on the writing before publishing for errors.

During all the steps of writing, teachers have to perform before, during and after students writing. Harmer (2007) explains the tasks of teacher in writing. The first is demonstrating. Teacher should be able to draw an explanation to the students writing. All of important aspects are drawn to students' attention. The next task is motivating and provoking students. Building students' writing has special treatment. Students need to be helped in developing ideas, concept or materials by provoking and supporting. Sometimes teachers can give them the words they need to start a writing task as a way of getting them going. It is suggested for teacher to prepare all of the solution for students' limitation. Spending all the time for students in solving their limitations is not effective. Supporting students' writing also included on the task. Students need motivation

during writing process, so the teachers are available on the class. The next is responding. This way has goal to help students develop their ideas. The teachers respond their writing content and construction by giving comment on their draft. The last task is evaluating. It is very important when judging students' writing. The teachers can ask the students where they wrote well and where they made mistakes. The teachers mark the students' error and then try to put them right.

In creating a class web blog on the students' experiences of high school the following key aspects of EFL/ESL course design were incorporated. Galien and Bowcher (2010) in their journal explain several aspects that relate to the language.

- Lexical Level

Vocabulary connected with students' experiences at school. It will be considered on students' level.

- Grammar Level

Various sentence patterns used in previous writing classes, such as those on descriptive paragraphs and paragraphs on personal introductions. So, the students do not face the difficulty.

- Textual Level

The web blog writing was largely a descriptive paragraph on students' personal experience at school, and was therefore a means of consolidating what the students had previously learned in the writing class.

- Communicative functions

Through the task of writing one's own and reading others' web blog entries, students were able to exchange personal school experiences. Students were also provided with the experience at writing a web blog entry. As web blogs are often forums for personal experience, the students were given an opportunity to use an up-to-date media available for this type of writing.

The recent advantages in educational applications of hardware and software were provided a rapidly growing resource for language classrooms. Warschauer and Healey (1998) in Brown (2001) offered the following benefits of including a computer component in language instruction. 1) There are many kinds of modal practice with feedback. 2) The students work individually in a large class. 3) There are pair and small-group work on projects, either collaboratively or competitively. 4) The students feel enjoy and motivated in using computer because the fun factor. 5) There are many kinds of the resources available and learning style used 6) It can be used to explore the learning activity with large amounts of language data g) Using computer can build the real-life skill in computer use.

### **c. Assessment in Writing**

The students' writing is scored by analytic scoring. The scripts are rated on several aspects of writing or criteria rather than given a single score. It might be rated on such features as content, organization, cohesion, register, vocabulary was created by Jacobs et al. Jacobs et al (1981) in Weigle (2002), scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and

mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points).

Table 2: **Jacobs et al's scoring profile (1981) in Weigle (2002:116)**

Score	Level	Criteria
content	30-27	Excellent to very good: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	Good to average: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject • little substance • inadequate development of topic
	16-13	Very poor: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
organization	20-18	Excellent to very good: fluent expressions • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive
	17-14	Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing •
	13-10	Fair to poor: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	Very poor: does not communicate • no organization • OR not enough to evaluate
vocabulary	20-18	Excellent to very good: sophisticated range • effective words/idiom choice and usage • word form mastery • appropriate register
	17-14	Good to average: adequate range • occasional errors of words/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range • frequent errors of words/idiom form, choice, usage

		<ul style="list-style-type: none"> <li>• meaning confused or obscured</li> </ul>
	9-7	Very poor: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction • few error of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	Good to average: effective but simple construction • minor problem in complex construction • several errors of agreement, tense, number, word order/function, articles, pronouns, preposition, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/complex construction • frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
mechanics	5	Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing • poor hand writing • meaning confused or obscured
	2	Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • hand writing illegible • OR not enough to evaluate

All of those stages will be done through blog. Teachers use web blog as a media for learners to write their writing. Teachers control their development by



giving comment on their writing. It also can be commented by other learners. It likes peer correction. To make a condition better needs some changes, but it is not easy to make changes on something that has been working continuously for a long time. It needs participation and collaboration from all the components that have a relationship with something that will be changed. Collaboration and participation are the principles of action research. According to Burns (1994) in Burns (1999) action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.

#### **B. Relevant Research Study**

The previous studies by some researchers show that the use of web-blog can improves the students' writing skill. The students feel more enjoyable to learn. It means that learning media such as web blog have a big influence on the students' skill improvement. Achmad Nizar (2008) concludes that blog utilization improves students' involvement and students' motivation in learning mathematics. Patricia Galien and Wendy L. Bowcher (2010) states that a web blog is useful for learners in developing their skill. Learners interact with this media in the learning process. Jo Mynard (2007) concludes that blog can be used as an online diary for learners. It can be accessed from another place easily. He stated a blog is very attractive media in developing learners' language.

### **C. Conceptual Framework**

English is one of the main subjects that are taught in senior high school. Although the students have got this subject since elementary school, they still face many problems in learning English. One of the problems is the writing process that is essential in learning language. Writing is complicated skill to acquire. Richards and Renandya (2002) state that writing is the most difficult skill for second language learners to master. The skill involved in writing is so complex that the students often find difficulties in writing. Generally, the students' problems in writing cover in planning, organizing and common error such as in grammar, spelling, punctuation, diction and so on.

Based on the interviews with the English teacher and observations in the first grade of the X-6 class, the researcher found some problems related to English learning process especially the writing ability. The fact shows that the students' writing ability is still low in English subject. The students' problems related to writing ability covers the students motivation toward writing, language accuracy and poor organization. There are no media in teaching-learning process so the students are not motivated. The students' motivation will be improved first because writing activity needs motivation to express the idea. The low motivation will obstruct students' interest to write. Then the researcher will improve the language accuracy. Language accuracy which covers mechanics and grammar error plays important role in writing. If students already have good accuracy, it is easy to improve other skills. Finally the researcher will improve organization of

paragraphs. Good organization of paragraphs make the writing easy to be understood.

Based on this problem, the researcher has an effort to solve the problem. The researcher conducted a research in the class. The researcher wants to improve their writing through English web blog. The researcher used writing activities based on the material that are listed in standard of competence and basic competence, because most of students assume that writing is a boring activity and they seldom get exercise on writing so the researcher wants to make it interesting by giving other way.

To improve the students' writing, the researcher cooperated with the English teachers. The first, they had to identify the problems arising related to the writing process and students' writing skill. The second, they found some efforts based on the possibility of solving the problems. The third, the researcher implemented the efforts. The fourth, they evaluated the result. Finally they made a reflection after each action was finished.

## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

This study is classified into action research. According to Kemmis and McTaggart (1988) in Burns (2010: 7), “action research has four major steps. There are planning, action, observation and reflection”. In this scheme, the researcher was helped by the teachers to find a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action.

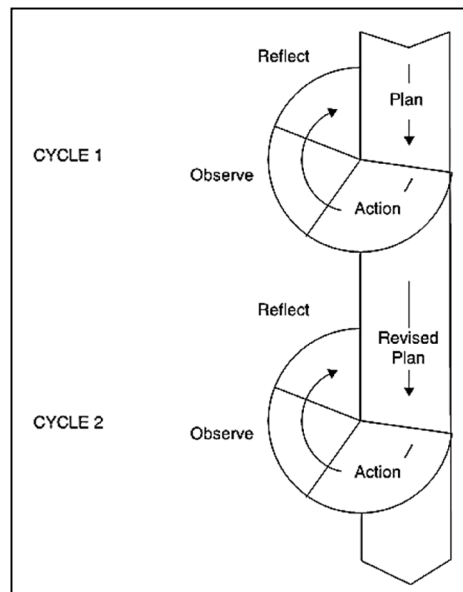


Figure 2: **Cyclical Action Research Model Based on Kemmis and McTaggart (1998) in (Burns, 2010: 9)**

According to Kemmis and McTaggart (1988) in Burns (2010), planning is the identification process of problems or issues in order to compose a plan of action to bring improvements in a certain area of the research context. Action is

the plan that is carefully considered one which includes some deliberate interventions into teaching process. The next is observation. This phase involves the researcher in observing systematically the effect of the action and documenting all the process. The last phase is reflection. At this phase, the researcher reflects on, evaluate and explain the effect of the action in order to make sense of what has happened and to understand the issue clearly.

### **B. Setting and Time of the Research**

The study was conducted in the SMAN 7 Purworejo for the first grade students of the X-6 class. SMAN 7 Purworejo is located in Jl. Ki Mangunsarkoro No 1 Purworejo.

The data were collected once a week with ninety minutes of duration in every session. The English teacher who teaches in the X-6 class is Mrs. Dra. Setyo Mulyaningsih. This study was carried out in the first semester of the academic year of 2010/2011. It was started on September 2010. The study took place according to the class schedule.

### **C. Research Subjects**

This study involved the students of the X-6 class at SMAN 7 Purworejo. It consists of 32 students. The ages of the students are fifteen up to seventeen years old. Most of them live in Purworejo and some of them come from other regency.

### **D. Instruments of the Research**

The researcher and the English teacher conducted class observations and interviewed with the research members and teachers to identify the problems. The researcher also gave a questionnaire and writing test to the students.

### 1. Field notes

The result of observation during teaching and learning process was made in the form of field notes that give clear description about the actions. The description includes the teaching learning process and the problems when the action is implemented.

### 2. Observation

The observation was conducted to enrich the information that was needed. In this way the researcher observed what had happened in the classroom when the action plans were conducted. The observation included the students' attention in learning English in the teaching-learning process and the problems when the action was implemented.

The observation was conducted after the researcher made an observation guide. It was used as guidance for the researcher in doing the observation. The researcher made a specification table of the observation guide to develop observation guideline, and then developed some statements based on the specification table. The observation guideline included the students' seriousness in using web blog, the students' braveness in asking questions, the students' ability in expressing idea, the students' response in receiving feedback, and the students' ability in finishing the task. The maximum score for each category was four. Based on the total score of students' involvement; the data were divided into 4 categories; very high, high, medium and low. After that, the statements were consulted and judged by the related experts, in this case the researcher's consultants.

### 3. Interview

The interview was conducted to get some data about the school, the teacher, the students, and the English teaching-learning process in that school. It was done before, while and after teaching-learning process. The interview involved a number of people, namely: the students of first grade and the English teacher. In the interview activity, the researcher used tape recorder to record the result of interview. The notes were audio records and interview transcripts.

The interview was done after the researcher made an interview guide. It was used as guidance for the researcher in doing interview. The researcher made a specification table of the interview guide first, and then developed some statements based on the specification table. After that, the statements were consulted and judge by the related experts, in this case the researcher's consultants.

### 4. Questionnaire

The questionnaire was given to the participants to get the students' motivation level. It was a closed questionnaire. The questionnaire was adapted from the previous study that was conducted by Kharisma Tristawanti (2010). The questionnaire consisted of 20 items. The items were related to the students' perception of in writing after the learning process through an English web blog. The questionnaire was given on each cycle. The researcher conducted a tryout to the questionnaire on the X-5 class to make sure that the items were reliable and valid. The researcher used SPSS program 16<sup>th</sup> series to calculate the

Cronbach's Alpha in order to get the validity and the reliability of the questionnaire. The aspects of items can be seen in Table 3.

Table 3: **The Aspects of Items**

No	Observed aspect	Number of items (+)	Number of items (-)
1.	Students' readiness toward writing	1, 11, 15	5, 7
2.	Students' enthusiasm during the learning process	2, 3, 16	17
3.	Students' response toward the role of media	10, 14, 20	19
4.	Students' response toward the stages of writing	4, 8, 13	18
5.	Students' ability in solving their difficulties	6, 12	9

There were two kinds of items, positive items and negative items. The positive items were scored 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree. The negative items were scored 1 for strongly agree, 2, for agree, 3 for disagree, and 4 for strongly disagree. Each item was scored based on the table of scoring. It can be seen on Table 4. The score depends on the response. There were four kinds of response.

Table 4: **The Scoring**

Answer	Score	
	Positive (+)	Negative (-)
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4



The questionnaire used the Likert scale that was modified as alternative answers in positive statement and negative statement. Positive scores were used in positive statements and negative scores were used in negative statements.

#### 5. The writing test

The test was done to get students' writing. Their work was analyzed to measure the students' progress in writing through English web blog. The students were asked to make recount text that had been discussed from the syllabus. The students' writing contained the materials from basic competence at first grade of senior high school. The students directly wrote in the web blog, so the test can be seen on the web blog. The form of the test was essay. The test was analyzed by Jacobs et al's scoring profile. The minimum score for passing grade was taken from the minimum passing criteria (*KKM/Kriteria Ketuntasan Minimum*) of the school. It is 75 for passing the subject. The researcher and the teacher analyzed the writing test. To make sure that the researcher and the teacher had same view point background of writing, the researcher compared the score from both by using Pearson product moment in SPSS program 16<sup>th</sup> series.

#### **E. The Data Collection**

The data collected in this study were qualitative and quantitative. The qualitative data were obtained by observing the English teaching-learning process in the classroom and interviewing the English teacher and the students. The data were in the form of field notes of the teaching-learning processes and interview transcripts. The field notes were the researcher's notes that were made during the observation of the teaching-learning process while the actions were conducted.

The field notes were used to give clear description about what happened in the classroom when the action plans were conducted. Moreover, the interview transcripts were the results of the interview between the researcher and the teacher, and the students. The interview transcripts were used to give clear description about the students' responses, the students' behaviors, and the teacher's response about the class activities during the actions. From the observation and interview transcripts, the researcher concluded the successful and unsuccessful result of the action.

The quantitative data were obtained through the questionnaire and writing tests. The questionnaire was related to the students' responses in writing. The questionnaire was given in each cycle to obtain the students' responses in each cycle. All the items' means were compared in each cycle to know the improvement. The writing tests were administered to reveal the development of students' writing skill. The writing tests were administered in each cycle. The students' scores were used to measure their writing improvement. The test was analyzed by Jacobs et al's scoring profile. The minimum score for passing grade was taken from the minimum passing criteria (*KKM/Kriteria Ketuntasan Minimum*) of the school. It is 75 for passing the subject. The researcher and the teacher analyzed the writing test. It was same with the questionnaire. The results of quantitative data were used as an evidence of students writing. It also strengthened the qualitative data result.

## **F. Data Analysis**

The data were obtained from the actions conducted in the field. The data were analysed from the result of field notes, observation, interview transcripts, questionnaire and writing score. From this research, the researcher obtained qualitative and quantitative data. To analyse the data, the researcher used qualitative and quantitative descriptive analysis.

1. Qualitative analysis used is the interactive analysis model developed by Miles and Huberman (1994), which consists of 3 components namely: data reduction, data display and verification. The qualitative data were analysed from observations and interviews.
  - a) Data reduction is the process of selection, simplicity and categorization of data obtained from many resources in the field. It was done through abstraction: efforts to summarize the core, process and information needed. The purpose is to make ease the categorization, the need of data analysis and the verification.
  - b) Data display was done by collecting information obtained from data reduction. Data were presented and categorized based on certain criterion in the form of narration and graphics. Information was the description of learning process, the result of observation and the result of interview. Data displayed were evaluated and interpreted to decide the next actions.
  - c) Verification is the last explanation of each action from interpreting and evaluating of data. It was done by stage from the temporary summary

gathered in the end of first cycle, followed by the last summary in the end of second cycle.

2. Quantitative descriptive analysis was used to analyse quantitative data, i.e. the data on students' motivation toward writing and students' writing test score. The data was analysed based on quantitative data analysis. The results were compared in each cycle. The researcher used SPSS 16<sup>th</sup> series to calculate the mean and standard deviation on each item. The writing test scores were presented using Jacobs et al.'s scoring profile. It was compared in each cycle to see the differences in Cycles 1 and 2.

#### **G. Research Validity**

To get the validity of the research, Anderson et al. (1994) in Burns (1999) states that there are five criteria of validity: democratic validity, result (outcome) validity, process validity, catalytic validity and dialogic validity. In this research, the researcher used three criteria of validity.

- a. Democratic validity is related to stakeholders' chances to give their opinions, ideas and comments about the implication of the action research. To get democratic validity, the researcher conducted interviews to ask the students' and the teacher's opinions, ideas and suggestions.
- b. Process validity meant that actions done in the research are believable. This criterion is applied to validate the data by looking at the teaching and learning process during the researcher conducts the research. To get process validity, the researcher made observations to the students in the learning process.

- c. The dialogic validity meant that the stakeholders could participate in the process of research. The dialogic validity relates to the process of collaborative enquiry or reflective dialogue with ‘critical friends’ or other practitioner. It was done by holding dialogues with other practitioners to ensure the validity of the data. The researcher invited a practitioner peer or critical friends during the research.

#### **H. Research Reliability**

To enhance the trustworthiness of the research and to avoid the subjectivity in analysing the data, triangulation is one of the most commonly used and best known ways. The aim of triangulation is to gather multiple perspectives on the situation being studied. According to Burns (1994) in Burns (1999: 163) “triangulation is a way of arguing that ‘if different methods of investigation produce the same result then the data are likely to be valid’”. Burns (1999) mentioned kind of triangulation, but the researcher used investigator triangulation and theoretical triangulation.

1. Investigator triangulation needs more than one observer in the same research setting. This helps avoid observer bias and provides checks on the reliability of the observations. In the research, the researcher invited another observer to observe and give notes to the students and compared with researcher’s notes
2. Theoretical triangulation analyses data from more than one perspective. The researcher analyzed the grammatical structure, content and what errors were made.

## **I. Procedures of the Research**

### **1. Determining the thematic concern on reconnaissance**

The first step in conducting this study is determining the thematic concern. In this step, the researcher conducted the observation in the classroom, and interviews with the students and the English teacher to identify some problems related to writing skills needed for the plan of action research.

### **2. Planning**

In this step, the researcher worked together with the teacher to plan some actions. The aim of the actions is to improve students' writing in the English teaching-learning process through English web blog. Actions planned to be carried out are as the following:

- 1) using classroom English during the teaching and learning process to motivate the students
- 2) introducing web blog as a new tool in writing and using web blog to give explanation the materials
- 3) using web blog in stages of writing: planning, drafting, revising, editing

### **3. Acting and Observing the Action**

In this step, the researcher implemented the actions and observed what happen in the classroom. The actions were implemented in two cycles, and each cycle will be done in two weeks. If at the first cycle is failed, it will be repeated at second cycle and if at the first cycle is successful, it will be repeated too in the second cycle. Besides, implementing the action plans, the researcher also observed and recorded the students' reactions during the activities. Based on the

observations, notes, and records of students' responses in the teaching-learning process, all research members will discuss the implementation and its changes. The result of the discussion served as evaluation for the implementation of the action plans to improve the actions to follow. Then the action is implemented involve:

- 1) planning some actions to improve the students' writing through English web blog;
- 2) implementing the planned actions in the class,
- 3) evaluating the implementation practice,
- 4) reflecting towards what happened to the implementation of the action, and
- 5) planning the next cycle on the basis of evaluation and reflection.

#### 4. Reflection

In this step, the researcher made an evaluation of the implementation of the action. The evaluation is useful to show the effectiveness of the action conducted in the teaching-learning processes. The reflection was done by all members in this study in every time after each cycle of actions is complete. Each member gave contribution to the reflection on the actions that have been taken. It is to find out whether the actions are successful or not. The successful actions were used and reapplied in the next cycle, but those which are unsuccessful will be changed into the suitable one.

## **CHAPTER IV**

### **THE RESEARCH FINDING AND INTERPRETATION**

The study was conducted based on the steps that had been previously planned. The following are the reconnaissance steps and the actions implemented in the action research. The steps of the research were planning, implementation, evaluation, and reflection of the action. The purpose of the research was to improve the process of writing teaching-learning of grade X in SMA N 7 Purworejo. To improve the process of writing teaching-learning, the researcher focused on employing English web blog in the process of writing teaching-learning.

#### **A. Identification of the Problem**

There were some activities conducted by the researcher to gain clearer identification of the field problems. They were interviewing the English teacher on September 1<sup>st</sup> 2010, interviewing the students on September 2<sup>nd</sup> 2010, and also conducting class observation on September 2<sup>nd</sup> 2010. Below was one of the field notes during the observation (the full field note can be seen in Appendix 1):

The English teacher asks the students about the materials and the homework on the last meeting, but most of the students do not do the homework. Then, the English teacher asks some questions about a recount text to the students. The students do not answer the questions and the other talk to others. After that, the teacher explains the materials about a recount text. The teacher delivers the materials without eliciting and without paying attention to the students. The teacher does not give the students a chance to talk about the materials, the teacher continues the explanation. Besides that, the teacher does not use any media in the learning process. After explaining the materials, the teacher asks the students to make a recount text based on the students' experience. The students seem bored and not attracted to the task. They have low vocabulary mastery. As the bell rings, the teacher asks the students to submit their writing. The teacher



does not give any feedback on the students' writing.(Field Note 2, September 2, 2010)

Based on the result of the field observation and the interview, there were many problems in the English teaching learning process in that school. There were 27 field problems. Those problems can be seen on Table 5.

**Table 5: The Field Problems in the Class X6, SMA N 7 Purworejo**

No	Problems	Code
1	When the teacher came to the class, the students were still not ready to study.	S
2	Some students often made a noise (talked to their friends) without paying attention to what the teacher said.	S
3	The students talked to each other when the teaching and learning activity was still going on.	S
4	The students walked around the classroom when the teaching and learning activity was going on.	S
5	The students often made up something for fun in answering the teacher's questions.	S
6	The students were lazy to consult the dictionary.	S
7	Some students had difficulties to answer the teacher's questions.	S
8	The students lacked grammar ability.	S
9	The students had difficulties to write.	S
10	The students had difficulties to generate ideas when they were writing.	S
11	The students had difficulties to pronounce the words.	S
12	The students played with their classmate when the teaching-learning process was going on.	S
13	The students asked other students to answer the teacher's questions.	S
14	The students lacked vocabulary mastery.	S
15	The students did not bring the course book.	S
16	The students did not do their homework.	S
17	The students were easily getting bored during the lesson.	S
18	The teacher often did not know that there were students playing games during the teaching-learning process.	S
19	The teacher sometimes did not give a warning when some students talked to their friends.	T
20	The teacher gave the students too little time in doing some tasks.	T
21	The teacher often treated the students differently.	T
22	The teacher did not use the learning facilities (laboratory and	F

	internet).	
23	The teacher focused on the speaking ability in English teaching-learning.	T
24	Some students were afraid of asking questions.	S
25	Some students were afraid of being pointed out.	S
26	Some students liked running around the class during the activities.	S
27	The students did not have much time in the process of teaching-learning.	S
27	The teacher style in teaching was lecturing style.	T

S: student, T: teacher, F: facility

Based on the identification above, there were some problems related to the process of writing teaching-learning. Since the focus of the study was on the use of web blog to improve the students' writing skill, therefore, the problems that had been solved were problems related to the process of writing teaching and learning especially at the recount text. The problems were categorized into students' writing skills, students' interest toward writing, teachers' style in teaching, the role of media and the utilization of internet laboratory. The identified problems were stated as follows.

#### 1. Students' writing skills

The students' skills in writing need to be improved. They did not understand the aspects of writing. Their grammar, diction and cohesion and coherence were low. The teachers have to save the students from those problems in writing.

#### 2. Students' interest toward writing

Students' moods are important in writing process. Writing was built from the ideas in students' mind. During the learning process, the students were not interested in writing. They felt bored and did not follow the lesson well. A new

innovation in the learning process was needed to develop students' interest in writing. Building their interest was a new way in teaching writing. The students have to love writing.

### 3. Teachers' style in teaching

Teaching writing skills to the learners is very important. The teachers' style in teaching gave effect to the students' understanding about materials. The teachers' style did not have variation in delivering materials. The style was lecturing. The teacher talked too much in front of the class. It made bored condition during learning process. The students were not attracted to the teacher. They did not pay attention to what the teacher said.

### 4. Role of media

The role of media in the teaching process is very helpful. It helps students in understanding the materials. The teachers were seldom using media because the teachers' knowledge about media was low. The teachers were afraid to operate the media such as computer. That factor also caused the students motivation toward writing activity. Students were attracted in using media during the learning process.

### 5. Utilization of internet laboratory

The last problem relates to the function of media. It would be better if there was an internet connection. The internet connection provides a lot of sources to develop the materials. The internet laboratory is a good media for the students in writing activity. The new knowledge was needed for the teachers in using that

media. The teachers did not utilize it because of their weakness in using technology.

During observation, the researcher did a pre-action 2x45 minutes on September 2<sup>nd</sup> 2010. The researcher got some students' problems. The first problem related to students' involvement. The students were passively joining the lesson, only some students who actively followed the lesson by asking questions or responded the teacher. The second problem related to students' motivation. The students were given questionnaire to measure their motivation toward writing. The researcher also did an interview to get students' motivation data. After the data were collected, the result showed that students were bored with current condition of teaching-learning process. The lecturing style with no media used was the main cause toward students' motivation. The next problem related to the students' achievement. The researcher measured achievement by doing writing test. The students were asked to make writing on Pre-action. The result showed that students writing need to be improved. The researcher drew the result of Pre-action as follow.

#### 1. Students' involvement

The data of students' involvement was obtained during the learning process. The researcher was helped by an observer to make notes of the students' activity. The notes were categorized into several categories; the students' seriousness in using web blog, the students' braveness in asking questions, the students' ability in expressing idea, the students' response in receiving feedback, and the students' ability in finishing the task. The maximum score for each

category is four. Based on the total score of students' involvement; the data were divided into 4 categories; very high, high, medium and low. The data were collected based on observation scoring. There are 32 students of X-6 class. Low level of students' involvement has 8 students or 25%, medium level has 20 students or 62.5%, high level has 4 students or 12.5% and very high level has no students. The result of students' involvement on Pre-action is on Table 6.

**Table 6: The Result of Students' Involvement on Pre-action**

Category	Score	Frequency	Percentage
Very high	16-20	0	0
High	11-15	4	12.5
Medium	6-10	20	62.5
Low	0-5	8	25

## 2. Students' motivation

Based on the total score from each item of the questionnaire, the level of the students' motivation was categorized. The data were divided into 4 categories, A, B, C, D and E. The data were collected based on questionnaire. Category A was students' readiness toward writing, Category B was students' enthusiasm during the learning process, Category C was students' response toward the role of media, Category D was students' response toward the stages of writing, and Category E was students' ability in solving their difficulties. The mean of each item showed the level of response. There were 5 items on the Category A to measure the students' readiness toward writing. All the items' mean were less than 3, so the students' responses were not ready with the writing. There were 4 items on Category B to measure the students' enthusiasm during the learning

process. All the items' mean were less than 3, so the students' responses were not enthusiast during the learning process. There were 4 items on Category C to measure the students' response toward the role of media. All the items' mean were less than 3, so the students' responses were not use the media during the learning-process. There were 4 items on Category D to measure the students' response toward the stages of writing. All the items' mean were less than 3, so the students' responses were not agree with the stages of writing. There were 4 items on Category E to measure the students' ability in solving their difficulties. All the items' mean were less than 3, so the students' responses did not pass the difficulties well. The result of students' motivation on Pre-action is on Table 7.

**Table 7: The Result of Students' Motivation on Pre-action**

Category	Mean					Standard Deviation				
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 1	Item 2	Item 3	Item 4	Item 5
A	1.5	1.84	1.84	1.91	1.91	0.72	0.99	0.72	0.82	0.89
B	1.72	1.66	1.81	1.72	-	0.77	0.70	0.78	0.81	-
C	1.53	1.87	1.66	1.59	-	0.72	0.71	0.70	0.76	-
D	1.75	1.65	1.68	1.63	-	0.72	0.70	0.74	0.71	-
E	1.81	1.63	1.66	-	-	0.82	0.71	0.70	-	-

### 3. Students' achievement

Based on the rubric of students' writing, the data were divided into 4 categories, very good, good, poor and very poor. The data were collected based on writing test. The researcher and the teacher made assessments. The result between the researcher and the teacher scores were divided by two to find the mean of scores. There were 7 students on the score less than 75, there was no student on

the score 75, and there were 25 students on the higher 75 score. The mean of Pre-test writing score was 68.06 and the standard deviation (SD) was 8.92. The result of the students' writing test is on Table 8.

Table 8: **The Result of the Students' Writing Performance on Pre-action**

Score	Frequency	Percentage
> 75	7	21.8
75	0	0
< 75	25	78.2
Mean	68.06	
SD	8.92	

Based on the problems found, the researcher and the teacher discussed the main causes of the problems. It was agreed that the main causes of these problems were:

1. The lack of teaching media which caused the students' motivation low in teaching and learning process.
2. Ineffective strategy of the process of writing teaching-learning.

#### **B. Determining the Actions to Overcome the Problems**

As suggested by the teacher, the researcher made some actions plans to overcome the field problems. The actions were intended to overcome the problems of the students who had difficulty to generate ideas for writing the recount text, lack of vocabulary; the students who usually did not pay attention to the teaching-learning process; the students who seemed to be lazy to study in the writing activity. The action plans were as follows.

1. Using classroom English during the teaching and learning process to motivate the students
2. Introducing web blog as a new tool in writing and using web blog to give explanation the materials
3. Using web blog in stages of writing: planning, drafting, revising, editing

The use of web blog was intended to make the students more interested in the topic of teaching-learning process. This also helped the students to comprehend the material especially in writing the recount text. Web blog, which was varied and challenging, had to attract the students' attention. Web blog encouraged them to involve the text writing in the teaching-learning process. This media also provided a tool that could help the students in checking their spelling, punctuation, and grammar. These kinds of tools were needed in developing a good writing. Moreover, the use of web blog for learning activities was useful in reducing the students' boredom during the teaching-learning process.

The process of writing included pre-writing, drafting, revising, editing, and finally, publication. Thus, writing needed process and skills that really involved students into some stages before going to written product. Every step was done at web blog. Each student posts their writing on the blog that was prepared by the teacher.

Gaining students' motivation was needed in building students' awareness toward writing skills. The students developed their self confidence in learning English especially writing. Making themselves ready to follow the lesson was the



key of successful learning process. The actions were conducted based on curriculum on that school. The researcher put the competency and the suitable theme.

### C. The Relationship between the Field Problems and the Actions

After the actions had been designed, the researcher related the field problems to the designed actions. The following table shows which field problems could be solved with the actions that had been designed by the researcher.

Table 9: **The Relationship between the Field Problems and the Actions**

Actions	Field Problems
1. Introducing web blog as a new tool in writing and using web blog to give explanation the materials 2. Using web blog in stages of writing: planning, drafting, revising, editing 3. Using classroom English during the teaching and learning process to motivate the students	1. When the teacher came to the class, the students were still not ready to study
	2. Some students often made a noise (talked to their friends) without paying attention to what the teacher said.
	3. The students lacked grammar ability
	4. The students had difficulties to write
	5. The students had difficulties to generate ideas when they were writing
	6. The students lacked vocabulary mastery
	7. The students did not bring the course book
	8. The students did not do their homework
	9. The teacher did not use the learning facilities (laboratory and internet)
	10. The teacher style in teaching was lecturing style
	11. Some students were afraid of asking a questions
	12. Some students were afraid of being pointed out

## **D. Implementation and Discussions**

### **1. The Report of Cycle 1**

#### **a) Planning**

The actions plan included some activities, which were addressed to overcome the problems. The three actions planned above were implemented in the lesson. Those were implemented based on the time that had been scheduled. The implementation of the three actions was on October 12, 14, 19, and 21, 2010.

The focus of the action in this cycle was to improve the students' writing skills. The researcher used web blog in order to improve students' writing skills especially in writing recount text. The researcher used this media as a part of the English teaching-learning process. There were four meetings in this cycle. In each meeting, the researcher used stages of writing in web blog. In the first and second meetings, the researcher used web blog for giving explanation about the web blog and the materials and started to make a plan for students' writing. In the third meeting, the researcher used web blog for drafting the students' writing. In this meeting the students asked to give feedback on the other students' writing. In the last meeting of Cycle 1, the researcher used web blog. The students asked to revise their writing and the researcher helped them by giving explanation on the feedback. In this meeting the students asked to publish their final product.

There were four meetings in the first cycle. The researcher designed some steps in applying web blog to solve the problems related to writing skills. They are as follows.

1. Using classroom English during the teaching and learning process to motivate the students
2. Introducing web blog as a new tool in writing and using web blog to give explanation the materials
3. Using web blog in stages of writing: planning, drafting, revising, editing

**b) Action and Observation in Cycle 1**

- 1) Using classroom English during the teaching and learning process to motivate the students

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials would be learnt, giving the instructions, giving the feedback, and closing the lesson. The classroom English was also used in presenting the materials, but because some students did not understand it, then Indonesian was used. It can be seen in one of the field notes below.

The researcher enters the class and greets the students. *“Good morning, How are you guys?”, “Morning Sir, I am fine, How about you?”, “Yes, I am fine too, thanks. Before we start our meeting today, I will call your name and please rise you hand.”*

The researcher asks the students to write their experience. *“Please make a short story about your experience in a piece of paper and then submit it.”*

After that, the researcher asks the students to move on the computer laboratory. The researcher explains the goal why they use the laboratory. *“Have you ever heard a web blog or blog?”*, a student says, *“Yes I have blog sir”*, another students say, *“Yes, I have heard Sir”*. After that, the researcher asks the students to open the site *“Please open your site on <http://writinglover.wordpress.com/> and then read the materials”* the researcher explains all about the web blog. (Field note 3, October 12, 2010)

From the interview with some students also got the data that the students' motivation was built through English classroom. The students tried to adapt with the English atmosphere in the classroom. The use of English during learning process motivated the students to join the English classroom. It can be seen on the interview transcript below.

- R : "At the first time I joined the class, you looked so passive, why? There were no questions. Why?"  
 Students 3, 4 : "Yes of course. If the teacher implements a classroom English, we would be motivated to use English too. The students would be challenged to use English although some words couldn't be produced because of the low vocabulary mastery." (Interview 2, October 21, 2010)

From the first action, the students' motivation in Cycle 1 was increased. There were 5 items on the Category A to measure the students' readiness toward writing. All the items' mean were almost higher than 3, so the students' responses were ready with the writing process. There were 4 items on Category B to measure the students' enthusiasm during the learning process. All the items' mean were higher than 3, but there was an item's mean less than 3. There were some students who did not answer the teacher's questions during the teaching process. There were 4 items on Category C to measure the students' response toward the role of media. All the items' mean were higher than 3, but there was an item's mean less than 3. There were some students did not want to publish their writing. The students were afraid if their writing was bad. There were 4 items on Category D to measure the students' response toward the stages of writing. All the items' mean were higher than 3, but there was an item's mean less 3. There were some students who did not use the stages of writing. There were 4 items on Category E

to measure the students' ability in solving their difficulties. All the items' mean were higher than 3, so the students passed the writing difficulties well. The result of level students' motivation in Cycle 1 is on Table 10.

Table 10: **The Result of Students' Motivation in Cycle 1**

Category	Mean					Standard Deviation				
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 1	Item 2	Item 3	Item 4	Item 5
A	3	3.03	3.03	3.03	3.03	0.87	0.78	0.86	0.82	0.78
B	2.91	3.03	3.03	3	-	0.86	0.78	0.74	0.80	-
C	3.03	2.84	3.03	3.06	-	0.74	0.81	0.78	0.72	-
D	3.03	3.03	3.03	2.38	-	0.78	0.74	0.86	0.71	-
E	3.03	3.06	3.06	-	-	0.74	0.80	0.80	-	-

The result the first questionnaire on Pre-action was compared with the result the second questionnaire in Cycle 1. There were 5 items on the Category A to measure the students' readiness toward writing. All the items' mean were almost less than 3 in Pre-action, but the items' mean in Cycle 1 were almost higher than 3, so the students' responses were ready with the writing process. There were 4 items on Category B to measure the students' enthusiasm during the learning process. All the items' mean on Pre-action were less than 3 in Pre-action, but there was only an item's mean in Cycle 1 less than 3. There were some students who did not answer the teacher's questions during the teaching process. There were 4 items on Category C to measure the students' response toward the role of media. The items' mean in Pre-action were less than 3, but there was only an item's mean less than 3 in Cycle 1. There were some students did not want to publish their writing. The students were afraid if their writing was bad. There

were 4 items on Category D to measure the students' response toward the stages of writing. The items' mean in Pre-action were less than 3, but there was only an item's mean less 3. There were some students who did not use the stages of writing. There were 4 items on Category E to measure the students' ability in solving their difficulties. The items' mean in Pre-action were less than 3, but all the items' mean in Cycle 1 were higher than 3, so the students passed the writing difficulties well. The improvement between Pre-action and Cycle 1 is on Table 11.

**Table 11: The Result of Students' Motivation in Pre-action and Cycle 1**

	Category	Mean of Items				
		1	2	3	4	5
Pre-action	A	1.5	1.84	1.84	1.91	1.91
Cycle 1		3	3.03	3.03	3.03	3.03
Pre-action	B	1.72	1.66	1.81	1.72	-
Cycle 1		2.91	3.03	3.03	3	-
Pre-action	C	1.53	1.87	1.66	1.59	-
Cycle 1		3.03	2.84	3.03	3.06	-
Pre-action	D	1.75	1.65	1.68	1.63	-
Cycle 1		3.03	3.03	3.03	2.38	-
Pre-action	E	1.81	1.63	1.66	-	-
Cycle 1		3.03	3.06	3.06	-	-

For further illustration, the comparison between students' motivation level in Pre-action and Cycle 1 is on Figures 4, 5, 6, and 7.

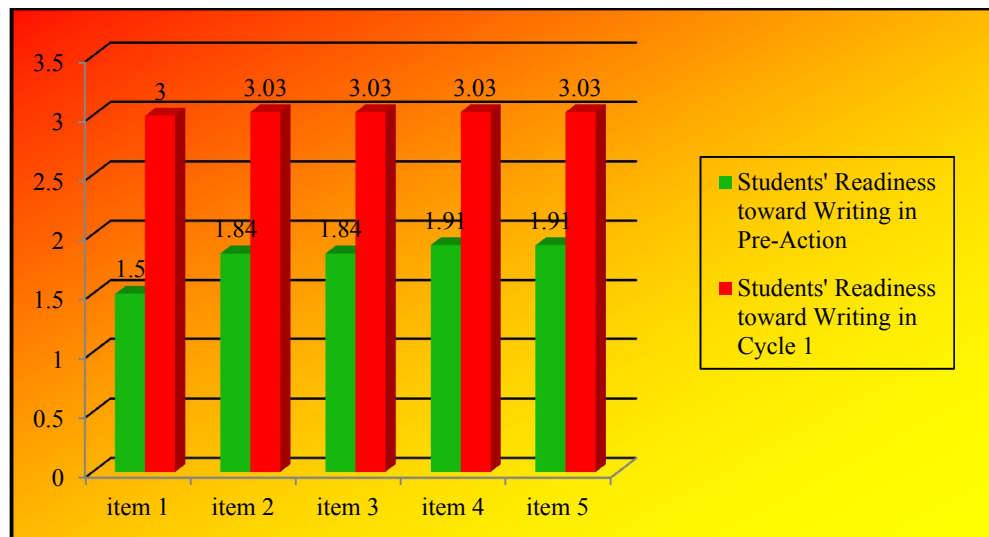


Figure 3: The Comparison between Students' Readiness toward Writing in Pre-Action and Cycle 1

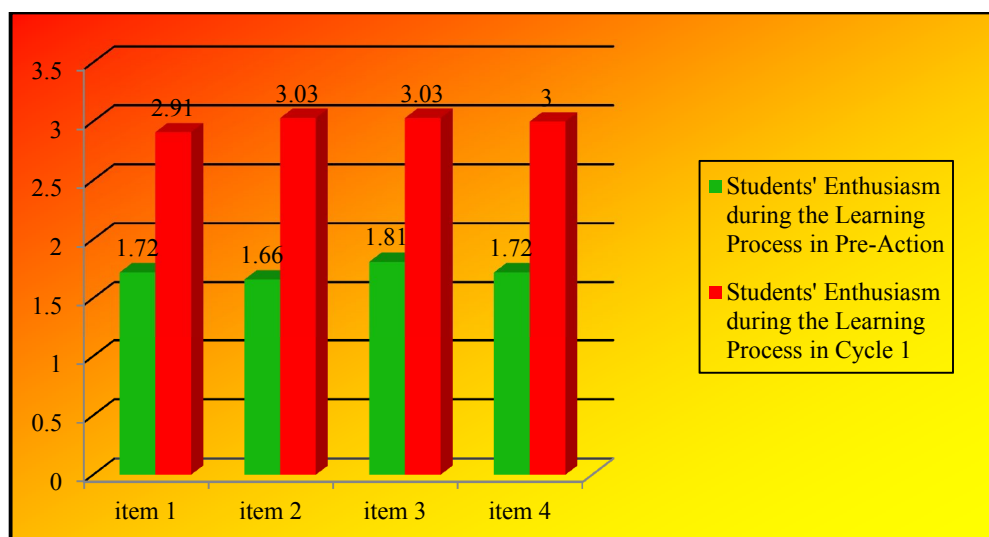


Figure 4: The Comparison between Students' Enthusiasm during the Learning Process in Pre-Action and Cycle 1

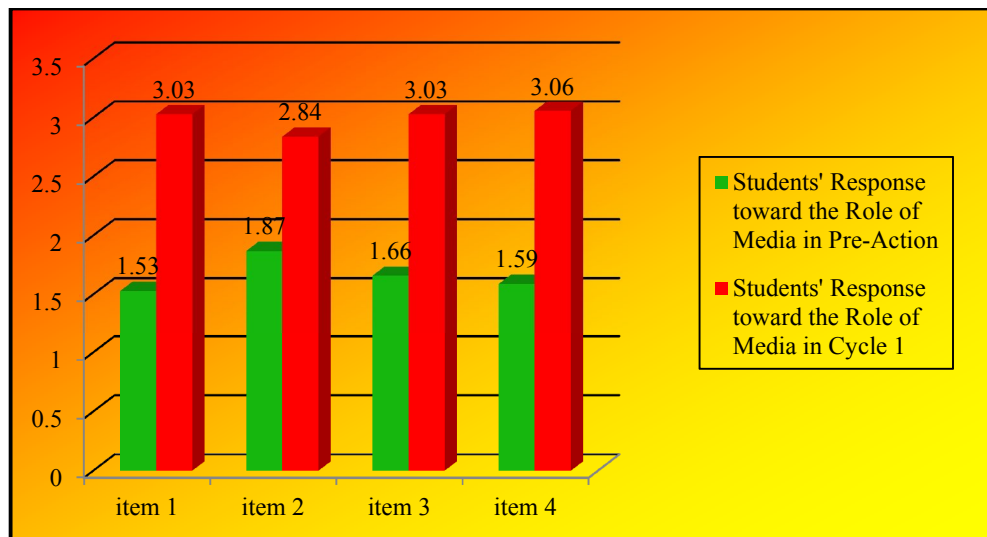


Figure 5: The Comparison between Students' Response toward the Role of Media in Pre-Action and Cycle 1

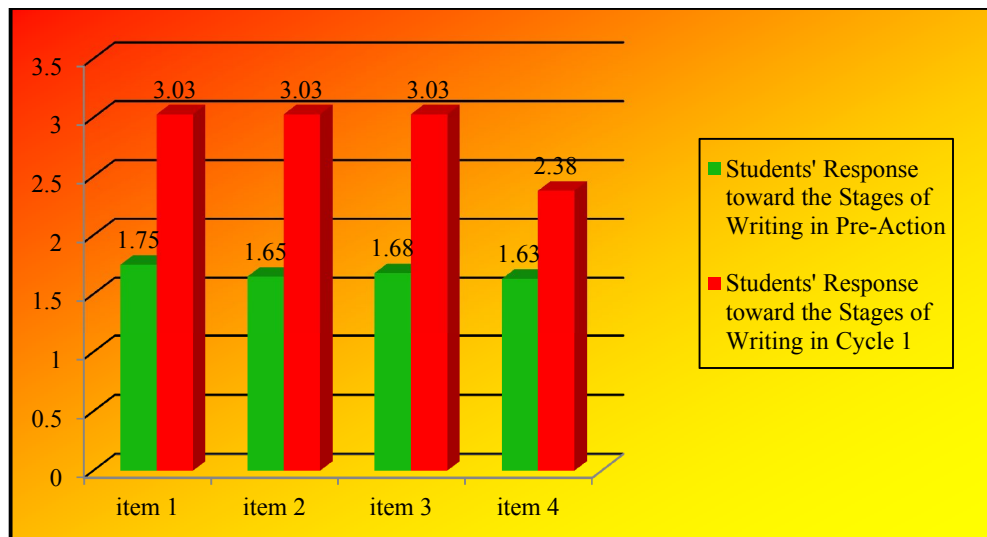


Figure 6: The Comparison between Students' Response toward the Stages of Writing in Pre-Action and Cycle 1



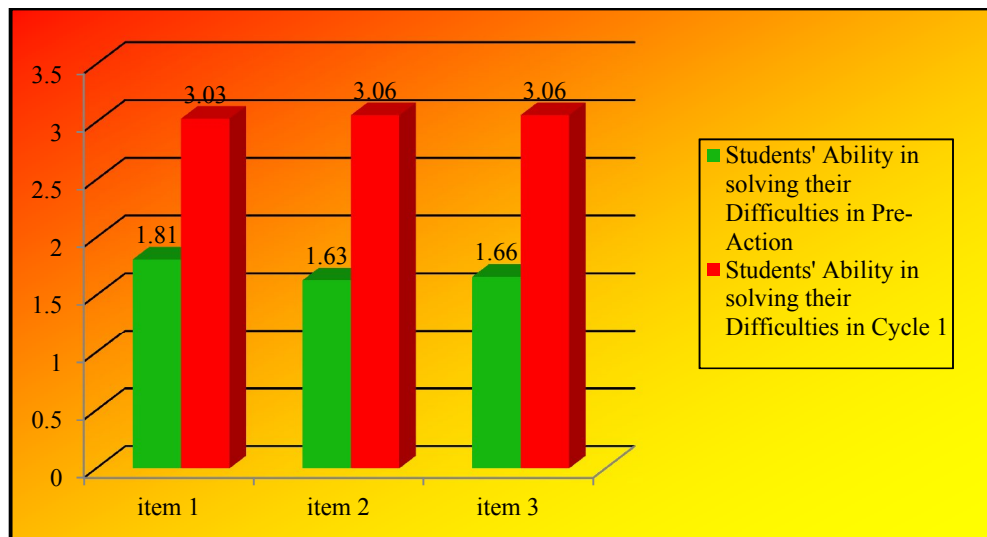


Figure 7: **The Comparison between Students' Ability in solving their Difficulties in Pre-Action and Cycle 1**

- 2) Introducing web blog as a new tool in writing and using web blog to give explanation the materials

The researcher provided a web blog for the students. The web blog contained the materials of recount text. The researcher asked the student to open the web page at <http://writinglover.wordpress.com/>. The researcher explained the function of web blog and how to make a post in web blog and monitored seriously on the students' activity. The activity above was described in the field note 3.

The researcher asks the students to open the site *"Please open your browser on <http://writinglover.wordpress.com/> and then read the materials"* and also explains the tools on the web blog. The researcher makes some activities in the web blog in order to show the function of each tool. The students are asked to write and post their writing. *"Please make a short paragraph on the web blog and then publish your writing"*. The researcher also explains the recount text materials to the students. The materials have been uploaded to the web blog. *"You can access the materials by downloading on the link there. It is very easy, isn't it?"* (Field note 3, October 12, 2010)

The researcher gave the students the interactive media in the learning process. The students showed the positive responses toward the media. The researcher interviewed the English teacher in order to know the condition during the action. The Interview 1 showed the response when the media was used in the learning process.

R: “According to the observation, what is your opinion about the method that I applied in the class?”

ET: “The students were more enthusiastic; they focused on the learning process. You handled the class well. The students understood about the materials from your explanation. The most important point is that you used classroom English well so the class atmosphere was very conducive and planned well.”(Interview 1, October 12, 2010)

After all the students opened the materials, the teacher explained the generic structures, language features and other components of recount text.

From the action, the students’ involvement was increased. It was caused by the use of web blog as a new tool in teaching learning process. From the notes of observation, there were 6 students or 18.75% on the very high level, 8 students or 25% on the high level, 18 students or 56.25% on the medium level, and no student on low level of students’ involvement. The result is on Table 12.

Table 12: **The Result of Students’ Involvement Cycle 1**

Category	Score	Frequency	Percentage
Very high	16-20	6	18.75
High	11-15	8	25
Medium	6-10	18	56.25
Low	0-5	0	0

The students’ involvement in Cycle 1 was increased because it was compared with students’ involvement level on Pre-action. The improvements on

very high and high level of students' involvement were 18.75% and 12.50%. On the medium and low level, the improvement was negative. The percentages were -6.25% and -25%. It means that the students on that level were decrease. The improvement between pre-action and Cycle 1 is on Table 13.

**Table 13: The Result of Students' Involvement in Pre-action and Cycle 1**

Category	Score		Frequency	Percentage	Improvement
Very high	61-80	Pre-action	0	0	18.75
		Cycle 1	6	18.75	
High	41-60	Pre-action	4	12.5	12.50
		Cycle 1	8	25	
Medium	21-40	Pre-action	20	62.5	- 6.25
		Cycle 1	18	56.25	
Low	0-20	Pre-action	8	25	- 25
		Cycle 1	0	0	

For further illustration, the comparison between students' involvement level in Pre-action and Cycle 1 is on Figure 9.

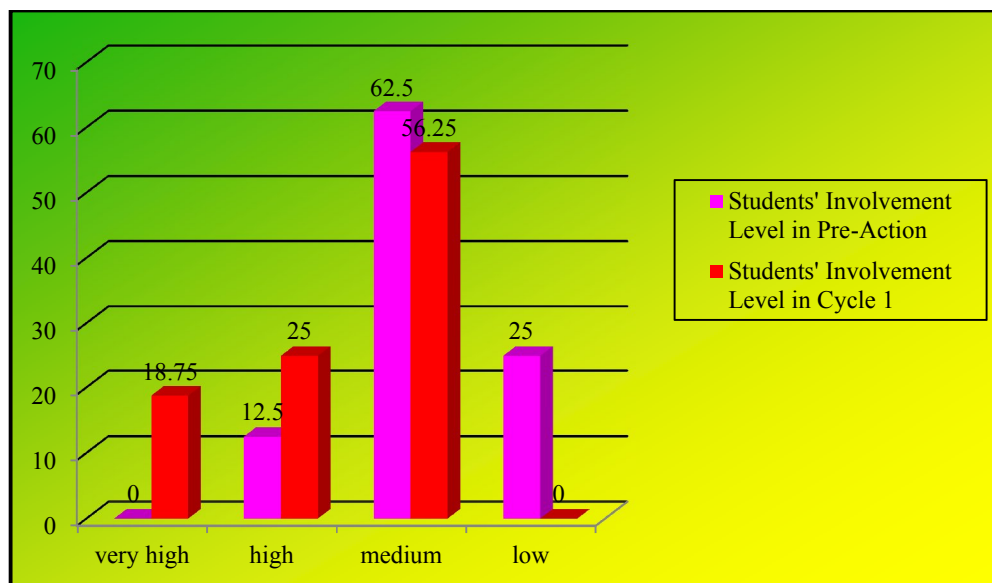


Figure 8: **The Percentage of the Students' Involvement Level in Pre-Action and Cycle 1**

### 3) Using web blog in stages of writing: planning, drafting, revising, editing

The stages of writing were applied on the web blog. After the researcher gave explanation on the materials, the researcher asked the students to make a plan on their writing and write the draft on the web blog. Besides, the researcher asked the students to give comments his/her friend's draft. It can be seen in one of the field notes below:

The researcher asks the students to open the web blog and prepares the students' outline on writing. *"Please open the web blog and prepare your outline about your experience"*. The researcher asks the students to develop their outline into a draft. *"Then, publish your draft on the web blog and please give comments on your friends' draft"*. The students look so serious in writing their draft. The students start to post their drafts. After all students have finished their drafts, the researcher asks the students to give comments on their friends' drafts. (Field note 5, October 19, 2010)

After drafting process, the researcher asked the students to revise the draft based on the comments or feedback. The researcher explained all the comments and feedback on the students' draft. Then, the students asked to publish their writing after the students had revised their writing. The activity can be seen on the field note below.

The researcher asks the students to open the web blog and shows the students' drafts. The researcher starts to discuss the common mistakes on their drafts, such as grammar, content, language use, and mechanic. The students concentrate to the researcher's feedback. After that, the students are asked to revise their drafts based on the feedback or comments. (Field note 6, October 21, 2010)

The researcher and the students discussed on the aspect of writing such as the content, organization, vocabulary, language use and the mechanics. So, the students had good understanding on those aspects. The researcher interviewed the English teacher to know the response. The response was on the Interview 1.

R : "How do you see the stages of writing that applied in the web blog?"  
 ET : "That is a good way. Starting from drafting, the students are asked to write their drafts in the web blog. Giving feedback on the students' drafts is very helpful for the students in developing a good writing. The last process is posting the draft on the web blog. It is very attractive." (Interview 1, October 12, 2010)

From the result of the students' writing test in Cycle 1, there were 13 students or 40.62% on the less than 75 level, 4 students or 12.5% on the 75 level, and 15 students or 46.88% on the higher 75 level. The mean of the score was 72.69 and the standard deviation was 7.46. The result is on Table 14.

Table 14: **The Result of the Students' Writing Test Cycle 1**

Score	Frequency	Percentage
> 75	13	40.62
75	4	12.50
< 75	15	46.88
Mean	72.69	
SD	7.46	

The students' writing test in Cycle 1 was increased because there was an improvement between Pre-action and Cycle 1. The improvement on higher 75 score and 75 score level of students' writing test were 18.75% and 12.50%. On the less than 75 score level, the improvement was negative. The percentage was -31.25. It means that the students on that level were decreased. The mean in Pre-action and Cycle 1 also improved. It was 4.63. The standard deviation was decreased so the improvement was -1.46. It means that students became more homogenous. The improvement between Pre-action and Cycle 1 is on Table 15.

Table 15: **The Result of Students' Writing Test in Pre-action and Cycle 1**

Score		Frequency	Percentage	Improvement
> 75	Pre-action	7	21.87	18.75
	Cycle 1	13	40.62	
75	Pre-action	0	0	12.50
	Cycle 1	4	12.50	
< 75	Pre-action	25	78.13	- 31.25
	Cycle 1	15	46.88	
Mean	Pre-action	68.06		4.63
	Cycle 1	72.69		

SD	Pre-action	8.92	-1.46
	Cycle 1	7.46	

For further illustration, the comparison between students' writing test level in Pre-action and Cycle 1 is on Figure 9.

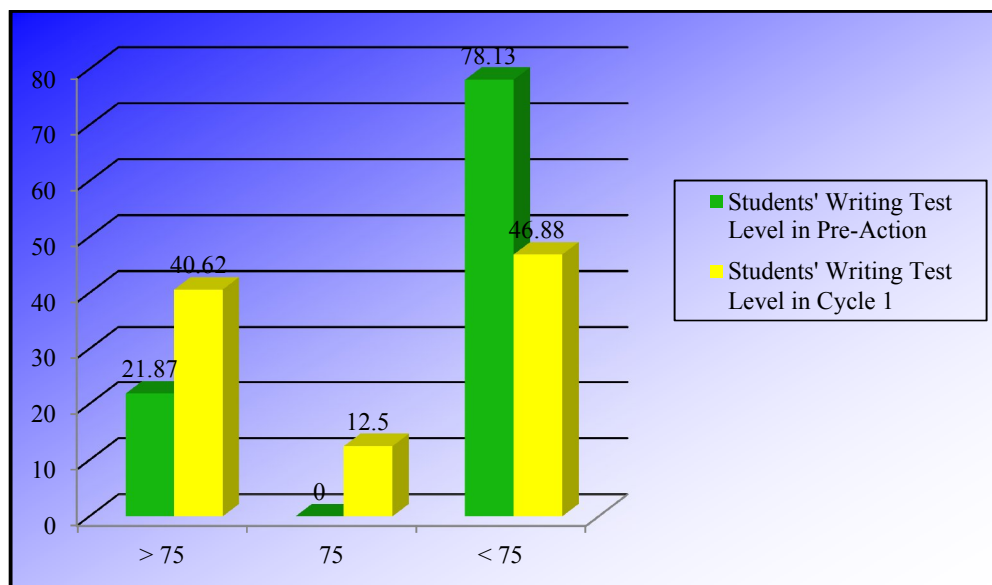


Figure 9: **The Percentage of the Students' Writing Test Level in Pre-Action and Cycle 1**

### c) Reflection and Evaluation 1

Having conducted all the activities, the researcher evaluated the actions. Although some students still made a noisy, the researcher found that the use of web blog in teaching and learning process was effective to improve the process of writing. The activities gave positive impacts. It can be seen that the students were enthusiastic like they listened and did the activities instructed by the researcher. The students accessed the material on the web blog enthusiastically. Besides, the

students used English in class communication. The students had higher motivation in using English.

Using classroom English was very helpful to motivate the students. The use of classroom English gave effect to the students. The students' involvement was increase due to English classroom activities. This finding was appropriate with Hughes et al's (2007) statement. A positive classroom environment offers opportunities for students to use English and encourages them in their learning. The classroom environment itself plays an important role in students' language learning. Linse (2005) states being a good English teacher should keep the consistency in using English instruction. On the classroom communication, the teacher uses only English because the students will follow their teacher habit. Creating classroom English is one of the ways to create the good environment to learn English. There were some of missing words on the students' utterances, because the students never used dictionary in the class. It can be seen on the interview transcript below.

- R : "At the first time I joined the class, you looked so passive, why? There were no questions. Why?"
- Students 3, 4 : "Yes of course. If the teacher implements a classroom English, we would be motivated to use English too. The students would be challenged to use English although some words couldn't be produced because of the low vocabulary mastery." (Interview 2, October 21, 2010)

The students seemed to be active in the learning process. They responded the teacher explanation or the questions. The class was mastered well by the teacher. But, some of the students did not pay attention because they enjoyed with the computer. On the computer laboratory there was a computer central that



controlled the other computer, but it did not function well. It can be seen from the interview script below.

- R : “According to observation, what is your opinion about the method that I applied in the class?”
- ET : “The students were more enthusiastic; they focused on the learning process. You handled the class well. The students understood about the materials from your explanation. The most important point, you used classroom English well so the class atmosphere is very conducive and planned well.”(Interview 1, October 12, 2010)

The students felt happy and enjoyed the blogging activity. The students used technology to help them wrote English especially recount text. The students’ skill on grammar and spelling were helped by the features of web blog. Besides, the building the ideas through stage of writing are helpful in writing. The students were asked to give feedback or comment to the friends’ draft. Some of the feedback or comments were not useful to the draft. Their comments did not discuss to the micro-skills of writing. It can be seen on the interview transcript below.

- R : “According to you, what is the effect from web blog?”
- Students 4,5 : “There is a sign when we write incorrectly or incompletely. Subject and verb agreement doesn’t match punctuation too. So, we know our error in writing.”(Interview 2, October 21, 2010)
- R : “How do you see the stages of writing that applied in the web blog?”
- ET : “That is a good way. Starting from drafting, the students are asked to make in the web blog. Giving feedback on the students’ draft is very helpful for the students in developing good writing. The last process is posting the draft on the web blog. It is very attractive.”(Interview 1, October 12, 2010)

All those findings were similar with Muhammad Adri (2008), blogging gives students a chance to express their writing to be explored because web blog gives students motivation in developing their skills. Mynard (2007) also gives a description that a blog (or web log) is a kind of online diary that has been reported to be a useful tool for language learners for a number of reasons. From two descriptions of weblog, it can be concluded that a weblog is an online tool in communication which can be used in learning process freely.

#### **d) Summary 1**

Some actions were successful but some others were successful. The successful and the unsuccessful actions were reported as follows:

##### **1) The successful actions**

- a) Using classroom English is helpful to motivate the students
- b) Using web blog to explain the materials is helpful for the students.
- c) Using web blog in the stages of writing is success to help the students in developing the idea and composing a good writing.

##### **2) The unsuccessful actions**

- a) There were some missing words on the students' utterance because the lack of vocabulary. The students never bring dictionary to complete their utterance.
- b) There were some students who did not pay attention on the weblog. They enjoyed the computer for another thing.

- c) There were some comments or feedback that not suitable. Their comments were not related to the materials.

## **2. The Report of Cycle 2**

### **a) Planning 2**

Based on the reflection in Cycle 1, the researcher and the English teacher planned to give the students web blog activity again to help them write the recount text in Cycle 2. In the first cycle, there were still problems that were not solved yet. The problems were there some students lacked of vocabulary, the students did not focus on the web blog, and the students' comments did not focus on the aspects of writing. In this cycle, the researcher and the English teacher used the similar activities like in the first cycle. They were as follows.

1. Using classroom English during the teaching and learning process to motivate the students
2. Using web blog as a new tool in writing and using web blog to give explanation the materials
3. Using web blog in stages of writing: planning, drafting, revising, editing

The actions plan included some activities, which were addressed to overcome the problems. The three actions planned above were implemented in the lesson. Those were implemented based on the time that had been scheduled. The implementation of the three actions was on October 26, 28, November 2, and 4, 2010.

The focus of the action in this cycle was to improve the students' writing skills. The researcher used web blog in order to improve students' writing skills especially in writing recount text. The researcher used this media as a part of the English teaching-learning process. There were four meetings in this cycle. In each meeting, the researcher used stages of writing in web blog. In the first and second meetings, the researcher used web blog for giving explanation again about the web blog and the materials and started to make a plan for students' writing. In the third meeting, the researcher used web blog for drafting the students' writing. In this meeting the students asked to give feedback on the other students' writing. In the last meeting of Cycle 2, the researcher used web blog. The students asked to revise their writing and the researcher helped them by giving explanation on the feedback. In this meeting the students asked to publish their final product.

There were four meetings in the second cycle. The researcher designed some steps in applying web blog to solve the problems related to writing skills. They were as follows.

1. Using classroom English during the teaching and learning process to motivate the students
2. Using web blog as a new tool in writing and using web blog to give explanation the materials
3. Using web blog in stages of writing: planning, drafting, revising, editing

## **b) Action and Observation in Cycle 2**

- 1) Using classroom English during the teaching and learning process to motivate the students

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials would be learnt, giving the instructions, giving the feedback, and closing the lesson. In Cycle 2, the researcher made activity to improve students' motivation. The researcher made small groups consist of six students. Each group made an explanation about the recount text materials. The materials had posted before on the web blog. There was no Indonesian used. It can be seen in one of the field notes below on the field note 7.

The researcher greets the class "Good Morning Class", the students answer together, then the researcher asks the "Are you ready?", most of the students answered "Yes" but some of the students answered "No". The researcher repeats the question, "Are you ready?", and all the students answered "Yes". The researcher repeats the greeting from the beginning. "Good Morning Class", How are you today?" All the students answer, "I'm fine and you?" The researcher answers, "I'm fine too". After that, the researcher asks one of the students to lead a prayer. "Before we start this lesson today, please let's pray". Then, the researcher asked what had been discussed on the last meeting. "What had been discussed on the last week guys? Is there any difficulty?" The researcher asks the students what the difficulties on the first writing. Some of the students state the difficulties on the writing and together with the researcher solve the difficulties. After that, the researcher asks the students to make a group consisting of six students. "Today, you have to re-explain about the recount text materials in a group consisting of six students". Then, the students present the materials on their group. (Field notes 7, October 26, 2010)

The students' response toward classroom English was positive. They were helped through the action. The classroom English formed the students' habit in using English. It was seen on the interview below.

- |              |  |
|--------------|--|
| Researcher   | : "According to you, how is the English teaching process during several meetings?"   |
| Student 1    | : "I am happy because the learning process using classroom English. Although there are mistakes, it motivates me to use English."  |
| Researcher   | : "How about you?"   |
| Student 3    | : "I do not have self-esteem in classroom English. Because the teacher and my friends use English, it forces me to have self-esteem to use too. The result, I do not believe that I can use classroom English. I try to use English every time during the lesson." |
| Students 4,5 | : "Yes, Sir. My friends are true. We are motivated to enrich our vocabulary. We need a dictionary again after for long time we do not use it. The lack of our vocabulary is not a problem now. We can use the dictionary."(Interview 3, November 4, 2010)          |

From the first action, the students' motivation in Cycle 2 was increased. The result of the questionnaire showed the level of students' motivation. There were 5 items on the Category A to measure the students' readiness toward writing. All the items' mean were almost higher than 3, so the students' responses were ready with the writing process. There were 4 items on Category B to measure the students' enthusiasm during the learning process. All the items' mean were higher than 3, so the students were enthusiastic during learning process. There were 4 items on Category C to measure the students' response toward the role of media. All the items' mean were higher than 3, so the students used the media optimally. There were 4 items on Category D to measure the students' response toward the stages of writing. All the items' mean were higher than 3, so the students understood with the advantages of stages in writing. There were 4 items on

Category E to measure the students' ability in solving their difficulties. All the items' mean were higher than 3, so the students passed the writing difficulties well. The result of level students' motivation in Cycle 1 is on Table 16.

Table 16: **The Result of Students' Motivation Cycle 2**

Category	Mean					Standard Deviation				
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 1	Item 2	Item 3	Item 4	Item 5
A	3.17	3.19	3.13	3.17	3.13	0.81	0.82	0.79	0.77	0.79
B	3.16	3.13	3.19	3.19	-	0.77	0.75	0.74	0.78	-
C	3.13	3.16	3.19	3.13	-	0.75	0.77	0.78	0.75	-
D	3.19	3.29	3.19	3.13	-	0.78	0.79	0.82	0.75	-
E	3.19	3.13	3.22	-	-	0.78	0.75	0.75	-	-

The result the first questionnaire in Cycle 1 was compared with the result the second questionnaire in Cycle 2. The result the first questionnaire in Cycle 1 was compared with the result the second questionnaire in Cycle 2. There were 5 items on the Category A to measure the students' readiness toward writing. All the items' mean in Cycle 1 and 2 were higher than 3, so the students' responses were ready with the writing process. There were 4 items on Category B to measure the students' enthusiasm during the learning process. There was only an item's mean in Cycle 1 less than 3. There were some students who did not answer the teacher's questions during the teaching process. The all items' mean in Cycle 2 were increased. There were no item's mean less than 3, so the students were enthusiastic during learning process. There were 4 items on Category C to measure the students' response toward the role of media. There was only an item's mean less than 3 in Cycle 1. There were some students did not want to

publish their writing. The students were afraid if their writing was bad. The all items' mean in Cycle 2 were increased. There was no item's mean less than 3, so the students used the media optimally. There were 4 items on Category D to measure the students' response toward the stages of writing. There was only an item's mean less 3 in Cycle 1. There were some students who did not use the stages of writing. The all items' mean in Cycle 2 were increased. There were no item's mean less than 3, so the students understood the writing stages. There were 4 items on Category E to measure the students' ability in solving their difficulties. All the items' mean in Cycle 1 and 2 were higher than 3, so the students passed the writing difficulties well. The improvement between Cycle 1 and Cycle 2 is on Table 17.

Table 17: **The Result of Students' Motivation in Cycle 1 and Cycle 2**

	Category	Mean of Items				
		1	2	3	4	5
Cycle 1	A	3	3.03	3.03	3.03	3.03
Cycle 2		3.17	3.19	3.13	3.17	3.13
Cycle 1	B	2.91	3.03	3.03	3	-
Cycle 2		3.16	3.13	3.19	3.19	-
Cycle 1	C	3.03	2.84	3.03	3.06	-
Cycle 2		3.13	3.16	3.19	3.13	-
Cycle 1	D	3.03	3.03	3.03	2.38	-
Cycle 2		3.19	3.29	3.19	3.13	-
Cycle 1	E	3.03	3.06	3.06	-	-
Cycle 2		3.19	3.13	3.22	-	-



For further illustration, the comparison between students' motivation level in Cycle 1 and Cycle 2 is on Figures 10, 11, 12, 13, and 14.

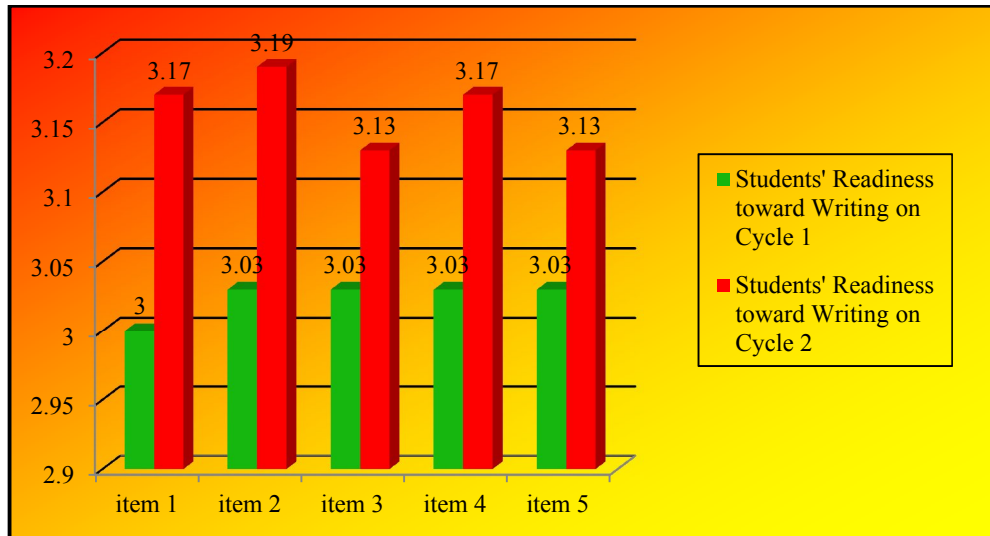


Figure 10: The Comparison between Students' Readiness toward Writing in Cycle 1 and Cycle 2

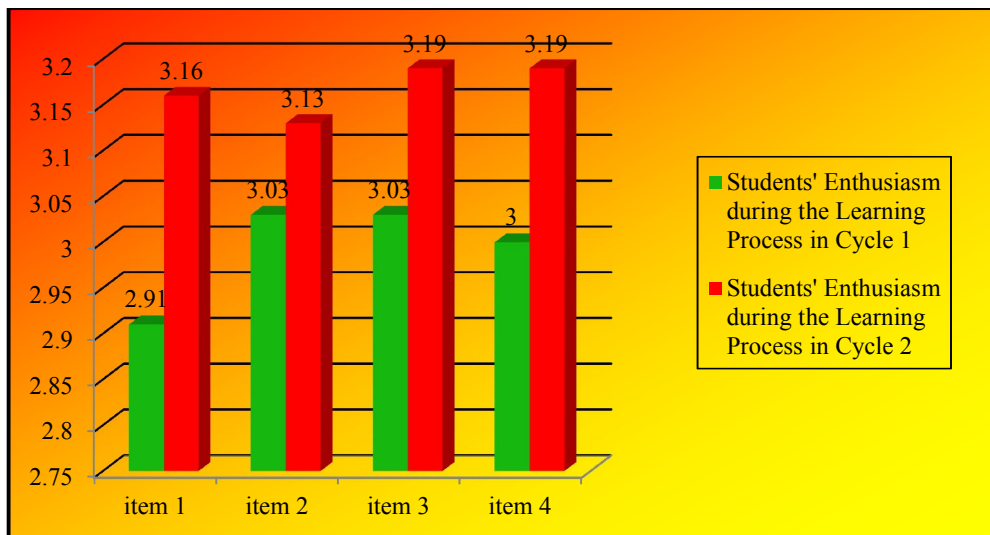


Figure 11: The Comparison between Students' Enthusiasm during the Learning Process in Cycle 1 and Cycle 2

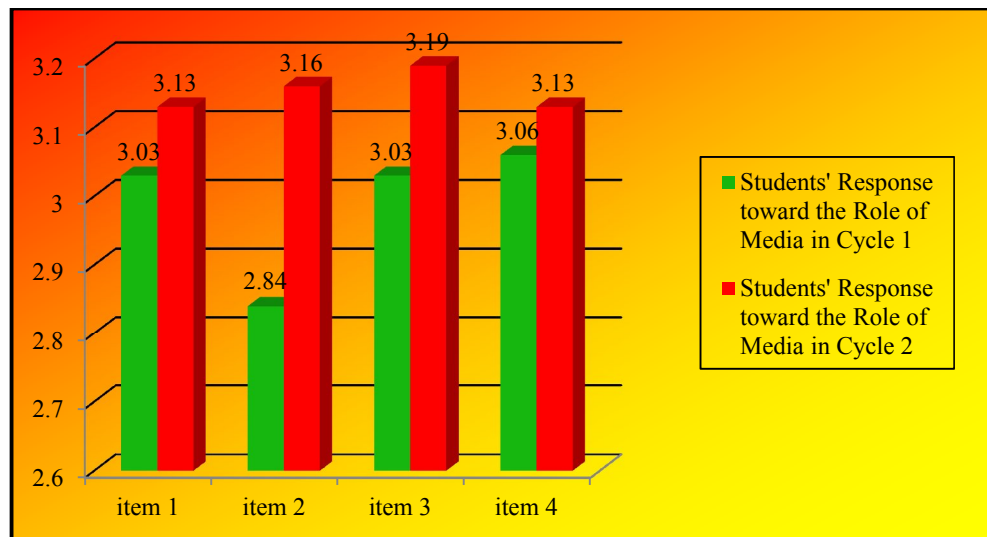


Figure 12: The Comparison between Students' Response toward the Role of Media in Cycle 1 and Cycle 2

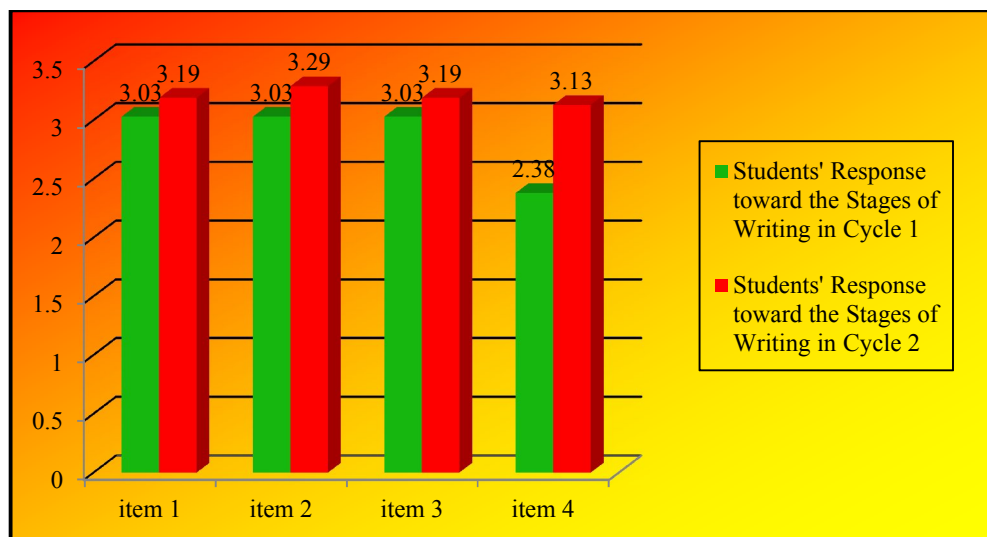


Figure 13: The Comparison between Students' Response toward the Stages of Writing in Cycle 1 and Cycle 2

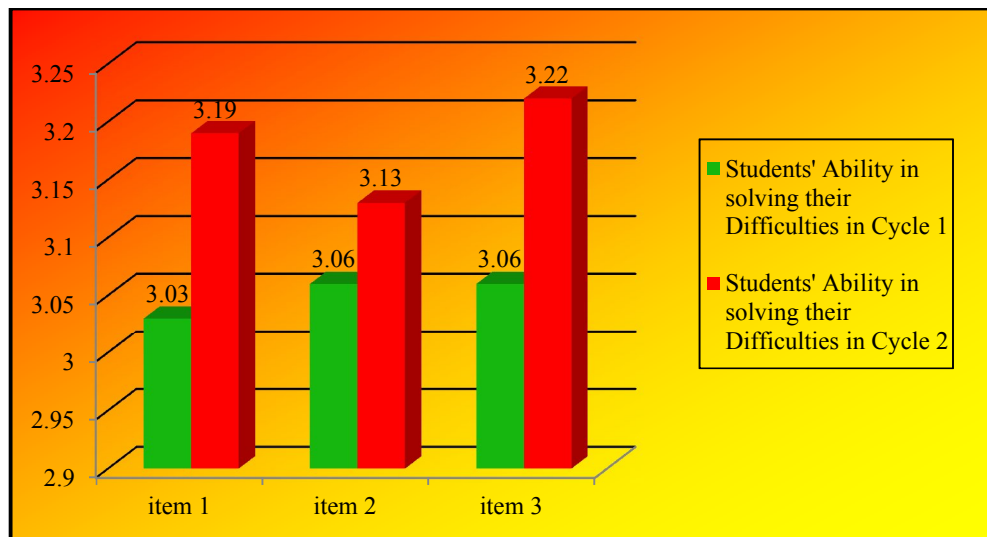


Figure 14: **The Comparison between Students' Ability in solving their Difficulties in Cycle 1 and Cycle 2**

- 2) Using web blog as a new tool in writing and using web blog to give explanation the materials

The researcher provided a web blog for the students. The web blog contained the materials of recount text. The researcher asked the student to open the web page at <http://writinglover.wordpress.com/>. In Cycle 2, the researcher asked the students to make groups consist of six students. Each group made presentation about recount text materials on the web blog. The researcher monitored seriously on the students' activity. The activity above was described in the field note 7.

After that, the researcher asks the students to make a group consisting of six students; each group makes a presentation about the recount text materials. "Today, you have to re-explain about the recount text materials in a group consisting of six students". Each group presents the materials on their group. (Field note 7, October 26, 2010)

The use of web blog gave more advantages to the students. Besides, the web blog was easy to use and simple. The students gave the responses on the interview below.

- Researcher : "...then, according to you, how the use of web blog in the English teaching-learning process?"
- Student 2 : "At the first time, I didn't know anything. I think it will be more difficult with the web blog, but after I know the function of web blog, it is very interesting and easy".
- Student 4 : "According to me, using the web blog means using the learning media in our school. We can take the advantages of those media".
- Students 1,3,5 : Yes, Mister. The learning process became more interesting because the model is more creative and innovative. (Interview 3, November 4, 2010)

After all the groups open the materials, each group explained the generic structures, language features and other components of recount text.

From the action, the students' involvement was increased. It was caused by the use of web blog as a new tool in teaching learning process. From the notes of observation, there were 11 students or 34.37% on the very high level, 14 students or 43.75% on the high level, 7 students or 21.88% on the medium level, and no student on low level of students' involvement. The result is on Table 18.

Table 18: **The Result of Students' Involvement Cycle 2**

Category	Score	Frequency	Percentage
Very high	16-20	11	34.37
High	11-15	14	43.75
Medium	6-10	7	21.88
Low	0-5	0	0

The students' involvement in Cycle 2 was increased because it was compared with students' involvement level in Cycle 1. The improvements on very high and high level of students' involvement were 15.62% and 18.75%. On the medium, the improvement was negative. The percentage was -34.37%. It means that the students on that level were decreased. On the low level there was zero percentage. The improvement between Cycle 1 and Cycle 2 is on Table 19.

Table 19: **The Result of Students' Involvement in Cycle 1 and Cycle 2**

Category	Score		Frequency	Percentage	Improvement
Very high	61-80	Cycle 1	6	18.75	15.62
		Cycle 2	11	34.37	
High	41-60	Cycle 1	8	25	18.75
		Cycle 2	14	43.75	
Medium	21-40	Cycle 1	18	56.25	- 34.37
		Cycle 2	7	21.88	
Low	0-20	Cycle 1	0	0	0
		Cycle 2	0	0	

For further illustration, the comparison between students' involvement level in Cycle 1 and Cycle 2 is on Figure 15.

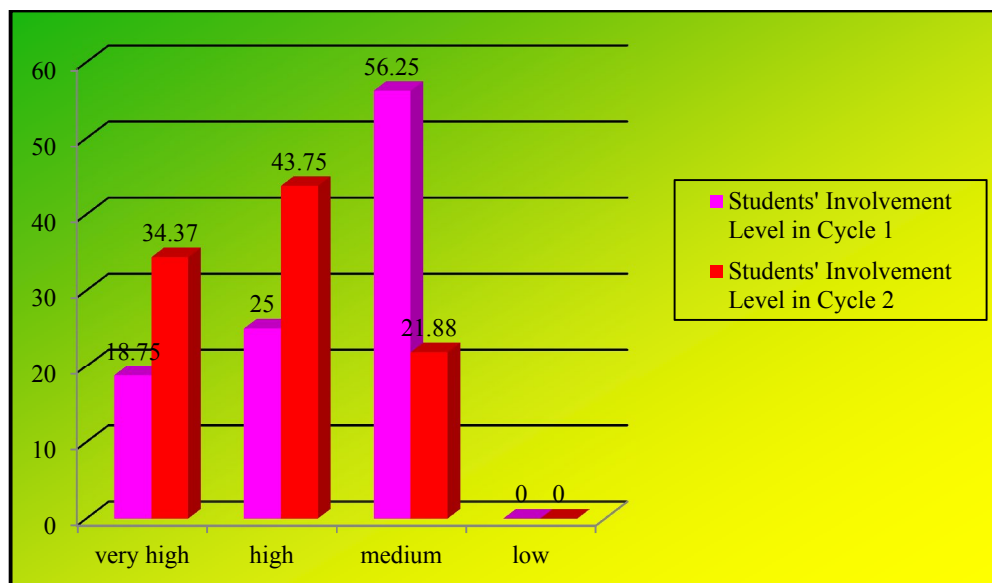


Figure 15: **The Percentage of the Students' Involvement Level in Cycle 1 and Cycle 2**

### 3) Using web blog in stages of writing: planning, drafting, revising, editing

The stages of writing were applied on the web blog. After the researcher gave explanation on the materials, the researcher asked the students to make a plan on their writing and write the draft on the web blog. Besides, the researcher asked the students to give comments his/her friend's draft. These activities were similar with Cycle 1. It can be seen in one of the field notes below:

The researcher explains that the steps of writing are similar with the first cycle on the web blog. The researcher asks the students to open the web blog and prepares the students' outline on writing. *"Please open the web blog and prepare your outline about your experience"*. The researcher asks the students to develop their outline into a draft. *"Then, publish your draft on the web blog and please give comments on your friends' draft"*. The students look so serious in writing their drafts. The students start to post their drafts. After all students have finished their drafts, the researcher asks the students to give comments on their friends' drafts. (Field note 8, October 28, 2010)

The advantages of applying stages of writing through web blog were also explained by the students. The use of writing stages in the web blog change the students' opinion about writing. It was shown on the interview below.

- Researcher : "So, how is writing skill? Is there any improvement through web blog?"
- Students 3,4,5 : "It is easier than before. We have more self-esteem in writing. So, we enjoy the writing activity well. Our writing products were shown on the web blog. We always try to make a better writing to be read."
- Students 1,2 : "At the beginning, we need to study about the media. After we know the function of the media, we have more motivation to write. It is easy to write on the web blog."
- Student 4,5 : "Besides, we know the skill of our friend in writing. We help each other to revise our writing. It is very helpful for us." (Interview 3, November 4, 2010)

After drafting process, the researcher asked the students to revise the draft based on the comments or feedback. In Cycle 2, the researcher asked the students on the comments of language features. The researcher gave the guidance on the language features. The researcher explained all the comments and feedback on the students' draft. Then, the students asked to publish their writing after the students had revised their writing. The activity can be seen on the field note below.

The researcher asks the students to open the web blog and shows the students' drafts. The researcher starts to discuss the common mistakes on their drafts, such as grammar, content, language use, and mechanic. The students concentrate with the researcher's feedback. After that, the students are asked to revise their drafts based on the feedback or comments. The researcher reminds the students to give comments based on the language features, not to the unimportant thing. The researcher also shows the examples of unacceptable comments on the first cycle. (Field note 8, October 28, 2010)

The researcher and the students discussed on the aspect of writing such as the content, organization, vocabulary, language use and the mechanics, so the students had good understanding on those aspects.

From the result of the students' writing test in Cycle 2, there were 26 students or 81.26% on the higher than 75 level, 3 students or 9.37% on the 75 level, and 3 students or 9.37% on the less than 75 level. The result is on Table 20.

Table 20: **The Result of the Students' Writing Test Cycle 2**

Score	Frequency	Percentage
> 75	26	81.26
75	3	9.37
< 75	3	9.37
Mean	76.88	
SD	4.48	

The students' writing test in Cycle 2 was increased because there were improvements between Cycle 1 and Cycle 2. The improvement on higher than 75 score and 75 score level of students' writing test were 40.64% and – 3.13%. On the less than 75 score level the percentage was –37.51. On the score 75 and less than 75 level were negative. It means that the students on that level were decreased. The mean in Cycle 1 and Cycle 2 also improved. It was 4.19. The standard deviation was decreased so the improvement was -2.98. It means that students became more homogenous on high level score. The improvement between Cycle 1 and Cycle 2 is on Table 21.



Table 21: **The Result of Students' Writing Test in Cycle 1 and Cycle 2**

Score		Frequency	Percentage	Improvement
> 75	Cycle 1	13	40.62	40.64
	Cycle 2	26	81.26	
75	Cycle 1	4	12.50	- 3.13
	Cycle 2	3	9.37	
< 75	Cycle 1	15	46.88	- 37.51
	Cycle 2	3	9.37	
Mean	Cycle 1	68.06		4.19
	Cycle 2	72.69		
SD	Cycle 1	8.92		-2.98
	Cycle 2	7.46		

For further illustration, the comparison between students' writing test level in Cycle 1 and Cycle 2 is on Figure 16.

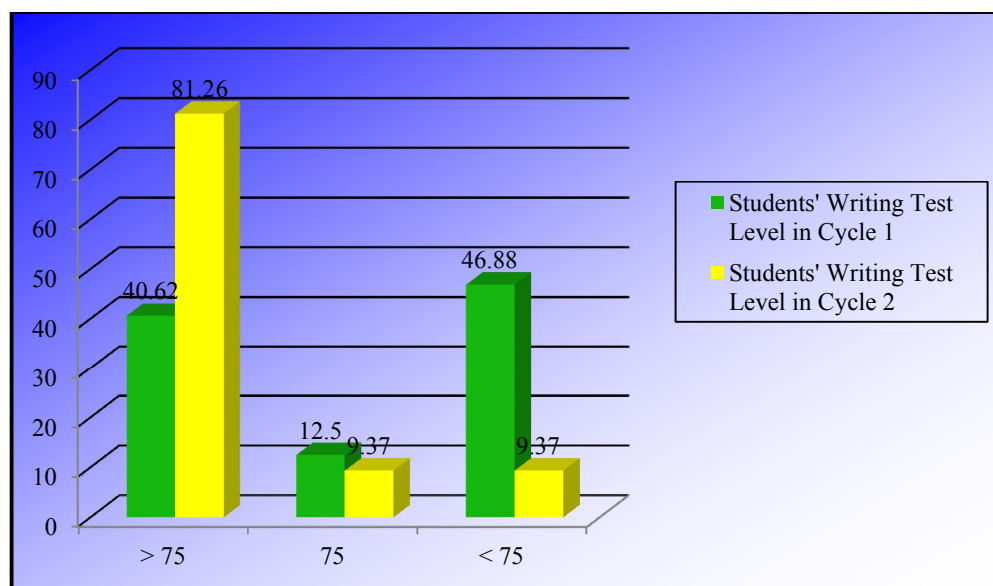


Figure 16: **The Percentage of the Students' Writing Test Level in Cycle 1 and Cycle 2**

### **c) Reflection and Evaluation 2**

After implementing the actions in Cycle 1, the researcher and the English teacher as the collaborator reflected on the actions done. The researcher had a discussion with the English teacher in order to evaluate the actions. The discussion was done based on the observation in teaching learning process, the students' opinions, and the comments from each research members in Cycle 2. Besides, the researcher also interviewed the students about the action implemented in Cycle 2. From the implementation of the actions in Cycle 2 above, it was revealed that applying web blog improved the students' writing skills.

Using classroom English was very helpful to motivate the students. The use of classroom English gave effect to the students. The classroom atmosphere was formed into classroom English. The students' confidence was built during the use of classroom English. The students' involvement was increased due to classroom English activities. The teacher used English continuously during the learning process. This finding was in line with Linse's (2005) statement, being a good English teacher should keep the consistency in using English instruction. On the classroom communication, the teacher uses only English because the students will follow their teacher habit. The students become aware on their English. Hughes et al. (2007) state a positive classroom environment offers opportunities for students to use English and encourages them in their learning. The classroom environment itself plays an important role in students' language learning. It can be seen on the interview transcript below.

- Researcher : “According to you, how is the English teaching process during several meetings?”
- Student 1 : “I am happy because the learning process using classroom English. Although there are mistakes, it motivates me to use English.”
- Researcher : “How about you?”
- Student 3 : “I do not have self-esteem in classroom English. Because the teacher and my friends use English, it forces me to have self-esteem to use too. The result, I do not believe that I can use classroom English. I try to use English every time during the lesson.”
- Students 4,5 : “Yes, Sir. My friends are true. We are motivated to enrich our vocabulary. We need a dictionary again after for long time we do not use it. The lack of our vocabulary is not a problem now. We can use the dictionary.”(Interview 3, November 4, 2010)

The students seemed to be active in the learning process. They responded the teacher explanation or the questions. The students enjoyed the web blog activity because they never use the media. Besides, the learning process became more interesting than before. This finding was supported by Galien and Bowcher (2010) who explain the communicative function of the web blog. The students are able to use the tools on web blog to support the learning process and their writing. The students asked to put the whole of materials to the web blog. It can be seen from the interview script below.

- Researcher :”...then, according to you, how is the use of web blog in English teaching-learning process?”
- Student 2 : “At the first time, I didn’t know anything. I think it will be more difficult with the web blog, but after I know the function of web blog, it is very interesting and easy”.
- Student 4 :” According to me, using the web blog means using the learning media on our school. We can take the advantages of those media”.
- Students 1,3,5 :”Yes, Mister. The learning process became more interesting because the model is more creative and innovative.” (Interview 3, November 4, 2010)

The students felt happy and enjoyed the blogging activity. The students used technology to help them wrote English especially recount text. The students were familiar now with the media. There were no difficulties there. The students enjoyed the media on the writing process. Publishing the students' writing also made them proud with their tasks. The students were motivated to make better writing. These findings were supported by Warschauer and Healey (1998) in Brown (2001) who offer the following benefits of including a computer component in language instruction. 1) There are many kinds of modal practice with feedback. 2) The students work individually in a large class. 3) There are pair and small-group work on projects, either collaboratively or competitively. 4) The students feel enjoy and motivated in using computer because the fun factor. 5) There are many kinds of the resources available and learning style used 6) It can be used to explore the learning activity with large amounts of language data g) Using computer can build the real-life skill in computer use. It can be seen on the interview transcript below.

- |                |  |
|----------------|--|
| Researcher     | : “So, how is writing skill? Is there any improvement through web blog?”   |
| Students 3,4,5 | : “It is easier than before. We have more self-esteem in writing. So, we enjoy the writing activity well. Our writing products were shown on the web blog. We always try to make a better writing to be read.” |
| Students 1,2   | : “At the beginning, we need to study about the media. After we know the function of the media, we have more motivation to write. It is easy to write on the web blog.”  |
| Student 4,5    | :”Besides, we know the skill of our friend in writing. We help each other to revise our writing. It is very helpful for us.” (Interview 3, November 4, 2010)   |

#### d) Summary 2

Some actions were successful but some others were successful. The successful and the unsuccessful actions were reported as follow.

##### 1) The successful actions

- a) The students used the classroom English during the learning process. Their motivation to learn English was increased.
- b) The students used the media only to access the web log and related materials.
- c) The students comprehended the stages of writing and gave feedback correctly.

##### 2) The unsuccessful actions

The students did not show their writing creatively on the web blog. They just wrote without any variation on their writing.

The result of this research is summarized on Table 22.

Table 22: **Research Result**

Components of Writing	Before	Cycle 1	Cycle 2
Content	The students did not understand certain components, the purpose and the language features of a recount text	Some students understood about the components and the purpose of a recount text	All students understood the components, the purpose and the language features of a recount text. The students also had greater knowledge of the process how to write a recount text
Organization	The students were not able to identify the	Some students were able to identify the	All students were able to identify the generic structure of

	generis structure of a recount text	generic structure of a recount text	a recount text
Vocabulary	The students had limited vocabulary and used inappropriate vocabulary in their sentences	Students' vocabulary mastery improved. Some students were able to use appropriate vocabulary in their sentences	Students' vocabulary mastery improved. Almost all students were able to use appropriate vocabulary in their sentences
Language use	The students had difficulties in using the simple past tense and making sentences in a good structure	Some students were able to make sentences used the simple past tense and made sentences in a good structure	All students were able to make sentences used the simple past tense and made sentence in a good structure
Mechanics	The students had difficulties in spelling, punctuation, capitalization, and paragraphing	Some students were able to use the right spelling, punctuation, capitalization, and paragraphing	All students were able to make sentences used the right spelling, punctuation, capitalization, and paragraphing

In addition, a t-test was used to find out whether the improvement in students' writing skill was significant or not. From the calculation using the SPSS 16.0, the t value was -6.09237 for pair 1 (pretest score and posttest score in Cycle 1) and -4.982 for pair 2 (posttest score in Cycle 1 and posttest score in Cycle 2). All the values were significant at  $p < 0.05$ . The results are presented in Table 15.

Table 23: **Paired Sample Test**

	Paired Differences				
	95% Confidence Interval of the Difference				
	Lower	Upper	t	df	Sig. (2-tailed)
pair 1 pre_test-post_test1	-6.09237	-3.15763	-6.428	31	.000
pair 2 Post_test1-post_test2	-5.90182	-2.47318	-4.982	31	.000

From Table 15, it could be seen that the value of t in pair 1 was negative. It showed that the value of mean in posttest 1 was higher than the value of mean in the pretest. Moreover, the value of t in pair 2 was negative as well. It also showed that the value of mean in posttest 2 was higher than the value of mean in posttest 1. The results show that students' writing skill improves significantly through blogging activity.

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

This study was classified into action research. The actions were implemented in the English class at SMA Negeri 7 Purworejo. It was started from September to November 2010. The meetings were twice a week on Tuesday and Thursday at 08.00 to 09.30. This research involved the researcher, the English teacher, the students of tenth grade 6 SMA Negeri 7 Purworejo, and the students of English Department.

This research had two questions. The first question related to the steps of blogging activity in the writing process and the second question answered that blogging activity improved students' writing skill. Answering on the first question, this research recorded some data about the use of web blog in the writing process. The use of writing stages in the writing process was applied by the researcher. The researcher made a blog and asked the students to access the blog. The username and password were given to the students. The students were asked to make their draft on the web blog and then the feedback was given by the researcher. The next step, the students revised their draft based on the feedback and then posted their final writing on the web blog. Answering on the second question, a t-test was used a t-test was used to find out whether the improvement in students' writing skill was significant or not. From the calculation using the SPSS 16.0, the t value was -6.09237 for pair 1 (pretest score and posttest score in



Cycle 1) and -4.982 for pair 2 (posttest score in Cycle 1 and posttest score in Cycle 2). All the values were significant at  $p < 0.05$ . The results show that students' writing skill improves significantly through blogging activity.

There were some improvements. Those improvements were related to the English teaching and learning process, the students, the English teacher, and the researcher. The improvements are presented as follows.

#### 1. The English teaching learning process

Before the actions were conducted, the students were unmotivated to participate in writing process. The writing learning process was monotonous. The teacher only used the course book without any media. During the implementation of the actions, web blog helped the teacher in the writing learning process. The students were interested and enthusiastic to improve their skills. The English teaching and learning process in the writing process were more active and enjoyable than the previous condition, the classroom atmosphere was better, it was easy for the students to generate their ideas in a good generic structure, appropriate vocabulary, correct punctuation, and correct grammar.

#### 2. The students

The students became more interested and enthusiastic in the writing activities. They were motivated to all of the programs. The students were ready to join writing class. The number of students who bring dictionary was getting bigger. The use of web blog in the writing process was helpful for the students. The use of writing stages also helped the students in generating their ideas.

### 3. The English teacher

As the collaborator, the English teacher got more knowledge about the teaching writing using web blog. The teacher realized that the students needed many new things to direct their attention in all skills in English. The learning process looked easier because the use of media in the classroom.

### 4. The researcher

The researcher realized that the students in the class had different characteristics. They could not be treated similarly. The researcher improved their teaching knowledge especially on how to manage the classroom and how to create the interesting activities. In addition, the researcher realized that the planning could not always be implemented in the class because unexpected events might occur in the classroom. Therefore, being teacher should consider and understand, so they must be ready for that to anticipate.

In addition, the students understood the components, the purpose and the language features of a recount text. The students were able to identify the generic structure of a recount text. Students' vocabulary mastery improved. They were able to use appropriate vocabulary in their sentences. The students were able to make sentences used the simple past tense and made sentence in a good structure and they were able to make sentences used the right spelling, punctuation, capitalization, and paragraphing.

## **B. Implications**

The implications of the actions are described as follows.

1. Using classroom English during the teaching and learning process to motivate the students.

Classroom English is used in every meeting to make the students more familiar with the English words. Using classroom English is very helpful to motivate the students. The use of classroom English gives effect to the students. The students' involvement increases due to English classroom activities. It implies that the teacher have to give responsibility to the students to bring the dictionary.

2. Introducing web blog as a new tool in writing and using web blog to give explanation the materials.

The researcher provides a web blog for the students. The web blog contains the materials of recount text. The students seem to be active in the learning process. They respond to the teacher explanation or the questions. The class is mastered well by the teacher. The teacher designs the appropriate media in order to make media became more interesting.

3. Using web blog in stages of writing: planning, drafting, revising, editing.

The stages of writing are applied on the web blog. The students feel happy and enjoy the blogging activity. The students use technology to help them write English especially a recount text. The students' skill on grammar and spelling are helped by the features of web blog. Besides, the students are motivated using interactive media. The students' draft can be access easily so the students can develop their writing maximally.

### **C. Suggestions**

Based on the conclusions and implications that have been explained before, some suggestions will be directed toward the English teacher and the other researchers.

#### **1. To the English teacher**

It is essential for the teacher to improve the quality of English teaching-learning process especially in writing activities. The teacher should be more creative in using interesting media. Media that have been provided in the school should be used optimally and wisely to support learning process. The teacher should combine the tools on the web blog and word processing on the computer program.

#### **2. To other researchers**

The researcher expects the other researcher who will conduct a similar research have better preparation before conducting the research. The other researchers should make sure that all the media such as computer, internet connection, and electricity are ready to be used. In addition, other researchers must have sufficient knowledge related to their research study. The customization on the web blog can be changed into a more interesting design. There are many tools that can be used on the writing class to improve students' writing and to improve students' enthusiasm on writing.

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