

# CHAPTER I

## INTRODUCTION

### **1.1 The Background of The Study**

Language has a very important role in human activities to communicate with other people. It is used to express their feelings, purpose ideas, even in spoken or written way. In studying language, there are four skills that should be well-mastered by those who are interested in learning English and it applies also when someone studies English. Learning English is becoming more important nowadays, because it's an international language that is used to communicate with different nationalities and to develop their business. This era of globalization is an era full of challenges and competitions where the proficiency in spoken and written English is required. So, by learning English we can get our dreams become true.

English is one of international languages that has many countries used nowadays. The English language is learned in Indonesia as a foreign language. Since it plays an important role in international communication, mastering the English language both written and spoken are absolutely needed, especially for Indonesian who live in a developing country. Besides, it is useful to follow the globalization era to become a modern nation. Thus, the English language is taught formally in schools and universities as a compulsory subject. It has become a part of curriculum of education in Indonesia. The orientation of the English language teaching process in school is to increase and widen the students' ability in listening, speaking, reading, and writing.

One of the important basic skill which are taught in English is writing skill. Due to the advance of technology, writing is one of the important skills that must be mastered by students in English language learning process.

Writing is a process of transforming thought into written form. Process of writing is a way of looking at what people do when they compose a written text. According to Anthony (1986:10) Writing is creative process an intellectual exercise that results in a symbolic product, be it a book, story, play, report, essay, memo, letter, or paragraph. There are so many kinds of genre in writing they are narrative, descriptive, argumentative, procedure, etc. The genre of writing that students should be learn is recount text.

Writing skills have many important aspect in the world. Some people use writing for communication because people can interact with others not only using spoken language but also the written language. The writing skill is needed in modern communication or high-technology. Then, the writing skill must be taught to and learned by students from now to face the competition with other people in this global era. Writing is categorized a productive skill. Teaching materials and media are developed by teacher in teaching and learning activities.

Techniques and approaches to teach skills, in this case, writing is influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily. Learning media have a great influence in education system to explore students' ability. Teaching learning activities in the classroom have used learning media to facilitate the teacher and students' knowledge. In

addition, learning media must be suitable with the lesson plan that is used by teacher.

As the writer's experience in Teaching Training practice (PPL 2017) in SMP Negeri 13 Medan, the students got low score in writing. When students were writing English, the students were difficult to express their ideas. They did not even understand the terms 'content' or 'main idea' of texts. They had many things in mind to tell, but they felt confused how write it down. Students' lack of vocabulary had become a problem to their writing. They tended to repeat the same words several times, and the word choice sometimes was inappropriate with the context they wrote.

To resolve those problems, teachers are challenged to be more creative in teaching. one of the options is the use online media. Weblog is one of the online media that can be used to teach writing. Weblog is a website that contains notes or journal daily activities of people or groups and should be connected to the Internet network. In the weblog, the researcher can share everything such as a document, picture, multimedia, etc. The readers also can give a comment and feedback for what they write on the blog.

Galien and Bowcher (2010:6) state that the term "blog" is a contraction of two words: *web* and *log*. Blog are a fairly new tool for written communication and interaction and appear in many different languages. Blogs have a different purpose and can provide a public forum for an individual's thoughts, ideas, tips, commentaries or anything else that one would like to keep a regular written record of.

Kusumawardhani(2010:6-7) Investigated the effectiveness of using weblog to improve students' ability in writing. The samples were two classes with consist 30 students each class. This research conducting pre-test and post-test to the experimental and control groups. The data were analyzed using ANCOVA. The result of this research showed that the significant difference in both pre-test and post-test scores was at.004 was less than.05 which meant that the null hypothesis was rejected. Therefore, weblog was effective to improve students' ability in writing.

Based on the problem above,the writer interested to do research under the title“**The Use of Weblog Technique in Improving Students' Writing Skill for Junior High School in SMP Swasta Santo Thomas-5 LaweBekung**”.

## **1.2 The Problem of The Study**

Related to the background of the study, the problem of the study is formulated as follows :“Is there any significant improvement on students' writing skill after teaching by using weblog technique for junior high school?”

## **1.3 The Objective of The Study**

The objective of the research is to find out if there is a significant improvement on students' writing skill after teaching by using weblog technique for junior high school.

## **1.4 The Scope of The Study**

There are many types of technique in acquiring students writing. They are scaffolding technique, peer feedback technique, dictogloss technique,

weblogtechnique, etc.The writer focuses on using weblog technique to improve students' ability in writing recount text which is conducted for junior high school. The aspect of writing focused in this were organization, content, vocabulary, grammar and mechanics.

### **1.5 The Significances of The Study**

If the writer is proven to provide a significant improvement after using weblog, the result of this study was expected to be useful and benefit for the readers who wants to conducted further study about the implementation of weblog in teaching writing recount text.

#### 1. For the English teachers

The writer hopes that this research study can improve the teachers' ability to help students in teaching writing in the class. Besides that, the English teacher is able to use the interesting media to improve the students' ability in writing.

#### 2. For the students'

This research study can be used to help students in writing. It means that, the media can help the students to organize idea in writing. In addition,it can be used to motivate their learning in the class,especially writing of a recount text.

### **1.6 The Hypothesis**

Based on the question formulated above, the writer formulated this research by hyphothesis as follows :

Ha : There is a significant improvement on students' writing  
recount text after using weblog.

Ho :There is no a significant improvement on students' writing  
recount text after using weblog.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In a research, there are some important theories of expert to support our research in order to avoid misinterpretation. Theories are needed to explain some terms. In this part theoretical on terms will be presented. This chapter presents a review of related literature and explanation of the related materials. The researcher presents the discussion in some theories related to this study in order to strengthen this study.

#### **2.2 Writing**

Writing is the act of pouring an idea into written form or telling something to readers through written language . Through writing we can communicate indirectly.

Richard and Renandya (2002:309)says that Writing is one of four language skills to be used to test that other skills have been mastered. Writing is a valuable tool for learning not only about subject matter, whatever the choice, but also about language. Writing is for discovery of learning, not just demonstration of learning.

James (1983:6) says that Writing is hard work. But writing is also opportunity: to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present.

Sitting down to write can be an agonizing experience. Since writing is hard to master, students need to do writing exercises to be comfortable with the act of writing, and less afraid of making errors or experimenting with ideas.

### **2.2.1 Aspect of Writing**

Writing is not only the activity of setting down sentences or some words into the written language, but also the activity of arranging them into well-organized writing. There are some important aspects need to master in order to write well.

The first is Content. Content refers to the essence of writing, the experience of main idea. It is identified by seeing the topic sentence. The topic sentence should reflect the entire of the paragraph and express the main idea.

Second is vocabulary skill. Vocabulary refers to the words or selection those are suitable with the content. It can be classified by seeing the words choice or diction to convey ideas to the reader. Vocabulary is keywords or phrases for communication to each other.

Third is grammar skill. Grammar refers to the use of syntactical pattern and the correct grammatical forms. It is identified from the construction of well-formed sentence.

Forth is organization skill. It is referred to the ideas that stick together so that ideas run smoothly within the paragraph. Organization is for an essay because it is difficult with many paragraphs.

The last is mechanics. Mechanics of writing are critical arts of learning to write. Mechanic is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.



### 2.2.2 Process of Writing

In writing, students cannot only focus on their writing. They should consider the steps or pay attention to the processes in writing to produce good writing. A good writing means good in terms of language, content, purpose and referred reader. Harmer (2004:4-6) explain the process of writing. They are:

#### 1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

#### 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

#### 3. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence. Reflecting and revising are often helped by other readers (or editors) who comment

and make suggestion. Another readers reaction to a piece of writing will help the author to make appropriate revisions.

#### 4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. but the writers is now ready to send the writer text to its intended audience.

Harmer (2004) might decided to represent this stages in following way:

### **Planning    Drafting    Editing    Final Draft**

#### **2.2.3 Kind of Text in Writing**

Studying writing is not about how to write well or the theory, but in learning writing the students also need to know the genres of text. According to Peter and Megan (2005:29) says that A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. There are five texts that should be learned by students in Junior High School.

#### **1 Procedure of Text**

According to Wardiman (2008:134) Procedure text is a text that gives some clues of how to do something through a series of actions. There are three generic structure of procedure text.

## **2. Descriptive of Text**

Descriptive text is a text that describes the features of some one, something, or certain place (Wardiman, 2008:115). The purpose of descriptive text is to describe and reveal a particular person, place or things so that the readers can figure out from that explanation. This text uses simple present tense and simple past tense.

## **3. Report Text**

Gerot and Wignell (1994:196-197) says that report is a text which announces the result of an investigation or presents information about something. The information given in a report text is very general information. This text uses the conditional logical connection and simple present tense. There are two generic structure of report text General classification and Description.

## **4. Narrative Text**

Pardiyono (2007:94) says that narrative is a text that has function to tell stories or events and entertain the readers. This text uses temporal conjunction, processes verb, simple past tense. There are three generic structure of narrative text Orientation, Complication, and Resolution.

## **5. Recount Text**

Pardiyono (2007:63) says recount is a text that tells a story that occurred in the past. It begins by telling the reader who was involved, what happened, why it occurred, where this event took place and when it happened. Recount text also has three rhetorical steps. There are orientation, event and re-orientation.

1. The first is orientation paragraph. Orientation gives information about what, when, who, and where. It is also an orientation paragraph which provides the setting and introduces participants.
2. The second is event paragraphs. These paragraphs tell us about what happened in what sequence.
3. The last rhetorical step is re-orientation. This paragraph is optional. It is usually used as a closure of events. In this paragraph, the writer usually put his personal comments about what has happened.

Recount text usually include the following grammatical features: Focus on specific participant, use past tense, circumstance of place and time, use of material process of action verb. And focus on temporal sequences. Based on the explanation above, the researcher focuses on recount text.

### **2.3 The Technique of Writing**

A technique is implementation that which actually takes place in a classroom. It is particular trick, strategy, or contrivance use to accomplish an immediate objective.

There are many types of technique in writing . They are: Scaffolding, PeerFeedback, Dictogloss, and Weblog.

#### **1. Scaffolding Technique**

According to Veeramuthu (2011:934) scaffolding is a process by which a teacher provides students with a temporary framework for learning. Scaffolding is instructional technique where by teacher models the desired learning strategy or task and then gradually shifts responsibility to the students.

## 2. Peer Feedback Technique

Peer feedback is an interactive process of reading and commenting on a classmate's writing. In this technique, the student pairs critically review and provide editorial feedback on each other's writing assignments. Peer feedback helps teach students how to identify the features of good and poor writing in the work of others, thus developing critical evaluation skills that they can apply to their own writing.

## 3. Dictogloss Technique

Dictogloss is one of techniques that can be used in language teaching and learning process. The term " Dictogloss" is to help students have better understanding of using grammar. Dictogloss is an effective learning technique since the task provide a context for negotiation.

## 4. Weblog Technique

Armstrong (2004) says that Weblog is a medium for writing, which can help someone to write and collect the information through a web browser and automatically post in internet without waiting a long time. To apply this one, most of people have many reasons to put a blog become a one special thing for sharing ideas or personal thinking.

According to Namwarand Rastgoo (2008:178) Weblogs are the best tool to provide the condition that students work to each other while they are separate. The students can sharing they ideas with other students provide opportunity to criticize ideas and improve the ideas and this lead to develop new ideas.

## 2.4 Defenition of Weblog

According to Galina (2006:133) A weblog, or blog for short, is a personal site that allows instant publishing online. Weblog is used as a media to share stories , events,or other materials such as grapichs or video. Blog is a type of web page that is simple to create and to disseminate and that is used as a form of online journal.

Dosik and dong (2013:127) say that Weblogs have numerous benefits in foreign language learning. They can provide a motivating learning environment where learners can have a sense of ownership and readership. They can also be used to enhance student analytical and critical thinking skills, create social interactions between students and the instructor, students and their peers, and students and a out of class audience. However, it is important to note that technology itself does not guarantee better education or automatically make students learn. In order for weblogs to be successfully used to encourage and extend students' learning, teachers need to guide and direct students in their use of the new technology throughout the learning process. It is essential that teachers monitor students' interaction and provide timely intervention. That is, in addition to the attention paid to the process and products of learning, teachers should take part in students' discussion process and give appropriate feedback when necessary to help the interactive meaningful dialogues continue to occur.

Meanwhile,Mynard(2007:1) say that weblog is a kind of online dairy that has been reported to be very useful tool for language learners for a number of reason. Blogs helps students to develop audience awareness, to create a

collaborative class environment, and have also been reported to be a motivating learning activity.

Richardson (2009:20) also said that the early adopters of weblog in the classrooms have already created a wide variety of ways to use them and they have shown that weblog can enhance and deepen learning. Through the unique process of blogging, which will be discussed in much more detail shortly, students are learning to read more critically, think about that reading more analytically, and write more clearly. And the students are building relationships with peers, teachers, mentors, and professionals within the weblog environment.

There are three features of weblog that can be used to support that teaching and learning process. They explained as follows:

#### 1. Weblog Post

It is the basic features of weblog. This feature display the things that contain general information about blog governance and all the equipment or facilities in a weblog. In weblog, everyone can share everything such as short writing, link, picture, video, etc. It is displayed in chronological order.

#### 2. Weblog Comment

The readers of weblog can use this part to speak up their feelings toward the writings. The writers and readers can interact through this feature. In this case, the teacher can utilize it to deliver his feedback and maybe some suggestion or correction towards the students' works and also their friends can give peer comments in this section.

#### 3. Subscription/ RSS

The part provides notifications from the blog to its followers when there is new content in an article. In other words, the followers will know if the blog has been updated with new content.

### 2.4.1 Types of Weblog

There are three types of weblogs that are used in language classes (Campbell, 2003:1-4) : the tutor blog, the learner and the class blog.

#### 1. The Tutor Blog

This is a type of weblog that is run by the tutor for the learners. It serves the following purposes:

1. It gives daily reading practice to the learners. Sometimes students find assigned reading material too boring, difficult, or hard to relate with. This is because it is often written with another purpose in mind. So who better to write to them than the person who knows them best; the teacher.
2. It promotes exploration of English websites. Any entry made by tutor can and ought to encourage further exploration of the internet in English by linking to related articles, and content based websites. For those learners reluctant to step outside the comfort of exploring the Web in their native language, being led to interesting English language sites will increase their confidence and help to overcome their a version.
3. It encourages online verbal exchange by use of comment buttons. At the bottom of each entry, any blog reader can make a comment that can be read and further commented on by all who access the site. Ask your students questions, give them riddles, challenge their views; whatever it takes to encourage them to comment.



4. It provides class or syllabus information. Entries in the blog can also serve to remind students about homework assignments and upcoming discussion topics. Links can be provided to sites that introduce relevant topics of discussion.
5. It serves as a resource of links for self-study. In the right and/or left margins of the blog, permanent links can be set-up and organized to aid the learner in self-study, for example links to online quizzes, English news sites, audio and video files for listening practice.

## 2. The Class Blog

This type of blog is the result of the collaborative effort of an entire class. The following are some possible uses:

1. In conversation-based classes it could be used like a free-form bulletin board for learners to post messages, images, and links related to classroom discussion topics. It could also be a space for them to post thoughts on a common theme assigned for homework.
2. With intermediate and advance learners, class blogs might also be useful for facilitating project-based language learning, where learners can be given the opportunity to develop research and writing skills by being asked to create an online resource for others.
3. Class blogs could be used as a virtual space for an international classroom language exchange.
4. For reading and writing classes, it might also involve the use of knowledge management software, like Userlands' Manila, that allows for a great deal of threaded discussion behind the scenes.

### 3. The Learner Blog

These are blogs that are either run by individual learners themselves or by small collaborative groups of learners. Learner blogs may be best suited for reading and writing classes. A common reading assignment can be followed by blog posting on the thoughts of each learner or group of learners. Furthermore, the act of constructing the blog may encourage the use of search engines and net surfing in English to find the appropriate sites to which links can be made. This will empower the learner to direct the reader to sites of choice for further reading. Individually, blogs can be used as journals for writing practice, or as free-form templates for personal expression.

#### **2.4.2 The Pedagogy of Weblog**

There are some basic aspects of blogs that make them an attractive addition to the teachers toolbox nonetheless (Richardson, 2009:26-28). They are:

1. Weblogs are truly a constructivist tool for learning. Because the content that students and teachers create is on the World Wide Web, it is content that becomes a part of the wider body of knowledge that the Internet represent.
2. Weblogs truly expand the walls of the classroom. The Internet has always provided the possibility of connecting students with others out-side the classroom via e-mail and chat groups. But now that collaboration can be much more diverse. We can create sites where classes from disparate geographies can conduct all sorts of experiments: share the result through text, picture, audio, or video; and invite expert scientists into the process to reflect on the result.

3. Blogs archive the learning that teachers and students do, facilitating all sorts of reflection and metacognitive analysis that was previously much more cumbersome.
4. The Weblog is a democratic tool that supports different learning styles. For those students who might be more reticent in class, a blog gives them the opportunity to share in writing the ideas they may be too shy to speak.
5. The use of weblog can enhance the development of expertise in a particular subject. Students who blog in educational settings usually focus their reading and writing on one topic, which helps bring about topic specific expertise.

Blogs can teach students the new literacies they will need to function in an ever-expanding information society.

### **2.4.3 The Application of Weblog**

According to Zhang (2009:66) Since 2000, when weblogs became widely available, a surprisingly wide variety of blog uses can be observed in the higher education and research arenas. Researchers, academics, teachers, and students are excitedly embracing blogs.

In the field of higher education in particular, where online asynchronous communication has taken place, either through email or discussion boards, blogs have been used in a number of different roles, which have both extended and in some instances replaced existing online communication tools. This has indicated the usefulness of blogs as communication and/or cognitive tools for specific disciplines, such as language learning, journalism and communication studies,

academic research, law, higher education in general, and teachers' professional development.

The Blog appears to enrich the learning experience and provide an opportunity for learners to shift from surface to deeper levels of learning. Surface learning is characterized by the approach of the learner to complete only the minimum content necessary to meet assessment requirements, whether that is learning only what may be presented in a test or simply attending and completing activities. Conversely, deep learning is how learners stand back from an experience, seek out connections between concepts, and contextualize meaning. In general, the blog as a learning journal is a way of documenting learning and collecting information for self-analysis and reflection, it helps students nurture a habit to study from surface to deep.

#### **2.4.4 The Advantages of Weblog**

The use of weblog in the teaching and learning process has the advantages. Weblog is a democratic tool that can help students with different learning styles. Using weblog, even the most silent and passive students can get the same chance to interact with their friends in the classroom. There are some advantages in using weblog in the teaching and learning process (Wen-shuenn, 2005:427). They explain as follows:

1. The application of Blogs is useful supplemental aid to teachers. From any computer connected to the internet, teachers can create, edit, or delete their teaching handouts such as notes, homework assignment, and review materials. All the teachers' messages will be organized in a reversed chronological order with the latest postings on the top.

2. Blogs can promote exploration of English websites. Since it is quite simple for teachers to put English materials on line with links to their source websites, students have more chances to read related articles..
3. The feature of automatic date-stamping for each post is quite useful. Students e-mail may, for some technical glitches, not reach their teachers or be carelessly deleted by their teachers. With the automatic date-stamping function, both teachers and students know clearly when students turned in their assignments. On the other hand, the automatic archive of past posts by date or theme can help teachers and students easily locate the message they are searching.
4. If the students do not have their own personal websites, an easy-to-use blog is a good start for them to interact with users of the cyberspace community.
5. Teachers can easily use the blog to organize a collaborative learning environment in which students can peer edit others' postings. Students should be encouraged to comment their partner's postings, which can also be shared by other classmates.
6. In an article describing how blogs are integrated with educational activity as resources both for students and teachers. Blog development can "empower students to become more analytical and critical".

#### **2.4.5 The Disadvantages of Weblog**

The use of weblog in teaching and learning process also has the disadvantages. There are some disadvantages in using weblog in teaching and learning process ( Fhareza: 2017:18). They are:

1. Students can be easily distracted when they can connected to the weblog because they have access to the virtual world, and the students can forget the task that they are doing.
2. Not all the skills in the language can be applied weblog because learning English using weblog is only conducted in writing skill. It will lack of listening and speaking skill training. Writing may be more casual than traditional assignment.

## **2.5 Previous Research**

The previous research that use the research are:

The first, A journal by Soares (2008) set up a class blog with her nine pre-intermediate EFL students in a language school in Brazil. She explored the students' perceptions of the value of using blogs as a part of their English learning. She carried out three-month exploratory practice. The finding showed that the students viewed blogs as learning tools for them and blogs helped their English.

The second, A journal by Noytim (2010) investigated the potential value of weblog use on English language learning in the context of a university in Thailand. The study examined students' perceptions of and attitudes toward using weblogs. The participants were twenty under graduate English major students who were preparing to become English teachers at a secondary level. They undertook coursework and teaching practicum in secondary schools.

The third, A thesis by Amrih(2012). Improving Students' Writing Skills on Recount Texts Through Collaborative Writing Technique. This research had attained

some data that were related to the use of collaborative writing technique in improving students' writing skills on recount texts. According to the data analysis conducted in this research, the application of collaborative writing is believed to be helpful to improve students' writing skills.

How ever this research is different with previous ones, In addition, the students understand the components, the purpose and the language features of a recount text. The students will able to identify the generic structure of a recount text. Students' vocabulary mastery improved. The students will able to make sentences used the simple past tense and made sentence in a good structure and they will able to make sentences used the right (organization, content, grammar, and vocabulary, and mechanics).

## **2.6 Conceptual Framework**

Writing is an activity to conveying an idea, opinions, or information using letters and numbers on media. Writing has several purposes which is to tell a story, to explain things, to provide guidance or direction, and also to summary.

Recount is kind of English text that tells the story or events that occurred in the past. Recount text has three generic structure such as orientation, event, evaluation, and reorientation. The purpose of recount text is to inform and entertain the reader.

Weblog is a website that contains notes or journal daily activities of people or groups and should be connected to internet network. In the weblog, the resercher can share everything such as a document, picture, multimedia, etc. The readers also can give a comment and feedback for what they write on the blog.

By applying weblog technique, the writer hopes weblog technique is able to increase students writing skill and make students can write English well. To explain it clearly look at the schema below:

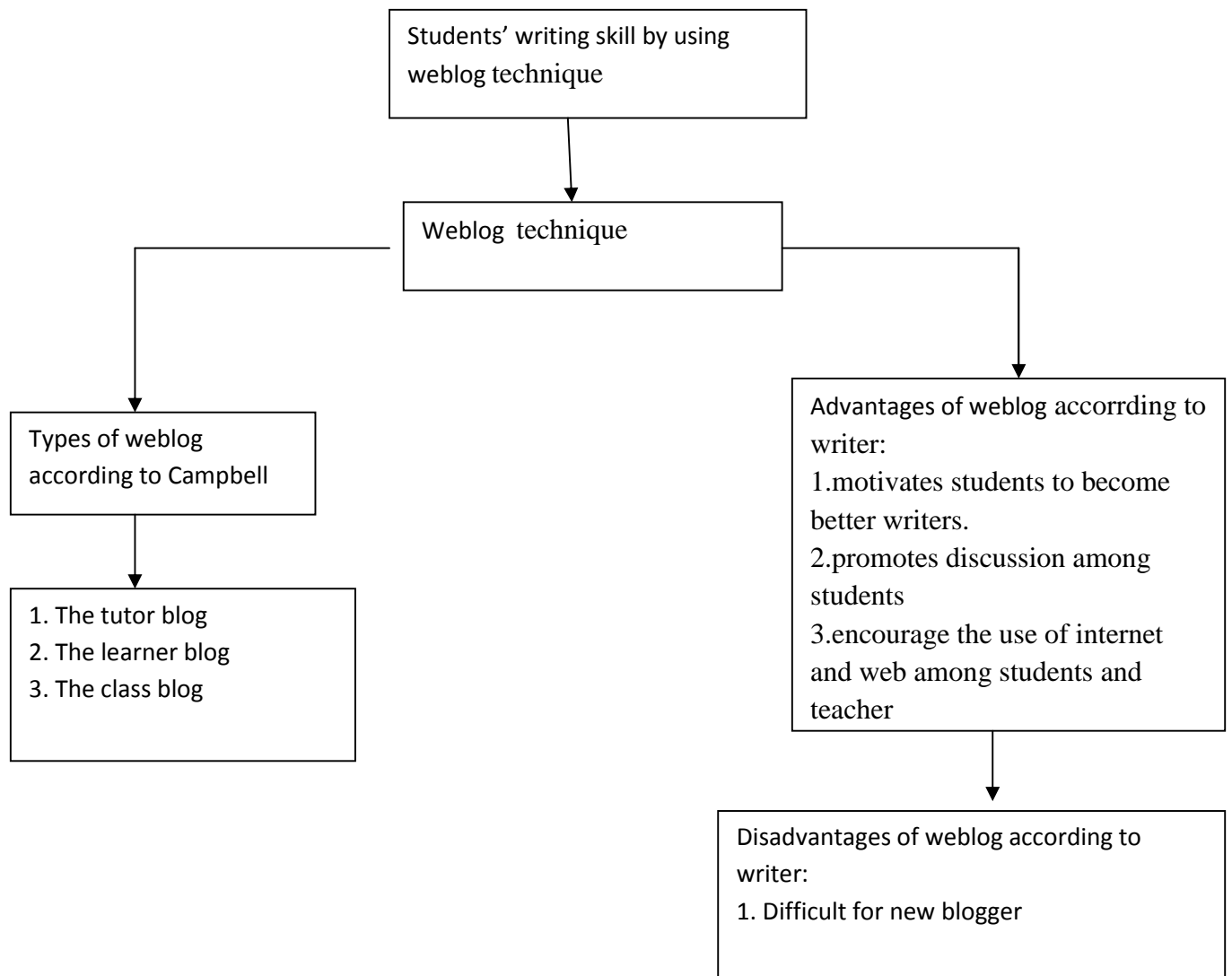


Figure conceptual Framework of “ *The Use Of Weblog Technique in Improving Writing Skill for Junior High School (An Experimental Study to The Eight Grade Students of SMP Swasta Santo Thomas-5 Lawe Bekung*”. ( Tampubolon, Gemala, 2018)



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research was conducted by using Classroom Action Research (CAR). Action research was used in real situation, since it's primary focus in solving real problems. Action research purposed to improve the teaching for instance the success of certain activities or procedures by teacher in teaching and learning process.

Classroom action research helps teacher to understand more about teaching and learning, to develop teaching skills and knowledge and take action to improve students learning. The characteristic of classroom action research is a dynamic process which is done in four steps namely: planning, action, observation, and reflection and community organizations; teachers; and health and human services may

##### 1. Planning

Planning is arrangement for doing something. In planning the research makes some preparations which are related to action that will be done and it is also prepare everything that is will need in teaching learning process.

##### 2. Action

Action means that the activities that will be done. It is implementation of project the researcher. Action guided by planning in the sense it looks back plan for rationale.

##### 3. Observation

Observation is purposed to find out information of action. Such as the students' attitudes even the obstacles that happen. It has function of the effects of critically informed action and looks forward, providing the basic for reflection. It is always be giuded by intent to provide a sound best for critical self reflection. So, we must do it with carefully.

#### 4. Reflection

Reflection is the feedback from the teaching learning process that will be done. It is very necessary to help the researcher to make decision for what to do or revise. It is evaluate all of aspect.

### **3.2 Population**

Population is the generalization region consisiting of the object/ subject that have certain qualities and characteristics, established by researchers to learn and then drawn conclusions. The population in this study were students of class eighth of SMP Swasta Santo Thomas-5 Lawe Bekung in the school year 2018/2019 as many as 48 students which consist of two classes.

### **3.3 Sample**

Sample is some or representative of population which is going to be observed. It means that sample is limited numbers of cases representative of students. The writer took one class for sample, it is class VIII-A. The totally of students were 22 students.

### **3.4 The instruments of collecting Data**

To collect the data, the researcher used writing test as instrument. The writing test is used as a set to measure the students' ability in writing. The students wrote a recount paragraph about "My Holiday" for pre-test and "Memorable Day" for post-test which consists of 70 words.

### **3.5 The Procedure of the Research.**

This research was conducted in two cycles and conducted in four meetings. Each cycle included four steps, they are planning, action, observation, and reflection. The steps in conducting this research are following:

#### **Cycle I**

There are the details of procedure in cycle I

##### **1.Planning**

Planning is the first step in classroom action research. It is arrangement for doing something considered in advance. In this step, the researcher plan detail about the activities that will be done. The actions the planning step are the following:

1. Preparing the lesson plan.
2. Preparing the test in this cycle
3. making a pre-test as the instrument to know the students basic skill in writing a recount text before give a action.
4. Preparing observation sheet and test
5. Designing a procedure of teaching writing through weblog technique.

##### **2. Action**

Action is the process of doing something. It is the implementation of planning. In this step there are many activities that the writer did, they were:

1. The teacher explained the definition of writing, explain about recount text and example of recount text.
2. The teacher also explained the meaning of weblog, the use of weblog and gave the sample of weblog.
3. The teacher explained how to make the blog.
4. The teacher asked the student to make their own blogs in order to be a medium to post their works.
5. The teacher gave the students recount text. Then the teacher asked them to identify the social function, generic structure, and grammatical feature of texts.
6. The teacher asked the student to post the story in the blog and the teacher gave feedback on students' writing. The students also gave feedback to their friends' work.
7. The teacher asked the students to revise the draft and develop it into good text through comment.

### **3. Observation**

In this step, the writer observed the whole process of action's teacher. Students included behavior, the way of students work, cooperation, response, and the situation.

### **4. Reflecting**

Reflection is the evaluation of the action that has been done. Reflection would be done after the students already done all of the steps or activities on the class.

The arrangements are:

1. Teacher ask the students to collect their work and give the score
2. Next action (the writer rivise plan for the second cycle)

## **Cycle II**

Cycle II will be done if the mean score at the first cycle is not satisfying. This cycle will be needed if the previous mean score do not fulfill the minimum completeness criteria (KKM). This cycle consist of the same four phases like cycle I; planning, action, observation, and reflection in cycle I, but thre will be alittle different step in doing the action based on weakness find in cycle I. The weakness or problem find in cycle I will be solved this cycle in order to get the improvement in the process and the result.

### **3.6 The Scoring of Test**

In this researcher, the researcher assessed students' score in test by using writing scring scale. In addition, in measuring students' writing improvement in some aspect of writing, the researcher used the scoring scale.

Aspect	Score	Criteria
Organization	20-18 Excelent to good	Appropriate title,topic is stated,leads to body,transition expression used,arrangement of material show plan, supporting evidence show the generalization.
	17-15 Good to adequate	Adequate title, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expression may be absent or misused.
	14-12 Adequate to fair	Problems with the order of ideas in the body,generalization may not be fully supported by evidence given,problem of organization interfere.
	11-6 Fair to poor	Minimally recognizable introduction,organization can barely be seen,severe problems with ordering of ideas,inadequate effort at organization.
	5-1 Very poor	No apperent organization of body, writer has not made any effort to organization the composition.
Content	20-18 Excelent to good	Essay addresses the topic,the ideas are concrete and throughly developed and essay reflects though.
	17-15 Good to adequate	Essay addresses the issues but misses some points,ideas could be more fully developed.
	14-12 Adequate to fair	Development of ideas not complete or essay is somewhat off the topic,paragraphs aren't divided exactly right.
	11-6 Fair to poor	Ideas incomplete,essay does not reflect carefully thinking or was hurriedly written,inadequate effort in area of content.
	5-1 Very poor	Effort to consider the topic carefully.
Grammar	20-18 Excelent to good	Correct for preposition,modal,article,word form and tense using,no fragment or run on sentences.
	17-15 Good to adequate	Some grammar problems do not influence communication and no fragments or run on sentences.
	14-12 Adequate to fair	Ideas are getting through to reader,grammar problems are apparent and have negative effort on communication,run on sentence.
	11-6 Fair to poor	Numerous serious grammar problems interfere with communication of writer's,grammar review of some areas are clearly needed,difficult to read sentences.

	5-1 Very poor	Severe grammar problems interfere greatly with the message, reader cannot understand what the writer was trying to say, unintelligible sentence structure.
Vocabulary	20-18 Excellent to good	Precise vocabulary usage, use of parallel structure, concise, register good.
	17-15 Good to adequate	Attempts variety, good vocabulary, not wordy, style fairly concise.
	14-12 Adequate to fair	Some vocabulary misused, lacks awareness of register, may be too wordy.
	11-6 Fair to poor	Poor expression of ideas, problems in vocabulary, lacks variety of structure.
	5-1 Very poor	Inappropriate use of vocabulary, no sentence variety.
Mechanics	20-18 Excellent to good	All needed capitals, paragraph intended, punctuation and spelling errors.
	17-15 Good to adequate	Some problems with punctuation, occasionally spelling errors.
	14-12 Adequate to fair	Spelling problems distract the reader, punctuation errors interfere with ideas.
	11-6 Fair to poor	Part of essay not legible, errors in sentence punctuation.
	5-1 Very poor	Complete disregard for English writing convention, obvious capital missing, severe spelling problems.

$$\text{Score} = \frac{x}{20} \times 100$$

Where :

x : the total score of student

20: The highest score

### 3.7 The Technique of Analyzing the Data

The writer analyzed the data by using the qualitative data and quantitative data. Qualitative data that is used to describe the situation during the teaching process and the quantitative data is used to analyze the score of the students. The qualitative data is analyzed from the observation sheet and the quantitative data is analyzed from the computation of the score of writing test.

The procedure of analyzing data were:

1. Collecting the data from the scoring of the class
2. Tabulating the score from the highest and the lowest
3. Compare the students' score between cycle I and cycle II
4. Calculate the percentage of the students score
5. Make the conclusion

The writer analyzed the data by calculating the mean of the students' score, the formula:

$$X = \frac{\sum x}{N} \times 100$$

Where:

$\sum x$  : The mean of students

$\sum x$ : The total score

$N$  : The number of students

The categorize the number of students. The writer used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

$P$  : Percentage of students

$R$  : The number of student

$T$  : The total number of students who do the test.