**USING WEBLOG AND E - LEARNING TO IMPROVE WRITING
SKILL OF STUDENTS SECOND SEMESTER ENGLISH EDUCATION
DEPARTMENT DEPERTMENT FACULTY OF LANGUAGE AND
SCIENCE WIJAYA KUSUMA SURABAYA UNIVERSITY**

TIM PENGUSUL

Ketua: Dra. Lusy Tunik Muharlisiani, M.Pd (0020126003)

Anggota: 1. Hj. Siti Azizah, S.Pd, M.Pd (0709056104)

2. Drs. Supeno, M.Hum.M.Pd (0703126201)

UNIVERSITAS WIJAYA KUSUMA SURABAYA

November 2014

ABSTRACT

This research describes about using two of tools that are weblog and e-learning model to improve students' writing skills in the second semester English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University. Those students have some problems in learning writing. They were confused what they must write for the first time and they were lack of vocabularies, and they were passive and looked uninterested in teaching and learning writing process. Based on the implementation of the study, the researcher found out that after being treated with weblog and e-learning model as a tool to improve students' writing skill, the students had positive response and enjoyed the strategy when they practiced to post their writing through weblog and e-learning with their friends. Weblog and e-learning model facilitated the students to express their ideas in writing. 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. Weblog and e-learning model provides opportunities for students to like writing. Teaching writing using weblog and e-learning model can help teacher to improve the students' writing skill through drafting, posting, giving comment, revising, and publishing.

BAB I INTRODUCTION

1.1 Background of the study

Weblog and E-learning can be used as a tool in learning the four language skills that must be mastered by language learners, especially English learners, the language skills are: Reading, Writing, Listening, and Speaking. E-Learning allows learning orientation shifts in class as well as strengthen the conventional / traditional learning models, originally using a whiteboard and markers, as well as material presentation focus only on the print media (diktat, module, hand out, textbooks, magazines, and the newspaper), be teaching constructivism by using electronic media learning (internet,computer), as well as creating a learning model based on student (student centered), that can be exploring the capacity to think students against materials that were given, so that it can increase the liveliness of students in learning. Most students get scary and frustrated if the teacher asks them to write. It is difficult for them to transfer their ideas and their feelings from their mind onto a piece of paper. Moreover, the result of questioners for students indicate that the problem when they learn writing especially recount text is they do not know more about the elements or the generic structures of recount text. That's why they are confused what they must write for the first time and they are lack of vocabularies, so they can not improve their writing. Therefore, they need some techniques in teaching writing recount text in order to get improvement in their writing. Referring to the problems above, the researcher wants to conduct the research by applying an alternative tool that is called weblogs and e-learning model as a solution to overcome those problems

The observation result when the researcher gave an interview to English teacher to know the teaching learning process in class at second grade students of English Education Wijaya Kusuma University, the teacher said that some of students were still confused and

difficult to understand writing skill, it is the students were bored with the traditional method given by the teacher. Besides that, students felt that writing was the difficult lesson, because in writing learning process students must to have many ideas to write in any paragraph, but students had low inspiration to write in English text, most of students were passive and not able to produce a lot of writing in paragraphs, and teacher was difficult to know the writing skill of some students.

The researcher wants to introduce a powerful tools that called weblog and e-learning model to teach writing recount text and to describe how weblog and e-learning model can be used to create a good atmosphere in a class and the effect of using weblog and e-learning as a tool to improve students' writing skill especially recount text at the second semester English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University and The researcher is interested to know whether weblog and e-learning can be applied in teaching writing skill and can improve students' writing skill through recount text, and the researcher hopes by using weblog and e - learning for teaching writing, students will be more motivated, relaxed and interested so that they can develop their writing skill. And other hand, students will be more to have ideas and inspiration in produce some paragraph in writing.

1.2 Statement of the problem

How can weblog and e-learning model improve of student's writing skill through recount text of second grade students at English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University?

1.3 Significance of the study

The research findings are expected to give a valuable contribution both theoretically and practically. Theoretically, this study can be used to improve the teaching and learning process, especially in writing skill. The study can help us to increase knowledge to make good contributions to the development of English study. In practically: the use of weblog and e-learning as media an alternative in teaching learning especially writing skill, the researcher hopes the students will improve their writing skills and have a lot of ideas in writing and can get interested in writing process. Thus, the students will get better achievement in writing. The use of weblog and e-learning are giving useful to the school to create the new teaching learning method and as an input for the improving of science related to the teaching learning language

BAB II REVIEW OF SOME RELATED LITERATURE

2.1 E-Learning

2.1.1 Definition of E-learning

E-learning is a basic and logical consequence of the development Information and Communication Technologies. With e-learning, learning participant (learner or students) do not need to sit nicely in the classroom to listen to every utterance from a teacher directly. E-learning can also shorten the time of learning targets, schedule and of course save costs which must be issued by a course or educational program. Actually matter e-learning must not distributed in on-line either through tissue local and the internet, distribution off-line use media CD/DVD also including pattern e-learning. In this

application and matter learning developed as needed and distributed through the medium of cds / dvd, next learner can take cd/dvd, and study in the place where he is.

2.1.2 The Characteristics of E-Learning

E-learning is not same as the learning of conventional. E-learning having the characteristics as follows:

1. Interactiviy (Interaktivitas); Availability of the communication a lot worse, either directly (synchronus), as chat or messenger or indirectly (asynhourus), as the forum, mailing list, or book a guest.
2. Independency (Kemandirian); Flexibility in aspect provision time, place, teacher and teaching materials. This caused learning become more centralized to students (student centered learning).
3. Acessibility (Akseibilitas); Source of learning to be more easily accessible through the distribution in the internet network with access broader than the distribution source learning at learning conventional.
4. Enricment (Pengayaan); Learning activities, presentation material college and matter training for enrichment, allow the use of devices information technology like video streaming, simulation and animation.

2.1.3 Definition of Weblog

According to The Meriam-Webster dictionary (In Retno: 2008), Weblog is an online personal journal with reflections, comments, and hyperlinks. Based on the definition above it can be concluded that the weblog is a personal or group posts sorted by chronological time, in web pages, which makes it easy for others to see and comment. A “blog” can be defined as “a user-generated website where entries are made in a journal style and displayed in a reverse chronological order” (Lamb & Johnson 2006). A blog consisting of text, hypertext, picture, and link (to the web and video, audio and other files). (<http://www.wikipedia.com>). It means that the teacher can develop the student’s ability not only to write, but also to speak to access English listening materials. In addition, a blog can be created for various purposes such as reading groups, science experiments, and school library media center.

2.1.4 Using blog in the classroom

According to Glencoe (2006) as an educational tool, blogs may be integrated in a multi-faceted manner to accommodate all learners.

a. Classroom Management

Class blogs can serve as a portal to foster a community of learners. As they are easy to create and update efficiently, they can be used to inform students of class requirements, post handouts, notices, and homework assignments, or act as a question and answer board.

b. Collaboration

Blogs provide a space where teachers and students can work to further develop writing or other skills with the advantage of an instant audience. Teachers can offer instructional tips, and students can practice and benefit from peer review. They also make online mentoring possible. For example, a class of older students can help a class

of younger students develop more confidence in their writing skills. Students can also participate in cooperative learning activities that require them to relay research findings, ideas, or suggestions.

c. Discussions

A class blog opens the opportunity for students to discuss topics outside of the classroom. With a blog, every person has an equal opportunity to share their thoughts and opinions. Students have time to be reactive to one another and reflective. Teachers can also bring together a group of knowledgeable individuals for a given unit of study for students to network and conference with on a blog.

d. Student Portfolios

Blogs present, organize, and protect student work as digital portfolios. As older entries are archived, developing skills and progress may be analyzed more conveniently. Additionally, as students realize their efforts will be published, they are typically more motivated to produce better writing. Teachers and peers may conference with a student individually on a developing work, and expert or peer mentoring advice can be easily kept for future reference. (<http://www.glencoe.com/sec/teachingtoday/educationupclose>).

2.2 Weblogs in English Language Learning

In recent years, interest in using blogs in classroom has been increasing due to the advancement of technology. Weblog is also gaining popularity in English language learning context. Most of educational institutions fully support the use of computer technology as a tool for language learning. According to Noytim (2010), weblogs have been asserted to have powerful means for developing English language teaching and learning for many reasons. Weblogs offer authentic learning environment through real communication. In writing, the audiences are not only teachers but also peers including other people outside the classroom, a global audience. Therefore, weblogs can motivate students to write more, they can write both academic and non-academic. Through blogs, students can write and comment on their friends' writing, they can discuss and share their common interests and individual differences. When using blogs, students can get feedback from other audiences; they have an opportunity to read things in which they are interested and write things they really want to (Aljamah, 2012).

2.3 Recount Text

Recount text is text that tells about what had happened in sequent of events. Sudirman (2010:18) states that recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience, and the generic structure of this text is orientation, series of event and reorientation. To teach writing in recount text is begin from title, orientation, sequence of events and reorientation. Recount Text is one type of text in English retelling of the events or experiences in the past. The purpose of Recount Text is to provide information or to entertain the reader that there is no conflict. (<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-macam-ciri.html>)

2.4 The Advantages of Using Weblog

In addition to providing teachers with an excellent tool for communicating with students, there are numerous educational benefits of blogs. Blogs are:

- a. Highly motivating to students, especially those who otherwise might not become participants in classroom
- b. Excellent opportunities for students to read and write.
- c. Effective forums for collaboration and discussion.
- d. Powerful tools to enable scaffold learning or mentoring to occur.

2.5 Writing Skill

Writing skills is one of the kinds of skills that must be mastered-speaking students. Meidya Derni (2012) says in the article that writing skills is the ability to express ideas, opinions, and feelings to others through written language. Writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter. Good writing skills allow students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Teaching writing is one of important skill in English project for students because through writing the student can share idea to other people in the class.

BAB III. OBJECTIVE / PURPOSE AND BENEFIT RESEARCH

3.1 Purpose of the study

The general objective in this study, to find out the extent to which e-learning could create large learning systems, quick, effective and efficient by using information and communication technology (ICT), so it will strengthen the conventional learning system or traditional patterns into modern patterns. For language learners use of e-learning is expected to be able to improve Writing Skill and motivate students to be active in learning.

Special purpose in this study to describe how weblog and e-learning model can improve students' writing skill of recount text at second semester English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University

3.2 Benefit Research

The teacher→ The result of this study is useful for English teachers as an alternative tool in teaching writing especially recount text.

The students→ The result of this study is useful for English students to overcome their writing problems, motivate them, and improve their writing skill especially recount text

BAB IV RESEARCH METHOD

4.1 Research Design

The research design of CAR in this study is means the researcher collaborates with the English teacher of Paragraph Writing Class of second grade students at English Education Wijaya Kusuma University Surabaya. In carried out the study, the researcher's role is as an English teacher who teaches writing skill using weblog and e-learning to the students. The cycle consisting of two meetings. Concept of CAR (4.1) consists of four major component also showed step, namely be described as follows:

4.2 Object of the study

The Object in this research is to improve writing skill using e-learning and weblog in English Education Wijaya Kusuma University. In this step, specific learning objectives were mentioned in order to ease the researcher in indicating whether or not the students achieved the intended goals.

4.3 Subject of the study

The Subject in this study are students of Paragraph Writing class English Education Wijaya Kusuma Surabaya, There are two classes A and B, in one class consisting of 20 students, consists of 5 students are male and 15 female students. Based on information from English teacher already know students well, chosen class Paragraph Writing, that having the troubles in writing skill.

4.4 Design and Procedures of the Classroom Action Research (CAR)

The CAR using Lewin's design consists of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle.

Figure 4.2 Kurt Lewin's Action Research Design

In addition, before entering the cycle of classroom action research, the writer conducts the preliminary study.

4.5. Instrument in Collecting Data

1. Observation sheet

Observation sheet was used to know the situation in classroom during the implementation. It is to observe the events happening with the teaching learning process in writing by using weblog and e-learning in the second grade students at English Education Wijaya Kusuma University.

2. Interview the teacher

The subjects that are interviewed to teacher concern with (1) the techniques that are used by the teacher to teach recount text; (2) the kind of exercises; (3) the student activities; and (4) the form of the best.

2. Test

This instrument is used to find the effectiveness of using weblog and e-learning to improve students writing skill of second grade students at English Education Wijaya Kusuma University. There are two tests:

- a. Pre – test→In the pre-test the writer gives the student guided composition test about rhetorical recount text using weblog.
- b. Post – test→In the post test students are asked to write a short paragraph about recount text using weblog. The teacher, however, gives them some example first before they write.

Figure 4.2: Researchers' Design

4.6 Technique in Collecting Data

Technique for collecting data aims to support the success of the research. It helped the researcher to get data and the information about the process of improving the students writing skill by using weblog. Related to the research, the writer used some techniques for collecting the data. They were:

1. The observation that was done by researcher was direct observation to the class during the teaching-learning process, for concerning to the use of weblog and the students activity in learning writing through recount text using weblog and e-learning.
2. Interview: Interview is particularly useful for getting data behind the English teacher's experiences before classroom action research. The interview also will be carried out after classroom action research to know the teacher's response toward the idea of using weblog and e-learning.
3. Test: The test used in this study is pre-test and post-test. Pre-test is done before implementing of weblog. The test is used to measure students' writing skill through recount text and to know the effectiveness of using weblog to improve students' writing skill through recount text.

4.7 Technique of Analyzing Data

Data obtained from the results of observation was analyzed by qualitative descriptive. While the data collect through observation was reported in the form of table, in order to make it easier to compare the result and analyses descriptively. Other data obtained from test results analyzed by Statistic descriptive by providing a quantitative value or score

Analytical scoring rubric adapted from Weigle (4.3)

Components of writing	Scores	Indicators
Content	25-22	Relevant to the topic and easy to understand
	21-18	Rather relevant to the topic and easy to understand
	17-11	Relevant to the topic but is not quite easy to understand
	10-5	Quite relevant to the topic but is not quite easy to understand
Organization	20-18	Most of the sentences are related to the main idea
	17-14	Some sentences are related to the main idea
	13-10	Few sentences related to the main idea
	9-7	The sentences are unrelated to each other
Vocabulary & Mechanic	20-18	A few errors in choice of words, spelling and punctuation
	17-14	Some errors in choice of words, spelling and punctuation
	13-10	Occasional errors in choice of words, spelling and punctuation
	9-7	Frequent errors in choice of words, spelling and punctuation
Grammar	20-18	Few grammatical inaccuracies
	17-14	Some grammatical inaccuracies
	13-10	Numerous grammatical inaccuracies
	9-7	Frequent grammatical inaccuracies

To get the mean of students' writing score uses the formula (Anas Sudijono, 2008):

$$M_x = \frac{\Sigma X}{N}$$

Note: M_x : Mean

Σx : Sum of variable X (students' score)

N: Number of students

To get the class percentage which passes the minimum mastery criteria- *Kriteria Ketuntasan Minimal (KKM)* 70 (seventy), the writer uses the formula of (Anas Sudijono, 2008):

$$P = \frac{F}{N} \times 100\%$$

Note: P: the class percentage

F: total percentage score

N: number of students

Table Grating about post test of writing skill (4.4)

No	The aspect of the question categories	No. Question	The Total of question	%
1	Previewing	1	1	20
2.	Writing Skill for main ideas	2	1	20
3.	Using Recount Text for vocabulary	4	1	20
4.	Scanning for details from the recount text	5	1	20
5.	Making Inferences	3	1	20

4.7.1 Data Analysis Procedure

Generally, data analysis procedures include the 3 steps, i.e:

1. The reduction of the data is the process of the simplification of the data which was conducted through selection, grouping, and organizing raw data into meaningful information. Preparation, activities in steps this preparation is among other:
 - a. Check the names and completeness filler identity
 - b. Check completeness data, it means checked the instrument of collecting data (including also completeness sheets instrument perhaps there are detached or tear)
 - c. Check kind of stuffing data or some instrument if in all items that is stuffed “ don't know “ or stuffing other writer, not desired whereas stuffing expected it is a basic variables and items need to dropped.

The formula calculates the average processing or analyzing.

2. Exposure to data is an effort to put data clearly and understandable in form: The tabulation, including into the tabulation of this activity among others:
 - a. Give the score (scoring) against those items that need to be given a score. For example: test, multiple choice, and question form form rating scale.
 - b. Provide the code to those items that are not given a score.
3. Make conclusion is making the essence of the data are organized in the form of a statement or sentence is short, dense and meaningful. Processing data that is obtained by using existing rules or formulas in accordance with the approach taken research or design. The score analysis was used to analyze the students' reading comprehension ability after implementing the plan.

4.7.2 Data Analysis Instrument: Value of the students, According to Anas sudijono, 2008

$MX = \frac{\sum x}{N}$ <p>MX = Mean score</p> <p>X = Individual Score</p> <p>N = Number of students</p>
--

After learning results of students writing skill by using e-learning and weblog were analyzed quantitatively by providing numbers/values are then described uses the technique description of the percentage of where analysis of data where analysis of data the calculation start from first to last cycle used as a reference appraisalment adapted to table criteria percentage following description :

Table
Evaluation results of students in writing skill score

Value (%)	Criteria
80-100	Very Good
70-79	Good
60-69	Fair
≤ 60	Poor

1. Data processing the observation

Evaluation student activity liveliness students in learning use e-leaning and weblog

$\text{Total of the Frequency} = \sum \text{sum of the frequency}$	
$\text{frequency} = \frac{\text{Sum of the frequency}}{N}$	

$$\begin{aligned}\text{Total of percentage (\%)} &= \sum \text{Percentage (\%)} \\ \text{Percentage (\%)} &= \frac{\sum \text{Percentage (\%)} \times \text{frequency}}{100}\end{aligned}$$

2. Indicator of research

Indicators of the success of this research there are two kinds, i.e. indicators of the liveliness students in learning process and indicators the results of students writing skill using weblog and e-learning in the form of test results. Scenario learning gets done properly in at least 75% implementation of the study in accordance with the implementation plan of learning, which are reviewed and assessed by means of observation sheet format and test sheet. Learners become objects in this research is said to be successful if 75% of the learners have acquired the minimal value of 7.0.

BAB. V RESEARCH FINDING AND DISCUSSION

5.1 The Description of data

Observation at the second semester students at English Education Wijaya Kusuma University, signed on May 14 and 28 June 2014. The data writing skill early got from English teacher, based on the students score result in final test, that the material of final test domain by writing skill. Following are the results of the ability of writing skill in the Paragraph Writing Class. The preliminary study was conducted on June 30th 2014. 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. 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 skill.

This is the result of data including the pre – test:

Table 5.1 Students Writing Skill Score of Pre – Test

NO	NAME	SCORE				TOTAL SCORE	MEAN
		C	O	V & M	G		
	Female Students	25	20	20	20	85	

1.	Ignatia Risma	16	17	17	15	65	Fair
2.	Ayu Agustina	10	10	15	15	50	Poor
3.	Indah Kusumawati	17	16	17	15	65	Fair
4.	Kezia thalita Wijaya	20	20	20	20	80*	Very Good
5.	Rocma Ainun Nisa	10	11	12	12	45	Poor
6.	Umi Nurhayati	18	18	19	20	75*	Good
	TOTAL	91	92	100	97	380	
	MEAN $M_x = \frac{\sum X}{N}$	15,16	15,33	16,66	16,16	63,33	

Note: * The students who passed the KKM (70)

NO	NAME	SCORE				TOTAL SCORE	CODE
		C	O	V & M	G		
	Male Students	25	20	20	20	85	
1.	Yayak Adi Saputra	9	8	5	5	35	Poor
2.	Diego Renslie	10	15	10	10	45	Poor
3.	Berto Firmansyah	10	12	13	15	50	Poor
4.	Ferdi Efendi	7	9	8	9	35	Poor
5.	M. Rendi Riswantoko	22	20	18	20	80*	Very Good
6.	Didit Ahmad Nur Dani	25	17	14	19	75*	Good
7.	Egi Anggara	10	12	15	13	70*	Poor
8.	Yuli Aryanto	11	12	10	12	45	Poor
9.	Kurnia Sandi	14	16	15	15	60	Fair
10.	Bambang Nutriyantoro	14	16	20	15	65	Fair
11.	Handoko Oki Prasetya	23	17	20	20	80*	Very Good
12.	Ipoeh Wahyu Iriyanto	10	12	14	9	45	Poor
13.	Sampoerno	9	11	9	16	45	Poor
14.	Taufik Firdaus	20	17	18	20	75*	Good
	Total	194	194	189	198	785	
	MEAN: $X = \frac{\sum X}{N}$	13,85	13,85	13,5	14,14	56,07	

This is the result of data including the post– test:

Table 5.2 Students writing score of post – test (Cycle 1)

NO	NAME	SCORE				TOTAL SCORE	MEAN
		C	O	V & M	G		

	Female Students	25	20	20	20	85	
1.	Ignatia Risma	20	18	19	18	75*	Improved
2.	Ayu Agustina	16	17	18	19	70*	Improved
3.	Indah Kusumawati	18	20	19	18	75*	Improved
4.	Kezia thalita Wijaya	25	20	20	20	85*	Improved
5	Rochman Ainun N	15	15	15	15	60	-
6.	Umi Nurhayati	20	20	20	20	80*	Improved
	TOTAL	114	110	111	110	445	
	MEAN X= $\Sigma X/N$	19	18,33	18,5	18,33	74,16	

Note: * The students who passed the KKM (70) and improved in writing learning process.

NO	NAME	SCORE				TOTAL SCORE	CODE
		C	O	V & M	G		
	Male Students	25	20	20	20	85	
1.	Yayak Adi Saputra	15	10	10	15	50	-
2.	Diego Renslie	20	10	20	10	60	-
3.	Berto Firmansyah	23	17	15	15	70*	Improved
4.	Ferdi Efendi	15	15	14	16	60	-
5.	M. Rendi Riswantoko	25	20	20	20	85*	Improved
6.	Didit Ahmad N Dani	25	17	19	19	80*	Improved
7.	Egi Anggara	20	17	16	17	70*	Improved
8.	Yuli Aryanto	17	17	18	18	70*	Improved
9.	Kurnia Sandi	18	17	18	17	70*	Improved
10.	Bambang Nutrintoro	18	19	20	18	75*	Improved
11.	Handoko Oki P	23	17	20	20	80*	Improved
12.	Ipoeh Wahyu Iriyanto	18	18	17	17	70*	Improved
13.	Sampoerno	20	15	19	16	70*	Improved
14.	Taufik Firdaus	20	17	18	20	75*	Improved
	TOTAL	277	226	244	238	985	
	MEAN : $\frac{\Sigma x}{N}$	19,78	16,14	17,42	17	70,36	

1. The final result of pre – test and post – test

Here the researcher inputted the final result of data including the pre – test and post – test (cycle 1) into a table as following:

Table 5.3
Students writing score of pre – test and post – test (Cycle 1)

NO	NAME	PRE - TEST	POST - TEST	NOTE
Female Students				
1.	Ignatia Risma	65	75*	Improved
2.	Ayu Agustina	50	70*	Improved
3.	Indah Kusumawati	65	75*	Improved
4.	Kezia thalita Wijaya	80*	85*	Improved
5.	Rochma Ainun Nisa	45	60	-
6.	Umi Nurhayati	75*	80*	Improved
	TOTAL	380	445	
	MEAN: $\frac{\Sigma X}{N}$	63,33	74,16	

Note: * The students who passed the KKM (70) and improved in writing learning process.

NO	NAME	PRE - TEST	POST - TEST	NOTE
Male Students				
1.	Yayak Adi Saputra	35	50	-
2.	Diego Renslie	45	60	-
3.	Berto Firmansyah	50	70*	Improved
4.	Ferdi Efendi	35	60	-
5.	M. Rendi Riswantoko	80*	85*	Improved
6.	Didit Ahmad Nur Dani	75*	80*	Improved
7.	Egi Anggara	70*	70*	Improved
8.	Yuli Aryanto	45	70*	Improved
9.	Kurnia Sandi	60	70*	Improved
10.	Bambang Nutriyantoro	65	75*	Improved
11.	Handoko Oki Prasetya	80*	80*	Improved
12.	Ipoeh Wahyu Iriyanto	45	70*	Improved
13.	Sampoerno	45	70*	Improved
14.	Taufik Firdaus	75*	75*	Improved
	TOTAL	785	985	
	MEAN: $\frac{\Sigma X}{N}$	56,07	70,35	

Note: * The students who passed the KKM (70) and improved in writing learning process.

Figure 5.1
The graphic of students score of pre – test and post – test (Cycle 1)

In analyzing numerical data the writer compared the test result between pre – test and post- test of the cycle. Before carrying out the CAR, the writer gave students pre – test. The mean score of pre – test was computed such following:

a. Female pre – test:

$$X = \frac{\sum X}{N}$$

$$X = \frac{380}{6} = 63,33$$

b. Male pre – test:

$$X = \frac{\sum X}{N}$$

$$X = \frac{785}{14}$$

$$X = 56,07$$

Based on the computation, the mean score of the class in female pre – test was 63,33 and male pre – test was 56,07. On the other side, to know the class percentage who passed the KKM using the formula as:

a. Female pre – test:

F

$$P = \frac{F}{N} \times 100\%$$

2

$$P = \frac{6}{2} \times 100\%$$

6

$$P = 33,33\%$$

b. Male pre – test

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{5}{14} \times 100\%$$

$$P = 35,71\%$$

Next after scoring the pre – test the researcher calculated the result of post – test. It was to know the improvement from the pre – test to post – test (cycle 1) result.

a. Female post – test

$$X = \frac{\sum X}{N}$$

$$X = \frac{445}{6}$$

$$X = 74,16$$

b. Male post – test:

$$X = \frac{\sum X}{N}$$

$$X = \frac{985}{14}$$

$$X = 70,35$$

Based on the computation, the mean score of the class in female post – test was 74, 16 and male post – test was 70, 35. On the other side, to know the class percentage who passed the KKM using the formula as:

a. Female post – test:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{5}{6} \times 100\%$$

$$P = 83,33\%$$

b. Male post – test

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{11}{14} \times 100\%$$

$$P = 78,57\%$$

Table Observation Sheet (5.4)
The result of students' final test in writing skill Cycle I N= 20

No	Name Students	Student Score	Kode Nilai
Female students			
1	Aynur Rochiliyah	62	Fair
2	Kristin	85	Verry Good
3	Nimas Maharani	77	Good
4	Sulastri	60	Fair
5	Yofiatin Prasdini	68	Fair
Sum of Individual score ($\sum X$)		352	
Num of the Students (N)		5	
Mean Score ($MX = \sum \frac{x}{N}$)		70,4	
Male students			
6	Ade Iffan Jayanata	65	Fair
7	Andre Istanto	67	Fair
8	Aziz Hidayatulloh	68	Fair
9	Bambang Prasetyo	75	Good
10	Dedy Pranata Husaeni	68	Fair
11	Dikky Dwi P.	45	Poor
12	Effendi Saputra	67	Fair
13	Faizal	88	Verry Good
14	Guntur Hariadi	55	Poor
15	Haryo Wiryo	62	Fair
16	Hendrik E.	65	Fair
17	Maryono	50	Poor
18	Munir Priyanto	45	Poor
19	Suratno Wibowo	62	Fair
20	Yulianto	72	Good
Sum of Individual score ($\sum X$)		954	
Num of the Students (N)		15	
Mean Score ($MX = \sum \frac{x}{N}$)		63,6	
Total Score All Students			
Sum of Individual score ($\sum X$)		1306	
Num of the Students (N)		20	
Mean Score ($MX = \sum \frac{x}{N}$)		65,3	

Table Observation Sheet (5.6)
The liveliness students in learning use weblog and e-learning Cycle II N= 20

No	INDIKATOR PROCESS	LOW		MEDIU M		HIGH	
		F	%	F	%	f	%
1	Student interest in learning using weblog e-learning	2	10	6	30	12	60
2	Concentration and seriousness students in learning activities.	2	10	6	30	12	60
3	Students skills' while applying e-learning.	3	15	9	45	8	40
4	The liveliness in communicate / cooperation with students in group.	3	15	10	20	7	35
5	The liveliness dan creativity of the students in learning using e-learning.	2	10	6	30	12	60
6	Interaction and communication with the group for learning.	6	30	4	20	10	50
7	The motivation and excitement of students in learning.	2	10	2	10	16	80
8	Courage of students in question and answer session submit opinions.	5	25	5	25	10	50
9	Interaction and communication with a teacher for learning activities.	2	10	10	50	7	35
10	The difficulty students while applying e-learning	7	35	5	25	8	40
$\sum X$		34	170	63	285	102	510
$\bar{X}$		4	17	6	29	10	51

The writer acting as teacher, learning activities by utilizing one of the media's e-learning blog. Then carry out the activities in accordance with Lesson Plan, namely: before starting material the teacher divided the upper class 4 groups (randomly) consisting of 5 students.

Next the Students are asked to be in his group respectively. After being in one group of teachers asked each groups to open a teacher's blog through <http://yahdilla.blogspot.com> or through www.google.com type lusy yahdilla -- blogger. As follows:

After opening the teachers' blog, were asked to discuss to find a material narrative text comprehension. In this activity, the teachers do the observation of the liveliness of the students in the learning process using e-learning through the medium of

a blog. The teacher did not give an explanation of the matter. Teachers have been uploading material explanation narrative text in the blog of teacher, students are required to actively discuss finding an understanding of material narrative text given by Teacher. But the teachers still control the course of the process of the discussion and give you referrals so that students ask material that is considered to be less obvious. If there are students who are inquiring about the clarity of the material that they understand, then the teacher will give you feed back that would deploy students to get involved in thinking to find answers to these problems. Teachers have provided a few links that can be connected on the other blog that contains an example of narrative texts, students simply select the links where they want to go by pressing the link, such as the following:

After understanding the material narrative text students were asked to answer 5 questions discussion on teacher's blog.

Students who have completed the tasks in the form of discussion are asked to save the results of the group discussions in a column comment on teacher's blog and returned back to their seats again. Form of a column of comment:

After the learning process of teachers provide conclusions on the activities of the day. Results discussion students will be discussed at the next meeting. In the second, the teacher didn't do a repetition of matter, but continued material that has not been solved in the first meeting, namely discuss the results of the discussion groups. The teacher asked the students to go back into a group of each. The results of the discussion group can be checked through the comments field which they have written on the blog of a teacher, students from other groups can comment on each other and ask for clarification of the results of work of another group. The teacher gives the opportunity to the other groups to provide comments or ask questions at both between groups and to the teacher. When questions are posed to the other group, which was given a question cannot be answered, then the teacher will provide help to answer the question. After the whole matter has been discussed, the discussion and the students understand the material they are learning, the teachers will give the post test to find out how big their understanding of material that is learned through media that e-learning blog. The end of the meeting the teacher gives a brief review of the conclusions concerning the material that has been studied.

BAB VII. CONCLUSION AND SUGGESTION

A. Conclusion

The observation result shows that the student's participations are more interested in learning writing through recount text using weblog and e-learning media. The result of teacher interview shows that the teaching learning process in writing recount text using weblog and e-learning make students enthusiastic, so make teacher is easier in teaching in the classroom. From the result of research on the previous chapter shows that teaching writing skill using weblog and e-learning make students easier in making recount text, make them easier in exploring their idea in making recount text. The media also can improve student's achievement significantly in writing skill of recount text.

B. Suggestion

1. The teacher is expected to be able to create models of learning it is interesting that variations efficient and effective, that can increase liveliness students and so students don't feel saturates in the activities of learning. And teachers should not teach their students monotonously, because it makes them bored. Teachers may use the other innovations and new media technology in teaching and learning process to improve students' academic achievement. The teacher is hoped to motivate the students understanding of writing skill in recount text given, in a manner involving students to actively participate in search of matter of learning and get a variety of new information from the activities of writing skill through e-learning. the teacher should be more creative to design the teaching and learning activities and should master Weblog's application
2. Weblog and e-learning can be applied in English teaching learning process as one of the innovations and media in teaching learning process, particularly the attempt of improving students writing skill of recount text. Weblog and e-learning make them easier to access and explore their writing, especially in their personal and learning process
3. The Next Researcher is expected to manage time and place where weblog and e-learning can be applied and internet access provided in teaching writing through weblog in order to reach the goal.
4. The Lecturers of UWKS University is expected to use Weblog and e-learning especially when teaching writing due to Weblog is an alternative tool that makes students interested in doing assignment and easy to share their writing through posting.

BIBIOGRAPHY

- Boas, V. (2011) Process Writing and the Internet: Blogs and Ning Networks in the Classroom. Retrieved September 29, 2008, from <http://English teaching Forum Journal>, Vol. 49 (2) pp. 26-33
- Brown, 2000; Feasey, 2001. Pembelajaran e-learning.
<http://yantismk.blogspot.com/2014/01/pembelajaran-dengan-menggunakan-alat.html>
- Brown, D.H.2004. *Language Assessment: Principles and Classroom Practices*. San Francisco State University: Longman.

- C.Villalta Ochoa, komunikasi elektronik, agustus 2009 . Solomon schrum, 2011. web 2.0.Panduan bagi para pendidik
- Clyde, A.L. 2004. *Weblogs and Libraries*. Great Britain: Chandos Publishing (oxford) Limited.
- Dudeney, Gavin & Hockly, Nicky. 2007. *How to Teach English with Technology*. England: Pearson Longman.
- Duffy, Peter and Bruns, Axel. 2006. The Use of Blogs, Wikis and RSS in Education: A Conversation of Possibilities. In Proceedings Online Learning and Teaching Conference 2006, pages pp. 31-38, Brisbane.<http://eprints.gut.edu.au>
- Gerot, L. and Wignell, P. (1995). *Making Sense of Functional Grammar*. Australia: An Introductory Workbook
- Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Pearson Longman.
- 2007. *How teach English*. England: Pearson Longman.
- Huette, Scott. 2006. *Blogs In Education*. (n.d.). Retrieved April 4, 2006, from <http://awd.cl.uh.edu/blog/>
- Husamah, S.Pd, 2014. Pembelajaran Bauran(Blended Learning)
- Kamarga ,H. 2002. Belajar Sejarah melalui e-Learning:Alternatif mengakses sumber Informasi Kesejarahan.Jakarta: Inti media
- Kunandar. 2011. *Langkah Mudah Penelitian Tindak Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Pers.
- L.kelly, komunikasi elektronik, Agustus, 2009. Solomon schrum, 2011. web 2.0.Panduan bagi para pendidik
- Margaret Rouse in <http://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-or-technologies> Accessed on September 2005
- Martindale, Trey & Wiley, A.D. 2004. *An Introduction to Teaching with Weblogs*. http://teachable.org/papers/2004_techtrends_bloglinks.htm
- Nafisah, N. and kurniawan, E. (2007). *Writing English for General Communication*. Bandung: UPI PRESS
- Nunan, David. 1991. *Language Teaching Methodology*. United Kingdom: Prentice Hall International.
- O'Malley, M.J. & Pierce, V.L. 1995. *Authentic Assessment or English Language Learners: Practical Approaches for Teachers*. Addison- Wesley Publishing.
- Orachorn KITCHAKARN,Bangkok University,Language Institute, Bangkok, THAILAND
- Richards, C.J, & Renandya, A.W. 2002. *Methodology in Language Teaching*. United Kingdom: Cambridge University Press.
- Rusman,dkk, 2009. Pembelajaran berbasis Teknologi Informasi dan Komunikasi
- Scrivener, Jim. 2005. *Learning Teaching*. England: Macmillan