

**EFFORTS TO IMPROVE STUDENTS' ENGLISH WRITING ABILITY
THROUGH INFORMATION TECHNOLOGY-BASED LEARNING AT
THE SECOND GRADE OF SMAN 8 YOGYAKARTA IN THE
ACADEMIC YEAR OF 2010/2011**

A Thesis

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



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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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MOTTO

A stitch in time saves nine.

Experience is the father of wisdom.

Failure teaches success.

It is always darkest before the dawn.

Variety is the spice of life.

DEDICATIONS

This thesis is dedicated to:

- ž *My beloved parents, brother and sister for the patience, support and prayers along my life.*
- ž *My teachers and friends in SD, SLTP and SMA.*
- ž *My friends in PBI.*

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I expect that this thesis will give some contributions for the improvements of the English teaching and learning and for the readers. However, I realize that this writing is still far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, August 3rd, 2011

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TABLE OF CONTENTS

	Page
Title	i
Approval.....	ii
Ratification sheet.....	iii
Pernyataan	iv
Motto	v
Dedications.....	vi
Acknowledgements	vii
Table of Contents	ix
List of Tables.....	xii
List of Pictures	xiv
List of Appendices	xv
Abstract	xvi
CHAPTER I INTRODUCTION	
A. Background of the Study.....	1
B. Identification of the Problem	3
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. The Objective of the Study	8
F. Significances of the Study.....	9

CHAPTER II LITERATURE REVIEW

A. Teaching Writing	10
1. Writing Process	10
2. Writing Skills	11
3. The Students' Writing Problem	12
4. The Approaches of Teaching Writing.....	15
5. The Teaching of Writing at Senior High Schools.....	16
B. Information Technology-Based Learning	23
1. The Definition of Information Technology.....	23
2. The Information Technology-Based Learning	24
3. The Information Technology (IT) Tools for Teaching Writing	25
C. Relevant Research Study.....	30
D. Conceptual Framework	30

CHAPTER III RESEARCH METHOD

A. Research Design.....	34
B. Setting and Time of Research	35
C. Research Subjects.....	35
D. Instruments of the Research	35
E. Data and Data Collection	38
F. Data Validity	38
G. Data Analysis	40
H. Procedure of the Research.....	41
I. Scoring Schemes for Writing.....	44

CHAPTER IV THE RESEARCH FINDING AND INTERPRETATION

A. Condition before Action.....	46
B. Determining the Actions to Overcome the Problems	51

C. Research Process	52
1. Report of Cycle 1	52
2. Report of Cycle 2	64
D. The Result of the Research	73
1. Cycle 1	73
2. Cycle 2	74
3. Questionnaire of Students' Motivation	76
4. The Students' Writing Score	77

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion	81
B. Implication	83
C. Suggestion	84
1. Teachers	84
2. Other Researchers	85
 Bibliography.....	 86
Appendices	89

List of Tables

Table	Page
Table 1 : Classification of Writing Problems	14
Table 2 : Standard of Competence and Basic Competence of Writing Skill Senior High School Students Grade XI Semester one	19
Table 3 : The Problems and the Actions.....	31
Table 4 : The Blueprint of Questionnaire toward Students' Motivation	36
Table 5 : The Questionnaire Score	37
Table 6 : Scoring Guide in Assesing Students' Writing.....	44
Table 7 : The Result of Questionnaire of Students' Motivation toward Writing in Pre-action	48
Table 8 : The Students' Writing Score in Pre-action.....	49
Table 9 : The Result of Questionnaire toward Students' Motivation in Writing in Cycle 1	60
Table 10 : The Comparison of the Questionnaire Result before and after the Cycle 1.....	61
Table 11 : The Students' Writing Score in Cycle 1.....	62
Table 12 : The Comparison of the Students' Writing Score before and after Cycle 1.....	63
Table 13 : The Result of Questionnaire toward Students' Motivation in Writing in Cycle 2	69

Table 14 : The Comparison of the Questionnaire Result of the Students' Motivation in Writing in Cycle 1 and Cycle 2.....	70
Table 15 : The Students' Writing Score in Cycle 2.....	71
Table 16 : The Comparison of the Students' Writing Score in Cycle 1 and Cycle 2.....	72
Table 17 : The Summary of the Research in Pre-action, Cycle 1 and Cycle 2	74
Table 18 : The Comparison of the Students' Writing Score in Pre-action, Cycle 1, and Cycle 2.....	76
Table 19 : Students' Mean Score in Content Aspect.....	77
Table 20 : Students' Mean Score in Organisation Aspect.....	78
Table 21 : Students' Mean Score in Language Use Aspect	78
Table 22 : Students' Mean Score in Mechanics Aspect	78
Table 23 : Students' Mean Score of Writing in Pre-action, Cycle 1, and Cycle 2.....	79
Table 24 : Frequency Distribution Analysis of Students' Writing Score in Pre-action, Cycle 1, Cycle 2	79

List of Pictures

Picture	Page
Picture 1 : The Process of Writing.....	11
Picture 2 : The Action-Research Cycle	34
Picture 3 : The Chart of Students' Motivation in Pre-action, Cycle 1, and Cycle 2	77
Picture 4 : The Chart of Students' Writing Score in Pre-action, Cycle 1, and Cycle 2	80

List of Appendices

Appendix	Page
1. Field Notes	90
2. Questionnaire	102
3. Interview Transcripts	105
4. Observation Checklists.....	115
5. Questionnaire Results.....	123
6. Writing Scores.....	125
7. Attendance List	129
8. Lesson Plans.....	131
9. Handouts	141
10. Syllabus	142
11. Pictures.....	148
12. Letters.....	155

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ABSTRACT

This research is action research aiming to improve students' writing ability through Information Technology-based learning in Class XI Science 2 of SMAN 8 Yogyakarta. Based on the preliminary observation in Class XI Science 2 of SMAN 8 Yogyakarta, the students had low motivation in writing and got difficulties in writing. There were four problems of students in writing aspects, namely content, organization, language use and mechanics.

This research consisted of two cycles. In doing the research, the researcher involved 32 students of Class XI Science 2, an English teacher and a student of English Department as the colabollator. The data were obtained from the observation during the implementation of the actions, interviews with the students of Class XI Science 2, discussions with the collaborator, and students' writing tasks. The data were in the forms of questionnaire, field notes, interview transcripts, and students' tasks. The validity of the data was obtained by applying democratic validity, outcome validity, process validity and dialogic validity.

The study revealed that the use of Information Technology-based learning in this study successfully improved the students' writing skills. Students' motivation increased and students' writing problems in four aspects of writing namely content, organization, language use, and mechanics of writing can be reduced by applying Information Technology-based learning. The researcher finds that Information Technology-based learning can help the teacher to deliver the materials in the classroom. With reference to the obtained data, the students are more enthusiastic and have good motivation to write. As a result, they perform better writing and tend not to make the same mistakes in their writing. To conclude, this study suggests that the English teacher needs to improve her teaching strategy by maximizing the use of media in school. She must be creative in delivering the material in the class.

CHAPTER I

INTRODUCTION

In this section, the researcher wants to discuss the background of study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study and the significance of the study.

A. Background of the Study

Writing is a part of English skills which plays an important role as a means of communication. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. Writing differs from other skills (reading, speaking, and listening). In writing, people use graphic symbols that have to be arranged according to certain conventions to form words, and word have to be arranged to form sentences. A writer should master many aspects of language such as spelling, punctuating, capitalizing, grammatical accuracy, and acceptability to make the relationship among sentences clear and understandable.

The application of teaching and learning English as a foreign language is believed to be very complex. Richards and Renandya (2002) state that writing is the most difficult skill for second language learners to master. The skills involved in writing are highly complex. Therefore it is possible that there are many problems which students face in learning of second language especially in writing.

Silva (1993) in Wigle (2007) states “Writing in a second language tends to be more constrained, more difficult, and less effective than writing in the first

language: second-language writers plan less, revise for content less, and less fluently and accurately than first-language writers”. It can be seen that writing is a very complex skill. Thus, it is not an easy task for English teachers to teach it.

In fact, the students’ writing ability in Indonesia is still low. Regarding the teaching of English writing, Alwasilah (2001) states that writing is the most neglected skill in schools in Indonesia. Based on his surveys on 100 freshmen representing high schools in Indonesia, he concludes that writing is the most difficult to learn by the majority of students; students are barely practiced of English writing and teachers are lack of information and knowledge of what they should do regarding to students’ composition. Many teachers do not know how to teach and asses a good English writing. Reid (1993) expresses a concern that many teachers have little knowledge of learning styles or teaching styles. They develop and use methods and materials according to their own preferred learning without considering students’ needs. Consequently, the result of teaching writing is not yet satisfactory. The students who enter university do not have solid English writing skills, given the lack of provision of such skills in high school education.

The same condition is also found in the English writing at the second grade of SMAN 8 Yogyakarta. Based on an interview with English teacher and preliminary observation in the class, the researcher still found some problems related to English learning process especially in the writing ability. The fact shows that students’ writing ability is still low.

Nowadays, computers have become so widespread in schools. Almost every school has multimedia room with a set of computer unit. Moreover, with the

advent of the Internet, the computer has been transformed from a tool for information processing and display to a tool for information processing and communication. The internet provides many applications which can be used in learning English which is more attractive and interesting.

Based on the description above, it is necessary for the researcher to make some efforts in English learning process by identifying any actions and implementing them in the class. The researcher aims to improve the English teaching-learning process by using the action research, especially the actions in improving the students' English writing ability at second grade of SMAN 8 Yogyakarta through Information Technology-based learning.

B. Identification of the Problem

Based on interview with English teacher and preliminary observation in the class XI Science 2 on Monday, 23th of August 2010, there are some problems in the teaching and learning process related to English writing ability. Some problems that occur can be identified as follow.

The students have less motivation when they write. They are not enthusiastic in learning writing. When the teacher asks them to write, they do it reluctantly. Students are writing because they have to. Learning writing seems not as interesting as speaking. It makes the students are not motivated to write. Besides, motivation may affect the students' behaviour in learning. Motivation is one of the significant roles in a writing task.

The Indonesian vocabulary and the English vocabulary are very different. It makes the Indonesian students find it difficult to improve their vocabulary. For that reason, many students often make many mistakes in diction because they lack vocabulary. Besides, errors in tenses often occur because there is no tense in the Indonesian language. In contrast, a tense is very important in English. It is so informative that shows when events happen.

English spelling is quite different with Indonesian spelling. In Indonesian spelling, many words are pronounced based on alphabet sounds. On the other hand, in English spelling, a single sound of a word may have different spellings (poor, pour, pore), and the same spelling may have different sounds (present, present). That is why many students make many mistakes in English spelling when they write. It is because the correspondence between the sound of a word and the way it is spelt is not always obvious.

Many students have many problems in writing aspects. They are not able to develop the ideas well. Sometimes the ideas only contain the topic sentences without supporting details. They cannot arrange the sentences well. They just combine the sentences without considering the main idea and supporting details. They cannot make a well-organized paragraph. They do not know how to start making the next paragraph in order that the paragraphs are coherent. Most of their sentences in a paragraph are not related to each other. In addition, many students get difficulties to make correct sentences. There are many grammatical errors in their writing.

Teachers are the significant factor that affects the success in the teaching and learning process. Teachers must have good competence in the subject matter. They have responsibility to select and adapt the authentic materials into the classroom. There are actually many methods which can be used in teaching English. A good method should create an interesting atmosphere in the class including in writing activity which is believed to be difficult to teach. However, the teacher does not have a creative technique in teaching writing. She does not use many methods to teach writing so the students have low ability and less motivation in writing.

Related to the teaching method, the English teacher seldom teaches writing in the class. The English teacher actually has good teaching. However, the teacher is less creative in delivering the material. She just uses LKS in teaching. She has not maximized and updated the learning material. The students are never asked to revise the writing or given a feedback from the teachers. Their English teacher tends to directly correct students' mistakes without explanation. Therefore the students always do the same mistakes. They do not know what and where their mistakes in writing are. However, giving feedback is very important to make judgement or giving correction. In giving feedback to students, the teacher may use different techniques.

The IT tools have been used in the school. There are some units of computer which are connected with internet. However, the use of Information Technology (IT) has not been utilized maximally by the English teacher. The Internet facility has not been much used in English class. The teaching and learning process run

using whiteboard and sometimes using computer and LCD in the class or going to library rather than connecting with internet.

Based on the description above, the problems can be listed as follows:

1. The students have low motivation in writing.
2. The students get difficulty in developing ideas.
3. The students' vocabulary mastery is low.
4. The students' language use is bad.
5. The students' writing is not well-organized.
6. The English teacher seldom teaches writing.
7. The English teacher does not have creative technique in teaching writing.
8. The English teacher does not give evaluation and feedback in teaching writing.
9. The school facility has not been much used in the English class.

There are many approaches, methods and techniques which can be employed to overcome those problems. Group work techniques can be an alternative in teaching writing. Reid (1993: 156) states "Writing is usually easier, better, and more successful when talking, drafting, revising, and editing together in the groups that are part of the writing process". In the group work, students can work collaboratively. They can share and brainstorm the ideas together.

Journal also provides much opportunity for students to write. Harmer (2004:126) states "Journals provide an opportunity for students to think both

about how they are learning and also about what they are learning”. It allows students to express feeling more freely than they might do in public, in class.

Using IT can be interesting in teaching writing. Chee and Wong (2003) state that technology can be viewed as one means of solving some of the problems which teacher face in their teaching and which learners face in their learning. Using technology can enhance the connection between the curriculum, instruction and assessment methods. It also gives school greater capacity and autonomy in the use of IT for school improvement. It can be used to provide students with a strong motivation for learning the language.

C. Limitation of the Problem

From the background and identification, it is impossible to discuss all the problems above. The researcher only wants to investigate the most urgent problem such as:

1. The students have low motivation in writing.
2. The students get difficulty in developing ideas.
3. The students’ vocabulary mastery is low.
4. The students’ language use is bad.
5. The students’ writing is not well-organized.
6. The school facility has not been much used in English class.

However, because the limitation of time, finance and ability, the researcher will focus on students’ problems related to writing ability as follows:

1. The students have low motivation

2. The students have some writing problems in aspects of content, organisation, language use and mechanics.

The researcher wants to make some efforts to improve the learning process through English Information Technology-based learning. Encouraging the students to apply English Information Technology-based learning in their learning is a motivational push to students who are bored with the traditional classroom teaching method. By improving the learning process, it is expected that the students' writing ability will increase as well.

D. Formulation of the Problem

From the limitation of the problem above, the problem will be formulated as follows:

1. What steps should be taken to improve students' English writing ability through Information Technology-based learning?
2. How much can Information Technology-based learning improve students' English writing ability?

E. Objectives of the Study

The objectives of this research are:

1. To improve students' English writing ability by using Information Technology-based learning
2. To find out how much Information Technology-based learning can improve students' English writing ability

F. Significance of the Study

The significances of this research are:

1. To the Researcher

This study will give much information about English learning and experiences in conducting education research

2. To the Teacher

The result of the research can give contribution for English teaching and provide some English resources and materials.

3. To the School

The result of the research can be used to solve some problem found in the teaching and learning problem in the class.

4. Other Researchers

This research will inspire other researchers to conduct other research studies in the same area.

CHAPTER II

LITERATURE REVIEW

In the literature review, the researcher discusses some theories and research studies which are relevant with the topic.

A. Teaching Writing

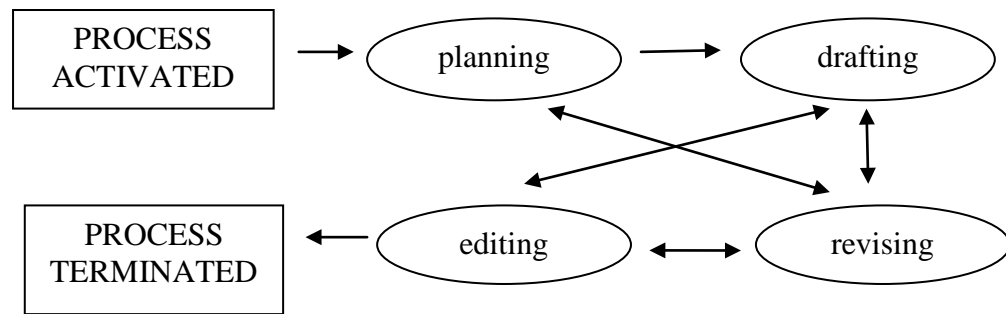
1. Writing Process

There are a number of views related to the concepts of writing and the process of writing. Langan (2001) describes that writing is a process that involves discovering a point, developing idea, organizing ideas and finally revising and editing to minimize the error. The writing process is not only for making brain storming from our background knowledge but also for putting the idea on paper. The students can express their idea and thought in their mind by writing.

Writing is an activity of exploring opinions and ideas into words. Brown (2000) argues that writing is a written product of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Seow as cited by Richards and Renandya (2002:315) states that there are four main stages of the process of writing, that is, planning, drafting (writing), revising (redrafting) and editing. Planning or pre-writing is an activity that encourages the students to write. Drafting is the process of gathering idea for the first time. Revising is the stage of reviewing the text on the basis of feedback

given. Editing is the process of tidying up the texts for grammar, spelling, punctuation, diction, sentence structure and accuracy for preparing the final draft.



Picture 1: The Process of Writing

The definitions above show that writing is a productive language skill. The process of writing includes pre-writing, drafting, revising, editing, and finally, publication. Planning in writing is very important in the writing process. Thus, writing needs process and skills that really involves students into some stages before going to any written product.

2. Writing Skills

Spratt et al. (2005) state that writing involves several micro skills. Some of these are related to accuracy. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly.

Brown (2001) describes micro skills in writing production as follows:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order pattern.
- d. Use acceptable grammatical system (e.g., tense, agreement, pluralisation), patterns,
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse
- g. Use the rhetorical forms and convention of written discourse
- h. Appropriately accomplish the communicative functions of written text according to form and purpose
- i. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, generalization and exemplification.
- j. Distinguish between literal and implied meanings when writing.
- k. Correctly convey culturally specific references in the context of the written text
- l. Develop and use battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting device, writing with fluency in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

The explanations above show that writing is an extremely complex cognitive activity, which requires the control of several variables. It includes control of format, sentence, structure, vocabulary, spelling, and letter formation. A writer also needs to pay attention to higher their level skill of planning and organizing as well as lower level skill of spelling, punctuation, word choice and the like.

3. The Student's Writing Problem

Most of students' difficulties in writing come from the non-linguistic and linguistic factors. The non-linguistic factor covers students' motivation toward

writing. From the linguistic factors, the difficulties cover learners' errors in writing which can be related to language use.

a. Motivation

Brown (2000) states that motivation is a key in language learning. Motivation plays an important role in learning. It influences the success of the learning. Success in any tasks is because someone is motivated. Brown (2001:72) also says that he has heard people say "Between success and failure if they're motivated, they'll learn, and if not, they won't".

Walter (2004) also states that teacher is given a great opportunity to positively affect the lives of their students. Providing appropriate models and engaging students in positive interactions from day one promotes a positive classroom climate. Therefore a teacher also has important role in the teaching learning process. Teacher can act as motivator. She or he can motivate the students in creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

Motivation is one of the principal roles in a writing task. In writing class, a teacher should give motivation to the students. Teachers who are well adjusted, happy, enthused and understanding usually develop the relaxed atmosphere essential for effective for writing class. The bad atmosphere can create a bad condition for the students in understanding the material and also making the writing in the class.

b. Learner's errors

Most of learners' errors are related to language use and organization of paragraph. Some studies in Msanjila (2005) classify the learner's errors into two general categories: those which result from mother tongue interference and those which result from within L2 interference system itself. Table 1 gives a statistical summary of the main writing problems taken from the students' essays arranged on the basis of raw frequencies rank order starting with the highest to the lowest frequencies.

Table 1: **Classification of Writing Problems**

Category of Writing Problems	Frequencies of Writing Problems
1) Capitalization problem	171
2) Punctuation problem	147
3) Inexplicitness/fuzziness	72
4) Poor organization/illogical sequence	63
5) Spelling problem	31
6) Grammatical errors	24

Most of the errors are usually not realized by students. They may come from students' careless. Errors will disappear only if the students can construct a sentence well. There should be any revision from themselves, their friends or the teacher before submission. It can help them to minimize the errors in writing.

4. The Approaches of Teaching Writing

No single approach to writing instruction will meet the needs of all students. There is a tremendous need for more research on adolescent writing interventions that work, so that teachers can select the strategies that are most appropriate, whether for whole classrooms, small groups, or individual students. Graham (2007) states that every approach in writing gives different impacts because it can stimulate each other.

Writing strategy instruction has been found especially effective for students who have difficulty in writing. Strategy instruction may involve teaching more generic processes, such as brainstorming, peer revising and teachers' feedback. Seow (2002) suggests that teachers also need to guide students through the writing process and help them develop effective writing strategies. Therefore, teachers in the process writing in the classroom plan activities which help students understand that writing is a process. Such feedback is recognized as a powerful learning aid which evaluates different features of the text, such as grammar, coherence, and content.

The students who help each other with one or more aspects of their writing have a strong positive impact on quality. Graham (2007) also explains that teaching adolescents strategies for planning, revising, and/or editing has a strong impact on the quality of their writing. Strategy requires that students should be provided with knowledge of the results of their work. The students assist each other with meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating

the final product. In addition, the teacher's role is to monitor, prompt, and praise the students, and address their concerns.

Applying technology in the language teaching was also found to give varying effects on students' attitudes towards foreign/second language instruction. Chee and Wong (2003) state that the use of technology has become an important medium for the promotion of more learners' motivation, more interactions, more learner-centred discussion. The students may have significantly positive attitudes toward educational technology use for EFL instruction.

5. The Teaching of Writing at Senior High School

The writing skill is one of the language skills taught to the students of Senior High School. It is stated implicitly in the GBPP (Depdikbud, 1995:2), that the students need to learn writing in order to be able to express their ideas, thoughts, opinions, and feelings in the written mode. The written mode is one of the ways to communicate. Students should have the communicative abilities of writing, reading, speaking, and listening to English, because they are needed to face the globalization and information era. (Depdikbud, 1999:2).

In writing teaching learning as a communication skill focuses on the rhetorical context and the content. The rhetorical context means that in writing, students must have a purpose, reason, and audience. Moreover, for content, the teacher should give chance to the students to write what they are interested in and know about. Therefore, the teacher needs to develop writing task in which there is real audience for the students and real purposes for writing.

Writing is an extremely complex cognitive activity, which requires the control of several variables. It includes control of format, sentence, structure, vocabulary, spelling, and letter formation. Therefore the students of senior high school still have difficulty in writing. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. In addition, many students make some mistakes in producing the text.

During this time, the teaching of writing in Senior High School is done in a conventional way. The students are given a theory about writing then they look at the model or the example of texts and finally the teacher asks them to write a paragraph directly or to continue the existing paragraphs. The teacher does not use the various media to support the students' understanding and motivation in writing. The resources are only from the text book and students worksheet. Therefore the situation in teaching and learning writing process is boring. It makes the students are not enthusiastic in joining the class activity. As the result, the students' writing quality is not maximally reached. In addition, most of Senior High School students are not able to identify the part of text. They got difficulties in expressing idea and composing into writing. Another word, the students are less in discovering idea whereas the teacher has given the theme clearly.

Kimble and Garnezy in Brown (2000:7) claim that learning is a relatively permanent change in behavioural tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide

students with knowledge of writing, and make students to understand how to write effectively.

To be able to write English well, the students of Senior High School have to do much practice. An English teacher has important role in determining the students' success or failure in writing. As practice is important, he should provide enough time for his students to do a lot of writing exercises. She is demanded not only to teach but also to guide his students before and after the writing process.

The process of writing teaching learning to make the students can produce a good writing; motivation, resources, and feedback from the teacher are needed. Motivation is one of the principal roles in a writing task. Teacher can act as motivator. She or he can motivate the students in creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. Resources can be used to supply information and language where necessary. While the feedback provides the role of the teacher to respond positively and encouragingly to the content of what the students have written.

a. The English Curriculum

The main purpose of learning English in High school is to direct and develop the skills in order that the graduate students are able to communicate both in oral and written forms in a real communication setting within various contexts. By considering that English is a tool in communication both in spoken and written forms and English is also a communication tool for social purposes, the language

model which is used in the curriculum is the model that puts language in a context of culture as well as a context of situation: genre approach.

In this research, the subjects of the research are the students of Senior high School in the second grade in the first semester. According to the Regulation of National Education Ministry (Permendiknas) no. 22, year 2006 about the standard of competences and basic competences for English teaching and learning process from BSNP (2006), the Senior High School students grade XI in the first semester have to pose several competences as follows:

Table 2: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade XI Semester One

Standard of Competence	Basic Competence
6. To express meanings in essay in the genres of report, narrative and analytical exposition in daily life context.	<p>6.1 To express meanings in a short functional written text (e.g. banner, poster, pamphlet etc.) both formally and informally in accurate, fluent, and appropriately, in the context of daily life</p> <p>6.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately, in the context of daily life, in the genres of report, narrative and analytical exposition.</p>

In today's curriculum, it can be clearly seen that the main purpose of building up students' writing skill is to enable them focus more on the process and the product. As writing is a composing process and usually requires multiple drafts before an effective product is created, it is important to make the students are carefully led through appropriate stages in the process of composing. To make it easy, it is very suggested to write according to a certain genre. Hammonds

(1999:20-21) state the stage involves preparing the students for reading and writing by:

- 1) Focusing on the genre as written or crafted object.
- 2) Discussing the social function of the genre and the purpose intended by the reader or writer.
- 3) Analyzing characteristics schematic structure and grammatical patterns.

Teaching writing based on genres will help the students much in writing, as it is easier if they are asked to write a certain type of the genre. The students' writing will be more guided and clear. In addition, the students study different genres and encourage them to make a creative writing either individually or cooperatively.

b. The Texts

According to Feez (2002:4), texts are any stretch of language which is held together cohesively through meaning. Creating a text requires to make choices about the words that are used and how it can be put together. Text type is various texts. Each text type has a common way of using language.

According to the Certificate in Spoken and Written English in Feez (2002:85- 86) the families of text type are:

1. Exchanges

- a) Simple exchanges relating to information and goods and services
- b) Complex or problematic exchanges
- c) Casual conversation

2. Forms

- a) Simple formatted texts
- b) Complex formatted texts

3. Procedures

- a) Instructions
- b) Procedures
- c) Protocols

4. Information texts

- a) Descriptions
- b) Explanation
- c) Reports
- d) Directives
- e) Texts which combine more than one of these text-type

5. Story text

- a) Narratives
- b) Recounts

6. Persuasive texts

- a) Opinion texts
- b) Expositions
- c) Discussion

Related to this research, the researcher took writing competency as the main research. The genre which is taught is the analytical exposition text. An analytical exposition is a type of spoken or written text that is intended to persuade the

listeners or readers that something is the case. According to Anderson (1997), an analytical exposition is a piece of text that presents one side of issue to persuade the reader or listener by presenting one side of an argument. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

The generic structure of analytical exposition usually has three components namely thesis, series of arguments, and reiteration (conclusion). Thesis introduces topics and indicates writer's position. It is an introductory statement that gives the author's point of view and previews the argument that will follow. Series of arguments contain some arguments that aim to convince the audience. It consists about Point and Elaboration. Point states the main argument And Elaboration develops and supports each point of argument. The last is reiteration that sums up the arguments and reinforces author's point of view. Anderson (1997:124) describes the language features which are usually found in an exposition text are as follows:

- a. The use of words that show the author's attitude.
- b. The use of words that express feelings (emotive words).
- c. The use of words to link cause and effect.

An analytical exposition focuses on generic human and non human participants. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc. It uses emotive and evaluative words. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc.

Analytical expositions are popular among science, academic community and educated people.

To produce a good writing of analytical exposition text, the students should be motivated, free in expressing ideas and opinions, and understood the benefit of their writing in the real life. Resources are also very important to build students' understanding in expressing idea. In addition, using various techniques and media in teaching writing can make the students more interested in writing.

B. Information Technology-Based Learning

1. The Definition of Information Technology

Kadir and Triwahyuni (2009) describe that information technology is a set of tools which can help people to work with the information and do the activities related to the processing of information. Information technology includes technologies such as desktop and laptop computers, software and connections to the Internet that are intended to fulfil information processing and communications functions.

Soetomo (2002) also states that information technology is another term of computer technology specialized for managing data into information which is beneficial for an organisation. It refers to anything related to computing technology, such as networking, hardware, software, the Internet, or the people that work with these technologies.

From those definitions, Information Technology can also be described as combination of the computer technologies with the telecommunication

technologies which is used as media of information to the other people. It refers to both the hardware and the software that are used to store, retrieve, and manipulate information.

2. The Information Technology-Based Learning

In the education field, information technology-based learning can be called as e-learning or electronic learning. E-Learning is well-known as a way to overcome many problems in education field not only in developed countries but also in developing country. Kemp (1980:4) states that there are three methods of electronic learning as follows:

- a. Presentation of information to groups of students
- b. Self paces study, or individual learning, with each student working on his or her own.
- c. Small group interaction between teacher and students or among students

In the development of e-learning, it is identical with computer technology so it is often called Technology Based-Learning (TBL). Koller et al. (<http://www.doleta.gov/reports/papers>) taken on July, 9th 2009 describe TBL as follows:

“Technology based-learning (TBL) constitutes learning via electronic technology, includes internet, intranet, satellite broadcasts, audio and video conferencing, bulletin board, chat rooms, webcasts and CD Room. TBL also encompasses related terms, such as online learning and web-based learning that only include learning that occurs via internet, and computer based learning that is restricted learning through the use of computers. E-learning is synonymous with TBL and has largely replaced in it scholarship and industry as the term of choice.”

Many people used different term of e-learning; however, it may refer to a learning which uses electronic service as help tools. E-learning is simply using technology to deliver training and educational materials. In the application of it, e-learning uses audio technology, video technology and computer technology or the combination of them.

3. The Information Technology (IT) Tools for Teaching Writing

Semenov (2005) states that IT makes natural tools in education because of the simple and fundamental fact that learning is largely based on dealing with information. Listening, talking, reading, writing, reassuring, evaluating, synthesizing and analyzing, solving mathematical problems, and memorizing verses and state capitals, are all examples of off-computer information processing. Even more importantly, IT can be used for other types of information processing, previously marginal in the traditional school, but now becoming more and more essential, like project planning, or the search for new information outside school textbooks, as well as in the processes of so-called creative writing (drawing, constructing).

a. Computer and Word Processing

The computer is now a key component of English language learning. Chee and Wong (2003) state that computers are powerful cognitive tools because of their computational power and capabilities to present information and organise information in multiple formats and modes. The students should be familiar with

the use of computers and should be aware of common applications and their purpose, i.e. operating systems, word processors, spreadsheets, database management systems, Internet browsers and so forth. As a result, they should be able to perform general tasks related to file management, formatting, inserting pictures in documents, browsing the Internet, and so on.

Semenov (2005:38) describes “The computer is a universal information processor”. Computers can be used by teachers as a complementary tool in the teaching process. In the field of methodology, it is found one advantage and one namely CALL, like other new technologies, brings about changes in the teaching methodologies of English. CALL has much to offer English language teachers and will have more to offer in the future. It gives different resources available on the Internet for the English teaching and learning as a second language.

Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners’ learning motivation. Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence.

Compared with composing by hand, the effect of word-processing instruction in most of the studies reviewed was positive, suggesting that word processing has a consistently positive impact on writing quality. The word-processor can reduce the students’ mistakes in writing. Graham (2007) explains

that the use of word-processing equipment can be particularly helpful for low-achieving writers. In this type of instruction, students might work collaboratively on writing assignments using personal laptop computers, or they might learn to word-process a composition under teacher guidance. Typing text on the computer with word-processing software produces a neat and legible script. It allows the writer to add, delete, and move text easily. The word-processing software, especially in more recent studies, includes spell checkers as well.

Students not only need far more opportunities to write, both in assigned papers and on tests; they also could benefit from the immediate knowledge of results that only software can provide. Computer-based feedback on preliminary drafts could motivate students to improve their scores before they turn in their papers for feedback from peers or instructors.

b. The Internet Application

Several important features contribute to making the Internet the alternative democratic information medium for teaching. Besides sending and receiving electronic mails, the Internet provides an opportunity to place an information object on a computer, gives it an address, and makes it available to a range of users who are also connected to the Internet.

1) Facebook

Facebook is a global social networking website that is operated and privately owned by Facebook, Inc. It is one of the application of computer

network technology that have been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc. Some social sites are designed for use on computers, some just for mobile phones. Facebook is accessed by both.

Facebook like other online media can be interactive. It is one of the great alternative media that can be used as learning medium. Manson and Frank as cited by Rudestam and Read (2010) state that social communication like Facebook is important aspect of learning. Teachers can give the students skills in how to cope with technology to develop their ability in mastering English especially writing skill. Facebook provides many opportunities for student's creativity to share their writing freely and briefly.

Facebook is a pretty simple application with fairly standard social network functionality. There are many features that can be used to support the teaching and learning process. One of the features that can be used for teaching writing is Facebook Share. It is the basic features of Facebook. Everyone can share everything such as short writing, link, picture, video etc to all friends. Teachers can share some issues on Facebook and the students can share their opinion on there. Teachers can also raise the students to discuss some topics related to the material. Teachers and students can give feedback in the comment column below the Facebook Share.

2) Web Blog

Web blog is one of the applications of computer network technology that have been utilized beside multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc. Manson and Frank as cited by Rudestam and Read (2010:102) state that “A blog (short for Web log) is a type of Web page that is simple to create and to disseminate and that is used as a form of journal online”. Blogging offers opportunities to extend discussion beyond the classroom. It can also encourage a fresh approach to sharing information. Blog is so interactive sites where the users can share information and ideas.

Web blog is interactive so it allows students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language. There are many features that can be used to support the teaching and learning process. Zaki (2008) states that the parts of web blog consist of Web blog Post, Web blog Comment and Subscription / RSS.

Web blog Post is the basic features of web blog. Everyone can share everything such as short writing, link, picture, video etc. to all friends. It is displayed in chronological order. Teacher can post materials related to writing and tasks there. Teacher can also use Web blog Comment as medium for students to submit their tasks. She may give the feedbacks below the students' assignment. Subscription / RSS provides entry subscriber by giving notifications if there are something new. It gives notification to the students if there are new materials and tasks from the teacher. The teacher can also know when the students have submitted the assignment on Blog.

C. Relevant Research Study

The previous studies by some researchers show that the use of Information Technology-based learning can improve the students' English writing ability. The students are more motivated to learn English by using IT tools. It means that the use of Information Technology-based learning in learning process such as using power point program, LCD screen and internet connection has a big influence on the students' writing ability. Lee (2000) explains that computer and its attached language learning programs can offer students more the learning motivation, enhance student achievement, and encourage greater interaction between teachers and students and students and peers. Galien and Bowcher (2010) state that Web blog is very attractive medium in developing learners' language. It can improve students' motivation and engagement in learning.

D. Conceptual Framework

English is one of the main subjects that are taught in senior high school. Although students have got this subject since elementary school, they still face many problems in learning English. One of the problems is about the writing process that is essential in learning language. Writing is complicated skill to acquire. Richards and Renandya (2002) state that writing is the most difficult skill for the second language learners to master. The skill involved in writing is so complex that students often find difficulties in writing. Generally, the students' problems in writing cover the difficulties in content, organisational, language use, vocabulary and mechanics.

Based on interviews with the English teacher and observations in the second grade of Science 2, the researcher found some problems related to English learning process especially the writing ability. The fact shows that students' writing ability is still low in English subject. Therefore researcher wants to improve it through Information Technology-based learning. The researcher uses writing activities based on the material that are listed in standard of competence and basic competence by using Information Technology-based learning.

The students' problems related to writing ability covers the students' motivation toward writing and students' writing problem in aspect of content, organisation, language use and mechanics. Students' motivation will be improved first because writing activity needs motivation to express the idea. Low motivations will obstruct students' interest to write. Then the researcher will improve the students' writing ability which covers content, organisation, language use and mechanics.

The problem and the action can be seen in the table below.

Table 3: The Problems and the Actions

No.	Students' Problems	Actions
1.	Students have low motivation.	a. Making interesting materials on Facebook and Blog. b. Delivering the material using power point presentation. c. Using word processor in writing.

2.	Students have writing problems in aspects : a. Students get difficulty in developing idea.(Content)	Brainstorming, sharing idea and publishing idea on Facebook and Blog.
	b. Students have poor organization of paragraphs. (Organisation)	Giving students feedback and asking students to revise their writing.
	c. Students' language use is bad. (Language use)	a. Giving feedback on Facebook and Blog. b. Revising students' grammar errors by using word processor.
	d. Students get difficulty in mechanics. (Mechanics)	Using word processor (spell checkers) in correcting spelling errors.

To improve students' motivation, Facebook and Blog is used to motivate students in learning especially in writing activity. The material is made and published on the Facebook and Blog. In delivering material, power point presentation is used by the researcher to attract students' interest to the material. The students may browse to find the material and share their writing on Blog and Facebook provided by teacher. Those activities will promote second language learners' learning motivation. Facebook can be used to stimulate the students to make outline. The students have to publish their writing on Facebook and Blog. Facebook and Blog are interactive so they allow students to communicate quickly and easily with their classmates and their teacher. It can make the teacher easily control the students' writing.

To improve students' writing in content and organisation, the researcher can stimulate the students to have brainstorming together by using Facebook, share the idea and publish the idea on Facebook and Blog. The teacher can help students to revise the organisational of paragraph by giving feedback the Facebook and Blog comment there.

The students' language use and mechanics aspect can be improved by using word processor and giving feedback to students' writing. Word processor can help students to edit their spelling and punctuation. Graham (2007) explains that the use of word-processing equipment can be particularly helpful for low-achieving writers. The feedback can improve their grammar to the students' writing. The students may revise their writing after the teacher gives them feedback. Graham (2007) also states that teaching adolescents strategies for planning, revising, and/or editing has a strong impact on the quality of their writing.

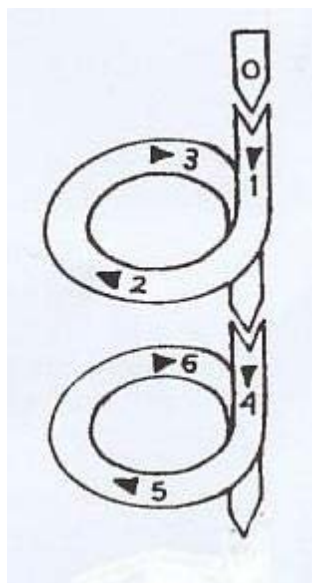
To improve the students' writing, the researcher cooperates with the English teachers. The first step is identifying the problems arising related to the writing process and students' writing ability. Secondly is finding some efforts based on the possibility of solving the problems. Thirdly is implementing the efforts. Fourthly is evaluating the result. Finally is making a reflection after each action is finished.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applies the principles of action research. It tries to find the problems during the English teaching and learning process and then tries to find the solution of the problems. According to Kemmis and McTaggart in Burns (1999:32), action research occurs through a dynamic and complementary process, which consists of four essential moments. They are planning, action, observation, and reflection.



- 0 = The problems
- 1 = Planning
- 2 = Action and observation 1
- 3 = Reflection 1
- 4 = Revised plan 1
- 5 = Action and observation 2
- 6 = Reflection 2

**Picture 2: The Action-Research Cycle
(Kemmis & McTaggart, 1988)**

B. Setting and Time of Research

The setting of the research was at SMA N 8 Yogyakarta. SMA N 8 Yogyakarta is one of the favourite schools in Yogyakarta. It is located on Jl. Muja Muju Kota Baru. Related to English learning and teaching activities, SMAN 8 Yogyakarta has 4 teachers. The English subject is taught twice a week for 90 minutes for each meeting. The facilities in this classroom are a whiteboard, 17 tables, 34 student chairs, a teacher table, a teacher chair, a set of LCD, and screen.

The research was conducted from August to November 2010. The study took place according to the class schedule namely: on Monday, Wednesday, and Friday.

C. Research Subjects

The subjects of the research are the students at grade XI Science 2 of SMAN 8 Yogyakarta, in the academic year of 2010/2011. It consists of 32 students.

D. Instruments of the Research

The instruments of this research are presented below:

1. Observation

The observation was done to enrich the information and give a clear description about the actions. It was also used to record the teaching learning process related to the weaknesses and obstacles that were founded in the research. The description includes the teaching learning process and the problems when the

action is implemented. In addition, the researcher and the collaborator were able to see and take a note students' progress in the classroom. In this way the researcher observes what would happen in the classroom when the action plan was conducted. The observer observed the teacher in the class.

2. Interview

The interview is done to get some data about the school, the teacher, the students, and the English teaching learning process in that school. It is done before, while and after the teaching learning process. In the interview activity, the researcher uses tape recorder to record the result of interview. The notes are audio records and interview transcripts. The interview is done after the researcher makes an interview guide. It is used as guidance for the researcher in doing the interview.

3. Questionnaire

The questionnaire is given to the participants. It is a closed questionnaire. The questionnaire consists of 30 questions. The questions are related to the students' perspective in writing before and after the learning process through Information Technology-Based Learning. The questionnaire is given on each cycle. The core of questions can be seen in Table 4.

Table 4: **The Blueprint of Questionnaire toward Students' Motivation**

No.	Aspect	Number of question (+)	Number of question (-)
1.	Students' feeling toward writing	5,8,11,16	9,17
2.	Students' interest during the learning process	1,13,19	20,26
3.	Students' responsibility in doing tasks	6,18,21	10
4.	Students' persistence	3,14, 22	15
5.	Students' ability in solving their difficulties	2,4,28	24

6.	Students' efforts to get success	7,25,29	12
7.	Students' learning achievement of writing	23,30	27

Based on Likert's scale, each item is followed by five options, namely *absolutely agree (SS)*, *agree (S)*, *undecided (R)*, *disagree (TS)*, and *absolutely disagree (STS)*. Each question will be scored based on the table of scoring. The score depends on the answer given by the students. There are five kinds of answers. It can be seen in Table 5.

Table 5: **The Questionnaire Score**

Answer	Score	
	Positive	Negative
Absolutely Agree (Ss)	5	1
Agree (S)	4	2
Undecided (R)	3	3
Disagree (Ts)	2	4
Absolutely Disagree (Sts)	1	5

4. Students' Writing Tests

The tests are used to get students' score in writing. Their work will be analyzed to measure the students' progress in writing through Information Technology-based learning. The students were asked to make an analytical exposition text that had been discussed from the syllabus. The students' writing contained the materials from basic competence at second grade of senior high school. The students wrote the text by using word processor and submitted their work on Facebook or Blog.

E. Data and Data Collection

The data of the research were qualitative and quantitative. The qualitative data were obtained by observing the English teaching-learning process in the classroom and interviewing the English teacher and the students. The researcher observed the process and the problems related to the teaching and learning process in writing activities and write them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of the students' writing ability. The data gathered from the interview were written in the form of interview transcripts. From the observation and interview transcripts, the researcher concluded the successful and unsuccessful result of the action.

The quantitative data were obtained through the questionnaire and writing tests. The questionnaire was given to gather the data about the student's motivation in writing. The writing tests were administered in each cycle. The students' scores were used to measure their writing improvement. The test was analyzed by using Jacobs et al's scoring profile.

F. Data Validity

To get the validity of the data, Anderson et al. (1994) in Burns (1999) state that there five criteria of validity: democratic validity, result (outcome) validity, process validity, catalytic validity, and dialogic validity. However, the researcher only used four criteria of validity. They were democratic validity, outcome validity, process validity, and dialogic validity.

Democratic validity is related to stakeholders' chances to give their opinion, ideas and comments about the implication of the action research. To get democratic validity, the researcher made an interview to ask the students' and the teacher's opinions, ideas and suggestions. Outcome validity is related to the result achieved by the research. The achievement of the result involved not only problem solving but also appearing new questions in the related research. Process validity means that actions done in the research are believable. This criterion is applied to validate the data by looking at the teaching and learning process during the researcher conduct the research. The dialogic validity means that the researcher tried to get outcome validity by looking at the result of the action done. This research involved the teacher as the collaborator who could monitor the research process. The researcher would see the success and failure of the action. The researcher found weakness by doing reflection with the teacher and the students.

Madya (2006) states that the researcher assessment is one of pillars of reliability in action research. To get the reliability of the data, the researcher presented the authentic data such as interview transcript and field notes, used more than one resource to get the same data, and collaborated with a collaborator.

To avoid the subjectivity in analyzing the data and to enhance the trustworthiness of the data, the researcher used triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns (1999) states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid.

G. Data Analysis

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

1. Qualitative analysis used is an interactive analysis model developed by Miles and Huberman (1992:16), which consists of 3 components namely: data reduction, data display, and verification. The qualitative data were analyzed from field notes, observation checklists, and interviews.
 - a. Data reduction is the process of selection, simplifying and categorization of data obtained from many resources in the field. It was done through abstraction: efforts to summarize the core, process and information needed. The purpose is to make ease the categorization, the need of data analysis and the verification.
 - b. Data display was done by collecting information obtained from data reduction. Data were presented and categorized based on certain criterion in the form of narration and graphics. Information was the description of learning process, the result of observation and the result of interview. Data displayed were evaluated and interpreted to decide the next actions.
 - c. Verification is the last explanation of each action from interpreting and evaluating of data. It was done by stage from the temporary summary

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

2. Quantitative descriptive analysis was used to analyse quantitative data which covers questionnaires on students' motivation toward writing and students' writing test scores. The quantitative data were presented in the form of tables and percentage. The results are divided into five levels of scores: *very high*, *high*, *medium*, *low*, and *very low*. The writing test scores were assessed by using Jacobs et al.'s scoring profile. The score of the writing test was presented using mean and the standard deviation. They were compared in each cycle to see the differences.

H. Procedure of the Research

1. Determining the Thematic Concern on Reconnaissance

The researcher identified the field problems through observation, interview, questionnaire, and writing test. From the observation, interview, questionnaire and writing test result, the researcher made a list of the identified field problems.

2. Planning

After choosing the problems, the researcher made some possible plans of actions to overcome the problems. Actions planned to be carried out are as the following:

- a. Using IT tools such as computer, LCD and screen, and internet connection in the teaching and learning process.
- b. Using power point presentation in delivering the materials.

- c. Using word process in the stages of writing: planning, drafting, revising, editing.
- d. Using Facebook and Blog to attract the students' motivation in writing.

The ideas and suggestions from the other research team members were obtained through discussion. Then the researcher and the other research team members made an agreement about what actions that will be implemented and the time scheduled to conduct the actions. In this planning, the researcher and the teacher also made a plan for sharing the work. The researcher conducted the actions while the teacher served as the observer. The research also involved another observer from the English students in observing the actions.

3. Action and Observing the Action

In this step, the researcher implemented the actions and observed what happen in the classroom. The actions were implemented in two cycles, and each cycle will be done in a week. If at the first cycle is failed, it will be repeated at second cycle and if at the first cycle is successful, it will be repeated too in the second cycle. During implementing the action plans, the observer also observed and recorded the students' activities during the learning process. All research members will discuss the implementation and its changes. The result of the discussion served as evaluation for the implementation of the action plans to improve the actions to follow. Then the action is implemented involve:

- a. Planning some actions to improve the students' writing ability through Information Technology-based learning;
- b. Implementing the actions in the class,

- c. Evaluating the implementation of the actions,
- d. Reflecting towards what happened to the implementation of the action, and
- e. Planning the next cycle based on evaluation and reflection.

The researcher, the teacher, and the collaborator analyzed the learning process and some changes of the students' writing ability during the implementation. They identified the influences of the implemented actions to the students' responses. Based on the result, they identified the successful and unsuccessful actions, and the possibility to improve the actions. Responses and suggestions were given by the other research team members for this evaluation. The result of this evaluation was used for the reflection in the next step.

4. Reflection

In this step, the researcher made an evaluation of the implementation of the action. Based on the evaluation result, the contribution of the actions was investigated through references related to the problems. The researcher tried to find and identify the relation of the actions to the improvement on the quality of the students' writing ability. If the actions were considered to be successful, the research step will be continued to the next actions. However, when the actions were considered unsuccessful, it will be recycled with some improvements. The research cycle was stopped when team was satisfied with the result of the implemented actions in improving the quality of students' writing ability.

I. Scoring Scheme for Writing

In giving the score of students' writing, the researcher and the collaborator used the ESL composition profile proposed by Jacobs et al (1981) in Weigle (2002). The composition was used as a guide to make writing scoring scheme which appropriate to be applied to score students writing. According to Jacobs et al (1981) in Weigle (2002), a scoring system of writing consists of five components. They are content, organisation, language use, vocabulary and mechanics. The following is the score guide in assessing student's writing used by the researcher.

Table 6: **Scoring Guide in Assessing Students' Writing**

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

Vocabulary	20-18	Excellent to very good: sophisticated range • effective words/idiom choice and usage • word form mastery • appropriate register
	17-14	Good to average: adequate range • occasional errors of words/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range • frequent errors of words/idiom form, choice, usage • meaning confused 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 construction • few error of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	Good to average: effective but simple construction • minor problem in complex construction • several errors of agreement, tense, number, word order/function, articles, pronouns, preposition, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/complex construction • frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing • poor hand writing • meaning confused or obscured
	2	Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • hand writing illegible • OR not enough to evaluate

CHAPTER IV

THE RESEARCH FINDING AND INTERPRETATION

The study was conducted based on the steps that had been previously planned. The purpose of the research was to improve students' English writing ability of grade XI in SMA N 8 Yogyakarta. To improve the process of writing teaching learning, the researcher focused on using Information Technology-based learning. This chapter presents the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the finding. Each cycle in this research consists of planning, actions and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the research process are presented below.

A. Condition Before the Action

To get the condition before action in the process of learning of writing in class and the problem followed, the researcher and collaborator did the initial reflection. The general reflection is connected with the problem found. The researcher and the teacher had discussion related to the learning process of writing activity in SMA 8. This reflection was done continuously until the end of research. It was done for fulfilling the democratic and dialogic validity.

The researcher found that the students' motivation toward writing is still low. They are not enthusiastic in writing activity in the class. In addition the students' competence of writing does not meet the expectation. Students often

make mistakes in spelling, diction, and grammar. The organization of paragraph in students' writing is still unorganized. Those problems were obtained from the interview with the teacher. The following is the teacher's statement which strengthen the summary.

R : "You said that the result of writing does not meet the expectation, in your opinion what is the cause?"
 T : "Generally, based on my observation in the learning of writing, the students do not have good spirit yet, many students are not enthusiastic dan reluctantly to write, it is different when I asked them to do other exercise."
 (interview 1, September 23rd, 2010)

R : "What do you think about the students' writing ability? Does it meet the expectation?"
 T : "It does not meet the expectation yet. There are many mistakes found in result of students' writing from the aspect of spelling, grammar, diction, they do not know how to write well, the organisation of paragraph is not cohesive."
 (interview 1, September 23rd, 2010)

The researcher also had a conversation with some students. She asked them about their difficulties in writing.

R : "Is it so? All right it is my last question. I am going to teach writing skill; actually, What are your difficulties in writing?"
 S1 : "Perhaps, I cannot compose well. Sometimes, it is not appropriate with the generic structure."
 S2 : "I have the same problem with Januar. When I am writing, the idea is unorganized"
 S3 : "I get difficulty in grammar."
 S4 : "So do I. My grammar is very bad."
 S5 : "The difficulty in writing is in developing idea. I get confused to write when I do not have idea."
 (interview 3, September 25th, 2010)

From the interviews with the English teacher and some students, the researcher noted that students' writing ability does not meet the expectation yet.

The students' motivation in writing was still low. The students had writing problem in aspect of content, organization, language use and mechanics.

To strengthen the fact that the students have low motivation in writing, the researcher gave questionnaire to find out students' motivation toward writing. The following is the result of questionnaire:

Table 7: The Result of Questionnaire of Students' Motivation toward Writing in Pre-action

Score	Frequency	Percentage	Category
121-150	1	3.13%	very high
101-120	12	37.50%	High
81-100	14	43.75%	Fair
61- 80	4	12.50%	Low
30-60	1	3.13%	very low

From the result of the questionnaire, the students' motivation was categorized to *very high* (12.50%), *high* (37.50%), *fair* (43.75%), *low* (12.50%) and *very low* (3.13%). The researcher concludes that the students have low motivation in the learning English especially in writing. It can be seen from the field note. The field note is as follows.

... The teacher gave the material about analytical exposition. She asked the students to open LKS and pointed a student, Alif to read the explanation on LKS and asked the others to listen. After explaining, the teacher asked the students to do the exercises and it will be discussed together. The teacher gave the time duration about 10 minutes for the students to do the exercises. The students looked unenthusiastic; there were some students who are chatting, sleepy and leaning chin and head on. Only some students who did the exercises seriously. After 10 minutes ended, there were many students had not finished the exercise. Some of the students just looked at the other students' work and wrote it on their worksheet. Finally the teacher decided to discuss the exercise together. In the discussion, there were only few students actively participated, the others were chatting with their partners and just silent because of sleepy. The teacher finally

pointed some students chatting with their friends to answer the question in the worksheet. There were some students who cannot answer because they are not careful in doing the task and they did not pay attention to teacher's instruction. Finally the bell ringing, the class ended and the teacher closed the class then went out of the class.....

(field notes 5, September 23rd, 2010)

The field note shows that the students were not enthusiastic in the learning process. They did the task reluctantly. Only few students could finish the task given. Most of them did not participate actively in the discussion. In addition, some of students did not do the given tasks well. They made some mistakes because they were careless in doing the task and did not listen to teacher's explanation and instruction.

The researcher gave a test to find out students' competence in writing before the action done. The researcher and collaborator did the reflection toward the result of writing score before action. The following is the result of test on pre-action:

Table 8: The Students' Writing Score in Pre-action

Score	Frequency	Percentage	Category
84.25 – 100	0	0%	very high
73.75- 84.25	6	18.75%	high
63.25 – 73.75	17	53.12%	fair
52.75 – 63.25	8	25%	low
37- 52.75	1	3.12%	very low
Mean	66.81		

The result of test shows that the students' writing score before action was categorized to *very high* (0%), *high* (18.75%), *fair* (53.12%), *low* (25%), *very low* (3.12%). The mean of score in the class is 66.81. It means that the result does not

meet the expectation. The students had some problems in writing aspects namely, content, organization, language use and mechanics. The students got difficulties in developing the paragraph. The content of writing does not show the knowledge of the subject. There were many inadequate development of topic. Besides, there were many unorganized paragraphs found in the students' writing. The ideas were confused and disconnected. Most of the students' writing was not in good order based on generic structure. In addition, the students' language use was low. The meaning of some sentences is confusing or obscuring. There are some errors in agreement, tense and word order. In addition, the students did many errors in spelling and capitalization.

Based on the problems related to the process of writing teaching learning, the researcher and the teacher discussed the main causes of the problems. It was agreed that the main causes of these problems were:

1. The strategy of writing teaching learning is not effective, which causes the students to have low motivation in teaching and learning process.
2. The students' competence of writing does not meet the expectation. The students have problems in the writing aspects namely in content, organization, language use and mechanics.

The teacher asked the researcher to propose some plans to overcome the field problems. The teacher added that the plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

B. Determining the Actions to Overcome the Problems

The researcher made some action plans to overcome the field problems. The actions were intended to overcome the problems. The action plans were as follows.

1. Using IT tools in teaching and learning process to attract students' attention to the materials given and to motivate students in learning English.
2. Using Blog, Facebook and word processor in the stages of writing to improve students' writing ability in aspect of content, organization, language use and mechanics.

Using IT tools in teaching and learning process can make the students interested to the material. It can help the students to comprehend the material especially in writing analytical exposition. By connecting to the internet, students can do many activities which were varied and challenging. Using Facebook and Blog as media can attract the students' attention to the material given the class. It encouraged them to involve them in writing activity in the teaching-learning process. Word processor is one of IT tools which provided a tool that could help the students in checking their spelling, punctuation, and grammar. These kinds of tools were needed in developing a good writing.

The process of writing included pre-writing, drafting, revising, editing, and, finally publication. Thus, writing needs process and skills that really involved students into some stages before going to written product. The students can use IT tools to the stages of writing. They also can publish their writing on the Facebook and blog prepared by the teacher.

Motivation was needed in building students' awareness toward writing skills. When the students are motivated to follow the lesson, it is easy for them to understand the material well. Thus, the learning process will be successful. The English teacher suggested that the actions should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. The researcher agreed and made the lesson plan.

C. Research Process

This part describes Cycle I and Cycle II. The process in each cycle is discussed below.

1. Report of Cycle I

The teaching and learning process in Cycle I was divided into three meetings. In this cycle, the researcher and collaborator administered three steps as discussed in the following sections.

a. Planning

1) First Meeting

- a) The researcher planned to make lesson plans. The material was about analytical exposition.
- b) The researcher planned to make materials in the form of power point presentation and publish them on Blog and Facebook to attract students' interest.

- c) The researcher planned to give an example of analytical exposition text and explain about analytical exposition, the scaffold and language features used in analytical exposition.
- d) The researcher planned to teach the students how to organize an analytical exposition text in a good order by using the generic structure of a recount text which includes introduction, thesis and conclusion.
- e) The researcher planned to ask the students to make groups. So the students did the writing process by working in groups.
- f) The researcher planned to make the students understood the organization paragraph on an analytical exposition text by giving task to identify the generic structure of the some texts published on Blog.

2) Second Meeting

- a) The researcher planned to give students task to make arguments from the topic given which was published on Facebook.
- b) The researcher planned to give students task to write a draft of writing based on topic given.
- c) The researcher and collaborator planned to collect students' tasks and give feedback on their writing.

3) Third Meeting

- a) The researcher planned to discuss the feedback in students' writing.

- b) The researcher planned to explain how to edit the writing using word processor.
- c) The researcher planned to ask students to revise their writing and publish them on Blog.

b. Action and Observation

The action of Cycle I consisted of three meetings. The first meeting was the activity where the researcher explained and taught the students about the purpose, the generic structure, language features of analytical exposition text and the examples as well. The second meeting was the activities where the researcher focused on making arguments of a topic and writing draft based on argument. The third meeting, the researcher asked the students to identify and correct their mistakes. After that, the students were asked to rewrite their writing. The detail of the actions in each meeting was discussed as follows.

1) First Meeting

The first meeting was held on September 27th, 2010. The researcher started the class by greeting the students. Initially, the students were not enthusiastic because the English subject was the last session for that day. Most of them were sleepy and some students were talking with their friends and making noise. However the students were interested when the researcher gave students material in the form of slides on power point. The performance of the slides which were

equipped with colourful pictures and interesting topic, were able to attract the students' interest to listen teacher explanation.

The researcher did warming up by asking students' experience when they were caught in a traffic jam. Then she continued to give the example of analytical exposition text which talking about traffic jam. From there, she explained about analytical exposition text, the generic structure and language features used.

The researcher also introduced the blog containing the materials and tasks. She explained the tools on the blog, how to open the material and post something there. After all students understood how to use blog, she asked the students to read the material on blog. Then she asked the students to sit based on their group work. The students had to identify the generic structure of some texts and publish their work on the blog. The purpose of this task was to make students able to identify the thesis and other parts. By identifying the text, the students were expected able to know how to write introduction, theses and conclusion.

The students worked in their group. The implementation of this session could run well. Most of students were participated in their group but few of them were busy opening Facebook covertly. When the task was discussed, most of students were actively involved in the class. They were able to identify the generic structure of texts. However, some of students still got confused how to identify the thesis. The researcher explained again until students understood.

The researcher ended the class by summarizing the material learnt and checking students' understanding to the material given. After closing the class, the

researchers discussed the action with observer and the teacher in teacher office to plan the next action for next meeting.

2) Second Meeting

The second meeting was held on September 29th, 2010. They students looked happy when the researcher came into the class. The researcher started the class by greeting the students and checking attendance list. After that, the researcher asked the students to sit based on their groups. Some of students who were absent last meeting did not have group yet then the researcher helped them to make group. After all students were ready to start the lesson, the researcher asked them to connect to internet connection and open group “Let’s write” on Facebook.

In the second meeting, the researcher prepared some task for students to write draft of writing. However, the researcher started by asking the students to make good arguments. The topics were published on Facebook and every group had to write the arguments of a topic. First, they have to write on word processor then post them on the comment column. Then the students had to edit some grammar mistakes in a letter. The researcher helped them how to edit some mistakes using word processor. She also explained the grammar used in the task until the students understood.

After that they had to write a draft based on arguments on their topic. Before making a draft, the researcher explained how to express argument to initiate the topic sentence and how to use signal words to express facts, reasons

and examples. In making a draft, the students should write on the word processor first. They were allowed to borrow some books from the library and browse from internet. They were also actively involved in discussion in their group. Many students asked some helps to the researcher when they got difficulties. However, some of them still made a chance opening Facebook and other sites.

Even though there were some students who did not pay attention to the researcher's explanation, overall the process of teaching and learning could run well. The researcher always moved around and paid attention to all students in the class. The researcher noticed the students not to open the site and focus on discussion.

Ten minutes before the researcher and collaborator ended the class, the researcher asked the students to submit their tasks. The researcher asked students to publish their writing on Blog. The researcher told them that they would receive their tasks and would get some feedbacks from the researcher. Hence, the students would know their writing mistakes.

3) Third Meeting

The third meeting was held on October 1st, 2010. The researcher started the class by greeting the students and checking the attendance list. The researcher asked students to sit based on their group. In this meeting, the researcher focused on giving students feedback to their writing then asked them to correct their mistakes. The researcher gave the feedback to the students writing on Blog but it

was also discussed in the class. The researcher found that most of the students' mistakes are in grammar, spelling, content, organization and diction.

The researcher gave feedback on Blog. The students may access to see the feedback below their writing. The students were happy when they got their writing with the feedback as well. The researcher explained further in the class to make the students understand. The researcher asked the students to correct the mistakes together. The researcher also taught how to use grammar and spelling checking on word processor maximally to correct their grammar and spelling and explained how to revise some inappropriate grammar.

When the researcher gave feedback to students' writing, they had enthusiasm in listening to the researcher's explanation. The researcher invited the students to correct their grammar together. Many students were actively involved. Some of them asked some difficulties they found in writing. The researcher taught them to edit the writing by using word processor to minimize the mistake on the grammar and spelling.

After giving feedback, the researcher asked students to correct their mistakes. They looked enthusiastic in correcting their mistakes, sometimes they walked around the class to find a dictionary or came close to the researcher to ask some words in English or ask about their mistakes. Some students also discussed their mistakes with their partner. Here, the researcher and collaborator took a note and observed the class activity. The researcher also monitored students' activity and helped them when they got difficulties. After revising their writing with their

group, the students should submit their writing to the researcher on Blog. The researcher informed that the students would receive the result in the next meeting.

c. Reflection

Based on the observation was done in the Cycle I, the researcher did not get any difficulties to transfer the materials. Although some students did not focus on the learning and teaching process, the researcher found that the use of Information Technology in the teaching and learning process was effective to improve the process of writing. The activities using Information Technology gave benefit contribution in building students' motivation. The students gave positive responses. During the teaching and learning process, the students listened to the researcher's explanation carefully and did the activities instructed by the researcher seriously. They were more motivated in the learning process after the researcher used Information Technology-based learning as performed below.

R : "All right, based on your opinion which one is easier to learn, writing by using IT based learning or writing by using usual teaching and learning?"

S5 : "It is easier to learn writing by using IT. It is more interesting. We can pay attention more to the teacher's explanation because the material is displayed on screen, we do not always read on book or the students worksheet.

(interview 4, October 20th, 2010)

The students seemed to be active in the learning process. They gave positive responses to the researcher explanation or the questions. They paid attention more to the researcher's explanation. Besides, they were actively involved in the discussion in the class. The class was handled well by the teacher. However, some

of the students did not pay attention because they enjoyed their notebook. Such evidence is also supported by the field note as follows.

... The situation in that time was little crowded. Some students were busy chatting with their friends. However, after the researcher showed a picture in the screen, the students who were chatting finally they paid attention to the picture. The researcher asked the students to look at the picture the asked students, “What do you see on that picture guys?” .The students answered, “Traffic jams Miss”. The researcher responded, “Good”. Then asked again, “Have you ever been caught in a traffic jam?”. The students answered, “*Ya lumayan sering Miss*”. The researcher asked again, “How do you feel when you are in traffic jam?”, Some students answered, “Hot..”, some of the answered “Dizzy Miss” and the others answered “*Sumpek pokoknya Mbak...*”

(field notes 7, September 27th, 2010)

...When the students were working, they were actively involved in the discussion. Some of them looked lazy and sleepy but after the researcher visited upon them, they began to work again. There were some students who opened private Facebook when the other students were discussing. However, the researcher knew and chewed them out to work seriously. Most of the students asked actively to the researcher when they found difficulties. The researcher went around to the class to see the students’ working.

(field notes 7, September 27th, 2010)

From the result of the questionnaire on students’ motivation after Cycle 1, there were 2 students on the *very high* level (6.25%), 21 students on the *high* level (65.63%), 8 students on *fair* level (25%), 1 student on the *low* level (3.13%), and no student on the *very low* level (0%). The result can be seen on Table 9.

Table 9: The Result of Questionnaire toward Students’ Motivation in Writing in Cycle 1

Score	Frequency	Percentage	Category
121-150	2	6.25%	very high
101-120	21	65.63%	high
81-100	8	25%	fair
61- 80	1	3.13%	low
30-60	0	0%	very low

From the result of the questionnaire on students' motivation after Cycle 1 compared with pre-action, the students' motivation increased. The improvements on *very high* and *high* level of students' motivation were 3.12% and 28.13%. On the *fair*, *low* and *very low* level, the improvements were negative. The percentages were -18.75%, -9.37%, -3.13%. It means that the number of students on those levels decreased. The following was the comparison of the result of questionnaire before and after the Cycle 1 was done.

Table 10: The Comparison of the Result of Questionnaire before and after the Cycle 1

Category	Score		Frequency	Percentage	Improvement
very high	121-150	Pre-action	1	3.13%	3.12%
		Cycle 1	2	6.25%	
High	101-120	Pre-action	12	37.50%	28.13%
		Cycle 1	21	65.63%	
Fair	81-100	Pre-action	14	43.75%	-18.75%
		Cycle 1	8	25%	
Low	61- 80	Pre-action	4	12.50%	-9.37%
		Cycle 1	1	3.13%	
very low	30-60	Pre-action	1	3.13%	-3.13%
		Cycle 1	0	0%	

The researcher also concluded that the use of Information Technology-based learning can help the students in writing. They got easy of writing because they already understood the steps in writing. They can also minimize the mistakes in grammar and spelling by using word processor. The following is the interview between the researcher and the students which strengths the summary.

R : “..... So, is there any improvement after learning by using IT based learning? Have you enjoyed the writing right now?”

S3 : “It is not bad Miss. I get less difficulty than before when I make writing. I already know how to minimize my mistakes in word processor. The material is quite interesting. Perhaps it will be better and fun if you teach other skills.”

S5 : “Hehe. I already more understand the steps in writing. I do not get confused when I will start to write. My grammar knowledge is so increase that I have more spirit in learning English. We can also open the material on Blog so we can study at home. Writing is not difficult, is it?”

(interview 4, October 20th, 2010)

Table 11 showed that the students’ writing score in Cycle 1 was categorized to *very high* (12.5%), *high* (40.63%), *fair* (34.38%), *low* (12.5%), *very low* (0%).

The following was the score of writing in Cycle 1:

Table 11: The Students’ Writing Score in Cycle 1

Score	Frequency	Percentage	Category
84.25 – 100	4	12.5%	very high
73.75- 84.25	13	40.63%	high
63.25 – 73.75	11	34.38%	fair
52.75 – 63.25	4	12.5%	low
37- 52.75	0	0%	very low
Mean	74.4		

Compared to the writing score before the Cycle 1 done, the students’ writing score increased because of the use of Information Technology-based learning. The improvements on *very high* and *high* level of writing score were 12.5% and 21.88%. On the *fair*, *low* and *very low* level, the improvements were negative. The percentages were -18.74%, -12.5%, -3.12%. It means that the number of students on those levels decreased. The mean of score in the class increased from 66.81 to

74.4. The following was the result of students' writing score before and after the Cycle 1 was done.

Table 12: The Comparison of the Students' Writing Score before and after the Cycle 1

Category	Score		Frequency	Percentage	Improvement
very high	84.25 – 100	Pre-action	0	0%	12.5%
		Cycle 1	4	12.5%	
High	73.75- 84.25	Pre-action	6	18.75%	21.88%
		Cycle 1	13	40.63%	
Fair	63.25 –73.75	Pre-action	17	53.12%	-18.74%
		Cycle 1	11	34.38%	
Low	52.75 –63.25	Pre-action	8	25%	-12.5%
		Cycle 1	4	12.5%	
very low	37- 52.75	Pre-action	1	3.12%	-3.12%
		Cycle 1	0	0%	
Mean		Pre-action	66.81		7.59
		Cycle 1	74.4		

After the researcher and collaborator conducted Cycle 1, there was good improvement on students' motivation. In addition, the researcher analyzed the result of students' writing and concluded that the students got much improvement in writing aspect namely language use and mechanics and little improvement on content and organization.

The researcher concluded that there were several problems in the teaching of learning process in Cycle 1. Some of them were that some students did not take part in group work. The students still got difficulties in developing ideas and

making the paragraph cohesive. The researcher tried to solve those problems by conducting action in Cycle 2.

2. Report of Cycle II

a. Planning

1) First Meeting

- a) The researcher planned to make a lesson plan. The material was still about analytical exposition.
- b) The researcher planned to make some materials in the form of power point presentation and post them on Blog and Facebook.
- c) The researcher planned to give student a task to discuss and choose the best project for OSIS in group and give the arguments why they think the project is the best.
- d) The researcher planned to asked students to write an analytical exposition text about the topic discussed in groups.

2) Second Meeting

- a) The researcher planned to invite students to generate the ideas together to the topic given.
- b) The researcher planned to ask students to write a draft of writing based on topic discussed individually.
- c) The researcher planned to teach how to write in good organization and revise the writing.

- d) The researcher planned to ask students to revise their writing and publish them on Blog.

b. Action and Observation

The action of Cycle 2 consisted of second meetings. The interval of time between Cycle 1 and Cycle 2 was about three weeks. It was because the students had mid test so the teacher took over the class then focused on preparing the mid test. The vacuum of time was used by the researcher to evaluate the result of Cycle 1 and to make lesson plans, material and tasks for the students.

The first meeting was the activity where the researcher reviewed and reminded the material about analytical exposition text. The students were asked to present some arguments based on tasks given. Then they had to write them into analytical exposition text. In the second meeting, the researcher invited the students to have brainstorming together. Then the students had to develop the writing into analytical exposition text. The researcher also taught the students how to revise the writing. The detail of the actions in each meeting was discussed as follows.

1) First Meeting

The first meeting was on October 25th, 2011. The students were happy the researcher taught them again. The researcher asked the students to sit based on their group. The researcher asked the students to recall the material about analytical exposition. Before going to the task, the researcher did warming up. The researcher explained again and gave other example of some texts. After that

the students had to discuss about a topic given with their group. The students should choose one of the projects which can contribute most to OSIS income and give arguments why they choose it. Every group should present the result of discussion in front of class. The purpose of this activity was for helping students to generate the idea toward the topic given.

The situation in the class was alive because many students were actively involved on the discussion. After presenting the result of discussion, the students should write it into analytical exposition text. The researcher helped the students when they had difficulties in grammar, vocabulary etc. The students had to submit their writing on Facebook. Because it was just an exercise before production, the researcher did not give the score on it.

2) Second Meeting

The second meeting was held on October 27th, 2010. In this meeting, every student had to work individually. The researcher made the presentation and viewed on the screen. The students paid attention carefully to the explanation. The researcher gave a topic for writing “The Young Generation Should Preserve Indonesian Culture”. The researcher helped the students to generate the idea by pointing toward the topic. The researcher asked students’ knowledge and opinion about Indonesian culture the invited students to give arguments on Facebook why the young generation should preserve Indonesian culture. Because of the internet connection was trouble, the researcher wrote the arguments down on the column below the wall post. There were many students who actively involved presenting

their argument. The researcher just wrote the students' point of view in the form of outline.

After getting some arguments, the researcher asked the students to write based on topic and outline of arguments published on Facebook. The students had to develop the outline into an analytical exposition individually. They should write on word processor first then publish it on blog provided.

In the last 20 minutes, the researcher helped the students to check the grammar of their writing then taught how to correct their mistakes. The researcher asked the students to look at their writing, after she reviewed students' mistakes. The researcher asked the students to revise their paragraph by paying attention to some questions: *Does your topic sentences state your opinion? Do you have two or three reasons to support your opinion? Have you used signal words to introduce your reasons? Are there any irrelevant sentences?* The researcher also explained how to use of grammar correctly. This was one strategy to make the students learn to minimize their mistakes.

After the students were given explanation by the researcher, they were seriously did the writing. The researcher monitored students' work and helped the students in correcting their mistakes. After the students finished in revising the writing, they had to submit on blog provided. However, the time was not enough. The researcher allowed the students to finish the writing at home and the researcher asked to submit it before Thursday evening.

c. Reflection

In this cycle, the researcher did not find significant problems. The students had good motivation in the writing process. The students seemed to be active in the learning process. The students enjoyed the activities using IT because they the learning process became more interesting than before. Publishing the students' writing also made them proud with their tasks. The students were motivated to make better writing. The interview between the researcher and the students was presented below.

R : "Uhm Okay, well based on your opinion, which one is more enjoyable, learning writing by using IT based learning or usual teaching and learning?"

S1 : "It is more enjoyable using IT. It is more interesting than before. I do not write reluctantly. The material is more interesting because it is summarized on Blog."

S5 : "It is easy for me to understand the material by using IT based learning. The mistakes can be minimized by using word processor."

R : "Then do you enjoy writing on Facebook or Blog? Do you think it is complicated?"

S12 : "I am happy. It is not usual. I can feel different atmosphere teaching and learning. However, online activities can make afraid because sometimes I am tempted to open other sites."

S4 : "It is not bad. I have more spirit in writing because the writing is published on Facebook and blog. It is embarrassing if my writing is bad."

R : "..... So, is there any improvement after learning by using IT based learning? Have you enjoyed the writing right now?"

S3 : "It is not bad Miss. I get less difficulty than before when I make writing. I already know how to minimize my mistakes in word processor. The material is quite interesting. Perhaps it will be better and fun if you teach other skills."

S5 : "Hehe. I already more understand the steps in writing. I do not get confused when I will start to write. My grammar knowledge is so increase that I have more spirit in learning English. We can also open the material on Blog so we can study at home. Writing is not difficult, is it?"

(interview 5, October 29th, 2010)

Many students were actively involved in writing process. They wrote seriously in their own computers. The students were able to use the IT tools to

support the learning process and their writing. Most of them did not have difficulties in developing the paragraph. They were able to identify their mistakes in their writing. The following was the field note.

... The students soon did their work by using their own computer. There were some students who still got confused how to start writing; however most of them already started writing. The researcher went around supervising the students. Many students asked to the researcher some problems they found in writing. The last 20 minutes, the researcher asked the students to stop writing. The researcher asked whether the students already finished working. Most of them almost already finished their writing. The researcher asked them to stop working and listen to the explanation. The researcher asked the students to look again what they have already wrote then they have to revise by paying attention to some questions such, *Does your topic sentences state your opinion? Do you have two or three reasons to support your opinion? Have you used signal words to introduce your reasons? Are there any irrelevant sentences?* The researcher also asked the students to look again whether there were some grammar mistakes. After they were given explanation by the researcher, they looked seriously in revising their writing. Some students looked deleting some sentences, moving the sentences to the other position and adding some words to some incomplete sentences.....

(field notes 11, October 27th, 2010)

From the questionnaire on students' motivation after Cycle 2, there were 2 students on the *very high* level (12.50%), 23 students on the *high* level (71.88%), 5 students on *fair* level (15,63%), no student on the *low* (0%) and *very low* level (0%). The result can be seen on Table 13.

Table 13: The Result of Questionnaire toward Students' Motivation in Writing in Cycle 2

Score	Frequency	Percentage	Category
121-150	4	12.50%	very high
101-120	23	71.88%	high
81-100	5	15,63%	fair
61- 80	0	0%	low
30-60	0	0%	very low

From the result of the questionnaire on students' motivation after Cycle 2 compared with Cycle 2, the students' motivation increased. The improvement of students' motivation on very high level was the same as the high level namely 6.25%. On the fair and low, the improvements were negative. The percentages were -9.37% and -3.13%. It means that the number of students on those levels decreased. On the very low level, there was no improvement at all (0%). The following was the comparison of the result of the questionnaire in Cycle 1 and Cycle 2.

Table 14: The Comparison of the Result of the Questionnaire of Students' Motivation in Writing in Cycle 1 and Cycle 2

Category	Score		Frequency	Percentage	Improvement
very high	121-150	Cycle 1	2	6.25%	6.25%
		Cycle 2	4	12.50%	
High	101-120	Cycle 1	21	65.63%	6.25%
		Cycle 2	23	71.88%	
Fair	81-100	Cycle 1	8	25%	-9,37
		Cycle 2	5	15.63%	
Low	61- 80	Cycle 1	1	3.13%	-3.13%
		Cycle 2	0	0%	
very low	30-60	Cycle 1	0	0%	0%
		Cycle 2	0	0%	

After the Cycle 2 was done, the researcher found there was improvement on students' writing. They students got fewer mistakes in grammar and spelling. They did not have difficulty in developing idea. They already understood how to

revise their writing. They also know how to make the paragraph more cohesive.

The following is the conversation between the researcher and students.

R	: “I am so happy to hear that. Based on your opinion, Is IT based learning able to improve your writing right now?”
S4	: “Yes, it is. I can edit my grammar mistakes by myself.”
S2	: “It is not bad. I am not lazy to write. Writing is not boring anymore. I already know how to revise the writing and develop the idea.”
S5	: “It seems I have some improvement in writing. My idea does not jump right now. It is more organised.”
S1	: “Uhhh.. I think it is little increase.”
S3	: “There is much improvement in grammar. I can use the grammar appropriately better than before.”
(interview 5, October 29 th , 2010)	

The result of students’ writing score showed that the students’ writing score in Action 2 was categorized to very high (9.38%), high (48.88%), fair (28.13%), low (15.63%), very low (0%). The mean of score in the class was 78.66. The following was the score of writing in Cycle 2:

Table 15: The Students’ Writing Score in Cycle 2

Score	Frequency	Percentage	Category
84.25 – 100	5	15.63%	very high
73.75- 84.25	18	50%	high
63.25 – 73.75	7	21.89%	fair
52.75 – 63.25	2	6.25%	low
37- 52.75	0	0%	very low
Mean	77.38		

Compared to the writing result before the Cycle 2 was done, the students’ writing score increased because the use of Information Technology-based learning. The improvements on *very high* and *high* level of writing score were 3.13% and 9.37. On *fair* and *low* level, the improvements were negative. The

percentage was -12.49% and -6.25. It means that the number of students on that level decreased. On the *very low* level, there was no improvement at all. The mean of score in the class increased from 74.4 to 77.38. The following was the comparison of the students' writing score in Cycle 1 and Cycle 2

Table 16: The Comparison of the Students' Writing Score in Cycle 1 and Cycle 2

Category	Score		Frequency	Percentage	Improvement
very high	84.25 – 100	Cycle 1	4	12.5%	3.13%
		Cycle 2	5	15.63 %	
High	73.75- 84.25	Cycle 1	13	40.63%	9.37%
		Cycle 2	18	50%	
Fair	63.25 –73.75	Cycle 1	11	34.38%	-12.49%
		Cycle 2	7	21.89%	
Low	52.75 –63.25	Cycle 1	4	12.5%	-6.25
		Cycle 2	2	6.25%	
very low	37- 52.75	Cycle 1	0	0%	0
		Cycle 2	0	0%	
Mean		Cycle 1	74.4		2.98
		Cycle 2	77.38		

After implementing the actions in Cycle 2, the researcher and the collaborator reflected on the actions done. The researcher also had a discussion with the English teacher in order to evaluate the actions. From the implementation of the actions in Cycle 2 above, it was revealed that applying Information Technology-based learning improved the students' writing ability. The students' motivation increased. The students had fewer mistakes in grammar, spelling, organisation of paragraph and felt ease in developing paragraph.

C. The Result of the Research

This section consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data present the result of questionnaire toward students' motivation and students' writing score. The following are the findings that the researcher obtained in the Information Technology-based learning to improve students' writing ability:

1. Cycle 1

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

- a. The Successful Actions
 - 1) Using IT tools to explain the materials is helpful to attract the students' interest to the material given.
 - 2) Using IT tools can improve students' motivation in the writing process.
 - 3) The students were actively involved in discussion.
 - 4) Using Information Technology-based learning in the stages of writing is success to help the students in developing the idea and composing a good writing.
 - 5) Using Information Technology-based learning can minimize the students' mistakes in grammar and spelling.

b. The Unsuccessful Actions

- 1) The students got difficulties in organisation of paragraph and developing idea.
- 2) There were some students who did not pay attention during the teaching and learning process. They enjoyed the computer for another thing.
- 3) They were some students who did not take a part in group work.

2. Cycle 2

- a. The students have good motivation in writing process.
- b. The students can make paragraph more cohesive and develop paragraph well.
- c. All of students take part in writing process.

The result of this research is summarized in the table below:

Table 17: The Summary of the Research in Pre-action, Cycle 1, and Cycle 2

The Problem	Pre-action	Cycle 1	Cycle 2
Students' motivation	<ul style="list-style-type: none"> ➤ Many students were not enthusiastic in the teaching learning process. ➤ Many students did not pay attention to the teacher's explanation. ➤ Many students were not actively involved in discussion. ➤ Many students 	<ul style="list-style-type: none"> ➤ Some students were enthusiastic in the teaching learning process. ➤ Some students paid attention to the teacher's explanation. ➤ Some students were actively involved in discussion. ➤ Some 	<ul style="list-style-type: none"> ➤ Many students were enthusiastic in the teaching learning process. ➤ Many students paid attention to the teacher's explanation ➤ Many students were actively involved in discussion. ➤ Many

	<p>had low motivation in writing.</p> <p>➤ Many students were not serious in doing task.</p>	<p>students were not interested in writing.</p> <p>➤ Some students were not serious in doing task.</p>	<p>students were interested in writing.</p> <p>➤ Many students were serious in doing task.</p>
Students' writing ability			
a. Content	Many students did not understand certain components, the purpose and the language features of an analytical exposition text	Some students understood about the components and the purpose of an analytical exposition text.	Many students understood the components, the purpose and the language features of an analytical exposition text.
b. Organization	Many students were not able to write based on generic structure of an analytical exposition text.	Some students were not able to write based on generic structure of an analytical exposition text.	Many students were able to write based on generic structure of an analytical exposition text.
c. Language use	Many students had difficulties in grammar. They make many mistakes in grammar.	Some students made fewer mistakes than before.	The students' mistakes in grammar decreased much.
d. Mechanics	Many students had difficulties in spelling, punctuation, capitalization, and paragraphing.	Some students were able to use the right spelling, punctuation, capitalization, and paragraphing.	Many students were able to make sentences with the right spelling, punctuation, capitalization, and paragraphing.

3. Questionnaire of Students' Motivation

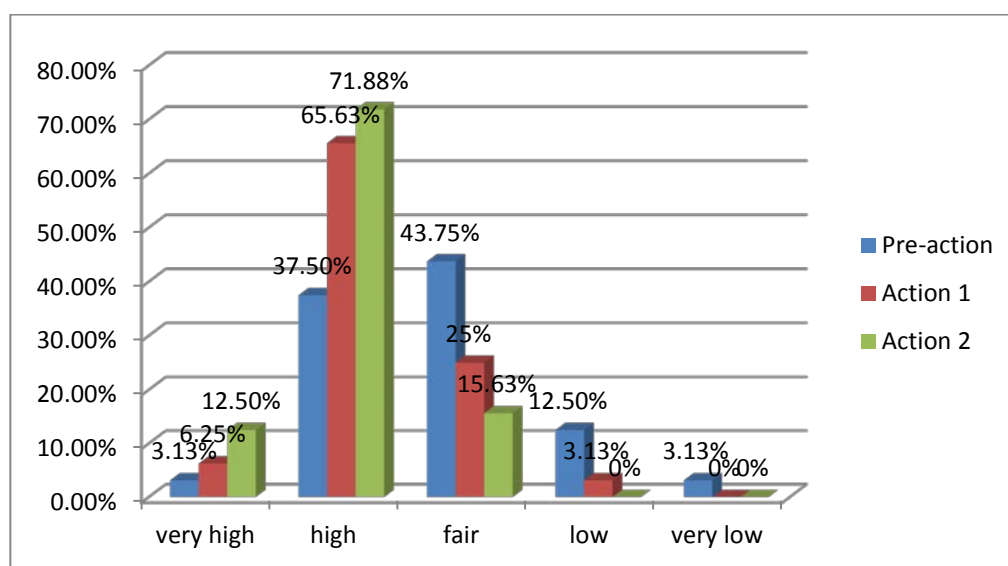
In this part, the researcher discusses the result of the questionnaire toward students' motivation as performed in Pre-action, Cycle 1 and Cycle 2.

Table 18: The Comparison of the Students' Motivation in Pre-action, Cycle 1 and Cycle 2

Category	Pre-action	Action 1	Action 2	Improvement
Very high	3.13%	6.25%	12.5%	9.37%
High	37.5%	65.63%	71.88%	34.38%
Fair	43.75%	25%	15.63%	-28.12%
Low	12.5%	3.13%	0%	-12.5%
Very low	3.13%	0%	0%	-3.13%

Table 18 shows that the improvement on *very high* and *high* level is positive. It means that the percentages of the students in *high* and *very high* level increased from time to time. In *very high* level, the percentage of the students on that level increased from 3.13% to 12.5%. The improvement is 9.37%. In *high* level, the percentage of the students on that level increased from 37.5% to 71.88%. The improvement is 34.38%. On the other hand, the percentages of the students in fair, low and very low level are negative. It means that the percentages of the students on those levels decreased. In the fair level, the percentage decreased from 43.75% to 15.63%. The improvement is -28.12%. In the low level, the percentage decreased from 12.5% to 0%. The improvement is -12.5%. In the very low level, the percentage decreased from 3.13% to 0%. The improvement is -3.13%.

To make the data clearer, the researcher presents the data in the following chart:



Picture 3: **The Chart of Students' Motivation in Writing in Pre-action, Cycle 1 and Cycle 2**

4. The Students' Writing Score

In this part, the researcher discusses the result of students' score as performed in the Pre-action, Cycle 1 and Cycle 2. The discussion deals with students' mean score in four aspects of writing, namely content, organization, language use and mechanic. Each table presents the mean score of each component as displayed in the tables below.

Table 19: **Students' Mean Score in Content Aspect**

Component	Pre-action	Cycle 1	Cycle 2
Content	17.84	19.5	21.5

Table 19 shows that the mean score in the content aspect achieved by students increased as shown in tasks given from time to time. Students' mean score in the content aspect in Pre-action is 17.0; the mean score in Cycle 1 is 19.5

and in Cycle 2 the mean score is 21.5. The gain score is 3.66. It is obtained by comparing the mean score of Pre-action and Cycle 2.

Table 20: Students' Mean Score in Organisation Aspect

Component	Pre-action	Cycle 1	Cycle 2
Organisation	13.75	15.34	16.38

Table 20 presents students' mean score in the organization aspect. In Pre-action, the mean score is 13.75; the mean score in Cycle 1 is 15.34 and in the mean score in Cycle 2 is 16.38. The gain score obtained from the Pre-action to Cycle 2 is 2.63.

Table 21: Students' Mean Score in Language Use Aspect

Component	Pre-action	Cycle 1	Cycle 2
Language Use	16.78	18.88	19.34

Table 21 presents students' mean score in the aspect of language use in writing. In the Pre-action, students' mean score is 16.78; the mean score in Cycle 1 is 18.88 and the mean score in Cycle 2 is 19.34. The gain score in language use aspect obtained from Pre-action to Cycle 2 is 2.56.

Table 22: Students' Mean Score in Mechanics Aspect

Component	Pre-action	Cycle 1	Cycle 2
Mechanics	1.81	3.75	3.78

Table 22 shows students' mean score in the mechanics aspect of writing. Students' mean score in Pre-action is 1.81; the mean score in Cycle 1 is 3.75 and the mean score in Cycle 2 is 3.78. The gain score is 1.97 which is obtained from Pre-action to Cycle 2.

In reference to the above discussion, students' writing ability in four aspects of writing, namely content, organization, language use and mechanics improved after some actions were applied. Here, the researcher also presents the general finding of students' score in five aspects of writing obtained in Pre-action, Cycle 1 and Cycle 2 as follows:

Table 23: Students' mean score of writing in Pre-action, Cycle 1 and Cycle 2

Score	Pre-action	Cycle 1	Cycle 2
Mean Score	66.81	74.4	77.38

Table 23 shows an increase of the value of the mean score of the four aspects of writing obtained by students from Pre-action, Cycle 1 to Cycle 2. The result of the analysis of students' score in Pre-action shows that the mean score is 66.81, in Cycle 1 the mean score is 74.4 and in Cycle 2 the mean score is 77.38. The highest and the lowest score also increase from time to time.

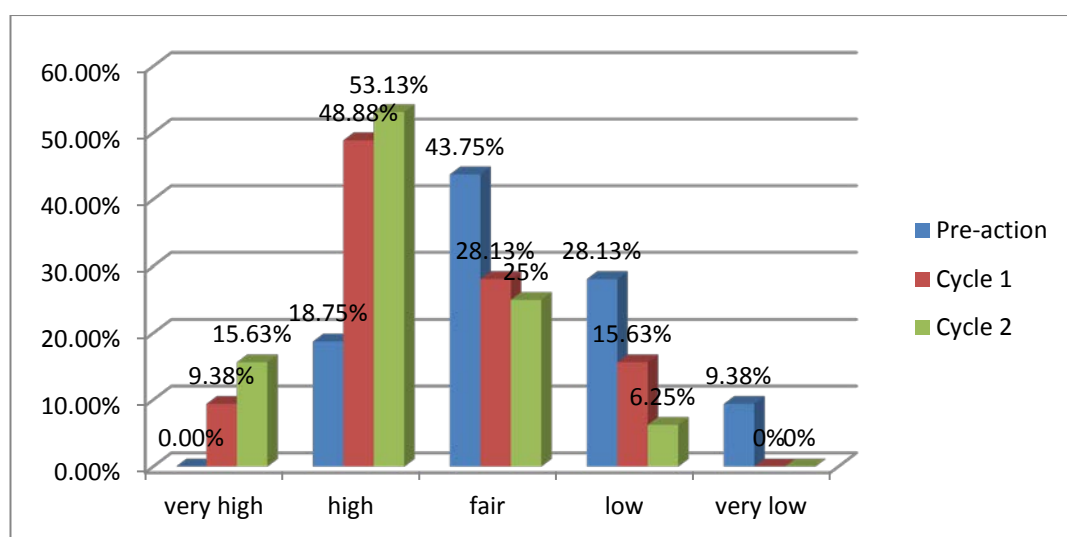
The researcher also analyzes the frequency distribution of students' score into five category levels, namely very high, high, fair, low and very low category for each Cycle. The categorization is derived from the Ideal Mean. The analysis result of each Cycle is presented below.

Table 24: Frequency distribution analysis of students' writing score in Pre-Action, Cycle1 and Cycle 2

Category	Pre-Action	Cycle 1	Cycle 2	Improvement
Very high	0%	12.50%	15.63%	15.63%
High	18.75%	40.63%	50%	31.25%
Fair	53.13%	34.38%	21.89%	-31.24%
Low	25%	12.50%	6.25%	-18.75%
Very low	3.13%	0%	0%	-3.13%

Table 24 shows that the improvement on very high and high level is positive. It means that the percentages of the students in high and very high level are increased from time to time. In very high level, the percentage of the students on that level increased from 0% to 15.63%. The improvement is 15.63%. In high level, the percentage of the students on that level increased from 18.75% to 50%. The improvement is 31.25%. In the other hand, the improvements of the students in fair, low and very low level are negative. It means that the percentages of the students on those levels are decreased. In the fair level, the percentage is decreased from 53.13% to 21.89%. The improvement is -31.24%. In the low level, the percentage is decreased from 25% to 6.25%. The improvement is -18.75. In the very low level, the percentage is decrease from 3.13% to 0%. The improvement is -3.13%.

To make the data clearer, the researcher presents the data in the following chart:



Picture 4: **The chart of students' writing score in Pre-Action, Cycle 1 and Cycle 2**

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research is action research. The actions were implemented in the English class at SMA Negeri 8 Yogyakarta. It was started from August to October 2010. The meetings were three times a week. This research involved the English teacher, the students of XI Science at SMA Negeri 8 Yogyakarta and the students of English Department as the collaborator.

In reference to the data analysis in this research, the use of Information Technology-based learning is believed to be effective to improve students' writing ability. To support this result, there are two kinds of data presented in this research, namely qualitative and quantitative data. In terms of qualitative data, the researcher obtained some results as follows.

1. The English Teaching and Learning Process

Before the actions were conducted, the students were not motivated to participate in writing process. The writing learning process was monotonous. The teacher only used the course book and did not maximized media. During the implementation of the actions, Information Technology-based learning can help the teacher in the writing learning process to deliver the material. The discussion in the class can run well. The students are interested and enthusiastic in English teaching and learning. The English teaching and learning process in the writing activities is more interesting and enjoyable than the previous condition.

2. The Students

The students become more interested and enthusiastic in the writing activities. They are motivated to all of the activities in the class. They are actively involved in the discussion. Moreover, their writing ability is increase. The students get better understanding of the process how to write an analytical exposition text. They are able to develop the idea well and make organised paragraphs. Their grammar and mechanics mistakes are decrease as well.

The description above shows that there are some improvements as the results of the actions. Those improvements are related to the English teaching and learning process and the students. The improvements are summarized below.

- a. The students get better motivation in learning English especially in writing activity.
- b. The students pay attention more to explanation given.
- c. The students are more interested in the material given.
- d. The students are actively involved in the discussion in the class.
- e. The students get better understanding of the process how to write an analytical exposition text.
- f. The students perform better understanding of identifying the components of an analytical exposition text.
- g. Students' can minimize their writing problems in four aspects of writing, which include content, organization, language use and mechanics.
- h. The students are able to identify and correct their own mistakes.

In terms of quantitative data, the improvement of students' writing ability is supported by the result of questionnaire toward students' motivation in writing and students' writing scores as performed. The results of this research show that the students' motivation in writing increase. In addition, the students' score in writing increase as well.

B. Implications

Based on observation, the researcher found that the teaching and learning process was far from what was expected by the students and the teacher. The researcher limited this study to the most crucial problem that was students' writing. After reviewing some literature and finding the benefits of using Information Technology-based learning, the researcher together with the English teacher agreed to use Information Technology-based learning to improve the students' writing ability. The implications of the actions are described below.

1. In this research, the researcher used Information Technology-based learning in the teaching and learning process. It was revealed that Information Technology-based learning could help the teacher to deliver the materials in the classroom. It implies that the English teacher have creativity, boarder knowledge in teaching learning process. Moreover, the teachers need to design the appropriate media in order that the students understood and focused what the teacher explained.
2. Using IT tools helped the students to pay more attention to the material given. The students were interested and enthusiastic in listening to the explanation given. This implies that the teacher may use media to support the activities in presenting

materials. It means that the teachers must be creative in delivering the materials by using media. They have to know how to make the students interested.

3. Using IT tools such as computer and internet application could improve the students' writing ability. The students were easy to generate ideas, imagine what they would write, find their mistakes easily. The use of those media could attract the students' attention and could help the students comprehend the materials well. It implies that the teacher must utilize IT tools in teaching and learning process. It is not only in writing activities, but also in all activities in English teaching and learning.

4. Giving feedback and publishing their task could improve the students motivation to do their projects. It means that we could sometimes use them as one of the motivation to support the projects. It implies that the researcher must be the good judge in the result of the students' projects.

C. Suggestions

After conducting this research, the researcher offers several recommendations for English teachers and other researchers as presented below:

1. For the English Teachers

The purpose of English teaching is to enable the students to communicate English appropriately and acceptably. It includes equipping the students with four language skills, i.e. listening, speaking, reading and writing. This educational policy brings positive changes for the English teaching and learning process in the

classrooms. The teachers should develop their teaching strategies to improve their teaching quality in order to achieve the purpose above.

Teachers must encourage the students in the class. They are demanded to improve the teaching and learning by using all possibilities. Information Technology (IT) can be used by teachers as a complementary tool in the teaching process. It can provide the learning support and resources for learning. The use of Information Technology (IT) may change the way teachers and learners work in their teaching and learning of second/foreign language.

It is essential for the teachers especially the English teachers in SMAN 8 Yogyakarta to improve the students' writing ability. The English teacher needs to improve teaching strategy by maximizing the use of media for example internet facility in the school. She must be creative in delivering the material in the class.

2. For Other Researchers

This study is mainly intended to describe how Information Technology-based learning can be applied to improve the students' writing ability. There are many problems that are not yet solved. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' writing ability.

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APPENDICES

1

FIELD NOTES

Field note 1**Tuesday, August 10th, 2010**

Pada pukul 08.00 peneliti datang ke ruang TU dengan membawa surat ijin observasi. Peneliti menjelaskan maksud dan tujuan peneliti untuk observasi di SMA 8. Pegawai TU meminta agar peneliti meninggalkan surat observasi dan pegawai TU akan memberikan konfirmasi besok pagi. Untuk itu peneliti diminta menghubungi pihak TU lewat telpon sekitar jam 10 pagi. Akhirnya setelah menyerahkan surat ijin observasi, peneliti pamit untuk pulang.

Field note 2**Wednesday, August 11th, 2010**

Pada pukul 10.00 peneliti menelpon ke sekolah untuk konfirmasi mengenai ijin observasi. Pegawai TU memberitahukan bahwa peneliti diminta menemui waka Humas besok pagi

Field note 3**Thursday, August 12th, 2010**

Pada pukul 09.00 peneliti datang ke sekolah untuk bertemu waka humas. Peneliti sudah menunggu kira-kira satu jam lebih. Namun ternyata waka humas sedang ada acara di suatu tempat sehingga tidak jadi datang ke sekolah. Akhirnya peneliti pamit untuk pulang.

Field note 4**Saturday, August 21st, 2010**

Pada pukul 07.00 peneliti datang ke sekolah untuk bertemu dengan wakil kepala sekolah. Sebelumnya peneliti sudah membuat janji untuk bertemu hari ini. Pada saat itu wakil kepala sekolah tidak berada di kantor guru karena masih memberikan pendalaman materi di dalam kelas. Kemudian peneliti menunggu di ruang guru. 15 menit kemudian akhirnya peneliti bertemu dengan waka. Peneliti mengungkapkan maksud dan tujuan untuk melakukan penelitian di SMA 8. Peneliti berdiskusi dengan waka mengenai gambaran dan mekanisme penelitian. Waka menyambut baik dan memperbolehkan. Kebetulan beliau juga guru bahasa Inggris sehingga peneliti dan beliau bisa nyambung berdiskusi. Sebenarnya peneliti juga ingin berdiskusi dengan bu Yanti, guru bahasa Inggris kelas 2 yang akan berkolaborasi dengan peneliti. Namun bu Yanti sedang sibuk saat itu. Jadi peneliti harus menemui bu Yanti di lain kesempatan. Setelah itu peneliti mohon diri untuk pamit.

Field note 5**Monday, August 23rd, 2010**

Pada pukul 09.00 peneliti datang ke sekolah untuk menemui bu Yanti. Hari sebelumnya peneliti sudah membuat janji dengan beliau. Pada saat peneliti datang bu Yanti sedang duduk di bangku guru. Beliau mempersilahkan peneliti duduk di ruang tamu. Peneliti memperkenalkan diri dan menjelaskan kepentingan peneliti

yaitu ingin mengambil penelitian di SMA 8. Peneliti memberikan gambaran penelitian secara mendetail. Ibu Yanti bersedia membantu dengan senang hati. Beliau menceritakan pengalaman beliau mengajar writing tapi hasilnya kurang memuaskan. Untuk itu beliau berharap penelitian ini mampu memberikan kontribusi dan hasil yang memuaskan nantinya. Karena objek penelitian hanya satu kelas saja sedangkan kelas 2 ada 6 kelas, peneliti meminta pendapat guru untuk menentukan kelas mana yang akan diteliti. Setelah, ibu Yanti dan peneliti meneliti kelas 2 ipa 2 saja karena kemampuan menulis anak-anak di kelas tersebut masih rendah dibanding kelas lainnya. Selain itu di kelas tersebut, koneksi internet bisa diakses dengan baik di dalam kelas. Sebelum melakukan penelitian, peneliti minta izin kepada guru untuk melakukan observasi di kelas tersebut terlebih dahulu. Akhirnya disepakati, peneliti melakukan observasi hari ini juga pada jam terakhir pukul 11.15.

Pada pukul 11.15 guru dan peneliti masuk kelas. Awalnya anak-anak masih gaduh berkumpul di pojok belakang, namun setelah mengetahui guru masuk kelas, anak-anak duduk di bangku masing-masing. Guru membuka pelajaran dengan menyapa siswa, mengajak siswa berdoa dan memeriksa kehadiran siswa. Guru memberikan materi mengenai analytical exposition. Guru menyuruh siswa untuk membuka LKS dan menyuruh siswa bernama Alif untuk membaca penjelasan di LKS dan yang lainnya mendengarkan. Setelah guru memberikan penjelasan, beliau meminta siswa mengerjakan latihan dan dibahas bersama-sama. Guru memberikan waktu 10 menit untuk mengerjakan. Anak-anak terlihat tidak antusias, ada yang mengobrol sendiri, ada yang mengantuk sambil topang dagu, menguap berkali-kali dan menyandarkan kepala ke teman sebangkunya. Hanya beberapa yang mengerjakan. Setelah waktu 10 menit yang diberikan berakhir, banyak anak-anak belum selesai mengerjakan. Beberapa siswa ada yang melihat pekerjaan temannya dan mencatatnya. Akhirnya guru memutuskan untuk membahas bersama-sama. Pada saat membahas latihan soal, hanya ada beberapa siswa saja yang aktif, lainnya asyik mengobrol sendiri dengan teman sebangkunya dan diam karena mengantuk. Guru akhirnya menunjuk anak yang mengobrol untuk menjawab pertanyaan soal latihan, ada beberapa yang tidak bisa karena kurang memperhatikan instruksi guru. Akhirnya bel tanda jam pelajaran berakhir, guru menutup pelajaran kemudian keluar kelas dengan peneliti. Di perjalanan pulang ke kantor, guru berkeluh kesah tentang mengajar bahasa Inggris di kelas II IPA 2. Beliau mengatakan bahwa siswa-siswanya kebanyakan malas dan susah diatur. Motivasi untuk mengikuti pelajaran kurang. Hanya ada 2 siswa yang menonjol di kelas yaitu Alif Satria dan Januardi. Selain aktif, mereka juga kritis karena di luar kelas mereka adalah debaters yang sering memenangkan banyak kompetisi debat. Sesampai di kantor guru peneliti mengkonsultasikan lesson plan untuk siklus pertama. Ibu yanti memberikan masukan mengenai materi yang akan diajarkan. Beliau memberikan jadwal mengajar bahasa Inggris di kelas 2. Akhirnya telah disepakati bahwa penelitian bisa dimulai minggu pertama setelah lebaran. Akhirnya setelah kurang lebih 1 jam berbincang peneliti mohon pamit.

Field note 6

Wednesday, September 22nd, 2010

Pukul 09.50 peneliti masuk kelas bersama guru. Guru memperkenalkan peneliti kepada siswa-siswi bahwa peneliti akan mengajar dalam beberapa pertemuan. Guru menyerahkan waktu sepenuhnya kepada peneliti. Peneliti memulai pertemuan dengan menyapa siswa dan memperkenalkan diri. Siswa terlihat asing melihat peneliti namun terlihat antusias mendengarkan dan memperhatikan. Peneliti menanyakan beberapa hal kepada siswa mengenai writing dan informasi yang diperlukan untuk penelitian. Peneliti meminta siswa untuk mengarang sesuai dengan topik yang diberikan dan kemudian mengisi kuesioner. Waktu yang digunakan untuk mengerjakan karangan dan kuesioner dibatasi hanya sekitar 60 menit. Beberapa anak mengangkat tangan untuk bertanya mengenai hal yang kurang jelas. Peneliti berkeliling kelas mengawasi siswa mengerjakan. Semua anak mengerjakan sendiri dengan tenang dan serius. Sebelum 60 menit berakhir, sebagian besar anak-anak sudah selesai mengerjakan karangan maupun kuesioner. Setelah semua anak mengumpulkan hasil pekerjaan mereka, peneliti meminta siswa untuk duduk ke tempat masing-masing dan kembali tenang. Peneliti kemudian menjelaskan kepada siswa bahwa dalam beberapa pertemuan mendatang peneliti akan mengajar bahasa Inggris. Siswa bersorak senang. Suasana menjadi sedikit gaduh. Kemudian peneliti meminta siswa untuk tenang. Peneliti kemudian melanjutkan penjelasan mengenai mekanisme pembelajaran yang akan digunakan oleh peneliti. Peneliti menjelaskan bahwa nanti akan mengajar writing. Siswa terlihat kecewa. Namun setelah peneliti menjelaskan bahwa nanti selama pembelajaran peneliti akan menggunakan facebook dan blog, anak-anak terlihat antusias. Peneliti meminta siswa untuk membentuk kelompok yang terdiri dari 4 orang. Masing-masing kelompok diminta membawa satu laptop ketika ada pelajaran bahasa Inggris. Selanjutnya setiap kelompok diminta bergabung ke Facebook Group Let's Write yang sudah disediakan peneliti. Peneliti menuliskan alamat Facebook dan Blog di papan tulis. Beberapa siswa ada yang mencatat, namun kebanyakan tidak mencatat. Peneliti juga memberikan alamat blog yang berisi materi serta sarana pengiriman tugas. Beberapa anak aktif bertanya kepada peneliti. Peneliti menjawab semua pertanyaan dengan cukup jelas. Setelah bel berbunyi, peneliti mengakhiri penjelasan dan pergi meninggalkan kelas.

Field note 7

Monday, September 27th, 2010

Pada pukul 11.15 peneliti, observer dan guru masuk ke ruang kelas 2 ipa, namun hanya ada 10 siswa yang baru masuk. Peneliti menyiapkan notebook dan menghidupkan LCD dibantu beberapa siswa, sedangkan guru dan observer duduk di belakang. 5 menit kemudian banyak anak yang berdatangan masuk kelas. Setelah semua anak siap peneliti membuka pelajaran. Peneliti memulai pelajaran dengan menanyakan kabar "*How's life everybody?*". Anak-anak menjawab dengan enggan "*Bad Miss....*". Peneliti kemudian bertanya lagi, "*Bad? Why?*". Anak-anak serentak menjawab "*Capek Miss...*", beberapa juga ada yang menjawab "*Kalo jam terakhir gini bawaanya ngantuk Miss*". Kemudian peneliti

menanyakan apakah siswa sudah siap memulai pelajaran. Siswa mengiyakan untuk memulai pelajaran. Peneliti mengajak siswa berdoa terlebih dahulu. Kemudian memeriksa *attendance list*. Pada hari itu ada 4 siswa yang tidak hadir, 2 siswa ijin dan 2 lainnya sakit.

Pada saat itu situasi sedikit gaduh. Beberapa anak asyik mengobrol dengan temannya. Namun setelah peneliti menunjukkan sebuah gambar di layar, anak-anak yang tadinya mengobrol akhirnya mau memperhatikan. Guru menyuruh siswa melihat gambar yang ditayangkan di layar. Kemudian bertanya kepada siswa, “*What do you see on that picture guys?*”. Siswa menjawab, “*Traffic jam Miss*”. Peneliti merespon “*Good*” dan kemudian bertanya “*Have you ever been caught in a traffic jam?*”. Beberapa siswa menanggapi, “*Ya lumayan sering Miss*”. Peneliti bertanya lagi “*How do you feel when you are in traffic jam?*”, Beberapa siswa menjawab, “*Hot..*”, ada yang menjawab “*dizzy Miss*” dan yang lain menimpali “*Sumpek pokoknya mbak..*”. Kemudian peneliti menunjuk salah satu siswa yang duduk di pojok belakang. “*Hi boy, what’s your name?*”, siswa yang ditunjuk menjawab, “*Muamar mbak*”. Peneliti bertanya “*Ok Muamar, in your opinion, what makes a traffic jam occur?*” Muamar menjawab, “*uhhhh maybe because there are many cars Miss, many people prefer to drive their own car jadi ya macet gitu jadinya, menuhin jalan...hehe..*”. Kemudian peneliti bertanya lagi kepada seluruh siswa, “*Ok class, Muamar said that cars may make a traffic jam. On your opinion, do you agree if cars should be banned in cities?*” Beberapa anak ada yang menjawab setuju dan beberapa tidak. Peneliti menanyakan alasan kenapa setuju kepada siswa yang setuju dan menanyakan alasan kenapa tidak setuju kepada siswa yang tidak setuju. Peneliti menunjuk dua orang siswa yang setuju dan yang tidak setuju untuk menjelaskan pendapat mereka.

Peneliti mengakhiri diskusi dengan memberikan pujian kepada siswa, “*Well, that’s great. Both of you have good arguments. Thank you*”. Kemudian peneliti menampilkan sebuah teks mengenai *Should cars be banned from cities?* dan menyuruh siswa untuk membaca sebuah teks tersebut. Setelah itu peneliti mengajukan beberapa pertanyaan untuk menguji pemahaman siswa mengenai teks, “*Based on the text, does the writer agree that cars should be banned from cities?*” Siswa serentak menjawab, “*Yes..*”. Selanjutnya peneliti bertanya lagi, “*Why does the writer agree that cars should be banned from cities?*” Salah satu siswa mengangkat tangan dan menjawab pertanyaan. Setelah itu peneliti menjelaskan mengenai *analytical exposition* serta bagian-bagiannya. Peneliti juga memberikan beberapa contoh teks *analytical exposition*. 25 menit terakhir peneliti menyuruh siswa duduk berkelompok sesuai dengan kelompoknya, masing-masing kelompok ada 4 siswa. Anak-anak segera duduk berkelompok. Ada beberapa kelompok yang hanya beranggotakan 2-3 siswa saja. Setelah semua siswa berada di kelompoknya masing-masing, peneliti meminta siswa untuk menghidupkan laptop dan mengkoneksikanya dengan internet untuk membuka alamat blog yang disediakan. Peneliti bertanya, “*Have you found the blog guys?*” Anak-anak menjawab, “*Iya sudah mbak*”. Peneliti menerangkan beberapa bagaimana cara membuka materi maupun mengirimkan tugas di blog. Beberapa anak aktif bertanya mengenai aplikasi blog yang akan digunakan nanti. Kemudian peneliti meminta siswa membaca materi mengenai *analytical exposition* yang ada di blog.

Disana juga ada beberapa contoh teks *analytical exposition*. Peneliti meminta siswa mengidentifikasi bagian-bagiannya kemudian mengirimkan hasil pekerjaan mereka ke blog. Siswa diberi waktu 15 menit untuk mengerjakan. Pada saat mengerjakan anak-anak terlihat antusias. Tidak ada yang mengantuk namun ada beberapa yang mengobrol. Namun peneliti segera mendatangi untuk menegur siswa yang sedang mengobrol. Setelah itu mereka aktif terlibat diskusi dan bertanya kepada peneliti ketika ada yang kurang jelas. Peneliti berkeliling mengawasi siswa mengerjakan. Namun beberapa menit kemudian peneliti maju ke depan kelas untuk memberikan penjelasan kembali. Ternyata ada beberapa siswa yang belum paham mengerjakan dan bingung cara mengirimkan hasil pekerjaan mereka ke blog. Peneliti menjelaskan secara mendetail dan kemudian bertanya apakah siswa sudah paham mengenai penjelasannya, “*Well guys, do you get my points? Do you have any question?*”. Siswa menjawab, “*Iya jelas, sudah mudeng kok mbak...*”. Pada 10 menit terakhir, peneliti menggunakan siswa waktu untuk membahas pekerjaan siswa. Peneliti meminta salah satu perwakilan dari kelompok untuk menyampaikan hasil pekerjaan mereka. Semua kelompok mendapat giliran untuk menyampaikan. Ada beberapa siswa yang mengangkat tangan untuk membenarkan ketika jawaban dari satu kelompok salah. Kebanyakan siswa sudah paham mengenai bagian-bagian dari paragraf *analytical exposition*. Hanya saja masih ada beberapa kelompok yang kurang paham untuk menentukan thesis dalam suatu paragraf. Peneliti menjelaskan mengenai thesis sampai siswa paham. Bel berbunyi tanda jam pelajaran berakhir. Peneliti segera mengakhiri diskusi dan menyuruh siswa untuk kembali duduk ke bangku masing-masing. Sebelum menutup pelajaran peneliti menguji pemahaman siswa mengenai materi yang telah disampaikan dan menyimpulkan materi yang telah dipelajari. Setelah itu peneliti menanyakan kesan siswa mengenai proses pembelajaran hari ini, “*How’s your lesson today class?*”. Ada satu siswa yang mengangkat tangan dan menjawab, “*More challenge Miss*”. Kemudian peneliti bertanya kembali, “*How about the others?*”. Beberapa anak menjawab, “*It’s so fun Mbak...*”. Ada yang bertanya kepada peneliti, “*Besok masih mengajar lagi kan Mbak?*”. Peneliti menjawab, “*Yes, I will teach English only in this class for some meetings..*”. Anak-anak pun bersorak, “*Horeeeee...*”. Setelah itu peneliti menutup pelajaran dengan berdoa. Pukul 12.07 peneliti, guru dan observer keluar kelas. Sesampainya di kantor guru, guru mempersilahkan peneliti dan observer untuk duduk di ruang tamu. Observer dan guru memberikan beberapa evaluasi dan masukan untuk pertemuan yang akan datang. Ada beberapa hal yang dievaluasi oleh guru dan observer pada pertemuan hari ini. Yang pertama peneliti terlalu cepat dalam menjelaskan materi ataupun memberikan instruksi sehingga ada beberapa siswa yang masih bingung cara menentukan thesis dan mengirimkan hasil pekerjaan mereka ke blog. Selain itu, pada saat anak-anak berkelompok mengerjakan tugas, ada tiga siswa yang mencuri kesempatan untuk membuka Facebook. Untuk itu pada pertemuan selanjutnya, diharapkan peneliti lebih jeli dalam mengawasi anak-anak agar tetap fokus mengikuti pelajaran. Setelah kira-kira 20 menit berdiskusi, peneliti dan observer mohon pamit kepada guru untuk pulang.

Field note 8

Wednesday, September 29th, 2010

Pukul 09.40 peneliti sudah berada kelas, namun di dalam kelas masih ada guru biologi yang masih mengajar. 5 menit kemudian guru biologi keluar kelas, peneliti segera masuk ke dalam kelas sambil menyapa, "*Hai guys..*". Beberapa anak berseru, "*Asyik, mbaknya yang ngajar...*". Peneliti menuju meja guru untuk persiapan mengajar. Peneliti meminta bantuan beberapa siswa untuk membuka layar dan menghidupkan LCD. Setelah semua siap, peneliti segera membuka pelajaran. Peneliti membuka pelajaran dengan menanyakan kabar siswa, "*Good morning everyone? How are you?*". Anak-anak menanggapi, "*Good morning Miss. I'm fine, how about you?*". Peneliti menjawab, "*I'm fine too*". Kemudian peneliti menyuruh ketua kelas untuk memimpin berdoa. Setelah berdoa, peneliti menanyakan kehadiran siswa. Pada hari itu ada empat siswa yang tidak hadir. Peneliti meminta siswa duduk sesuai dengan kelompoknya. Siswa segera beranjak untuk berpindah tempat duduk berkumpul dengan kelompoknya. Suasana menjadi sedikit gaduh, namun tidak lama anak-anak tenang kembali. Peneliti meminta siswa untuk menghidupkan laptop mereka dan menghubungkan dengan koneksi internet. Setelah itu peneliti bertanya, "*Guys, have you joined to group Let's write?*" Anak-anak menjawab, "*Yes Miss*". Namun ada 1 kelompok yang angkat tangan. Mereka belum bergabung karena tidak menemukan grup Let's write. Kemudian peneliti mendatangi kelompok tersebut dan membantu siswa untuk membentuk kelompok. Setelah itu peneliti memberikan instruksi kepada siswa, "*Well class, now would you like to open the Facebook Group? There are some statements there. Choose one of statements. Write at least three arguments to support the statements. You can write the arguments in the column below the statements. Is it clear?*". Anak-anak menjawab, "*Ok Miss*". Tiba-tiba ada siswa yang bertanya, "*Miss, it means that a statement can be used for more than one group?*". Peneliti menanggapi, "*Ok class to make it fair, one of you in your group please come here to take the lottery. You will get the number. If you get number 1, it means that you have to write the arguments for the first statments. Is it understood?*" Kemudian peneliti segera membuat kertas kecil-kecil berisikan nomer. Beberapa perwakilan anak maju mengambil undian dan segera balik duduk sesuai dengan kelompoknya. Peneliti memberi waktu 15 menit untuk mengerjakan. Anak-anak diminta mengerjakan di word processor terlebih dahulu baru dikirim ke *Facebook group*. Anak-anak terlihat aktif berdiskusi di dalam kelompoknya. Peneliti berkeliling kelas untuk mengawasi dan membantu siswa yang sekiranya masih bingung. 15 menit sudah berlalu, peneliti segera meminta siswa mengirimkan pekerjaan mereka ke *Facebook group*. Setelah itu siswa diminta melihat ke layar dan mendengarkan penjelasan peneliti. Peneliti menjelaskan bagaimana cara mengungkapkan gagasan atau opini untuk mengawali *topic sentence* dan memberikan beberapa contoh *signal words* untuk mengungkapkan fakta, alasan maupun contoh. Peneliti kemudian meminta siswa untuk membuka *Facebook Group Let's Write*. Disana terdapat sebuah surat yang terdapat 8 kesalahan dalam kalimatnya. Peneliti meminta siswa berdiskusi sebentar untuk mengidentifikasi dimana letak kesalahannya dan membenarkan kalimat yang salah. Setelah itu peneliti mengajak anak-anak untuk membenarkan

kalimat yang salah. Beberapa anak bertanya tentang penggunaan grammar dalam kalimat dan peneliti memberi penjelasan kepada siswa sampai siswa paham. Setelah itu peneliti meminta siswa menulis paragraph *analytical exposition* dengan topik sesuai dengan undian tiap kelompok. Siswa diberi waktu 60 menit untuk mengerjakan di word processor kemudian dikirimkan ke blog yang sudah disediakan peneliti. Awalnya anak-anak terlihat malas untuk menulis. Tapi peneliti memberikan semangat kepada anak-anak. Peneliti mengatakan bahwa peneliti siap membantu mereka. Anak-anak boleh membuka kamus jika ada kata-kata yang sukar, *browsing* materi di internet dan meminjam buku di perpustakaan untuk referensi. Akhirnya anak-anak menjadi bersemangat kembali. Ada beberapa anak yang ijin pergi ke perpustakaan untuk meminjam buku. Peneliti mengizinkan tapi hanya diberi waktu 15 menit saja. Pada saat mengerjakan anak-anak terlihat aktif berdiskusi. Beberapa ada yang mengantuk, namun ketika peneliti mendatangi tempat duduk, anak tersebut kembali ikut mengerjakan. Ada juga satu anak yang membuka facebook pribadi ketika teman yang lain ikut berdiskusi, namun peneliti segera mengetahui dan menasehati anak tersebut untuk lebih serius mengerjakan. Sebagian besar anak-anak aktif bertanya kepada peneliti. Peneliti pun terus berkeliling melihat hasil pekerjaan siswa. Setelah 50 menit berlalu, peneliti mengingatkan siswa kalau 10 menit lagi pekerjaan mereka harus sudah dikirim ke blog. Anak-anak segera bergegas menyelesaikan hasil tulisan mereka dan mengirimkan semua pekerjaan mereka ke blog yang sudah disediakan peneliti. Bel tanda jam pelajaran berbunyi. Sebelum menutup pelajaran, peneliti memastikan semua anak sudah mengumpulkan. Akhirnya peneliti menutup pelajaran dan pergi meninggalkan kelas.

Field note 9

Friday, October 1st, 2010

Pada pukul 10.30 peneliti masuk ke dalam kelas. Saat itu semua siswa ada di dalam kelas sedang asyik mengobrol. Peneliti menuju meja guru untuk persiapan mengajar. Peneliti meminta bantuan beberapa siswa untuk membuka layar dan menghidupkan LCD. Setelah semua siap, peneliti segera membuka pelajaran. Peneliti menyapa siswa, mengajak siswa berdoa dan memeriksa ketidakhadiran siswa. Pada hari itu semua siswa hadir. Peneliti memberi instruksi kepada siswa untuk duduk sesuai dengan kelompoknya. Setelah semua siswa duduk sesuai dengan kelompoknya, peneliti meminta siswa untuk menghidupkan laptop mereka dan menghubungkan dengan koneksi internet. Siswa diminta membuka blog untuk melihat feedback dari peneliti. Pada saat itu koneksi internet sedang gangguan. Sesaat suasana kelas menjadi gaduh. Kemudian peneliti meminta siswa untuk tenang. Untung saja peneliti sudah menyiapkan pekerjaan siswa dalam bentuk hard copy. Peneliti memberi kertas hasil pekerjaan siswa yang sudah dikoreksi dan diberi feedback oleh peneliti. Peneliti meminta siswa merevisi hasil pekerjaan mereka. Namun sebelumnya peneliti mengajarkan siswa bagaimana cara mengedit tulisan, membenarkan grammar dan memperbaiki spelling yang salah menggunakan word processor. Anak-anak terlihat senang karena mendapatkan

pengetahuan baru. Ada siswa yang menyeletuk, “*Wah kaya gitu yang caranya ngedit.. Gampang ya.. Kan salah-salahnya jadi dikit hehehe*” Tiba-tiba ada siswa di belakang yang menimpali, “*Woo lumayan bisa mengurangi kesalahan grammar dan spelling ya Mbak*” . Peneliti memberi waktu 20 menit kepada siswa untuk memperbaiki. Selama siswa merevisi tulisan mereka, peneliti berkeliling membantu siswa. Sebagian besar siswa aktif bertanya mengenai grammar dan beberapa vocabulary. Akhirnya peneliti meminta waktu sebentar agar siswa mendengarkan penjelasan peneliti di depan kelas. Peneliti memberikan penjelasan di depan kelas mengenai beberapa penggunaan grammar yang tepat. Setelah itu peneliti meminta siswa melanjutkan pekerjaan mereka lagi. Bel tanda pulang berbunyi. Peneliti meminta siswa untuk mengumpulkan revisi tulisan di luar jam sekolah sebelum hari senin. Anak-anak diminta kembali ke tempat duduknya masing-masing dan berkemas. Sebelum menutup pelajaran, peneliti memberitahukan bahwa 3 minggu ke depan peneliti tidak mengajar karena sebentar lagi anak-anak akan menghadapi ujian mid semester, jadi ibu Yanti akan mengajar kembali untuk pendalaman materi sebelum ujian. Beberapa anak terlihat kecewa. Akhirnya setelah bel berbunyi, peneliti menutup pelajaran dan pergi meninggalkan kelas.

Field note 10

Monday, October 25th, 2010

Pada pukul 11.15 peneliti masuk ke dalam kelas. Anak-anak pun bersorak, “*Hore mbak ivon ngajar lagi...*”. Ada seorang anak yang baru saja masuk kelas dan bertanya, “*Wee mbak ivon, kita mau belajar apa mbak? Nulis lagi mbak. Asyikkk...*”. Peneliti meminta siswa untuk tenang terlebih dahulu. Peneliti segera menyiapkan segala sesuatu untuk mengajar dibantu beberapa siswa. Setelah semua siap, peneliti segera membuka pelajaran. Peneliti membuka pelajaran dengan menanyakan kabar siswa, “*Good morning everyone? How are you?*”. Anak-anak menanggapi, “*Good morning Miss. I’m fine, how about you?*”. Peneliti menjawab, “*I’m fine too*”. Kemudian peneliti menyuruh ketua kelas untuk memimpin berdoa. Setelah berdoa, peneliti menanyakan ketidakhadiran siswa. Pada hari itu ada ... siswa yang tidak hadir. Sebelum menuju ke materi, peneliti membagikan hasil pekerjaan siswa yang sudah dinilai. Siswa terlihat senang sekali menerima hasil pekerjaan mereka yang sudah diberi nilai. Kemudian peneliti meminta siswa untuk memperhatikan ke layar. Disana ada sebuah gambar dua orang pengacara yang sedang duduk. Kemudian peneliti bertanya, “*Is there anyone in this class who wants to be a lawyer?*” Ada beberapa anak yang menjawab iya dan tidak. Kemudian peneliti bertanya lagi, “*Do you know the duties of a lawyer?*” Beberapa anak-anak mengangkat tangan dan mengutarakan pendapatnya. Peneliti akhirnya memberikan instruksi kepada siswa, “*Well guys, there is a lawyer. His name is Mr. Paijo. He wants to prove that someone guilty in the robbery of Macquarie diamond in the court. Read his address to jury*”. Setelah anak-anak selesai membaca, peneliti menanyakan beberapa hal mengenai teks. Hampir semua anak mampu memahami isi teks dan bagian-bagiannya. Kemudian siswa diminta membentuk kelompok yang terdiri dari 4 orang. Peneliti meminta

setiap kelompok membuka Facebook. Disana peneliti sudah menulis bahan diskusi yaitu Our Students Association is Bankrupt. Dalam topik tersebut terdapat kasus bahwa OSIS SMA 8 bangkrut tidak mempunyai anggaran untuk menjalankan program-program kerjanya. Siswa diminta berdiskusi untuk memilih acara mana antara konser musik atau pemutaran film yang mampu memberikan masukan untuk pendapatan OSIS dan mengungkapkan alasan mengapa memilih acara itu. Siswa diberi waktu 15 menit untuk mendiskusikannya bersama kelompoknya. Setelah itu siswa diminta menyampaikan hasil diskusi mereka di depan kelas. Selama 15 menit siswa terlihat asyik berdiskusi. Ada anak yang bagian bicara dan ada yang menulisnya. Ada beberapa kelompok yang ramai berdebat sengit karena dalam satu kelompok ada yang berbeda pendapat. Namun peneliti segera mengingatkan kelompok tersebut untuk tenang agar kelompok lain bisa berkonsentrasi untuk berdiskusi. Setelah 15 menit berlalu, peneliti meminta siswa untuk berhenti berdiskusi. Peneliti meminta masing-masing kelompok untuk menyampaikan hasil diskusi mereka selama 1 menit. Semua kelompok maju ke depan menyampaikan pendapat mereka. Setelah semua kelompok selesai menyampaikan pendapat mereka, peneliti meminta setiap kelompok untuk menulis hasil diskusi mereka di word processor kemudian dikumpulkan di blog. Pada saat itu waktu yang tersisa hanya 10 menit, peneliti memaksimalkan waktu untuk tanya jawab dengan siswa mengenai grammar atau penggunaan beberapa vocabulary. Siswa diminta meneruskan mengerjakan tugas di rumah dan mengirimkan hasil pekerjaan mereka sebelum hari Rabu. Peneliti menginformasikan bahwa pertemuan yang akan datang, siswa diminta ke ruang komputer. Akhirnya setelah bel berbunyi, peneliti menutup pelajaran dan pergi meninggalkan kelas.

Field note 11

Wednesday, October 27th, 2010

Pukul 09.30 sudah berada di ruang Lab komputer bersama operator Lab komputer. Peneliti menyiapkan segala sesuatunya untuk proses pembelajaran nanti. Pukul 10.00 semua siswa sudah di ruang Lab komputer duduk di kursinya masing-masing dan menghadapi 1 set komputer. Beberapa anak ada yang langsung membuka facebook atau alamat-alamat yang lain. Kemudian peneliti meminta siswa untuk tidak mengoperasikan komputer terlebih dahulu dan memperhatikan penjelasan ke depan. Peneliti menayangkan gambar berdera Indonesia di layar LCD kemudian bertanya kepada siswa, "*What do you know about Indonesian culture?*" Selama 1 menit tidak ada siswa yang menjawab, kemudian peneliti menunjuk salah seorang siswa yang bernama Taufik yang dari tadi sibuk dengan komputer untuk menjawab. Taufik terlihat kaget tiba-tiba ditunjuk untuk menjawab. Setelah itu peneliti mengingatkan Taufik untuk memperhatikan penjelasan di depan. Peneliti melempar pertanyaan kepada siswa lain. Kemudian peneliti meminta siswa menyebutkan contoh-contoh budaya Indonesia. Siswa terlihat lancar menyebutkan. Terlihat diskusinya mulai hidup di dalam kelas. Kemudian peneliti bertanya kembali, "*Are you proud of Indonesian culture ?*" Hampir semua siswa menjawab, "Yes". Kemudian peneliti berkata,

"We already know that some Indonesian culture are claimed by Malaysia. What do you feel about that?". Beberapa siswa memberikan tanggapannya. Setelah itu peneliti bertanya, *"As a student, what do you do to preserve our culture?"* Tidak ada siswa yang menjawab. Akhirnya peneliti menunjuk salah seorang siswa bernama Januardi untuk menjawab. Kemudian anak-anak lain ikut memberikan pendapat. Akhirnya peneliti mengakhiri diskusi dengan pertanyaan terakhir, *"Do you agree if young generation should preserve Indonesian culture?"* Semua anak menjawab, "Yes". Kemudian peneliti berkata lagi, *"Well guys, All of u agree that young generation should preserve Indonesian culture. Now, according to your opinion why should young generation preserve Indonesian culture?"*. Peneliti meminta siswa untuk membuka Facebook dan bergabung dengan Facebook Group Let's Write. Peneliti mengajak siswa untuk brainstorming bersama-sama. Masing-masing siswa diminta menuliskan gagasan mereka pada kolom di bawah wall yang peneliti tulis. Namun sayangnya saat itu koneksi internet sedang buruk. Komputer siswa tidak bisa tersambung dengan internet. Akhirnya peneliti meminta siswa untuk tetap tenang. Untungnya peneliti memakai modem sehingga masih bisa terhubung dengan internet. Peneliti meminta anak-anak untuk tetap fokus dengan diskusi. Ada seorang anak yang bernama Alif mengangkat tangan untuk memberikan pendapat. Peneliti menulis pendapat Alif di Facebook. Kemudian ada beberapa yang juga ikut berbicara. Peneliti menuliskan semua pendapat siswa di Facebook. Akhirnya terkumpul beberapa pendapat siswa yang peneliti tulis dalam bentuk poin-poin. Setelah 30 menit berdiskusi, selanjutnya peneliti meminta anak-anak untuk menulis sebuah paragraf exposition dengan tema yang baru saja didiskusikan. Anak-anak boleh mengambil beberapa point dari gagasan siswa yang sudah peneliti tulis di Facebook. Jika sudah selesai peneliti meminta siswa untuk mengirimkan hasil pekerjaan mereka di Blog. Anak-anakpun segera mengerjakan memakai komputer masing-masing. Ada anak yang masing bingung untuk memulai, tapi kebanyakan sudah ada yang memulai menulis. Peneliti berkeliling mengawasi siswa mengerjakan. Anak-anak aktif bertanya mengenai beberapa hal yang kurang jelas. 20 menit terakhir, peneliti meminta siswa untuk berhenti mengerjakan. Peneliti menanyakan apakah anak-anak sudah selesai mengerjakan. Sebagian besar anak sudah hampir selesai menulis. Peneliti meminta siswa untuk berhenti menulis sebentar dan memperhatikan penjelasan di depan. Peneliti meminta siswa untuk melihat kembali apa yang sudah mereka tulis kemudian merevisi tulisan mereka dibantu dengan beberapa pertanyaan seperti, *Does your topic sentences state your opinion? Do you have two or three reasons to support your opinion? Have you used signal words to introduce your reasons? Are there any irrelevant sentences?* Peneliti juga meminta siswa untuk melihat kembali jika ada grammar yang belum benar. Setelah diberi penjelasan dari peneliti, anak-anak terlihat serius merevisi tulisan mereka. Beberapa siswa menghapus beberapa kalimat, ada yang memindahkan kalimat di tempat yang berbeda dan juga menambahkan kalimat yang kurang lengkap. Akhirnya bel tanda jam pelajaran selesai berbunyi. Peneliti meminta siswa berhenti menulis dan menyimpannya ke flash untuk kemudian melanjutkan pekerjaan mereka di rumah. Peneliti mengumumkan bahwa siswa diminta untuk mengumpulkan hasil tulisan mereka paling lambat hari Kamis

malam. Siswa diminta mematikan komputer dan ikut membantu membenahi ruang Lab Komputer. Akhirnya peneliti menutup pelajaran dan meminta siswa kembali ke kelas.

Field note 12

Friday, November 1st, 2010

Pukul 10.30 peneliti masuk ke ruang kelas. Anak-anak sudah duduk di tempatnya masing-masing. Kemudian peneliti menyapa siswa dan membuka pelajaran seperti biasanya. Peneliti membagikan kertas hasil pekerjaan siswa. Siswa terlihat senang hasil pekerjaan mereka dibagikan. Kemudian peneliti membagikan kuesioner. Siswa diminta mengisi kuesioner. Peneliti juga menginformasikan bahwa untuk minggu depan, siswa akan diajar oleh ibu Yanti karena peneliti sudah selesai melakukan penelitian. Peneliti meminta maaf jika selama mengajar banyak kekurangan. Sesaat suasana Anak-anak terlihat kecewa. Beberapa anak protes ingin diajar peneliti saja. Setelah 10 menit berlalu anak-anak mengumpulkan kuesioner. Sebelum pulang peneliti meminta beberapa anak menyampaikan kesan mereka mengenai pembelajaran bahasa Inggris dengan peneliti. Sebagian besar siswa memberikan kesan yang positif. Siswa senang dengan pembelajaran yang diberikan peneliti karena tidak membosankan. Menulis menjadi menyenangkan karena disertai diskusi sehingga mereka bisa bertukar pikiran sehingga tidak kehabisan ide untuk menulis. Selain itu siswa menjadi bersemangat karena menggunakan peralatan IT selama pembelajaran di dalam kelas. Setelah bel berbunyi, peneliti menutup pelajaran dan pergi meninggalkan kelas.

2

QUESTIONNAIRE

Nama :
Kelas :
Sekolah :

QUESTIONNAIRE

Petunjuk pengisian: Berilah tanda (√) pada salah satu jawaban yang sesuai dengan pendapat Adik!

Petunjuk:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Saya menyiapkan diri sebelum pelajaran bahasa Inggris dimulai.					
2.	Tugas dapat membantu saya untuk lebih memahami pelajaran dan mengaplikasikannya.					
3.	Saya selalu meluangkan waktu untuk belajar di luar pelajaran sekolah.					
4.	Saya selalu bertanya ketika kurang memahami materi yang dijelaskan.					
5.	Saya bersemangat dalam mengikuti pembelajaran bahasa Inggris khususnya pada saat kegiatan menulis.					
6.	Saya selalu mengerjakan tugas tepat waktu.					
7.	Saya giat belajar agar mendapat nilai yang memuaskan.					
8.	Saya menyukai pelajaran bahasa Inggris khususnya pada saat kegiatan menulis.					
9.	Saya sering mendapat banyak kesulitan ketika menulis.					
10.	Saya jarang mengerjakan tugas dari guru karena sulit dan tidak menarik.					
11.	Saya merasa percaya diri ketika menulis.					
12.	Saya jarang sungguh-sungguh mengikuti pelajaran ketika materinya sulit dipahami.					
13.	Saya memperhatikan dengan sungguh-sungguh					

	semua penjelasan materi yang disampaikan oleh guru.					
14.	Ketika ada tugas menulis, saya berusaha mengerjakan sendiri meskipun sulit.					
15.	Saya malas mengerjakan tugas yang diberikan guru.					
16.	Saya paham bagaimana cara menulis yang benar.					
17.	Saya mudah menyerah dalam menyelesaikan tugas-tugas menulis bahasa Inggris yang diberikan oleh guru.					
18.	Setiap ada tugas dari guru, saya langsung mengerjakannya.					
19.	Saya antusias ketika guru membahas sesuatu di kelas.					
20.	Saya cenderung diam meskipun belum memahami materi yang dijelaskan oleh guru.					
21.	Saya ikut aktif terlibat mengerjakan tugas-tugas menulis bahasa Inggris di dalam kelompok.					
22.	Saya mengerjakan tugas dengan sungguh-sungguh.					
23.	Nilai bahasa Inggris saya sudah cukup memuaskan.					
24.	Saya mudah putus asa ketika tidak bisa mengerjakan tugas.					
25.	Saya selalu berusaha mendapatkan nilai bagus.					
26.	Saya tidak begitu tertarik mengikuti pelajaran bahasa Inggris.					
27.	Kemampuan menulis bahasa Inggris saya tidak mengalami kemajuan.					
28.	Saya mampu mengerjakan tugas yang diberikan guru.					
29.	Saya selalu aktif dalam diskusi di kelas.					
30.	Nilai menulis saya lebih bagus daripada nilai membaca, mendengarkan ataupun berbicara.					

Terima kasih Adik sudah mengisi dengan sejujur-jujurnya.

3

INTERVIEW TRANSCRIPTS

Pedoman wawancara dengan guru

1. Apakah langkah-langkah dalam kegiatan menulis dengan menggunakan pembelajaran IT sudah berjalan dengan baik?
2. Menurut ibu, bagaimana langkah-langkah kegiatan pendahuluan kegiatan menulis dengan menggunakan pembelajaran IT?
3. Menurut ibu, bagaimana langkah-langkah kegiatan inti kegiatan menulis dengan menggunakan pembelajaran IT?
4. Menurut ibu, bagaimana langkah-langkah kegiatan penutup kegiatan menulis dengan menggunakan pembelajaran IT?
5. Apakah kegiatan menulis pembelajaran menggunakan IT efektif digunakan dalam kegiatan menulis?
6. Menurut ibu, apakah dengan kegiatan pembelajaran menggunakan IT dapat meningkatkan kemampuan menulis siswa?
7. Kendala apa saja yang dihadapi dalam kegiatan pembelajaran menggunakan IT dalam meningkatkan kemampuan menulis siswa?

Pedoman wawancara dengan siswa

1. Kesulitan apakah yang adik hadapi ketika menulis?
2. Apakah langkah-langkah menulis yang dijelaskan guru sudah jelas?
3. Apakah kegiatan pembelajaran menggunakan IT dapat meningkatkan kemampuan menulis adik?
4. Menurut adik lebih mudah mana belajar menulis dengan kegiatan pembelajaran menggunakan IT atau dengan kegiatan pembelajaran seperti biasanya?

T = Teacher
R = Researcher
S = Student

Interview 1

The interview was done with the English teacher in pre-action.

Monday, August 23rd, 2010

- R : “Selamat pagi Bu? Maaf bisa mengganggu sebentar Bu?”
 T : “Iya Mbak, silahkan...Ada yang bisa saya bantu Mbak Novi?”
 R : “Iya Bu, apa boleh saya minta waktu Ibu untuk mengobrol sebentar Bu?”
 T : “Iya Mbak, mari silahkan duduk sini”
 R : “Begini bu, saya ingin bertanya mengenai proses pembelajaran menulis di kelas ibu?”
 T : “Selama ini saya jarang mengajar writing mbak, karena dulu saya pernah tidak berhasil mengajari writing. Jadi saya males mbak. Soalnya tenaga yang dibutuhkan besar tapi hasilnya kurang memuaskan.”
 R : “Selama ini pengajaran seperti apa yang ibu terapkan dalam pembelajaran menulis di kelas?”
 T : “Ya pertama-tama saya kasih penjelasan mengenai jenis paragraf ini beserta contoh-contohnya. Biasanya saya pakai LKS Mbak. Terus sebelum saya suruh menulis anak-anak saya kasih bahan mengenai tema yang saya tentukan. Ya Cuma begitu saja.”
 R : “Uhm... tadi ibu bilang hasil pembelajaran menulis kurang memuaskan, menurut Ibu kira-kira apa penyebabnya?”
 T : “Secara umum, menurut pengamatan saya, anak-anak dalam pembelajaran menulis itu minatnya belum ada greget, belum senang menulis. Ini saya buktikan ketika saya suruh menulis, anak-anak banyak yang males dan enggan menulis, beda ketika saya suruh mengerjakan soal.”
 R : “Owh dengan kata lain motivasi anak-anak itu rendah ya Bu?”
 T : “Ya bisa dibilang begitu Mbak.”
 R : “Bagaimana dengan kemampuan menulis anak-anak Bu? Apakah sudah sesuai dengan harapan?”
 T : “Ya masih belum sesuai harapan Mbak. Anak-anak masih suka ga teliti dan males menulis jadi ya banyak membuat kesalahan. Hasil tulisan siswa masih banyak kekurangan dalam segi ejaan, menyusun kalimat, pemilihan kata, penulisan yang benar itu mereka masih belum paham, susunan paragraph juga masih belum begitu runtut.”
 R : “Uhm jadi bisa dibilang masih rendah ya bu kemampuan menulis siswa?”
 T : “Iya mbak, masih tergolong rendah kemampuan menulis anak-anak. Perlu kesabaran dan ketekunan dalam mengajari mereka. Ya semoga mbak Novi bisa membantu saya meningkatkan kemampuan menulis anak dengan penelitian mbak nanti.”
 R : “Iya amin bu, saya minta dibantu nanti ya bu. Kalo ada apa-apa tolong ibu beri masukan.”

- T : “Iya Mbak. Saya siap membantu kapan saja. Eh mohon maaf Mbak saya ada kelas sekarang. Bagaimana ya? Apa kita lanjutkan nanti waktu istirahat saja?”
- R : “Tidak usah ibu. Informasinya sudah cukup kok. Terima kasih atas infonya Bu. Saya pamit dulu.”
- T : “Wah maaf ya mbak tidak bisa puas mengobrolnya.”
- R : “Tidak apa-apa Bu. Mari Assalamualaikum”
- T : “Walaikumsalaam.”

Interview 2

The interview was done with the English teacher after cycle 1 finished.

Saturday, October 2nd, 2010

- R : “Assalamualaikum..”
- T : “Walaikumsalama. Iya ada Mbak Novi. Mari silahkan duduk disini.”
- R : “Terima kasih ibu. Apakah ibu ada waktu luang hari ini? Saya mau tanya-tanya sebentar Bu.”
- T : “Owh nggak mbak. Saya sedang tidak ada jadwal mengajar kok. Sekarang saja bisa mbak novi. Apa yang bisa saya bantu mbak?”
- R : “Saya mau tanya-tanya terkait dengan pembelajaran kemarin Bu.”
- T : “Iya mbak silahkan.”
- R : “Menurut bu Yanti, apakah langkah-langkah dalam kegiatan menulis dengan menggunakan pembelajaran IT sudah berjalan dengan baik apa masih ada yang kurang bu?”
- T : “Langkah-langkahnya saya kira sudah urut mbak. Step-stepnya sudah bagus. Cuma kudu pelan-pelan biar anak-anak benar-benar paham mbak. Mungkin anak bisa diberi materi yang terkait dengan tema terlebih dahulu Mbak.”
- R : “Iya baik ibu. Besok saya coba. Menurut ibu, bagaimana dengan langkah-langkah kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup dalam kegiatan menulis dengan menggunakan pembelajaran IT? Apakah ibu punya masukan?”
- T : “Ehmm kemarin saya tidak mengikuti dari awal sampai akhir ya mbak. Saya pas dipanggil Pak Kepala Sekolah ya kalo ga salah. Saya cuma mengikuti awalnya saja. Menurut saya sudah bagus mbak. Mungkin pada saat kegiatan pendahuluannya, mbak harus benar-benar bikin anak panas dulu. Agar anak-anak tidak kaget kalo disuruh nulis.”
- R : “Oh begitu ya bu? Iya baik bu. Nah menurut bu Yanti, apakah kegiatan menulis pembelajaran menggunakan IT efektif digunakan dalam kegiatan menulis?”
- T : “Saya kira sudah efektif meski saya lihat agak ribet ya mbak. Tapi kalau sudah terbiasa juga lama-lama jadi menyenangkan. Anak-anak saya liat antusias mengikuti pelajaran. Banyak yang aktif buat bertanya. Berati anak memang benar-benar ingin paham.”

- R : “Iya benar Bu, kemarin banyak sekali yang bertanya. Menurut ibu, apakah dengan kegiatan pembelajaran menggunakan IT dapat meningkatkan kemampuan menulis siswa?”
- T : “Saya kira bisa mbak. Kan sudah mbak ajari cara mengedit pake wordprocessor kan? Anak-anak juga bisa fun mengirim tugas ke Fb ataupun ke Blog.”
- R : “Kendala apa saja yang dihadapi dalam kegiatan pembelajaran menggunakan IT dan bagaimana cara mengatasi kendala-kendala tersebut menurut Ibu?”
- T : “Ya mungkin karena jaringan internetnya kadang gangguan ya mbak. Itu bisa diatasi dengan cara menyuruh anak mengumpulkan tugas di luar jam. Dan mungkin lebih diperketat lagi pengawasannya agar anak-anak semua mengerjakan. Jangan ada yang menganggur atau malah buka yang tidak-tidak ya Mbak Novi..”
- R : “Iya Bu, wah makasih sekali buat masukanya. Besok semoga bisa lebih baik lagi. Ya sudah itu saja dulu Bu. Maaf sudah mengganggu Ibu.”
- T : “Iya Mbak sama-sama. Kalo ada apa-apa saya siap membantu.”
- R : “Baik Ibu, saya pasti butuh bantuan ibu nanti. Saya pamit dulu ibu. Assalamualaikum”
- T : “Walaikumsalam.”

Interview 3

Interview was done with the students in pre-action.

Sabtu, 25 September 2010 pukul 09.30

Students : Januardi, Alif, Syifa, Siti, Diah

- R : “Selamat siang adik-adik..”
- S(all) : “Siang mbak.. nyari siapa mbak?”
- R : “Uhhh kalian sibuk ga? Mbak mau tanya-tanya nih.”
- S(all) : “Haduh tanya apa niy mbaknya..”
- R : “Ada deh,, hehe. Cuma bentar kok dek. Mbak boleh ikut gabung kalian nggak?”
- S(all) : “Wokey, monggo mbak. Kita ga sibuk kok.”
- R : “Ini tolong dijawab sejujur-jujurnya ya ga usah takut sama mbak atau bu yanti. Ini ga bakal ngurangi nilai kamu kok.”
- S(all) : “Ok ok tanya aja mbak.”
- R : “Makasih ya. Mbak kan nanti mau mengajar kalian. Jadi mau tanya-tanya gt. Ni namanya sapa saja ya..”
- S1 : “Januardi.”
- S2 : “Alif.”
- S3 : “Syifa.”
- S4 : “Intan.”
- S5 : “Nisrina.”

- R : "Ok. Uhm adik-adik disini tu sebenarnya kalian suka bahasa Inggris ga dek?"
- S(all) : "Uhm gmn ya. Ya biasa aja mbak. Ga seneng-seneng banget sie mbak."
- R : "Kok biasa-biasa aja sie bukanya si Alif dan Januar anak debat. Haio ngaku. Biasanya debater kan suka bahasa Inggris. Hoho."
- S12 : "Iya mbak tapi ya biasa aja. Hehe."
- R : "Lha terus selama ini apa kesulitan adik-adik dalam bahasa Inggris?"
- S1 : "Uhm saya tu paling susah sama vocabulary mbak. Soalnya saya dapat bahasa inggris baru di SMA ini eh mksud saya sudah dari SD sie tapi ortu saya bahasa Inggrisnya ga bagus-bagus banget jadi ya ga ada yang mendukung. Vocabulary saya itu lemah Mbak."
- R : "Owh begitu ya. Jadi Cuma vocab aja ya ga da yang laen lagi dek?"
- S1 : "Ya grammar dikit-dikit lah."
- R : "Ok ok,, terus yang lain apa niy kesulitannya?"
- S2 : "Kalau aku ga ada mbak. Aku dari kecil tinggal di luar negeri."
- S(all) : "Huuuu sombong hahahahaha."
- S2 : "Untuk kosa kata, grammar dan lain-lain ga da kesulitan mbak,, tapi mungkin cm lemah lo disuruh nulis-nulis gitu. Saya lebih suka ngomong mbak. Hahaha biasa debater, hehehe."
- S3 : "Kalau syifa yang susah itu grammar mbak, suka kebolak balik gitu mbak. Kadang bingung tenses ini kapan digunakan."
- S4 : "Uhhh, apa ya mbak. Banyak mbak.. wong saya ga begitu suka bahasa Inggris. Susah mbak, dari vocab, grammar arrghh pusing."
- S5 : "Saya kesulitan di speaking sama writing mbak. Kalo disuruh ngomong ga bisa. Pas disuruh nulis juga bingung mau nulis apa."
- R : "Ok deh, trs menurut km bu yanti seperti apa mengajarnya? Apakah beliau sudah memanfaatkan fasilitas IT dalam mengajar di kelas?"
- S1 : "Waduh gmn ya mbak,. Ibunya si sudah pake LCD dan speaker buat listening. Uhm jujur ja ya mbak saya itu ga begitu suka eh mksud saya mungkin belum terbiasa aja dink."
- S345 : "Kan dulu diajar pak dian terus beliau orangnya kan humoris gitu mbak. Terus lo ngajar tu sering diadakan kompetisi per kelompok gitu jadi ya seru mbak."
- S2 : "Iya mbak bu Yanti ga enak ngajarnya.."
- R : "Uhhh begitu ya. Terus dari materinya yang diberikan bu yanti sejauh ini gimana dek?"
- S (all) : "Ya sudah menarik sie mbak tapi ya mungkin penyampaiannya kurang menarik mbak. Tegang terus pokoknya."
- S13 : "Masa Cuma bahas LKS saja kan bosan."
- S245 : "Seringnya listening mbak, jarang ngajar speaking dan writing. Padahal pengen diajari itu ga cuma bahas LKS atau Listening."
- R : "Uhm begitu ya.. Nah sekarang pertanyaan terakhir niy. Mbak kan mau ngajar skill writing nanti, kira-kira apa kesulitan kalian pas menulis?"
- S1 : "Apa ya mbak,, mungkin ga bisa bagus susunanya. Kadang ga sesuai dengan urutan generic structurennya."

- S2 : “Aku juga sama kaya Januar. Aku kalau nulis idenya suka loncat loncat Mbak.”
- S3 : “Kalo saya grammaar mbak..”
- S4 : “Saya grammar juga mbak. Ancur banget grammar saya mbak.”
- S5 : “Nulis itu susahnya di ngembangin idenya Mbak. Kadang juga bingung mau nulis kalau ga ada ide..”
- R : “Ok mbak rasa cukup, ni istirahatnya udah selesai. Makasih ya Adik-adik udah mau diwawancarai. Besok senin mbak ngajar kalian. Mpe ketemu besok senin ya..”
- S(all) : “Ok mbak,, sama-sama.”

Interview 4

Interview was done with the students after Cycle 1 done.

Rabu, October 20th, 2010.

At 09.30 on the first break time in the class XI Science 2

Students : Januardi, Alif, Syifa, Intan, Nisrina

- R : “Assalamualaikum..”
- S(all) : “Walaikumsalam. Woo mbaknya tumben kesini mau ngajar lagi ya horeee.”
- R : “Haio mana tugasnya yang kemarin? Kuk belum dikumpulin sie? Mbak tunggu lho.”
- S(all) : “Waa maaf mbak,, ni kan masih mid mbak. Nanti ya habis mid mbak. Maaf ya mbak.”
- R : “Iya mbak tunggu lho ya,, ? Setelah mid selesai segera dikumpulin ya.”
- S(all) : “Siap mbak...”
- R : “Ini kalian ga ke kantin ta? Kuk Cuma di kelas aja.”
- S(all) : “Nggak mbak di kelas aja. Ni pada liat film. Da pa mbak?”
- R : “Wah kebetulan, mbak mau tanya-tanya nich. Ganggu ga dek?”
- S(all) : “Tanya tentang apa mbak?”
- R : “Ya tanya-tanya tentang pembelajaran di kelas kemarin. Ayo sini duduk sini dulu ya. Cuma bentar kok.”
- S(all) : “Wokey mbak mau tanya apa to?”
- R : “Ya ya ya,, nah sekarang mbak tanya tentang pembelajaran dengan mbak kemarin. Mbak ngajarnya gimana kemarin. Mbak kan mengajari kalian skill writing. Kira-kira langkah-langkah menulis yang dijelaskan mbak sudah jelas? Terus materinya susah ga dek?”
- S1 : “Ya enak sie mbak. Materinya lumayan menantang soalnya saya kan suka berargumen mbak. Hehe. Jadi bikin kita benar-benar berpikir. Haha nggaya.”
- S2 : “Mbak sudah enak sie ngajarnya. Lumayan paham kalau nerangin. Kita jadi lebih memperhatikan soalnya materinya menarik.”
- R : “Menarik gimana dek maksudnya?”

- S2 : “Ya dibuat slide dan ditampilkan di layar. Terus ada gambarnya jadi kita lebih cepet nyambung sama apa yang mbak tanyakan.”
- R : “Uhm begitu.. Terus kira-kira sudah ada peningkatan belum setelah belajar pakai pembelajaran IT?”
- S3 : “Sudah lumayan sie Mbak. Sekarang jadi ga terlalu mengalami kesulitan lagi kalau mau nulis. Sekarang udah tahu caranya buat meminimalkan kesalahan ejaan dan grammar kalau nulis di word processor. Materinya juga udah bagus ya mungkin lo mbak ngajar skill laen pasti lebih menyenangkan.”
- S5 : “Ya sekarang sudah agak paham langkah-langkahnya menulis. Jadi ga bingung lagi kalau nulis. Pengetahuan tentang grammar juga nambah. Kita bisa membuka materi di blog jadi bisa dipelajari di rumah. Ternyata menulis itu mudah dan ga susah ya Mbak.”
- R : “Hehe. Ya syukurlah lo sudah ada peningkatan. Terus yang lain gimana niy? Sekarang sudah suka menulis belum?”
- S2 : “Menurut aku si ya lumayan lah. Aku jadi lebih merhatiin penjelasan guru. Kalo materinya cuma dari LKS kan males mau bacanya. Terus apa lagi ya.. Yang lainnya gih.”
- S3 : “Iya lumayan mbak, syifa kan suka nulis. Jadi semangat nulis sekarang. Ya karena materinya jelas dan temanya juga menantang.”
- S1 : “Kalo saya biasa aja mbak,, maaf lhoo.”
- R : “Iya nggak apa-apa dek. Terbuka aja sama mbak.
- S4 : “Iya mbak lumayan meningkat. Kalo pake IT kan lebih menarik jadi ga bosan hehehe. Terus sekarang sudah tau gimana caranya ngedit pake grammar and spelling checking. Jadi bisa mengurangi kesalahan pada saat menulis.”
- S5 : “Setuju sama Intan mbak aku.”
- R : “Oh begitu ya. Sip sip. Nah sekarang menurut adik lebih mudah mana belajar menulis bahasa Inggris dengan kegiatan pembelajaran menggunakan IT (komputer, LCD, Facebook, Blog) atau menulis dengan kegiatan pembelajaran seperti biasanya?”
- S5 : “Uhhh ya jelas enak pembelajaran pake IT mbak, kan jadinya lebih menarik. Kita jadi lebih merhatiin kalau diterangin karena materinya ditayangin di slide ga melulu baca di buku atau LKS. Selain itu kita bisa meminimalkan kesalahan ejaan dan grammar kalau nulis di word processor.”
- S2 : “Ya memang kudunya jaman sekarang itu udah technology based learning. Kan kudu berkembang terus. Lo ga gitu ya kapan pendidikan di Indonesia bisa maju.”
- S1 : “Huuuu sok banget kamu. Kalo saya lebih suka pakai pembelajaran kaya mbak terapin. Lebih menantang jadinya.”
- S 34 : “Lebih mudahan ini mbak. Menulis jadi lebih menyenangkan. Lebih semangat.”
- R : “Hambatan atau kendala apa saja yang terjadi selama adik-adik mengikuti pembelajaran dengan menggunakan media pembelajaran menggunakan IT?”

- S12 : “Aga ribet mbak, harus menulis di word processor dulu baru dikirim ke blog.”
- S34 : “Kalo kita nggak tuh, ga ribet kuk mbak. Malah asyik, bisa fban hehehe.”
- S5 : “Nah tu mbak ketahuan diajar malah fban..”
- S34 : “Ya itulah mbak hambatanya. Kalo nyambung internet jadi tergoda buat buka fb. Hehehehe.”
- S5 : “Kalo saya jadi ga semangat kalo pas koneksi internetnya lola mbak.”
- S1 : “Kan mbaknya bole ngirim di luar jam kan mbak?”
- R : “Iya, semua udah mbak siapin lo seandainya jaringan internetnya jelek. Kalian boleh mengirimkan tugasnya di luar jam. Tapi proses ngerjainya tetep di dalam kelas.”
- S2 : “Oh ya mbak ada hambatan nih. Kalo ngerjain kelompokan itu kadang ada anak yang ga ikut ngerjain.”
- S345 : “Iaaa betul mbak....”
- R : “Uhm gitu ya. Nanti bilang laporin aja ke mbak sapa aja yang ga aktif mengerjakan. Nah tadi kan udah ada beberapa hambatan, menurut adik-adik bagaimana cara mengatasi hambatan-hambatan atau kendala-kendala tersebut?”
- S2 : “Aku dulu mbak.. Besok mending ngerjain sendiri-sendiri mbak. Kita ke ruang lab komputer aja. Kan asyik bisa ngadep komputer sendiri-sendiri.”
- S1 : “Setuju tuw. Terus nanti mbak yang lebih tegas lagi lo ada yang mainan Fb mbak. Dimarahin aja mbak. Kalau terlalu sabar kita jadi ga takut buka site-site lain. Hehe.”
- S345 : “Nyindir nih hahahahahaha.”
- R : “Wah udah bel ya tadi. Dah hampir masuk niy, ya udah dilanjutin kapan-kapan lagi ya ngobrolnya. Makasih ya dek buat infonya.”
- S(all) : “Iya mbak sama-sama.”

Interview 5

**Hasil interview setelah siklus kedua
pada hari jumat 29 Oktober 2010 pukul 09.00**

Students : Annisa, Diah, Intan, Taufik, Santo

- R : “Siang dek.. ada yang ga sibuk ga niy. Mbak mau minta waktu sebentar.”
- S(all) : “Iya mbak silahkan. Da pa mbak?”
- R : “Mbak mau tanya-tanya niy. Ya terkait sama pembelajaran kemarin dek.”
- S (all) : “Ok mbak,, tanya apa mbak.”
- R : “Mbak mau tanya nih. Menurut adik-adik kemarin sudah jelas lum? Adik-adik sudah paham dengan materi yang mbak sampaikan?”
- S3 : “Kalo saya lumayan jelas mbak. Sudah mudeng saya mbak.”
- S245 : “Udah kok Mbake..”
- S1 : “Udah lumayan mbak, lumayan bosan hehehe. Bercanda mbak. Sudah dijelaskan berkali-kali jadi paham mbak.”

- R : “Syukurlah kalo begitu. Lha menurut adik-adik, apakah kegiatan pembelajaran menggunakan IT (komputer, LCD, Facebook, Blog) sudah dapat meningkatkan kemampuan menulis adik sekarang?”
- S4 : “Iya mbak. Sekarang jadi bisa ngedit kalo ada grammar yang salah.”
- S2 : “Lumayan meningkat mbak, nulis jadi ga males dan membosankan lagi. Sudah tau gimana caranya merivisi tulisan dan mengembangkan ide.”
- S5 : “Saya sepertinya sedikit meningkat sekarang. Udah ga loncat-loncat kalo nulis. Jadi lebih terarah gitu.”
- S1 : “Uhhh sedikit sedikit meningkat kayaknya mbak. Hee.”
- S3 : “Ada peningkatan di grammar kalau saya mbak. Sudah sedikit tahu bagaimana menggunakan beberapa grammar dengan tepat.”
- R : “Uhm oke, nah kalo menurut adik lebih enak mana belajar menulis bahasa Inggris dengan kegiatan pembelajaran menggunakan IT (komputer, LCD, Facebook, Blog) atau menulis dengan kegiatan pembelajaran seperti biasanya? Mengapa?”
- S1 : “Lebih suka yang pake IT nuw mbak. Kan jadi lebih asyik jadi ga males lagi kalo disuruh nulis. Soalnya materinya menarik dan sudah terangkum di blog.”
- S5 : “Kalo saya lebih mudah nyantol mbak. Jadi lebih mudeng dan menyenangkan. Kalo nulis udah ga banyak salahnya lagi soalnya pakai word processor.”
- R : “Terus seneng ga sie kemarin nulis di fb atau di blog dek? Menurutmu ribet ga to?”
- S12 : “Seneng Mbak. Kan kita jadi bisa merasakan suasana pembelajaran yang ga kaya biasanya. Hanya kalo pas online takut nanti malah buka yang tidak-tidak. Ehehehe.”
- S4 : “Ya lumayan Mbak. Jadi lebih semangat mengerjakan soalnya hasil tulisanya dipublish di facebook dan blog. Kan malu-maluin kalau jelek.”
- R : “Huu dasar.. eh dek terus kalian punya masukan apa buat mbak?”
- S45 : “Ya secara keseluruhan sudah baik, Mbak ngajar disini aja mbak gantiin bu yanti,, ya mbak ya,, hehehe.”
- S3 : “Iya mbak, palagi lo ngajar skill lain pasti lebih asyik mbak.”
- P : “Hahaha iya doakan aja biar mbak cepat lulus dek, hehe. Ya udah mbak pulang dulu. Makasih ya buat infonya.. See you..”

4

OBSERVATION CHECKLISTS

Pedoman observasi**Aktivitas Guru dalam Proses Pembelajaran Berlangsung**

No	Aspek	SB	B	K	SK
1.	Tehnik membuka pelajaran.				
2.	Metode yang digunakan: <ul style="list-style-type: none"> - Ceramah - Pemberian tugas - Diskusi 				
3.	Penyampaian tujuan pengajaran.				
4.	Penggunaan media.				
5.	Penggunaan media yang bervariasi.				
6.	Menciptakan suasana belajar yang menarik.				
7.	Membangkitkan minat belajar siswa.				
8.	Membantu kesulitan siswa selama pelajaran.				
9.	Membantu siswa yang lambat mengikuti pelajaran.				
10.	Bersikap adil pada semua anak.				
11.	Teknik mengakhiri pelajaran.				

Keterangan:

SB : Sangat baik
 B : Baik
 K : Kurang
 SK : Sangat kurang

Pedoman Observasi Guru dalam Kegiatan Menulis

No	Aspek	Indikator	SB	B	K	SK
1.	Kegiatan pendahuluan	<ol style="list-style-type: none"> Guru memberikan penjelasan tentang prosedur menulis dengan pembelajaran IT: <ul style="list-style-type: none"> Selama proses menulis, siswa diminta menulis dengan menggunakan program <i>word processor</i> di komputer. Siswa menampilkan hasil tulisan di <i>Facebook</i> atau <i>Blog</i> yang sudah disediakan guru. Guru memberikan apersepsi terhadap teks yang akan dibahas. Guru mengarahkan siswa dalam menggali <i>background knowledge</i> tentang jenis teks yang akan dibahas. Guru menjelaskan mengenai jenis teks yang akan dibahas. Guru memberikan kesempatan siswa untuk bertanya. Guru membagi siswa dalam beberapa kelompok. Guru membangkitkan motivasi siswa untuk berpartisipasi aktif dalam kegiatan pembelajaran. 				
2	Kegiatan Inti a. <i>Planning (pre-writing)</i>	<ol style="list-style-type: none"> Guru mengarahkan siswa dalam menggali <i>background knowledge</i> tentang topik yang akan ditulis. Guru mengarahkan siswa dalam mengumpulkan informasi sebanyak-banyaknya mengenai topik yang akan ditulis. Guru meminta siswa untuk menulis ide yang ada dalam 				

		<p>pikiran dengan menggunakan teknik brainstorming dengan menggunakan program <i>word processor</i> di komputer.</p> <p>4. Guru meminta siswa untuk membuat outline di <i>word processor</i> pada komputer.</p>				
	<i>b. Drafting</i>	<p>1. Guru meminta siswa untuk mengembangkan ide yang telah di dapat dalam bentuk tulisan.</p> <p>2. Guru mengarahkan siswa siswa untuk menuliskan <i>main idea</i> dan <i>supporting detail</i> dalam dalam setiap paragraf di <i>word processor</i> pada komputer.</p> <p>3. Guru menekankan siswa untuk fokus terhadap organisasi paragraf.</p> <p>4. Guru berkeliling memeriksa hasil tulisan siwa.</p>				
	<i>c. Revising</i>	<p>1. Guru meminta siswa untuk mengirimkan hasil tulisan tiap kelompok di <i>Facebook</i>.</p> <p>2. Guru menjelaskan bagaimana cara merevisi tulisan.</p> <p>3. Guru meminta siswa merevisi tulisan berdasarkan masukan yang sudah didapat.</p>				
	<i>d. Editting</i>	<p>1. Guru menjelaskan teknik <i>editing</i> untuk memperbaiki <i>grammar</i>, <i>punctuation</i>, <i>usage</i> dan <i>spelling</i> dengan menggunakan <i>word processor</i>.</p> <p>2. Guru meminta siswa memperbaiki tulisan mereka : <i>grammar</i>, <i>punctuation</i>, <i>usage</i> dan <i>spelling</i> di <i>word processor</i> pada komputer.</p> <p>3. Guru membantu siswa dalam memperbaiki tulisan.</p> <p>4. Guru memberikan masukan terhadap hasil tulisan mereka.</p>				
	<i>e. Publishing</i>	<p>1. Guru meminta siswa untuk mengirimkan hasil pekerjaan</p>				

		<p>mereka di group <i>Facebook/Blog</i>.</p> <p>2. Guru memberikan <i>feedback</i> dan penilaian terhadap hasil pekerjaan siswa secara tertulis di group <i>Facebook/Blog</i> maupun secara lisan.</p>				
3	Kegiatan Penutup	<p>1. Guru mengarahkan siswa mengungkapkan kesulitan yang dialami selama proses pembelajaran di group <i>Facebook/Blog</i>.</p> <p>2. Guru memberi kesempatan siswa untuk memberi kritik dan saran di group <i>Facebook/Blog</i>.</p> <p>3. Guru mengarahkan siswa menyimpulkan kegiatan pembelajaran</p>				

Keterangan:

SB : Sangat baik
 B : Baik
 K : Kurang
 SK : Sangat kurang

Pedoman Observasi Siswa dalam Kegiatan Pembelajaran

No	Aspek	Indikator	SB	B	K	SK
1.	Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Siswa mendengarkan penjelasan guru: - Cara menggunakan komputer selama proses menulis. - Cara mengirim hasil tulisan ke <i>Facebook/Blog</i>. 2. Siswa mengoperasikan alat-alat IT. 3. Siswa aktif bertanya kepada guru. 4. Siswa bersemangat memulai pelajaran. 5. Siswa terlibat dalam berbagai tahap. 6. Siswa bekerja sama dengan kelompoknya. 				
2	Kegiatan Inti					
	a. <i>Planning (pre-writing)</i>	<ol style="list-style-type: none"> 1. Siswa menggali background knowledge tentang topik yang akan ditulis. 2. Siswa mengumpulkan informasi sebanyak-banyaknya mengenai topik yang akan ditulis di <i>word processor</i> pada komputer. 3. Siswa menulis ide yang ada dalam pikiran dengan menggunakan teknik brainstorming di <i>word processor</i> pada komputer. 4. Siswa membuat outline di <i>word processor</i> pada komputer. 				
	b. <i>Drafting</i>	<ol style="list-style-type: none"> 1. Siswa mengembangkan ide yang telah di dapat dalam bentuk tulisan di <i>word processor</i> pada komputer. 2. Siswa menuliskan <i>main</i> 				

		<p><i>idea</i> dan <i>supporting detail</i> dalam setiap paragraf di <i>word processor</i> pada komputer.</p> <p>3. Siswa fokus terhadap organisasi paragraf.</p>				
	<i>c. Revising</i>	<p>1. Setiap kelompok mengirimkan hasil tulisan mereka di <i>Facebook</i> atau <i>Blog</i>.</p> <p>2. Siswa merevisi tulisan berdasarkan masukan yang sudah didapat di <i>word processor</i> pada komputer.</p>				
	<i>d. Editing</i>	<p>1. Siswa menggunakan teknik <i>editing</i> untuk memperbaiki <i>grammar</i>, <i>punctuation</i>, <i>usage</i> dan <i>spelling</i> dengan menggunakan <i>word processor</i>.</p> <p>2. Siswa memperbaiki tulisan mereka : <i>grammar</i>, <i>punctuation</i>, <i>usage</i> dan <i>spelling</i> berdasarkan masukan guru dan temannya di <i>word processor</i> pada komputer.</p>				
	<i>e. Publishing</i>	<p>1. Siswa menampilkan hasil pekerjaan mereka di group <i>Facebook/Blog</i>.</p>				
3	Kegiatan Penutup	<p>1. Siswa mengungkapkan kesulitan yang dialami selama proses pembelajaran di group <i>Facebook/Blog</i>.</p> <p>2. Siswa memberi kritik dan saran terhadap proses pembelajaran yang sudah dilakukan di group <i>Facebook/Blog</i>.</p> <p>3. Siswa menyimpulkan kegiatan pembelajaran</p>				

Keterangan:

SB : Sangat baik
B : Baik
K : Kurang
SK : Sangat kurang

5

Questionnaire Results

Questionnaire Results

Student Number	Pre-action	Cycle 1	Cycle 2
1	92	101	110
2	94	104	114
3	80	92	96
4	103	106	119
5	111	128	135
6	89	99	111
7	102	108	119
8	94	105	114
9	103	108	117
10	104	109	119
11	95	102	115
12	106	111	120
13	95	110	120
14	100	107	119
15	101	105	118
16	107	117	127
17	88	99	111
18	99	107	121
19	94	101	113
20	121	136	141
21	92	101	113
22	112	119	120
23	84	93	98
24	100	110	118
25	50	61	92
26	102	104	117
27	89	99	110
28	102	104	114
29	76	95	99
30	100	108	116
31	85	94	99
32	79	99	100

6

WRITING

SCORES

Students' Writing Score in Pre-action

Student Number	Content	Organisation	Vocabulary	Language Use	Mechanics	Total
1	20	15	16	19	3	73
2	18	12	15	17	3	65
3	22	16	18	23	3	82
4	17	12	14	17	2	62
5	19	13	16	17	3	68
6	22	16	17	20	3	78
7	20	15	16	18	3	72
8	18	12	16	17	2	65
9	17	16	16	15	3	67
10	17	12	15	15	2	61
11	17	12	16	16	3	64
12	17	13	17	16	3	66
13	19	16	18	20	3	76
14	13	10	13	12	2	50
15	16	12	15	16	2	61
16	19	13	15	18	3	68
17	19	16	16	17	3	71
18	22	15	18	20	2	77
19	20	15	18	18	3	74
20	18	17	17	17	3	72
21	18	12	15	19	3	67
22	14	12	15	14	3	58
23	15	12	15	14	3	59
24	14	12	15	14	2	57
25	19	16	18	19	3	75
26	18	14	17	18	3	70
27	19	15	16	17	2	69
28	17	12	13	12	2	56
29	14	12	13	12	3	54
30	18	15	13	17	3	66
31	18	15	16	16	2	67
32	17	15	16	17	3	68

Students' Writing Score in Cyle 1

Student number	Content	Organisation	Vocabulary	Language Use	Mechanics	Total
1	25	16	18	22	3	84
2	19	13	16	19	4	71
3	25	16	18	22	3	84
4	21	16	16	19	4	76
5	17	16	15	17	4	69
6	25	16	18	22	3	84
7	15	16	16	19	4	70
8	21	13	16	19	4	73
9	25	16	18	22	3	84
10	15	16	16	19	4	70
11	15	16	16	19	4	70
12	21	16	18	21	4	80
13	13	14	14	16	4	61
14	21	16	16	19	4	76
15	24	15	17	19	3	78
16	17	16	15	17	4	69
17	21	16	18	21	4	80
18	24	15	17	19	3	78
19	24	15	17	19	3	78
20	19	13	16	19	4	71
21	15	16	16	19	4	70
22	13	14	14	16	4	61
23	13	14	14	16	4	61
24	21	16	16	19	4	76
25	24	15	17	19	3	78
26	17	16	15	17	4	69
27	13	14	14	16	4	61
28	21	16	18	15	4	74
29	21	16	18	21	4	80
30	17	16	15	17	4	69
31	21	16	18	21	4	80
32	21	16	16	19	4	76

Students' Writing Score in Cycle 2

Student number	Content	Organisation	Vocabulary	Language Use	Mechanics	Total
1	24	17	16	23	4	84
2	22	15	15	20	4	76
3	26	17	18	24	3	88
4	21	14	14	18	4	71
5	23	16	16	19	4	78
6	24	17	18	23	3	85
7	21	17	15	20	4	77
8	20	16	17	19	3	75
9	18	17	15	18	4	72
10	18	16	16	18	4	72
11	23	17	17	19	4	80
12	25	17	18	22	4	86
13	22	17	18	19	4	80
14	23	16	18	19	3	79
15	24	17	18	20	4	83
16	22	17	16	19	4	78
17	19	17	15	18	4	73
18	25	17	18	22	3	85
19	22	17	18	19	4	80
20	20	17	18	18	4	77
21	20	16	14	19	4	73
22	19	15	14	17	4	69
23	17	14	14	15	3	63
24	24	17	17	19	3	80
25	23	17	17	20	4	81
26	22	16	17	19	4	78
27	23	17	18	19	4	81
28	19	17	15	17	4	72
29	16	14	14	14	4	62
30	21	17	17	20	4	79
31	22	17	16	22	4	81
32	20	16	17	21	4	78

7

**ATTENDANCE
LIST**

Students Attendance List

No.	No Induk	Nama	270910	290910	011010	251010	271010	011110
1	8029	AGUNG HIDAYAT	√	√	√	√	√	√
2	8032	AHMAD ZAKI HILMI	√	√	√	√	√	√
3	7997	ALIF SATRIA	√	√	√	i	√	√
4	7935	ANDY ABDULLATIEF	√	√	√	√	√	√
5	8001	ANISA SEKAR NUSWANTARI	√	√	√	√	√	√
6	7936	APOLINARIS FRANCO RINNO W.	√	√	√	s	i	√
7	8130	ASSYIFATU RAHMAH ZADA	√	√	√	√	√	√
8	8093	CAKRA WISHNU WARDHANA	√	√	√	a	i	i
9	7971	CHANDRA MANGGALA PUTRA	√	√	√	√	√	√
10	8096	DIAH PRAMUSINTA	√	√	√	√	√	√
11	8067	FITHRI SALSABILA	√	√	√	√	√	√
12	8137	FRISKA PUTRI AYUNDA	√	i	√	s	s	√
13	7943	GALANG PRITA DEWI	√	i	√	√	√	√
14	8011	HAFIIDH ALFIAN AEFANDI	√	a	√	√	√	√
15	8102	HANIF NATA WIJAYA	√	√	√	√	√	√
16	8012	HESTI PRATIWI	√	√	√	√	√	√
17	7945	INTAN PARAMITA SARI	√	√	√	i	√	√
18	8071	JANUARDI INDRA JAYA	√	√	√	i	√	√
19	7946	JONATHAN DE SANTO	√	√	√	√	√	√
20	7979	KHRISNA VEMBRI YUDANTO	s	√	√	√	√	√
21	7948	MARCELINA PRISCHA MANGGALA	√	√	√	√	s	√
22	7949	MARIA FAUSTINA SARI	i	i	√	√	√	√
23	7982	MELATI FITRI ANDEWI	√	√	√	√	√	√
24	8142	MOHAMMAD TAUFIK HIDAYATULLAH	√	√	√	√	√	√
25	7951	MUAMAR WALI SIAM MIRZA SIUKUR	√	√	√	i	√	√
26	8048	NISRINA-AFNAN WALYADIN	√	√	√	√	i	√
27	7955	RADINDA BIAN ZAQINA	√	√	√	√	√	√
28	8116	RIDHA VISTA	s	√	√	i	s	√
29	8055	ROSA AKHIRUNNISA	i	√	√	i	√	√
30	8056	SETIAWATI SITI SUPARMADI	√	√	√	i	√	√
31	7992	SITI ZIANADIA AMIRILIANI	√	√	√	√	√	√
32	7962	WIDYA ADI BASKORO	√	√	√	√	√	√

8

LESSON PLANS

1. Lesson Plan in Cycle 1

LESSON PLAN

Name of the school : SMA N 8 Yogyakarta
Subject : English
Grade/semester : XI/ 1
Text type : Analytical Exposition
Skill : Writing
Time Allocation : 1x45 minutes, 2x45minutes, 1x40 minutes

A. Standard of Competence : 6. To express meanings in essay in the genres of: report, narrative and analytical exposition in daily life context.

B. Basic Competency : 6.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately, in the context of daily life, in the genre of analytical exposition.

C. Objectives

In the end of the lesson, the students are able:

1. To identify the organization of analytical exposition
2. To write an analytical exposition text
3. To revise the paragraph of an analytical exposition text
4. To publish the writing product on Blog

D. Materials

Look at The Following Pictures.

1. Have you ever been caught in a traffic jam?
2. How do you feel when you are in traffic jam?
3. What makes a traffic jam occur?
4. Do you agree if cars should be banned in cities?

Read the following texts of Analytical Exposition.**The Importance of English**

Thesis { I personally think that English is the world's most important language. Why do I say that?

Argument 1 { Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language.

Argument 2 { Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Argument 3 { Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

Conclusion { From the fact above, it is obvious that everybody needs to learn English to greet the global era.

Analytical exposition text

- An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

Generic Structure of Analytical Exposition

1. **Thesis** : Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
2. **Arguments** : It consists of Point and Elaboration
 - **Point**, states the main argument
 - **Elaboration**, develops and supports each point of argument
3. **Conclusion** : Reiteration (restatement), restates speaker or writer's position

Generic Features of Analytical Exposition

1. An analytical exposition focuses on generic human and non human participants.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
3. It uses emotive and evaluative words
4. It often needs material processes. It is used to state what happens, e.g.has polluted... etc.
5. It usually uses Simple Present Tense and Present Perfect Tense.
6. Enumeration is sometimes necessary to show the list of given arguments: Firstly, Secondly ..., Finally, etc.

E. Teaching Method : *Three-phase technique (Pre-teaching, Whilst-teaching, and Post-teaching)*

F. Sequence of teaching activities

1. Opening
 - The teacher greets the students
 - The teacher asks a students to lead the prayer
 - The teacher asks students' condition
 - The teacher checks students' readiness

- The teacher does warming up by asking students' opinion about traffic jam.
2. Main activities
- The teacher asks students to identify the generic structure of the text in pairs.
 - The teacher asks students to give arguments on some statements on Facebook.
 - The teacher asks students to find and correct the mistakes of a paragraph.
 - The teacher asks students to choose a topic and write an analytical paragraph about it.
 - The teacher asks students to publish their works on blog.
 - Teacher gives feedback to students' writing.
 - The teacher asks the students to revise their writing.
3. Closing
- The teacher reviews what the students have learned in the class
 - The teacher leads to pray before ending the class
 - The teacher says good bye

G. Material resources :

Text Types 2

Ready to Write

H. Media

1. Computer
2. LCD and screen
3. Internet Connection

I. Assessment

Indicators	Techniques	Types	Examples
1. The students are able to identify the organisational of analytical exposition text.	Oral test	Mentioning the parts of an analytical text.	Look at some examples of analytical exposition text. Identify the generic structure of the text. Work in group of three of four.

2. The students are able to give arguments of some statements.	Written test	Giving arguments.	Open the Facebook Group. There are some statements. Choose one of statements. Write at least three arguments to support the statements. Work in group of three or four.
3. The students are able to use grammar, vocabulary, punctuation, spelling accurately.	Writing test	Finding the mistakes on a paragraph and correcting them.	Read the following letter on Facebook Group. It contains eight mistakes. Find the mistakes and correct them.
4. The students are able to write an analytical exposition text.	Writing test	Writing an analytical exposition text.	Write an analytical paragraph based on the statement you chosed with your friends. Post it on Facebook or Blog provided.
5. The students are able to revise their writing.	Writing Test	Revising the writing.	Revise your paragraph based on the feedback given with your friends.

J. The Instruments of Assessment

- a. Task 1 : Look at some examples of analytical exposition text. Identify the generic structure of the text. Work in group of three or four.
- b. Task 2 : Open the Facebook Group. There are some statements. Choose one of statements. Write at least three arguments to support the statements. Work in group of three or four.
- c. Task 3 : Read the following letter on Facebook Group. It contains eight mistakes. Find the mistakes and correct them.
- d. Task 4 : Write an analytical paragraph based on the statement you chosed with your friends. Post it on Facebook or Blog provided.
- e. Task 5 : Revise your paragraph based on the feedback given with your friends.

K. Assessment Rubric

No	Component	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use	25
5.	Mechanics	5

Yogyakarta, September 20th, 2010

Researcher

Novitasari
NIM. 06202241001

2. Lesson Plan in Cycle 2

LESSON PLAN

Name of the school	: SMA N 8 Yogyakarta
Subject	: English
Grade/semester	: XI/ 1
Text type	: Analytical Exposition
Skill	: Writing
Time Allocation	: 1x45 minutes, 2x45minutes

A. Standard of Competence : 6. To express meanings in essay in the genres of: report, narrative and analytical exposition in daily life context.

B. Basic Competency : 6.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately, in the context of daily life, in the genre of analytical exposition.

C. Objectives

In the end of the lesson, the students are able:

1. To give arguments of a topic given.
2. To write an analytical exposition paragraph.
3. To revise the analytical exposition paragraph.

D. Materials

Look at the pictures. Who are they?

1. What do you want to be in the future?
2. Is there anyone in this class who wants to be a lawyer?
3. Do you know the duties of a lawyer?
4. There is a lawyer. His name is Mr. Paijo. He wants to prove that someone guilty in the robbery of Macquarie diamond in the court. Ok now read his address to jury.

Read the following examples:

Address to the jury

Ladies and gentlemen of the jury, the prosecution will prove to you that the accused is guilty. He had the motive, opportunity and ability to commit the crime and this will be shown in the evidence presented to you.

Introductory statement that gives the author's point of view

Firstly, the accused needed money. He was in debt, owing the bank over \$100 000. He had no chance of repaying this; therefore, he needed quick money. This is why he stole the Macquarie Diamond.

A series of arguments that aim to convince the audience

Secondly, the accused had opportunity. As security guard he could come and go from the exhibition of the diamond without causing suspicion. He had plenty of time on the night of the robbery to take a diamond, hide it and then return to his post before the next guard came on duty.

Finally, the accused had the ability to take the Macquarie Diamond. He had knowledge of the alarm system and had keys to unlock the display case.

conclusion

On this evidence you have no other choice but to find him guilty.

Lingking words

E. Teaching Method: *Three-phase technique (Pre-teaching, Whilst-teaching, and Post-teaching)*

F. Sequence of teaching activities

1. Opening

- The teacher greets the students
- The teacher asks a students to lead the prayer
- The teacher asks students' condition
- The teacher checks students' readiness
- The teacher does warming up by asking students about a lawyer

2. Main activities

- The teacher asks students to read the text and answer some questions.
- The teacher asks students to give arguments on a problem given.
- The teacher gives a topic and asks students to write an analytical paragraph about it.
- The teacher asks students to publish their works on blog/facebook.
- The teacher gives feedback to students' writing.
- The teacher asks the students to revise their writing.

3. Closing

- The teacher reviews what the students have learned in the class
- The teacher leads to pray before ending the class.
- The teacher says good bye.

G. Material resources :

Text Types 2, Ready To Write

H. Media

1. Computer
2. LCD and screen
3. Internet connection

I. Assessment

Indicators	Techniques	Types	Examples
1. The students are able to give arguments of a topic given.	Written test	Giving arguments.	Choose one of two projects below and write the reasons why you choose that project. Present your

2. The students are able to write an analytical exposition text.	Writing test	Writing an analytical exposition text.	work in front of the class and publish your writing on facebook Let's write. Write an analytical paragraph with the topic : Young generation should preserve Indonesian culture.
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J. The Instruments of Assessment

Task 1 : Make a group of 4. Choose one of two projects below and write the reasons why you choose that project. Present your work in front of the class and publish your writing on facebook Let's write.

Task 2 : Write an analytical paragraph with the topic : Young generation should preserve Indonesian culture. (individual work).

K. Scoring Rubric

No	Component	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use	25
5.	Mechanics	5

Yogyakarta, October 25th, 2010

Researcher

Novitasari
NIM. 06202241001

9

HANDOUTS

10

COURSE GRID

SYLLABUS

School : SMA Negeri 8 Yogyakarta

Subject : English

Grade / Semester : XI / 1

Standard of Competence:

Writing:

6. To express meanings in essay in the genres of: report, narrative and analytical exposition in daily life context.

Basic Competencies	Core Material / Teaching Learning Material	Teaching Learning Activities	Indicators	Assesments	Time Allocation	IT tools	Resources
6.2 To express meanings and rhetoric steps in essay by using various written language accurately, fluently and	Some analytical exposition texts.	<ul style="list-style-type: none"> To identify the organization of analytical exposition. To write an analytical exposition text by 	<ul style="list-style-type: none"> The students are able to identify the organitational of analytical exposition text. 	<ul style="list-style-type: none"> Task 1: Look at some examples of analytical exposition text. Identify the generic 	1x45 minutes	<ul style="list-style-type: none"> Computer Word processor Power point program LCD and screen 	<ul style="list-style-type: none"> <i>Text Types 2</i> <i>Ready to Write</i>

appropriately in the context of daily life, in the genres of report, narrative and analytical exposition.		<p>using word processor.</p> <ul style="list-style-type: none"> • To revise the paragraph of an analytical exposition text. • To publish the writing product on Facebook/ Blog. 	<ul style="list-style-type: none"> • The students are able to give arguments of some statements. 	<p>structure of the text. Work in group of three or four.</p> <ul style="list-style-type: none"> • Task 2: Open the Facebook Group. There are some statements. Choose one of statements. Write at least three arguments to support the statements. Work in group of three or 	<p>2x45 minutes</p>	<ul style="list-style-type: none"> • Facebook • Blog 	
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			<ul style="list-style-type: none"> • The students are able to use grammar, vocabulary, punctuation, spelling accurately. • The students are able to write an analytical exposition text. 	<p>four.</p> <ul style="list-style-type: none"> • Task 3: Read the following letter on Facebook Group. It contains eight mistakes. Find the mistakes and correct them. • Task 4: Write an analytical paragraph based on the statement you chosed with 			
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			<ul style="list-style-type: none"> • The students are able to revise their writing. • The students are able to give arguments of a topic given. 	<p>your friends. Post it on Facebook or Blog provided.</p> <ul style="list-style-type: none"> • Revise your paragraph based on the feedback given with your friends. • Choose one of two projects below and write the reasons why you choose that project. 	<p>1x40 minutes</p> <p>1x45 minutes</p>		
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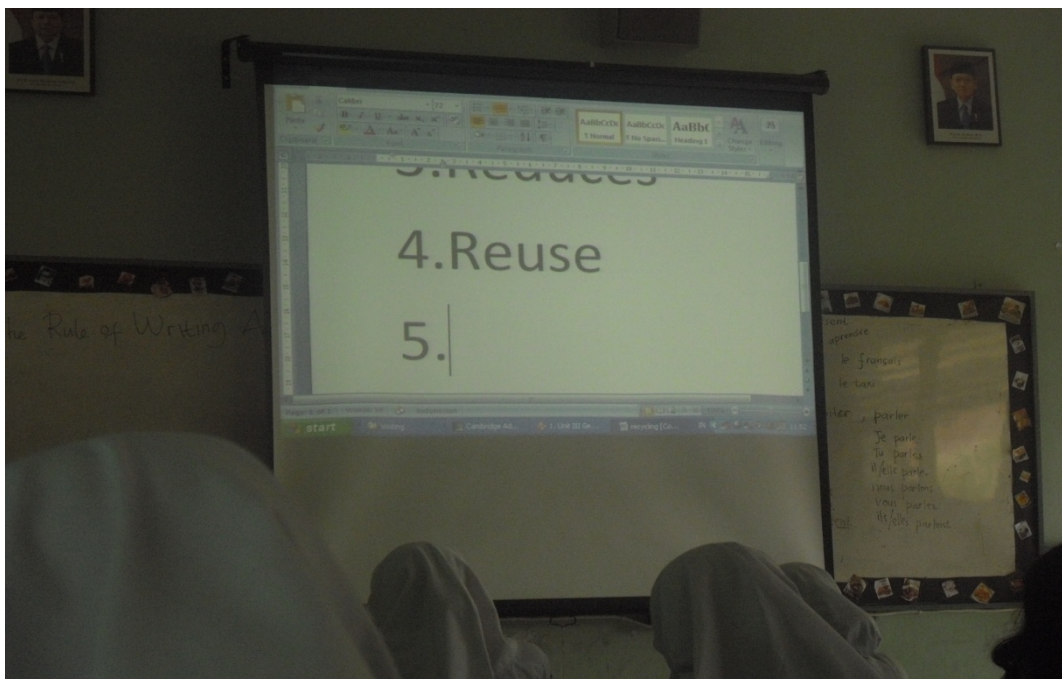
			<ul style="list-style-type: none"> • The students are able to write an analytical exposition text. 	<p>Present your work in front of the class and publish your writing on facebook Let's write.</p> <ul style="list-style-type: none"> • Write an analytical paragraph with the topic : Young generation should preserve Indonesian culture. 	<p>2x45 minutes</p>		
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11

PICTURES



The students is doing the questionnaires.



The resercher is using LCD and screen in the teaching and learning process.



The students is sitting based on their groups.



The students is woking in group with a laptop.



The students are trying to access Facebook group “Let’s write”.



The students are writing on Facebook Group “Let’s Write”.



The students are discussing the task in their group.



The students are presenting their opinion in front of class toward topic given.



The researcher is giving instruction to the students.



The researcher is moving around the class to help the students.



The students are listening to the researcher's feedback.



The students are revising their writing using word processor .

12

LETTERS