IMPROVING STUDENTS' WRITING SKILLS AT CLASS X IS 1 OF SMA NEGERI 1 SEYEGAN THROUGH 'BLOGGING'

A Thesis

Submitted as a Partial Fulfilment of the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education

by :

Putri Manggala Wuri

10202241005

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

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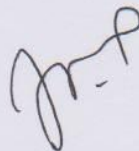
A THESIS

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Approved on July 11th, 2014

by

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RATIFICATION SHEET

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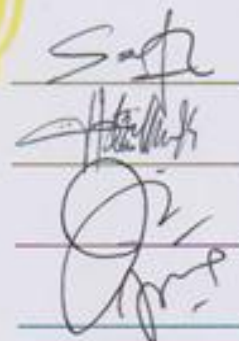
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Accepted by the Board of Examiners of Faculty of Languages and Arts, Yogyakarta State University on July 18th, 2014 and declared to have fulfilled the requirements for the attainment of *Sarjana Pendidikan* Degree in English Education

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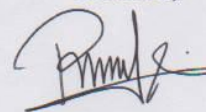|		
Nama	:	Putri Manggala Wuri
NIM	:	10202241005
Jurusan	:	Pendidikan Bahasa Inggris
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Judul Skripsi	:	*Improving Students' Writing Skills at Class X IS 1 of SMA Negeri 1 Seyegan through 'Blogging'*

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 11 Juli 2014

Peneliti,

Putri Manggala Wuri

MOTTOS

Believers! Seek help in patience and in prayer, Indeed Allah is with those that are patient.

(QS. Al Baqarah: 153)

Allah knows you are tired. Allah knows it is difficult for you. But you must also know that Allah would never place you in a situation that you cannot handle.

Life must go on…
Sometimes you just have to pick yourself up and carry on
Do your best and let it flow

(Myself)

Orang sukses bukan mereka yang tidak pernah gagal tapi mereka yang bisa bangkit dari kegagalan

(Anonim)

It doesn't matter how slowly you go, so long as you don't stop

(Confucius)

When you stop chasing the wrong things, you give the right things a chance to catch you

(anonymous)

There are things in life we don't want to happen but we have to accept, things we don't want to know but have to learn, and people we can't live without but have to let go.

(anonymous)

Hadapi semua dengan senyuman. ☺

DEDICATIONS

This thesis is dedicated to :

1. my parents (Bp. Sudarmin and Ibu Siti Istoni).

   Thank you so much for always supporting me with a bunch of love. I love you Pak, Buk.

2. my older sisters, Mbak Dita and Mbak Ana. also my beloved little sister, Adinda.

   You all are my everything.

3. my brothers in law, Mas Giyanto and Mas Anggi.

   You guys are also parts of my family now.

4. my cute nieces, Nisma, Nova and Nena.

   Bulek Puput loves you all.

5. Sahnaz Natasya Fath.

   Thanks beib, for always being my bestfriend forever.

6. Alm. Bayu Sujatmiko and Alm. Bripda Aditya Ichwan Bramantya, *sahabat hati dan teman sejati ku.*

   Thanks for caring and loving me till the end of your lives. Thank you. Rest in peace, my bros.

7. my special one, M. Fatah Yasin.

   Thanks for your patience, support and understanding. You will always be my special one.

8. all of people in my life whom I love, classmates in PBI A 2010, friends in MB CDB UNY, friends in UKM Hockey UNY, friends in Jogja Hockey Club, friends in PPI Sleman, friends in IAMKA 7, friends in wherever you are, and my big family.

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Alhamdulillahhirobil'alamin, all praise is to Allah SWT, the Almighty, the Merciful, and the Owner of the Universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis. Invocation and peace go to Muhammad SAW, the prophet, his families, and his disciples. May Allah bless them and give them peace.

In accomplishing my study, I thank a lot of people for the support, guidance, assistance, companion, and prayers. Thus, I would like to express my sincerest gratitude to :

1. my supervisor, Dra. Jamilah, M.Pd., for her valuable time, knowledge, and guidance with all her patience and wisdom during the process of accomplishing this thesis,

2. the principal of SMA N 1 Seyegan for giving me permission to conduct the research, Ibu Yuanita as the English teacher of SMA N 1 Seyegan and the Class X IS 1 students for their cooperation and help during my research,

3. my beloved parents, my sisters and brothers, also people who always mention my name in their prayer and support me to finish my study,

4. my bestfriends and classmates in PBI A 2010, for anything we shared together,

5. my friends in MB CDB UNY, UKM Hockey UNY, Jogja Hockey Club, PPI Sleman, IAMKA 7, and others for motivating me all the time,

6. my bros, Bayu and Adit who have passed away, for always caring and loving me till the end of your lives.

7. my bestfriend, Sasha and my special one, M. Fatah Yasin. You two are an important part of my life.

Finally, I realize that this thesis is still far from being perfect. However, I do hope that it is useful and may give some contributions to the future investigation in the English teaching and leanring process.

Yogyakarta, July 11th, 2014

The writer,

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LIST OF ABBREVIATIONS

R : Researcher

T : Teacher

S : Student

S1 : Student 1

S2 : Student 2

IMPROVING STUDENTS' WRITING SKILLS AT CLASS X IS 1 OF SMA NEGERI 1 SEYEGAN THROUGH 'BLOGGING'

Putri Manggala Wuri
10202241005

ABSTRACT

The objective of this action research study was to improve students' writing skills at the first grade class of SMA N 1 Seyegan through blogging.

This action research was conducted in two cycles. The research steps are reconnaissance, planning, action and observation, and reflection. The action was implementing blogging for writing done outside the class as the activity in production phase of PPP method. The data were qualitative and quantitative. The validity of the data was obtained by applying the democratic, outcome, process, catalytic, and dialogic validities. The qualitative data were obtained from the observations, interviews, questionnaires, and documentations. The data were in the form of field notes, interview transcripts, students' responses, and photographs. The qualitative data were analyzed by assembling, coding, comparing, and building interpretations of the data, and then reporting descriptively the outcomes. Meanwhile, the quantitative data were derived from conducting a pre-test and post-test. The data were analyzed by comparing the mean scores and the standard deviation of the pre-test to the post-test.

The results show that the students' writing skills significantly improved through blogging. The findings were supported by the students' mean scores which increased by 14.85 points from 63.65 in the pre-test to 78.50 in the post-test. Moreover, students were more motivated and interested to do writing by using blogs. In addition, the teaching writing using blogs was also more efficient for the teacher.

Keywords : Teaching learning process, writing skill, blogging

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is commonly used in human lives because it has an important role in the society. People should be able to do writing since there are a lot of things in daily lives that should be done by doing writing. For example, when someone works, writing must be done by the worker even typing in the computer is also one kind of writing activities and the difference is only on the media used for writing. Besides, people also need writing to communicate in the social life. Sometimes people need to write a letter to communicate with their friends in the different places. Therefore writing is necessary and it should be taught at school from the beginning.

Another reason why writing should be taught at school from the beginning is that writing also has several purposes and people need to use it for certain purpose in the daily life. There are three main purposes for writing. The first purpose is to practice the language. The second is to experiment with the language. It is to encourage learners to attempt to write things they want to express, even if they are unsure how to do it. The last purpose is communication (Rabideau in Santos, 2000). Because writing is needed in human social life, it is necessary to be taught to students at school so that they can use it in their daily life.

In the daily life, writing is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing,

they will not be able to communicate well with professors, employers, peers, or only about anyone else. Much of professional communication is done in writing also such as proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. Even if students manage to learn the material in their college classes without knowing how to write well, they will not be able to express their knowledge. Even the majority of certifications and licensures require basic writing skills to obtain. The inability to write makes for a stillborn career.

Writing is not as simple as it seems. Written language is different from spoken language. It is true that written language is more strict than spoken language. When people make a mistake in their speaking, it doesn't matter since the message to be delivered is acceptable and the partner whom the people are talking to understand what they mean. On the other hand, in written language, even only a little mistake will be easier to find so that people should be careful in writing. That is why knowing how to write in a correct way is very important and therefore it should be taught at schools.

In Indonesia, English is taught at schools since the junior high school. Then it is continued to the senior high school. The level of difficulty will also be different because it is adjusted to the grade of students. Writing that is taught in the senior high school is more complex than that in junior high school. The different complexity depends on the curricullum that has been adjusted to the school grade.

For this research, the researcher decided to choose SMA N 1 Seyegan as the subject of the research. Based on the observation, some mistakes were found on students' writing such as the vocabulary, grammar, language use, the mechanic, even the content itself. It is a serious problem and the researcher wants to try to find the solution in order to help the students encourage their writing ability in a correct way and the solution was adapted to this era.

Nowdays, it is already known that the technology has developed fast and many new things which are using high technology are created. For instance, the internet is the high technology used by many people around the world. According to Herrero (2007), the internet has become an important means of communication. People read and write emails and letters and use chat rooms to communicate nationally and internationally. Many social network is provided by the internet, so many people can use the internet to communicate also. Even the students whether they are in the senior high school, junior high school, or even the primary school had been very familiar in using internet.

From the afore mentioned facts, the researcher proposed one method that can be taken by teachers to improve the students' writing skill by using the high technology which is adapted to our todays world, that is through blogging. Therefore, the internet that the students are interested in was used to improve their writing skills. The research is meant to show that the web blog can be used as a tool to improve students' writing skill. This action research was conducted under the title "Improving Students' Writing Skills at Class X IS 1 of SMA Negeri 1 Seyegan through Blogging."

B. Identification of the Problems

Writing skill has several subskills and on those subskills the problems may often occur. The subskills are divided into five categories. The first is about language use and grammar. Secondly, it is about the content itself whether it is appropriate to the topic or not. Third is about the organization. It is about coherence, cohesion, an also unity. The fourth is about vocabulary and the last is the mechanic (spelling, punctuation, capitalization, etc).

Based on the observation, the students in SMAN 1 Seyegan found some problems and difficulties related to those five subskills of writing. When the researcher observed the students' writing works, there were so many mistakes on their works. The students had many mistakes on their grammar, the diction, the coherence of the content, even they still had mistakes on their spelling and punctuation. Those are such common problems in writing.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Based on the observation, students' writing skill was still low and many mistakes found on students' writings. There were some reasons why the students had many mistakes on their writing. The first reason was because of the way used by the teacher in teaching English. The teacher taught them using conventional method. It affected the students' motivation in learning English. The students were only sleepy in the class. They were not motivated to be active in the teaching learning process. Besides, because the teacher used the conventional method in teaching, there were not any media used for teaching although the school has provided them. Even the multimedia room was never used for teaching English. It showed us that the teacher were not able to utilize the facilitation that has been provided by the school in order to make the teaching learning process more interesting.

In addition, the available time for English lesson in the classroom was only one meeting in a week with duration of 2 x 45 minutes corresponding to the Curriculum 2013. It caused a lack of practices in writing because the time was limited for students to do writing in the class. It influenced the students' writing abilities. In fact, because of lack of practices in writing, the students found difficulties in doing writing. The students were also not accostumed to do writing and there were some problems in writing faced by the students. Those are what had happened in SMA N 1 Seyegan.

The problems found in writing can be solved if students have ample time to write at least four times a week, regardless of the type of writing program (Flyte-Rettler, 2004). One method that demands the students to have

ample time for writing is making a journal or a diary. It will help the students to form the habit of writing. This kind of diary can be in many forms. One of them is blogging. The students can make such diary on their web logs and they can do daily writing on their blog in order to form the habit of writing.

C. Delimitation of the Problems

Because it is impossible to solve all problems that have been explained before, this study was delimitated on the problem of the lack of practices in writing. To solve this problem, the researcher used blogging that provides the students more practices in writing. Blogging is one of activity done through an internet connection. The students of senior high school are very close to the internet. The blog also provides the students a wide space for writing without any restriction of the number of characters. Therefore, blogging was used as a tool to improve students' writing skills. This limitation of the problems could confine the researcher in doing this research and it gave a chance for the other researchers to conduct another research in the same field.

D. Formulation of the Problem

Based on the importance of this research and the effort for improving the students' writing skill, to build up their ability in writing as many as possible, the researcher had formulated the problem in this research which was about how students' writing skills can be improved through blogging.

E. Objective of the Study

This research is aimed to improve the students' writing skills by using blogging as the tool. Through blogging, the students' writing skills are expected to be better and the students are able to do writing in a correct way.

F. Significances of the Research Findings

a. For the students

1. The students are able to improve their skills in writing directly.

2. The students also can indirectly improve their ability in using technology especially in using the internet.

3. By using blog in teaching learning activity, hopefully it can encourage the students' motivation in writing.

4. Students will be more attracted in learning English without under pressure feeling and forced.

b. For the teacher

1. The teacher can motivate students to improve their writing skills through blogging.

2. Teaching writing by using blog is an attractive way and it is adapted to the current world so that it will interest the students.

3. The teacher can know easily about the development of the students in writing.

4. The teacher can give a personal evaluation to each student by posting a comment in the students' blog so it will be easier for the teacher to correct students' mistakes in writing.

c. For the institution

Blogging can be applied in teaching and learning English to improve students' writing skill. It is not only for developing students' writing ability but also, it can be used as a document for a school (the institution). It will be useful for the school in reporting the students' works to all of sides that having an interest. For the institution blogging can help students in general to develop their writing skill and it can also motivate the students in pursuing achievements. Therefore, the school can get an appreciation and prestige among the education institutions and also the society.

d. For the public (the readers in general)

The implementation of blogging for improving students' writing skill, hopefully, can be followed by other teachers in teaching learning English activity. Blogging offers variety of writing that can be done on the web blog such as sharing knowledge, sharing about personal stories, even it can be used as a diary. Therefore, through blogging people can improve their writing skills.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Writing Skill

1.1 The Definition of Writing Skill

Lauer, et.al. (1981 : 1) states that writing is one way of making meaning from experience for ourselves and for others. Writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfyingly permanent record of thought and feeling. In other words, writing represents a way of making meaning of our experience to be recorded. The process by which we make meaning of experience is called learning (Lauer, et.al., 1981). Therefore, writing is considered as a unique way of learning.

Robert, et.al. (2009) defines writing as an active learning process and it is used to communicate information, to clarify thinking, and to learn new concepts and information. Writing is a proven method of enhancing student learning if assignments are structured to elicit student reflection and creative thinking. So that writing can show the capability of the writer in mastering knowledge. It is like what the teacher does toward the students. The teacher can assess and evaluate the students' capability through their writing because what students put

into their writing works represent what they really know about the subject.

Another definition of writing is that writing is defined as a basic communication skill and a unique asset in the process of learning and teaching a second or a foreign language (Soori, et.al., 2011). Producing a successful written text is a task which requires simultaneous control over a number of language systems. For making a good writing, people have to use a large number of formal features in order to help the readers infer the intended meaning. Failure to use these features correctly causes vagueness, ellipsis and ambiguity in some writings.

However, in speaking, those features are tolerated to a high degree because mistakes and miscomprehensions can always be rectified by the speaker or by his interlocutor (Msanjila, 2005). In speaking, although the grammar and the structure of the sentences are incorrect, it doesn't matter since a person who the speaker talks to can get the message. While in writing, a small mistake will be very easy to be found and it is not tolerated.

Finally, from the afore definitions of writing, the researcher has her own way in defining writing. Writing was defined by comparing written language to spoken language. It is true that written language is more strict than written language. Writing as a skill involves a number of complex rhetorical and linguistic operations

which must be taught, while speaking can rely on a number of situational factors to help convey meaning and intention. It causes the assumption that writing is more difficult than speaking. It is easier to deliver the message through oral language rather than written language. Therefore, writing should be taught from the beginning because it also has an important role in life.

1.2 The Importance of Writing Skill

Writing is considered as an important skill because of some reasons. Effective writing skills are central in both higher education and in the world of work that follows. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability (Kellogg and Raulerson, 2007 : 237). So that besides writing is important as an education, it is also important in order to find jobs.

In all six areas (business management, psychology, computer science, chemistry, civil engineering, and electrical engineering), writing ability was judged important to success in graduate training (Cooper, 1984). That is why writing is taught to the students at schools. Even first-year students in programs such as electrical engineering must write laboratory reports and article summaries. Writing becomes one of requirements for success.

Writing well is not only an option for young people, but it is a necessity. Writing skill is one of predictors of academic success and a basic requirement for participation in civic life and in the global economy (Graham and Perin, 2007). That is why learning to write is necessary for the students. The students should be able make an effective writing before they graduate from school and before they join in civic life. So when the students can not do writing well, they can not be graduated from their studies. It shows that poor writing proficiency is not a simple problem. It becomes a serious issue that needs to be handled by everyone.

1.3 Elements of Writing

When doing writing, it needs to be considered about the elements of writing. When all elements have been fulfilled, it shows that writing has been done well. According to Carroll (1990 : 4), There are three elements of writing. The three elements are clarity, coherence, and focus. Those three elements may come together to form a good writing.

Clarity is related to the structure of the sentences and also the vocabulary. If this element doesn't be fulfilled, it will cause an ambiguity. Ambiguity happens when a word or expression is used in such a way that can be understood in more than one way. Clarity

demands the writer to be careful in choosing words and arranging the words to be a sentence.

The next element is coherence which has close relation with focus. Coherent writing has clear connections between ideas, between sentences, and between paragraphs. While focus establishes what you are writing about and why. Without focus, writing can not be coherent (Carroll, 1990). The writer should include both elements to make an effective writing. Before the writer starts to write, he/she should decide the focus first. If the focus has been clear, the writer can make a paragraph that consists of one focus only and has clear connections between ideas and between sentences. When all of them are done well, it will be a coherent writing.

1.4 Teaching Writing in Senior High School

Based on the curriculum for Senior High School, writing skill should be taught in every grade. For each grade, it will have different kinds of writing. The complexity of writing or the level of difficulty is adjusted to the grade of the students. For each grade, it is still divided into two semesters. The subject of this research that has been mentioned before is the students of the first grade class of SMA N 1 Seyegan.

Based on the observation, the English teacher in SMA N 1 Seyegan taught writing conventionally. Considering about writing skill which is a production skill, it demands the learners to have a lot of

practices in writing. However, in the practice at schools, the time for conducting teaching learning process was so limited. With the limited time, the students cannot do more practices of writing. The teacher was also demanded to deliver all materials during the available time.

Because the research was done in SMA N 1 Seyegan, the materials that would be given to the students should be based on the curriculum used in that school. For the Grade X of SMA N 1 Seyegan, it has been applied the new curriculum. It has used the Curriculum 2013. Curriculum 2013 of English subject for Senior High School Grade X consists of four core competencies. Each core competency has some basic competences. Those four core competencies were taught to the students during a year and it is divided in two semesters.

Because the research was conducted during the second semester of academic year 2013/2014, the materials of writing skills that would be used in this research were also adjusted to the curriculum 2013 for the second semester. Considering the research focus was on the writing skill, the researcher took two basic competences of writing in the second semester to be used as the reference for designing the materials used in this research. They are about creating a descriptive text in the form of spoken and written and also creating a recount text in the form of spoken and written. Those two basic competences are parts of the Core Competency (*Kompetensi Inti)* number 4.

The time allocated for this research was during January to March 2014 in the second semester of academic year 2013/2014. Therefore the researcher had decided two kinds of texts used in this research. The researcher referred to the basic competences of curriculum 2013 that had been mentioned before in choosing the material. However, the researcher focused on the written one in this research. The materials given to the students in this research were about writing a recount text and descriptive text. Those two kinds of texts would be taught in the class at the different time and different meeting. The researcher used recount text for the first cycle while the descriptive text was used in cycle two. The allocation time for conducting this research and for applying those two cycles of this research was also given based on the curriculum 2013 used in SMA N 1 Seyegan.

1.5 Problems in Writing

Writing skill has several subskills and on those subskills the problems may often occur. The subskills are divided into five categories. The first is about language used and grammar. Secondly, it is about the content itself whether it is appropriate to the topic or not. Third is about the organization. It is about coherence, cohesion, an also unity. The fourth is about vocabulary and the last is the mechanic (spelling, punctuation, capitalization, etc). The students may have some

problem in those five subskills. Therefore, the students should be aware on those five subskills.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Good writing assignments must have a clear goal expressed by the teacher on the assignment sheet so that students can understand the goal, too (Baker and Kiefer in Robert, et.al., 2009). The teacher should consider about the writing assignments that must be done by the students in order to improve the students' writing ability. Many techniques have been used to improve student writing. Students should have ample time to write at least four times a week, regardless of the type of writing program (Flyte-Rettler, 2004). One way that demands the students having ample time to write is making a journal or a diary. It will help the students to form the habit of writing.

In creating the habit of writing, students can use many ways to have ample time to do writing. One of them is through blogging. A blog can provide wide space for writing and the students can do writing in a different way. They do not need a pen and a piece of paper to write but they only need to connect to the internet and directly they can express their ideas through writing and posting them on a blog. This way will be more attractive because the media used for writing is modern. This way can be a solution for the students to form the habit of writing by having ample time to write on a blog.

2. Blogging

2.1 The Definition of Blogging

Guttler (2011) defines a blog as a type of website usually arranged in chronological order from the most recent "post" at the top of the main page to older entries toward the bottom. Blogs are, usually, written by one person and they are often written on a particular topic. A blog is also defined as an online journal which can be frequently updated by its users (Matheson in Vurdien, 2011).

A blog is simply a contraction of a weblog but people who write blogs are called bloggers, never webloggers. Blog is short for 'Web log' but people are common to say 'blog' instead of 'weblog' (Drexler, et.al. , 2007). A blog is best described as an online journal. It is frequently updated by the bloggers. A weblog is a kind of websites.

In other words, a weblog is one type of a web site. Therefore, it can be concluded that all Weblogs are Web sites, but not all Web sites are Weblogs (Hill, 2006).

Another definition of blogs is that blogs are a phenomenon helping to create more interconnected, social aware global community (Rezaee and Oladi, 2008). In other words, blogs mean tools to connect with other people in social global community. A blog technology is a potential medium for encouraging reflective writing through self-expression and interactive exchange through social networking (Lee, 2010). Therefore blogs are also being media for communication.

Blogs, online personal journals, have existed in the cyberspace community since 1998 (Wu, 2005). Along with existing time, blogs are more and more used for many purposes. For instance, they are used as media for communication and sharing knowledge, or even as a diary. According to the United Kingdom Literacy Association, "blogs are now a well-established and widely recognised form of digital communication, and suggests that they should be taken seriously in educational settings." (Marsden and Piggot-irvine, 2012). It shows that the use of blogs has been adapted to the era when the blogs exist. It can keep on blossom out along with the passing time.

All the activities done by people on their blogs or weblogs are called blogging. Therefore, the researcher defines blogging as a verb

that shows activity on blogs. So that blogging is exactly different from the word blog. People do not need to be confused to distinguish the words blogging and blog. Both of them have close relation but those two are different in the meaning. A blog is what people have created through blogging and a blog has its own definition as explained before.

2.2 Common Blog's Elements

According to Hill (2006), blogs have six common elements. Most blogs, though, incorporate these standard features:

a. Author byline: Many blogs carry a byline as a default setting in the blog software. A byline is less important when it is in an individual blog than in group blogs.

b. Permalink: It is a short form for "permanent link," this link takes the visitor from the index page to the entry's unique page.

c. Blogroll: The blogroll is not a requirement, but it is a tradition to list the blogger's favorite blogs in a sidebar. The blogroll is usually common to every page of the blog, so visitors can see your favorite blog destinations no matter where they enter your blog. Having one's blog included in a high-profile blogroll can attract the visitors.

d. Categories: Some blog programs allow the blogger to assign categories to blog entries. These categories are listed in a sidebar, so that visitors can restrict their reading to a category of interest. It is usually for one entry to be tagged in multiple categories.

e. Comments: Comments are written by visitors to blogs. On the index page, a comments link sends visitors to that unique page, scrolled down to the first comment. Many blog programs allow the comments function to be turned off, so visitors cannot talk back. It is of course obstruct the role of that blog as a tool for communication. When the visitor can not leave their comments, the blogger also can not know the reactions or corrections from the visitors toward the blog if there are some mistakes on it.

f. TrackBacks : TrackBacks are related to comments but are trickier to understand. TrackBacks offer a way to put a link to your blog entry on someone else's blog. It will help you to interact with someone else's blog.

2.3 The Advantages of Using Blogs

Actually, blogs have some advantages that can attract the people to do blogging. The advantages are based on the utility of blogging itself. Blogging has different utility for different people. It depends on the purpose of using blogs. Each person has its own purpose in doing blogging. For instance, a student and a bussinesman will have different utility of blogs because their purpose of blogging is also different. A student is doing blogging on the purpose of learning or only doing his school task while a bussinesman is dealing with a blog with the purpose to gain any profit from it.

In this case, we focus on using blogs in teaching learning English. So the researcher only explain the advantages of using blogs for the students and the teacher in teaching learning process. In teaching learning English, blogs can be used as a journal. The journal is meant to be very practical, useful and set in school reality, rather than theoretical and academic (Krajka, 2006). The students can make an academic writing on their blog. Each student make their own text and post it on their own blog. The text provides excellent opportunities for discussion, and journal entries can help students improve their writing skills (Herrero, 2007).

Blogging also gives an opportunity for the users to display their works on the internet and it is freely acceessed by anyone. Therefore, teaching writing using blogs also gives students a space to show and display their writing works and everybody can see that including their parents, friends, even people in general. It will also encourage the students to do more writing when many people appreciate their writing works on their blogs.

Based on Fernette and Brock Eide's research in Drexler, et.al. (2007), it is found that blogging can promote critical and analytical thinking; be a powerful promoter of creative, intuitive, and associational thinking; promote analogical thinking; be a powerful medium for increasing access and exposure to quality information; and combine the best of solitary reflection and social interaction. It shows

that blogging can encourage the students to think more critical, analitical, and it can make the students to be more creative. Students will be able to write something which can be a high-quality text.

Besides, blogging also gives some advantages toward the teacher. Teachers can easily use the blog to organize a collaborative learning environment in which students can peer edit others' postings (Dieu and Mitchell in Wu, 2005). It will help the teacher to create an interactive class through blogging and it will encourage the students to write or to post their writing on their blogs. The teacher also needs to feel in control of the activity and using blogs will help the teacher to control students' activity. Through controlling students' blogs, the teacher can easily see the development of students' writing on their blogs.

Blogs have a feature of automatic date-stamping for each post which is quite useful. With the automatic date-stamping function, the teacher can know clearly when students turned in their assignments. On the other hand, the automatic archive of past posts by date can help the teacher easily locate the message they are searching. It will be very useful for the teacher to observe the students' works without worrying about the time because the teacher can do it anytime. The teacher can find the oldest posting of the students and compare it to the newest one. It will be easier for the teacher to evaluate the students works.

2.4 The effect of blogging

Blogging has some effects to the students. For them, blogging can form the habit of writing. They will be more familiar with writing and be easier for them to do writing. A study done by Vurdien (2011) found that students are more interested to learn using blogs. The students reported that the project had taught them the appropriate way to plan their specific writing tasks effectively, which led to an enhancement in their writing skills.

Besides, blogging will affect on the social interactions which is the effects of making learning public, instead of confined within a protected community of learners (Rezaee and Oladi, 2008). Therefore, it is necessary for the teacher to consider about the type of texts that will be posted by the students on their blogs. It is only a preventive action for protecting them from public fulmination toward what have been posted on blogs by the students themselves.

B. Review of Related Studies

The first research related to this study is done by Annabelle Hernández Herrero (2007) under the title "A Tool to Improve Students' Writing Skills". Herrero said that writing has an important role in communication. From this journal it can be concluded that because writing is important, it is also necessary to improve the students' writing skills. One method that can be taken in order to improve the students' writing skill is

through a journal. The students can express their opinion and when they express it through writing a journal, they also learn and practice their writing skill though they do not realize it. The teacher also can analyze the problems in writing of the students from their journals. Then the teacher can give the students feedback and correction of their mistakes in writing. If it can be done continuously, the students will accustomed to write and their writing skills will improve automatically.

The second research about improving writing skill entitled "Improving Writing Skills in ESL Students" is done by Crystal Santos. The first approach for improving ESL students' writing skills is through a method called Free Writing. Free Writing is writing for a period of time in class on a topic of interest to them. The second approach to improving ESL students writing skills is through a method called Process Writing. Process Writing usually is structured in six ways. Those are prewriting, first draft writing, responding, revising, final draft writing, and publishing. There are some activities that can be done which may lead into either of the two writing approaches. They are assessing needs, reacting to a text or stimulus, writing letter, analyzing or synthesizing information, and making lists. At the last, Santos conclude that The Free Writing and Process Writing approach are the two best ways to improve an ESL student's writing skills. Doing those two methods will help ESL students with all of their literacy skills. Teachers only need to implement writing in the classroom as much as they can.

The next research is dealing with the use of blogging in relation with the writing skill. This research entitled "High School Teachers Use Blogging To Get Students Writing More" is published on 4th of August 2010. In this research, it is explained that blogging and resource website for high school students can be used in teaching learning process especially for writing. The purpose of using blogging is get students writing more outside the classroom. In this research, it is stated that the blogging aspect of the writing provides an incredibly positive experience for students. Teens today get instant feedback from their peers, family, friends and others in their social networks. In the research, it is concluded that blogging can be used by the teachers of High Schools as a tool to encourage their students to get more writing even outside the classroom.

The last study related to this research is about the multimedia that is used for teaching business English. It is still related to this research because this research will also use multimedia in teaching learning process especially for doing blogging. The related study here is done by Jarek Krajka (2006) entitled "Multimedia in Teaching Business English". In this research, there are some findings related to teaching business English using multimedia. First, there is a variety of types of educational multimedia software that could be implemented in a Business English course. Second, a creative teacher can harness them to add value to the teaching process. A creative teacher will conduct a condusive class and the teacher should make the class enjoyable, comfortable, and fresh so that the students can have fun in learning and they

are excited in joining the class. Besides that, the full language courses enslave the teacher to the largest degree, as it is impossible to make any modifications in the language content nor in the order of working with it, and this has to be kept in mind while deciding on using the program.

C. Conceptual Framework

Writing has some micro skills such as the vocabulary, grammar, language use, the mechanic, even the content itself. In writing, coherence and cohesion also should be considered. Those micro skills are tied to one another in order to produce a good writing. A writer should consider about all of the aspects of micro skills. To improve the writing skill which is the macro skill, it is needed to fulfill the micro skills first.

However, it is not a simple thing to write correctly and fulfill all of the micro skills in order to improve the macro skill. Some difficulties in writing make it complex. According to the survey done by the researcher, many students in the first grade class of SMA N 1 Seyegan said that writing is difficult. Based on their result of writing task, their writing is far from what the teacher expected. Many mistakes occured in their writing. It shows that their writing skill was not good enough. It should be improved in order to achieve the better ability in writing.

To solve the problem, the researcher tried to give a solution for improving students' writing skill. One way that can be taken by the teacher is through blogging. This way is adjusted to this modern era. It uses high

technology which is in this case using internet connection for doing blogging. The students could do writing in a different way by posting on their blogs. They should write and post what the teacher had instructed as their writing tasks. Through doing blogging continuously, the students would have more practices of writing so that they would be accustomed to do writing. Hopefully, blogging would also be an interesting activity for writing and the students could enjoy writing on their blogs.

The teacher in collaboration with the researcher should control the students' writing skill continuously by checking students' blogs daily. The teacher could compare students' abilities in writing through students' writing works that had been posted. The oldest posting of the students' blogs was compared to the newest one. The teacher should also pay attention on the mistakes of students' writing works. If the mistakes occured on their newest writing are less than that on the oldest one, it showed us that the students' writing skills have been improved.

The researcher along with some parties including the English teacher, the headmaster, the classroom teacher conducted the research in order to prove and clarify if blogging can be used as a tool to improve students' writing skill. This action research was conducted at class X IS 1 of SMAN 1 Seyegan as the subject of this research. A cooperation of all parties mixed up within this research was needed in order to gain successful research and also to make the findings of this research valid and reliable.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

The research concerned here was an action research. According to Ludico, et.al. (2010), action research is a type of research that has been used in many disciplines, including education. As its name implies, action research is type of research that aims to enact immediate changes in an educational setting. It was conducted in natural setting using techniques which are primarily common to qualitative research such as observing and recording both events and behaviours. According to Burns (2010), classroom action research mainly aims to solve the problems of the teaching and learning process. Before carrying out the action, the researcher has identified the problems.

In accordance with the objective of the research, the aim of this research is to improve students' writing skills at the first grade class of SMA N 1 Seyegan in the second semester of an academic year 2013/2014. This research consisted of two cycles. The plans to solve the problems found in the reconnaissance were implemented, then they were observed and reflected (evaluated). The implementation then was defined to find the results. Then, the plans were revised and implemented again the next cycle. The processes in action research can be shown in the schema below.
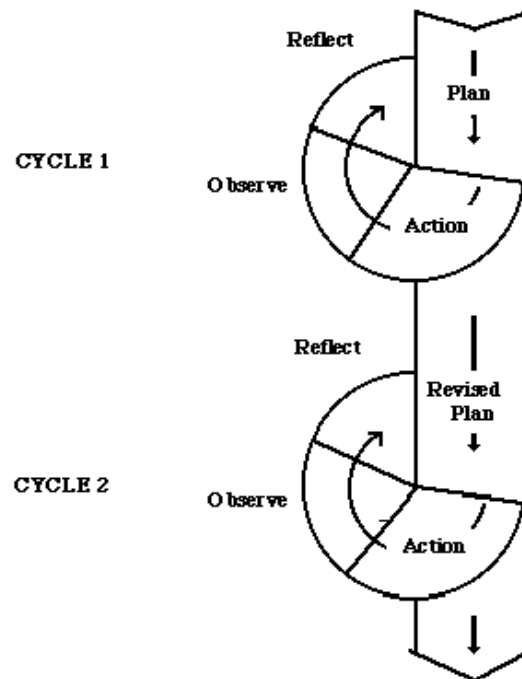
Figure 1: Kemmis and McTaggart's Action Research Cycle in Burns (2010:9)

Based on Figure 1, the researcher in collaboration with the English teacher identified some problems, formulated a draft of the action to solve the problems, implemented the action, and then reflected on the outcome of the action. Those whole steps were done in two cycles.

B. Research Setting

1. Place and Time of the Research

The research was conducted in Sekolah Menengah Atas (SMA) Negeri 1 Seyegan. It is located in Tegal Gentan, Margoagung, Seyegan, Sleman. Its broad is approximately 3.05 ha. The school has six classes in each grade so it has 18 reguler classes for teaching learning rooms. The school also has some facilities that can support the teaching learning

process. It has a library, 5 laboratories, a multimedia room, an audio visual room, an art room, studios, hall, a wide field, some sport courts, and many other buildings in this school. It also has wide parking areas for both the students and the teachers.

The research was done for about three month from January to March 2014. During three months the research was conducted including the observation, planning, implementation of the action, and also the reflection. All of them were done in two cycles.

2. **Subject of the Research**

The researcher in collaboration with the English teacher, the students, and the principal of SMA N 1 Seyegan tried to conduct the action research. The subject of this research was the students of the 1st grade class of SMA N 1 Seyegan. It had been assumed that the students had been familiar with internet and they had been able to operate an internet since the school provides them with a computer laboratory and multimedia room so they have an access to the internet. They were supposed to use the internet especially to use a blog as a tool for them to improve their writing skills. The teacher led them in doing this task and the school provided them with the facilities such as internet connection, multimedia room, and also audio visual aids. Therefore, it was still possible for the students to use blogging as a tool to improve their writing skills.

C. Data Collection

1. **Data of the Research**

  The needed data in this research could be divided into two which were quantitative and qualitative data. The first one was quantitative data of the students' ability in writing. This data could be in the form of number or score. The data derived from the result of students' works in writing and the works were being assessed through scoring rubric of writing. The second data were qualitative data about feelings, opinions, expectation, suggestions, and preferences from the research members and the students related to the method used in teaching and learning about writing. The sources of those data were in the form of recordings, field notes, interview transcripts, and also the pictures from the documentation. The researcher also got additional data about students' responses of the research from the questionnaire that had been addressed to the students.

2. **Data Collection Technique**

1) Observation

  According to Ludico, et.al. (2010) observation is a tool of research that requires systematic and careful examination of the phenomena being studied. During the observation, some notes are taken. Those notes were known as field notes used to record not only what had been seen and heard, but also reflections on what had occured. The researcher observed the teaching learning process in English lesson that was using an internet for blogging in order to

improve students' writing skill. In addition, the researcher also could use a log journal to see the development of the students' abilities in writing.

2) Interview

The interview might be the major data collection tool of the study or may be used to corroborate or verify the observation (Ludico, et.al., 2010). The researcher conducted an interview in the form of semi structured interview. It means that an interview guidance was used to interview the participants but there might be any possible questions and unpredictable questions that occured to dig out more information from the participants. A voice recorder was also used to record the interview toward the participants in order to save the original data and then the transcripts of the interviews were made based on the recordings.

3) Documentation

Documentation here means that the researcher recorded the process of the research and some pictures were taken during the research. This technique produced the data in the form of visual or audio-visual data. The visual data refer to the pictures taken during the research while the audio-visual data refer to the recordings. Those recordings could be carried out from the beginning which were observation and interview till the research was being conducted and the action was also implemented.

3. Data Collection Instruments

The researcher was the key instrument or the main tool of this research. The researcher played a role as the main instrument in collecting the data. However, the researcher also used other instruments in conducting this research. The other instruments that were used by the researcher are explained below :

1) Interview guideline

This tool was useful to help the researcher in doing interview. The guideline could help the researcher not to go far away from the purpose in doing interview. This guideline was in the form of a list of questions that would be asked to the respondents. The researcher did an interview based on the guideline that had been made before although practically, there might be some possible questions and unpredictable questions that occured to dig out more information.

2) Scoring rubric

The scoring rubric here is about the list of criteria about what aspect that would be assessed in this study and the score or point for each aspect. This research concerns on the writing skill so that the aspects being assessed here should be the aspects in writing. Those aspects had been written on the scoring rubric. It would be used in assessing students' works about their writing on their blogs. The scoring rubric is presented through the following table.

Table 3.2. The Scoring Rubric of Writing

Score	Level	Criteria	Comments
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.	
	26-22	GOOD TO AVERAGE: Some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.	
	21-17	FAIR TO POOR: limited knowledge of the 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 expression; ideas clearly stated / supported; succinct; well-organized; logical sequencing; cohesive.	
	17-14	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; 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 word / idiom choice and usage; word from mastery; appropriate register.	
	17-14	GOOD TO AVERAGE: adequate range; occasional errors of word / idiom form, choice, usage *but meaning not obscured.*	
	13-10	FAIR TO POOR: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.	
	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 constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.	
	21-18	GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions *but meaning seldom obscured.*	
	17-11	FAIR TO POOR: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions 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 handwriting, *meaning confused or obscured*.	
	2	VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.	
Total Score		**Reader** **Comments**	

3) Camera

The camera was used to make a documentation. It was required to fulfil one of the techniques used in the data collection. Through this tool, it could record the process of the research in visual form. It was very helpful in doing a reflection at the end of this research.

4) Questionnaire

Questionnare is an additional tool or instrument used to collect data. The researcher used questionnaire to explore many possibilities that the subject might create for a question. The questionnaire was administrated to find out the students' responses toward the technique used for improving their writing skills. Therefore, this questionnaire was addressed to the students in which require the students to answer some questions related to their opinions of using blogging as a tool to improve their writing skills.

4. Data Analysis Technique

The data analysis technique that had been conducted in this research was divided into two methods which were quantitative and qualitative methods.

1) Quantitative methods

The quantitative data were in the form of number or score of the students' works in writing. The students works would be assessed to get scores as the data. Those scores would be derived from the pre test and

post test in writing. Then the researcher would compare the students'

pre-test and post-test scores. It was conducted by the researcher in order

to know whether there were significant differences in the pre-test and

post-test scores or not. The data could be seen from the students' mean

score before and after the researcher applied an action.

2) Qualitative methods

The data obtained from the questionnaires, observations and

interviews were analyzed after each cycle was done. To analyze the

data, the researcher used the descriptive analysis. In this case, the

researcher interpreted the data and changed it into a long description

based on the results of the instruments. This kind of interpretation then

defined the results of the use of action. It could be seen whether there

was an improvement on students' writing skills or not. The qualitative

data were analyzed by using stages suggested by Burns (2010). Those

are assembling the data, coding the data, comparing the data, building

interpretations, and then reporting the outcomes. After analyzing the

data, the researcher should draw a conclusion from the data display so

that the progress of the implementation could be seen.

D. Validity and Reliability

In the action research, it needs a system to judge the quality of the

inquiries that is made for the classroom-based research projects. Thus, the

researcher here indicated the validity and reliability of this research for judging

its quality. According to Anderson et.al. in Burns (2010), to make the qualitative data valid, there are five kinds of validity. Those five kinds of the validity were used in this research.

1. Democratic Validity

There was a collaborative effort between the researcher, principal, teacher, and also students. All the participants here had been accurately represented. All the participants mentioned before were involved in this research.

2. Outcome Validity

It is related to the notion of action leading to outcomes that are "successful" within the research context. In this research, the researcher used blogging as a tool to improve students' writing skills. The outcome validity could be seen in the reflection stage. If there were some improvements in the students' writing skills and motivation, it could be said that the research was successful.

3. Process Validity

It is related to the extent which raises questions about the process of conducting the research. In fulfilling the process validity, the researcher did the classroom observation, made field notes, interviewed the students and the collaborator, and also distributed the questionnaires. To ensure this process validity, the researcher should be vigilant in reflecting on the data collection techniques.

4. Catalytic Validity

It is about the degree in which the researcher and collaborator have moved towards a better understanding of the research setting. The understanding which have the potential can transform the reality of the research setting. In this research, both the researcher and the teacher as the collaborator learned from each other and from reflecting on the problem domain. If the participants in this study were moved to take action in improving their writing skills, this action research was considered valid.

5. Dialogic Validity

To ensure this dialogic validity, the researcher should have a critical conversation with others about the research findings and practices. In this research, there should be conducted a peer review process to establish the goodness of the research itself and the researcher had conducted a discussion with the teacher as the collaborator.

In addition, related to the reliability of this research, it was dealing with the consistency. It was about the degree to which a test consistently measures what it measures. The reliability of the data was gained by giving genuine data, such as the field notes, interview transcripts, the results of the questionnaires, and other records. To obtain the trustworthiness, the researcher used the triangulation technique. Through the action done in this research, the results should be consistent in any occassions so that this research was considered reliable.

E. Procedure of the Research

In conducting the action research, there were some procedures that had to be followed for each cycle. Those procedures are presented below :

1. Determining the thematic concern (Reconnaissance)

    The researcher would identify the problem from the observations, questionnaires, and interviews conducted by the researcher before. The researcher would find the major problem from the data. This problem would lead the researcher in doing this research. The problem that had been found here was the main point that the researcher tried to overcome through this research. The problem should be discussed further in this research.

2. Actions

    a) Planning

        After knowing the problem the researcher would start to think about the solution to overcome the problem. The solution for the problem would be an action done in this research. The researcher planned an action to overcome the problem and the researcher formulated the plans of action that would be implemented.

        The formulation of the plans included the materials that would be given in the action. Those materials were be taken from many resources. They were adapted and adjusted in order to make the fit with the topic. After that, the researcher should arrange the lesson plans and consult them with the teacher as the collaborator.

b) Implementation

> After formulating the plans including the materials and the lesson plans that had been agreed, the researcher should implement the actions in the class. The researcher should do the actions and collaborate with the teacher in the class. The researcher should observe and monitor the process of doing the actions in the class. The researcher should observe the English teaching learning process which was about writing activity using blogging as a technique to improve the students' writing skills.

c) Evaluation and Reflection

> After implementing the actions, the researcher should assess the students' works in writing in order to get the data that would be compared to the first data taken before the actions. From the data it could be seen whether there was a significant effect or not. From those data, the researcher could see whether the actions done during the research contribute for improving students' writing skill or do not. Besides, the researcher should do some interviews to the students and also give them a questionnaire in order to know the students' responses and the students' opinion about the way used for improving their writing skill. The researcher could evaluate the result of the research. After doing evaluation, the researcher should analyze the research findings. Based on the result of the analysis, the researcher could continue to formulate the plan for the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the research, its findings, and the interpretations. There are three sections in this chapter. The first section presents the reconnaissance steps. The second one reports the planning of the action, implementation of the action and also reflection. The third section presents the discussions of the general findings of the research.

A. Reconnaissance

In this stage, the researcher did some activities to find the field problems. First, an observation was conducted to know the teaching learning process of English at SMA N 1 Seyegan, especially in the class X IS 1. Secondly, some interviews were also conducted to get more information related to the teaching learning process. Third, the questionnaires were distributed in order to strengthen the findings of general problems.

1. Identification of the Field Problems

The first process of the research was identifying the problems. The findings of the problems were derived from the observation, interview, and questionnaire. From the observation, the researcher found some problems related to the teaching learning process. The observation was done by the researcher on November, 28th 2013. The teaching learning process in class X IS 1 of SMA N 1 Seyegan can be seen through the following vignette.

VIGNETTE

English Lesson at Class X IS 1 of SMA N 1 Seyegan

(Duration : 2 x 45 minutes)

Day : Thursday, 28th of November 2013

Time : 08.45 – 10.15

Place : Class X IS 1 of SMA N 1 Seyegan

The English class in SMA N 1 Seyegan is around ninety minutes for every meeting. I have observed one of the English class which was an English lesson in X IS 1 class. The class was conducted by Ibu Yuanita. She is one of the English teachers in SMA N 1 Seyegan. I think that she taught English in the conventional way. Let us see what was going on during the English lesson on Ibu Yuanita's class at the day that I have observed.

The class began by greeting so that there was an interaction or short conversation between the teacher and students. The interaction can be seen through the script of the conversation below.

> The teacher : *"Assalamu'alaikum wr. wb."*
> Students : *"Wa'alaikumsalam wr. wb."*
> The teacher : *"Good morning."*
> Students : *"Good morning."*
> The teacher : *"How are you?"*
> Students : *"I'm fine, thank you. And you?"*
> The teacher : *"I'm very well, thank you."*

The students in responding to the teacher on the conversation were quite fluently because it was such as daily routine for them. Every lesson in English class is always started by greeting and using those conversation. The students replies what the teacher said in the same way and in the same utterances. They do that in every meeting of an English lesson.

After that, the teacher called the students' name one by one in order to check their presence. When the teacher called somebody's name, he/she responded by rising his/her hand and saying "present". All students did the same

thing. All of them would say "present" and rise their hand when the teacher called their name.

After the teacher had called all students and finished in checking the presence, the teacher asked the students about their homework. Then they discuss the homework together. The teacher asked the students to go to in front of the class and write down the answer on the whiteboard. The teacher asked the student who sit down in front of his desk to do first then continued by the other students consecutively. After all of the answers had been written on the whiteboard the teacher discussed it with the students and they corrected the answer if there were mistakes on the answer. However, when there was a mistake on the answer and the teacher asked the students, "Who has another opinion?" no one can answer it. The students only be silent when the teacher asked them. Even when the teacher called one name of the students, the student who is called by the teacher was only smile and said nothing. It seems very difficult to engage the students and to make them more active. After, no one responded to the teacher, the teacher only skip it and they didn't discuss the correct one. I think it is one of the teacher's strategies to make the students curious about the answer and hopefully they will ask to the teacher. However, in fact, the students were still silent and they didn't ask anything. They only followed the teacher to discuss the next answer.

After they finished in discussing the homework, the teacher started the lesson on that day by telling what topic or material that they were dealing with and explaining what they should do that day. The teacher wrote down what they would discuss on the whiteboard. The teacher wrote "Recount text" and she started the explanation about recount text. She explained abour the purpose of the text, the language feature and also the generic structure of recount text.

After giving explanation the teacher asked the students to open their LKS. The students were instructed to read a text on the LKS and then they should find the verbs and underlined them. After they had done, the teacher discussed it with the students and he wrote the verbs on the whiteboard.

Soon after discussing about the verbs in a recount text, the teacher gave the students a task. The teacher asked the students to make a recount text and they should tell their own experience of going somewhere. While the students were doing the task, the teacher walked around the class and she checked the students' works. She helped the students in doing the task and if there were difficulties in doing the task, the students actually could ask the teacher. However, even the teacher found some mistakes on their grammar, structure, language feature, even the use of punctuation, the students didn't ask anything related to the task. The students didn't show their difficulties in writing a recount text. Therefore, the teacher walked around to check students' works and she directly corrected their work if she found mistakes on the work itself.

After the students had finished with the task of making a recount text, the teacher asked some of the students to go in front of the class and read their

recount texts. The teacher called the name of the students randomly and the students went to in front of the class to read the text one by one. If each student who read the text in front of the class had finished to read the text, the teacher asked the other students to give applause as the aprecication. Although there were still many mistakes on the text such as the grammar, vocabulary, structure, and many other things related to the writing task, the teacher at least aprecicated the student who bravely came in front of the class. However, because of the time, only four students who came in front of the class and read their texts.

As the last activity, the teacher asked the students to continue working with LKS. The students were asked to do the task on the LKS. They should do the exercise about the recount text. Again, while the students were doing the task, the teacher walked around to look at the students' work on that task. However, the time was actually not enough to finish the task, so the teacher asked the students to continue the task at home as a homework.

At the end, when the bell rang, the teacher directly end the class and close by saying :

The teacher : "OK class, because time is up. Please continue your work at home. Thank you. Wassalamu'alaikum wr.wb."
Students   : "Wa'alaikumsalam wr.wb."
The teacher   : "Good bye and see you."
Students   : "Bye....see you."

Then the teacher left the class.

From the observation that I had reported through the vignette above, it shows us that the teacher in that class was teaching by using conventional method. The teacher didn't use any aid that can attract the students to learn English enthusiastically. The teacher only used LKS as the media. Therefore the students were not active in the class and the teacher wasn't able to engage the students in teaching learning process. Besides, the teacher also taught writing skill conventionally. In my opinion, those conditions affected on students'writing skill that still need to be improved. It was proved by the result of students' work in

writing. There were still many mistakes found in their writing. Therefore, I conclude that the students need to do more practices in writing to improve their writing skill.

After conducting the observation, the researcher also conducted an interview with the teacher. Some questions were addressed to the teacher about the teaching learning process in class X IS 1 of SMA N 1 Seyegan, especially related to the teaching in focused skill of writing. The result of the interview can be seen in the interview transcript below :

R : *Pertama, saya ingin tahu bagaimanakah cara ibu mengajar bahasa Inggris khususnya dalam fokus skill writing? Aktivitas yang seperti apa yang siswa lakukan di dalam kelas?*
(Firstly, I want to know how you teach English especially for writing skill. What activities are students doing inside the classroom?)

T : *Hmmm, kalau saya biasanya menggunakan LKS mbak. Jadi untuk kegiatan writing juga saya mengikuti activity-activity yang ada di LKS. Untuk kegiatan mengarang dan menulis bahasa Inggris sebagai production-nya itu anak-anak biasanya tidak selesai di kelas dan akhirnya saya jadikan PR dan dilanjutkan di rumah.*
(Hmmm, I usually use LKS so for the writing activity, I also just follow the activities in the LKS. For the production of writing, the students usually did not finish it and then I asked them to continue at home as the homework.)

R : *Oh begitu, tetapi apabila siswa mengerjakannya di rumah kan ibu jadi kurang bisa memantau dan memandu siswa. Ibu juga tidak tahu apakah siswa benar-benar mengerjakan sendiri atau hanya copy paste dari internet kan bu?*
(Oh, I see. However, if the students did it at home, you cannot monitor and guide them in doing writing. You also did not know whether they did it by themselves or they only copy and paste the text from internet, did you?

T : *Lha iya mbak. Memang kebanyakan anak-anak seperti itu. Hanya mengambil dari internet. Kelihatan sekali dari tata bahasanya yang sudah sangat baik. Padahal saya kan tahu kemampuan anak-anak yang*

sebenarnya seperti apa dan saya bisa menilai apakah anak itu memang bisa membuat teks seperti itu atau tidak.
(that's right. Most of students do that. They just take from the internet. It is easily known from the grammar used in the text which has already been good. But actually the case is I know the students' ability in writing so I can know whether the students do it by themselves or they just take it from the internet.)

R   : *Lalu kenapa tidak dilanjutkan di pertemuan selanjutnya di dalam kelas saja bu? Supaya ibu juga bisa memantau dan memandu siswa saat mengerjakan.*
(so then why don't you ask the students to continue doing writing in the next meeting? So you can monitor and guide the students in doing writing.)

T   : *Nah, kendalanya masalah waktu mbak kalau mau seperti itu. Karena kelas X sudah menggunakan kurikulum 2013, jadi untuk mata pelajaran bahasa Inggris itu hanya satu kali pertemuan dalam satu minggu dan satu pertemuan hanya 2 x 45 menit mbak. Kalau semua harus dikerjakan di dalam kelas takutnya malah materi tidak selesai, tidak bisa tersampaikan semuanya mbak.*
(nah, that's the problem. Because of the curriculum 2013, the meeting is only once a week for English lesson and there is only 2 x 45 minutes for each meeting. If all things should be done in the classroom, I'm afraid that the material will not be finished during a semester.)

R   : *Oh, jadi memang kendalanya ada di waktu juga ya bu? Waktunya yang memang sangat terbatas dan akhirnya berpengaruh juga dalam proses KBM juga.*
(So the problem is about the time, isn't it? The time was limited and it affected on the teaching learning process.)

T   : *Lha iya mbak, memang begitu.*
(Yes, that's right.)

*) R = researcher
T = teacher

(Interview Transcript 1, 28 November 2013)

Some questionnaires about the teaching learning process of English lesson in class X IS 1 of SMA N 1 Seyegan were also distributed to the students. It was done in order to find more information to support the identification of the

problems. From the questionnaire, the researcher wanted to know students' point of view about the teaching learning process especially in the focused skill of writing.

Based on the observation, interview, and questionnaire, several problems were found during the teaching learning process of English lesson in class X IS 1 of SMA N 1 Seyegan. From the vignette, the condition before the implementation of the action can be identified. Actually there were some problems found by the researcher during the observation. First, it was about the students' involvement in the classroom. The students were so quiet and passive during the teaching learning process. Secondly, the teacher taught the students using conventional method and used no aid for teaching. The last problem was about the students' skill in writing. There were still many mistakes occured on the students' works. They were not accostumed to do writing using English. Therefore, there were found many mistakes about their grammar, structure, tenses, vocabulary, even about the use of punctuation on their writing.

Through the interview done by the researcher, it also can be seen that the teacher also had a problem with the available time for teaching English in the classroom. Since the curriculum used in SMA N 1 Seyegan is the new curriculum 2013, there is only once a week for English lesson in grade X and there is only 2 x 45 minutes for each meeting. From the interview, the teacher said that the time was so limited and she found it difficult to teach all of the materials adjusted to the available time. Therefore, practically, the teacher only used conventional

method in teaching which was using *LKS (Lembar Kerja Siswa)* and as the result, the students were not enthusiastic in joining the class.

Besides, the teacher also stated that because of the limited time, she cannot give much time for the students to have a lot of practices of writing in the classroom. Writing activity was often done as students' homework. Therefore, the lack of practices here affected on the students' writing skills.

Questionnaires which were distributed to the students were aimed to know students' point of view toward writing activity in English lesson. From the questionnaire addressed to them before the implementation of the action, it was known that almost all students stated that writing in English was difficult.

All of the problems explained above can be categorized based on in which part of teaching learning process the problems occcured. Those problems that occurred during the teaching learning process can be seen through the following table.

Table 4.1. : The Problems Occured during the English Teaching Learning Process in Class X IS 1 of SMA N 1 Seyegan

No	Field Problems	Code	Source
1.	The students were passive during the teaching learning process.	S	O
2.	The students' writing score was under *KKM*.	S	O
3.	The students lacked of practices in writing.	S	O, I
4.	The students had low motivation in writing.	S	O, I, Q
5.	The students did not get involved actively in the class activities.	S	O
6.	The teacher did not use any media for teaching writing.	T	O, I, Q

7.	The available time for giving materials and writing activities in the classroom was limited.	Mt	O, I
8.	The teacher rarely gave varied writing activities in the classroom.	T	O, I, Q
9.	The LKS and the textbook were the only media used by the teacher.	Md	O, I
10.	The teaching aids and media were not maximally used.	Md	O, I, Q

Descriptions :

S : Students   Md : Media   Q : Questionnaire

T : Teacher   O : Observation

Mt : Materials   I : Interview

The field problems were categorized into four types which were students (code S), teacher (code T), materials (code Mt), and media (code Md). The students (code S) dealt with the students' condition, activities, and opinions while the teacher (code T) dealt with how the teacher conducted the teaching learning process in the English class. Next, the materials (code Mt) dealt with everything that was related to the teaching materials such as the available time for giving materials to the students. The last type was media (code Md). It was related to the media used by the teacher in conducting teaching learning process.

To support the results of the classroom observation and interview, the researcher conducted a pre-test. The pre-test was also done to measure the students' writing skill before the implementation of the action. The students should create their own writing of a recount text. The topic of the text was about their holiday. The result of the pre-test can be seen on the following table.

Table 4.2. The Students' Writing Score of Pre-test

No.	Student's name	Pre-test Score
1.	Student 1	68
2.	Student 2	61
3.	Student 3	67
4.	Student 4	61
5.	Student 5	68
6.	Student 6	53
7.	Student 7	74
8.	Student 8	69
9.	Student 9	68
10.	Student 10	66
11.	Student 11	69
12.	Student 12	63
13.	Student 13	58
14.	Student 14	56
15.	Student 15	58
16.	Student 16	67
17.	Student 17	66
18.	Student 18	72
19.	Student 19	58
20.	Student 20	64
21.	Student 21	72
22.	Student 22	61
23.	Student 23	63
24.	Student 24	58
25.	Student 25	62
26.	Student 26	53
Mean		**63.65**
Highest Score		**74**
Lowest Score		**53**
SD		**5.77**

When the students' writing skill was categorized based on the score result of the

pre-test, the result can be seen through the following table.

Table 4.3. The Result of the Pre-Test

No.	Scores	Categories	Frequency	Precentage
1.	85 - 100	excellent	0	0 %
2.	75 – 84	very good	0	0 %
3.	65 – 74	Good	12	46,15 %

4.	55 – 64	Fair	12	46,15 %
5.	45 – 54	poor	2	7,69 %
6.	35 – 44	very poor	0	0 %

The result of the pre-test showed that the mean score was under the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)*. There was no student who passed the KKM because the Minimum Mastery Criterion for English subject in SMA N 1 Seyegan is 75. The mean score was 63.65. It would be compared to the mean score of the post-test to find out if there was any improvement after implementing the action or not.

2. Identification of the Field Problems to be Solved

After considering the condition and the field problems that had been found, some feasible problems to be solved in this research were identified. The researcher decided to overcome the field problems based on the urgency level and feasibility to solve. As stated in the beginning of Chapter I, this research focused on improving students' writing skill so that the feasible problems here would be some problems related to the teaching learning process in the focused skill of writing. The field problems to solve are presented in the table below.

Table 4.4 : The Feasible Problems Related to the Writing Skills of Students in Class X IS 1 of SMA N 1 Seyegan to Solve

No	Field Problems to Solve	Code
1.	The students' writing score was under *KKM*.	S
2.	The students lacked of practices in writing.	S
3.	The students had low motivation in writing.	S

4.	The teacher did not use any media for teaching writing.	T
5.	The available time for giving materials and writing activities in the classroom was limited.	Mt
6.	The teaching aids and media were not maximally used.	Md

3. Determining the Action to Solve the Feasible Problems

After deciding the feasible problems to solve, an action to solve the problems was planned. In planning the action for solving the problems, it was necessary for the researcher to analyze the possible causes of the field problems. This step was important to recognize the obstacles and weaknesses in relation to the field problems that had been found.

Table 4.5. : The Possible Causes of the Field Problems in English Teaching Learning Process at Class X IS 1 of SMA N 1 Seyegan

No	Field Problems to Solve	Possible Causes
1.	The students' writing score was under *KKM*.	- The students' writing skill was low. - The students were not accustomed to do writing because they lacked of practices in writing.
2.	The students lacked of practices in writing.	- The available time for teaching and learning English in the classroom was limited. - The teacher didn't give students varied activities for the focus skill of writing.
3.	The students had low motivation in writing.	- The teacher didn't use any media to teach writing skill. - The teacher didn't make any variation in teaching writing.
4.	The teacher didn't use any media for teaching writing.	- The teacher conducted the class conventionally and only relied on the *LKS*.
5.	The available time for	- The new curriculum 2013 had been

	giving materials and writing activities in the classroom was limited.	used for the Grade X class. - The meeting for English class was only once a week.
6.	The teaching aids and media were not maximally used.	- The teacher was not creative enough.

From the table above we can see that actually the problems were interrelated each others. One problem occured can cause another problem happened. Therefore, after identifying the possible causes of the field problems, the researcher then decided an action which could be used to solve the problems. An action chosen by the researcher was using blogging to improve students' writing skills.

Through blogging, the students would have more space for doing writing. Blogging was like doing writing but it is writing in a different way so it can attract the students' motivation to do writing. Generally, writing is dealing with a pen and a piece of paper but blogging is writing using computer by only typing on the keyboard and connected to the internet. The length of the passage written on a blog was not constraint. The students also did not need to do blogging inside the classroom, even they could do it anywhere they wanted. They only need to be connected to the internet.

Considering the available time for English class in the classroom was so limited, blogging was appropriate for the students because it could be done outside the class. Moreover, the teacher could still control and monitor the students in doing writing on their blogs. Even the teacher could give guidance for the students without seeing them and the teacher could directly

give correction and suggestion toward students' writings by posting a comment on the comment column under the passage on students' blogs.

By using blogging, the field problems were expected to be solved. The teacher could use blog as the media to teach writing. The students should have their own blogs and they should do blogging continuously. They could do blogging outside the class so blogging here could be assumed as an extensive writing for the students.

Before conducting the action, the researcher had to make sure that the students had been familiar with the blog. Therefore, in the beginning the a presentation about blogs was done by the researcher. The presentation was about how to create a new blog and how to deal with blogs. The researcher also explained some features on blogs and what can students do with the blogs. Luckily, most of the students have known blogs well even some of them have had their own blogs. It would be helpful for the researcher to apply the action.

In implementing the action, the researcher in collaboration with the teacher applied the three-phase method or PPP (Presentation-Practice-Production). The phases of presentation and practice were done in the classroom while the production one was done outside the classroom but it was still with a guidance from the teacher. In the presentation phase, the teacher would deliver the materials. Then it would be followed by doing some tasks that should be done by the students in the classroom as their activity in the practice phase. For the production phase, the students would

deal with blogging and it was done outside the class. They should produce their own texts and posted them on their blogs. The teacher could give guidance and correction by writing a comment in the box under students' texts that had been posted on blogs. It could be done by the teacher without seeing students.

The action would be applied in order to overcome feasible problems mentioned before. The activities planned by the researcher also had purposes for solving the problems. What was done through blogging was aimed to solve the feasible problems. Therefore, each activity during the implemented action had its own concern on solving the problems. The solutions of each feasible problem are explained and presented through the follwing table.

Table 4.6. : The Feasible Problems to Solve and the Solutions

No	Field Problems to Solve	Solutions
1.	The students' writing score was under *KKM*.	- Through blogging, the students would do more practices in writing to improve their writing skills. - The students would be more accustomed to do writing because they would post their own works on their blogs continuously.
2.	The students lacked of practices in writing.	- Blogs provide students more space to practice writing. - Blogging would be like practicing writing in a different way and the students would keep on doing it.
3.	The students had low motivation in writing.	- Writing with a different way will attract the students. - Using modern technology as the media for writing such as the computer and internet would encourage students' motivation.
4.	The teacher didn't use any	- Blogging demanded the teacher to

	media for teaching writing.		use the computer and internet connection as the media for the writing activity.
5.	The available time for giving materials and writing activities in the classroom was limited.	-	Blogging could be done outside the class as an extensive writing so it would safe the time for the teaching learning process in the classroom.
6.	The teaching aids and media were not maximally used.	-	Through blogging, of course it would need the teaching aids such as the computer, internet connection, and LCD.

To implement the action, the researcher did some preparations and plans in order to make the action successful. They were :

a. Developing the research instruments

The researcher made research instruments such as questionnaires, interview guidelines, and a scoring rubric. The questionnaires were addressed to the students to know their opinions, feelings, and responses related to the action of this research. The interview guidelines for the teacher and also students were used in the reconnaissance and reflection steps. It was aimed to get some informations related to the field problems and also their suggestions concerning on the implementation of the action. The scoring rubric was used in assessing students' works about their writing. It contained of some criteria and the range of score in assessing students' writing works for each aspect of writing.

b. Selecting the materials

In selecting the materials, it involved both the researcher and the teacher. The materials used in the teaching learning process during the research were based on the curriculum 2013 used in SMA N 1 Seyegan for

Grade X. According to the basic competence of writing in the second semester for Grade X, there were some basic competences containing of making or creating students' own texts. However, the researcher and teacher decided to choose two kinds of texts to be used as the materials for this research. Those two were recount text and descriptive text.

c. Selecting the teaching technique

In creating the lesson plans, the researcher in collaboration with the teacher decided to use the three-phase technique PPP (Presentation, Practice, and Production). In the presentation phase, the teacher would deliver the materials in the classroom. It would be followed by practice phase and the students would deal with some tasks done in the classroom. The last phase was the production phase. It would be done outside the class. It would be the implementation of the action of this research which was doing blogging.

d. Deciding the teaching and learning activities

After the students got a presentation and explanation of the materials from the teacher, they would do some tasks in the classroom. Those tasks were done during the practice phase. The real action of this research was done in the third phase which was the production phase. The students were asked to do blogging as their production of writing. They could do that outside the classroom. They only needed to be connected to the internet. What they should write and post on their blogs should be related to the materials that had been explained before in the classroom. The

teacher was still monitoring students works although they were not see each others. They only need to be connected to the internet to communicate each others. The teacher also could check students' works on their blogs whenever the teacher wanted.

e. Making a course grid and lesson plans

The researcher made a course grid and lesson plans in collaboration with the English teacher. They referred to the curriculum 2013 used in SMA N 1 Seyegan for choosing the materials. There were different materials for each cycle. For Cycle 1, the teacher and the researcher decided to use a recount text as the material. It took two weeks for Cycle 1. Then for Cycle 2, they decided to use a descriptive text. It also took two weeks for the second cycle.

B. The Report of Cycle 1

1. Planning

After considering the field problems that had been identified, the researcher decided an action that was planned to solve those problems. The action applied in the class X IS 1 of SMA N 1 Seyegan focused on improving students' writing skills by using blogging.

The action was implemented in order to gain the conditions as the following.

1. The students' writing score would increase.

2. The students would have more practices in writing so they would be accustomed to do writing.

3. The students would be motivated in doing writing.

4. The teacher would teach writing in a different way by using blogs as the media.

5. The writing activity which in this case was blogging could be done outside the class so it could save time for the teaching learning process in the classroom.

6. The teacher would need to be connected to the internet so she should use teaching aids and media to monitor and control the students in doing blogging.

The action chosen by the researcher would be implemented at Class X IS 1 of SMA N 1 Seyegan. The action plans of the first cycle are presented below.

a. **Applying three-phase method (PPP – Presentation, Practice, and Production)**

Because Curriculum 2013 had been applied for Grade X in SMA N 1 Seyegan, the teaching learning process of English lesson in the classroom was only once a week and there was only 90 minutes for each meeting. In the cycle 1, the researcher in collaboration with the teacher applied three-phase method (PPP – Presentation, Practice, and Production) for conducting one meeting of English lesson in Class X IS 1 of SMA N 1 Seyegan. The activities done in the classroom for 90

minutes included two phases which were presentation and practice while the production one was done through blogging outside the classroom.

1) Presentation

In this phase, the teacher would present the materials first. The researcher in collaboration with the teacher had prepared a lesson plan before. The teacher would present the materials that have been prepared and she should refer to the lesson plan in conducting teaching learning process in the classroom. In this phase, the researcher was only as an observer during the teaching learning process in the classroom.

2) Practice

In the practice phase, the students were still dealing with activities in the classroom. They would do some exercises related to the materials that had been presented before by the teacher. They should do the exercises in the classroom. The excercises would include some micro-skills of writing skill because the focus skill here was writing skill.

3) Production

The production phase would be done by the students outside the classroom. They would deal with blogging so they should be connected to the internet. In production phase, the students would create their own texts and they should post their texts on their blogs.

Therefore, it could be said that they were doing writing in a different way. They used a monitor to replace a paper and used keyboard to replace the pen. They also should be connected to the internet to be able to access their blogs. Then they would do an activity called blogging which was about posting texts on their blogs as the activity in the production phase.

b. Using blogging as an extensive writing for the students

The students would use blogs as their media for doing writing. They would post their writing works on their blogs. What students should post on their blogs should be related to the materials presented before by the teacher in the classroom. The activity of blogging here would be the final production of the teaching learning process. Therefore, the topic of the texts that should be posted on their blogs was also the same with what they have learned in the classroom.

The students did not only post one text on their blogs. They would do blogging continuously. For two weeks, they should post some texts as instructed by the researcher in collaboration with the teacher. For the first cycle, the students should post at least five recount texts. For the first week, they should post two texts with the topic given by the teacher. The rest would be like writing their own diaries. They should tell their activities every day. Therefore, it was up to them to post how many texts in a week but it must be three texts at least. When the students would do

blogging every day and post more texts, it would be better for them and it was allowed.

In doing blogging, the students would still get guidance from the teacher in collaboration with the researcher. Although they were not seeing each other, the teacher could still give guidance and correction on their writing by posting a comment on their blogs. All of the activities on blogs done by the students and also the teacher could be done anywhere and anytime outside the class. They only needed to be connected to the internet and they could communicate each others.

c. Giving feedback for students' works on their blogs

When the students were supposed to deal with blogging, the teacher in collaboration with the researcher also had a role to monitor and guide the students in doing blogging as their writing production. Although they were not seeing each other, the teacher could still give corrections and suggestions on students' writing works through giving comments on students' blogs. They only needed to be connected to the internet and then they could do the activity on their blogs.

The teacher in collaboration with the researcher would always control and monitor students' works on their blogs everyday. Students' blogs would be frequently checked one by one. After reading students' writing works on their blogs, the researcher would leave a comment and corrections if there were some mistakes on students' works. What was

posted on the comment box was the feedback for the students themselves. From the feedback given to them, the students should reflect and improve their writing works in the next tasks.

Besides, in order to motivate the students in doing blogging, the researcher also told the students about the design of students' blogs. The most creative blog would be rewarded. The students should design their blogs as well as they could. They could use any wallpaper and add any ornament or deecoration on their blogs to make their blogs more attractive. As far as the design of their blogs was acceptable and not too much decoration, it was allowed for students to make it more creative.

2. **The Action and Observation in Cycle 1**

In this cycle, there was only one meeting in the classroom because there was only once a week for the English lesson in Grade X of SMA N 1 Seyegan. The duration was 90 minutes and it was used to do two phases of three-phase method in the teaching learning process inside the classroom. Considering the time was limited, the researcher tried to apply the action that had been planned before to overcome the problems. The Presentation and practice phase were done in the classroom while the production one was done outside the class.

The teaching learning process in the classroom of Cycle 1 was done on January 23th, 2014. During the teaching learning process in the classroom the researcher would observe the class conducted by the teacher. The

teacher should rely on the lesson plan that had been made before by the researcher. During the teaching learning process, the researcher observed the classroom activities from the back of the class and took some notes.

In implementing the action, the researcher in collaboration with the teacher worked together to monitor and guide students in doing blogging. They also should give correction toward students' writing works on their blogs. The data during Cycle 1 were collected through the observation, interview, questionnaire, and also the students' writing score. The students' writing score was derived from the pre-test and post-test done by the students in this research. The complete description is provided below.

a. The teaching learning process in the classroom

For the first cycle, the researcher in collaboration with the teacher conducted an English class at class X IS 1 of SMA N 1 Seyegan during the allocated time 90 minutes for one meeting in a week. The meeting was conducted on Thursday, 23rd of January 2014. The class began at 12 o'clock and ended at 1.30 p.m.

In the first cycle, the class was taught by the English teacher and the researcher observed the teaching learning process. They went inside the classroom. After the researcher had her seat at the back of the class, the teacher started the class. Firstly, the teacher was greet the students. Then she asked the students' condition and checked the students' attendance. No one was absent that day. Before the teacher started the lesson, she gave the

researcher time for introducing herself and telling the students about the research and what they should do during the research at glance.

For the introduction to the lesson, the teacher asked the students about the story that they had read in the previous meeting and actually the story belonged to the recount text. It was done in order to correlate with the materials that would be presented at the meeting that day. After that, the teacher directly went to the materials that she would present.

As the presentation phase, the teacher gave the students an example of recount text and then she explained about the characteristics of the text. The characteristics of the recount text were written on the white board and then she explained about the purpose of the text, the generic structure of the text, and the language feature of the recount text.

After explaining the materials, the students were asked to identify the generic structure of the text given by the teacher before. This activity was in the part of practice phase. Then the teacher and the students discussed together about the task which they had done. After that, still in the practice phase, the teacher asked the students to do the next task and it was still dealing with the same text. The students were asked to find some verbs which were in the form of past tense. After the students had finished in doing the task, the teacher asked the students to mention the words found in the text one by one.

The next task in the practice phase was dealing with the different text and the teacher asked the students to arrange the jumbled paragraphs

into the correct order so it could be a good passage. After that, the teacher and the students discussed about the passage together. After they had done with the task of arranging paragraphs, the teacher gave students another task and it was about filling in the blanks. The students should fill in the blanks on the text with the verbs provided in the box but they should change the form of the verbs first before putting them in the blanks.

At the end of the class, the teacher gave students a final production task that should be done outside the classroom. It was about writing their own recount texts as their homework. This task was given as the final production task of the teaching learning process. However, it was not done inside the classroom. It would be the implementation of the action in this research which was dealing with "blogging".

b. The implementation of "Blogging"

As mentioned before, the implementation of blogging here was the activity done by the students in the production phase. The use of blogging itself was the action implemented in this research. The students should continue their learning process though it was done outside the classroom. However, it was still related to what they had learned inside the classroom. It was the third phase of the teaching learning process which was the production phase. In this phase, the students were demanded to be able to produce their own texts and then post them on their blogs.

In doing blogging as the students' activity in production phase, the students were still controlled and observed by the teacher in collaboration with the researcher. Although they could not see each other, the teacher could still monitor the students in doing blogging and the teacher also could give guidance and correction on students' writing works by posting a comment on the students' blogs. They only needed to be connected to the internet connection so they could communicate each other through blogging without any meeting.

Besides blogging was an activity that should be done by the students in the production phase, it was also used as the media for students to do extensive writing to improve their writing skills. The students should do blogging continuously. The students were asked to create their own recount texts. The students also could freely post their stories on their blogs. It was not constrained. Therefore, what students did through blogging outside the classroom here was considered as students' extensive writing.

For the Cycle 1, the students were dealing with blogging for two weeks. For the first week, the students did blogging as the activity of production phase. In doing blogging, the students were still guided by the teacher in collaboration with the researcher. The students were asked to produce their own recount texts with the topic given by the teacher before and then they should post their texts on their blogs. For the first week they were asked to make two recount texts with the topic of holiday and students' experience on the earthquake happened few days before the task given to

them. The teacher could still monitor students' works on their blogs without seeing them. They only needed to be connected to the internet.

For the second week, the students should continue their blogging. However, for the second week here, the students conducted their own extensive writing. Although the topic was still related to the material given by the teacher in the classroom which was about recount text, the students could freely write and post what they want to say or tell. They were allowed to share any stories. The teacher only asked them to keep doing blogging and the teacher told the students that blogs could be used as their diaries. They could share anything on their blogs. The students could tell their experiences or their daily activities in a week. The teacher said that it was suggested for the students to do daily writing on their blogs. The teacher also said that in a week the students should only produce at least three texts on their blogs, however it was better for them if they could do daily posting on their blogs just like writing a journal or diary.

As the feedback for the students, the teacher in collaboration with the researcher always checked the students' blogs one by one. The researcher gave a comment and correction if there were mistakes on students' texts that they had created and posted on their blogs. Some suggestions were also given to the students related to their works on blogging. The students could also ask questions if they found any difficulties in doing blogging or in relation with the material which was about a recount text.

The teacher in collaboration with the researcher should always monitor and control students' activities on their blogs. The researcher also did daily checking on students' blogs one by one. Although they were not seeing each other, they could still communicate through blogging. They only needed to be connected to the internet. They could do blogging wherever they felt comfort. This activity of blogging for the first cycle was done for two weeks.

3. Reflection

The reflection was done by the researcher after implementing an action in cycle one. In making a reflection, the researcher also conducted a discussion with the teacher as the collaborator. The researcher also had interviewed the students after conducting the action. It was to fulfil the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data derived from the observation, interview, questionnaire, fieldnote, and also the score of students' writing. The reflection here was used to plan the action implemented in the next cycle.

The action in this research was implemented in the production phase of the English teaching learning process. The action was about doing blogging as the production activity. The students did blogging outside the classroom. For the first cycle, it had run well and the students had completed their tasks given by the teacher related to the blogging activity itself. The teacher asked the

students to produce their own recount text with the topic given by the teacher. Then the students should post their recount texts on their blogs.

For the first week, the teacher asked the students to make two recount texts about holiday and students' stories when the earthquake happened few days before the task given to them. Then for the second week, the teacher asked the students to write diaries and post them on their blogs. The teacher did not give limitation about the length of the text and also about how many texts that students should post. However, the teacher only said that in a week they should have at least three texts that told about their daily activities.

All students had done the tasks well. They created their own recount texts and posted on their blogs. All students could fulfil the requirement which was in two weeks, they should post at least five recount texts. Besides, the researcher also did her job in giving feedback to the students. The researcher did daily checking on students blogs and also read all texts posted by the students. After reading the texts, the researcher always left comments on the comment box on students' blogs. The comment could be a correction when there were mistakes on students' texts or it could also be a suggestion for the students to encourage students' motivation in doing blogging. Therefore, there would be an improvement on students' writing works for the next tasks.

At the end of the first cycle, the researcher evaluated and assessed students' writing works by comparing the first posting on the student's blog which was the pre-test to the last one as the post-test. The researcher used a

scoring rubric in assessing students' writing works. The result of students'

score on writing recount texts in the Cycle 1 is presented below.

Table 4.7 The Result of Students' Writing Score in Cycle 1

	Pre-test	Post-test
Student 1	68	79
Student 2	61	70
Student 3	67	76
Student 4	61	70
Student 5	68	73
Student 6	53	76
Student 7	74	79
Student 8	69	78
Student 9	68	79
Student 10	66	76
Student 11	69	73
Student 12	63	68
Student 13	58	73
Student 14	56	68
Student 15	58	65
Student 16	67	75
Student 17	66	69
Student 18	72	78
Student 19	58	67
Student 20	64	77
Student 21	72	79
Student 22	61	66
Student 23	63	80
Student 24	58	65
Student 25	62	71
Student 26	53	70
Mean	63,65	73,08
Highest Score	74	80
Lowest Score	53	65
SD	5,77	4,90

From the result of students' score above, it can be seen that there was

an improvement on students' writing skills. The data showed us that the mean

of students score increased from 63.65 to 73.08. The mean score increased by

9.43 points. Although the mean score of the post-test was still under Minimum

Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)*, it should still be

appreciated. The Minimum Mastery Criterion for English subject applied in SMA N 1 Seyegan was 75.

In addition, it was also found that the Standard Deviation of the students' writing scores in pre-test was 5.77, while that in the post-test was 4.90. From the comparison of the Standard Deviation, it could be concluded that the data in the post-test were more homogeneous as compared to those in the pre-test. It was because the Standard Deviation in the post-test was lower than that in the pre-test.

The improvement of students' writing skills was also shown by the result of the interview conducted by the researcher. The researcher had interviewed some students about their feelings and opinions related to the use of blogs for writing. The result of the interview can be seen through the following transcript.

R : *Terus setelah sering menggunakan blog dan membuat tulisan-tulisan yang diposting kan di blog gitu, apakah kalian merasa ada peningkatan dalam kemampuan menulis kalian?*
(After using blog so often and posting texts on blog, what do you feel? Is there any improvement on your writing skill?)

S 1, 2 : *Ada*
(Yes, of course.)

R : *Peningkatannya seperti apa? Jadi lebih terbiasa dalam menulis atau bagaimana?*
(How is the improvement? Are you being accustomed to do writing?)

S 1 : *Jadi lebih bisa nulis, bisa memperbaiki tulisan jadi lebih benar, kita juga udah bisa gunain blog.*
(We have been able to do writing well and we could create a text better. We also had been able to operate a blog.)

R : *Lebih enakan mana nih, nulis di blog apa nulis pake kertas sama pulpen?*
(Which one is more exciting? Writing using a blog or writing on a piece of paper and pen?)

S2   : *Pake blog, tinggal ketik terus posting deh.*
(Using blog. We only need to type and then post it.)

<div align="right">(Interview Transcript 2, 7 February 2014)</div>

From the interview transcript, it has known that on students' perspective, blogging was also more exciting than writing on a piece of paper. The students also stated that there was an improvement on their writing skills because of blogging. They did blogging so often so they unconciously produced writing works continuously and it made them be accustomed to do writing. Therefore, the students also felt that their writing skills were improved.

In addition, the feedback given to the students also helped them for improving their writing skills. The feedback which included corrections and suggestions for students' texts helped the students to create better text in the next posting. The students could repair their mistakes in the previous text. The representatives of the students also stated that the feedback given to them was very helpful when the researcher had an interview with them.

R   : *Oh, oke. Terus mengenai feedback yang diberikan terhadap tulisan kalian di blog apa sudah sesuai dengan harapan kalian dan bisa membantu dalam meningkatkan kemampuan kalian?*
(Oh, okay. Then, about the feedback of your writings on your blogs, Has it been agree with what you expected before? Can it help you to improve your writing skill?)

S 1, 2 : *Sudah*
   (Yes, it has.)

S 1   : *Iya sudah, kan di blog langsung dikasih komentar yang sekalian dengan koreksiannya. Jadi untuk postingan selanjutnya kita bisa perbaiki gitu.*

(Yes, it has. Because you directly gave us corrections of our texts on our blogs. So we can create better texts for the next tasks.)

(Interview Transcript 2, 7 February 2014)

At the end of the implemented action, the researcher also distributed a questionnaire to the students. Through the questionnaire, the students freely express their feelings and their opinions. It would not affect on their writing score. From the questionnaire given to them, it is known that almost all students were agree if blogging can be used for improving their writing scores. The data of students' response on using blogs as the media to improve their writing skills are presented through the following chart.

Figure 2. Students' Response on Using Blogs for Writing to Improve Students' Writing Skill
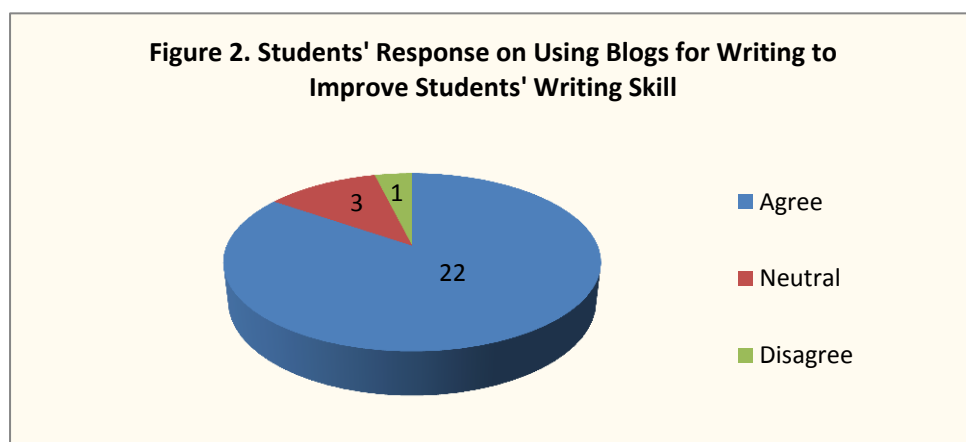
The chart had shown us that the gap between students who were agree and that who were disagree is significant. The chart was derived from the result of a questionnaire given by the students after implemented action in Cycle 1. The chart shows us that 22 students stated "agree", 3 students were "neutral" and 1 student stated "disagree". It can be concluded that almost all students were so excited on doing writing through blogging and

they felt that they were motivated to do writing because they enjoyed blogging. Although there was still a student who stated that they did not agree if blogging is used as a new way for doing writing, many other students stated that blogging could encourage students' motivation for doing writing.

During the implementation of the action in Cycle 1, there was not any obstacle or problems happened. Based on the interview with some students, the only thing that obstructed them in doing blogging was the internet connection. However, the students had their own way to overcome this problem as mentioned in the interview.

R : *Kalau kendala yang kalian hadapi apa selama melakukan blogging?*
(What are your obstacles that you found during doing blogging?)
S 2 : *Internetnya, lola.*
(The internet connection. It took long time for buffering.)
S 1 : *hmmm, Iya... kadang lola juga aku gak bisa setiap hari online, miss. Jadi juga postingnya gak bisa setiap hari gitu. Kadang dua atau tiga hari sekali online dan baru posting tulisan-tulisan aku. Makanya sekali posting bisa lebih dari satu teks.*
(Hmmm, yap... sometimes it took so long and also I couldn't be online every day. Therefore, I also couldn't post my texts everyday. Sometimes I posted every two or three days so once I posted, it would be more than one text that I posted.)

(Interview Transcript 2, 7 February 2014)

From all the data collected in Cycle 1, it can be concluded that there was an improvement of students' writing skills after implementing the action of using blogs for writing to improve students' writing skills. However, during the implementation of the action, some conditions which were out of

whar researcher expected happened. Sometimes the practice in the field was different from what had been planned. For instance, the way of the teacher presenting the materials was not quite attractive so the students were not enthusiastic in joining the teaching learning process in the classroom. The teacher was not mastering the materials well and she did not know well about blogging. Therefore, when she explained and presented the materials, it was not like what the researcher expected.

The time management in conducting the teaching learning process was also not good. The teacher did not manage the time well so the tasks that had been planned before were not done well. Although all tasks had been done by the students, they did not have comprehensive discussion about the tasks after they had finished. The teacher and the students only discussed the correct answer briefly because of the time.

All of those unexpected conditions could be used a consideration and reference for the researcher to plan the action for the next cycle. Reflecting on the findings of Cycle 1 and the conditions happened during the implemented action, the researcher recommended a modification about the practice in the classroom for the next cycle. For the next cycle, the teacher would collaborate with the researcher in conducting the teaching learning process in the classroom. The researcher would not only observing the teaching learning process but she would help the teacher to teach the students and present the materials in the classroom.

Nevertheless, the action implemented in this research was still asserted as a success. Through blogging, there was an improvement on students' writing skills. All of the activities during the first cycle also ran well although there were some flaws in the practice during the research. Therefore, the researcher decided to still continue the action to be implemented in the next cycle with a modification for the practice in the field that had been mentioned before in order to avoid any unexpected conditions and make better attainments in Cycle 2. Hopefully, by applying the same action with a modification for the next cycle the students' writing skill could be significantly improved and the students' writing scores could also pass the Minimum Mastery Criterion − *Kriteria Ketuntasan Minimal (KKM)* and also all of flaws happened in the first cycle would not happen again in the Cycle 2.

C. The Report of Cycle 2

1. Planning

Based on the reflection done in Cycle 1, the researcher decided to continue the action that had been implemented in the first cycle to be implemented again in Cycle 2 with a modification for the practice in the field. The researcher would not only be observer in the classroom. The researcher would help the teacher to teach the students and present the materials in the classroom. It was done in order to avoid any unexpected conditions just like what happened in the first cycle.

Cycle 2 also still focused on the same problems found in Cycle 1. The researcher only needed to do better in implementing the action and tried to minimize the obstacles found in Cycle 1. Hopefully, the result would be better and students' writing skills would significantly improve.

The action implemented was expected to create the following conditions.

1. The students' writing score would increase and could pass the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)*.

2. The students would have more practices in writing so they would be accustomed to do writing.

3. The students would be motivated in doing writing.

4. The teacher would teach writing in a different way by using blogs as the media.

5. The writing activity which in this case was blogging could be done outside the class so it could save time for conducting teaching learning process in the classroom.

6. The teacher would need to be connected to the internet so she should use teaching aids and media to monitor and control the students in doing blogging.

The action plans of Cycle 2 reveal the following points.

a. **Applying three-phase method (PPP – Presentation, Practice, and Production)**

   As done in Cycle 1, the three-phase method or PPP (Presentation, Practice, and Production) was used for conducting English teaching learning process in class X IS 1 of SMA N 1 Seyegan. The activities done in the classroom for 90 minutes were like what were done in Cycle 1. Those activities included two phases which were presentation and practice. While the production one was done through blogging outside the classroom.

1) Presentation

   In this phase, the teacher would present the materials first. The researcher in collaboration with the teacher had prepared a lesson plan before. The teacher would present the materials that have been prepared and she should refer to the lesson plan in conducting teaching learning process in the classroom. In this phase, the researcher became a collaborator and also observer because besides the researcher observed the process of English teaching and learning in the classroom, she also had a role of helping the teacher in conducting the class.

2) Practice

   In the practice phase, the students were still dealing with activities in the classroom. They would do some exercises related to the materials that had been presented before by the teacher in

collaboration with the researcher. They should do the exercises in the classroom. The teacher would guide the students in doing the exercises. The excercises would include some micro-skills of writing skill because the focus skill here was writing skill. The researcher would observe the classroom teaching and learning process including those activities of doing some exercises in the practice phase.

3) Production

The production phase would be done by the students outside the classroom. They would deal with blogging so they should be connected to the internet. In production phase, the students would create their own texts and they should post their texts on their blogs. Therefore, it could be said that they were doing writing in a different way. They used a monitor to replace a paper and used keyboard to replace the pen. They also should be connected to the internet to access their blogs then they would do an activity of posting their texts on their blogs called blogging as the activity in production phase. The activity of blogging here would also be the action implemented in this research.

b. Using blogging as an extensive writing for the students

The students would do blogging by posting their writing works on their blogs. What students should post on their blogs should be related to the materials that had been presented before by the teacher in the classroom. The

activity of blogging here would be the production of the teaching learning process in the classroom. Therefore, the topic of the texts that should be posted on their blogs was also the same as what they have learn in the classroom. Just like what students did in Cycle 1, the students would not only post one text on their blogs. They would do blogging continuously. For a week, the students would do blogging and they should post some texts as instructed by the researcher in collaboration with the teacher.

In Cycle 2, for two weeks the students should post some texts which were descriptive texts. It would be different from the first cycle because the material given in Cycle 2 was also different. Adjusted to the syllabus, the material in Cycle 2 would be about a descriptive text. Therefore, the production work also should be a descriptive text. The students should be able to create their own descriptive texts.

For the first week, they should post three descriptive texts with the topic given by the teacher. Those three texts were about describing a person, place, and thing. For the second week, the students could freely create a descriptive text with the topic chosen by themselves. However, the texts would be still descriptive texts though the students freely could describe anything they want. The teacher would still monitor and guide the students in doing the task. In doing blogging, the students would also still get guidance from the teacher in collaboration with the researcher. Although they were not seeing each other, the teacher could still give guidance and correction on their writing by posting a comment on students' blogs.

c. Giving feedback for students' works on their blogs

The teacher in collaboration with the researcher had a role to monitor and guide the students in doing blogging as their writing production. The teacher gave corrections and suggestions on students' writing works through giving comments on the comment box of students' blogs. The teacher in collaboration with the researcher would always control and monitor students' works on their blogs everyday.

The researcher would check students' blogs one by one. After reading students' writing works on their blogs, the researcher would leave a comment and corrections if there were some mistakes on their works. What the researcher posted on the comment box of students' blogs was the feedback for the students themselves.

From the feedback given to them, the students should reflect and improve their writing works in the next tasks. The researcher would give comment on each passage that the students had posted on their blogs and the students should continuously improve their writing works on their blogs. The students could also ask the teacher by replying the comment posted on their blogs. When the students did not understand about the corrections given to them or maybe they found any difficulties in doing blogging they could ask the teacher or the researcher also by posting their questions on their blogs.

The design of students' blogs was also still assessed by the researcher in collaboration with the teacher. It was aimed to motivate students in doing

blogging and hopefully it could encourage students' motivation in writing also. The best design of students' blogs would be rewarded at the end of the research. The students were expected to be able to design their blogs creatively so it could attract people to read their blogs.

2. The Action and Observation in Cycle 2

In Cycle 2, there was also only one meeting in the classroom like in Cycle 1. The duration was 90 minutes and it was used to do two phases of three-phase method for conducting teaching learning process. Those two phases were presentation and practice phase while the production phase was done outside the classroom.

The teaching learning process in the classroom of Cycle 2 was done on Thursday, 13 February 2014. During the teaching learning process in Cycle 2, the researcher helped the teacher in conducting the classroom activities besides she also observed the process of learning. In conducting the teaching learning process, the teacher referred to the lesson plan that had been made before by the researcher. The researcher also took notes during the teaching learning process in the classroom.

In implementing the action, the researcher in collaboration with the teacher would work together in monitoring and guiding students in doing blogging. They also should give correction toward students' writing works on their blogs. The data during Cycle 2 were also collected through the classroom observation, interview, questionnaire, and also the students' writing score. The

students' writing score was derived from their texts that had been posted on their blogs. The first posted text would be compared to the last one to know whether there was an improvement on students' writing skills or not.

a. The teaching learning process in the classroom

In Cycle 2, the researcher in collaboration with the teacher conducted an English class at class X IS 1 of SMA N 1 Seyegan during the allocated time 90 minutes for only one meeting in a week. The meeting was conducted on Thursday, 13th of February 2014. The class began at 12 at noon and ended at 1.30 p.m.

For the Cycle 2, the teacher in collaboration with the researcher conducted the English teaching and learning process in the classroom. The researcher and the teacher went inside the classroom. As usual, the teacher was greeting the students first. Then she asked the students' condition and checked the students' attendance. Two students were absent on that day. Before the teacher presented the materials, the teacher asked the students about their tasks that were dealing with blogging. The teacher checked if there were any problems found by the students in doing blogging. Actually there was not any problems and the students could do the tasks well. Because there was not any problems and the students had no question, the teacher directly went to the materials that would be presented at that time.

As the presentation phase of the teaching learning process, the teacher gave the students an example of an example of a descriptive text.

The teacher and the students discussed together about the text and they analysed the text to find out the characteristics of a descriptive text. Then the teacher explained about the characteristics of the descriptive text such as the generic structure, the language feature used in the text which is using present tense, also some adjectives and noun phrase used in the text.

After the materials were presented, the students were asked to do some tasks as the exercises in the practice phase. The first task was about analysing the text, just like what they had done together with the teacher before. They should analyze the characteristics of the text given to them. The students were demanded to be able to analyze the generic structure of the text then they should find the adjectives and noun phrases used in the text. They also should notice the tense used in the text. Then the teacher and the students discussed together about the task that students had done.

After that, still in the practice phase, the teacher asked the students to do the next tasks. The second task was about answering some questions related to the text that had been given before. While the task 3 was about filling in the blanks with appropriate words that had been provided. The students did those two tasks and after they finished, they discussed together with the teacher.

After discussing the answers of task 2 and task 3, the time was up and the class should be ended. At the last, the teacher gave the students a final production task that should be done outside the class. It was about writing their own descriptive texts The students should create three

descriptive texts. The first text was about describing a person and the students should describe one of their friends. Secondly, it was about describing a place that students ever visited. The last one should be describing students' favourite things and it could be an animal also. This final production task would be the implementation of the action in Cycle 2 which was dealing with "blogging". Therefore, the students should post their descriptive texts on their blogs.

b. The implementation of "Blogging"

The implementation of blogging in Cycle 2 was also the activity done by the students as their final production task. The task was still related to what they had learned in the classroom. In this phase, the students were demanded to be able to produce their own text and post it on their blogs. The text was a descriptive text just like what they had learned in the classroom before.

In doing blogging, the students were also still being controlled and observed by the teacher in collaboration with the researcher. Although they could not see each other, the teacher could monitor the students in doing blogging and the teacher could give suggestions or corrections on students' writing works by posting a comment on the students' blogs. They only needed to be connected to the internet connection so they could communicate each other through the blogs without any meeting.

In Cycle 2, the students were dealing with blogging for two weeks. For the first week, the students were asked to produce three descriptive texts and posted those texts on their blogs. The first text was about describing a person and the students should describe one of their friends. The second text was about describing a place that students ever visited. Then, the last one should be describing students' favourite things and it could be an animal also.

For the second week, the students should continue to do blogging. However, for the second week here, the students conducted their own extensive writing. The text was still a descriptive text but the students could freely choose what they wanted to describe. The number of texts was also unspecified. The teacher also said that it was suggested for the students to do more writing and post their writing works on their blogs. More and more blogging would be better for the students to improve their writing skills.

About the feedback for students, the teacher in collaboration with the researcher still always checked the students' blogs one by one. The researcher also controlled students in doing blogging. The researcher gave corrections and suggestions by posting comments on the comment box of students' blogs. The students might reply the comments if they did not understand the correction of their texts given by the researcher. The students could also ask questions if they found any difficulties in doing blogging or in relation with the material which was about a descriptive text.

The teacher in collaboration with the researcher did daily checking on students' blogs one by one. It would help the teacher and also the researcher to know students' development in learning English especially in improving students' writing skills. It would be seen whether the students were paying attention on the feedback given to them or not. The students who paid attention on it would create better text for the next posting. The teacher in collaboration with the researcher only needed to always check students' blogs so they could monitor students' improvement in writing.

3. **Reflection**

The researcher in collaboration with the teacher did the final reflection after the action had been implemented. The discussion was done by the researcher and the teacher to fulfil the democratic validity and dialogic validity. The results of the reflection were gained from the observation, interview, and also questionnaire distributed at the end of Cycle 2.

The action in Cycle 2 was also implemented in the production phase of the English teaching learning process. The students did blogging as their final production task. In the second cycle, the students also did blogging well. They fulfilled all of the tasks given to them during the implementing of the action. In Cycle 2, the teacher asked the students to produce their own descriptive texts.

For the first week of Cycle 2, the students were asked to make three descriptive texts and then they should post them on their blogs. The first text

was about describing a person and the students should describe one of their friends. The second text was about describing a place that students ever visited. Then, the last one should be describing students' favourite things and it could be an animal also. While during the second week, the students should continue to do blogging as their extensive writing. The texts posted on their blogs were still descriptive texts but the students could freely choose what they wanted to describe. The number of texts was also unspecified. The teacher also suggested for the students to do more writing and post their writing works on their blogs.

The results of students' production were varied. All students fulfilled the task about posting three descriptive text with the topic given by the teacher but not all students did the extensive writing as suggested by the teacher. Most of the students only fulfilled the task for the first week and added one more text in the second week as their extensive writing activity. However, there were some students who continuously doing blogging by posting some descriptive texts such as describing the students themselves and some others were describing their English teacher.

All students fulfilled the requirement in doing blogging for two weeks. On the other hand, the researcher also did her job in giving feedback to the students. The researcher gave comments and corrections on students texts that they had posted on their blogs. The researcher did daily checking on students blogs and also read all texts posted by the students. After reading the texts, the researcher always left comments on the comment box on students' blogs.

At the end of Cycle 2, the researcher also did evaluation and assessment on students' writing works by comparing the result of the post-test in Cycle 1 to that of the post-test in Cycle 2. By comparing those two, it could be known whether there was an improvement on students' writing skills or not after the implementation of the action in Cycle 2. The researcher used a scoring rubric in assessing students' writing works. The result of students' score on writing descriptive texts in the Cycle 2 is presented below.

Table 4.7 The Result of Students' Writing Score in Cycle 2

	Post-test in Cycle 1	Post-test in Cycle 2
Student 1	79	85
Student 2	70	83
Student 3	76	80
Student 4	70	78
Student 5	73	75
Student 6	76	85
Student 7	79	76
Student 8	78	84
Student 9	79	83
Student 10	76	85
Student 11	73	80
Student 12	68	76
Student 13	73	75
Student 14	68	88
Student 15	65	78
Student 16	75	73
Student 17	69	85
Student 18	78	74
Student 19	67	80
Student 20	77	75
Student 21	79	78

Student 22	66	75
Student 23	80	76
Student 24	65	70
Student 25	71	76
Student 26	70	68
Mean	73,08	78,50
Highest Score	80	88
Lowest Score	65	68
SD	4,90	5,08

From the result of students' score above, it can be seen that there was an improvement on students' writing skills. The data showed us that the mean of students score increased from 73.08 to 78.50. The mean score increased by 5.42 points. The thing that was highlighted here is that the mean score could pass the Minimum Mastery Criterion although there were still some students who did not pass the score of 75. However, the mean score that was over 75 indicated that the implemented action was successful in improving students' writing skills.

In addition, it was also found that the Standard Deviation of the students' writing scores in the post-test of Cycle 1 was 4.90, while in the post-test in Cycle 2, it was 5.08. The result was different from the first cycle. The result of the Standard Deviation in Cycle 2 showed us that the data were more varied as compared to those in the first cycle. It was because the Standard Deviation of the pos-test in Cycle 1 was lower than that in Cycle 2.

In addition, the conclusion of the improvement of students' writing skills was also supported by the result of the interview. The researcher had interviewed a representative of students about students' feelings and opinions

related to the use of blogs for writing. The result of the interview can be seen through the following transcript.

R   : *Gimana pengalamannya kemarin menulis dengan blog?*
    (How was your experience on doing writing using blogs?)
S   : *Ya gitu miss, awalnya jengkel sendiri soalnya belum kenal blog. Tapi lama-kelamaan pas udah bisa ya asyik.*
    (At the beginning, I was being irritated on myself because I haven't known about blogs yet. However, as the time goes, I can be accustomed and it was so exciting.)
R   : *Ada peningkatan gak dengan kemampuan menulis kamu?*
    (Is there any improvement on your writing skill?)
S   : *Ya ada dong*
    (Yes, of course.)
R   : *Lebih enak posting di blog atau nulis di kertas?*
    (Which one is more interesting? Posting your writings on your blog or writing on a piece of paper?)
S   : *Di blog lah, soalnya kan bisa tau kalau ada salah-salah itu kan. Nanti kan di komputer bisa muncul dan terdeteksi salahnya.*
    (Posting on blogs. We can know if there are some mistakes on our texts because computer can detect the mistakes automatically.)

            (Interview Transcript 3, 14 March 2014)

From the interview transcript, it has known that on students' perspective, blogging was still more exciting than writing on a piece of paper. Writing using computer and then posting it on blogs were considered more interesting and attractive. It was also easier to do writing using computer because it could automatically detect mistakes on the text including the grammatical error. The student stated that it was really helpful for doing writing.

Moreover, through blogging and writing using computer also gave students more knowledge in ICT (Information and Communication Technology). It was also admited by a representative of students during the interview done by the researcher. It could be seen through the interview transript below.

R   : *Oh ya, kalau kendalanya selama melakukan blogging itu sendiri apa?*
(What about the obstacle that you found when you did blogging?)

S   : *Itu miss, internetnya. Kadang juga sinyalnya susah kalau pas di rumah tu. Itu aja sih.*
(Internet connection. Sometimes the signal was limited when I was in my house. That's it.)

R   : *Oh, oke. Kalau kemampuan lain di luar menulis apa yang kamu dapetin dari blogging?*
(Okay. Is there any other skill that could be improved by doing blogging?)

S   : *Hmmm, ini... kemampuan TIK nya miss.*
(Hmmm, ya... our ICT skill.)

R   : *Oh, ya... Kalau mengenai pengetahuan writing nya meningkat gak? Seperti perbendaharaan kosakata nya sudah mulai bertambah atau belum?*
(Oh, ya... How about your knowledge on writing? Such as your vocabulary for example. Is there any improvement?)

S   : *Iya, bertambah miss. Kan jadi sering membuat karangan bahasa Inggris gitu.*
(Yes, there is an improvement because we became so often in doing writing with English.)

(Interview Transcript 3, 14 March 2014)

On the other hand, from the interview done by the researcher after implementing the action in Cycle 2 and as written in the interview transcript

above, it was known that there was still an obstacle found during the implemented action. Just like in the first cycle, the students still had a problem with the internet connection. When the researcher interviewed the student, he stated that the only obstacle found in doing blogging was the internet connection. The limited access to the internet connection became the only problem in implementing the action of this research.

At the end of the implemented action in Cycle 2, the researcher also distributed a questionnaire to the students. Through the questionnaire, the students freely express their feelings and their opinions. From the questionnaire given to them, it could be seen that most of students were agree if blogging can be used to improve students' writing skills and they stated that their writing skills had been improved during the research. However, there were still few students that were disagree. The result of the questionnaire can be seen through the following chart.

Figure 3. The Result of Post Questionnaire about Students' Response on The Use of Blogging for Writing
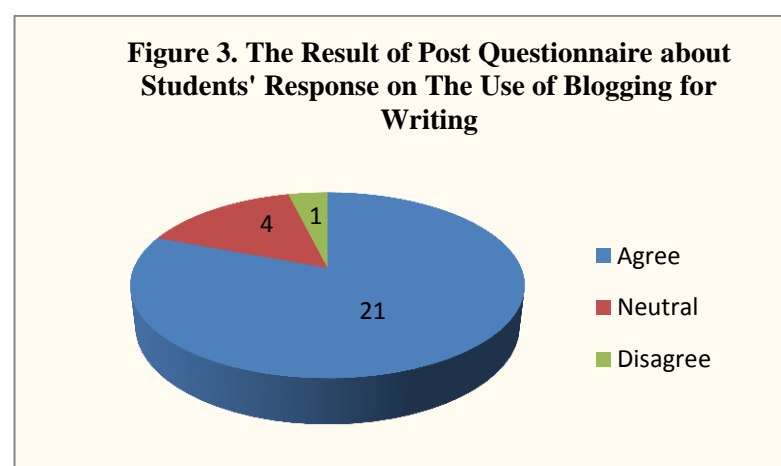
From the chart above, it has been known that 21 students stated "Agree" if blogging is used for writing while 4 students stated "Neutral". There was also still a student who was "Disagree" to use blogging for writing. The comparison between students who were agree and those who were disagree was very significant. It brought us to the conclusion that Blogging can be used as a new way of writing in order to improve students' writing skills.

From all the data collected in Cycle 2, it can be concluded that the action implemented in this research was successful to improve students' writing skills and the objective of the research was achieved. All expected conditions that were planned before the implementing of the action were successfully obtained. Even what had not been obtained in the first cycle was made good and gained in the Cycle 2. Therefore, the researcher decided to end this research in this cycle.

D. General Findings

During the implementation of the action, the researcher employed observations and also conducted some interviews at the end of the implemented action. Pre-test and post-test were also conducted to see the improvement of students' writing skills. In addition, the researcher also distributed questionnaires to gain more information about students' opinion and feelings related to the implementation of blogging for improving students' writing skills. Regarding the results gained in each cycle and the action of

implementing blogging for writing in order to improve students' writing skills that was successfully implemented in this research, the researcher summarize the findings as follow.

1. Through blogging, the students' writing skills could improved well.

2. Students' writing scores were significantly increased and could pass the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)*.

3. The students did more prcatices of writing so they were being accustomed in doing writing.

4. Through blogging, students were being motivated in doing writing.

5. Blogging gave the teacher chance to utilize the facilities that had been provided by the school such as a computer and LCD.

6. By implementing blogging, although the time for conducting English teaching and learning process was limited, the teacher could still give students an opportunity for having more practices in writing.

7. Students' knowledge of ICT and students' ability in ICT were also improved through blogging.

8. The teacher also could teach writing by using a different way that could give a variation for the teaching learning process.

9. The writing production activity which in this case was blogging could be done outside the class so it could save time for teaching learning process in the classroom.

E. Research Discussion

Based on the observation, interview and questionnaire, there were some problems found in the teaching learning process of writing in class X IS 1 of SMA N 1 Seyegan. The problems related to the students, the teacher, and the media used for teaching writing. The first problem was the students' writing score which was still low. Secondly, the time allocated for conducting English classroom was limited so the students were lack of practices in writing. Next, the teacher taught writing to the students conventionally and used no aids for teaching and it affected on students' motivation for doing writing.

The researcher in collaboration with the teacher planned an action to solve the problems. The action was using blogging as the new way for doing writing in order to improve students' writing skills. Through blogging the students were expected to be motivated to do writing. Blogging would also give students an opportunity to do more practices of writing outside the class. The students could do an extensive writing by doing blogging continuously.

After planning, the action was implemented and done in two cycles. For each cycle, the teacher used three-phase method in conducting the teaching learning process. There was only one meeting in a week during 2 x 45 minutes for each meeting. Considering that the available time was limited, only the presentation and practice phase were done in the classroom while the production phase was done outside the classroom as the implemented action. The students did blogging as their final production activity of the teaching learning process. The materials for each cycle were different. For the first

cycle, the material was about a recount text while in Cycle 2 the topic was changed which was about a descriptive text. The materials taught in this research were adjusted to the Curriculum 2013 used in SMA N 1 Seyegan.

The findings of this research were derived from the data of results of students' writing scores, the result of the questionnaires, the information derived from some interviews, and also the fieldnotes written by the researcher during the observations. From the data gained after the implemented action in this research, it was proven that through blogging students' writing skills successfully improved. This conclusion was also supported by the result of students' writing score that was significantly increased. The mean score of the pre-test was 63.65 and it was under the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* while the mean of the final posting or the post-test could pass the *KKM* which was 78.50.

In this research, the students showed their enthusiasm in doing writing using blogs. Using blogging as a tool in the writing process can raise students' level of motivation due to its interactive nature (Vurdien, 2011). The students stated that blogging was more interesting than writing using a pen and a piece of paper. Therefore, the students stated that learning writing through blogging was more attractive than only doing writing conventionally.

In addition, Guttler (2011) stated, blogs can also be a great opportunity to improve writing and vocabulary building. The use of blogs in EFL teaching seems to be something relatively new. Its efficiency is already to be proven in this research. Blogging can be done outside the classroom so it

can save the time. The teacher can also control and monitor students' writing works on their blogs from anywhere and whenever the teacher wants. It helps the teacher to see the improvement of students' writing skills.

Blogging also provides some features which are actually helpful for the teacher and students. Wu (2005) also stated :

"The feature of automatic date-stamping for each post is quite useful. With the automatic date-stamping function, both teachers and students know clearly when students turned in their assignments. On the other hand, the automatic archive of past posts by date or theme can help teachers and students easily locate the message they are searching."

In this research, the teacher was also helped by the feature of automatic date-stamping for each post. The teacher can know when the students posted their texts and if the students posted their texts over the deadline given to them, the teacher can easily know. Therefore, it would be helpful for the teacher in assessing students' writing works on their blogs.

In addition, according to Drexler (2007), it is known that besides blogging improves students' attitudes toward writing, it also can improve students' technology skills even though official technology-related instruction was not provided. It also has been proven in this research. The students stated that their knowledge of technology and also their ICT skills improved well because of blogging.

All of the findings in this research bring us to the general conclusion that blogging can be used to improve students' writing skills. It is in concord with the theories found by some experts presented before. Blogging gives students an opportunity to do more practices of writing outside the class so that

the students are being accustomed to do writing. The students were also being motivated for doing writing because blogging is a new way of doing writing that is adjusted to our modern era. The teacher is also being more creative in teaching because blogging demands the teacher to use aids or media for teaching.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The action research was implemented for the first grade students of SMA N 1 Seyegan in the second semester of the academic year 2013/2014. It started on November, 2013 and ended on March, 2014. The objective of the research was to improve students' writing skills at class X IS 1 of SMA N 1 Seyegan through blogging.

There were two cycles which each cycle consisted of one meeting inside the classroom and two weeks for doing blogging outside the classroom. In conducting the teaching learning process, the teacher used three-phase method or PPP. The presentation and practice phase were done inside the classroom while the production phase was done outside the classroom. The action of implementing blogging for writing was as the final production activity in the production phase and it was done outside the class. In Cycle 1, the material was about a recount text and for the second cycle it was about a descriptive text.

Through blogging, there were some changes as the result findings of the implemented action. First, the students' writing scores were increased and could pass the Minimum Mastery Criterion − *Kriteria Ketuntasan Minimal (KKM).* Secondly, through blogging, the students had more practices of writing so they were being accustomed to do writing. Students were also motivated for

doing writing because blogging was a new way of writing for them. By using blogging, the teaching learning process would be more varied. The teacher also could improve her creativity in teaching and the teacher was not teaching conventionally anymore but she could used teaching aids or media in conducting teaching learning process.

After the implemented action in this research, it was known that the students were more interested to do writing using blogging. Blogging gives an opportunity for the students to utilize the media such as computer and internet which are adjusted to this modern era. Therefore, blogging was more attractive for students instead of writing using a pen and a piece of paper. Moreover, teaching writing using blogs was more effective for the teacher. Its efficiency is already to be proven. Blogging can be done outside the class so it can save time for conducting classroom teaching and learning. The teacher can also easily control and monitor students' writing works on their blogs whenever the teacher wants.

All of the result findings of the implemented action brought the researcher to the conclusion that blogging can be used as a new way of writing in order to improve students' writing skills and it is efficient to used in the teaching learning process in the focused skill of writing. Through blogging, the students tend to have more practices of writing so that they become accustomed in doing writing.

B. Implications

The research findings showed that the students' writing skills had improved. It was related to the action implemented in this research. The researcher applied blogging for doing extensive writing. Blogging gives an opportunity for the students to do more practices of writing. By posting writing works continuously on students' blogs, the students become accustomed to do writing. Blogging is also attractive to encourage students' motivation for doing writing because blogging is a new way of doing writing for them.

The implementation of blogging in this research had successfully improved students' writing skills. It implied that blogging can be used by the teacher in the teaching learning process especially for the focused skill of writing. It can be applied as students' extensive writing outside the classroom. The findings also showed that the students were more interested to do blogging as a new way of writing. It implied that students should do an autonomous learning and they should encourage themselves to do more practices of writing through blogging.

Blogging is also proven as an effective way for the teacher to teach writing because the teacher can monitor students' writing works on their blogs whenever the teacher wants. It implied that teaching writing using blogs is easier for the teacher to control students' improvement in doing writing through blogging. The teacher also do not need to directly see the students for assessing their writing tasks. Blogging can be done anywhere.

C. Suggestions

The suggestions were made based on the conclusions and implications of this study. They are presented as follows:

1. English Teachers

It is crucial for the English teacher especially the English teachers in SMA N 1 Seyegan to improve the students' writing skills. Furthermore, it is better for them to use blogging as a new way of writing because blogging gives an opportunity for the students to do more practices of writing so they are being accustomed to do writing. However, the teacher should be creative in choosing the materials about what students' should write and post on their blogs. Therefore, the students' writing skills could be improved. In addition, the teacher also needs to learn more about how to teach English using media which are using high technology adjusted to our modern era. When the teacher is sophisticated enough in using media for teaching, the students also will be motivated and attracted to learn.

2. Students

The students should also be more active in doing blogging as their extensive writing. They can use blogs as a place to express their opinions, feelings, knowledge, or even experiences. They can share anything through their writings and posted them on their blogs. The students can do blogging continuously. Through their writings on their blogs, students will not only improve their writing skills but also they will be useful for others if they do not mind to share their knowledge and experiences.

3. The School

It is better for the school to provide the facilities needed for implementing blogging in teaching learning process. A language laboratory with complete facilities including computers and also the internet connection is great for supporting the students in learning writing through blogging. The teaching learning process can also be conducted in the language laboratory so that the students will be more excited in learning. The teacher can also utilize the facilities provided by the school for conducting interesting activities in the class during the English teaching and learning process.

4. Other Researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other actions to improve the students' writing skills through blogging. However, they have to make sure that the students have an access to the internet connection because without the internet connection, blogging cannot be done.

This research was conducted in two cycles. However, other researchers may apply more cycles in order to find more action in order to improve the students' writing skills. In addition, they can conduct this study in other grades such as in junior or senior high schools so that the findings will be more satisfactory.

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APPENDICES

Appendix 1 :
Vignette

VIGNETTE

English Lesson at Class X IIS 1 of SMA N 1 Seyegan

(Duration : 2 x 45 minutes)

Day   : Thursday, 28th of November 2013

Time   : 08.45 – 10.15

Place   : Class X IIS 1 of SMA N 1 Seyegan

The English class in SMA N 1 Seyegan is around ninety minutes for every meeting. I have observed one of the English class which was an English lesson in X IIS 1 class. The class was conducted by Ibu Yuanita. She is one of the English teachers in SMA N 1 Seyegan. I think that she taught English in the conventional way. Let us see what was going on during the English lesson on Ibu Yuanita's class at the day that I have observed.

The class began by greeting so that there was an interaction or short conversation between the teacher and students. The interaction can be seen through the script of the conversation below.

The teacher : "Assalamu'alaikum wr. wb."

Students   : "Wa'alaikumsalam wr. wb."

The teacher : "Good morning."

Students   : "Good morning."

The teacher : "How are you?"

Students   : "I'm fine, thank you. And you?"

The teacher : "I'm very well, thank you."

The students in responding to the teacher on the conversation were quite fluently because it was such as daily routine for them. Every lesson in English class is always started by greeting and using those conversation. The students replies what the teacher said in the same way and in the same utterances. They do that in every meeting of an English lesson.

After that, the teacher called the students' name one by one in order to check their presence. When the teacher called somebody's name, he/she responded by rising his/her hand and saying "present". All students did the same thing. All of them would say "present" and rise their hand when the teacher called their name.

After the teacher had called all students and finished in checking the presence, the teacher asked the students about their homework. Then they discuss the homework together. The teacher asked the students to go to in front of the class and write down the answer on the whiteboard. The teacher asked the student who sit down in front of his desk to do first then continued by the other students consecutively. After all of the answers had been written on the whiteboard the teacher discussed it with the students and they corrected the answer if there were mistakes on the answer. However, when there was a mistake on the answer and the teacher asked the students, "Who has another opinion?" no one can answer it. The students just be silent when the teacher asked them. Even when the teacher called one name of the students, the student who is called by the teacher was just smile and said nothing. It seems very difficult to engage the students and to make them more active. After, no one responded to the teacher, the teacher just skip it and they didn't discuss the correct one. I think it is one of the teacher's strategies to make the students curious about the answer and hopefully they will ask to the teacher. However, in fact, the students were still silent and they didn't ask anything. They just followed the teacher to discuss the next answer.

After they finished in discussing the homework, the teacher started the lesson on that day by telling what topic or material that they were dealing with and explaining what they should do that day. The teacher wrote down what they would discuss on the whiteboard. The teacher wrote "Recount text" and she started the explanation about recount text. She explained abour the purpose of the text, the language feature and also the generic structure of recount text.

After giving explanation the teacher asked the students to open their LKS. The students were instructed to read a text on the LKS and then they should find the verbs and underlined them. After they had done, the teacher discussed it with the students and he wrote the verbs on the whiteboard.

Soon after discussing about the verbs in a recount text, the teacher gave the students a task. The teacher asked the students to make a recount text and they should tell their own experience of going somewhere. While the students were doing the task, the teacher walked around the class and she checked the students' works. She helped the students in doing the task and if there were difficulties in doing the task, the students actually could ask the teacher. However, even the teacher found some mistakes on their grammar, structure, language feature, even the use of punctuation, the students didn't ask

anything related to the task. The students didn't show their difficulties in writing a recount text. Therefore, the teacher just walked around to check students' works and she directly corrected their work if she found mistakes on the work itself.

After the students had finished with the task of making a recount text, the teacher asked some of the students to go in front of the class and read their recount texts. The teacher called the name of the students randomly and the students went to in front of the class to read the text one by one. If each student who read the text in front of the class had finished to read the text, the teacher asked the other students to give applause as the apreciation. Although there were still many mistakes on the text such as the grammar, vocabulary, structure, and many other things related to the writing task, the teacher at least apreciated the student who bravely came in front of the class. However, because of the time, just four students who came in front of the class and read their texts.

As the last activity, the teacher asked the students to continue working with LKS. The students were asked to do the task on the LKS. They should do the exercise about the recount text. Again, while the students were doing the task, the teacher walked around to look at the students' work on that task. However, the time was actually not enough to finish the task, so the teacher asked the students to continue the task at home as a homework.

At the end, when the bell was ringing the teacher directly end the class and close by saying :

The teacher   : "OK class, because time is up. Please continue your work at home. Thank you. Wassalamu'alaikum wr.wb."

Students   : "Wa'alaikumsalam wr.wb."

The teacher   : "Good bye and see you."

Students   : "Bye....see you."

Then the teacher left the class.

Appendix 2 :

Interview

Guidelines

INTERVIEW GUIDELINES

Pre-Interview (an observation)

Interviewing the teacher

On Octobera 28, 2013

1. Selama ini bagaimanakah cara yang digunakan guru untuk mengajar Bahasa Inggris dalam *focused skill of writing*?

2. Apakah siswa mendapat banyak kesempatan untuk praktek menulis di dalam kelas?

3. Bagaimana hasil pekerjaan siswa atau tugas siswa yang berupa *writing task*?

4. Apa saja kendala yang dihadapi di dalam kelas saat mengajarkan Bahasa Inggris?

5. Selama ini bagaimana cara guru mengatasi kendala-kendala yang terjadi saat mengajar Bahasa Inggris di kelas?

An interview after the implementation of the action in Cycle 1.

Interviewing the representatives of students

On Friday, 7th of February 2014

1. Bagaimana pengalaman kalian setelah sekitar 2 minggu belajar *writing* dengan cara baru yaitu pakai blog?

2. Apakah kalian sudah mengenal blog sebelumnya?

3. Menulis itu sulit tidak?

4. Apakah ada peningkatan dalam kemampuan menulis kalian setelah belajar *writing* menggunakan blog?

5. Mana yang lebih anda pilih, nulis di blog atau nulis pakai kertas dan pulpen? Apa alasannya?

6. Menurut anda, untuk pengajaran *writing* dalam bahasa Inggris itu lebih menarik menggunakan blog atau pengajaran *writing* dengan konvensional seperti biasa?

7. Apakah pengajaran *writing* menggunakan blog kemarin sudah sesuai harapan kalian?

8. Apa saran atau masukan kalian untuk guru mata pelajaran bahasa Inggris mengenai cara pembelajaran *writing* dalam mata pelajaran bahasa Inggris?

9. Bagaimanakah mengenai feedback yang diberikan kepada siswa melalui komentar di blog siswa? Apakah membantu kalian dan apakah sudah sesuai harapan kalian?

10. Kendala apa saja yang dihadapi selama melakukan *blogging*?

An interview after the implementation of the action in Cycle 2

Interviewing a representative of students

On Friday, March 14, 2014

1. Bagaimana pengalaman anda selama melakukan *blogging*?

2. Setelah belajar *writing* menggunakan blog, apakah ada peningkatan dalam kemampuan menulis anda?

3. Menurut anda, lebih efisien mana antara menulis menggunakan blog atau menulis di kertas menggunakan pulpen?

4. Kendala apa saja yang anda hadapi selama melakukan *blogging*?

5. Peningkatan kemampuan lain selain *writing skill* apa yang anda peroleh melalui *blogging*?

6. Bagaimana dengan penguasaan kosakata bahasa Inggrisnya? Apakah ada peningkatan?

7. Jadi kesimpulannya, apakah menurut anda *blogging* mampu membantu meningkatkan kemampuan menulis anda?

Appendix 3 :

Interview

Transcripts

INTERVIEW TRANSCRIPTS

Pre-Interview (an observation)

Interviewing the teacher

On Octobera 28, 2013

R   : Permisi bu, boleh saya minta waktu ibu sebentar untuk wawancara mengenai KBM bahasa Inggris di kelas X IIS 1?

(Excusme mam, may I have your time for a moment please? I want to have an interview about the teaching learning process of English lesson at class X IIS 1.)

T   : Oh ya, silakan mbak.

(Oh...yes, sure.)

R   : Pertama, saya ingin tahu bagaimanakah cara ibu mengajar bahasa Inggris khususnya dalam fokus skill *writing*? Aktivitas yang seperti apa yang siswa lakukan di dalam kelas?

(Firstly, I want to know how you teach English especially for writing skill. What activities are students doing inside the classroom?)

T   : Hmmm, kalau saya biasanya menggunakan LKS mbak. Jadi untuk kegiatan *writing* juga saya mengikuti *activity-activity* yang ada di LKS. Untuk kegiatan mengarang dan menulis bahasa Inggris sebagai *production*-nya itu anak-anak biasanya tidak

selesai di kelas dan akhirnya saya jadikan PR dan dilanjutkan di rumah.

(Hmmm, I usually use LKS so for the writing activity, I also just follow the activities in the LKS. For the production of writing, the students usually did not finish it and then I asked them to continue at home as the homework.)

R　　: Oh begitu, tetapi apabila siswa mengerjakannya di rumah kan ibu jadi kurang bisa memantau dan memandu siswa. Ibu juga tidak tahu apakah siswa benar-benar mengerjakan sendiri atau hanya *copy paste* dari internet kan bu?

(Oh, I see. However, if the students did it at home, you cannot monitor and guide them in doing writing. You also did not know whether they did it by themselves or they just copy and paste the text from internet, did you?)

T　　: Lha iya mbak. Memang kebanyakan anak-anak seperti itu. Hanya mengambil dari internet. Kelihatan sekali dari tata bahasanya yang sudah sangat baik. Padahal saya kan tahu kemampuan anak-anak yang sebenarnya seperti apa dan saya bisa menilai apakah anak itu memang bisa membuat teks seperti itu atau tidak.

(that's right. Most of students do that. They just take from the internet. It is easily known from the grammar used in the text which has already been good. But actually the case is I know the students'

ability in writing so I can know whether the students do it by themselves or they just take it from the internet.)

R   : Lalu kenapa tidak dilanjutkan di pertemuan selanjutnya di dalam kelas saja bu? Supaya ibu juga bisa memantau dan memandu siswa saat mengerjakan.

(so then why don't you ask the students to continue doing writing in the next meeting? So you can monitor and guide the students in doing writing.)

T   : Nah, kendalanya masalah waktu mbak kalau mau seperti itu. Karena kelas X sudah menggunakan kurikulum 2013, jadi untuk mata pelajaran bahasa Inggris itu hanya satu kali pertemuan dalam satu minggu dan satu pertemuan hanya 2 x 45 menit mbak. Kalau semua harus dikerjakan di dalam kelas takutnya malah materi tidak selesai, tidak bisa tersampaikan semuanya mbak.

(nah, that's the problem. Because of the curriculum of 2013, the meeting is only once a week for English lesson and there is only 2 x 45 minutes for each meeting. If all things should be done in the classroom, I'm afraid that the material will not be finished during a semester.)

R   : Oh, jadi memang kendalanya ada di waktu juga ya bu? Waktunya yang memang sangat terbatas dan akhirnya berpengaruh juga dalam proses KBM juga.

(So the problem is about the time, isn't it? The time was limited and it affected on the teaching learning process.)

T   : Lha iya mbak, memang begitu.

(Yes, that's right.)

R   : Oh, yasudah bu. Trimakasih atas waktunya.

(Oh, okay mam. Thank you for the time.)

T   : Iya mbak, sama-sama.

(Yap, you're welcome.)

Interview Transcript Post Cycle 1

Interviewing the representatives of students

Friday, 7 February 2014

R   : Hallo, namanya siapa?

  (*Hello, what is your name?*)

S 1   : Siska

  (*Siska*)

S 2   : Alifia

  (*Alifia*)

R   : Gimana pengalamannya kemarin setelah 2 minggu belajar writing

  menggunakan cara baru?

  (*How was your experience on learning about writing by using a new way*

  during two weeks ago?)

S 2   : Asiik, enak

  (*Exciting, pleasant*)

S 1   : Hmmm, ya mengasyikan, menyenangan, dan menambah wawasan kita

  tentang penggunaan media-media lain untuk menulis.

  (*Hmmm, yap...it was exciting, pleasant, and also it could encourage our*

  knowledge on using media for writing)

R   : Oh, jadi apakah sebelumnya belum mengenal blog gitu?

  (*Oh, so haven't you known about blog before?*)

S 1,2   : Ya

(*Yes, we haven't known yet.*)

R : Terus kalau menurut kalian, menulis itu sulit gak?

(*Then, what do you think about writing? Is it difficult?*)

S 2 : Sebenernya gak kalau tau strukturnya

(*Actually, it was not difficult if we knew the structure.*)

S 1 : Iya, he eh. Gak sulit kalau tau kosakatanya tu, sama tau penggunaannya tu ya mudah.

(*Yes. It wasn't difficult if we knew the vocabulary and the use of vocabulary. It would be easy.*)

R : Terus setelah sering menggunakan blog dan membuat tulisan-tulisan yang diposting kan di blog gitu, apakah kalian merasa ada peningkatan dalam kemampuan menulis kalian?

(*After using blog so often and posting texts on blog, what do you feel? Is there any improvement on your writing skill?*)

S 1, 2 : Ada

(*Yes, of course.*)

R : Peningkatannya seperti apa? Jadi lebih terbiasa dalam menulis atau bagaimana?

(*How is the improvement? Are you being accustomed to do writing?*)

S 1 : Jadi lebih bisa nulis, bisa memperbaiki tulisan jadi lebih benar, kita juga udah bisa gunain blog.

(*We have been able to do writing well and we could create a text better. We also had been able to operate a blog.*)

R : Lebih enakan mana nih, nulis di blog apa nulis pake kertas sama pulpen?

 (*Which one is more exciting? Writing using a blog or writing on a piece of paper and pen?*)

S2 : Pake blog, tinggal ketik terus posting deh.

 (*Using blog. We only need to type and then post it.*)

S1 : Kalau aku sama aja sih.

 (*For me, it was so so.*)

R : Oh gitu, tapi ada perbedaannya gak? Menurut kalian mana yang lebih efektif, menulis pakai kertas atau menulis lewat blog?

 (*Oh, but is there any differences? In your opinion, which one is more effective, writing on a piece of paper or writing using a blog?*)

S2 : Pakai blog lah.

 (*Writing using a blog.*)

R : Kenapa?

 (*Why?*)

S2 : Lebih efisien aja gitu, kan tinggal ngetik aja udah muncul tulisan kita.

 (*It's more efficient because we only need to type what we will write.*)

S1 : Kalau aku sih sebenernya ya emang lebih enak pakai blog, tetapi tergantung mood juga sih. Kadang juga pengen nulis pakai kertas sama pulpen gitu. Hehehe

 (*For me, it's more exciting to use blog actually. However, it depends on my mood also. Sometimes I also want to write on a piece of paper by using pen. #laugh*)

R : Oh, jadi tergantung mood gitu ya? Terus kalau untuk mengajar *writing* ,

menurut pendapat anda lebih menarik mana, mengajar writing dengan

menggunakan media blog atau yang konvensional gitu?

(*so it depends on your mood, doesn't it? Then in your opinion, which one*

is more attractive to teach writing skill, by using blogs as the media or by

applying conventional teaching?)

S 2 : Ya yang pakai media blog lah, lebih mudah juga.

(*Of course by using blogs as the media. It is also easier.*)

R : Oh, terus sejauh ini menurut kalian sendiri sudah ada peningkatan belum

dalam kemampuan writing?

(*Then, so far have your writing skill been improved?*)

S 1, 2 : Sudah

(*Yes, we have.*)

R : Terus saran atau masukan untuk ibu guru seperti apa dalam pengajaran

writing?

(*What are your suggestions for your teacher in teaching writing skill?*)

S 1 : Dengan step by step dan dikenalkan sama kosakata dulu. Gak langsung

sekaligus suruh bikin karangan langsung.

(*She should teach step by step and we should be introduced to some*

vocabularies first. Don't ask us to directly make a text.)

R : Terus kalau kemarin ini apakah sudah seperti yang kalian inginkan?

(*How about what you have done since two weeks ago? Was that like*

what you want?)

S 1   : Iya, kan di awal kita sudah ada latihan-latihan yang suru ngisi titik-titik dengan kosakata juga. Jadi ya sudah belajar *vocabulary* juga gitu.

(*Yes, it was. because in the first meeting we were given some exercises about filling the blanks. So we had learned about the vocabulary also.*)

R   : Oh, oke. Terus mengenai feedback yang diberikan terhadap tulisan kalian di blog apa sudah sesuai dengan harapan kalian dan bisa membantu dalam meningkatkan kemampuan kalian?

(*Oh, okay. Then, about the feedback of your writings on your blogs, Has it been agree with what you expected before? Can it help you to improve your writing skill?*)

S 1, 2 : Sudah

(*Yes, it has.*)

S 1   : Iya sudah, kan di blog langsung dikasih komentar yang sekalian dengan koreksiannya. Jadi untuk postingan selanjutnya kita bisa perbaiki gitu.

(*Yes, it has. Because you directly gave us corrections of our texts on our blogs. So we can create better texts for the next tasks.*)

R   : Kalau kendala yang kalian hadapi apa selama melakukan blogging?

(*What are your obstacles that you found during doing blogging?*)

S 2   : Internetnya, lola.

(*The internet connection. It took long time for buffering.*)

S 1   : hmmm, Iya... kadang lola juga aku gak bisa setiap hari online, miss. Jadi juga postingnya gak bisa setiap hari gitu. Kadang dua atau tiga hari sekali

online dan baru posting tulisan-tulisan aku. Makanya sekali posting bisa lebih dari satu teks.

(*Hmmm, yap... sometimes it took so long and also I couldn't be online every day. Therefore, I also couldn't post my texts everyday. Sometimes I posted every two or three days so once I posted, it would be more than one text that I posted.*)

R   : Oh gitu, Oke. Thank you ya buat waktunya. Alifia dan Siska.

(*Okay. Thank you for the time. Alifia, and Siska.*)

S 1, 2 : Oke miss, sama-sama.

(*Okay, miss. You're welcome.*)

*) R   : Researcher

   S 1 : Student 1

   S 2 : Student 2

Interview Transcript Post Cycle 2

Interviewing a representative of students

Friday, 14 March 2014

R : *Hello, Good morning.*

S : *Morning*

R : *What is your name?*

S : Ihsan Wanandri

R : Ini Miss Putri mau wawancara tentang pembelajaran writing pakai blog yang kita lakukan dua pekan ini.

(*Miss Putri want to have an interview about our learning on writing using blogs during this two weeks.*)

S : Ya.

(*Yes.*)

R : Gimana pengalamannya kemarin menulis dengan blog?

(*How was your experience on doing writing using blogs?*)

S : Ya gitu miss, awalnya jengkel sendiri soalnya belum kenal blog. Tapi lama-kelamaan pas udah bisa ya asyik.

(*At the beginning, I was being irritated on myself because I haven't known about blogs yet. However, as the time goes, I can be accustomed and it was so exciting.*)

R : Ada peningkatan gak dengan kemampuan menulis kamu?

(*Is there any improvement on your writing skill?*)

S   : Ya ada dong

     (*Yes, of course.*)

R   : Lebih enak posting di blog atau nulis di kertas?

     (*Which one is more interesting? Posting your writings on your blog or writing on a piece of paper?*)

S   : Di blog lah, soalnya kan bisa tau kalau ada salah-salah itu kan. Nanti kan di komputer bisa muncul dan terdeteksi salahnya.

     (*Posting on blogs. We can know if there are some mistakes on our texts because computer can detect the mistakes automatically.*)

R   : Oh ya, kalau kendalanya selama melakukan *blogging* itu sendiri apa?

     (*What about the obstacle that you found when you did blogging?*)

S   : Itu miss, internetnya. Kadang juga sinyalnya susah kalau pas di rumah tu. Itu aja sih.

     (*Internet connection. Sometimes the signal was limited when I was in my house. That's it.*)

R   : Oh, oke. Kalau kemampuan lain di luar menulis apa yang kamu dapetin dari *blogging*?

     (*Okay. Is there any other skill that could be improved by doing blogging?*)

S   : Hmmm, ini... kemampuan TIK nya miss.

     (*Hmmm, ya... our ICT skill.*)

R   : Oh, ya... Kalau mengenai pengetahuan *writing* nya meningkat gak? Seperti perbendaharaan kosakata nya sudah mulai bertambah atau belum?

(*Oh, ya... How about your knowledge on writing? Such as your vocabulary for example. Is there any improvement?*)

S : Iya, bertambah miss. Kan jadi sering membuat karangan bahasa Inggris gitu.

(*Yes, there is an improvement because we became so often in doing writing with English.*)

R : Jadi kesimpulannya blogging membantu dalam peningkatan kemampuan menulis kamu gak nih?

(*So what is your conclusion? Does blogging help you to improve your writing skill?*)

S : Ya membantu banget lah miss.

(*Yes, it does. It's really helpful.*)

R : Oh, ya ya ya. Kalau begitu makasih ya buat waktunya. Thank you.

(*Oh, yap. So thank you for the time. Thanks.*)

S : Ya miss.

(*Yes, Miss.*)

*) R : Researcher

S : Student

Appendix 4 :

Fieldnotes

1st Fieldnote

Day / date : Thursday, 16 January 2014

Setting : Classroom (X S1)

Time : 08.30 - 10.00 a.m.

Topic : Recount text (Reading Skill)

1. The teacher asked the students to open their books.
2. The teacher gave time for the students to study the outline of the materials that they will learn in this chapter.
3. The students read the outline on their books.
4. After that, the teacher give the students a text as an example of recount text.
5. The teacher asked one of the students to read aloud the first paragraph of a text which was a recount text.
6. The next student continued to read the next paragraph.
7. Another student continued to read the last paragraph.
8. The teacher gave the students a direct question about the text and the students should directly answer the question.
9. The teacher an the students read again the text together.
10. The teacher wrote some words on the whiteboard.
11. The teacher asked the students to find the meaning of those 8 words in 8 minutes.
12. After the students finished in doing the task, the teacher asked some of them to write down the meaning of words on the whiteboard.
13. The teacher and the students checked and discussed about the students' answers together.
14. After that, the teacher gave the students the next task which was the students should answer 5 questions on the book in 5 minutes.
15. After the time was up, some representatives of students should write down the answer on the whiteboard.

(After doing the last task, the time was up so the teacher and the students couldn't continue the lesson to discuss about the answer).

2nd Fieldnote

The Implementation of the action in Cycle 1

Thursday, 23 January 2014

12.00 – 13.30

1. The teacher asked the students about the story (recount text) that they had read in the previous meeting.
2. The teacher discussed with the students about the characteristics of recount text.
3. The teacher wrote down the characteristics of the recount text.
4. The teacher explained about the purpose of the text, the generic structure of the text, and the language feature of the recount text.
5. After explaining the material, the teacher gave students a text and the students were asked to identify the generic structure of the text.
6. Then the teacher and the students discussed it together.
7. After that, the teacher asked the students to do the next exercise and it was still dealing with the same text.
8. The students were asked to find some verbs which were in the form of past tense.
9. After the students finished doing the task, the teacher asked the students to mention the word one by one.
10. The next exercise was dealing with the different text and the teacher asked the students to arrange the jumbled paragraphs into correct order so it could be a good passage.
11. After that, the teacher and the students discussed it together.
12. After they had done with the exercise, the teacher gave students another task and it was an exercise of filling in the blanks.
13. The students should fill in the blanks of a text with the verbs provided in the box but they should change the form of the verbs first before putting them in the blanks.
14. Because the time was up, the teacher didn't discuss the answer and the teacher asked the students to submit their works.
15. At the end of the class, the teacher gave the students a final production task that should be done at home. It was about writing their own recount texts as their homework.

3rd Fieldnote

Thursday, 6 February 2014

12.00 – 13.30

Today, I had two things should be done in the classroom for my thesis. Those two activities were done in one meeting 2x45 minutes.

1. The first activity was that the students should do a questionnaire. They should answer some questions related to what had been done by them during 3 weeks before. This questionnaire was aimed for assessing students' improvement in writing through "blogging".

2. The second activity was the students did the post test. They should write down a recount text. They created their own text and they told about their activity on the day before that day when they did the test. They wrote down on a piece of paper and at the end of the lesson they submited it.

4th Fieldnote

Friday, 7 February 2014

At 9.15 – 9.30 a.m.

Conducting an interview towards some students.

The interview was conducted to gain information about students' response or students' opinion about what have been done during the previous three weeks in English lesson. The students were asked to give their opinion about blogging. They also told their experiences in doing writing through blogging. They told me about the use of blog itself but they also told me about their obstacles in doing writing through blogging.

5th Fieldnote

The implementation of the action in Cycle 2

Thursday, 13 February 2014

12.00 – 13.30 p.m.

1. The teacher checked the attendance list by calling students' name one by one.

2. The teacher gave a chance for the researcher to have some interactions with the students to discuss about the task given in the previous meeting which was dealing with blogging.

3. The researcher asked the students about their task outside the classroom which was about their blogs.

4. The teachers began the lesson and it was a new topic which was about a descriptive text.

5. The teacher gave students a worksheet and the teacher in collaboration with the researcher started explaining about descriptive text.

6. The teacher showed the students an example of descriptive text.

7. The teacher and the students discussed together about the text and they analysed the text to find out the characteristics of a descriptive text.

8. The teacher explained about the characteristics of the descriptive text such as the generic structure, the language feature used in the text which is using present tense, also some adjectives and noun phrase used in the text.

9. After that, the teacher asked the students to do task 1 which was about analysing the text, just like what they had done together before.

10. After that they discussed together.

11. Then the teacher continued to ask the students doing task 2 and task 3 which were about answering some questions related to the text and completing a passage by filling in the blanks with the appropriate words provided in the box.

12. After that, the teacher and the students discussed it together.

13. Finally, at the end of the meeting the teacher asked the students to create their own descriptive text as their production works and this task should not be done in the classroom and they could do wherever they wanted. Then they were asked to post their works on their blogs. They should create three descriptive texts about describing people, place, and thing.

KURIKULUM 2013
Mata Pelajaran Bahasa Inggris
Untuk SMA

KELAS X

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (*extended*), serta responnya, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (*care*), serta responnya, sesuai dengan konteks penggunaannya. 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (*extended*), serta responnya, sesuai dengan konteks penggunaannya. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari

KOMPETENSI INTI	KOMPETENSI DASAR
	teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
	3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya.
	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.
	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
	3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.1 Menangkap makna pemaparan jati diri lisan dan tulis.
	4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (*care*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
	4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

KOMPETENSI INTI	KOMPETENSI DASAR
	4.11 Menangkap makna pemberitahuan (*announcement*).
	4.12 Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.13 Menangkap makna teks *recount* lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.
	4.14 Menyusun teks *recount* lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.
	4.16 Menangkap makna lagu sederhana.

Appendix 6 :

Lesson Plan

"LESSON PLAN"

Rencana Pelaksanaan Pembelajaraan (RPP)

Institution : SMA N 1 Seyegan

Academic Year : 2013/2014

Subject : English

Grade/ Semester : X / 2

Time allocation : 2 x 45 minutes

Language focus : Writing Skill

Text type : Recount Text

Core Competence

4. Processing, reasoning, and presenting in the both concrete and abstract domains related to the development of what had been learned at school independently, and able to use a method based on the norm.

Basic Competence

4.14. Create a simple oral and **written recount text** about activities or events by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context.

Indicators

1. Analyzing the generic structure or parts of a recount text.

2. Identifying verbs (past tense form) used in the recount text.

3. Arranging jumbled paragraphs into a good recount text.

4. Filling the blanks using the appropriate words that have been provided to complete the text.

5. Producing a recount text based on students' own experiences.

Learning Objectives

By the end of the lesson, the students are expected to be able to :

1. analyze the generic structure or parts of the recount text

2. identify the verbs (past tense form) used in the recount text

3. arrange jumbled paragraphs into a good recount text

4. complete a text by filling the blanks using the appropriate words that have been provided

5. produce a recount text based on their own experiences

6. understand the purpose, generic structure and the language feature used in a recount text.

Learning Materials

1. Explanation :

The function of a recount text is to retell or share past experiences.

Parts of the recount text :

a. Title

b. Orientation (It sets the scenes and introduces the participants)

c. Events (Series of events happened in the past)

d. Re-Orientation (Closing or conclusion part of the text)

Language feature : Using Past Tense

> (+) **Subject + Verb 2 (past form) + ...**
>   **S + be (was/were) + C**
> (-) **Subject + (did+not) / didn't + Verb 1 + ...**
>   **S + be (was/were) + not + ...**
> (?) **Did + Subject + Verb 1 + ...**
>   **Be (was/were) + S + C**

2. **Task 1**

Analysing the parts of a recount text and identifying the language feature used in

the text.

Generic Structure	Text
	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
	On Friday, my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday, we went to Ancol beach to see *Dunia Fantasi* and Dolphin show.
	On Sunday, we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

3. **Task 2**

Arrange these jumbled paragraphs into series of a good recount text.

Generic Structure	Text	Sequence
	Trip to Tawang Mangu	
	We left everything in the car, except our sunglasses and hats. We rode on horseback to "Grojogan Sewu" waterfall. We had enjoying feeding the playing monkeys with peanuts before we finally came to the site. We went down to the river. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall.	
	On Sunday last week, my family and I went to a tourist resort, called Tawang Mangu.	
	Being satisfied with the fall, we went back to the park. After having paid the tickets we went in the park, bringing all the food, fruits, and drinks we had, including a large plastic mat to sit. After having found a shady place, we unfolded the met and started enjoying the meal and drink.	
	At 15.00 o'clock we went home. We were tired and sleepy all the way home. But we were satisfied with our picnic.	
	It was beautiful Sunday morning, my father, mother,	

brother, and I went there by our family car. We brought some food, fruits and drinks for our lunch there. We departed from our house at 10.00 o'clock. Half an hour after that, we came to a market, the busiest market in town. We hiked more or less a kilometer again, and came to Balekambang Park. We parked our car just in front of the park at 11.00 o'clock.

4. **Task 3**

Complete the following text by filling in the blanks with the verbs provided in the box and you should change the verbs in the box into past tense form first.

walk	perform	go	spend	read
pack	hold	is	build	catch

Last weekend, my friends and I went (1) camping. We reached the camping ground after we walked (2) for about one and a half hour from the parking lot. We built (3) the camp next to a small river. It was (4) getting darker and colder, so we built a fire camp.

The next day, we spent (5) our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught (6) some fish for supper. At night, we held (7) a fire camp night. We sang, danced, read (8) poetry, played magic tricks, and even some of us performed (9) a standing comedy.

On Monday, we <u>packed</u> (10) our bags and got ready to go home.

5. **Task 4**

Make your own recount text. Please retell about your holiday.

Learning Method

PPP (Presentation, Practice, Production)

Teaching Learning Activities

1. *Opening (10 minutes)*

    a. Greeting

    b. Praying

    c. Asking students' conditions

    d. Checking students' attendance

    e. Reviewing the previous materials

    f. Stating the learning objectives which are going to achieve

    g. Outlining the material which are going to discuss

2. *Whilst activities (70 minutes)*

    Presentation

    a. The teacher shows and explains about the function and parts of a recount text.

    b. The teacher also explains about the language feature used in the recount text (Past Tense).

c. The teacher shows the example of the use of past tense in the recount text.

Practice

a. Students have a discussion together with the teacher in analysing the parts of recount text and identifying the past tense (verb 2) used in the text. (Task 1)

b. Students should arrange jumbled paragraphs into a good recount text. (Task 2)

c. Students should complete the recount text by using some verbs provided but the students should change the verbs into the past tense form first. (Task 3)

Production

a. The teacher gives the students the criteria of writing a recount text.

b. The students should create their own recount text based on their own experiences (Task 4).

3. *Closing (10 minutes)*

a. Asking students if they have questions related to what has been learned.

b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.

c. Give students a task as their home work.

d. Telling the students what has been learned as a reflection.

e. Giving advices to learn further from another sources.

f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Students' worksheet.

References and Sources

Some texts are taken from the internet with some modifications.

(www.google.com)

Assessment

1. Technique : Written test

2. Form   : Writing a recount text

3. Instrument:

Indicators	Instruments
• the students are able to write down a recount text based on their own experiences.	Make your own recount text about your unforgettable experience.

4 Score   : Maximum score 100.

5 . Scoring rubric   :

ESL COMPOSITION PROFILE			
Student: **Date:** **Topic:**			
Score	**Level**	**Criteria**	**Comments**

Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.	
	26-22	GOOD TO AVERAGE: Some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.	
	21-17	FAIR TO POOR: limited knowledge of the 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 expression; ideas clearly stated / supported; succinct; well-organized; logical sequencing; cohesive.	
	17-14	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; 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.	

	20-18	EXCELLENT TO VERY GOOD: sophisticated range; effective word / idiom choice and usage; word from mastery; appropriate register.	
Vocabulary	17-14	GOOD TO AVERAGE: adequate range; occasional errors of word / idiom form, choice, usage *but meaning not obscured*.	
	13-10	FAIR TO POOR: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.	
	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 constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.
	21-18	GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions *but meaning seldom obscured.*
	17-11	FAIR TO POOR: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions 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 handwriting, *meaning confused or obscured*.	
	2	VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.	
Total Score		**Reader**	**Comments**

Seyegan, 23 Januari 2014

Mengetahui :

Guru Mata Pelajaran Bhs. Inggris,   Mahasiswa,

Yuanita, S.Pd.   Putri Manggala Wuri
                    -   NIM. 10202241005

"LESSON PLAN"

Rencana Pelaksanaan Pembelajaraan (RPP)

Institution   : SMA N 1 Seyegan

Academic Year   : 2013/2014

Subject   : English

Grade/ Semester   : X / 2

Time allocation   : 2 x 45 minutes

Language focus   : Writing Skill

Text type   : Descriptive text

Core Competence

 4. Processing, reasoning, and presenting in the both concrete and abstract domains related to the development of what had been learned at school independently, and able to use a method based on the norm

Basic Competence

 4.10. Create a simple oral and **written descriptive text** about a person, tourism objects, and famous historic buildings, by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context.

Indicators

1. Analyzing the generic structure or parts of the descriptive text.

2. Identifying the verbs used in the descriptive text.

3. Answering some questions related to the text.

4. Filling the blanks using the appropriate words that have been provided to complete the text.

5. Producing descriptive texts.

Learning Objectives

By the end of the lesson, the students are expected to be able to :

a. analyze the generic structure or parts of the descriptive text

b. identify the verbs (present tense form) used in the descriptive text

c. answer some questions related to the text

d. complete a text by filling the blanks using the appropriate words that have been provided

e. create their own descriptive texts

f. understand the purpose, generic structure and the language feature used in a descriptive text.

Learning Materials

1. Explanation :

Descriptive Text

Descriptive text is a text describing specific object (place, people or thing).

The function of a descriptive text is to describe a specific thing, place, or person.

Generic Structure :

- Identification : it is used to identify the specific object being described.

- Descriptions : Giving more detailed information about the physical appearance of the object being described.

Language features : Descriptive text usually uses the present tense, adjective, and noun phrases.

The writer may also give opinions in a descriptive text by using : I think..... ; in my opinion..... , etc.

Simple Present Tense

(+)   S (they, we, I, you)   + V_1 +   ...

+   am/are +   C

S (he, she, it)   + $V_{s/es}$ +   ...

+   is   +   C

(-)   S (they, we, I, you)   +   do not (don't)   + V_1 ...

+   am/are +   not

S (he, she, it)   +   does not (doesn't)   + V_1 ...

+   is   +   not

(?)   Do   +   S (they, we, I, you)   + V_1 +   ...   ?

Am/are+   S   +   C   ?

Does   +   S (he, she, it)   + V_1 +   ...   ?

Is   +   S   +   C   ?

Parts of a descriptive text

Generic Structure	Text
Identification	Sonia has a pet. It is a cat. Its name is Bonny.

Description	Bonny is **a beautiful cat**. It is <u>black and white</u>. Its fur is <u>very soft</u>. It has **a long tail**. However, its tail is not only black and white but also brown. It has also **beautiful eyes**. *Bonny likes playing*. It usually plays by itself under the tree in front of Sonia's house. *It usually runs here* and there as well as rolling by itself.

Keterangan : **Bold** = noun phrase

Italic = simple present tense

<u>Underline</u> = adjectives

2. Task 1

Analyse the **generic structure** of the following text and also underline the **adjectives, noun phrases** and the **simple present tense** form used in the text.

My Hometown

Alexandria is the second biggest city in my country, Egypt, and I live in this city. It is a beautiful city, and people there are very kind and polite. Tourists like to visit my city because it is on the sea. When I walk down the Kornash, the largest street, I see the beautiful blue sea and sky, and the beautiful green grass and trees. In the spring, the flowers grow in many colors: yellow, red, and blue. The most beautiful scene is the white birds. In the winter, a very big flock of birds migrates to this place. I watch them while they skillfully fish from the sea. The birds watch the fish, and they wait patiently for a long time. When the fish

come to the surface, they fly quickly and catch them. In the fall, the city looks like a very old man because the leaves of the trees fall from the trees. That is my city, and I think it is the most beautiful city in the world.

3. **Task 2**

Read the following text and then answer the questions related to the text.

SALSA

This is Salsa. Salsa is an Indian Elephant, but now it lives in the National Zoo Washington D.C.

Salsa is young. It is twenty years old. It weighs up 2,500 kg and 2.1 meter high at the shoulder. It may consume up to 200 kg of grass a day. It is fond of banana plants, gingers, and leaves of various plants.

Salsa does not have sweat glands so it likes to cool off by rolling in a pond in the zoo. The mud that dries on its skin protects it from the sun. Salsa also likes taking a bath. It makes her fresh and relaxed. Mike, the zoo keeper, helps Salsa to take a bath. Mike does it every day. He also feeds and talks to Salsa. Salsa likes this nice guy very much.

Answer these questions based on the text.

1. What does text tell us about?

2. Where does Salsa live?

3. What is Salsa's favorite food?

4. What is the main idea of the second paragraph?

5."Mike does it every day." What does the word "**it**" refer to?

4. **Task 3**

Complete the following text by filling in the blanks with the words provided in the box.

Curly	hates	likes	gives	brown
Short	takes	weight	help	love

My Mother

I think that my mother is a beautiful person. She is not tall but <u>short</u> (1) and she has <u>curly</u> (2) hair and brown. Her eyes color are like honey and her color skin is light <u>brown</u> (3). She also has a beautiful smile. Her <u>weight</u> (4) is approximately 60 kg.

My mother is a nice person. She is very kind, friendly, patient, and she loves to help people. I <u>love</u> (5) my mom very much because she is a good example to me. She loves being in the Church, and she <u>likes</u> (6) singing and dancing too.

Mom always <u>takes</u> (7) care of her family. She likes her house to be cleaned and organized well. She is a very organized person and all things in the house should be placed in the right place. She <u>hates</u> (8) to see a messy house .

She always has a smile on her face. She is so sweet and lovely. When I am going to sleep or when I wake up in the morning or even when I am going to go to some places, My mom always <u>gives</u> (9) me a kiss. Also when our family have a problem she always be with us to <u>help</u> (10) us and to give us all her love.

5. **Task 4**

Make your own descriptive text.

Please make 3 (three) descriptive texts which are about describing one of your friends, a place that you ever visited, and an animal or a thing that you love very much. (Post your texts on your blog)

Learning Method

PPP (Presentation, Practice, Production)

Teaching Learning Activities

1. *Opening (10 minutes)*

    a. Greeting

    b. Praying

    c. Asking students' conditions

    d. Checking students' attendance

    e. Reviewing the previous materials

    f. Stating the learning objectives which are going to achieve

    g. Outlining the material which are going to discuss

2. *Whilst activities (70minutes)*

    Presentation

    a. The teacher shows and explains about the function and characteristics of a descriptive text.

    b. The teacher also explains about the generic structure of a descriptive text.

c. The teacher also explains about the language feature used in the descriptive text (Present Tense).

Practice

a. Students discuss together with the teacher in analysing the parts of descriptive text and identifying the adjectives and the present tense used in the text. (Task 1)

b. Students should answer some questions related to the text. (Task 2)

c. Students should complete a descriptive text by using some words provided. (Task 3)

Production

a. The teacher gives the students the criteria of writing a descriptive text.

b. The students should create their own descriptive text about something. (Task 4).

3. *Closing (10 minutes)*

a. Asking students if they have questions related to what has been learned.

b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.

c. Give students a task as their home work.

d. Telling the students what has been learned as a reflection.

e. Giving advices to learn further from another sources.

f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Students' worksheet.

References and Sources

Some texts are taken from the internet with some modifications.

(www.google.com)

Assessment

1. Technique :   Written test

2. Form   :   Writing a descriptive text

3. Instrument :

Indicators	Instruments
• the students are able to write down a recount text based on their own experiences.	Make your own recount text about your unforgettable experience.

5   Score   : Maximum score 100.

5 . Scoring rubric   :

ESL COMPOSITION PROFILE			
Student: **Date:** **Topic:**			
Score	**Level**	**Criteria**	**Comments**

Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.	
	26-22	GOOD TO AVERAGE: Some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.	
	21-17	FAIR TO POOR: limited knowledge of the 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 expression; ideas clearly stated / supported; succinct; well-organized; logical sequencing; cohesive.	
	17-14	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; 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.	

	20-18	EXCELLENT TO VERY GOOD: sophisticated range; effective word / idiom choice and usage; word from mastery; appropriate register.	
Vocabulary	17-14	GOOD TO AVERAGE: adequate range; occasional errors of word / idiom form, choice, usage *but meaning not obscured*.	
	13-10	FAIR TO POOR: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.	
	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 constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.	
	21-18	GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions *but meaning seldom obscured.*	
	17-11	FAIR TO POOR: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions 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 handwriting, *meaning confused or obscured*.	
	2	VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.	
Total Score		**Reader** **Comments**	

Seyegan, 13 Februari 2014

Mengetahui :

Guru Mata Pelajaran Bhs. Inggris,   Mahasiswa,

Yuanita, S.Pd.   Putri Manggala Wuri
  -   NIM. 10202241005

Appendix 7 :

Course Grid

COURSE GRID OF THE RESEARCH AIM AT IMPROVING STUDENTS' WRITING SKILLS AT THE FIRST GRADE CLASS OF

SMA N 1 SEYEGAN THROUGH BLOGGING

School   : SMA N 1 Seyegan

Class/Semester   : X IS 1/II

Subject   : English

Academic Year   : 2013/2014

Cycle	Core Competence	Basic Competence	Indicators	Materials	Teaching Activities	Blogging Activity	Media & Learning Resources
1	Processing, reasoning, and presenting in the both concrete and abstract domains related to the development of what had been learned at school independently, and able to use a method based on the norm.	Create a simple oral and **written recount text** about activities or events by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context.	a. Analyzing the generic structure or parts of a recount text. b. Identifying verbs (past tense form) used in the recount text. c. Arranging jumbled paragraphs into a good recount text. d. Filling the blanks using the appropriate	Input text : (Recount text) • *Holiday in Jakarta* • *Trip to Tawangmangu* • *Camping* The function and characteristic of the recount text : • The function of a recount text is to retell or share past experiences.	**Opening** 1. Greeting 2. Praying 3. Asking students' conditions 4. Checking students' attendance 5. Reviewing the previous materials 6. Stating the learning objectives which are going to achieve 7. Outlining the material which are going to discuss		• Students' worksheet • Whiteboard • Boardmarker • Dictionary

			words that have been provided to complete the text. e. Producing a recount text based on students' own experiences.	• The recount text includes ✓ Orientation : it sets the scenes and introduces the participants. ✓ Events : series of events happened in the past. ✓ Re-orientation : closing or conclusion part of the text Language features : a. Key grammar : • Recount texts use past tenses • Simple Past Tense Pattern : (+) **S + Verb2 + O** e.g. She went to the beach last holiday. **S + be(was/were) + C** e.g. It was my unforgettable	**Whilst Activities** 1. Presentation The students learn about the structure of a recount text, the language feature used in the recount text, and also the use of past tense in the recount text. 2. Practice Task 1 The students analyze the parts of a text given to them and they also should identify the language feature used in the text. Task 2 Students arrange the jumbled paragraphs to make a well-organized recount text.		

				experience. **(-) S + did + not + Verb1** e.g. I did not see the movie last night. **S + be(was/were) + not** e.g. She was not very kind to me. **(?) Did + S + Verb1+O** e.g. Did you buy it? **Be(was/were) + S+C** e.g. Were you sick yesterday? a. Key Vocabulary : Adverb of past time • Yesterday • Last nigtht • Last week • Last month • Last year • ....ago • In the previous... Etc	Task 3 The students complete a passage by filling in the blanks with the verbs provided but they should change the verbs into the past tense form first. 3. Production Task 4 The students should create their own recount texts. They are asked to retell their holiday. This activity is done **through doing blogging outside the class.** **Closing** 1. Asking students if they have questions related to what has	This task was done through **Blogging.** The students should post their recount texts during a week. The texts can be more than one text. They can do blogging wherever they want.	

					been learned. 2. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process. 3. Give students a task as their home work. 4. Telling the students what has been learned as a reflection. 5. Giving advices to learn further from another sources. 6. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.	The activity of blogging is as the final production activity in production phase.	

| 2 | Processing, reasoning, and presenting in the both concrete and abstract domains related to the development of what had been learned at school independently, and able to use a method based on the norm. | Create a simple oral and **written descriptive text** about a person, tourism objects, and famous historic buildings, by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context. | 6. Analyzing the generic structure or parts of the descriptive text.
7. Identifying the verbs used in the descriptive text.
8. Answering some questions related to the text.
9. Filling the blanks using the appropriate words that have been provided to complete the text.
10. Producing descriptive texts. | Input text : (Descriptive text)
• *Bonny*
• *My Hometown*
• *Salsa*
• *My Mother*
The function and characteristic of the descriptive text :
• The function of a descriptive text is to describe a specific thing.

• The descriptive text includes
➢ Identification (it is used to identify the specific object being described)
➢ Descriptions (Giving more detailed information about the physical appearance of the object being described) | **Opening**

1. Greeting
2. Praying
3. Asking students' conditions
4. Checking students' attendance
5. Reviewing the previous materials
6. Stating the learning objectives which are going to achieve
7. Outlining the material which are going to discuss

Whilst Activities

1. Presentation
The students learn about the structure of a descriptive text, the language feature such as adjectives, noun-phrases, and present tense used in the descriptive text. | | • Students' worksheet
• Whiteboard
• Boardmarker
• Dictionary |

				Language feature :	2. Practice

				• Key grammar :
				Simple Present Tense
				
				(+) S + V1 + ...
				e.g. crocodiles live in
				both water and land.
				   S + be(is/am/are)+C
				e.g. She is beautiful.
				(-) S + Do/does +not+V1
				e.g. He does not like
				coffee.
				   S + be (is/am/are)+not
				   + C
				e.g. My father is not a
				doctor.
				(?) Do/does + S + V1 ...?
				   e.g. Do you like
				   swimming?
				   Be(is/am/are)+S+C ?
				   e.g. is she a nurse?
				
				b. Key vocabulary :
				Adjectives
				    ➢ Beautiful
				    ➢ Long
				    ➢ Short
				    ➢ Big
				    ➢ Small
				    ➢ Colour
				    ➢ Tall
					<u>Task 1</u>
					
					The students analyze
					the generic structure
					of a descriptive text
					and also find
					adjectives, noun
					phrases and the
					simple present tense
					form used in the text.
					
					<u>Task 2</u>
					
					Students answer
					some questions
					related to the
					descriptive text
					given to them.
					
					<u>Task 3</u>
					
					The students
					complete a passage
					by filling in the
					blanks with the
					words provided.

| | | | | ➢ Old
➢ Young
➢ New
etc.

Noun phrases
  ➢ Black eyes
  ➢ A beautiful girl
  ➢ A long tail
  ➢ Short black hair
  ➢ A new car
etc. | 3. Production

Task 4

The students should create their own descriptive texts. They are asked to produce three texts which are about describing one of their friends, a place that they ever visited, and an animal or a thing that they love very much. **Then they should post their texts on their blogs.**

Closing
1. Asking students if they have questions related to what has been learned.
2. Asking students whether or not they find difficulties, and if it is yes, what difficulties | This task was done through **Blogging.** The students should post their descriptive texts during a week. The texts can be more than one text. They can do blogging whenever they want outside the classroom activity. The activity of blogging is as the final production activity in production phase. | |

					they found along the teaching and learning process. 3. Give students a task as their home work. 4. Telling the students what has been learned as a reflection. 5. Giving advices to learn further from another sources. 6. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.		

Appendix 8 :
Questionnaires

"QUESTIONNAIRE"

A. Data Pribadi Responden

Data pribadi ini boleh diisi atau tidak diisi.

Nama : _____

Jenis Kelamin : L / P

B. Kuesioner untuk mengetahui keadaan siswa kelas X S1

Petunjuk Pengisian :

Berilah tanda silang (X) pada huruf A atau B pada pilihan jawaban yang disediakan dan jawablah pertanyaan yang berupa uraian singkat sesuai dengan pemikiran dan pendapat Anda. Jawaban yang Anda berikan di dalam lembar angket ini tidak akan mempengaruhi nilai akademis Anda di dalam rapor. Jawablah pertanyaan-pertanyaan di bawah ini dengan sebenar-benarnya.

1. Apakah anda gemar menulis (*writing*) dalam Bahasa Inggris?   A. Ya   B. Tidak

2. Bagaimanakah cara guru anda biasanya mengajarkan *writing* di kelas dalam pelajaran Bahasa Inggris?

   _____

   _____

3. Menurut anda, apakah cara guru anda mengajarkan *writing* dalam pelajaran Bahasa Inggris di kelas anda sudah cukup efektif dan menyenangkan? A. Sudah   B. Belum

4. Apakah anda mengetahui apa itu BLOG?   A. Ya   B. Tidak

5. Apakah anda mempunyai BLOG?   A. Ya   B. Tidak

6. Apakah anda cukup familiar dengan BLOG?   A. Ya   B. Tidak

7. Apakah anda bisa menggunakan fitur-fitur dalam BLOG?   A. Bisa   B. Tidak Bisa

8. Bagaimana menurut anda jika pembelajaran writing menggunakan media BLOG?

   _____

   _____

"QUESTIONNAIRE FOR ASSESSING STUDENTS' LEARNING IMPROVEMENT"

C. Data Pribadi Responden
    Data pribadi ini boleh diisi atau tidak diisi.
    Nama   : _____
    Jenis Kelamin : L / P

D. Kuesioner untuk mengukur perkembangan belajar siswa
    Petunjuk Pengisian :

    Jawablah pertanyaan yang berupa uraian singkat sesuai dengan pemikiran dan pendapat Anda. Jawaban yang Anda berikan di dalam lembar angket ini tidak akan mempengaruhi nilai akademis Anda di dalam rapor. Jawablah pertanyaan-pertanyaan di bawah ini dengan sebenar-benarnya.

    1. Apa yang sudah anda pelajari selama belajar *writing* dengan menggunakan blog sebagai media?

        _____

        _____

    2. Apakah dengan menggunakan media blog dapat meningkatkan motivasi anda untuk menulis?

        _____

        _____

    3. Dengan adanya media blog sebagai tempat untuk menyampaikan pikiran anda atau tempat menuliskan cerita anda ini telah membantu anda dalam mengasah kemampuan menulis anda?

        _____

        _____

    4. Apakah "blogging" dapat membantu anda dalam belajar menulis dan menunjang pembelajaran *writing* anda dalam pelajaran Bahasa Inggris?

        _____

        _____

    5. Apakah feedback yang diberikan kepada anda atas tulisan anda di blog sudah sesuai dengan yang anda harapkan?

        _____

_____

6. Apakah feedback yang anda terima dapat membantu anda untuk bisa menulis yang lebih baik lagi?

_____

_____

7. Ketika anda mengerjakan tugas, peran apa yang anda harapkan dari seorang guru?

_____

_____

8. Aktivitas belajar seperti apa yang anda inginkan dalam proses belajar mengajar *writing* Bahasa Inggris?

_____

_____

"QUESTIONNAIRE"

E. Data Pribadi Responden

Data pribadi ini boleh diisi atau tidak diisi.

Nama : _____

Jenis Kelamin : L / P

F. Kuesioner ini dibuat dan dibagikan untuk diisikan oleh siswa guna untuk mengetahui respon dan pendapat siswa mengenai penggunaan blog sebagai cara untuk meningkatkan kemampuan *writing* siswa.

Petunjuk Pengisian :

Berilah tanda silang (X) pada huruf A atau B pada pilihan jawaban yang disediakan dan jawablah sesuai dengan pemikiran dan pendapat Anda. Jawaban yang Anda berikan di dalam lembar angket ini tidak akan mempengaruhi nilai akademis Anda di dalam rapor. Jawablah pertanyaan-pertanyaan di bawah ini dengan sebenar-benarnya.

1. Menurut anda sendiri, apakah sampai saat ini kemampuan *writing* anda sudah meningkat?
   A. Ya   B. Tidak

2. Apakah anda sudah mulai terbiasa menulis cerita dengan menggunakan Bahasa Inggris?
   A. Ya   B. Tidak

3. Apakah "blogging" membantu anda untuk meningkatkan minat dan kemampuan untuk menulis?
   A. Ya   B. Tidak

4. Menurut anda, apakah menulis dengan menggunakan sarana "blog" lebih menarik dan menyenangkan dibanding menulis dengan pulpen di atas kertas?
   A. Ya   B. Tidak

5. Apakah dengan anda mulai terbiasa dengan "blogging" membuat anda merasa lebih mudah untuk menuangkan ide dalam bentuk tulisan berbahasa Inggris?
   A. Ya   B. Tidak

6. Apakah anda merasa kemampuan menulis anda meningkat setelah mulai melakukan "blogging" (posting tulisan-tulisan di blog) ?

    A. Ya   B. Tidak

7. Menurut anda, apakah "blogging" ternyata bisa membantu meningkatkan kemampuan menulis anda?

    A. Ya   B. Tidak

8. Menurut pendapat anda, apakah "blogging" bisa diterapkan dalam pembelajaran *writing* Bahasa Inggris di sekolah yang bisa dilakukan diluar kelas atau diluar jam pelajaran sekolah sebagai penunjang pembelajaran *writing* Bahasa Inggris di dalam kelas?

    A. Ya   B. Tidak

Appendix 9 :

Pre-Test

PRE-TEST

Dear students,

Please tell your holiday and post your story on your blog as the first writing task. The deadline of this task is next week on Thursday, 23 January 2014. Also, you may give comments on your friends' stories. You can write a comment or correction of your friends' writing. You can directly write your comments on your friends' blog. I'll also give you a comment and correction about your writings. It will be your task on Ibu Yuanita's English class, so do your best. ☺

Thursday, 16th of January 2014

Researcher

Appendix 10 :

Students' Worksheet

Student's Worksheet

Task 1.

Read the following text and analyze the generic structure of the text. Then underline the verbs in the form of past tense used in the text.

Generic Structure	Text
	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
	On Friday, my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday, we went to Ancol beach to see *Dunia Fantasi* and Dolphin show.
	On Sunday, we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Task 2.

Arrange these jumbled paragraphs into series of a good recount text.

Generic Structure	Text	Sequence
	Trip to Tawang Mangu	
	We left everything in the car, except our sunglasses and hats. We rode on horseback to "Grojogan Sewu" waterfall. We had enjoying feeding the playing monkeys with peanuts before we finally came to the site. We went down to the river. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall.	
	On Sunday last week, my family and I went to a tourist resort, called Tawang Mangu.	
	Being satisfied with the fall, we went back to the park. After having paid the tickets we went in the park, bringing all the food, fruits, and drinks we had, including a large plastic mat to sit. After having found a shady place, we unfolded the met and started enjoying the meal and drink.	
	At 15.00 o'clock we went home. We were tired and sleepy all the way home. But we were satisfied with our picnic.	
	It was beautiful Sunday morning, my father, mother, brother, and I went there by our family car. We brought some food, fruits and drinks for our lunch there. We departed from our house at 10.00 o'clock. Half an hour after that, we came to a market, the busiest market in town. We hiked more or less a kilometer again, and came to Balekambang Park. We parked our car just in front of the park at 11.00 o'clock.	

Task 3.

Complete the following text by filling in the blanks with the verbs provided in the box and you should change the verbs in the box into past tense form first.

walk	prepare	go	spend	read
pack	hold	is	build	catch

Last weekend, my friends and I _____(1) camping. We reached the camping ground after we _____ (2) for about one and a half hour from the parking lot. We _____ (3) the camp next to a small river. It _____ (4) getting darker and colder, so we built a fire camp.

The next day, we _____ (5) our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and _____ (6) some fish for supper. At night, we _____(7) a fire camp night. We sang, danced, _____ (8) poetry, played magic tricks, and even some of us _____ (9) a standing comedy.

On Monday, we _____(10) our bags and got ready to go home.

Students' Worksheet

6. **Task 1**

Read the following text and then analyse the **generic structure** and also underline the **adjectives, noun phrases** and the **simple present tense** form used in the text.

My Hometown

Alexandria is the second biggest city in my country, Egypt, and I live in this city. It is a beautiful city, and people there are very kind and polite. Tourists like to visit my city because it is on the sea. When I walk down the Kornash, the largest street, I see the beautiful blue sea and sky, and the beautiful green grass and trees. In the spring, the flowers grow in many colors such as yellow, red, and blue. The most beautiful scenery is the white birds. In the winter, a very big flock of birds migrates to this place. I watch them while they skillfully catch fish from the sea. The birds watch the fish, and they wait patiently for a long time. When the fish come to the surface, they fly quickly and catch them. In the fall, the city looks like a very old man because the leaves of the trees fall from the trees. That is my city, and I think it is the most beautiful city in the world.

7. **Task 2**

Read the following text and then answer the questions related to the text.

SALSA

This is Salsa. Salsa is an Indian Elephant, but now it lives in the National Zoo Washington D.C. Salsa is young. It is twenty years old. It weighs up 2,500 kg and 2.1 meter high at the shoulder. It may consume up to 200 kg of grass a day. It is fond of banana plants, gingers, and leaves of various plants.

Salsa does not have sweat glands so it likes to cool off by rolling in a pond in the zoo. The mud that dries on its skin protects it from the sun. Salsa also likes taking a bath. It makes her fresh and relaxed. Mike, the zoo keeper, helps Salsa to take a bath. Mike does it every day. He also feeds and talks to Salsa. Salsa likes this nice guy very much.

Answer these questions based on the text.

1. What does text tell us about?

2. Where does Salsa live?

3. What is Salsa's favorite food?

4. What is the main idea of the second paragraph?

5. "Mike does it every day." What does the word "**it**" refer to?

8. **Task 3**

Complete the following text by filling in the blanks with the words provided in the box.

curly	hates	likes	gives	brown
Short	takes	weight	help	love

My Mother

I think that my mother is a beautiful person. She is not tall but _____ (1) and she has _____ (2) hair and brown. Her eyes color are like honey and her color skin is light _____ (3). She also has a beautiful smile. Her _____ (4) is approximately 60 kg. My mother is a nice person. She is very kind, friendly, patient, and she loves to help people. I _____ (5) my mom very much because she is a good example to me. She loves being in the Church, and she _____ (6) singing and dancing too. Mom always _____ (7) care of her family. She likes her house to be cleaned and organized well. She is a very organized person and all things in the house should be placed in the right place. She _____ (8) to see a messy house. She always has a smile on her face. She is so sweet and lovely. When I am going to sleep or when I wake up in the morning or even when I am going to go to some places, My mom always _____ (9) me a kiss. Also when our family have a problem she always be with us to _____ (10) us and to give us all her love.

Appendix 11 :

The Result Score of

Students' Exercises

The Result Score of Students' Exercises in Practice Phase

of Cycle 1

No.	Nama	Nilai
1	Alif Nurochim	90
2	Alifia Shinta Ashari	70
3	Amalia Maya Sari	100
4	Andre Yudho B.	90
5	Apriyanti Prasetyawati	80
6	Ardian Anas N.	90
7	Ari Setianingrum	90
8	Devi Sri Wijayanti	40
9	Diah A. Fitriana	70
10	Elma Ayu Ap.	50
11	Endah Wasitaningrum	100
12	Ihsan Wanandri	70
13	Ilham Yoga P.	90
14	Indri Handayani	100
15	Krisnawati	70
16	Markus Patria R.	90
17	Meliana Fatimah	70
18	Nindia Ramadani	80
19	Nurrokhma P.	90
20	Resti Novianti	100
21	Retno Apriyanti	80
22	Sadam maulana	90
23	Siska Widiastuti	90
24	Syifa Shafira	80
25	Tita Rahma Hapsari	90
26	Umiatun Khasanah	90
Jumlah		2150
Rata-rata		82,69
Nilai Tertinggi		100
Nilai Terendah		40
SD		14,85

The Result Score of Students' Exercises in Practice Phase

of Cycle 2

No.	Nama	Nilai
1	Alif Nurochim	80
2	Alifia Shinta Ashari	97
3	Amalia Maya Sari	100
4	Andre Yudho B.	27
5	Apriyanti Prasetyawati	87
6	Ardian Anas N.	67
7	Ari Setianingrum	100
8	Devi Sri Wijayanti	100
9	Diah A. Fitriana	60
10	Elma Ayu Ap.	87
11	Endah Wasitaningrum	93
12	Ihsan Wanandri	87
13	Ilham Yoga P.	87
14	Indri Handayani	100
15	Krisnawati	80
16	Markus Patria R.	93
17	Meliana Fatimah	93
18	Nindia Ramadani	93
19	Nurrokhma P.	93
20	Resti Novianti	93
21	Retno Apriyanti	67
22	Sadam maulana	_
23	Siska Widiastuti	100
24	Syifa Shafira	_
25	Tita Rahma Hapsari	93
26	Umiatun Khasanah	80
Jumlah		2057
Rata-rata		85,71
Nilai Tertinggi		100
Nilai Terendah		27
SD		16,72

Appendix 12 :
Data Alamat Blog
Siswa

DAFTAR ALAMAT BLOG SISWA KELAS X IS 1 SMA N 1 SEYEGAN

No.	Nama	Alamat blog
1	Alif Nurochim	alifnurochim.blogspot.com
2	Alifia Shinta Ashari	alifiashinta14.blogspot.com
3	Amalia Maya Sari	amaliamayas.blogspot.com
4	Andre Yudho B.	andreyudho.blogspot.com
5	Apriyanti Prasetyawati	appriyanti.blogspot.com
6	Ardian Anas N.	ardiananas.blogspot.com
7	Ari Setianingrum	aaaarrrrrggggghhh.blogspot.com
8	Devi Sri Wijayanti	devii28.blogspot.com
9	Diah A. Fitriana	dhiyahangel98.blogspot.com
10	Elma Ayu Ap.	elmacivia98.blogspot.com
11	Endah Wasitaningrum	endwasitaless.blogspot.com
12	Ihsan Wanandri	xon404.blogspot.com
13	Ilham Yoga P.	cumacobaaa.blogspot.com
14	Indri Handayani	indrihandayani.blogspot.com
15	Krisnawati	krisnawati2.blogspot.com
16	Markus Patria R.	markuspatria.blogspot.com
17	Meliana Fatimah	melianalovers.blogspot.com
18	Nindia Ramadani	nindiaramadani.blogspot.com
19	Nurrokhma P.	nurrohmaningrum541gmail.blogspot.com
20	Resti Novianti	restinoviantii.blogspot.com
21	Retno Apriyanti	retnokece98.blogspot.com
22	Sadam maulana	sadammaulana.blogspot.com
23	Siska Widiastuti	siskachabi.blogspot.com
24	Syifa Shafira	syifashafira11.blogspot.com
25	Tita Rahma Hapsari	titarahmahapsari.blogspot.com
26	Umiatun Khasanah	umiatunkhasanah9.blogspot.com

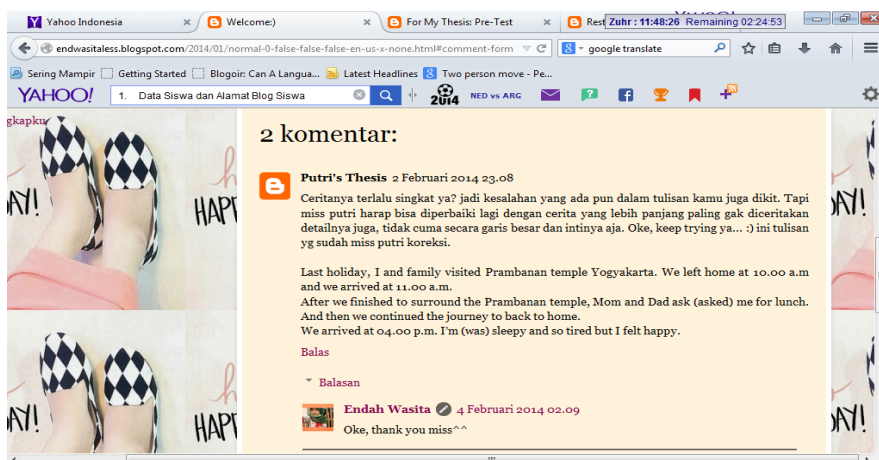# Appendix 13 :
Print Pictures of
Students' Blogs
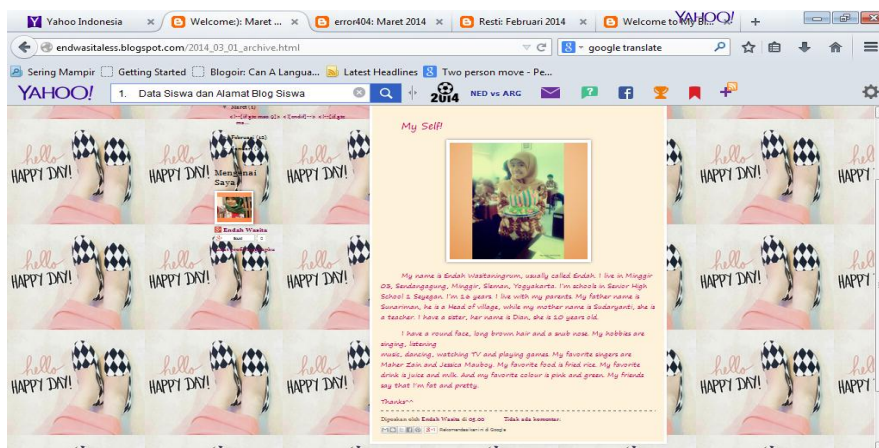
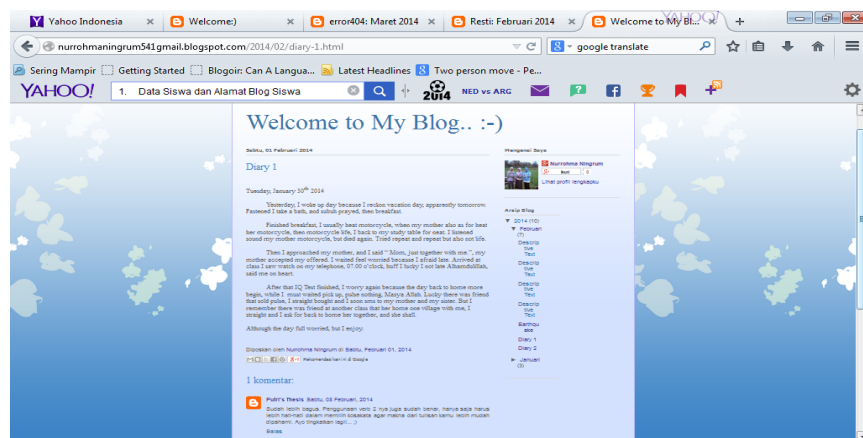Picture 1. The most creative blog

Picture 2. One of student's unforgettable experience
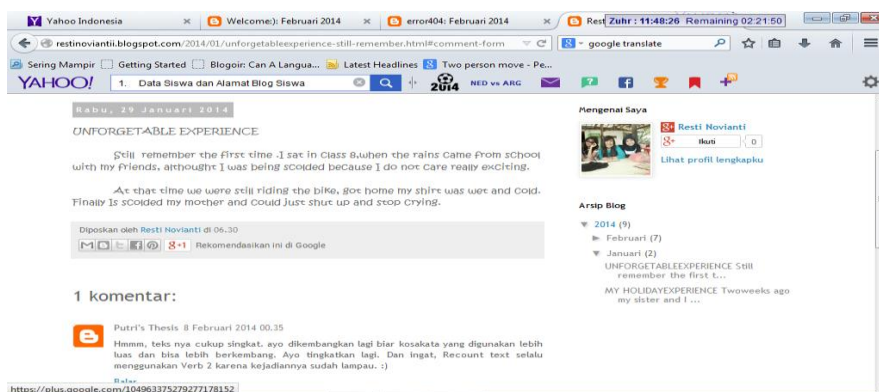

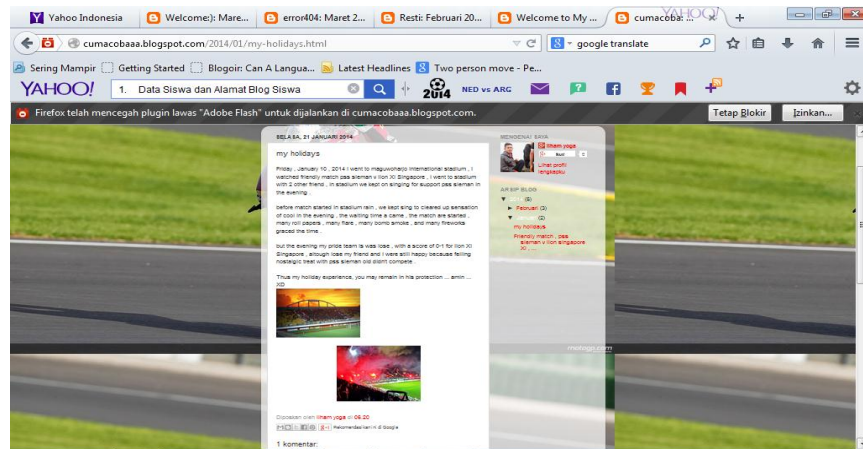Picture 3. A comment given to the student as the feedback

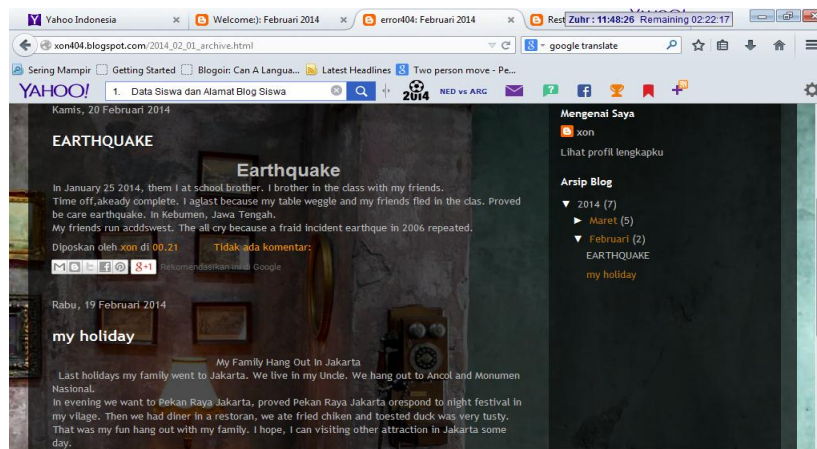Picture 4. One of student's descriptive text

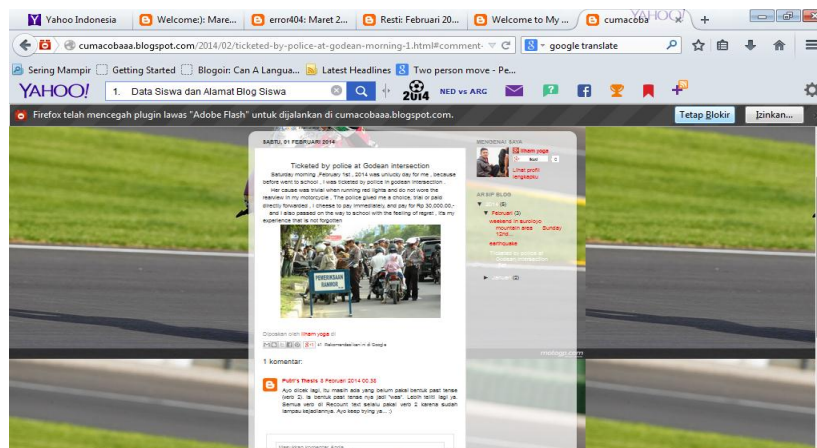Picture 5. A diary posted by one of students

Picture 6. The student's post and the comment for its post

Picture 7. A story of student's holiday

Picture 8. Student's posts of recount texts

Picture 9. A creative blog with a picture attached on the text

Appendix 14 : Documentation

Picture 1. The teaching learning process in the classroom

Picture 2. The teacher checked the attendance list

Picture 3. The teacher explained the materials

Picture 4. The teacher and students discuss about the exercises

Appendix 15 :

Letters

S U R A T   I Z I N
Nomor : 070 / Bappeda / 3353 / 2013
TENTANG
PENELITIAN
KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar   : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek
Kerja Lapangan, dan Penelitian.

Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta

Nomor : 070/Reg/V/7950/11/2013   Tanggal : 15 November 2013

Hal   : Izin Penelitian

MENGIZINKAN :

Kepada	:	
Nama	: PUTRI MANGGALA WURI	29-11-2013
No.Mhs/NIM/NIP/NIK	: 10202241005	556
Program/Tingkat	: S1	29 - 11 - 2013
Instansi/Perguruan Tinggi	: Universitas Negeri Yogyakarta	
Alamat instansi/Perguruan Tinggi	: Kampus Karangmalang Yogyakarta	
Alamat Rumah	: Krapyak VII, Margoagung, Seyegan Sleman	
No. Telp / HP	: 085643954585	

Untuk   : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING STUDENTS' WRITING SKILLS AT THE FIRST GRADE CLASS
OF SMAN I SEYEGAN THROUGH BLOGGING**

Lokasi   : SMA Negeri 1 Seyegan, Sleman

Waktu   : Selama 3 bulan mulai tanggal: 15 Nopember 2013 s/d   15 Februari 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk
   mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan
   melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non
pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan
setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal   :   18 Nopember 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. ...

Sekretaris
u.b.
Plt. Kepala Bidang Pengendalian dan Evaluasi

PEMERINTAHAN KABUPATEN SLEMAN
DINAS PENDIDIKAN
KABUPATEN SLEMAN

Index

Kode 423.1   Nomor urut 556

Isi Ringkas

Surat Izin Penelitian
an. Putri Manggala Wuri

Dari Bappeda Kab. Sleman

Tanggal Surat 18-11-2013   Nomor Surat 070/bappeda/3353/2013

Pengolah Bag. Agenda   Tanggal 29-11-2013

Catatan   Guru Bhs Inggris kls X.

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 / Reg / V / **7950** / 11 / 2013

Membaca Surat	: **Dekan Fakultas Bahasa dan Seni UNY**	Nomor	: **1079c/UN.34.12/DT/XI/2013**
Tanggal	: **12 November 2013**	Perihal	: **IZIN PENELITIAN**

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengem-bangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwa-kilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

DIIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama	: **PUTRI MANGGALA WURI**	NIP/NIM	: **10202241005**
Alamat	: **Fakultas Bahasa dan Seni UNY, Jurusan pendidikan Bahasa Inggris**		
Judul	: **IMPROVING STUDENTS' WRITING SKILLS AT THE FIRST GRADE CLASS OF SMAN 1 SEYEGAN THROUGH BLOGGING**		
Lokasi	: **SMAN 1 Seyegan, Kabupaten Sleman**		
Waktu	: **15 NOVEMBER 2013** s/d **15 FEBRUARI 2014**		

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : *adbang.jogjaprov.go.id* dan menunjukkan naskah cetakan asli yang sudah di sahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui *website:* adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal   **15 NOVEMBER 2013**

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan

Hendal Susilowati, SH.
NIP 19580420 198503 2 003

Tembusan:

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Bupati Sleman CQ Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
4. Dekan Fakultas Bahasa dan Seni UNY
5. Yang Bersangkutan

A. FORMULIR ISIAN PERMOHONAN IJIN STUDI PENDAHULUAN / PRA SURVEY / PRA PENELITIAN

B. SURAT PERNYATAAN BERSEDIA MENYERAHKAN HASIL PENELITIAN / SURVEY / PKL

*) Lingkari yang dipilih A atau B

Nomor : 070/

Kami, yang bertanda tangan di bawah ini :

1. Nama : Putri Manggala Wuri
2. Alamat Rumah : Krapyak VII , Margoagung, Seyegan , Sleman .
3. Nomor Telepon : 085 643 954 585
4. No. Mahasiswa/NIP/NIM : 10202241005
5. Tingkat (D1/D2/D3/D4/S1/S2/S3) : S1
6. Universitas/Akademi : Universitas Negeri Yogyakarta
7. Dosen Pembimbing : Dra. Jamilah , Mpd.
8. Lokasi Penelitian/Survey : 1. SMA N 1 Seyegan
   2.
9. Judul Penelitian :
   Improving Students' Writing Skills at the First Grade Class of SMA N 1 Seyegan through 'Blogging'.

Berdasarkan pilihan saya pada formulir isian diatas (poin B), saya bersedia untuk menyerahkan hasil Penelitian / Survey / PKL berupa 1 (satu) CD format PDF selambatnya 1 (satu) bulan setelah selesai Penelitian / Survey / PKL dilaksanakan.

Sleman, 18 Nov. 2012
Yang menyatakan

Putri Manggala Wuri.
(nama terang)

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / Bappeda / 3353 / 2013

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.

Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta

Nomor : 070/Reg/V/7950/11/2013   Tanggal : 15 November 2013

Hal : Izin Penelitian

MENGIZINKAN :

Kepada	:	
Nama	:	PUTRI MANGGALA WURI
No.Mhs/NIM/NIP/NIK	:	10202241005
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	:	Kampus Karangmalang Yogyakarta
Alamat Rumah	:	Krapyak VII, Margoagung, Seyegan Sleman
No. Telp / HP	:	085643954585
Untuk	:	Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul **IMPROVING STUDENTS' WRITING SKILLS AT THE FIRST GRADE CLASS OF SMAN 1 SEYEGAN THROUGH BLOGGING**
Lokasi	:	SMA Negeri 1 Seyegan, Sleman
Waktu	:	Selama 3 bulan mulai tanggal: 15 Nopember 2013 s/d 15 Februari 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal   :   18 Nopember 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.
Plt. Kepala Bidang Pengendalian dan Evaluasi

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Seyegan
6. Ka. SMA Negeri 1 Seyegan
7. Dekan Fak. Bahasa & Seni-UNY
8. Yang Bersangkutan

Drs. MUHAMAD AJI WIBOWO, M.Si
Pembina, IV/a
NIP 19680527 199403 1 004