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THE 62nd TEFLIN INTERNATIONAL CONFERENCE 2015 ENGLISH DEPARTMENT, FACULTY OF LETTERS AND CULTURE, UDAYANA UNIVERSITY

Secretariat : Jalan Pulau Nias 13 Denpasar Bali Indonesia 80114

Web: teflinbali@unud.ac.id , Email address: teflinbali@gmail.com, phone : +62361257415

Denpasar, May 8th , 2015

Subject : Invitation as a presenter in ROUND TABLE MODE

Dear Mr/Mrs/Ms. Lusy Tunik Muharlisiani – Wijaya Kusuma University Surabaya

The committee of the 62th TEFLIN International Conference has pleasure in inviting you to attend the conference as **a presenter in ROUND TABLE MODE (USING SKYPE MESSENGER ON BLENDED LEARNING and WEBLOG TO IMPROVE STUDENTS' WRITING ABILITY OF STUDENTS FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGE AND SCIENCE WIJAYA KUSUMA UNIVERSITY)**. The event will be held at **Sanur Paradise Hotel in Denpasar, Bali on 14-16 September 2015**, hosted by English Department Faculty of Letters and Culture in collaboration with Linguistics Study Program of Postgraduate Program of Udayana University, and Teachers of English as Foreign Language in Indonesia (TEFLIN). The theme of the conference is "Teaching and Assessing L2 Learners in the 21st Century". The theme covers the following topics: (1) Language policy, (2) Quality assurance in ELT, (3) Language and communication skills, (4) Assessment in character education, (5) Roles of ICT in teaching and assessing L2 learners, (6) English for young learners, (7) Innovations in teaching and assessing L2 learners, (8) Best practices in L2 teaching and research, (9) School-based assessments, (10) English for specific purposes, (11) Standardized tests of English Proficiency, (12) English for general purposes, (13) The National Examinations and their impacts on L2 learning, (14) Translation in Language Teaching, (15) Teacher professional development, and (16) Literature in Language Teaching. For detail information about the conference please visit the website at: teflinbali.unud.ac.id
We look forward to your participation in the conference.

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Using Skype Messenger On Blended Learning, WEBLOG and E-Learning to Improve Students' Writing Ability of Student Fourth Semester English Education Department
Faculty of Language and Science Wijaya Kusuma University

Dra. Lusy Tunik M, M. Pd (yahdilla@yahoo.com)

Drs. Supeno, M. Hum, M. Pd (bana.supeno@gmail.com)

Universitas Wijaya Kusuma Surabaya Jln. Dukuh Kupang XXV/54 Surabaya (60225)-JATIM

Abstract

This research describes about using three of tools that are blended on learning, weblog and e-learning to improve students' writing ability in the fourth semester English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University. Those students have some problems in learning writing. They might get struggle when they try to write and were confused what they must write for the first time and they were lack of vocabularies, and they were passive and looked un-interested in teaching and learning writing process. Based on the implementation of the study, the researcher found out that after being treated with blended on learning, weblog and e-learning as a tool to improve students' writing ability, the students had positive response and enjoyed the strategy when they practiced to post their writing through blended on learning, weblog and e-learning with their friends. Furthermore, they can cooperate in group, learn to make a draft, learn to give comment to their friends' writing, learn to revise their writing, and learn to publish their writing.

The objective of this study were 1) to describe the implementation of using blended on learning in ordering to can improve writing ability for students fourth semester English Education Department, 2) to understand application of the concept of writing through blended on learning, weblog and e-learning for students. The result of this study showed that 1) the implementation using blended on learning, weblog and e-learning in teaching writing ability is effective to use because it can attract the students and motivate them in writing and through blended on learning, weblog and e-learning the students can get enough stimuli. 2) The students could develop their idea in writing, they also can write better, their spelling and grammar become be better and the average score was 75. In conclusion, the implementation of using blended on learning, weblog and e-learning and the students' ability in writing improved as the media

Keywords: *Blended on Learning, weblog, e-learning, and writing ability*

INTRODUCTION

1st Paragraph

Writing as one of productive and complex skills, is important to learn and to consider. This skills are also logical instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non-roman script or a predominantly oral tradition. Further, with the drive to incorporate workforce readiness skills into adult ESL instruction, practice time is being devoted to such writing ability as reporting, negotiating, clarifying, and problem solving (Grognet, 1997).

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However, students may face difficulties how to compose it. The teacher needs to engage them, from early levels with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve.

2nd Paragraph

Moreover, the result of questioners for students to indicate that the problem when they learn writing, they do not know more about the elements or the generic structures. Therefore, teachers need to be able to be creative attitude characterized by an attitude of openness to new experience and ready to shape reform, flexibility in thinking, freedom of self expression, respect for fantasy, an interest in creative activities, confidence in his own ideas, self-reliance in providing their own considerations. Referring to the problems above, the researcher wants to conduct the research by applying alternative tools that are called blended on learning, weblogs and e-learning as a solution to overcome those problems

METHOD

1st Paragraph

In this research, the problem is the difficulties of students' writing ability in the fourth semester English Education Department. It has four stages in each cycle: planning, acting, observing, and reflecting (Arikunto, 2010: 3). Here is the explanation of each stage: 1. Planning stage→Firstly the researcher looked at the syllabus to know the competence standard and basic competence of teaching writing. Then, the researcher prepared and made lesson plan related to the appropriate material and topic used. The researcher also checked the availability of teaching media (LCD) and data collections' instrument to implement blended on learning, weblog and e-learning like the observation checklist and prepares the test which would be given in the end of each cycle. In addition, the researcher prepared an internet access, here was computer laboratory and the researcher asked the students to make personal blended on learning, weblog and e-learning by guiding them how to create it, 2. Acting stage→ Firstly, the teacher started the lesson with the identification and explanation about recount text. After explaining what a recount was, the teacher asked the students to answer some questions and do the assignment collaboratively and individually. Then, the teacher gave some worksheets containing the table of generic structures in recount text as a guidance in writing recount text. The teacher asked the students to make drafts on the topic they have. Finally, the teacher asked the students to print out their writing that had been revised and discussed together, 3. Observing stage→the researcher was accompanied by the independent observer who helped the researcher to note all the changes in the classroom, and observations made by the writer to identify the obstacles and learning process that faced by students using blended on learning to improve writing ability for fourth semester English Education Department, 4. Reflecting stage→The researcher made the analysis of the result from the first cycle. If the result and the goal of using blended on learning, weblog and e-learning shows and gains maximally, the researcher will finish doing research in this cycle due to the students' writing ability is improving. On the other hand, the researcher will continue to the next cycle until the goal is reached if their writing ability have not achieved yet. The success in-

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indicator in this study is if the data gained in first cycle shows that the improvement of the students' achievement percentage standard $\geq 70\%$ who get score ≥ 75

2nd Paragraph

The subject of this study is the fourth semester consists of 18 students who are still not motivated yet in learning English. Figure Technique of data analysis

Data analysis is used for analyzing, simplifying and organizing data systematically and rational to answer the research problem. It can be done by comparing the result of the students' writing in one cycle to the success indicator. After the data has been collected, the researcher begins to analyze it. The researcher analyzes the data by descriptive qualitative. The data of this study is the result of students' writing, observation sheet and questionnaire. Then, the researcher describes the students' improvement in writing ability by referring to the result of students' writing and describes observation checklist and questionnaire. Firstly, after collecting the students' writing test, the researcher analyzes each writing and giving the score. Score 70 is the standard score of English in English Education Department. The researcher uses the comparison between the first cycle and the next cycle whether it can reach $\geq 70\%$ of the students' score who get ≥ 75 . Next, to know the improvement of students' writing, the researcher counts the improvement percentage by using this formula:

$$P = \frac{\sum \text{Improved}}{N} \times 100$$

Explanation:

P	= percentage of improvement
$\sum$ improved	= total students who reached succes indicator
N	= population (the number of students)

If the precentage reach $\geq 70\%$, it can be said that the implementation is success and improve. And the research can be stopped. On the other hand, if the result less than 70%, the cycle will be continued to the next cycle. In addition, the researcher will describe the students' activities by referring to the observation sheet. The researcher also describes and analyzes the problem that found during teaching and learning process. Success indicator:

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Writing ability	Criteria	Score	Explanation
60 % - 100 %	Very good	7 – 9	Success
40 % - 59 %	Good	4 – 7	Less success
0-	Poor	0 – 4	No success

And the last data is questionnaire. The researcher also describes the result of the questionnaire. The purpose is to know about students' responses during learning writing recount text using weblog. Finally, the researcher makes a conclusion by describing the implementation of weblog as tool to improve students' writing ability from the first meeting until the last one whether it has improved or not.

Sub Field

1st Paragraph

The researcher analyzed the data in a descriptive way, described the result from the observation checklist and field note which consisted of the implementation of blended on learning, weblog and e-learning as teaching aid and also the phenomena which happened during the process of the teaching and learning writing ability. It uses to know the result of the students' writing ability after using blended on learning, weblog and e-learning, the teacher asked the students to make a dialog or describe ourselves orally at the last of cycle 1. The researcher used the ESL Composition profile scoring guide to assess the students' speaking. Observation Checklist→ The observation that is done by the observer is direct observation to the teacher during the teaching learning process concerning the use of blended on learning, weblog and e-learning in teaching writing in the classroom. The data is the result of the observation checklist about the teacher and students activities in learning process. Test→ The researcher uses subjective test to measure students' writing ability by asking them to write recount text through blended on learning, weblog and e-learning. So, the data can be gained from the result of their writing.

2nd Paragraph

The researcher uses scoring list to construct the students' score that refers to the profile of writing based on FSI (Foreign Service Institute).

No	Name	Content	Organization	Vocabulary	Language Use	Mechanic	Total

Questionnaire→ The researcher makes questionnaire and ask them to write about the difficulties they get during teaching and learning process and also suggestion they have.

The way to get Technique analysis data is: a. Reduction→check and write the data that have been collected by the researcher, b. Interpretation→ interpret something that is embodied in the statement, c. Inference→the phase conclude whether speaking improve or not, d. Follow up phase→formulate remedial steps for the next cycle, e. Deduction→analysis based on the observation that adapted to the purpose of the study

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FINDINGS AND DISCUSSION

1st Paragraph

The preliminary study was conducted on April 22th 2015. It was started by observing the students' and teacher's activities during the teaching learning process. By that observation, the researcher found that the students were very passive. The interaction in the class was limited in the activity, the teacher explained the lesson in front of the students and they just answered the questions on the students' worksheet. Most of the students were not motivated by the teacher's explanation. They were confused to distinguish between verb 1 and verb 2 and did not know from which they write and how to write. So they were confused by themselves. They just kept silent and listen to the explanation of the teacher during teaching learning process. Moreover, when the teacher asked them some questions only a few of the students who could answer and looks active in the class. After doing observation, it could be stated that there were some problems found, those are: 1) the students were afraid and got difficulties to express their idea in writing, 2) they were lack of vocabularies, 3) there was no motivation of students; they felt bored and lazy in responding the teacher's instruction, 4) there was no media used except the students' worksheet.

2nd Paragraph

These problems seemed occur because of the teachers' technique in teaching writing which tend to be the teacher centered classroom activities. As the effect, the students joined the teaching learning process of writing passively even though the teacher asked the students to answer some questions. Based on the findings, a plan of action was set up in order to solve the problems. The action was intended to improve the students' writing ability. Before the researcher started to do Classroom Action Research (CAR), the researcher asked the students to write recount text to get the data for pre- test in order to compare the score before and after using blended on learning, weblog and e-learning. And the result of students' writing in pre- test showed that there were just 5 students out of 20 students who got the standard score 75 or only 28 % of students who got standard score 75.

Sub Field

The researcher conducted the research only in one cycle to improve the students' writing. It is due to the researcher has proved that by using blended on learning, weblog and e-learning the students' writing can improve well in the first cycle. So, the researcher did not continue to the second cycle. Here is the explanation in every stage in the first cycle:

Cycle 1 → the researcher had implemented blended on learning, weblog and e-learning in teaching writing. The main focus was to find the students' improvement in writing ability. It was conducted in 4 stages; planning, acting, observing, and reflecting.

- a. **Planning Stage** → conducted a plan in order to arrange the best way in teaching learning process, covered some steps as follows: (1) preparing lesson plan based on the syllabus provided, (2) preparing the research instruments such as test, observation checklist, and questionnaire (3) blended on learning, weblog and e-learning implementation, the researcher checked the availability of computer laboratory.

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- b. **Acting Stage** → implemented blended on learning, weblog and e-learning as tool in teaching writing through process and the material was recount text. Getting the data the researcher finished cycle I into five meetings. Below is the description of every meeting:

Meeting 1 → The first meeting was conducted, April 24th, 2015. It was done in eighty minutes. The teaching learning activities were described as follows:

- a. Pre-activity → greeted to the students, asked the students' condition and checked the students' attendance list. Finally, gave brainstorming by asking some questions about the topic that would be discussed.
- b. Whilst-activity → gave series of pictures through LCD to build the students' knowledge about what the pictures told about. Then, showed two examples through LCD. After that, gave the questions text such as what the story told about, when and where it happened; it's about the comprehension both of those texts. Next, asked the students about what kind of the texts, generic structure, and the grammatical features of those texts. Then, gave a text to the students. It contained some questions focusing on text; first, it was about the writing comprehension, second generic structures and language features, and the last vocabulary. Next, asked the students to answer all of the questions individually. After that, discussed together and asked to the students whether they had understood or not. In addition, divided the students into some groups; each group consisted of two students or pairs. After that, asked the students to make a draft based on the topic they have; it was about their experience. Before they made a draft of recount text, gave the example of making draft by giving outline of text such as orientation, complication, re-orientation and the researcher explained what they must write. During the lessons some students looked active to discuss their stories with their friends also asked some words that they did not understand. The students sometimes still got confused of the verbs and the structure of the sentences. The researcher also repeated to give explanation about the sentence and its structure at a glance.
- c. Post-activity → reviewed the materials, evaluated, asked the students to continue of making draft in their home because of limited time and asked them to study again about the materials they had learned. Finally, the researcher closed the lesson.

Meeting II → The second meeting was conducted on May 4th, 2015. It was done in eighty minutes. The teaching learning activities were described as follows:

- a. Pre-activity → asked about their condition and the students spontaneously answered, asked some questions related to the materials that had been discussed in the previous meeting, asked the students whether they had finished making a draft of text or not.
- b. Whilst-activity → asked the students to activate their blogs and post their writing because they had made their draft of text. Here, the researcher guided the students how to post their writing through their blogs. They seemed enthusiastic of doing the instruction from the researcher. And they were motivated because it was the first time they could post their writing through blended on learning, weblog and e-learning, so they tended to know more about the ways how to post their writing. So, here explained and guided them properly, also reminded them to consider the aspects of their writing that would be scored. It was helpful for them to write and rethink about their writing before they posted.

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- c. Post-activity→after all of the students had finished their postings, gave the instruction to give comments to the postings of their classmates in the next meeting.

Meeting III→ The third meeting was conducted on Mei 8th, 2015. It was done in eighty minutes. The teaching learning activities were described as follows:

- a. Pre-activity→ asked the students whether they had prepared to give comments for their friends' blogs.
- b. Whilst-activity→before the students started to give the comments, the researcher asked the students to activate their blogs and look at TAWON's blog in the home page where the name of their classmates' blogs was provided. Then, explained the aspects that should be considered when they give comments to their friends' blogs. After that, asked the students to give comments directly. Here, the researcher guided the students how to give comments for their friends' blogs.
- c. Post-activity→ After all of the students had finished giving the comments, gave the instruction to revise their writing based on the comments given by their friends.

Meeting IV→ The fourth meeting was conducted on Mei 22th, 2015. It was done in eighty minutes. The teaching learning activities were described as follows:

- a. Pre-activity→asked the students had commended on their blogs.
- b. Whilst-activity→ revised their writing based on the comments given by their friends. Here, asked the students to consider whether the comments could be accepted by them or not. So, the researcher asked the students to think again. After that, asked the students to repost their writing and collected in TAWON's blogs that had been provided.
- c. Post-activity→ after all of the students had finished revising their writing, gave the instruction to print out the result of their writing to be discussed in the next meeting.

Meeting V→ The last meeting was conducted on Mei 28th 2015. Discussed the result of students' writing in the classroom with the student, here, the students kept their paper and considered their writing which would be discussed together. The researcher showed their writing in TAWON blog through LCD where their writing posted for the last time and asked the students to pay attention, then discussed the students' result one by one. Next, gave the students questionnaires and asked them to answer the questions provided, then, called the captain of the class to collect the questionnaire. Lastly, said thank you very much for joining CAR and apologized if there were some mistakes and weakness during the research. The researcher ended the class and said good bye.

c. Observing stage

During the classroom action research, the researcher observed the students in teaching and learning process. Observation was done by the classroom teacher by monitoring the researcher as the teacher and students' activities in the classroom. In the process of writing activities, the classroom teacher observed the process by using the observation checklist. In general, the result of the observation was satisfying because the students accustomed to share their ideas and writing through blended on learning, weblog and e-learning. They interested in learning writing using blended on learning, weblog and e-learning; they paid more attention to the teacher's instruction, that's why they understood and accepted the teacher's explanation, they could answer the teach-

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er's questions, they were motivated to do the task or instruction from the teacher, they also looked active in asking some questions to the students. They felt that they need more knowledge about blended on learning, weblog and e-learning especially how to design it. Considering the result of the observation sheets, the researcher discussed with the classroom teacher to know what the difficulties of implementing blended on learning, weblog and e-learning in teaching writing.

d. Reflecting Stage

The researcher tried to find the success and failure of blended on learning, weblog and e-learning implementation. This could be seen by analyzing the score of the students' writing in cycle I. The score of the students' writing was obtained from the test given in the end of each cycle. The researcher had the guidance of scoring the students' writing by FSI.

The score of students' writing test in cycle I showed that: there were 16 students who got score ≥ 75 and 4 students who got score ≤ 75 . The students' average score in cycle 1 was 81. The students score in cycle 1 was satisfying because the students' average score was great and achieved the criteria of success. The result of percentage in cycle I was 77.77%. It was beyond the target level of the researcher that was just 70 %. (See appendix V). Therefore, the researcher did not continue to the next cycle because the students' writing had improved.

After checking the students' score in writing test, the researcher concluded that in the case of students' motivation there was a significant improvement and the target had achieved. The students were able to produce their writing through blended on learning, weblog and e-learning. They were motivated to write in their blogs, and the criteria of success had been achieved. The researcher also compared the result of their writing in pre- test and cycle I. And the result showed that their writing in cycle I or after using blended on learning, weblog and e-learning was greater than in pre test or without using blended on learning, weblog and e-learning.

Discussion

1st Paragraph

The finding of the research showed that there was the strength of the implementation of weblog to improve students' writing ability. The students also had motivation and improvement of writing ability. The students not only improved their writing but also liked writing through blended on learning, weblog and e-learning even in another subject they wanted the teacher to implement it. The researcher also found out the result of questionnaire that 1) they interested in teaching writing ability because they never applied before, 2) teaching writing using blended on learning, weblog and e-learning was interesting and effective for them, 3) they wanted to apply blended on learning, weblog and e-learning in another subject, 4) by using blended on learning, weblog and e-learning the students were easier to write through process because they could generate their ideas, organize them, easy to make draft, easy to revise, and also easy to publish it. And there were some difficulties when they implemented blended on learning, weblog and e-learning in learning process: they are lack of computer knowledge; they do not know the features of blended on learning and weblog and how to apply it. Based on the result of research finding before conducted the research, there were just 5 students out of 20 students or 28 % students who got the standard score 75. And the result of cycle I, the researcher found improvement of the stu-

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dents' writing ability. There were 16 out of 20 students or 77.77 % students who achieved the success indicator in the cycle I. So, in this cycle the students' score improved. Based on the data, the result of writing test had fulfilled the criteria of success that was ≥ 70 %.

2nd Paragraph

In this discussion, the researcher discussed about the implementation of blended on learning, weblog and e-learning to improve students' writing ability at fourth semester English Education Department. The result of the test was good. And the classroom condition was also supported and comfort, so the teaching learning process was better through the implementation of blended on learning, weblog and e-learning in teaching writing. Based on the clarification above, the researcher concludes that by implementing blended on learning, weblog and e-learning in teaching writing could help students easier, clear, and interested in learning English because it helps the students to generate or explore their ideas, organize ideas, and post their writing easily. Each student has the same chance to write or share their writing for public through blended on learning, weblog and e-learning. It makes students keep spirit in learning English, especially in writing. It also gives more motivation to the students' writing ability

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The finding of the research showed that there was the strength of the implementation of weblog to improve students' writing ability. The students also had motivation and improvement of writing. The students not only improved their writing but also liked writing through blended on learning, weblog and e-learning even in another subject they wanted the teacher to implement it. The researcher also found out the result of questionnaire that 1) they interested in teaching writing because they never applied before, 2) teaching writing using blended on learning, weblog and e-learning was interesting and effective for them, 3) they wanted to apply blended on learning, weblog and e-learning in another subject, 4) by using blended on learning, weblog and e-learning the students were easier to write through process because they could generate their ideas, organize them, easy to make draft, easy to revise, and also easy to publish it. And there were some difficulties when they implemented blended on learning, weblog and e-learning in learning process: they are lack of computer knowledge; they do not know the features of blended on learning and weblog and how to apply it.

Based on the result of research finding before conducted the research, there were just 5 students out of 20 students or 28 % students who got the standard score 75. And the result of cycle I, the researcher found improvement of the students' writing ability. There were 16 out of 20 students or 77.77 % students who achieved the success indicator in the cycle II. So, in this cycle the students' score improved. Based on the data, the result of writing test had fulfilled the criteria of success that was ≥ 70 %. In this discussion, the researcher discussed about the implementation of blended on learning, weblog and e-learning to improve students' writing ability at the fourth semester English Education. The result of the test was good. And the classroom condition was also supported and comfort, so the teaching learning process was better through the implementation of blended on learning, weblog and e-learning in teaching writing.

Based on the clarification above, the researcher concludes that by implementing blended on learning, weblog and e-learning in teaching writing especially recount text could help students

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easier, clear, and interested in learning because it helps the students to generate or explore their ideas, organize ideas, and post their writing easily. Each student has the same chance to write or share their writing for public through blended on learning, weblog and e-learning. It makes students keep spirit in learning, especially in writing. It also gives more motivation to the students' writing ability. The finding of the research showed that there was the strength of the implementation of blended on learning, weblog and e-learning to improve students' writing ability. The students also had motivation and improvement of writing. The students not only improved their writing but also liked writing through blended on learning, weblog and e-learning even in another subject they wanted the teacher to implement it. The researcher also found out the result of questionnaire that 1) they interested in teaching writing because they never applied before, 2) teaching writing using blended on learning and weblog was interesting and effective for them, 3) they wanted to apply blended on learning and weblog in another subject, 4) by using blended on learning and weblog the students were easier to write through process because they could generate their ideas, organize them, easy to make draft, easy to revise, and also easy to publish it. And there were some difficulties when they implemented blended on learning and weblog in learning process: they are lack of computer knowledge; they do not know the features of blended on learning, weblog and how to apply it.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the objective of this study which is to describe how blended on learning, weblog and e-learning can improve students' writing ability, the researcher found that the implementation of blended on learning, weblog and e-learning was very helpful fourth semester English Education Department or the students at fourth semester English Education Department in learning writing. The researcher conducted the research only in one cycle because the result of students' writing in cycle I by using blended on learning, weblog and e-learning has improved, so the researcher does not continue into cycle II. Cycle I was conducted on April 22th to Mei 30th, 2015. In cycle I the researcher also found some problems during the implementation of blended on learning, weblog and e-learning: the connection of internet that often gets problem, and time limitation because the implementation of blended on learning, weblog and e-learning needs long process, it is the first experience the students' get to use blended on learning and weblog in learning writing, so they need more guidance how to apply blended on learning, weblog and e-learning.

The students' writing score of the fourth semester English Education Department in post test of cycle I has fulfilled the criteria of success. There are 16 out of 20 students or 77.77 % students who get score 75 (standard score). So, in this cycle the students' score has improved. Based on the data, the result of writing test has fulfilled the success indicator that is ≥ 70 % students who get score ≥ 75 . Based on the findings above, the researcher concludes that using blended on learning, weblog and e-learning in teaching writing to improve students' writing ability is successful because the students feel interested in learning English especially in writing. By using blended on learning, weblog and e-learning the students' not only can improve their writing but also like writing.

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Suggestion

To improve the students' writing ability, it does not only depend on the teachers' material and techniques but also the students' own motivation and the facilities used in teaching and learning process. Therefore, the researcher wants to give some suggestions which hopefully can improve students' writing ability.

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APPENDIX

TEFLIN 2015 Online Registration Form

This is the online Registration Form for the presenters/participants of TEFLIN 2015 in Bali. The committee will not disclose the information collected herein and only use it for the sole purpose of the conference.

Kind Regards,
TEFLIN 2015 committee

*** Required**

OCS/CONFERENCE ID NUMBER *

Please write your (OCS) ID NUMBER given via email by the committee. If you are "Non-Presenter", write: NA.

2033

FIRST NAME *

LUSY

LAST NAME *

MUHARLISIANI

NATIONALITY *

INDONESIA

INSTITUTION or AFFILIATION *

UNIVERSITAS WJAY

PROVINCE

Please indicate the province of your Institution/Affiliation

EAST-JAVA

EMAIL ADDRESS *

yahdilla@yahoo.co

FULL-PAPER SUBMISSION *

Please indicate whether or not you submit the full paper to be included in the Conference Proceeding.

- ☒ SUBMIT
☐ NOT SUBMIT

ABSTRACT OR FULL-PAPER TITLE *

Please write down the title of your Paper submitted for the Conference Proceeding. If you register only as non-presenting participants, write NA

PRESENTATION MODE *

Please choose one "Mode of Presentation" from below. If you are non-presenter, choose the "Non-Presenter" option.

- ☒ Colloquium
☐ Featured Speaker

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- ☐ Parallel
- ☐ Plenary Speaker
- ☒ Round Table
- ☐ Workshop
- ☐ Non-Presenter

PARTICIPATION TYPES *

You may select more than one type (e.g. you are both "Presenter" & "TEFLIN BOARDS").

- ☒ Presenter
- ☐ Participant (Non-Presenter)
- ☐ TEFLIN BOARDS
- ☐ TEFLIN PARTNERS (e.g. sponsorships, special guest)

CONFERENCE PACKAGE *

Before making a choice, it is recommended to check the price and package details of the conference fee here http://teflinbali.unud.ac.id/?page_id=15. Please check point "2" regarding Registration Payment in this link <https://drive.google.com/file/d/0B66jJrTxcr1tb3RJamFoUXZjVWc/view?usp=sharing>

- ☐ Conference Only (excluding accommodation)
- ☒ Conference + Accommodation (SHARED ROOM) for 3 DAYS - 2 NIGHTS
- ☐ Conference + Accommodation (SINGLE ROOM) for 3 DAYS - 2 NIGHTS
- ☐ Conference + Accommodation (SHARED ROOM) for 4 DAYS - 3 NIGHTS
- ☐ Conference + Accommodation (SINGLE ROOM) for 4 DAYS - 3 NIGHTS
- ☐ Daily Participant

SHARED-ROOM PARTNER

If you choose "SHARED ROOM" package, please indicate here the FULL NAME of your partner/roommate.

DATE OF ATTENDANCE FOR "DAILY PARTICIPANT"

If you register and choose "Daily Participant" package, please indicate the date on which you will attend the conference.

- ☐ 14 September 2015
- ☐ 15 September 2015
- ☐ 16 September 2015

TEFLIN MEMBERSHIP NUMBERS

If you are already TEFLIN members, please indicate your membership number. If you are a Non-Member Participant, please write NA

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PROCEEDINGS PAYMENT *

Please indicate whether or not you pay for the conference proceeding in addition to the conference package fee

- ☒ Yes
☐ No

MEAL CHOICE *

- ☐ Vegetarian
☒ Non-Vegetarian

SUGESSTION

Please indicate if you have any further suggestions

100%: You made it.

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