IMPROVING STUDENTS’ WRITING SKILL
USING EDUBLOG
(A Classroom Action Research at the Tenth Grade of
SMA Negeri 1 Boyolali in the Academic Year of 2010/2011)

THESIS

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ABSTRACT


The tenth grade students of SMA Negeri 1 Boyolali in the academic year 2010/2011 had problems dealing with writing skill. To overcome the problems, the researcher designed a classroom action research to teach writing using Edublog. This research aims to find out whether using Edublog can improve students’ writing skill and how using Edublog can improve the writing class of the tenth grade students of SMA Negeri 1 Boyolali in the academic year of 2010/2011. It is also aimed to find out the strengths and weaknesses of using Edublog in the writing class for the tenth grade students of SMA Negeri 1 Boyolali in the academic year of 2010/2011.

This research was carried out in class X 1 of SMA Negeri 1 Boyolali in the academic year 2010/2011. It was conducted in two cycles in which in each cycle there were four meetings. Each cycle consisted of four steps: planning, action, observation and reflection. The data were in the form of qualitative and quantitative data. To collect the qualitative data, the researcher used observation, interviews, questionnaires, and photographs. To collect the quantitative data, the researcher conducted tests before and after implementation the actions. The tests were pre-test and post tests. To analyze the qualitative data, the researcher used Constant Comparative Method. There were four steps to analyze the qualitative data: (1) comparing data, (2) integrating categories, (3) delimiting the theory, and (4) writing the theory about the research findings. For the quantitative data, the researcher analyzed the mean scores of the tests.

The result of the research shows that there are positive improvements in both students’ writing competence and the effectiveness of writing class during the teaching learning process. It could be seen from the result of the test which was improved, from the comparison between the pre-test conducted before the action and the post-test conducted after the action. The mean scores of the test result were 64.9 for the pretest, 68.9 for the post-test in cycle I, and 74.7 for the post-test in cycle II. Using Edublog could be effective in teaching learning writing.

Practically, there were some strengths and weaknesses of using Edublog at the tenth grade of SMA Negeri 1 Boyolali in the academic year 2010/201. The
strengths were: firstly, using Edublog increases students’ motivation, enthusiasm and confidence in teaching learning process. Secondly, using Edublog helps the students have more spaces to practice writing in unlimited time and place. Thirdly, using Edublog provides the students a space to share opinions and ideas. Fourth, using Edublog can give learning possibilities to expand via collaboration, interaction and communication in the target language. Fifth, using Edublog is a place to carry out the students’ projects in writing class. Sixth, using Edublog is a chance to creatively control the students’ own blog or blog postings in an informal setting. Finally, using Edublog makes the students independent learners. On the other hands, in using Edublog, there were some problems. First, the teachers must be high quality professional teachers both in controlling the classroom and mastering materials and technology. Second, the technical problem in connection of internet probably occurs in the classroom. This activity requires excellent signal of school’s WIFI. Third, it needs the students to solve problems in an independent way. The students should have good knowledge in ICT and independent learners. And fourth, using Edublog in classroom needs high cost for supporting facilitations. Therefore, implementation of using Edublog should need more preparations between English teachers, students, and school for being success in the writing class.
THE APPROVAL OF THE CONSULTANTS

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Commit to user
MOTTO

Then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

(Picked up from "Hero" by Mariah Carey)

There can be miracles, when you believe
Though hope is frail, it's hard to kill
Who knows what miracles you can achieve
When you believe, somehow you will
You will when you believe

(Picked up from "When You Believe" by Mariah Carey)

The power of the dream
The faith in things unseen
The courage to embrace your fear
No matter where you are
To reach for your own star
To realize the power of the dream

(Picked up from "The Power of Dream" by Celine Dion)
DEDICATION

This thesis is proudly dedicated to:

1. My beloved Father and Mother, thanks for your care, prayer, and sincerity for me everywhere and every time
2. My dearest little sister, De’ Nopi, who always gives the cheers in my life
3. My lovely little uncle, Le’ En, thanks for your support and challenge which had brought me to be here
4. My big Family in Juwana who gives the beautiful and unforgettable moments for me
5. My beloved best-Friends in SOLO (mb’ Ngapak, Indah, Amin, Mufti, Firra, Handa, Irma, mb’ Tepe, n Lydia), thanks for being my second family and accompanying me in any condition
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In this occasion, the writer would like to express her deepest gratitude and appreciation to many people who give her support, contribution, and assistance in the process of her research. They are as follows:

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The writer realizes that this thesis is still far from being perfect. Therefore, she accepts gratefully every suggestions, critics, and comments from those who concern to this thesis. Hopefully, this thesis will be useful for the readers and English education improvement.

Surakarta, June 2011

Dian Eko Rlni
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LIST OF ABBREVIATION

AR  : Arif Rahman Abidin
CDELTEP : Center for Development and Empowerment of Teachers and Education Personnel
DI  : Dian Eko Rini
ELT  : English Language Teaching
ICT  : Information and Communications Technology
KTSP : Kurikulum Tingkat Satuan Pendidikan
LCD  : Liquefied Crystal Display
MA  : Madrasah Aliyah
PS  : Puji Saraswati, M. Pd.
RSBI : Rintisan Sekolah Bertaraf Internasional
RY  : Rizka Yusrina
SKL : Standar Kompetensi Kelulusan
SMA : Sekolah Menengah Atas
WA : Wigan Anggit Utomo
WIFI : Wireless Fidelity
WWW : World Wide Web
CHAPTER I
INTRODUCTION

A. Background of the Research

English is one of the languages which are used in all parts of the world. It is used widely, either as the first, second or foreign language. In Indonesia, English is taught from the Elementary level up to the University as a foreign language, either for communicative or for academic purposes. English is one of the requirements to be the employees of various institutions and companies. Therefore, mastering English as a means of communication and transferring information in globalization era becomes essential.

English teaching in Senior High School is expected to help the students develop their communicative competence both in spoken and written form, which is manifested in four language skills: listening, speaking, reading and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language. On the other hand, speaking and writing belong to productive skill in which the language users require the ability to produce language, both spoken and written (Harmer, 1998: 44).

These four language skills are integrated and related to each other. It is expected that students can use these skills to prepare them for the higher education level and even in the field of work that demands them to understand English in communication. It is stated on ‘Kurikulum Tingkat Satuan Pendidikan’ (KTSP) of Senior High School in 2006 as follows:

Mata Pelajaran Bahasa Inggris di SMA/MA bertujuan agar peserta didik memiliki kemampuan sebagai berikut: (1) Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi informational; (2) Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global; (3) Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya. 
(Kurikulum Tahun 2006 Mata Pelajaran Bahasa Inggris Untuk SMA/MA Departemen Pendidikan Nasional Jakarta 2006: 38)
It can be concluded that the students should be aware of the importance of English for improving their competence in competitive globalization era. As we know, English is an international language used by all people in the world; and therefore mastering English can help in attaining of satisfactory professional life later on. Furthermore, the teaching of English at Senior High School is intended in order to improve understanding the relationship between language and culture. Therefore, the students should be able to use English both in oral and written communication to support those demands stated above.

Teaching learning English at school should develop language practice in each language skill, including writing skill. Writing will help students master the other skills. Sometimes students are afraid and shy to express their ideas in speaking but they can tell what they want to say by writing it down on a paper in order to express their thought. Then, the students themselves or possibly the reader will understand it. However, there are still some English teachers who haven’t given sufficient attention to this case. English writing, as a basic language skill for students, should get close attention.

Harris (1993: 122) mentions that writing is a complex activity. It is of fundamental importance to learning, to personal development, and achievement in education. Therefore, we, as teachers, should strive continually to find out the best ways to improve this skill in order to help their learners as writers. Elite Olshtain (in Celce, 2001: 207) states that writing as a communicative activity needs to be encouraged and nurtured during the language learners’ course of study. This opinion is supported by Raimes who gave the reasons for teaching writing. He says that people frequently have to communicate with each other in writing; writing reinforces grammatical structures, idioms, and vocabulary; and teaching writing is a unique way to reinforce learning (1983: 3). So, it is obvious that writing as a complex activity of learning English becomes a means of learning, personal development and achievement in the educational system.

In fact, writing tends to be a neglected area in English language teaching at schools as a basic language skill. The researcher found out the problem dealing with writing skill in the first grade of SMA Negeri 1 Boyolali when she was a
teacher apprentice in that school. Then, she did preliminary research to find facts regarding the problem. The students used in this preliminary research are the students of class X I SMA Negeri I Boyolali.

In the preliminary research, the researcher used two techniques to find out the writing problems in classroom. She used pretest and class observation. She made the pretest to find the data of writing competency problems that the students have. The material of this instrument is making an appropriate text consisted of all aspects in writing.

Based on the pre-test conducted in the tenth grade students of SMA Negeri I Boyolali, the researcher found that the students in learning English had low writing competence. The tenth grade students of SMA Negeri I Boyolali should have at least 70.00 as their minimum score for listening, speaking, reading and writing skill. It is very different from the fact taken from the results of pre-test conducted by the researcher on January 24th 2011. Based on the results of the students’ pre-test, the tenth grade students of SMA Negeri I Boyolali only got 64.9 for the mean of students’ writing scores. 31.03% of students achieved the minimum score and 68.97% did not achieve the score of writing yet. It can be concluded that they face a big problem in writing.

Based on the data of the students’ pre-test results, the researcher also found some indicators of big problems of students’ low competence in writing. Firstly, the students are not able to explore their ideas in writing. Based on the results of writing test, the students’ score mean in content of their writing was 67. The maximum score was 90 and the minimum score was 40. 48.28% of students lacked ability in exploring ideas. They just wrote the main ideas without giving generation of ideas. The rest of students had a fair writing ability.

Secondly, students are not able to organize the text. They wrote without good structure. Based on the data, the mean of students’ score in organization of their writing was 64 with high score was 85 and low score was 40. 72.41% of students wrote the text without using appropriate titles. They also wrote their texts without applying the writing strategy; consequently, the students’ writing lacked
cohesion and coherence. Of course, students produce bad generation of main ideas.

Thirdly, students are not able to use grammatically correct sentences. Based on the texts of students’ writing, there were too many mistakes of pluralities and the tenses of sentences. 51.72% of students didn’t pay attention to those points actually, which are important elements to create good writings. The mean of students’ score is 66, the maximum score student got is 85 and the minimum score is 40.

Fourth, students’ diction in their writing is not appropriate. For example, a student wrote, “The flag ceremony occurs once in a week”. The diction “occur”, it is not appropriate. He should use the word “hold”. And this context, he uses the passive form so the correct sentence is “The flag ceremony is held once in a week.” The data showed that 62.07% of students did not achieve 70 as the minimum score in SMA Negeri I Boyolali. They just had the mean 61 with high score was 85 and low score was 40.

Finally, students are not able to apply the conventions in writing like spelling, punctuation, and capitalization. No one applied the right punctuation and capitalization. It was too bad for the tenth grade students’ of a ‘RSBI’ school. It should be an attention for them to write the text with the correct ones. On the other hand, they wrote with correct spelling. They were just few students that wrote with wrong spelling. In this part, the score mean was 67, maximum score was 80 and minimum one was 40.

The researcher did preliminary class observation to find the problem in class X I SMA Negeri I Boyolali. Based on the observation, she got the data of the students’ problem in the classroom situation when the writing class was going on. There are five indicators of the problem, namely: (1) students often complain when they are asked to write a text. They said that writing was boring activities. A student shouted, “Miss, yang lain aja miss. Bosen miss. Laa, mau nulis apa aku aja bingung. Ahh gak seru pokoke.” And then, the others supported to the first opinion. Besides the opinion above, the research also found that it was difficult to explore ideas. (2) Students often ask their friends when they want to express a
meaning of a word in English. (3) Students often cannot finish the text in time. (4) Some students do not pay full attention to the lesson. They preferred talking with others about other topic to paying attention to the lesson. This condition, of course, created noisy class. And (5) students are often doing non-academic activity. The researcher found few students playing games in their notebooks or using their cellular phones to access internet on “facebook” and “twitter.”

Based on the interview with some students of class X 1 SMA Negeri I Boyolali, the researcher finds out some causes of the problems dealing with writing skill. First, the cause is the limited time allotment for writing. Teachers spent little or no time teaching the students to write. They expected their students to plan and compose their assignments outside class. It means the students have a little practice in the writing at school. However, the students tend to do writing only if they have been asked by their teachers. Even, when the teachers have asked their students to make compositions outside of class, they don’t do any corrections or evaluation on students’ assignment in classroom. Sometimes the students only got certain marks of their writing without knowing the strengths and the weaknesses of their compositions so that they do not know how to improve their writing.

Actually teachers play an important role in teaching learning process and are responsible on the students’ achievements in English. To motivate the students to think critically and creatively in facing the learning problem is a crucial duty of teachers. As facilitators, teachers should find ways to stimulate their students to do something more and of course, solve the students’ problem in teaching and learning process.

Second, its cause is that the teacher uses monotonous technique or media in teaching writing. It makes students bored and unmotivated to learn. In many schools in Indonesia, the teachers still use traditional media of teaching writing such as pieces of papers; although there are various Medias that can be used by the teachers to help the students in organizing ideas, motivating the students, and lessen their boredom in writing. The teaching learning process can be facilitated by some teaching media. Media are very important in teaching learning process.
In this case, a change in using media in teaching learning is in line with the change in the face of education in recent years.

Information and communications technology (ICT) is a force that has changed many aspects of the way we live. It sweeps in the world. It gives a space for the students to obtain, assemble, analyze, and communicate information in more details and at much faster pace than ever before. Therefore, it has changed the learners’ role in teaching learning process. The role shifts toward learner-centered instruction in which the learner is proactively engaged with various sources of potential information to gain insights into a problem and its possible solution.

From the explanations above, technology makes many changes in education. Newby, et al. (2000: 5) also say instructional technology for teaching and learning will show you how to increase learning by designing lessons that use instructional technology, including computer and other media. Using instructional technology will help the teachers become more skilled learners themselves and will enable them to more effectively help the students on “learning”.

Computers, one kind of instructional technologies, have changed our world, both inside and outside the classroom. For many years, teachers have planned and implemented instructions using the tools available to them like typewriters, pencil, paper, and so forth. Students, too, have used traditional tools. In many cases, these tools remain popular today. It is important to understand that these tools can help with many different teaching and learning tasks for both teachers and students.

Nowadays, the Internet consists of thousands of connected computer networks around the world that connect millions of computers and tens of millions of people. The combination of computer and Internet has really changed the way that many of us communicate on a daily basis. E-mail, blog, chat, and instant message are the services provided by Internet that have replaced many of the traditional forms of communication that took place before the Internet came onto the scene. Today most schools are connected to the Internet. In Indonesia, many

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commit to user
schools spend a great deal of money for creating new facilities to be network-ready in order to use Internet as a part in teaching learning process.

Recently blogging is a popular activity in online networking around students. The schools that freely provide accessing internet give students an opportunity for doing their new hobby, blogging, in the school and even in the classroom. It obviously gives the teacher a new and alternative media for teaching learning process. Edublog, Blog in Education, is a selected media for the students that can be used by teachers in writing class. Here, teachers just optimize the media that has been. Besides, the teacher can help the students in order to participate in the world’s development because the students’ blog can be accessing by the people in the world.

Edublog is a kind of blog written by someone for educational purposes. There are three types of Edublog: tutor’s blog, class’s blog, and learner’s blog. All can be used in the classroom. It is easy to introduce the use of blogs and allows both the teacher and student the ability to edit and add the content at any time. The ability for both the teacher and student to edit the content allows for study to take place outside the classroom environment. Blogs increase exposure to other students from around the country or the world while improving writing and communication skills.

As a form of online diary writing, blog has become very popular in the society. Many students in Indonesia have their blogs. So, it is aspect that can motivate the students to write because of their hobbies. Because it is attracted for them and can be a place for them to show off themselves, they have spent much time to write in their blogs for sharing and commenting with others. It clearly has a close relation between blog and writing. Blog is the place to write and share with other while writing is the language skill used and needed for blogging. On the other hand, the writing class in the school is very limited. Therefore, Edublog will be an alternative media for this case. They can write anywhere and anytime that cannot be limited in the classroom. It will help the students to make better compositions than before.
Based on the reason above, the researcher would like to do a research entitled: “Improving Students’ Writing Skill Using Edublog (A Classroom Action Research at the Tenth Year of SMA Negeri I Boyolali in the Academic Year of 2010/2011).”

B. Problems Statement

Based on the background above, the problems that come up in this study are formulated as follows:

1. Can Edublog improve the writing skill at the tenth grade students of SMA Negeri I Boyolali? To what extent does it?
2. How effective is the implementation of using Edublog in writing class at the tenth grade students of SMA Negeri I Boyolali?
3. What are the strengths and weaknesses of using Edublog in teaching writing at the tenth grade students of SMA Negeri I Boyolali?

C. Objectives of the Research

The general objective of this research is to find out the problem solving in writing class at the first grade students of SMA Negeri I Boyolali.

Based on the problem statements above, the objectives are:

1. To find out whether or not Edublog can improve students’ writing skill at the tenth grade students of SMA Negeri I Boyolali and how far it can improve students’ writing skill at the tenth grade students of SMA Negeri I Boyolali.
2. To identify how effective when Edublog is implemented in writing class at the tenth grade students of SMA Negeri I Boyolali.
3. To find out the strengths and weaknesses of using Edublog in teaching writing at the tenth grade students of SMA Negeri I Boyolali.

D. Benefits of the Research

The result of the research is expected to be able to give some contributions for the teachers, the students, the school, the other researchers, and
the institutions of education. The following are the expected significant contributions of the research:

1. For the Teachers

Through this research, it is expected that teachers will get more information about writing and its problems during teaching and learning process. Besides, this research is expected to give an alternative media in teaching writing.

2. For the Students

This research is expected to make the students aware about the importance of writing, both at school and in real life. It also gives the students an effective media in learning writing by using technology. Finally, it is expected that the students can improve their writing skill.

3. For the School

This research can give a clear view of the strengths and weaknesses of using this media in the teaching and learning English at the school, especially in writing.

4. For the Other Researchers

Hopefully, this research is able to give inspiration to other researchers to develop new methods of teaching English particularly in teaching writing to improve students’ reading skill. Furthermore, it will give a reference to other researchers to improve this research so that this will be better in next researches.

5. For the Institutions of Education

The result of the research can be a parameter in the efforts of learning innovation development. Then, the institutions decide next strategies or the right steps in developing the teachers and students English competence, especially strategies on how to develop and increase students’ writing skill.
CHAPTER II
LITERATURE REVIEW

A. Review on Writing

1. The Definition of Writing

Writing is one important skill that language learners need to learn as an essential component, not only for communicative purposes but also for academic purposes. Writing is necessary in written communication.

Writing can be defined in various ways. There are some definitions of writing proposed by experts. One of them is Hedge (1998: 19). He states that writing is a complex process with the operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing. So, writing is a process which involves complex activities to produce successful piece of writing.

Another definition comes from Byrne (1997: 1) who states that writing is the act of forming letters or combination of letters: making marks on flat surface of some kind. It is more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words, and words are arranged to form sentences. Writing is the production of graphic symbols which have to be arranged according to certain conventions to form meaningful words, sentences, etc.

Brown (2004: 218) states that writing is a skill with its own features and conventions for recording speech and for reinforcing grammatical and lexical features of language. We fully understand the difficulty of learning to write “well” in any language, even in our own native language. In writing, we learn to express ourselves clearly with logical, well-developed organization that accomplishes an intended purpose, and to write coherent essays with artfully chosen rhetorical and discourse devices.
Supporting Brown’s opinion, David Palmer in Arnold (1989: 71) says that writing is a special skill that does not spring naturally from an ability to speak a language. There are five skill of writing. They are (1) graphical or visual skill included writing graphemes (letters of the alphabet), spelling, punctuation, capitalization, and format of writing; (2) grammatical skill that refers to the students’ ability to use successfully a variety of sentence patterns and constructions; (3) expressive or stylistic skill that its ability select appropriate vocabulary, appropriate sentence patterns, and structures for the written medium; (4) rhetorical skill, the students’ ability to use linguistic cohesion devices in order to link parts of a text into logically related sequences; and (5) organizational skill involving the organization of pieces of information into paragraphs and texts.

Furthermore, Olson (1982: 4) states that someone is writing when she puts her thoughts and feeling into words and puts those words onto paper. Olson also states that writing is more than there; however, those thoughts on paper must make sense to someone else, in this case, the reader.

According to the definitions above, writing is a complex process of producing the graphic symbols consisting of five skills: graphical skill, grammatical skill, expressive skill, rhetorical skill, and organizational skill in order to express thoughts and feeling so that people or readers, can understand.

Meanwhile, “skill” is defined by Hornby (1995: 1109) as the ability to do something well. Webster (1981: 2133) states that skill means technical competence without insight or understanding or the ability for further elaboration or development.

Based on all the definitions above, writing skill is technical competence in producing graphic symbols consisting of five skills: graphical skill, grammatical skill, expressive skill, rhetorical skill, and organizational skill in order to express thoughts and feeling so that people, as readers, can understand.

2. The Processes of Writing

According to Harris (1993: 45-66), there are three steps of writing process. They are pre-writing, drafting, and editing. They are as follows:
a. **Pre-Writing:** This is the time when ideas are thought up for the writing assignment. Teach this in a whole class lesson and encourage every student to participate. No answer is wrong. If a student throws out an idea that is off topic or ridiculous, challenge the student to explain his rationale instead of simply dismissing the comment. Some activities are used in this stage, such as brainstorming, listing questions, diagramming, and planning (using grids and planning sheets).

b. **Drafting:** This is to translate plans and ideas onto a paper. This is one of the most important steps in the writing process because the writers create and develop the text. In drafting, the writers use ‘cut and paste’ techniques for revising text. They also reconsider text type, purpose, and readership.

c. **Editing:** This can be one of the most difficult steps in the process of writing. Editing involves the careful checking of the text to ensure that there are no errors that will impede communication – errors of spelling, punctuation, word choice and word order.

According to Byrne (1997: 117-122), writing process covers the following steps:

a. List possible ideas
   One idea very often sparks off another. In any case, most people find it helpful to get something down on paper. It is better for starting on a blank paper.

b. Select and expand on ideas
   Select one idea and then expand it into a draft.

c. Make an outline
   It is inhibiting and prevents ideas from flowing. This also ensures that nothing important is left out. Making outline help the writer for organizing ideas, especially for identifying and developing an opening and closing paragraph.
d. Write a draft

Writing a draft is key stage in production of a text. Generally, draft should be written quite quickly because it will be reworked and corrected afterwards.

e. Correct and improve draft

In this step, the writers should check for mistakes through a careful reading of what they have written. They should also review the text from the point of view of expression and organization.

f. Write final version

Rewrite the draft after checking the mistakes.

Furthermore, Glass (2005: 181-186) points that teaching-learning writing process is divided into six stages: *prewriting, drafting, self-review and peer review, revising, editing, and publishing.*

1) *Prewriting*

In this initial step, teachers set the stage for students to write by helping them stimulate ideas. There are many ways that teachers can assist them to plan for written work, such as the following:

- Discuss ideas with peers
- Draw pictures to generate ideas
- Write key thoughts and questions
- Interview
- Record reactions and observations
- Take notes
- Freewrite
- Brainstorm ideas
- Surf Internet Web sites
- Organize information according to type and purpose of writing
- And the others.

According to Harsyaf, et.al (2009: 7), whatever type of writing a student is attempting, prewriting stage can be the most important. This is
when students gather their information, and begin to organize it into a cohesive unit. There are a number of sub-processes entailed in this stage, among them: generating ideas, organizing ideas, and goal setting. In doing so, students usually need to use a brainstorming technique. Littlejohn in Harsyaf, et.al (2009: 8-10) suggests five different brainstorming techniques:

a) Free writing

With this technique, students just write, without stopping or correcting anything. They might begin with three dots and end with three dots and write whatever comes into their head in relation to the topic as they are writing. If they do not know the right words, spelling, grammar, etc, they just write it in their language or underline it or something. The most important thing is to keep writing to keep the ideas flowing.

b) Spidergrams

With this technique, students think about the topic and note down the ideas as those occur to them. They can start by thinking first of main aspect and then points which derive from those ideas. They might use different colored pen for each aspect and show link across aspects of main ideas

Example:
c) Making lists

With listing, very little attempt is made to categorize students’ ideas as they appear, except perhaps some general headings. Connection between ideas is added after a lot of points have already been listed.

Example:

Being fat is a serious problem
- Heart works harder
- Heart attack
- Changing the amount of sugar in blood
- High blood pressure

d) Tree diagram

This technique is similar to spidergrams, except that students give more thoughts to the connections between points. Particular questions run through the head as they write, helping them to build up ideas:

How...? What...? Why...? When...?
Where...? Who...? What does that mean? So what?

Example:

Life is better now than it was 100 years ago.

For who? Developed countries?

Means what?

Safer Better health Education

How how how how

Better hygiene Better medicine Wider literacy

More school

commit to user
e) Scattered notes

Scattered notes involve writing ideas down as those come into students’ mind. Those are noted down not in any form of list or diagram but randomly around the page so that the mind remains free to make connection, develops points or rejects ideas afterwards.

Example:

<table>
<thead>
<tr>
<th>Planning Training How to Use Supplementary Module for BERMUTU Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD</td>
</tr>
<tr>
<td>Teachers' improvement</td>
</tr>
<tr>
<td>o The available modules only focus on CAR</td>
</tr>
<tr>
<td>o Need materials about the subject matter</td>
</tr>
<tr>
<td>o Ten supplementary modules are ready</td>
</tr>
<tr>
<td>o training target : core teachers/tutors</td>
</tr>
</tbody>
</table>

Maybe no need to discuss the whole modules

Provide the teaching or training scenario for IHT?

Modeling the activities in cluster might be important.

2) Drafting

After brainstorming, students are primed for writing a rough draft. The draft might include the following: writes with narrow focus, stays on topic, elaborates and supports central idea, uses organizational scheme, uses paragraphs to develop separate ideas, writes with attention to audience and purpose, varies sentence structure, uses sensory words and figurative
language, uses concept words correctly, writes employing proper grammar and conventions.

3) **Self-Review and Peer Review**

To assist in this step, assign one or more of these suggested strategies to help students with self-review and peer review:

- Respond to others’ writing by asking questions and making comments.
- Assist classmates in editing for proper grammar and conventions usage.
- Determine the strongest features of the paper.
- Determine the purpose of writing, and assess if this goal is achieved.
- Ask for feedback.

4) **Revising**

At this point, students have written their rough drafts, have critically reviewed their own papers, and have obtained comments from peers. This stage allows students to take a look at what they have written and at their own and others’ comments and then to revise their papers accordingly. Students are wise to look at their papers objectively to help make the changes needed to improve their writing.

5) **Editing**

In the editing stage of the writing process, students need to focus on the grammar and conversations of writing. Students edit written works by doing the following:

- Proof read using a dictionary and other reference materials.
- Edit for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level.
- Include illustrations, photo, charts, graphs, software graphics, or maps.
- Consider format of the paper in terms of proper paragraphing, margins, indentations, and titles.

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6) **Publishing**

The final stage of the writing process –publishing– is the time students should sit back and be satisfied with a job well done.

3. **The Purposes of Writing**

Harris (1993: 10) states that the purpose of writing coincides the purpose of the text, that is, its communicative function. Texts can be grouped, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present arguments, and so on.

Halliday in Nunan (1998: 84) points out that written language is used for:

- **Action:** public signs, product labels, television and radio guides, bills, menu, telephone directories, ballot papers, computers manuals
- **Information:** newspaper, current affairs magazines, advertisements, political pamphlets
- **Entertainment:** comic strips, fiction books, poetry and drama, newspaper features, film subtitles

In addition, Byrne (1997: 6) states that there are five pedagogical purposes of writing:

a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs.

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.

c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

d. Writing provides variety in classroom activities, serving as a break from oral work.

e. Writing is often needed for formal and informal testing.

There are four reasons for teaching writing to students of English as a foreign language. (Harmer, 1998: 79)
a. Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they had studied it.

b. Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of ongoing learning experience.

c. Learning style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face to face communication.

d. Writing as skill

Writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, how to reply letters, etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction, etc.

The teaching purpose conducted by the teacher should be based on syllabus of Kurikulum Tingkat Satuan Pendidikan 2006 of SMA NEGERI I Boyolali. The expected learning outcomes outlined for the students of the tenth, eleventh, and twelfth grade on the writing skill especially based on the text genre are as follows:

1) The tenth grade: the students are able to write text in the form of *recount*, *narrative*, *procedure*, *descriptive*, and *news item*.

2) The eleventh grade: the students are able to write texts in the form of *report*, *narrative*, *analytical exposition*, *hortatory exposition*, and *spoof*.

3) The twelfth grade: students are able to write texts in the form of *narrative*, *explanation*, *discussion*, and *review*.
4. The Aspects, Micro, and Macroskills of Writing

Writing involves many different aspects. According to Gower (1995), the aspects of writing are as follows:

a. Handwriting

The writing should be easily read by the readers. The neatness and legibility is important in writing.

b. Spelling

Spelling means the writing of a word accepted in standard order. In second language learning, errors spelling are often found.

c. Punctuation

A certain mark to clarify meaning by grouping grammatical units the written material.

d. Sentence construction

The construction of sentences that is grammatically correct, using the correct word order.

e. Organizing a text and paragraphing

It involves dividing the information into paragraphs, starting a new paragraph, and ordering the paragraphs to present a logical order.

f. Text cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

g. Register/style

Using language (structures and vocabulary) appropriate to the formality and style of the text.

In addition, there are some micro and macroskills involved in writing. Brown (2004: 221) states the following:

Microskills

a. Producing graphemes and ortographic patterns of English.

b. Producing writing at an efficient rate of speed to suit the purpose.
c. Producing an acceptable core of words and use appropriate word order patterns.
d. Using acceptable grammatical systems (e.g. tense, agreement, pluralisation), patterns and rules.
e. Expressing a particular meaning in different grammatical forms.
f. Using cohesive devices in written discourse.

**Macroskills**

g. Using the rhetorical forms and conventions of written discourse.
h. Appropriately accomplishing the communicative functions of written texts according to form and purpose.
i. Conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
j. Distinguishing between literal and implied meanings when writing.
k. Correctly conveying culturally specific references in the context of the written text.
l. Developing and using a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

5. **The Criteria of Good Writing**

In order to make a good writing, the writer should pay attention to the criteria as follows:

a. **Unity**

According to Oshima and Hogue (1988: 17), unity means that a writer discusses only one main idea in each paragraph. If the writer starts to discuss a new idea, he/she has to start a new paragraph. Every supporting sentence in the paragraph must be directly related to the main idea. Any information that does not directly support the topic sentence should not be included.
b. Coherence

According to Tannen in Reid (1993: 37) coherence is the broader-based concept: it is the underlying organizational structure that makes the words and sentences in discourse unified and significant for the reader. In other words, it can be said that coherence manages the elements in the sentences and paragraphs into orderliness, sequence, and clarity. A text is coherent when the ideas in the text give it sense of semantic unity.

c. Cohesion

According to Halliday and Hasan in Richards (1997: 105) cohesion refers to the linking relationships that are explicitly expressed in the surface structure of the text.

Halliday and Hasan in Hedge (1998: 91-92) divide cohesive devices into five types. They are as follows:

1) Reference

Pronouns and demonstratives are the most common reference words in English. The examples of pronouns are *it, this, he, she*.
E.g: The children didn’t want to come because *they* want to stay at home.

2) Substitution

To avoid repetition in the text, a word or phrase may substitute for an earlier item.
E.g: “We wanted to buy some glasses and finally bought some French *ones*.

3) Ellipsis

Ellipsis refers to the omission of words or phrases.
E.g: “Would you like to hear another verse? I know twelve (verse) more.”

4) Conjunction

The use of different conjunctions requires different sentence structure and punctuation. Here are the classifications:

a. Co-ordinating conjunctions such as *and*, which link independent clauses.
b. Subordinating conjunctions like *since*, which link a subordinate clause to an independent one.

c. Conjunctive adverbs like *however*, which have no grammatical function but indicate logical relationships such as time sequence, cause and effect, addition, or opposition.

5) Lexical items

The repetition of words and phrases or the careful choice of synonyms or similar expressions can create unity in a piece of writing.

6. Teaching Writing

Teachers need assessing for measuring the students' ability in writing. The type of assessment chosen is writing test. By using test, teachers will get the score or result of student's ability in number.

According to Brown (2004: 219), there are four types of writing test as follows:

1) Imitative. It is a level at which learners are trying to master the mechanics of writing. At this level, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) Intensive (controlled). It as form-focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose.

3) Responsive. Its assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

4) Extensive. In this level, writers focus on achieving a purpose, organizing, and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.
Analytical scoring in Brown (2004: 243) is adapted to evaluate students’ writing. Students are tested on organization; logical development of ideas; grammar; punctuation, spelling, and mechanics; and style and quality of expression. The scoring category is as follows:

Table 2.1 Scoring Rubric

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-81</td>
<td>Excellent to Good</td>
</tr>
<tr>
<td>80-61</td>
<td>Good to Adequate</td>
</tr>
<tr>
<td>60-41</td>
<td>Adequate to Fair</td>
</tr>
<tr>
<td>40-21</td>
<td>Unacceptable-not college-level work</td>
</tr>
<tr>
<td>20-1</td>
<td>Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition</td>
</tr>
</tbody>
</table>

I. Organization, Body, and Conclusion

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-81</td>
<td>Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan; supporting evidence given for generalization.</td>
</tr>
<tr>
<td>80-61</td>
<td>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking; some ideas aren’t fully developed; sequence is logical but transitional expressions may be absent or misused.</td>
</tr>
<tr>
<td>60-41</td>
<td>Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.</td>
</tr>
<tr>
<td>40-21</td>
<td>Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.</td>
</tr>
<tr>
<td>20-1</td>
<td>Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.</td>
</tr>
</tbody>
</table>

II. Logical development of ideas: Content

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-81</td>
<td>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.</td>
</tr>
<tr>
<td>80-61</td>
<td>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.</td>
</tr>
<tr>
<td>60-41</td>
<td>Development of ideas not complete or essay is somewhat off the topic; paragraphs aren’t divided exactly right.</td>
</tr>
<tr>
<td>40-21</td>
<td>Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.</td>
</tr>
<tr>
<td>20-1</td>
<td>Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.</td>
</tr>
</tbody>
</table>

III. Grammar

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-81</td>
<td>Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing;</td>
</tr>
<tr>
<td>80-61</td>
<td>Advanced proficiency in English grammar; some grammar problems don’t influence communication, although the ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.</td>
</tr>
<tr>
<td>60-41</td>
<td>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.</td>
</tr>
<tr>
<td>40-21</td>
<td>Numerous serious grammar problems interfere with communication of the writer’s ideas;</td>
</tr>
</tbody>
</table>
| 20-1        | Severe grammar problems interfere greatly with the message; reader can’t understand what the
IV. Punctuation, spelling, and mechanics.

<table>
<thead>
<tr>
<th>no fragments or run-on sentences</th>
<th>reader is aware of them; no fragments or run-on sentences</th>
<th>run-on sentences or fragments present</th>
<th>grammar review of some areas clearly needed; difficult to read sentences</th>
<th>writer was typing to say; unintelligible sentence structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat</td>
<td>Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible</td>
<td>Uses general writing conventional but has errors; spelling problems distract reader; punctuation errors interfere with ideas</td>
<td>Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers</td>
<td>Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems</td>
</tr>
</tbody>
</table>

V. Style and quality of expression.

| Precise vocabulary usage; use of parallel structures; concise; register good | Attempts variety; good vocabulary; not wordy; register OK; style fairly concise | Some vocabulary misused; lacks awareness of register; may be too wordy | Poor expression of idea; problems in vocabulary; lacks variety of structure | Inappropriate use of vocabulary; no concept of register or sentence variety |

B. Edublog as a Teaching Media

1. The Nature of Media
   a. The Definition Of Media

   There are a lot of definitions of media. Gagne (1970) in Ruis, et.al (2009: 9) defines media as various components in learners’ environment which support the learners’ learning. Briggs (1970) defines media as physical means which are used to send messages to the students and stimulate them to learn.

   According to Sadiman (2002: 6), media means the medium or message sender from the sender to the receiver. Media can be regarded a means to deliver the message from the sender to the receiver.

   commit to user
Furthermore, *Sumantri* (2001:153), the teaching learning media is all of teaching means used by teachers as mediator to convey the instructional materials in teaching learning process in order to facilitate achieving the teaching learning objectives. So, media is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily.

From the definition above, related to teaching and learning, by media is meant a mean of communication used in the teaching learning process to convey information or teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson.

b. **The Reasons of Using Media in Learning the English Language**

Ruis, et.al (2009: 3-4) state that media is very useful in learning the English language. Teachers’ or instructors and students are helped by using media to achieve the learning goals. There are some reasons why teachers should use the media in teaching - learning activities.

1) Instructional media can solve the students’ lack of experiences.

   Students have different backgrounds such as family life, society, social economic, etc. Students who live at different areas will have different experiences, because they have different environment, social economic conditions, etc.

2) Instructional media can reach everything out of the class.

   There are so many things around students that cannot be reached by themselves, such as: bacteria, virus, etc. To know and see those tiny things, students must use a microscope as a media. Students use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbors, etc.

3) Instructional media are created the possible direct interaction between students and their environment.

   Media generates produced some observations. The students’ observations can be directed into important things based on the teachers’ aims.
4) Media can keep the basic, concrete and real concepts of the teaching.
5) The students’ motivation is aroused by using Media in learning.
6) Media integrates the experience from concrete to abstract things.

c. The Kinds of Media

Vernon (1996, in Ruis, et.al: 2009) states that there are six kinds of Media.

1) Drawings or teacher mode drawings
   This media can construct and support the topic which is being taught and the teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2) Pictures
   This media can be reference real objects or the events of outside the class. A picture is a record or a copy of a real object or event which may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

3) Audio recording
   Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual events of sound effects. Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

4) Motion picture and TV
   A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor.
5) Real object, simulation and models

This category includes people, events, objects and demonstration. Real objects as contrasted with other Media are not substituted by the artificial objects or events. They are, in fact, alive, often in its natural setting. There are countless real objects in the immediate community. As long as they are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual events or process as possible. A model is a replica or reality.

6) Programmed and computer-assisted instruction

A computer-assisted instruction is sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional programs prepared for computers.

On the other hand, Mulyana classifies instructional Media for teaching language into:

1) Games and simulation, for examples: Simon says, Scrabble, Bingo, Words puzzle. Some examples of simulation: role playing, socio drama, psycho drama, puppet show.

2) Visual Media, for examples: a black board, flannel board, magnetic board, wall chart, flash card, reading box, reading machine, module, picture card, slide, film, OHP.

3) Audio Media, for example: radio, recordings, record player.

4) Audio-visual Media, for example: voiced slide, film, TV, Video Tape Recorder.

There are also visual Media that can be effectively used by teachers in the classroom. Those Media are as follows:

1) Pictures

They can be photographs of people, places and things which used in magazines, newspapers or calendars.
2) Realia or real objects

Realia means real things, objects such as coins, tools, plants, animals, or collection of artifacts that teachers can bring into the classroom to illustrate the meaning of the teaching material to be more clearly, meaningful and memorable.

3) Drawings or teacher-mode drawings

Drawings are easy to make. They should be simple but show a lot of information.

4) Chart, poster and cartoon

Chart is a drawing which shows information in the form of a diagram, a map of the sea, or the sky, etc. Poster is a large printed picture or notice in a public place, often used to advertise something. Cartoon is a funny drawing especially one in a newspaper or a magazine that makes a joke about current events.

All the above media can be used in teaching the four language skills; listening, writing, reading, and writing in teaching and learning process.

5) Black board or white board

The black board or white board is the most common visual media which most of the classrooms have. The board can be used for presenting drawings, diagram and written language. It is always available for various purposes without special preparation.

6) Audio Media

As well as the board, the tape recorder has come to be valuable media to the language learners and teachers. Cassettes are much easier to use for many listening activities. You can take recording of the radio to provide authentic materials for listening practices, or you can make your own materials using a recorder.

7) Over Head Projector (OHP)

Over head projector is very useful for large classes. Teachers can face the class freely. Teaching by using an OHP is less messy than using chalk and material can be prepared before the hand on the transparency.
Presenting material on the OHP allows you to face the learners all the time and provides the learners with a common focus of attention.

8) LCD Projector

LCD stands for Liquid Crystal Display. It is similar with an OHP. It must be connected to the computer to display teaching materials to learners. And nowadays LCDs are more popular than OHPs for presentation or for teaching because they are more practical and efficient (in Ruis, et.al: 6-9).

d. Selecting the Appropriate Media in a Classroom

Strauss and Frost (1999) in Ruis, et.al (2009: 10) identify nine key factors that govern media selection:

1. Institutional resource constraints,
2. Course content appropriateness,
3. Learner characteristics,
4. Professor attitudes and skill levels,
5. Course learning objectives,
6. The learning relationships,
7. Learning location,
8. Media richness level,
These factors are summarized in the following figure:

Reiser and Dick (1996) in Ruis, et.al (2009: 11) distill these nine factors down to three major criteria for selecting instructional media: practicality, student appropriateness, and instructional appropriateness.

- **Practicality**: The media should be available, cost efficient, time efficient, and understood by teacher.
- **Student Appropriateness**: The media should be appropriate for the developmental and experiential levels of the students.
- **Instructional Appropriateness**: The media should be appropriate for the planned instructional strategy; the media should be allowed for the presentation of the proposed lesson in an efficient and effective manner; and the media should be facilitated for the students’ acquisition of the specific learning objectives.
e. **The Advantages of Using Media**

Celce-Murcia (2001: 461) mentions the advantages of using media in language learning as follows:

a. Media serves as an important motivator in the language teaching process.

b. Audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.

c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

d. Media provides a way of addressing the needs of both visual and auditory learners.

e. By bringing media into the classroom, teachers can expose their students to multiple input sources.

f. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g. Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students’ senses, thereby helping them to process information more readily.

2. **Edublogs**

a. **The Definition of Edublog**

In recent times, there have been a number of factors influencing the development of ICT. In Oliver (2002: 2), Oliver & Short (1997) mention these have included a growing need to explore efficiencies in terms of program delivery, the opportunities for flexible delivery provided by ICTs. Supporting Oliver & Short’ opinion, Kennedy & McNaught (in Oliver, 2002: 2) say that the technology provides support for customized educational programs to meet the needs of individual learners. In same way, Oliver & Towers (1999) also state that growing use of the Internet and WWW as tools for information access and communication. These statements have shown that Information and
communication technology (ICT) is a force that has changed many aspects in Education.

Blog is one of the programs of ICT’s development that we can find it in internet. According to The JALT CALL Journal Vol. 2.1 (2006: 15), blogs have become extremely popular in the past few years and have been increasingly promoted as a form of alternative assessment not only in writing classrooms for native speakers (Barrios, 2003) but also for second language learners (Campbell, 2003; Ward, 2004; Johnson, 2004; Pinkman, 2005) and as a form of “diary introspection” for teachers (Suzuki, 2004). Blog stands for Web-log, a writing space to organize thoughts and share information with others, and in education, we call Edublog, Blog in Education.

There are some definitions of Edublog. An Edublog is a kind of blog written by someone with a stake in education (Wikipedia, the free encyclopedia). Edublogs can be important tools for sharing useful information and tips among teachers, dispersing information to students, or keeping in contact with parents. Teachers can create, monitor and edit blogs to ensure that the postings are appropriate and pertain to the classroom.

Edublogs are blogs used for educational purposes. In education, the Weblog is becoming the favoured Web-presence; educators and students alike are taken by the blog’s advantages over the traditional Website. Without being radically different, the date-stamped blog structure lends itself to regularly updated personal records and comments on current Web-based resources, with quick and visible responses from other bloggers. In this way a Weblog becomes an accumulation of writing and other content maintained by a community of Webloggers who share a common interest. This easy interaction facilitates the development of learning communities. (http://edublogs.htm/, October 18th 2010)

Here, Edublog could be defined as a writing space to organize thoughts and share information with others for education purposes. Edublog provides an opportunity for intensive writing practice, offers a context in which language is used meaningfully.
b. The Features in Edublog

There are many features provided in Edublog in order to improve learning. They are as follows:

1. The posts feature

A blog is primarily a website that is frequently updated with new posts. The posts are arranged in reverse chronological order, with the most recent entry at the top of the blog. In this feature, students have a space to practice in writing, publish it in order to share their thought to the others, and show off themselves in the world.

2. The personal editorship feature

Personal authoring of blog posts often utilizes text, hyperlinks, pictures and graphics. With the availability of high bandwidth and storage space, blogs may also be populated with posts containing video clips and audio clips. It means students can make their blog attractively and creatively.

3. The hyperlinked post structure feature

This feature allows students to follow the other blogs. The followers will get the posts written by the others that they have followed. It absolutely helps students, as readers, to get new information by reading the post come from their friends’ blog.

4. The archival feature

Blogs have very strong archival features. Within blogs, posts are automatically archived and the archived content is searchable and retrievable through the input of keywords using the search function.

5. The free and public access feature

Everyone can create their blog freely and easily. The free, public access to the content helps students to get the new information they want by opening and reading the other blogs.

6. The comment feature

Some blog owners may improve the interactivity of their blogs by utilizing the comment feature. The comment feature allows readers to respond to a
post by leaving their comments and opinions on the post. It provides students a space to discuss with the others.

7. The grammar and spelling correcting feature

This feature helps students in correcting grammar and spelling. It absolutely will improve their English writing, especially in conversations of writing.

c. Kinds of Edublog

Aaron Campbell (2003) in (http://bbc.com/bloggingforELT, October 18th 2010) has outlined three types of blogs for use with language classes.

1) The Tutor Blog

It is run by the teacher of a class. The content of this type of blog can be limited to syllabus, course information, homework, assignments, etc. Or the teacher may choose to write about his or her life, sharing reflections about the local culture, target culture and language to stimulate online and in-class discussion. In this type of blog, students are normally restricted to being able to write comments to the teacher's posts.

2) The Class Blog

It is a shared space, with teacher and students being able to write to the main area. It is best used as a collaborative discussion space, an extra-curricular extension of the classroom. Students can be encouraged to reflect in more depth, in writing, on themes touched upon in class. Students are given a greater sense of freedom and involvement than with the tutor blog.

3) The Learner Blog

It is the third type of blog and requires more time and effort from the teacher to both set up and moderate, but is probably the most rewarding. It involves giving each student an individual blog. The benefit of this is that this becomes the student's own personal online space. Students can be encouraged to write frequently about what interests them, and can post comments on other students' blogs.
d. The Implementation of Edublog in the Classroom

There are many ways to set up a blog for classroom use. Johnson (2004) in The JALT CALL Journal (2006: 4) describes how to set up individual blogs in order to give students access as users to a main “class blog.” There are the procedures used to be conducted in teaching writing.

Firstly, the teacher sets up a class blog to which students could post messages via email. The free blogger.com service is used, primarily because of the “comment” feature that allowed students to comment freely on each other’s posted messages.

Secondly, in each meeting thereafter students received a blog topic emailed to the students from the teacher. Students spend twenty minutes freewriting an email message and then email their freewrites to the class blog. This time limit is strictly enforced by the instructors for several reasons:

a. Limiting the time make it difficult for students to rely on online dictionaries to find vocabulary and check their spelling; it also promotes the goal that self-expression is to be more important than grammar and spelling.

b. The 20-minute time limit encouraged students to begin writing immediately, rather than discussing the topic verbally with their friends.

c. The teacher has a great deal of material and activities to introduce during the program and prefers not to spend the majority of the time with student blogs.

Thirdly, the students send the messages to the blog email address for posting after they finish their email messages. Messages appeared on the class blog website within a few minutes and students then read their classmates’ email postings and chose two or three to comment on, writing one or two short sentences for each comment.

The teachers view the class blog and relates writing activities primarily as a tool to promote writing fluency and self-expression. As such, students’ email comments are written not only for content but also for grammar mistakes.
According to Davis (in Huann, et.al: 2010), the ways to use Edublog are as follows:

1. Teachers might like to create a reflective, journal type blog to reflect on teachers’ teaching experiences that may include:
   - Description of what worked for teachers in the classroom or what didn’t work.
   - Something teacher learned from another teacher.
   - Teaching insights teachers gained from what happened in their classes.
   - Exploration of important teaching and learning issues.
   - Share ideas and resources for teaching activities.

2. Teachers might like to start a class blog to provide online readings for their students to read and respond to:
   - Gather and organize Internet resources for a specific course, providing links to appropriate sites and annotating the links to highlight their relevance.
   - Post instructions for assignments such as prompts for writing.
   - Show case students work such as art, poetry, and creative stories.
   - Post photos and comment on class activities.
   - Communicate with parents.
   - Link teachers’ class with another class somewhere else in the world.

3. Teachers can have their students create their own logs to:
   - Create an ongoing portfolio of samples of their writing.
   - Write comments, opinions, or questions on daily news items or issues of interest.
   - Discuss activities students did in class and tell what they think about these activities.
   - Showcase their best writing pieces.

4. Teachers can also ask their class to create a shared blog to:
   - Carry out project work in small groups
- Showcase products of project-based learning.
- Document their progress, findings and answers as they embark on a project.

The activities on section 1 describe a teacher’s professional capacity. This could form part of his/her professional development as the same issue may pose a different meaning at different stages, as a teacher grows with experience. Other teachers reading the blogs can provide insights or tips by providing comments, hopefully creating an informal community. Besides, sections 2 to 4 describe ways to engage students as bloggers, either to blog individually or to maintain a task specific group blog. The above list is neither subject specific nor exhaustive; hence more ideas can be generated to suit teachers, teaching and learning context.

e. The Importance of Edublog in Language Learning

Pinkman (2005:13) states that MultiMedia resources provide instructors with an authentic and interesting tool to help achieve learner independence. Computer-based learning environments can be manipulated to provide students with an opportunity to learn, practice, and communicate outside the classroom. One of these relatively new environments is the blog. Short for weblog, a blog is an easy to maintain online journal that can provide foreign language learners a venue in which they can reflect, comment, question, review, and communicate—outside the classroom in an authentic environment. Therefore, optimizing the use of blog, as media in writing English in classroom, helps the students not only to improve their writing reading skill but also to improve communication skill to others.

C. Rationale

Writing is one of the language skills which should be mastered by the students. But in fact, writing competence is considered the last language skill taught at school. Teachers spend little or no time teaching the students how to write. It means the students have a little practice in writing at school. That is why
the students at school have difficulties in acquiring this language skill. The little opportunity to practice in writing class also makes it difficult for them to develop their idea. They often felt confused with what they will write. They also complain when the teacher asks them to write. They feel that it is difficult to explore and develop their idea.

The lack of time in writing class causes the students’ low writing competence. Besides that, it is also caused by the students’ low enthusiasm. In this case, they are not attracted in writing; they think writing is a boring activity. Therefore, teachers should choose media for writing class in order to make students motivated and enthusiastic in their learning process. There are many medias that can be used to solve the problems.

On her article that she presents in the HE21 conference, Oliver (2002) says that Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of Endeavour within business and governance. Within education, ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. Furthermore, the ICT has a role in transforming teaching and learning and can explore the way programs will be offered and delivered in education of the future.

Supporting Oliver’s opinion, Fleming, J. & Becker, K. (2007) state that technology has had a significant impact on the pedagogical practice of academics in the tertiary education sector. For most academics, this has meant a struggle to adapt to potentially different approaches to learning design. At worst, technology has resulted in nothing more than the use of traditional methods of learning design
in an online environment; delivering content in a seemingly linear way that offers little opportunity to enhance learning and teaching. For others, online facilitation of learning presents opportunities to transform learning into an engaging and authentic experience for the student, utilizing sometimes unique approaches available only in the online environment.

Pinkman (2005: 13) states that Multimedia resources provide instructors with an authentic and interesting tool to help achieve learner independence. Computer-based learning environments can be manipulated to provide students with an opportunity to learn, practice, and communicate outside the classroom. One of these relatively new environments is the blog. Short for weblog, a blog is an easy to maintain online journal that can provide foreign language learners a venue in which they can reflect, comment, question, review, and communicate—outside the classroom in an authentic environment. Therefore, using blogging in classroom helps the students not only to improve their writing reading skill but also to improve communication skill to others.

Fellner, T. & Apple, M. (2006) utilized student blogs in an integrated CALL program for low proficiency, low motivation Japanese university language learners in a seven-day intensive English course in September 2004. The program included tasks completed both on computers and in traditional classrooms. By the end of the CALL program there was nearly a 350% increase in the number of words used in students’ blog entries, as well as a substantial increase in the number of 2000 word level and even lower frequency level words.

Based on the previous researches, the researcher decides to use Edublog to overcome the problems faced by students in English writing. Edublog can be modified into attractive teaching aids and the students will be motivated as well. Therefore, Edublog is proposed to help teacher in teaching writing. Edublog is a kind of blog that the purpose is teaching learning process. Edublog is the best Media for the teacher to give more opportunity their students to practice writing. They can not only write inside but also outside of classroom. The teacher can also manage and give comment their blog when she is outside.
In addition, Edublog has some strengths for improving writing skill in learning the English language. Posting is one of features in blog. It is mainly feature in Edublog and used by students to show off their thought in writing. Students are asked to write the posting sequence in their blog. Their posting will be saved automatically in the blog’s archive. The blog’s archive is a feature provided in blog. Of course, those features will help students to practice their writing more. The other feature provided by blog is personal editorship. By personal editorship, students can create blog freely; make it they want creatively and show off their blog to the others in the world.

Accessing the other blog freely and having hyperlink are features in blog that can help students be good readers, of course, can give ideas for their writing. While students are writing in their blog, blog automatically checks their grammar and spelling by giving the red underline on the wrong words. Then, students can make correction and publish it. The students’ post in their blog also can be commented by the other ones. This feature is one reason why students enjoy. Because of that, they can make communication with the others to give comment, advice, and add information in their post.

Windham in ELI paper II (2007: 10) states some benefits of Edublog for the students. They are: (1) the chance to practice writing, whether in English or a foreign language; (2) the opportunity to see what their classmates are posting and to respond to their work; (3) the ability to access and turn in assignments, no matter the hour or location; (4) the chance to creatively control their own blog or blog postings in an informal setting; and (5) the opportunity to interact with other students through comment mechanisms.

Windham also mentions the benefits in terms of teaching and learning. They are: (1) blogs allow students to review the evolution of a course by scrolling through past blog posts; (2) blogs also teach students how to interact in an online environment, including rules for posting and commenting and the basic skills necessary to maintain a discussion, (3) the public nature of the blog encourages deeper reflection before posting. Blog postings often spark debate online and in class, encouraging more class discussion, and students can use blogs to showcase
their experiences and opinions to the outside world, expanding the classroom to other members of the community.

Edublog (Wikipedia, the free encyclopedia) also gives benefit for teacher. Teacher uses blog as a way to communicate and enhances classroom instruction among their students. It is easy to introduce the use of blogs in the classroom and allows both the teacher and student the ability to edit and add content at any time. The ability for both the teacher and student to edit content allows for study to take place outside the classroom environment.

Based on all of the explanations above, the researcher believes that using Edublog in teaching and learning process will stimulate the students’ motivation, attention, and enthusiasm. The classroom environment also will be conducive for studying so that the quality of teaching-learning process will improve. Then finally, the writing skill of the students will be improved.

D. Hypothesis

Based on theories previously discussed in the rationale, the hypothesis is: the use of Edublogs in language teaching can improve the writing skill of the tenth grade students of SMA Negeri I Boyolali in the academic year of 2010/2011.
CHAPTER III
RESEARCH METHODOLOGY

A. The Setting of the Research

This classroom action research was carried out at SMA Negeri I Boyolali which is located on Jl. Kates No.8 Boyolali phone (0276) 321059. This school is not located in the main street of Boyolali but it is easy enough to reach this school by public transportation and the traffic is not too heavy. Therefore, the school situation is conducive for teaching and learning process. The school location is also in the complex of the government buildings; hence it closes to the other public buildings such as some elementary schools, Madrasah Aliyah, market, and others.

SMA Negeri I Boyolali is the most favorite of all senior high schools in Boyolali. It is also the first International Standard School among senior high schools there. Because of that reason, this school absolutely uses English in almost all teaching and learning processes. It is expected to improve the students’ competence in English communication. It is so reasonable if the students of this school are selected students, the smartest students around Boyolali.

Furthermore, this school has more complete facility of teaching and learning process than the other senior high schools. Each classroom is provided with digital technologies such as a computer set, LCD, the LCD’s screen, and speaker. There are also two air conditioners in each classroom that will make the room comfortable for every student. Besides, the school has provided the students with wireless. With this facilitates, they can access the internet from their notebook freely in the school.

The research was be conducted on teaching learning processes in the classroom by exploiting the use of Edublog in teaching writing at the tenth grade. Hopefully, it could help the students communicate in written. This research was held during six months from December 2010 to April 2011.

The detailed research schedule is in the following table:
Table 3.1 Schedule of the Research

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Problems</td>
<td></td>
</tr>
<tr>
<td>Fact Finding and Analysis</td>
<td></td>
</tr>
<tr>
<td>Planning I</td>
<td></td>
</tr>
<tr>
<td>Acting I</td>
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<tr>
<td>Observing I</td>
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<tr>
<td>Reflecting I</td>
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<tr>
<td>Planning II</td>
<td></td>
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<tr>
<td>Acting II</td>
<td></td>
</tr>
<tr>
<td>Observing II</td>
<td></td>
</tr>
<tr>
<td>Reflecting II</td>
<td></td>
</tr>
</tbody>
</table>

B. The Subject of the Research

The subject of this research was the tenth grade students of X 1 class of SMA Negeri I Boyolali. This class consists of 10 boys and 22 girls.

Many students in class X 1 come from families that have good background knowledge in education. Almost all students’ economic lives are above average. Therefore, we can find many students who bring notebooks with them in the Classroom. They use the notebooks either for teaching learning process in classroom or for accessing the internet because the school has provided them with wireless for supporting teaching and learning process. With this facilitates, they can access the internet with their notebook freely in the classroom for browsing the learning materials or just enjoying many facilities that are offered by internet such as facebook, twitter, game online, blog, and the others.
Almost all students in this class are smart and active. They come from favorite junior schools around Boyolali. They have high motivation to study and enthusiasm toward technological development, especially in blog.

For this research, the researcher chose this class as the subject. She had some reasons. Firstly, she was a teacher apprentice in this school and had taught in this class; therefore she has been familiar with the class condition. Secondly, it is a fact that almost all students of this class are smart and very active but have low achievement on writing. Thirdly, the allocated time to learn English writing for the students is very limited; therefore, the students need alternative media can improve their writing. Finally, almost all students in this class have good knowledge about blog, that is a media used in this research, that will help the researcher do this research well.

C. The Method of the Research

The method used in this research was the classroom action research. There are some definitions of action research. According to Wallace (1998: 4), action research is basically a way of reflecting on a teacher’s teaching (or teacher-training, or management of an English department, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher’s everyday practice and analyzing it in order to come to some decisions about what the teacher’s future practice should be like.

While Mills (2000: 6) defines action research as follows:

Action research is any systematic inquiry conducted by teacher, researcher, principals, school counselors, or other stakeholders in teaching/ learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.

Furthermore, Kemmis (in Hopkins, 1993: 44) defines action research as follows:

Action research is a form of self-reflective enquiry undertaken by the participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and
(c) the situation in which the practices are carried out. It is most nationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’.

Finally, Kemmis and McTaggart (1988) in Nunan (1992: 17) state that there are three characteristics of action research. Firstly, the action research is carried out by practitioners rather than outside researchers, secondly, the kind of the action research is collaborative, and thirdly, the action research is aimed at changing things.

It can be concluded that action research is a systematic study which is done by the participants in social (including educational) situation to uncover effective ways for solving a specific problem for making a decision in order to improve educational practice by means of their own practical action and by means of own reflection upon the effects of those action.

In this research, the classroom action research the researcher would conduct was aimed at overcoming the students’ problems in writing by implementation of using blog effectively in and outside the classroom. Blog is used as the media in writing to communicate the others and access to the new knowledge. Blog also has a feature to improve the mechanics of students’ writing. This classroom action research was carried out by the researcher collaboratively with the teacher in the first grade students of SMA Negeri 1 Boyolali.

The model of action research used in this research is one developed by Kemmis and McTaggart (in Burns, 1999: 32). According to them, classroom action research is composed of cycles each consisting of four steps namely: planning, action, observation and reflections.

Visually, the steps in action research by Kemmis and McTaggart (in Hopkins, 1993:48) can be illustrated as follows:
D. The Procedures of the Research

The model could be expanded into three steps included in the procedure of action research as follows:

a. Identifying the problem

In this step, the researcher found out the problem by doing reflective teaching and learning in classroom. The problem referred to the indicators of the low students’ competence in writing and the low students’ enthusiasm during the teaching and learning process.

b. Fact Finding and analysis

The problem was identified by using three techniques: (1) Test: the pre-test was given in order to know the students’ competence in writing; (2) Interviews: the interviews were held in order to know the problem faced by the students during teaching-learning process; and (3) Observation: the observation was held in order to know the students’ writing skill and the students’ behavior during the teaching-learning process, and then to know the class management.
From the data she had collected, the researcher could see the problem clearly, analyzed it to find out the causes of the problem, and then made a problem solution of that problem the students faced.

c. Implementing the action research

This research was conducted in cycles. The cycles would be stopped if the research had positive effect in teaching and learning process in writing class. Each cycle used Edublog as teaching media in writing activity.

According to Kemmis and Mc Taggart, action research lasts through a dynamic and complementary process, which consists of four essentials ‘moments’: planning, action, observation and reflection (Burns, 1999: 32):

1) Planning the action

General plan was made before implementing the action. Here, the researcher made a lesson plan dealing with certain topic, material, media, time schedule, and instrument for observation.

2) Action

The teacher implemented the teaching and learning activities of writing through Edublog. The teaching and learning activities were written in the lesson plan.

3) Observing

The researcher, as the teacher, observed all the activities in teaching learning process while the collaborative observer helped to observe the teaching learning process conducted in the class and gave inputs and suggestions.

4) Reflecting the result of the observation

An evaluation on the observation result was made to find out the positive results and the weaknesses of the action. The weaknesses could be refined in the next cycle so that finally it could be determined how effective the using of Edublog was to improve the students’ writing skill.

d. Doing Evaluation

The researcher made an evaluation on the observation result to find out the positive result and weaknesses during the action. To ensure whether or not
there was an improvement of the students’ writing skill, the researcher gave the 
students pre-test and post-test. Pre-test was held at the beginning of the first cycle 
to measure students’ writing skills before implementing the action and post-test 
was held at the end of every cycle to measure the improvement of students’ 
writing skills after the action. After giving the test, the researcher analyzed the 
result of the test by scoring it. In scoring the data of writing skill, the researcher 
used scoring rubric of writing.

E. Source of the Data

The data were collected in the form of information based on the 
implementation of using Edublog in teaching learning of English writing class in 
SMA Negeri 1 Boyolali. The data were taken from three kinds of sources, those 
are:
1. The activity: the process of English teaching learning using Edublog. The 
activities taken as data were the implementation of using Edublog in writing 
class in class X 1.
2. Informants: the individuals involved and participating in the process of 
teaching learning of English writing using Edublog. Those informants were 
the English teachers and the students in SMA Negeri 1 Boyolali.
3. Documents: the written information related to using Edublog in teaching 
learning process. The documents used as the sources in this research were the 
syllabus of the tenth grade semester 2, the lesson plans of the action research, 
students’ texts, photographs of the process of teaching learning in class X 1 
and the other related documents.

F. The Technique of Collecting Data

In this study, the researcher uses observational and non-observational 
techniques for collecting action research data (Burns, 1999:79).
1. Observational techniques

Observational techniques were used to find out the situation of the teaching 
learning process when using Edublog was applied in writing class and the
students’ responses and feeling toward learning using Edublog. Observational techniques used in this research were recorded on writing form called as field notes and equipped by photographs. They can be explained as follow:

a. Field notes

Field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. In this research, field notes as writing form of observing students’ writing skill improvement from their behavior side. Collaborative observer’s field notes were used to take notes on important activities related with students’ writing skill.

b. Photographs

Photographs are greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others. The use of photographs is also a language classroom task and activity where visual aids are an invaluable support in learning. In this research, photographs were used to record activities in the class as it could give real description about the teaching learning process.

2. Non-observational techniques

Non-observational techniques used in this research were in the form of writing tests, interviews, and questionnaires. Non-observational tools result in data that are essentially introspective, that is, they invite personal and individual accounts of events, attitudes, and beliefs.

a. Writing test

Test is a set of questions or exercises or other instruments to measure knowledge, intelligence, ability or aptitude of groups or individuals. The researcher conducted tests consisting of post test one and post test two. Post test one was done after the first cycle ends and the post test two was held in the end of the second cycle. The tests were used to measure students’ writing skill from the achievement side.
b. **Interview**

   Interview was done twice, before and after the research. The researcher interviewed three students to get information about the students’ writing competence before doing the research. She also interviewed the English teacher to get her opinions about after doing the research.

c. **Questioner**

   The questionnaires are several questions expected to be answered by the participants in order to collect the data. The participants are quite free to answer the question. In this research, they were used to know the students’ feeling, perception and opinions to the English teaching activities after implementation of using Edublog in writing class.

**G. The Technique of Analyzing Data**

After collecting the data, the next step of the research was analyzing the data. The data were analyzed by qualitative and quantitative data analysis.

1. **Qualitative**

   The data of pre-research observation, interviews, and questioners were analyzed by qualitative method. Analyzing qualitative data usually involves coding the data to get some quantifiable means to test some hypotheses. Glaser and Strauss combine coding with analysis to help locate and build grounded theory. In qualitative method, the data are coded to generate categories and hypotheses. Glaser and Strauss in Lincoln & Guba (1895: 339) describe the constant comparative method as follows:

   a. **Comparing incidents applicable to each category**

      Comparing all the incidents which can be applied to each category begins by coding the data into as many categories as possible. The researcher will generate some categories, some from the language and data of the research situation. The researcher will refine their ideas about that category as they find more incidents of the same category code.
b. Integrating categories and their properties

Integrating categories and their properties means that the constant comparative method will begin to evolve from comparing incidents to focusing on essential properties of the category. Diverse properties will start to become integrated. The resulting theory will begin to emerge by itself. Eventually, the theory is strengthened and there are fewer changes to the theory as the researcher compares more incidents. Later modifications include taking out irrelevant properties of the categories, integrating details of properties into an outline of interrelated categories.

c. Delimiting the theory

More importantly, the researcher will begin to find ways to delimit the theory with a set of higher level concepts. New categories are often created halfway through coding, and it usually isn't necessary to go back and code for them. The researcher only needs to fulfill the properties of the category. Later the researcher can evaluate categories and emergent theory by moving on to new comparison groups. According to Glaser & Strauss (1967: 113), when the researcher is convinced that his analytic framework forms a systematic substantive theory, that it is reasonably accurate statement of the matters studied, and that it is couched in a form that others going into the same field could use -- then he can publish his results with confidence.

d. Writing the theory.

The researchers write his/her theory based on all the analysis. This methodology tends to result in a "developmental" theory, which lends itself to further evolution. It is an inductive rather than deductive approach.

2. Quantitative Data

In analyzing the test result of the written test, a simple statistical technique was used to find the students’ mean score. The data from the test were analyzed in order to prove whether or not teaching writing using video can improve students’ writing skill. In this research, the students’ mean score of the post test 1 was compared to the students’ mean score of the post test 2 to know
whether there was an improvement of the students’ writing skill. The formulas used to compute the mean scores are:

\[ x = \frac{\sum X}{N} \]

\[ y = \frac{\sum Y}{N} \]

In which:

\( X \) = mean of post test 1 scores

\( Y \) = mean of post test 2 scores

\( N \) = the number of sample
CHAPTER IV
THE RESULT OF THE RESEARCH

This chapter discusses the result of the collaborative action research conducted in the tenth grade class of SMA Negeri 1 Boyolali in the academic year of 2010/2011. It presents some findings and discussions about the implementation of using Edublog to improve the students’ writing skill. This research has three objectives. First, this research is to find out whether or not Edublog can improve the writing skill at the tenth grade students of SMA Negeri 1 Boyolali and how far. Second, this research is to identify how effective Edublog is for the writing class at the tenth grade class of SMA Negeri 1 Boyolali. Third, this research is to find out the strengths and weaknesses of using Edublog in teaching writing at the tenth grade class of SMA Negeri 1 Boyolali. The result of the research described in this chapter is presented in three sections: introduction, research finding, and discussion.

A. Introduction

When the researcher was a teacher apprentice in SMA Negeri 1 Boyolali, she found that most of the students got difficulties in writing English. In order to find facts regarding the problem, the researcher did a preliminary research. Based on the data of the students’ pre-test results, the researcher found some indicators of the problems of students’ low competence in writing. Firstly, the students are not able to explore their ideas in writing. Secondly, students are not able to organize the text. They wrote without good text structure. Thirdly, students are not able to make grammatically correct sentences. Based on the texts of students’ writing, there were too many mistakes of pluralinations and tenses in sentences. Fourth, sometimes students’ diction in their writing is not appropriate. Finally, students are not able to apply the conventions in writing, like spelling, punctuation, and capitalization. Nobody applied the right punctuation and capitalization, though they mostly wrote with correct spelling. Only few students wrote with incorrect spelling.

commit to user
Furthermore, based on the class observation, the researcher got the data of the students’ problem in the classroom situation when the writing class was going on. There are five indicators of the problem, namely: (1) Students often complain when they are asked to write a text. They said that writing was a boring activity. A student shouted, “Miss, yang lain aja miss. Bosen miss. Laa, mau nulis apa aku aja bingung. Ahh gak seru pokoke.” The others supported the first opinion. Besides the opinion above, the research also found that it was difficult for them to explore ideas. (2) Students often ask their friends when they want to express the meaning of a word in English. (3) Students often cannot finish their texts in time. (4) Some students do not pay full attention to the lesson. They preferred talking with others about other topic to paying attention to the lesson. This condition, of course, created noisy class. And (5) students are often doing non-academic activities. The researcher found few students playing games in their notebooks or using their cellular phones to access internet on ‘facebook’ and ‘twitter’.

Based on the interview with some students of class X 1 SMA Negeri 1 Boyolali, the researcher found out some causes of the problems dealing with writing skill. The first, cause is the limited time allotment for writing. Teachers spent little or no time teaching the students to write. It means the students have a little practice in writing. The second, cause is that the teacher uses monotonous technique or media in teaching writing. It makes students bored and not enthusiastic to learn.

The researcher offered a solution to overcome the writing problem in the classroom by using Edublog to help the students practice writing in more unlimited time and place, communicate with the other for getting comment in order to enhance their writing, improve students’ enthusiasm in teaching learning process, and lessen their boredom in writing. Edublog will be an alternative media for this case. This media can be defined as a form of online diary writing that is used as the place to write and share with others while writing is the language skill used and needed here. Now, blogging becomes one of the students’ hobbies; so that, it is an aspect that can motivate the students to write because of their interest.
Blog can be a place for students to show off themselves and it also has features, such as posts and comments that help students to communicate with outsiders by sharing and commenting in their blogs. They have spent much time to write anywhere and anytime that cannot be limited in the classroom. The focus of the use of Edublog is the process of learning writing; there are prewriting, drafting, self-reviewing and peer reviewing, revising, editing, and publishing. Those can be done in this media. It will help them to make better compositions than before.

In doing the research, there were targets that must be reached. First, the students could improve their writing skill; at least it shows that the mean score could reach 70 as the standard minimum score. Second, the implementation of using Edublog could be effective in teaching learning process of writing. Based on The Northwest Regional Educational, the instruction will be effective in the writing classroom if it includes: (1) instruction is guided by a pre-planned curriculum; (2) high expectation for students and teachers; (3) students are carefully oriented to lessons; (4) instruction is clear and focused; (5) learning progress is monitored closely; (6) students are re-taught, if necessary; (7) class time is used for learning; (8) standards for classroom behavior are explicit; (9) there are smooth, efficient classroom routines; (10) instructional groups fit instructional needs; (11) student-teacher interactions are positive; and (12) incentives/rewards are used to promote excellence. (Error! Hyperlink reference not valid. Error! Hyperlink reference not valid.)

B. Research Finding

This research was a collaborative action research. In this research, the researcher became a practitioner who implemented the action in teaching learning process in the classroom, and the English teacher of class X 1 was the observer and facilitator who observed the teaching learning process from the beginning until the end of the research. It was done from March to April 2011. Each cycle consists of four meetings. Every cycle in this research consists of a series of steps, namely planning the action, implementing the action, observing the action, and reflecting the result of the observation, and revising the plan. After each cycle was
completed, the researcher conducted a post-test to know the condition of the students’ writing skill. The detailed procedure of the research is presented below.

Table 4.1 The Procedure of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Procedure</th>
<th>Activity</th>
<th>Doer</th>
<th>Specific Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-research</td>
<td>Class</td>
<td>DI</td>
<td>Observing and identifying the problems and technique used in PS’s classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview</td>
<td></td>
<td>Identifying the problems, students' background and technique or media used in writing class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>DI</td>
<td>Identifying students' writing competence</td>
</tr>
<tr>
<td>2</td>
<td>Research Implementation</td>
<td>Cycle I</td>
<td></td>
<td>Planning the action for cycle I</td>
</tr>
<tr>
<td></td>
<td>a. Planning</td>
<td>DI</td>
<td></td>
<td>Implementing the action in four meetings</td>
</tr>
<tr>
<td></td>
<td>b. Implementing</td>
<td>DI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Observing</td>
<td>DI and PS</td>
<td></td>
<td>Observing the actions of Cycle I</td>
</tr>
<tr>
<td></td>
<td>d. Reflecting</td>
<td>DI and PS</td>
<td></td>
<td>Reflecting the observation results</td>
</tr>
<tr>
<td>Cycle II</td>
<td>Planning the action for cycle II based on the weaknesses found in Cycle I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Planning</td>
<td>DI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Implementing</td>
<td>DI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Observing</td>
<td>DI and PS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Reflecting</td>
<td>DI and PS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3 Result Discussion

**Discussion**

**DI** : Dian Eko Rini

**PS** : Puji Saraswati M. Pd.

#### 1. The First Cycle

**a. Planning**

The researcher made a preparation to conduct the research. She did the action based on the facts that she found in the pre-research. She tried to overcome the problem by teaching writing using Edublog. She prepared a lesson plan for four meetings at once. She prepared the teaching material of *News Item* based on the topic stated in the curriculum. She also chose the project work as the appropriate technique, supporting the process of the teaching of writing using Edublog. Here, she optimized the use of post and comment of blog’s features and

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also focused on the processes in teaching learning writing implemented in using Edublog. The detailed times of the implementation of the classroom action research can be presented in the following timetable:

Table 4.2 The Timetable of Implementation the Research

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; meeting</td>
<td>Friday, March 25&lt;sup&gt;th&lt;/sup&gt; 2011</td>
<td>13.00 – 13.45</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; meeting</td>
<td>Saturday, March 26&lt;sup&gt;th&lt;/sup&gt; 2011</td>
<td>08.30 – 09.15</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; meeting</td>
<td>Monday, March 28&lt;sup&gt;th&lt;/sup&gt; 2011</td>
<td>10.30 – 11.15</td>
</tr>
<tr>
<td></td>
<td>4&lt;sup&gt;th&lt;/sup&gt; meeting</td>
<td>Tuesday, March 29&lt;sup&gt;th&lt;/sup&gt; 2011</td>
<td>14.00 – 14.45</td>
</tr>
<tr>
<td></td>
<td>Post-test I</td>
<td>Tuesday, March 29&lt;sup&gt;th&lt;/sup&gt; 2011</td>
<td>15.00 – 15.45</td>
</tr>
<tr>
<td>Cycle I</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; meeting</td>
<td>Friday, April 1&lt;sup&gt;st&lt;/sup&gt; 2011</td>
<td>13.00 – 13.45</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; meeting</td>
<td>Saturday, April 2&lt;sup&gt;nd&lt;/sup&gt; 2011</td>
<td>08.30 – 09.15</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; meeting</td>
<td>Monday, April 3&lt;sup&gt;rd&lt;/sup&gt; 2011</td>
<td>10.30 – 11.15</td>
</tr>
<tr>
<td></td>
<td>4&lt;sup&gt;th&lt;/sup&gt; meeting</td>
<td>Tuesday, April 4&lt;sup&gt;th&lt;/sup&gt; 2011</td>
<td>14.00 – 14.45</td>
</tr>
<tr>
<td></td>
<td>Post-test II</td>
<td>Tuesday, April 4&lt;sup&gt;th&lt;/sup&gt; 2011</td>
<td>15.00 – 15.45</td>
</tr>
</tbody>
</table>

b. Implementing the Action

The researcher divided the teaching-learning process into three phases: pre activity, main activity, and post activity. The detailed main activities of implementation the research in cycle I presented as follows:

Table 4.3 The Main Activities of Cycle I

<table>
<thead>
<tr>
<th>Topic: News Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting I</strong></td>
</tr>
<tr>
<td>1. Grouping</td>
</tr>
<tr>
<td>2. Choosing topic</td>
</tr>
<tr>
<td>3. Brainstorming</td>
</tr>
<tr>
<td>4. Making a draft</td>
</tr>
<tr>
<td>5. Reviewing and commenting the other drafts</td>
</tr>
<tr>
<td>6. Revising and editing their group draft</td>
</tr>
<tr>
<td>7. Writing main ideas</td>
</tr>
<tr>
<td><strong>Meeting III</strong></td>
</tr>
<tr>
<td>1. Writing some sentences of Passive Voice</td>
</tr>
<tr>
<td>2. Reviewing and commenting the friends’ sentences</td>
</tr>
<tr>
<td>3. Responding the comments</td>
</tr>
<tr>
<td>4. Editing their sentences</td>
</tr>
<tr>
<td><strong>Meeting II</strong></td>
</tr>
<tr>
<td>1. Writing a text based on draft before</td>
</tr>
<tr>
<td>2. Reviewing and commenting the other text</td>
</tr>
<tr>
<td>3. Revising and editing their group text</td>
</tr>
<tr>
<td><strong>Meeting IV</strong></td>
</tr>
<tr>
<td>1. Brainstorming</td>
</tr>
<tr>
<td>2. Making a draft</td>
</tr>
<tr>
<td>3. Writing a text</td>
</tr>
<tr>
<td>4. Reviewing and commenting the other drafts and texts</td>
</tr>
<tr>
<td>5. Revising and editing their draft and text</td>
</tr>
</tbody>
</table>
1) The first meeting (01.00 p.m. – 01.45 p.m.)

The first meeting was conducted on Friday, 25th March 2011. It was conducted outside the time schedule of English lesson. The topic was *News Item*. The essence of this meeting was to train and let the students discuss and share how to make the headline and a draft of text in group. The researcher used project work as the technique in teaching learning process of this research. She took three phases related to the teaching and learning process. They were: pre activity phase, main activity phase and post activity phase. The detailed information will be presented as follows:

a) Pre activity

The researcher and the collaborator entered the classroom together at 01 p.m. The researcher took her position and then greeted the students. Before starting the lesson, she checked her students’ attendance. Fortunately, nobody was absent. The total number of the students was 32. They consisted of 10 males and 22 females. After that, the researcher stated the goal of the lesson, “*By the end of this meeting, I would like you to be able to make an headline and draft dealing with the topic*.” Then, she asked the students related to the topic. “Have you read news on the newspaper?” The students told the news they had read such as the news in entertainment, government, so on. After that, the researcher pointed the topic they would learn, “That’s good guys. For this meeting and the next meetings, we will learn about News Item.”

b) Main activity

A boy student named Edy helped the researcher to prepare the LCD. After finishing it, the researcher displayed the material of *News Item* on the LCD’s screen. In this activity, she also gave a sample text of *News Item*. Having finished explaining about News Item, she asked the students, “*Any question?*” All students answered that they had understood. Then, the researcher continued to the next activity, and asked the students, “*Guys, have you known about blog?*” A boy student named Wigan answered, “Yes, Miss. Aku sudah punya kog, Miss.” The researcher continued her saying, “*Good. Because we will use blog for media in our writing class, I hope all students commit to user*”
Some students answered loudly “Yes, miss.” After that, the researcher played the video that informs how Edublog is important in teaching learning process. The students paid full attention to watch the video.

Having obtained explanations about News Item and Edublog, the researcher asked the students to do project 1. They divided into seven groups and each group was facilitated with a notebook and a blog. In project 1, every group had five minutes to choose the topic, write an headline, and then write a draft related the headline they had written by posting on their groups’ blog. The researcher monitored the students’ activity by going around the class and sometimes stopped in a group to observe what they were doing. The researcher found some groups that did not understand about the draft they had to make. Therefore, the researcher gave an example of draft on the white board. Then, after getting a model of draft, the students continued their group project. Later, a student named Alexander raised his hand and asked to the researcher, “Miss, we have done posting on our own group blog, what will my group do for the next?” The researcher answered loudly, “Ok, class. Having finished posting on your group’s blog, please give comments to three other group blogs. Just give simple comment about their draft, because I just give you ten minutes for doing all.”

In the activity, giving comments to three other groups’ blogs, the students looked enthusiastic to discuss the other drafts and then give comment. The class situation was noisy quite because they discussed with the others in group. Ten minutes later, the researcher asked “Having gotten comments from the other groups, please review your own group and revise or edit the draft if it was needed by posting the new draft. Have you understood, class?” Almost all students answered that they had understood and then, the students discussed with their own groups seriously because they just had five minutes for finishing it.

c) Post activity

In the post activity phase, the students were asked to make sentences based on the draft. Here, Niken asked the researcher. “Miss, berarti cukup
buat satu kalimat untuk tiap point atau bagaimana Miss? Terus deadlinenya kapan miss?” The researcher replied by explaining about the details of the homework in Indonesian. “Betul dek. Jadi kalian menjabarkan point-point yang telah kalian buat tadi. Kalian cukup membuat satu point hanya satu kalimat saja. Besok, saat jam pelajaran bahasa Inggris, kalian harus sudah mem’posting’kan tersebut di blog kelompok. Dan tugas ini masih tugas kelompok. Gimana, sudah paham dek?” Then, Niken answered, “Ya, Miss.” Before the bell rang, the researcher reviewed the material they had learned, and then, asked the chairman to lead the prayer. The researcher closed the lesson by saying, “Because the time is up, we will continue this lesson next meeting. Thank you for your attention and be careful on the way. See you class.”

2) The second meeting (08.30 a.m. – 09.15 a.m.)

The second meeting was conducted on Saturday, 26th March 2011. It was conducted at the 3rd section of schedule. The sitting formation was different than before; it was aimed to make different atmosphere to the students. The class was ready and the students were enthusiastic to follow the class activity. The topic of this meeting was still News Item. The essence of this meeting was just to continue the activities at the last meeting. They practiced how to write a text based on their draft before in groups and helped them to write well by getting comments from the other groups.

a) Pre activity

The researcher and the collaborator entered the classroom together. The collaborator took her position in the back and the researcher was in front of class. Before starting the lesson, the researcher greeted the students and checked her students’ attendance. Suddenly, a girl student named Sekar raised her hand, “Miss, saya bersama teman-teman dari OSIS ingin minta izin untuk meninggalkan kelas berhubung untuk sosialisasi SMA Negeri 1 Boyolali ke SMP-SMP.” The researcher then gave permission to eight students to leave.
the class. Those students took their bags, shook and kissed the researcher’s hand and the collaborator’s hand then they left the classroom.

b) Main activity

After some students had left the class, the researcher continued the lesson. She did some reviews dealing with the last meeting. She stated the point of the meeting, “Guys, please come to your group. Do the project 2 in group. In project 2, you make a text based on your groups’ draft you have done in the previous meeting. Your group project must be posted on your own groups’ blog. I would like to give you twenty minutes for writing the text by posting the text on the group blog. Any question?” Rizka raised her hand, “Miss, how about my group, just stay three persons. Could we move to the other group?” Then the researcher answered, “Good question. If your group members still are at least four members, you can do this project with the rest of your group. If not, you can join with the other group. So the total member is not more than seven. And then, you can choose what draft your new group will write. Have you understood?” Rizka replied, “Yes, Miss. Thank you for explanation.” Wigan shouted, “Miss, internetannya gak konek, Miss. Terus bagaimana, Miss?” Because of the trouble in connection, the researcher asked the students to write the text in the form of Microsoft Word. The researcher controlled this activity by walking around the class. Students in some groups who did not catch what the researcher meant asked her and she gave more explanation about the project.

The students in groups worked seriously; they gave information to each other in order to create an appropriate text based on the draft. Sometimes some students who got difficult words asked the researcher and the others tried to find it in the electronic dictionary of their notebooks.

In this activity, the researcher gave feedback for the text the students wrote in order to reinforce the ideas of text while she was in a group. The researcher asked one of groups, “What are the generic structures in this text?” The student namely Novi answered, “Newsworthy event, background event, and sources, Miss.” “Good, News item is meant reporting of the event.
Of course, in the newsworthy event, you can tell to the readers about who, when, where, what. Do you think your newsworthy event has given detail information to the readers about your news you write?” said the researcher. Novi then answered, “Not yet, Miss. Hmmm... It’s meant we must tell detail about the participant? Disini kan kita baru kasih nama saja, jadi dikasih umur gitu ya Miss?”, “Ooooh ya, kan kalo kita baca berita kecelakaan, pasti korban dikasih umur sama orang mana kan ya Miss?” said Kurnia. The researcher replied, “Yuuup, that’s right. It will be better if we give the detail information for the readers. Jadi pembaca, tidak perlu bertanya-tanya tentang yang kita telah tulis bila kita menuliskannya dengan detail. So, can you continue your writing by yourselves?” “Ya, Miss. Thank you Miss for your information.” said some students together.

c) Post activity

Unfortunately, five minutes before the bell rang, the connection was still in trouble. Therefore, the groups were asked to post their writing on their groups’ blog outside classroom and give comment to the other groups about their posting. The researcher closed the class, “Ok, guys. The time is up. Please do this project at home. Thank you for your attention and of course, thank for your participations so we can make the conducive class like this meeting. See you the next meeting.”

3) The third meeting (10.30 a.m. – 11.15 a.m)

The third meeting was conducted on Monday, 28th March 2011. It was after the first break time. What topic the researcher taught was still the same with the previous meetings. It was News Item. The essence of this meeting was to provide the students with a space to practice making more sentences grammatically and help them to review their work by communicating with others. In this meeting, teaching-learning process took place in the computer laboratory; it was a different place than before in order to let the students practice writing more individually.
In this meeting, the researcher had come to the laboratory early before the class started. She prepared all computers and checked the connection among the computers to the internet. She was helped by Mr. Tarno, one of computer teachers in SMA Negeri 1 Boyolali. Checking was needed to anticipate the trouble that might happen. After the bell had rung, Mr. Tarno left the computer laboratory and a minute later, the collaborator entered the laboratory. Unfortunately, the class could not begin soon because the students didn’t come to the computer laboratory yet. The researcher and collaborator had waited for ten minutes.

a) Pre activity

Having arrived in the computer laboratory, the students took their own site in front of the computer. As usual, after all the students came into the class, the researcher greeted the students and she asked who were absent that day. Because the computers connected with internet were not enough for all students, the researcher asked that some computers or notebooks were accessed by two students. The researcher stated, “This morning, before we start to do the third project, I would like to display an example of draft and review one of the groups’ works of making a draft. In this chance, I also explain passive voice by displaying on LCD’s screen.” Before she explained in detailed about it, she gave explanation related the use of Passive Voice to News Item.

While the researcher gave explanation, many students did not pay full attention for it. They were more enthusiastic to access their own blog than pay attention to the researcher’s explanation. The researcher warned them to focus on what she explained. She sometimes gave feedback while she was explaining the material of passive voice. Fortunately, the students could answer and understand the material because it had been taught in the last semester. Before she ended the explanation, she asked, “Any question?” Some students shouted together loudly, “Not yet, Miss.” “Not yet? So, the next will be possible you will have question?” answered the researcher by smiling. A student responded, “Maybe yes, maybe no, Miss.” and then, the
students laughed. The researcher attracted the students’ attention by giving some jokes.

b) Main activity

Having given enough explanation, the researcher asked students to make three sentences using past passive voice. “Guys, now is your turn. Please make three sentences of using past passive voice by posting on your own blog. For the computer used by two students, you just access one blog and do this project on it. Don’t forget to give your name and your student number. I will give you ten minutes for done this project. Have you got what you must do?” said the researcher. “Paham, Miss.” answered the students. They did the project enthusiastically. The class was conducive; the students tried to finish the project in time. While the researcher was monitoring the students, she found a student who had done the project opening the website of ‘Facebook’. She gave warning to the student and then, made a light talk with him. But, suddenly Wigan shouted, “Temen-temen blogku di follow ya. Keren banget loo...”. Then, the class was noisy. Some students gave comments to Wigan. A minute later, the students focused on the project again.

Ten minutes later, the students had to give comment on three other blogs about the sentences they had posted on those blogs. In this section, some students asked the researcher. They came to the researcher to ask for more explanations they did not understand yet and then came back to their site after understanding. Then, every student reviewed their own sentences after having comments from their friends. And finally, they posted the revised sentences if they did it.

In teaching learning process, they were not talking more. It showed that every student worked enthusiastically with their own blog and this activity was also interesting for students. Because of the good connection, it created big spirit for students to do the project well in time; and almost all targets of teaching learning in this meeting were reached.
c) Post activity
The bell rang. It showed that the time was over. Finally, the researcher asked the students to revise their sentences if they did not do it yet outside the classroom. Finally, the researcher closed the lesson by saying “See you.”

4) The fourth meeting (02.00 p.m. – 02.45 p.m.)
The fourth meeting was conducted on Tuesday, 29th March 2011. The topic still was News Item. The essence of this meeting was to provide the students with a space to practice writing more and help them to brainstorm their ideas for writing. In this meeting, teaching-learning process was conducted in the computer laboratory and at the extra meeting.

a) Pre activity
At 14.00 WIB the students had arrived in the computer laboratory. They looked tired but there was a smile at their face. Before entering the computer laboratory, they greeted the researcher who had stayed earlier than them. They took their own position and put off the bag on the floor. In this section, there were some jokes between the researcher and Heldin, a talkative student. It would make the situation relaxed; some students laughed. Having gotten better class situation, the researcher started the lesson by checking students’ attendance and asking the last material in the previous meeting.

b) Main activity
Going to the main activity, the researcher asked the students to work individually. “I will give you five minutes to brainstorm what you will write. You can browse the material or discuss with the others by chatting through your blog. I don’t want to see each other do talking. Now, you have a facility and time. Use it wisely. Any question?” “Miss, gak boleh ngobrol dengan suara ya Miss?” said Heldin. “That’s right. You can make chatting or discuss with the others through each computer or notebook in front of you.” answered the researcher. “Ok, Miss” shouted the students loudly. During five minutes, the class was quiet. There was no talking. The students looked enthusiastic to browse the material they would use for their writing.
After five minutes, the researcher gave the next instruction for the students, “Guys, the time for brainstorming is over. Now is your turn for writing the draft on your own blog. After that, you must write the text based on your draft.” The researcher controlled the students by going around the class and by stopping one to others. When the researcher stopped at a student, she could see what the student was doing, and how she or he made an appropriate text. Because the time was over, the researcher asked students to continue their work at home. They got deadline for publishing their writing on their own blog on Thursday.

c) Post activity

In the post-activity phrase, the researcher asked students about their impression of the last four meeting. Some students answered it and almost all of the students enjoyed those meeting. One of them said, “Miss, I enjoy with all my projects. But actually, if I’m at home, I don’t have a connection with internet so I must go to ‘warnet’ to do my projects. Maybe, it is my problem. And I would like to say I love blog so much. Blog will be innovative media for writing in teaching learning process.” The bell rang and the researcher closed that meeting by saying, “Thank you for your attention. Be careful on the way and see you next meeting.”

c. Observing the action

During the teaching and learning process, the researcher was helped by the English teacher as the collaborator observing the things happening in the class. The aim of the observation was to know whether using Edublog could improve the students’ writing skill or not. The techniques used for observing were: (1) pre test and post test I and (2) class observation. The pre test had been taken before the implementation of the actions of research and then, its results would be compared with the post test results that were taken after the implementation the actions. Next, the class observations were done simultaneously when teaching and learning process was going on. The observation was made based on the field notes written by the English teacher.
Based on the observation from the first to fourth meeting, it could be summarized that (1) the improvement of students’ writing competence increased, but it had not been optimal yet; (2) good preparation would create class success in achieving the goal of teaching and learning; (3) optimizing Edublog in writing class increased the students’ enthusiasm and motivation to write; (4) the students were oriented to the lesson; (5) in teaching learning, the students became more independent to solve their problems; (6) the students’ learning progress was monitored closely; (7) the students’ understanding could be shown clearly; (8) the class time for learning was optimized; (9) the improvement of the classroom behavior was explicit; (10) the classroom routines were smooth and efficient; (11) the students became more critical in learning; (12) there were positive interactions between the researcher and the students; and (13) the students’ creativity increased. The detailed of those points were as follows:

(1) The improvement of students’ writing competence increased.

The students’ writing competence increased during the first cycle. They could write better. It was proved by the students’ writing score. The mean score of the students increased. It could be seen by comparing the result of the pre-test and post-test during the implementation of the action. The mean score of the post-test result taken at the end of the cycle one was 68.9. It showed that there was an improvement although it was not satisfactory. It was better than the mean score of the pre-test which was taken before the action (64.9). From the result of the first post-test, there were still some problem arising. Some students still made mistakes in writing sentences of ‘passive voice’ and headlines of news. They still had to enrich their vocabulary, choose the appropriate words for their sentences, and then, pay more attention on their mechanics. In addition, some students still needed guidance in making a draft of writing in order to prevent lack of content and organization of their writing. However, a boy student named Heldin said: “Masih gak dapat ide mau menulis apa, Miss. Terus masih belum paham buat draftnya, Miss. Masih butuh latihan.”
(2) Good preparation would create class success in achieving the goal of teaching and learning.

In achieving the goal of the process of teaching and learning, the researcher had to prepare the appropriate lesson plan and modify it in order to make the students more enthusiastic and motivated in joining the lesson. On the other hand, the researcher and students had to prepare the equipments supporting the process of teaching and learning. It could be seen clearly in the third and fourth meetings where the researcher had to check all the internet connection before the class began in order to anticipate the problems faced. The students also provided the notebooks to make the process of teaching learning in classroom a success.

(3) Optimizing Edublog in writing class increased the students’ enthusiasm and motivation to write.

The using of Edublog in the writing class increased the students’ enthusiasm. They were motivated by using Edublog, the innovative media in teaching learning process in the classroom. Besides, the new media gave the new nuance for them in order to make them more interested in writing class. By using the media, they could look outside of the world from the classroom. In fact, using Edublog in classroom gave a risk to have an error connection when the students accessed internet by WIFI altogether. As teachers, we had to able to anticipate it in order to keep the students’ enthusiasm in teaching learning process.

(4) The students were oriented to the lesson.

The implementation of using Edublog made the students focus on the lesson. In the beginning of the meetings, the researcher had stated the objectives of teaching learning in order to make the students understand what they would learn. The researcher, as a teacher in the implementation the actions of the research, could manage the class well. She used Edublog to encourage the students’ enthusiasm and motivation in writing. Before the class used Edublog, the class was not focused on teaching learning activities. Some of the students
were doing non academic activity; there were some students who preferred accessing ‘facebook’ or ‘twitter’ on their mobile phone to paying attention to the class. After using Edublog, the class focus increased. Edublog provided the students with a space to practice writing by using media that was interesting for them. The students’ interest made the students more enthusiastic to do all activities in the writing class.

(5) In teaching learning, the students became more independent to solve their problems.

In each meeting of cycle I, it was clearly shown that the instructions of using technology made the students become independent learners. They tried to solve the problems they faced by discussing with their friends in groups or chatting through the notebook in online environment. The instructions of using Edublog helped the students be more active and changed the teacher’s role to be a facilitator in the classroom.

(6) The students’ learning progress was monitored closely.

In the implementation of using Edublog, the researcher could monitor the students’ learning progress outside the classroom in order to make reflection on the teaching she had done in classroom by accessing some students’ blogs. The students also communicated with the researcher not only in the classroom to ask the problem they faced. In assignment, the researcher could ask the students to submit their tasks by Edublog outside the classroom.

(7) The students’ understanding could be shown clearly.

The posting which the students had done on their own blog, group blog, and class blog could show how they understand the material they had learned in the classroom. The researcher accessed the students’ blogs to do reflection on her teaching, so she knew how the plan she should do to help the students in learning writing.
(8) The class time for learning was optimized.

The designed lesson plan with the media Edublog made the class time optimal for learning. The researcher designed the activities by implementing using Edublog. It could be seen in the third and fourth meetings where the students enjoyed to do all activities in teaching and learning process in the classroom.

(9) The improvement of the classroom behavior was explicit.

The improvement of the classroom behavior was clearly seen in each meeting. The students were aware of the development of ICT in teaching and learning process. Furthermore, the students focused on the process of learning writing; there are prewriting, drafting, self-reviewing and peer reviewing, revising, editing, and publishing. By Edublog, the researcher designed the instructions in almost all activities in the research clear and focused. Hence, the goal of teaching and learning was achieved. The students would be aware of the importance of the implementation of the process for being good writers.

(10) The classroom routines were smooth and efficient.

From the brief descriptions in each meeting, there were efficient classroom routines. It could show the students' attitudes during the writing class. The students had been ready to start the lesson when the researcher arrived in the class. They had been ready to bring notebooks they needed in teaching learning and accessed to internet.

(11) The students became more critical in learning.

In the implementation of using Edublog, it showed that the researcher could design the activities in classroom based on the students’ needs. In each meeting of cycle I, the researcher used either the group project works or the individual project works. It was in order to make students more critical in teaching learning process.
There were positive interactions between the researcher and the students.

Using Edublog created close interactions between the teachers and their students. From the features the blog has provided, the teachers and their students could make an interaction outside of classroom anytime. The students could ask about the difficulties they face in classroom. From the brief descriptions of the research actions, the innovative media also made the students enjoy joining the class. They felt more enthusiastic and also encouraged to ask the researcher directly while they were facing problems. Hence, it would create good interactions between the researcher and the students.

The students’ creativity increased

The personal editor, one of the features of blog provided, made the students more creative. It made the students design the blog and operate it by themselves. In addition, it was also a place for the students to show off. If their blogs were unique, it could attract the people to visit their blogs. If there were more visitors in their blogs, it made the students proud with what they had done.

d. Reflecting the result of the observation

Having analyzed the observation result in the first cycle, the researcher makes reflection in order to evaluate the teaching and learning process she did so far. There are some positive and negative results from the observation that could be used to guide the reflection. Besides, reflecting the result of implementation in the first cycle will answer the questions: (1) what have been achieved? (2) what have not been achieved yet? (3) why these happened? (4) how should it have been?

What have been achieved?

Based on the result of post-test one, using Edublog in the first cycle has succeeded in enhancing the students’ writing skill. It could be seen by comparing the result of pre-test in which the mean was 64.9 and the result of post test I in the first cycle was 68.9. It could be concluded that there was a better progress than
before. It also showed that that the students’ achievement in writing improved although it was not satisfactory. The results of using Edublog to enhance students’ writing skill in the first cycle were as follows; (1) the improvement of students’ writing competence increased but it had not been optimal yet; (2) good preparation would create class success in achieving the goal of teaching and learning; (3) optimizing Edublog in writing class increased the students’ enthusiasm and motivation to write; (4) the students were oriented to the lesson; (5) in teaching learning, the students became more independent to solve their problems; (6) the students’ learning progress was monitored closely; (7) the students’ understanding could be shown clearly; (8) the class time for learning was optimized; (9) the improvement of the classroom behavior was explicit; (10) the classroom routines were smooth and efficient; (11) the students became more critical in learning; (12) there were positive interactions between the researcher and the students; and (13) the students’ creativity increased.

(2) What have not been achieved yet?

The implemention of using Edublog in classroom resulted in new problems that had to be anticipated by the researcher. It was the bad connection while the students were accessing the internet by WIFI. Therefore, the role of teacher in designing the activities of classroom was crucial. The teacher had to make more planning if the classroom could not optimize Edublog in order to keep the students’ enthusiasm in teaching learning process. Furthermore, the influences of using Edublog to improve students’ writing skill have not been able to affect all students’ psychological mind maximally. There were some students who felt bored if they were asked to do projects in a long time. It was meant the researcher had to make various activities to prevent the students’ boredom.

(3) Why these happened?

Based on the reflection and analysis of the implementation of the first cycle, it showed that the students’ problem was caused by some factors. First, the role of the researcher in managing the class had not been optimal yet. In fact, the
researcher should control the classroom by designing the activity. Second, the use of Edublog in the classroom, especially writing class was something new for the students. They were not accustomed yet to do it, so it needed time to make them accustomed to do it. Third, the use of Edublog in writing class was not effective. It was caused by bad connection, so the students could not optimize the blog’s features. Therefore, the researcher should have other planning in order to anticipate such a problem.

(4) How should it have been then?

To get better result, it was necessary to conduct several actions in the second cycle. There were some points which were necessary to be improved and increased in the second cycle as the improvements of the failures of the first cycle. They were: first, the researcher tried to enhance the students’ writing ability. She could provide more practice in the writing class. It affected the students’ ability in writing. Second, the researcher must provide other planning to anticipate bad problem that might occur and it should have the same essence of the first planning. The anticipated planning also had a purpose to keep the students’ enthusiasm and motivation in teaching learning process. Third, the researcher should try to explore the student’s writing ability by designing the students’ activities of writing class in groups. In groups, the students could share and discuss with the others. It made it easier for the researcher to control the students and the students could enjoy the process of teaching and learning.

Based on the observation result of research implementation, the researcher can identify the problems and improvements in cycle 1 as follows:

Table 4.4 The Problems and the Improvement in Cycle I

<table>
<thead>
<tr>
<th>Problems</th>
<th>Improvement Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students’ writing competence was low. From the result of pre-test, the mean of students’ score was 64.9. Besides, there were some students who asked the</td>
<td>1. Students’ writing competence increased. It could be seen from the result of the first post-test (68.9). It meant that there was an improvement although it was not</td>
</tr>
</tbody>
</table>
difficult words to the others in writing class. It was meant that there was a lack of vocabulary.

2. The students were not motivated in writing class. It could be seen that there was complaint if they were asked to write by the teacher.

3. The class situation was not conducive in teaching learning. Some of the students were more interested to talk with the others than pay attention to the lesson. Furthermore, that situation made they could not finish their task in time.

4. The class control was unwell. It could be shown that there were some students who did non-academic activity such as accessing ‘facebook’ or ‘twitter’ by their mobile phone.

satisfactory. It still needed more actions so the post-test mean of students’ score could reach 70.

2. The students’ enthusiasm increased to write. They became more enthusiastic in joining the lesson taught by the researcher. Therefore, they paid more attention in the instructional processes and what they did.

3. The class situation was conducive in teaching learning. Enhancing the innovative media made the students more enthusiastic in classroom. It could give the new nuance for students so they felt more motivated in joining the lesson taught by the researcher.

4. The class control was getting well. In implementing the actions, almost all students paid attention what the instruction the researcher gave.

A. Problem faced after cycle I

1. The mean of students’ score in writing was not satisfactory.

2. Psychological problem, especially
how to keep students’ enthusiasm and lessen the boredom because of The mechanical problem in implementing using Edublog in writing class, especially in the bad connection

3. The lack of vocabulary
4. The lack of content and organization of the text

2. The Second Cycle

a. Revising the Plan

The reflection from teaching learning process in cycle one demanded the researcher to do better efforts in improving the students’ writing skill. To overcome the problems that emerged in cycle one, the researcher decided to take cycle two and revise the plan. She planned to take four meetings in cycle two in which two meetings were designed for individual work and the rest were for group work. She still used the technique of project work in teaching learning process. In the first and second meetings, she decided to teach the students by giving more time allocation not only in practicing of using passive voice, making headline of the news but also elaborating the headline into the paragraph of newsworthy event in the generic structure of News Item. Students did the works individually and wrote on their own blogs. Students would be helped by other friends’ comments to revise the works. To overcome the problems of bad connection that occurred in teaching learning process; she decided to make worksheets that had the model of blog’s features commonly like if students did posting and commenting on their blog. It would be done in order to keep students’ interest in teaching learning process. In the third and fourth meetings, the researcher made students work in group. It would give students to participate and discuss with their friends in group work. They were also asked to present their work in front of class and the other groups were asked to give comment. In those
meetings, they had to posting their works on their class blog. In the materials of cycle two, the researcher added more practicing and discussing every meeting. A lesson plan was made by the researcher for four meetings at once.

b. Implementing the Action

The researcher implemented the action of cycle II in four meetings. The main activities of implementation the action in cycle II could be presented as follows:

Table 4.5 The Main Activities of Cycle II

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topic: News Item</th>
<th>Meeting</th>
<th>Topic: News Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting I</strong></td>
<td></td>
<td><strong>Meeting III</strong></td>
<td></td>
</tr>
<tr>
<td>1. Writing some sentences of Passive Voice</td>
<td>1. Grouping</td>
<td>2. Preparing the group presentation</td>
<td>(choosing topic, brainstorming, making a draft, writing the text and analyzing the text)</td>
</tr>
<tr>
<td>2. Reviewing and commenting the friends' sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Responding the comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Editing their sentences if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meeting II</strong></td>
<td></td>
<td><strong>Meeting IV</strong></td>
<td></td>
</tr>
<tr>
<td>1. Writing an headline</td>
<td></td>
<td>1. Presenting the final project</td>
<td></td>
</tr>
<tr>
<td>2. Brainstorming</td>
<td></td>
<td>2. Evaluating</td>
<td></td>
</tr>
<tr>
<td>3. Writing the paragraph of Newsworthy Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reviewing and commenting the other paragraphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Revising and editing their paragraph if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) The first meeting (01.00 p.m. – 01.45 p.m.)

In cycle two, the first meeting was conducted on Friday, 1st April 2011. The topic was News Item. The essence of this meeting was to practice writing sentences grammatically and let students give comments for reviewing the others’ sentences. Those activities were designed by the researcher to give students more spaces for communicating with each other, especially in written communication.

a) Pre activity

The researcher came to class X 1 with the English teacher as a collaborator. As usual, the researcher opened her teaching learning process by greeting the students and checking students’ attendance. Suddenly, a boy student namely Arief said, “Miss, WIFI nya gak terkoneksi nie miss.” The
other student shouted, “Iya miss. Wah gak bisa ngakses blog dunk, Miss. Wah kembali ke jadul meneh, pake kertas nou Miss.” Hearing the comments from her student, the researcher responded those and gave explanation to her students until the class was quiet. Then, the researcher continued the lesson.

In the pre-activity phase, the researcher did some flashback about the material of passive voice which had been explained and discussed in the previous meeting. Nobody asked question.

b) Main activity

In the main-activity phase, the researcher gave a space for students to practice writing sentences using passive voice. Because of trouble in connection in school’s WIFI, the researcher distributed to students the pieces of worksheet that she had prepared before. The worksheet was designed to look like blogs’ posting and commenting. Having gotten worksheet, a student shouted, “Miss, kie mbek-mbek e’ kayak nulis di blog gitcu ya Miss. Tapi, keren juga designnya. Kayak tampilan di Blog. Wah, Siiip dech. Sedikit mengurangi kekecewaan.” Then, the others added that comment and the class suddenly became noisy. But, a minute later, students did this project enthusiastically despite using the manual way.

Having written three sentences using passive voice, students exchanged their worksheet to each other for getting comments. It was done three times. Then, after finishing this activity, students reviewed their own sentences. If they needed to edit the sentences, they could write the reviewed sentences on the provided column.

c) Post activity

Finally, in the post-activity phase, they were asked to submit their worksheet. The researcher asked the chairman to lead the prayer and closed the meeting by saying, “Because the time is up, we will continue this lesson next meeting. Thank you for your attention and be careful on the way. Good bye, guys.”
2) The second meeting (08.30 a.m. – 09.15 a.m.)

The second meeting was conducted on Saturday, 2nd April 2011. This meeting still discussed News Item. The essence of this meeting was like the previous meeting, to provide more practice in writing. But, the material was writing headline of news and elaborating the headline into a paragraph of newsworthy event. Those activities that were provided were still an implementing the process of writing. Therefore, students would participate to help other friends by commenting their project.

a) Pre activity

In this morning, there was a trouble in school’s WIFI so teaching learning process could not access Edublog. Therefore, the researcher had prepared the worksheets for students. Having known the trouble with school’s WIFI, a student shouted, “Miss, pake worksheet kayak kemarin aja Miss. Kayaknya lucu gituc.” And later, the others supported that student’s opinion so it made the noisy class. After the class situation was conducive, the researcher opened the class by reviewing writing headline. Some students asked the researcher about writing headline.

b) Main activity

In the main-activity phase, the researcher asked students to write headline in the provided a space and exchange their worksheet to two other friends for getting comments. Like the activity of the previous meeting, they reviewed and edited their headline if it was needed.

Despite the manually worksheet, the students looked enthusiastic to do the project. There were some students who were talking about the headline they would write and the others tried to finish their project by keeping silent. The time provided was over. Then, they exchanged their worksheet to the others for getting comment. “Miss, commentnya tak tulis Ok aja, gak papa tow, Miss? Gak ada yang salah kelihatne, Miss.” shouted a boy student. “No problem. Up to you what you will give comment.” said the researcher.

Having gotten comments, the students took their own worksheets. They did the next activity. They had to review their headline by looking at the
other friends’ comment and then revise it on the column provided if it was needed. Next, after finishing the revising, the researcher asked students to write a paragraph of *newsworthy event* from their own headline.

c) Post activity

When the bell rang, students hadn’t finished the writing; hence, the researcher asked them to continue their writing at home and submit their worksheet at the next meeting. After that, she closed the class.

3) The third meeting (10.30 a.m. – 11.15 a.m.)

In cycle two, the third meeting was conducted on Monday, 4th April 2011. The third meeting would be continued by the fourth meeting. The essence of those meetings was to give students a chance to discuss with their group about how to make a good writing of News Item and present it in front of the class.

a) Pre activity

In the pre-activity phase, the researcher said, *“Class, guess what we will do in this meeting! Anyone knows?”*, and then one of students raised his hand and replied, *“Blogging, Miss.”* There was a dialog between the researcher and students, *“What do you mean blogging?”* said the researcher. Next, another student gave explanation about the researcher’s question. After that, the researcher agreed with that student’s statement and said, *“Yes, that’s right. Blogging can be meant posting and commenting. But, in this meeting and the next meeting, you must work a project in group and present it in front of class.”* *“Gak pake blog lagi ya, Miss?”*, shouted a student. The researcher explained in more detailed about what they would do for the third and fourth meeting. She said, *“Of course, still using Blog. We will optimize blog as the place to show off our project. In the end of two meetings we will have, you must publish and share your project you will have presented with your group on class blog.”*
b) Main activity

In the main-activity phase, students worked in group. They were asked to make a core of writing (draft) to write a text in the form of power point. The researcher went around the class to give individual feedback to students. Although they worked in group, the students did it seriously. They shared their ideas with each other and discussed something that they did not understand with their friends in group. Unfortunately, the time was up and no group had completed the project.

c) Post activity

Finally, the researcher asked student to continue the project at home and prepare their presentation for the next meeting. She asked, "Is there any question?" The students answered "No!" Then, she closed the lesson by saying "See you".

4) The fourth meeting (02.00 p.m. – 02.45 p.m.)

The fourth meeting was conducted on Tuesday, 5th April 2011 outside the time schedule of English lesson. In this meeting, the focus of teaching learning process was the group presentation. The researcher gave occasion to the students to present the result of their group project. They could learn to be responsible for what they had done.

a) Pre activity

The researcher and the collaborator entered the class at 02.00 p.m. The students had sat in their seat and had been ready with their English book and notebook. As soon as she entered the class, the researcher opened the class and said, "Okay, now prepare your group and your project. We will start our presentation. Are you ready, class?" The students answered loudly, "Yes, Miss." Then, the researcher chose one of the groups to present the project in front of class. That chosen group was Edy’s group. A minute later, they moved on to the front of class and connected the notebook with LCD.
b) Main activity

Before the group started their presentation, the researcher asked the other students to pay attention to that presentation and to give feedback about it. The class situation was conducive when the first presentation ran. The students presented with good preparation and the other groups paid attention to it. When the commenting section was opened, some students raised their hands. Because of the limited time given, only two students had occasion for giving feedback. Having gotten feedback, the group discussed with their members before answering the feedback. In the end of the first presentation, the researcher gave assessment about the presentation. She said, “It is interesting presentation. I can say that this group has mastered the material and has the good performance. All of the members are confidence to present the project.”

In the next presentation, the researcher chose Novi’s group. The chosen group came the front of class and then, prepared the power point. After finishing the preparation, the group started the presentation. The presentation ran as the first one. Many students raised their hands after the presentation finished. But, they only chose two students. There was a small discussion among the group and the students about the grammar. Finally, the researcher gave explanation about it so the discussion stopped.

The presentations ran well and very satisfactory for both the students and the researcher. Almost all students joined and participated in those presentations. They enthusiastically asked the presenting group. Having finished presentation, the group opened the questions’ section. In this section, many students raised their hands to ask questions or just give comments and the researcher also asked. The role of the researcher is to give feedback for the group.

c) Post activity

Finally, before the time was over, the researcher asked the chairman to lead her friends prayer and then, closed the class by saying, “Guys, please publish your group project on class blog. For the groups you had presented, commit to user”
you can edit your project if you feel it needed. Thank you for your attention. Good bye." 

\section*{c. Observing the Action}

Based on the observation from the first meeting to the fourth meeting in the second cycle, it could be summarized that (1) the improvement of students’ writing competence increased; (2) the pre-planned teaching learning made class success; (3) using the designed worksheet increased the students’ enthusiasm and motivation to write; (4) the students focused on the lesson; (5) in teaching learning, the students became more independent; (6) the students’ learning progress was monitored closely; (7) the presentation project could show the students’ understanding clearly; (8) the class time for learning was optimized; (9) the improvement of the classroom behavior was explicit; (10) the classroom routines were more smooth and efficient; (11) the presentation project created the students critical thinking in learning; (12) there were close interactions between the researcher and the students; and (13) the presentation project increased the students’ creativity.

(1) The improvement of students’ writing competence increased

The students’ writing skill increased during the implementation of using Edublog in the second cycle. The mean score of the second post test result taken at the end of the action showed that there was satisfactory improvement of the students’ writing skill. The mean score they reached was 74.7. It was much better than the mean score of the first post test result, which was just 68.9. Besides, there were facts by as follows:

(a) Students were able to elaborate their ideas. They got the friends’ comments so it would make them create better writing.
(b) Making a draft made it easy for students to organize the text. It also could complete the generic structures of text they would write.
(c) Students had improvement in writing sentences grammatically.
(d) Students also used more vocabulary in their writing. Those were gotten from comments and reading the other writings.

(e) Students also had improvement in the mechanics of writing.

(2) The pre-planned teaching learning would make class success.

In this cycle, the researcher provided the other plan to replace the first plan if there was a problem in the internet connection. As the teacher, the researcher had to have a good plan in teaching and learning process. In the first and second meetings of cycle II, the researcher had provided the designed worksheets to make the writing class a success.

(3) Using the designed worksheet increased the students’ enthusiasm and motivation in writing.

Students were more motivated and interested in teaching learning process by using the designed worksheet when there was a trouble connection. The students were more enthusiastic in joining the writing class. Edublog encouraged students to write their writing more because of their excitement.

(4) The students focused on the lesson.

The students became more serious to finish their writing in time. They did the instruction the researcher gave. When the students got misunderstanding about what they had to do, they asked questions directly to the researcher and even they came to the position the researcher stood up. In addition, the designed worksheets made the students more focus on the lesson while the problem connection was taking place.

(5) In teaching learning, the students became more independent.

All activities in cycle II showed that the students were more independent in teaching and learning with the instructions the researcher gave. In this case, it was concluded that the researcher’s role was a facilitator that facilitated the teaching and learning in order to run well.

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(6) The students’ learning progress was monitored closely.

Edublog became a place for showing off the students’ assignments which everyone can read. In the last meeting of cycle II, the researcher asked the students to do the group project work which they had to present in front of the class. In this section, the researcher could correct the students’ understanding about the lesson and gave feedback for them. Then, having finished presentation, the students’ groups had to post their presentation in class blog.

(7) The presentation project could show the students’ understanding clearly.

Through presentation, the researcher could monitor the students’ understanding about what she had taught so she could review the lesson until the students showed they had learned it. Besides, the reviews in beginning the lesson of each meeting given by the researcher were in order to check on and strengthen students’ retention.

(8) The class time for learning was optimized.

The classroom was more effective because using Edublog made the students more interested in teaching learning process. The researcher designed the class time more effectively for learning. She asked the students to do all activities by having fun, sharing, and discussing with the other friends in group.

(9) The improvement of the classroom behavior was explicit.

Optimizing the ICT in teaching learning process made the student aware of the high technology. Internet provided the resources of knowledge that made them be easy to study English be independent. In the implementation of using Edublog in the teaching learning writing, the students were more focus on the process of learning writing. They are prewriting, drafting, self-reviewing and peer reviewing, revising, editing, and publishing.
(10) The classroom routines were smoother and efficient.

    The classroom routines ran smoother and more efficient. They were more aware of ICT in teaching learning and ready to start the lesson when the researcher came to the class.

(11) The presentation project created the students critical thinking in learning.

    In teaching and learning, the students were asked to give comments on the others’ writings so they should be critical thinking in learning writing. They would be aware of the mistakes they made. In addition, the students’ presentation made students understand more in context and organization of their writing.

(12) There were close interactions between the researcher and the students.

    There were some jokes between the researcher and the students. It made the classroom more enjoyable. The students felt more interested in the class so they could make good interactions. In addition, the students could answer the questions the researcher asked and sometimes asked the researcher about what they did not understand yet.

(13) The presentation project increased the students’ creativity

    In the last meeting of cycle II, the researcher asked the students’ group to present the text they had written in front of class in the form of Microsoft power point. It could show the students’ creativity in designing presentation increased.

    By observing the students’ activities, it could be stated that the implementation and treatment which had been carried out by the researcher using Edublog to improve students’ writing skill was suitable. The obvious evidence could be seen in their achievement which was reflected by the students’ scores after the implementation of the actions.
d. Reflecting the Result of the Observation

The reflection had to be done by the researcher in order to evaluate the teaching and learning process she did so far. There are some positive and negative results from the observation that could be used to guide the reflection. The reflection of the result of implementation in the second cycle will answer the questions. The questions are: (1) what have been achieved already? (2) what have not been achieved yet? (3) why these happened? (4) how should it have been?

(1) What have been achieved?

Based on the result of post-test II, using Edublog in the second cycle has been success in improving the students’ writing skill. It could be seen by comparing the result of post test I in which the mean was 68.9 and the result of post test II in the second cycle was 74.7. These showed that the students’ achievement in writing improved significantly and satisfactorily. The influences of using Edublog were to enhance students’ writing skill in the second cycle were as follows; (1) the improvement of students’ writing competence increased; (2) the pre-planned teaching learning made class success; (3) using the designed worksheet increased the students’ enthusiasm and motivation to write; (4) the students focused on the lesson; (5) in teaching learning, the students became more independent; (6) the students’ learning progress was monitored closely; (7) the presentation project could show the students’ understanding clearly; (8) the class time for learning was optimized; (9) the improvement of the classroom behavior was explicit; (10) the classroom routines were more smooth and efficient; (11) the presentation project created the students critical thinking in learning; (12) there were close interactions between the researcher and the students; and (13) the presentation project increased the students’ creativity.

(2) What have not been achieved yet?

The reflection after implementation of cycle I made the researcher design the activities more creatively and also prepare more in cycle II. The result of cycle II showed that the improvements were quite significant, especially in the students’
writing competence and effectiveness. In the implementation using Edublog, there was error connection that probably occurred. It made the classroom need excellent signal of WIFI for supporting the use of this media.

(3) Why these happened?

Based on the reflection and analysis of the implementation of the second cycle, it showed that the result of cycle II was satisfactory. But, sometimes the use of Edublog in writing class had a trouble in connection. It was caused by the bad connection so the school had to provide more fund to facilitate the WIFI signal.

(4) How should it be then?

The result of the second cycle was quite satisfactory. The mean of students’ score in post test II was 74.7. It means the students had achieved minimum standard score (70). The result of cycle II also showed that the effectiveness of class increased. Those could be concluded that the targets of the research were achieved. Therefore, the researcher decided to stop the research action.

After analyzing the observation results in the second cycle, the researcher could overcome the problems faced after the second cycle. They are as follows:

Table 4.6 Final Reflection of Cycle II

<table>
<thead>
<tr>
<th>Problem faced after cycle I</th>
<th>Final Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mean of students’ score in writing was not satisfactory. It was 68.9.</td>
<td>1. The result of the second post test was satisfactory. It had reached 74.7.</td>
</tr>
<tr>
<td>2. Psychological problem, especially how to keep students’ enthusiasm and lessen the boredom because of the mechanical problem in implementing using Edublog in</td>
<td>2. When there was a trouble in internet connection, the students did the projects enthusiastically despite manually doing. It was caused by implementing the other</td>
</tr>
</tbody>
</table>
writing class, especially in the bad connection.

planning the researcher had provided before. In this case, the researcher used worksheets that had been designed like blog’s features.

3. The lack of vocabulary

3. The students could enrich their vocabulary by reading and reviewing the other writings. It could affect their critical thinking.

4. The lack of content and organization of the text.

4. The presentation project gave more understanding of making a text.

The table above showed that there was an improvement from cycle I up to cycle II. The improvements were quite significant, especially in the students’ writing competence. The mean of scores that the students got from the second cycle was as follows. The mean of the first post test was 68.9 and the mean of the second post test was 74.7. It could also be seen by comparing the previous post test in the first cycle and the post test in second cycle. It means that the result of the second post test was satisfactory.

In addition, the failure of content and organization of the students’ writings decreased. It was caused by making a draft before the students wrote a text. From the reflection of the second cycle, it was also shown that the students could use more vocabulary and more appropriate words in their writings. It means that commenting and reviewing the other projects improve the students’ vocabulary. It also made the students the critical learners.

On the other hand, the students’ psychological problem could be overcome, such as the low enthusiasm and boredom the students had if there was a bad connection. The researcher implemented various activities either for group or individual. The researcher also made anticipated planning by designing the

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worksheet. Fortunately, it could make the students interested and enthusiastic in writing class.

Moreover, the implementation of using Edublog in the class did not give any burden to the students. They showed positive attitudes towards using Edublog. These were obtained up from the questionnaire given to the students. (The examples of the questionnaire are presented in the appendix). However, these achievements did not mean that the actions done by the researcher were already perfect and final. The use of Edublog was only one of the ways of improving the students' writing skill. It can still be improved by the teacher as long as he or she is willing to do betterment on his/her teaching. Where there is a will there is a way. He or she can make use of any appropriate media to the teaching of writing.

By considering the improvements above, the researcher concluded that using Edublog could improve the students' writing skill. Besides, students showed more positive attitudes towards writing although they seemed to be reluctant to write the first time they were asked to. Therefore, the researcher decided to stop the cycle.

C. Discussion

The research aims to improve students’ writing competence and effectiveness of writing classroom. The research findings show the two aspects above improved by implementing Edublog in teaching learning of writing. Those findings are discussed by justifying them with other theories. Besides, there were the strengths and weaknesses of implementing Edublog at the tenth grade students of SMA Negeri 1 Boyolali. In more detailed, each of the findings is described as follows:

(1) Using Edublog is able to improve the students’ writing competence

The innovative media which makes the students of Senior High School learn writing better and make the students motivated and enthusiastic in their learning process is by using Edublog. Edublog is easy to maintain online journal that can provide foreign language learners a venue in which they can reflect,
comment, question, review, and communicate outside the classroom in an authentic environment. Besides, Edublog has features that can cover the process of learning writing and it absolutely was interesting for students and also solves the problem of the lack of time in writing class causing the students’ low writing competence. Therefore, there is improvement in the students’ writing competence. The following table presents the students’ score result in each test.

Table 4.7 The Result of Each Cycle

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre – Test</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>67</td>
<td>72</td>
<td>77</td>
</tr>
<tr>
<td>Organization</td>
<td>64</td>
<td>71</td>
<td>77</td>
</tr>
<tr>
<td>Grammar</td>
<td>66</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>Dictions</td>
<td>61</td>
<td>69</td>
<td>73</td>
</tr>
<tr>
<td>Mechanics</td>
<td>67</td>
<td>65</td>
<td>74</td>
</tr>
<tr>
<td>Mean Score</td>
<td>64.9</td>
<td>68.9</td>
<td>74.7</td>
</tr>
</tbody>
</table>

The improvement of the students’ writing competence by using Edublog involves five aspects. Each of the improvement is discussed as the research findings as follows:

(a) The content of the students’ writing is better.

Using Edublog helps the students brainstorm the ideas of their writing they write by optimizing online resources. It could be shown in the fourth meeting in cycle I. The students could get the online reference of what they would write and also discussed with the others thoughts their notebook. This finding is supported by Tafani (2009: 91). She states that:

“Internet is not merely a source of authentic material in English but also a source of information about all sorts of topics we may want to discuss in the classroom and at the same time a source of professional knowledge for teachers in the form of bibliographies, articles, courses and conferences.”

Based on the statement above, there are sources of information the students can get in the internet. They must not go to other places to get the reference or information so the content of their writing will develop. Besides,
the students can get the friends’ comments of their writing posted on their blog so it will make them create better composition of writing. It is in line with Geballe (in Windham: 10) who says that blogs are definitely an opportunity to open the windows of communication. It means that commenting and responding on the blog will open the communication among the students in order to create better writing.

(b) The students easily to organize the text

Making a draft makes students organize the text. It also can prevent the failure of generic structures of text they will write. In this case, the students can show off their draft by optimizing the posting, one of features in blog. Students are asked to write the posting sequence in their blog. Their posting will be saved automatically in the blog’s archive, a feature also provided in blog. Of course, those features will help students to practice their writing more. Furthermore, the students’ post in their blog also can be commented by other students. Because of that, they can make communication with the others to give comment, advice, and add information in their post. All features the blog provides help students to enhance their ability of organizing the text well by maximization of using the features.

(c) Students have improvement in writing sentences grammatically.

Edublog facilitates the grammar checking in order to help students in writing sentences grammatically. The comment, the feature on blog, also makes students easily get correction or comment about their sentences they have published on their post by the other friends. Consequently, it makes significant influence for their writing.

(d) Students use more vocabulary in their writing.

Using Edublog also can enrich the students’ vocabulary. They can get it by reading their friends’ posting and their friends’ comments on their blog. This finding is supported by Fellner, T. & Apple, M. (2006: 17) who utilized student blogs in an integrated CALL program for low proficiency, low motivation Japanese university language learners. By the end of the CALL program there was an increase of vocabulary of language learners. It is
also caused by improving their reading ability as stated by Fellner, T. & Apple, M. (2006: 24):

“The blogs provided students with real learning opportunities to improve not only their written English but also their reading in English, as students were asked to read their classmates’ blogs and respond to them.”

It can be concluded that implementing of using Edublog in teaching learning process is not only enhancing writing skill but also reading skill. From reading, the students will enrich the vocabulary.

(e) Students have improvement in the mechanics of writing.

Blog provided a feature for helping students to enhance their writing competence, especially in the spelling and using punctuation. While students are writing in their blog, blog automatically checks their spelling and punctuation by giving red underline on the wrong words. Then, students can review and make correction for it. Certainly, it will be reasonable for the students enhance mechanics of writing.

(2) Using Edublog is able to improve the effectiveness of writing class

There are some characteristics relating the effectiveness of instruction in teaching learning process. The Northwest Regional Educational Lab’s stated that the instruction will be effective if it includes (http://knovalearningoregon.web.officelive.com/curriculum.aspx):

1. Instruction is guided by a pre-planned curriculum
2. High expectations for students and teachers
3. Students are carefully oriented to lessons
4. Instruction is clear and focused
5. Learning progress is monitored closely
6. Students are re-taught, if necessary
7. Class time is used for learning
8. Standards for classroom behavior are explicit
9. There are smooth, efficient classroom routines
10. Instructional groups fit instructional needs

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11. Student-teacher interactions are positive
12. Incentives/rewards are used to promote excellence

Furthermore, in this research, there are findings that included the characteristics above. Therefore, it can be concluded that using Edublog is also able to improve the effectiveness of the writing class. There are many findings relating the characteristics above. They are as follows:

(a) Using Edublog is guided by a pre planned curriculum

The use of Edublog needs preparations, either lesson plans or learning facilitations supporting using Edublog in teaching learning process. Before the implementation of using Edublog in writing class, the teachers have to prepare the lesson plans. Learning goal and objectives are developed and prioritized according to district and building guidelines and the sequenced activities are organized to facilitate students' learning. Then, resources and teaching activities are reviewed for content and appropriateness and are modified according to experience to increase the class’s effectiveness. It also makes the students more interested in joining the lesson.

(b) Using Edublog makes the students more enthusiastic and motivated

Using various kinds of Media relating with ICT in the classroom has always been a challenge, and how to bring these Media in the classroom is more than a challenge. One of those media is Edublog. By using Edublog in writing class, teachers meet various needs and interests of their students. It also provides teachers and students with creative and practical ideas. It is line with Pinkman’s opinion (2005: 13) as follows:

“By encouraging interaction with people, blogging takes on a more communicative role than less interactive CALL applications. Blogging, and CALL in general, should not replace face-to-face interaction, but it may provide a practice environment where students can think, reflect, and create language slowly for a real-life audience. Its value as a pedagogical tool appears to be in its authentic, interesting and communicative nature. Furthermore, its popularity outside the foreign language classroom may be a motivating force for technologically savvy young learners… For this reason, foreign language instructors interested in motivating their learners to communicate and learn beyond the classroom may benefit from incorporating blog projects into their classrooms.”
The finding is also supported by Fellner, T. & Apple, M. (2006: 24):

“An intended and welcome benefit of having students write blog entries was that, although focused on writing, the task provided students with more opportunities for meaningful negotiation through the “comment” feature available on the blog site. This interactive aspect of commenting on their classmates’ posted messages was clearly one of the most interesting aspects for students.”

From those statements above, using Edublog as one of media relating ICT can give a challenge for the students to learn more and also provide opportunities in communication. It is clear that it will make the students more enthusiastic and motivated in joining the lesson by implementation of using Edublog.

(c) Using Edublog makes the students oriented to lessons

During the research, the researcher helped the students to get ready to learn and explain the objectives of teaching learning in the meetings of the research. Therefore, the improvements of students’ focus toward lesson improved. We can see the students’ enthusiasm in joining lesson in the implementation of using Edublog, especially in the third and fourth meetings in cycle I. Through using Edublog, the media supporting ICT, the students are challenged to learn something new for writing class. In each meeting, they follow the researcher instruction and try to finish the lesson well. It also shows that if they got some difficulties, the students asked the researcher.

(d) Using Edublog creates the students independence

Using technology is one of ways creating the learners’ independence, especially using Edublog in writing class, as stated by Pinkman (2005: 13) as follows:

“Multimedia resources provide instructors with an authentic and interesting tool to help achieve learner independence. Computer-based learning environments can be manipulated to provide students with an opportunity to learn, practice, and communicate outside the classroom. One of these relatively new environments is the blog. Short for weblog, a blog is an easy to maintain online journal that can provide foreign language learners a venue in which they can reflect, comment, question, review, and communicate—outside the classroom in an authentic environment.”
That statement is also supported by Reeves & Jonassen (in Oliver: 2002) as follows:

“The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs by their very nature are tools that encourage and support independent learning. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools, the influence of the technology on supporting how students learn will continue to increase.”

Based on the statements above, using Edublog as one of ICT media provides instructions to help the students become independent learners’ and encourage them to learn more outside the classroom.

(e) Using Edublog helps the teacher to monitor the students’ learning progress closely.

The use of Edublog in writing class brings the benefit for the teachers and the students. The teacher can monitor the students’ learning progress in writing in unlimited time and place. The students can submit their tasks and ask their teachers if they do not understand the lesson yet in anytime and anyplace. This finding is supported by the English teacher as the collaborator in this research when she was interviewed by the researcher after implementing the research actions. She said:

“Edublog memberikan banyak manfaat bagi guru dan juga bagi siswa. Seorang guru akan bisa mengetahui perkembangan siswanya kapan saja dan dimana saja tanpa terbatasi ruang kelas, dengan hanya mengakses blog mereka. Selain hal tersebut, guru juga bisa meminta siswanya untuk mengumpulkan tugas diluar jam sekolah yang dikarenakan mungkin karena kurangnya alokasi waktu saat di kelas. Sedangkan bagi murid, mereka akan bisa melanjutkan tugas mereka tanpa terbatasi lagi waktu dan tempat, merekapun juga akan bisa berkomunikasi kepada guru apabila terdapat kesulitan dengan mudah. Selain itu, Edublog bisa menjadi arsip siswa dari tugas-tugas yang dikumpulkan. Arsip yang bisa dilihat oleh siapa saja sehingga akan mampu memberikan manfaat bagi pembaca lainnya.”

In addition, based on the statement above, Edublog can become a place for showing off the students’ assignments in which everyone can read it. In the third and fourth meeting of cycle II, the researcher asked the
students to do the group project work which they had to present in front of the class. In this section, the researcher could correct the students’ understanding about the lesson and gave feedback for them. Then, having finished presentation, the students’ groups had to post their presentation in class blog.

(f) Using Edublog shows the students’ understanding toward the lessons the teacher has given

Through Edublog, the teachers can monitor the students’ understanding about what they have taught so they can re teach priority lesson content until the students showed they had learned it. Besides, the reviews in beginning the lesson of each meeting given by the researcher were order to check on and strengthen students’ retention.

(g) Using Edublog makes the class time for learning

Using Edublog provides instructions that can be used in the class time for learning. In this research, the researcher allocated the class time for writing by optimizing the use of Edublog. She also set a brisk schedule for achieving the objective of teaching learning in each meeting. In every section, the researcher did not give an occasion for students to do non academic activities, those were also supported the researcher class control during the process of teaching learning.

(h) Using Edublog improves the standards classroom behavior

Using Edublog as one of media relating ICT improves the classroom behavior. In implementing ICT in classroom, the teachers will communicate high standards for behavior in the classroom. It also makes the students aware toward of high technology in teaching learning process.

Furthermore, the focus of using Edublog is implementing the process of learning writing; they are prewriting, drafting, self-reviewing and peer reviewing, revising, editing, and publishing. By Edublog, the researcher designed the instructions in almost all activities in the research clearly. Hence, the goal of teaching and learning was achieved. The students would be aware of the importance of the implementation of the process for being good writers in their behavior.
(i) Using Edublog makes the classroom routines smooth and more efficient

The implementation of using Edublog shows the classroom routines being smooth and efficient. From the brief descriptions in each meeting, there were some findings showing the efficient classroom routines. They were; (1) the students had been ready to start the lesson when the researcher arrived in the class, (2) the students had been ready to bring materials they needed in teaching learning, and (3) there were smooth, rapid transitions between activities throughout the class that showed the instructions the students had understood before.

(j) Using Edublog can be designed based on the students’ needs to be the critical learners

In the implementation of using Edublog, it showed that the researcher could design the activities in classroom based on the students’ needs. In cycle I and II, the researcher used either group project works or individual project works. It was done in order to make students more critical in teaching learning. As stated by Pinkman (2005: 13):

“... to evoke creativity, inquiry, and critical thinking through dialogue and interaction, rather than teacher-centered instruction. The popularity of learner-centeredness, communicative language teaching, and strategy instruction are examples of how learner autonomy is manifesting itself in the pedagogy of foreign language instructors.”

That statement is also in line with Richards (in Bella, 2005) who says:

“Web logs are appealing more to educators because of their many positive effects on students’ learning. They offer collaboration by joining many readers and writers from diverse geographic, political, and socioeconomic groups in one place. This interaction among the learners can enhance literacy skills and increasing critical thinking. The instant publishing on web logs makes students more able and willing to read, write, and discuss about the world around them.”

Based on the opinions above, having critical thinking in teaching and learning is needed by the students. The teachers should be aware of this
challenge in the educational world. Consequently, they have to provide the media, especially the media supporting ICT, for fulfilling the students’ needs.

(k) Using Edublog creates positive interactions between teacher and students

Using Edublog creates close interactions between the teachers and their students. From the features the blog has provided, the teachers and their students can make an interaction outside of classroom at anytime. The students can ask about the difficulties they face in the classroom. From the brief descriptions of the research actions, the innovative media also made the students enjoy in joining the class. They felt more enthusiastic and encouraged to ask the researcher directly while they were facing the problems.

(l) Using Edublog improves students’ creativity

Using Edublog in classroom makes the students more creative because of the feature of blog provided. It is the personal editor in which the students can design the blog and operate it by themselves. Windham (2007: 10) states that satisfaction is mainly based on the time required compared to the benefits gained, and blogs that allow students to explore their own interests or harness their creativity are generally more widely embraced. In addition, it is also a place for the students to show off. If their blogs are unique, it will make many people visit their blogs. Of course, it will give the reward for students as ones participating in the blog.

(3) The strengths and weaknesses of implementing Edublog at the tenth grade class of SMA Negeri 1 Boyolali.

Practically, there are strengths and weaknesses of using Edublog in teaching learning writing skill at the tenth grade students of SMA Negeri 1 Boyolali as follows:

(a) The strengths

The use of Edublog is an appropriate teaching media which can be implemented in the classroom. It also implicates that during the
implementation of using Edublog in the teaching learning process, there are some benefits for the students.

Firstly, using Edublog increases in students’ motivation, enthusiasm and confidence in teaching learning process. By implementing the innovative media, especially using Edublog, the students can be motivated in writing. Based on the result of the students’ questioners, almost all students write that the innovative media in teaching learning gives effect in their enthusiasm and motivation in joining the class.

Secondly, using Edublog helps the students enrich the foreign language class. It means the students have more spaces to practice writing in unlimited the time and place. By using the comment feature on Edublog, their writing can receive comment from the others in order to give corrections about what the students write.

Thirdly, using Edublog provides the students a space to share opinions and ideas. It is in line with Wheeler, S. and Wheeler, D. (2009: 2):

“Web services such as Technorati and RSS feeds help Bloggers to promote their sites, whilst services such as Digg and del.icio.us offer social tagging and collaborative filtering options that allow users to alert their friends about new or favorite web sites and to vote for those they consider to be most useful within their own community of interest.”

Fourth, using Edublog can give learning possibilities to expand via collaboration, interaction and communication in the target language. It is supported by Wheeler, S. and Wheeler, D. (2009: 1) as follows:

“The World Wide Web is increasingly pervading all aspects of modern life, driving users to discover ever more sophisticated and ingenious uses, particularly for communication and social networking.”

In addition, Marti (2006: 16) states:

“The telematic networks and the Internet – now central to new teaching and learning processes- open up to communication ways which allow unlimited access to information and knowledge, account for a flexibilization of time and space barriers and increase interaction.”
Fifth, Edublog can be used as a place to carry out the students’ projects in writing class. Edublog is the tool to access and turn in assignments, no matter the hour or location. The students can submit their project or assignment outside the classroom. Besides, the teacher also can make control for it.

Sixth, Edublog can be used as the chance to creatively control the students’ own blog or blog postings in an informal setting.

Finally, using Edublog makes the students independent learners. Marti (2006: 18) says:

“The teacher will have to develop skill related to the learning contexts that changes in teaching and learning paradigms require. Thus, the teacher’s role is multiplied and shifts from being a single transmitter of knowledge to become facilitator and guide of the learning process, integrator of new ICT media, researcher and designer of suitable learning scenarios, collaborator (with other teachers and students), orchestrator, learner and evaluator.”

From the statement above, the teacher’s role is not a teacher but a facilitator who guides the students in order to learn independently by implementation of new ICT media. The students are aware of it and learn more for improving their skill in unlimited time and position. There are more practices; of course, which will influence in enhancing their ability in writing English.

(b) The weaknesses

There are four weaknesses the researcher found in applying using Edublog in order to improve the students’ writing skill. First, the teachers must be high quality professional teachers both in controlling the classroom and mastering material and technology. It is supported by some opinions. The ICC report (in Marti, 2006: 18) states:

“…especially devoted to the role of teachers of foreign languages determines the skills and competencies a teacher has to master in order to integrate ICT in a successful way.”

As Gisbert (in Marti, 2006: 19) also points out as follows:

“The teacher’s role in ICT-based learning settings is not easy, it is crucial that they acquire instruction regarding the design and
implementation on on-line courses, the orchestration of ICT/Web-based instructional processes and the development of management skills. Referring to the role and function of teachers who develop their activities in ICT-based settings,

Adding the Gisbert’s opinion, Lufti, Gisbert and Fandos (in Marti, 2006: 19) point out five main functions a teacher should compile: information consultant, group collaborator, facilitator, critical generator of knowledge and finally, academic supervisor. Those opinions show that the big role of teachers in teaching learning process influences the successful learning writing in implementing ICT.

Second, the technical problem in connection internet probably occurs in classroom. This activity requires excellent signal of school’s WIFI. As we know, using Edublog was fully supported by Internet and there are many used notebooks in class that it will make bad connection. Marti (2006: 122) says that students easily get bored if they have to wait too long for a page to download to their computer. Therefore, for anticipation of this problem, the teachers should prepare other plan for keeping the students’ enthusiasm in teaching learning.

Third, the students need to solve problems in an independent way. The students are required to have good knowledge of ICT and to be independent learners. Consequently, implementing using ICT in classroom needs training.

Fourth, implementing using Edublog in classroom needs high cost. As we know, using Edublog must be supported high quality signal of connection internet and students need more notebooks in the classroom. (In fact, there are some students who do not have notebooks).

Based on all of the explanations above, it could be concluded that using Edublog in teaching and learning process stimulates the students’ motivation, attention, and enthusiasm. The classroom environment is also conducive for studying so that the quality of teaching-learning process improves. In addition,
accessing Edublog anywhere and anytime makes students have more practices in writing. Then finally, the writing skill of the students is improved.

The observation results of field notes which are supported by students’ questioners, interview with the collaborator, and some photographs also show the differences of students’ interest and behaviour before and after the implementation of using Edublog in writing class. After the researcher conducted the second cycle, the students filled the questioners the researcher had provided. Besides, the researcher also did the interview with the collaborator as the English teacher in class X 1 of SMA Negeri 1 Boyolali. When the researcher asked the collaborator’s opinion about implementing Edublog in writing class, she said that Edublog is an innovative media that can enhance the students’ competence in writing and their enthusiasm in joining the writing class. The students become independent learners to overcome the problem and the situation in teaching and learning process becomes conducive.

In general, Edublog is one of innovative media that is appropriate in writing class. It is supported by the students’ mean score in the tests. The students’ participant in every single activity in joining the lesson also supported the enthusiasm of using Edublog. Therefore, teachers must not be doubtful to use Edublog to improve students’ writing skill, as Edublog can improve students’ writing skill, especially the tenth grade students of SMA Negeri 1 Boyolali.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusion of the research, implication and suggestion for the Collaborative Action Research conducted in the tenth grade students of SMA Negeri 1 Boyolali in the academic year 2010/2011. They are presented as the final discussion of the research findings.

A. Conclusion

This research was conducted collaboratively, using some steps: 1) identifying the problem; 2) fact finding analysis; 3) planning the action; 4) implementing the action; 5) doing evaluation; and 6) discussing the result of the action. The preliminary research was conducted before going to the main research. The preliminary research included identifying the problem and fact finding analysis was held to identify some problems that occurred during the teaching and learning process in relation with students’ writing skill before applying the technique and to identify the teacher’s technique in teaching writing. In the preliminary research, there were two techniques used to find out the writing problems in classroom; they were observation technique and non-observation technique. In the observation technique, the researcher observed the activity of teaching writing English in the classroom. She also used the pre-test and interviews some the students in the non-observation technique.

The researcher found some problems that indicate the students low writing skill. Based on the pre-test conducted in class X 1 of SMA Negeri 1 Boyolali in the academic year 2010/2011, the researcher found that the students learning English had low writing competence. It could be seen from the mean of students’ writing scores of pre-test (it was only 64.9). Besides, the lack of writing skill was supported by the students’ attitudes toward the lesson in writing class. From the preliminary research, the researcher found that the problems came from some causes. The result of interview with some students of class X 1 showed that the limited time for writing class made them have few practice. The monotone
media used by teachers also made the students unmotivated in the teaching learning process. The teaching and learning process became boring.

According to the cases found in the preliminary research, the researcher tried to improve the students’ writing skill using Edublog. After carrying out the action research, it showed that using Edublog could improve students’ writing skill, as proved by the improvement in students’ achievement. The mean score in pre-test was 64.9 and it increased to 68.9 in cycle I and 74.7 in cycle II. Furthermore, there was improvement in students’ attitudes during teaching learning process. The implementation of using Edublog improved the effectiveness of the media in teaching learning process.

There were some strengths and weaknesses of using Edublog to teach writing skill to the tenth grade students of SMA Negeri 1 Boyolali in the academic year 2010/2011. The strengths were: (1) using Edublog increases in the students’ motivation, enthusiasm and confidence in teaching learning process. (Based on the result of the students’ questioners, almost all students wrote that the innovative media in teaching learning affect their enthusiasm and motivation in joining the class.) (2) Using Edublog helps the students enrich the foreign language class. (The students have more spaces to practice writing in unlimited the time and the place.) (3) Using Edublog provides the students a space to share opinions and ideas. (4) Using Edublog can give learning opportunities to expand via collaboration, interaction and communication in the target language. (5) Using Edublog is a place to carry out the students’ projects in writing class. It means that Edublog is the tool to access and turn in assignments no matter the hour or location. The students can submit their project or assignment outside of the classroom. (6) Using Edublog is also a chance to creatively control the students’ own blog or blog postings in an informal setting. And (7) using Edublog makes the students independent learners.

Even though there were strengths in the implementation of teaching writing using Edublog, there were also weaknesses of using Edublog. (1) The teachers must be high quality, professional teachers both in controlling the classroom and mastering material and technology. (2) The technical problem in
internet connection probably occurs in the classroom. Therefore, for anticipation of this problem, the teachers should prepare other plan for keeping the students’ enthusiasm in learning. (3) It needs the students to solve problems in an independent way. The students should be the independent learners who are able to solve the problems in independent way and have good knowledge in ICT. Consequently, the using of ICT in the classroom needs training for the students. (4) Implementing using Edublog in classroom needs high cost for internet and more notebooks in the classroom. Some students do not have notebooks. Therefore, the implementation of using Edublog has to consider there before.

Based on finding and discussion in the previous chapters, the researcher concludes that teaching writing using Edublog can improve students’ writing skill and it becomes an appropriate way to overcome the writing problems that occurred either in the class or outside the class.

B. Implication

The result of the research shows that teaching writing using Edublog can improve the students’ writing skill in class X 1 SMA Negeri 1 Boyolali. When the problems are solved, Edublog is an effective media to overcome the students’ problems in writing.

In achieving the objectives of teaching learning process, the teachers should choose and use an appropriate technique and media based on the students’ interest in order to the students do the activities in teaching learning process enthusiastically. The media chosen and supported by ICT should also make the students aware of the ICT development in education and improve their writing skill by practicing more in unlimited time and place. Furthermore, the teacher, as facilitator of teaching learning process in the classroom, should help the students be independent to solve the problems they face in writing in and outside the classroom. Using this media overcomes the students’ needs for interaction with the others. They can share their thoughts and communicate with each others. Besides, by reading the posting on the other blogs and then giving comments, the students learn critical thinking and become more creative in designing their blog.
On the other hand, the implementation of using Edublog also increased the students’ reading skill. By reading the comments either on their blog or their friends’ blogs, the students also enhanced their reading skill.

From the explanation, it can be concluded that using Edublog in writing class can be used as an innovative media to achieve an optimum result in teaching writing. Therefore, the teachers should understand well all about Edublog including its features, the benefits, the weaknesses, and then operation in the classroom.

C. Suggestion

Based on the conclusion made and the implication stated above, the researcher would like to give some suggestions dealing with the teaching of writing. Hopefully, the suggestions will be useful for those who are willing to improve the skill in writing including teachers, students, school, other researchers, and institutions of education. The suggestions can be put forward as follows:

1. For the Teachers

Teaching writing is not an easy work since lots of students think that writing is a difficult skill to be learned. In addition, the students’ lack enthusiasm while the teaching learning process was going on. Consequently, teachers will face many problems during the teaching and learning process. Therefore, they should be good in choosing the appropriate techniques and media that can both change their students’ attitude towards writing and improve their students’ writing skill. One of the innovative media they can use is using Edublog. Teachers should optimize the features Edublog has to present the stages of learning writing activities including prewriting, drafting, self-reviewing and peer reviewing, revising, editing, and publishing. As teachers know, many students are interested in blog. Hence, using Edublog as media in writing will make students more enthusiastic in learning process. Furthermore, teachers should be innovative and active in giving guidance to students and controlling them since it will help them a lot.
2. For the Students

Learning writing is not easy but the students can enhance their ability if they practice writing as much as possible, since, writing is a skill gained by practicing. In the classroom, the students should do the teacher’s instructions seriously in order to get optimal achievement in teaching learning process. Furthermore, if there are problems in writing, the students should consult with competent persons to help them in solving the problem. By implementing Edublog, the students can learn writing English not only in the classroom but also everywhere and every time.

3. For the school

From the result of this research, the school can know what actions they must take for supporting the process of teaching learning, especially in writing English. The school should familiarize Edublog by providing internet to find the material or by sending the teacher to school which has implemented weblog in teaching and learning process. Next, the school must be aware of the limited devices of ICT so it can be a challenge in the future by providing enough funds for facilitating the classroom with modern media like computer, speakers, LCD, LCD’s screen and also notebooks for English teachers. In optimizing the teaching and learning English language, the school should provide more language laboratories in order to fulfill the students’ needs as the language learners.

4. For other researchers

This research discusses the implementation of using Edublog to improve the students’ writing skill in a Senior High School. It is expected that other researchers can do further researches in the future in order to make a better teaching learning process. The researcher also hopes that other researchers can apply this media in other level of students.

5. For institutions of education

The institutions should encourage and support the English teachers to improve the quality of teaching learning in the classroom by providing facilities needed by both teachers and students so that the teaching and learning process will run well. Facilitating notebooks to the teachers is also needed to improve the
standard classroom behavior. In addition, the institutions should hold regular meeting with the English teachers in order to control and discuss the problems they face in teaching and to find out the best solutions.