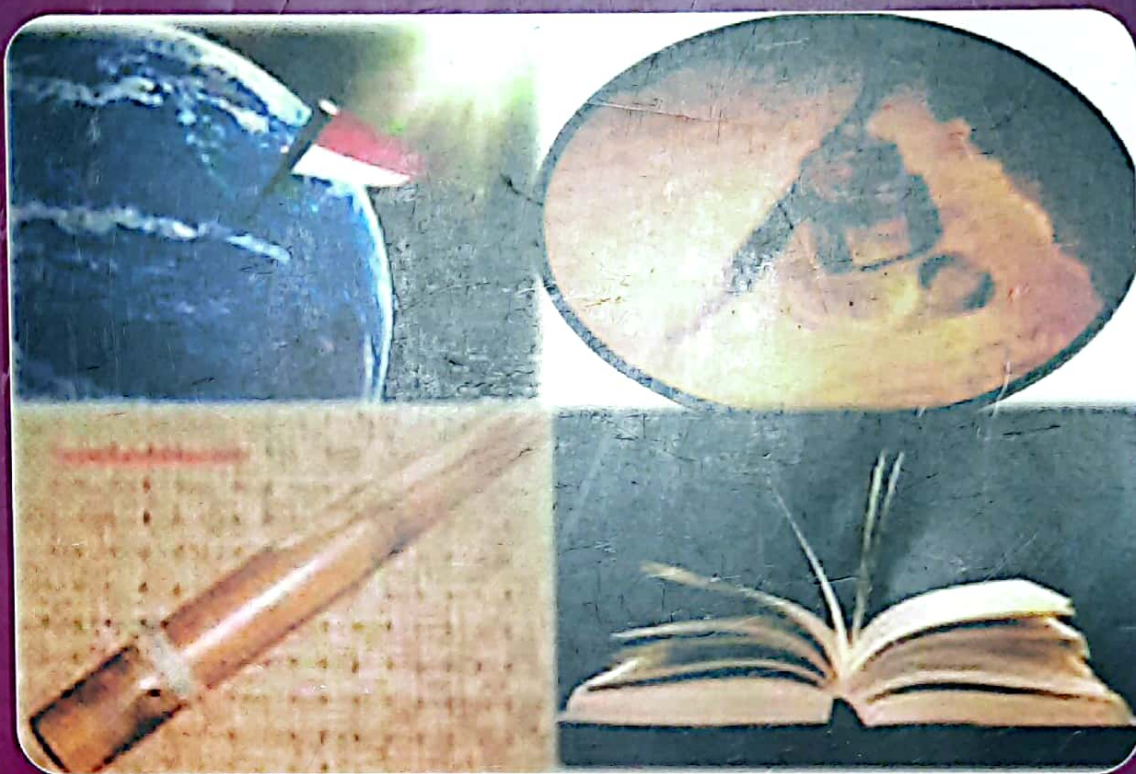




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# BAHASA, SASTRA DAN BUDAYA



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Alamat: Jl. Jend. Sudirman No. 6 Kota Gorontalo, Telp.0435-821125

Fax: 0435-821752, email: [jurnalbdb@gmail.com](mailto:jurnalbdb@gmail.com)



# **JURNAL BAHASA, SASTRA DAN BUDAYA**

**Vol. 5, No. 2 November 2015**

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Jl. Jend. Sudirman No. 6 Kota Gorontalo, 96128  
Email: [jurnalbdb@gmail.com](mailto:jurnalbdb@gmail.com)  
Telp. (62-435) 821125, Fax. (62-435) 821752

Terbit 2 kali setahun pada bulan Mei dan November (ISSN: 2088-6020) berisi artikel-artikel ilmiah tentang bahasa, sastra, budaya, dan hubungannya dengan pengajaran, baik yang ditulis dalam bahasa Indonesia maupun asing. Artikel yang dimuat berupa analisis, kajian, dan aplikasi teori, hasil penelitian, dan pembahasan kepustakaan.

Redaksi menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Naskah diketik dengan 1,5 spasi pada kertas A4, panjang 12-20 halaman. (lihat Petunjuk bagi Penulis pada sampul bagian belakang). Naskah yang masuk dievaluasi oleh Dewan Penyunting. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format, tanpa mengubah maksud dan isinya.



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# **JURNAL BAHASA, SASTRA DAN BUDAYA**

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**Vol. 5, No. 2, November 2015**

**Program Studi Pendidikan Bahasa dan Sastra Indonesia  
Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo  
Jl. Jend. Sudirman No. 6 Kota Gorontalo, 96128  
email: [jurnalbdb@gmail.com](mailto:jurnalbdb@gmail.com)  
Telp. (62-435) 821125, Fax: (62-435) 821752**

## **DAFTAR ISI**

Strategies And Challenges In Teaching English For Learning With Special Needs <b>Sri Ariyanti Sabiku, Kartin Lihawa, Nonny Basalama .....</b>	(105-116)
Developing Instructional Materials For Speaking Skill To Promote Communicative Interaction <b>Mun Monoarfa, Moon H. Otoluwa, Harto Malik .....</b>	(117-130)
The Influence of Instructional Media Towards on the Sstudents Mastery in English Vocabulary <b>Helena Badu .....</b>	(131-137)
A Descriptive Study on Using Multimedia Laboratory in Increasing the Students' Aability in Reading <b>Rahmawaty Mamu .....</b>	(138-147)
The Implementation Of English Materials In Students' Character Building <b>Iswan Samad, Nonny Basalama, Karmila Machmud .....</b>	(148-154)
Using Blog In Teaching Personal Recount Text ; An Analysis On Students' Writing Pieces <b>Sri Winarti Hasan, Moon H. Otoluwa, Karmila Machmud .....</b>	(155-166)
Passing Grade Criteria ; A study on Teacher's Understanding, Decision and Strategy in English Learning <b>Surahmat Hasyim, Karmila Machmud .....</b>	(167-174)
A Study Of Students' Reception In Drama Performance <b>Haina Tombuku, Moon H. Otoluwa, Syarifuddin .....</b>	(175-185)
Improving The Students' Writing Ability in Recount Text by Travelling (A Classroom Action Research Conducted at XA class of SMA Negeri 1 Tolangohula) <b>Syamsia Yusuf Ntou .....</b>	(186-197)
Citra The New Woman dalam Cerita Detektif Amerika Karya Pengarang Perempuan Perspektif Posfeminisme <b>Mery Balango .....</b>	(198-210)
Enriching Students Ability in Mastering Vocabulary Through Videogame <b>Sandy H. Toana, Rasuna Talib, Rahmawaty Mamu .....</b>	(211-218)
TOEFL Washback on Teaching Materials Used In English Department <b>Isharyanti Ningsih Sulila, Harto Malik, Rahmawaty Mamu.....</b>	(219-228)



# USING BLOG IN TEACHING PERSONAL RECOUNT TEXT; AN ANALYSIS ON STUDENTS' WRITING PIECES

(A Case Study Conducted at SMP Negeri 1 Gorontalo)

Sri Winarti Hasan, Moon H. Otoluwa, Karmila Machmud

**Abstract:** This research focus on these aspects: the teacher's attempt in implementing blog in teaching recount text, the students' responses toward the implementation of blog in learning recount text, and the analysis of students' recount text in their blog. The objectives of this research are (1) to investigate the teacher and students' use of blog in teaching and learning writing personal recount text, (2) to have an in-depth explanation about students' response toward using blog in teaching process, and (3) to analyze students' strengths and weaknesses in writing recount text on their blog. This research situated at SMP Negeri 1 Gorontalo for VIII-5 class. Five students from thirty students and an English teacher of class VIII-5 were purposively selected as participants. The design of this research was qualitative method by case study approach. The data had been collected through the semi structured interview, observation, and document analysis. The findings reveal that (1) The use of blog for students in teaching and learning process were supportive and encouraging students due to its contribution to the students' achievement, (2) students' responses in teaching writing recount text by using blog were various. They are interested in writing a blog, (3) students loved writing blog rather than writing on paper. The target reader of blog was not only their classmate but also everyone could read it if the reader have account on blog, and (4) based on the writing rubric by Brown, in both the first and second attempt of writing, students were lack in terms of grammar. However, there are no issues in the content and mechanic of their writing. Still, the internet availability is considered as the constraint in implementing blog in writing class. For instance, teacher will find it difficult to assess students' writing in their blog without connecting to the internet. In conclusion, it is recommended to the stakeholder to utilize blog during writing class. Bothe the government and the teacher should cooperate to undertake a modern learning such as the internet-based classroom.

**Keywords:** Writing, Recount Text, Students' Responses, Strengths and Weaknesses, Blog.

## INTRODUCTION

Nowadays, the use of internet is growing rapidly in almost every sector, including the pedagogical implementation. Teachers may use internet as media for teaching and learning process. Warschauer (2002: 25) states that the internet is also known as cyberspace, the information superhighway, the online community and the electronic library. Basically, the internet is a network of people and information, linked together by telephone lines which are connected to the computer.

During a classroom activity, teachers are usually asking students to have a conventional writing. Yet, in embracing the globalization, teaching can be undertaken through more sophisticated media, for instance, the internet. Based on my initial observation and experience in SMP Negeri 1 Gorontalo, students are already engaged to the technology. They are a digital native who is born in a time when the development of digital technology progresses. They are able to operate various gadgets with ease even after the first time



using. Currently, the teenagers are attracted to have a social media as well as to update their information. I conducted a preliminary interview with some students, on September 12<sup>th</sup> 2014, if they have email and account in social media. They directly answer that they have some, such as facebook, twitter, path, instagram, ning, BBM, line, kakao talk, and whats app. During the school hours, they are not permitted to bring mobile phone, but still allowed to use laptops. Yet, they are not utilizing the internet to the fullest in learning activities.

SMP Negeri 1 Gorontalo is still applying Curriculum 2013 until now, although some schools still apply the old KTSP (Kurikulum Tingkat Satuan Pendidikan). The curriculum 2013 removes the TIK (Teknologi dan Informasi Komunikasi). It will be integrated with all subjects. According to the education minister, Nuh (2013), the TIK subject is not taught in the school but all of subject must be integrated with technology as stated in PERMENDIKBUD No. 68 tahun 2013 (regulation of minister education and culture, number 68 of 2013) on the basis and structure of the curriculum framework. Therefore, teaching English subject must be integrated with technology; for instance, through blog for teaching writing recount text.

There are numerous websites which are able to improve students' writing skill, such as a personal blog. Walker (2003) defines that the blog is a frequently updated website consists of dated entries arranged in reverse chronological order so the most recent post appears first. Similarly, the Oxford English Dictionary Online defines blog as a frequently updated web site which consisting of personal observations and sometimes usually with hyperlinks to other site or an online journal and can be an own diary.

Onggoboyo, in the article entitled "Profil Para Blogger: Suatu Fenomena Sociocyber yang Unik dan Dinamis" in 2004 as a winner of PPRI (Pemilihan Peneliti Remaja Indonesia) found that 58,7% the content of blogger's blog is sharing, experience and personal story, range of blogger

age is between 17 to 33 years old. It shows that blog is a site for the whole age from teenager to adult. This draws the researcher's interest to conduct a study regarding the using of blog in a classroom activity.

In my preliminary interview at SMP Negeri 1 Gorontalo, I found that the teacher is never use blog in teaching writing. This is a phenomenon that I investigated in gaining research data; using blog in teaching and learning process. Stanley (2005) points out that there are several reasons for using blogs in education, such as to provide a real audience for student writing, to provide extra reading practice for students, to increase the sense of community in a class, to encourage students to participate, to create an online portfolio of student written work.

Writing is one of the important language skills. Students can communicate with the other in through writing. A decent writing help the readers understand an even feel that the event is a reality only by reading. Through writing, the writer can communicate indirectly. Therefore, writing should be written in detail.

The English subject curriculum of Junior High School consists of five genre of writing that must be taught, namely procedure text, narrative text, descriptive text, report text and recount text. These genres or are divided into three grades. In the seventh grade, the students learned procedure and descriptive text, in eighth grades, there is a descriptive text, report text and recount text, and lastly in third grades, they have procedure text and narrative text. This research focuses on the eighth grades students with its recount text. The standard competency is that students are able to write a simple descriptive, narrative and recount text.

In an article by Santosa entitled "Pemanfaatan Blog (Jurnal Online) dalam Pembelajaran Menulis", the current teaching writing to the students was still conventional. Thus, there is an attempt to introduce the way in teaching writing to improve learning quality through blog or online journal. The research indicates that blog is able to promote students to be more innovative,



explorative, and creative in writing. The current research attempts to fill the gap of Santosa's research to investigate the way of the teacher teaching by using blog and also the strengths and weakness of students' writing.

In addition, I have done pre observation on students of eight grades of SMPN 1 Gorontalo. There are three students who meet the research qualifications. Those are they really know all about blog, an active blogger, and have written personal recount text on their blog. However, they just write it in Indonesian. Therefore, I decided to observe the teacher during the classroom activity, particularly in writing recount text material. The class of VIII-5 was selected as the participant in the current research which consists of 30 students.

I have conducted an informal interview with the English teacher of VIII-5 grades of SMP N 1 Gorontalo. She stated that students were difficult to compose a good writing. Among the four language skills; they stated that writing is the most difficult one. The students must think hard to connect and make a link from a paragraph to another. They stated that writing must be concerned to the writing rules, yet, there are no writing instructions used an appropriate media.

In regards to both previous studies, I would like to conduct a research which potentially emphasizes to the students' writing on their blog and the way of teaching recount text by using blog and after that I will assess their writing and find their strengths and weaknesses for every piece of writing for every student. Therefore, this research aimed to investigate the teacher and students' use of blog in teaching and learning writing personal recount text, to get a deep explanation about students' response toward using blog in teaching process, and to analyze students' strengths and weaknesses in writing recount text on their blog.

## THEORETICAL BASES

### The Definition of Writing

Writing is a productive skill as equal as speaking skill. Tarigan (1984) defines that writing is the language skills that used in indirect

communication. He also states that writing is an activity of the signs which illustrates a language which can be understood by the readers. Thus, they are able to read the sign if they understand the language or a sign of writing which is presenting of language expression. Sokolik (2003: 88) gives some definitions by a series of contrasts. He says that writing is both a physical and a mental act. Writing is a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. On the other hand, writing is a physical act to committing word into ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer.

### The Component of Writing

Writing always requires attention to the aspects of writing so it can facilitate readers easier to understand the writers' ideas without any ambiguity. According to Harris (2003), writing has five general components, namely; (1) Grammar; grammar is defined as the rule of making sentence. It is one of the important aspects in writing, (2) Vocabulary, vocabulary refers to the ability of student to choose lexical choices of word, (3) Mechanics; mechanic aspects refers to the use punctuation and spelling of the words or sentences, (4) Fluency; style or stylistic aspect refers to the diction or choice of structure or lexical item to give particular tone in written, (5) Form; refers to the organization of content. The expressed idea must be arranged in such a way that the reader can easily understand what the author says.

### Recount Text

Recount text is the focus in this research. According to Yuliani (2010: 38), recount text is one of text that should be taught in eighth grades. It tells an event in the past time chronologically. It is related to the experience and it has to be a real experience. Similar concept or recount comes from



Pardiyono (2007) who define that recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened.

Purpose of recount is to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Derewianka (2004) states that the recount text aims in describing past experiences through retelling events chronologically. To achieve this purpose, the text will move through a different set of stages or events. Frequent use of words are those which linking events in time, such as *next, after, when, then, after, before, first, at the same time*. It describes events, and thus, plenty of use is made of verbs or action words and adverbs which describe or add more details are often chosen to add interest or humor to the recount.

The generic structure of a recount is orientation, events and reorientation. Orientation introduces the main characters, the location and the time. Similar concept of generic structure of recount also described by Yuliani (2010) who stated that to make it easier in writing the writing can be: who involved in the story, where did it happen and when did it happen. An event is writing the events chronologically. It begins from the first events, followed by second event to the last events. The sum of events depends on the creativity of the writer. Reorientation is the conclusion or comment about the story.

In addition, another definition about recount text from Sudarwati and Grace (2005) states that recount text is a text to tell something that happened in the past. The purpose of a recount is to give the readers what occurred in a series of event and where or when it happened. Recount text has three main parts: orientation, series of events, and re-orientation. The orientation tells who was involved in the story, when, where and why the story happened. The series of events tell what are going on in the story. The re-orientation concludes the story.

Besides, in this research, I have selected recount text as the source to investigate the students' writing ability. According to Anderson and Anderson (2002) recount text is a recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the recounts text is to retell events with the purpose of either informing or entertaining their audience (or both).

### Language Features

Recount consists several language features as Sudarwati and Grace (2005) mentioned such as: focus on individual people i.e. use the words *I* or *we*, using words which indicate time (e.g. *after lunch*) and place of the events (e.g. *in the shed*), written in the past tense e.g. *had, visited*, use action verb, using action verbs which tell what action someone or something is performing, it tells something is happening, has happened, or will happen, such as: *'helped', 'crutched', 'enjoyed', 'needed', 'had', 'clung', 'drenched'* (the sentence examples such as: *This was a very long day, but I enjoyed it a lot*). The words signify circumstances of time and place, and focus on temporal sequence such as: *'and then, and then, and then'*.

### Blog

Blog is usually maintained by an individual, with regular entries of commentary, description of event, or other material such as writing, graphic, video, photos, link, and blog also provide commentary or news on particular subject (Graham, 2005). There are a wide variety of templates and designs to choose for embellishing the blog.

Additionally, Campbell (2003) states that blog as an abbreviation of 'web log'. It is websites with numerous writing published as a posting and also allow another person to leave a comment for the topic in the blog. It means that one may comment the writing in an interactive format. This motivates the student to transfer their ideas into



writing. Blog also called an online diary consist of experience, poem, dialogue between each other and also site for share. In short, students are able to use blog as one of media to write what they feel also motivate them to write more.

Gyford (2004) stated that a weblog (or 'blog' in short) is a kind of website or a part of website. It is usually run by a single person and they publish simple writing on the weblog frequently maybe a few times each day, or once a day, or less often. The writing is addressed as entries or posts which are generally appear in the front page of the weblog in reverse chronological order, that is, with the newest entry at the top of the page, with older entries progressively further down. The entries of a certain period are often disappeared from the front page but all entries are usually archived in separate pages, perhaps organized by date or topic, for posterity. Gyford (2004) also defined blog as the source of information, media for expressing someone feeling, as an online diary, and media to make a wide network.

Similarly, Aginta (2008) stated that blog is a website where the owner; or the bloggers can publish their thinking, ideas or knowledge. Sometimes the content is some articles that are called posting which arranged based on the chronological sequence. The first posting in the bottom and the next posting is up to the first.

### **The Advantages of Blog in Writing**

Campbell (2003) states six advantages for using blogs as explained in the following:

#### ***Providing Extra Reading Practice for Students.***

This can be undertaken by the teacher and other students in the same class. Teacher also can put some reading which has related with the material and ask students to read.

#### ***As an Online Student Learner Journals.***

The value of using blog for learner is their journals have been well documented on their blog itself.

Every people not only contacts with their friends but also everyone can read their blog. So, students have to make a good writing because of their writing will be read by other people.

#### ***Encourage Students to be More Active.***

There is evidence to suggest that students who are quiet in class find the opportunity to express themselves in a blog. Sometimes, students are shame or inconfident to show their writing directly, because they know they are low in writing.

#### ***Improving Process of Writing.***

Because students are writing for publication, they are usually more concerned about getting things right, and usually understand the value of rewriting more than if the only audience for their written work is the teacher.

#### ***As an Online Portfolio of Student's Writing.***

Students can keep a portfolio of their work in blog. One example is the ease at which learners can check and read to previous written work and evaluate the progress they have made during a course.

#### ***Build Closer Relationship Among Students in large classes.***

Sometimes students in large classes can spend all year studying with the same people without getting to know them well. A blog is another media that can help bring students together. By giving feedback or comment on blog can make them so close each other.

Blog was so simple as the writing space for write what student felt and try to type on their blog which consisting of a single form box field which the blogger typed whatever they wanted. According to Zeinstejer (1997), students create their own blogs to complete class writing assignment, to create an ongoing portfolio of sample of their writing, to express their opinion on topics they are studying in class, to write comment, opinion, or daily activity or news, and to showcase their best



writing. In addition, blog can motivate the students' to build their writing practice while the teaching writing will happen.

### How to Use Blog

Blog is also called diary online. We have to register first for applying the blog itself and it can be free for everyone. Firstly, the students have to open certain sites as their blog, for example [www.wordpress.com](http://www.wordpress.com), they have to register with their email address and it becomes their username. Secondly, students have to fill their identity on register form. Finally, they already have a site in [www.wordpress.com](http://www.wordpress.com) and ready to write and make it beautiful with nice layout based on the students need. The students have to write anything in their personal blog continually and have to update the news and the all menu in their personal blog. Some advantages for the learners are it is given those more choices (of username, design of the blog, etc) and a greater sense of ownership of their new virtual writing space.

There are lots of sites where you can set up a blog for free, still the best known and one of the most reliable and simple blogging tools to use with students is wordpress [www.wordpress.com](http://www.wordpress.com). Campbell (2004) states that making blog just take only fifteen minutes from setting up an account to publish the first post by using valuable tools.

### METHODOLOGY OF RESEARCH

In this research applies qualitative methodology with case study approach in order to investigate the teacher and students who are using blog in teaching and learning process, students' response toward teaching recount text by using blog and strength and weakness of students' writing pieces. Creswell (2003) defines that case study is one of method of inquiry in qualitative method.

The study conducted at SMPN 1 Gorontalo. The school located in Jl. Jaksa Agung Suprpto No. 1. This school because this school is available with internet connection. This school has five hot

spots area. Those are in school hall, in the library, in front of nine grades at the first floor, in computer laboratory, and in front of school's mosque. The class VIII-5 is near from the school's mosque, so the students are available a practical access to connect with internet area in that hot spot.

In this research, the VIII-5 class of SMPN 1 Gorontalo is selected through purposive sampling. It consists of 30 students, yet only 5 students are selected to be the participant. Another participant of this research is English teacher of class VIII-5 of SMP Negeri 1 Gorontalo. The data collected through the method of interview with the type of semi structured interview, observation, and document analysis. In the research field, the students were asked regarding the background information of students, students' understanding about internet in teaching English, students' understanding about recount text, students' understanding about generic structure of recount text, students' way in composing recount on their blog, students respond toward using blog for teaching recount text, students respond toward teacher way in teaching by using blog, students difficulties in composing recount text on their blog, problem and obstacle, and the last was their recommendation and expectation. Every participant answers those points with their various answers.

Teacher as the participant in this research also got some points in their interviewing. Those are about background information of English teacher, teacher's understanding about using internet in teaching and learning process, teacher's way in teaching English for writing skill by using blog, teacher's ways to overcome the gap in teaching English by using blog, teacher's way to ask students to write on their blog, and the last is teacher recommendation and expectation toward using blog in teaching and learning process.

The data are analyzed by Miles and Huberman's theory. The model of analysis according to Miles and Huberman was known as interactive model analysis. The component of this



data analysis based on Miles and Huberman (as cited in Sugiyono, 2012: 335) consist of three steps such as, reducing the data, presenting data in display findings, and concluding the data. Furthermore, the Brown assessment is used to assess the students' writing (2003).

## FINDINGS AND DISCUSSION

### Description of Teaching and Learning Writing Recount Text

In this research, I observed the teacher's way in teaching and learning process by using blog. She divided her meeting into four meetings according into her plan in semester program and lesson plan. In the first meeting on January 14<sup>th</sup> 2015 Teacher A as my participant for gaining the data explained the recount text material detail and clearly. She explained from the goal or aim of recount text, the communicative purpose, the generic structure, language feature and the appropriate tense for the recount text. Teacher A also gave some examples of recount which was she provided to the students. On second meeting, at January 15<sup>th</sup> 2015, teacher A strengthened what did she explained yesterday. She checked and built up students' knowledge by asking them one by one about recount text and the component. In half of time, teacher A asked students to find out the past verb with underlined the word and try to find the meaning to enrich students' vocabularies. In this meeting, Teacher A was not used blog as her media of teaching. On third meeting, Teacher A already asked them to bring their own laptop to the class. From thirty students, there are eight students did not bring their laptop. Twenty two students were bring their laptop but the problem that they found that there was no more cable slot that available for 22 students. To overcome the problem, teacher A instructed them to keep a deep attention on the steps in posting writing on their blog while their laptop is off. On fourth meeting, teacher also asked them to compose another recount on their blog. In this meeting, they faced problem in internet connection. The internet

connection did not run as well as their expectation. Due to this, Teacher A asked students to move to computer laboratory.

As media in teaching recount text, blog also had strengths and weaknesses. Sadiman (2004) defined media is the all of devices around the students which presenting the message to encourage and stimulate students to learn. Media could be used to sending message to other people. Therefore, it could encourage students feeling, attention and interesting to learn in order to make teaching and learning process enjoyable. Bernstein (2004) advocated 'Frequent writing improves writing', 'Writing for an audience improves writing', 'Writing that matters improves writing', and 'Writing on a computer improves writing'. However, to EFL learners, frequent writing may not necessarily improve writing. Nevertheless, it will definitely be helpful if students do not only write frequently but also look up English dictionaries or use Internet to help them express their ideas clearly and correctly.

### Description on Students Responses towards Teacher in Teaching Recount Text by Using Blog

Based on the findings in the research field, there are some data that related to respond toward teacher in teaching recount text by using blog. The interview aimed to collect the data on February, 5<sup>th</sup> 2015, from five respondents.

From the all participants' responses toward using blog in teaching writing recount text, all participants were interested with teaching writing recount text by using blog. They had their own reason which supported my research data. This is like Champbel (2003) theory about the six advantages of blog in teaching writing. Those are to provide extra reading practice for students, as online students' learner journals that can be read by their friends, to encourage bashful students to participate, to encourage a process of writing, as an online portfolio of students' written work, and to help build a closer relationship between students



in large classes. From those sixth advantages, it can be concluded that blog was useful for students and also for teacher. Regarding this advantages, it is recommended for students to always write anything on their blog frequently to polish their writing. Blog became a useful thing as online portfolio of students' best written work, as student FS said that the story on blog could be a story for film just like Raditya Dika who was an active blogger who made his story on blog became a film.

Teacher checked the students writing on their blog by visiting their own blog. Teacher also asked the students to put their home work on their blog. Furthermore, another participant also stated that they really preferred blogger at [www.blogspot.com](http://www.blogspot.com) rather than [www.wordpress.com](http://www.wordpress.com). They had several reasons. Student BP stated that wordpress is not interested because the layout or background is simple. In addition, blogger was simple because if we had an account on [www.gmail.com](http://www.gmail.com). It means we already had a blog on [blogspot.com](http://blogspot.com) without creating or registering on [blogspot.com](http://blogspot.com). Student BP also stated that wordpress is difficult. He had to make an email first then we created a weblog and registered first. After creating an email, he must open email address that he used in registering blog for verifying his blog. If he did not verify that, he could not use that blog and officially could not post anything.

Making a wordpress blog is quite complicating. That was one of reason why students were choosing [blogspot](http://blogspot.com) as their site in making blog. As student BP statement on how complicated in making blog in [worpress](http://wordpress.com), it was also supported by Adriansyah (2014) who agreed that [wordpres](http://wordpress.com) is more complex. He stated that [blogger](http://blogger.com) or [blogspot](http://blogspot.com) was simple and easy for beginner. On the contrary, there are some people prefer [wordpress](http://wordpress.com) rather than [blogger](http://blogger.com), concerning that the [wordpress](http://wordpress.com) suitable for boys because the layout or background was simple not like [blogger](http://blogger.com) was colorful and suitable for girls.

### The Description of Students' Writing Recount Text on Blog

Based on the data findings, students have several strengths and weakness in writing recount text. Therefore, I intend to analyze and propose all the data findings below. The students' recount writing was assessed through Brown's assessment that emphasized to five aspect of writing. Those aspects are organization, logic development of ideas and content, grammar, punctuation spelling and mechanism, and style and quality of expression. Every aspect has specific criteria. Brown gave score for 20 – 18 is categorized excellent to good, 17 – 15 is categorized good to adequate, 14 – 12 is categorized unacceptable, and 5 – 1 is categorized collage – level work. Every participant in this research, I analyzed their two recount texts that they composed on their personal blog.

### The Result of the students' first writing on their blog

No	Students	Writing Aspects					Score
		Organization (20)	Logic Development of Ideas and content (20)	Grammar (20)	Punctuation, spelling & mechanism (20)	Style & quality expression (20)	
1	FS	20	18	17	18	17	90
2	SM	14	17	11	19	17	78
3	BA	17	15	12	20	14	78
4	AL	14	17	13	13	17	74
5	SD	11	11	12	12	12	58
TOTAL		76	78	65	82	77	378

### The Result of the students' second writing on their blog

No	Students	Writing Aspects					Score
		Organization (20)	Logic Development of Ideas and content (20)	Grammar (20)	Punctuation, spelling & mechanism (20)	Style & quality expression (20)	
1	FS	20	18	17	17	18	90
2	SM	14	16	12	12	14	68
3	BA	11	11	15	15	11	63
4	AL	11	11	11	11	12	56
5	SD	11	14	11	14	14	64
TOTAL		67	70	65	69	69	341

The both table show that the students' score after being analyzed according to Brown assessment which emphasize to the five aspects of writing. Those are organization, logic development of ideas and content, grammar, punctuation, spelling and mechanism, and the last is style and quality expression. In the students' first writing, there are



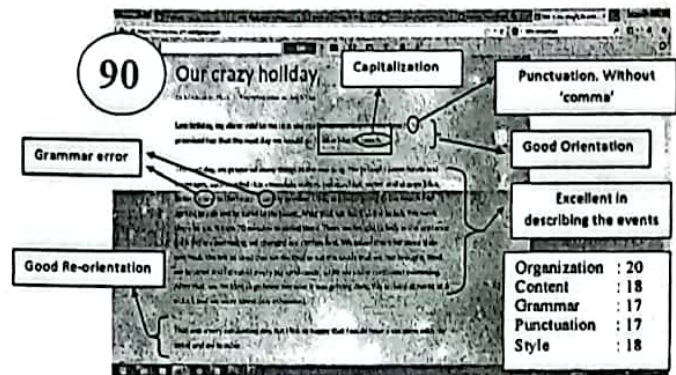
no issues in punctuation aspect. The total average score of punctuation aspect in the first writing was eighty two (82). Then, for the second writing, students have no problem in the content aspects. The total average score for content aspect is seventy (70).

### The Strengths and Weaknesses of the Students' Writing Recount Text

Based on the data findings, it showed that every student had their each strength and weakness which was different with the other students, while all of them as the participants had a top result from the others. As I stated in the findings that from the all aspect of writing from Brown (2003) those were organization, content, grammar, punctuation and style in the first writing recount text; students were low in the organization aspect and grammar aspect. Then, I found that the students' were strong in the punctuation aspect. On the other hand, in the second writing students were low in the grammar and organization too. Students were strong in the content and style aspect.

I found students FS got excellent score for her writing recount text rather than her friends. After I analyzed her writing, she had been qualified the all aspect of writing. This is as Tarigan (1994) who state that a good writing reflected the author's ability to compile materials into a good package, reflected the author's ability to use dynamic tone, reflected the author's ability to write clearly and not vague so that the reader did not confuse to understand the meaning implicit and explicit, reflected the author's ability to write convincingly, reflects the author's ability to criticize his first script and fix it, and reflected the ability of the author in the manuscript, the use of spelling and punctuation and checked the meanings of words and grammatical relationships in sentences before presenting it to readers. In this article two examples provide the analysis of students writing which got the highest score and lowest score. The following print screen was the analysis.

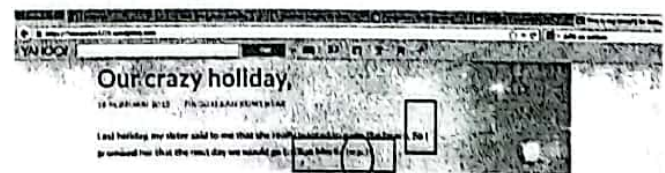
### Analysis of Student FS which Got the Highest Score



In her writing, she made two mistakes in grammar by using first verb (present tense) and did not change verb two or past tense. The words that she used were *going* and *ask*. The following picture is student FS mistakes in using word in her writing.



It must be: *before went to the beach, I asked my brother, Upik to join us going to the beach.* (Paragraph 2, line 3). That was her mistake on her writing. Brown (2004) stated that score 17 – 15 for advanced proficiency in English grammar; some grammar problems did not influence communication although the reader was aware of them; no fragments or run on sentences. So, I put seventeen (17) for her grammar aspect. Another aspect was punctuation. McCaskill (1998) stated that punctuation was placed in text to make meaning clear and to make reading easier. Student FS got seventeen (17) in criteria good to adequate. She made two (2) mistakes in punctuation. (Paragraph 1 line 1)



In that picture, it showed that after conjunction 'so' there was no comma. The right sentence must be *So, I promised ....* Other mistake



is capitalization. She did not use capital letter for showing place. She just wrote 'Blue Marlin beach'. The right sentence must be 'So, I promised her that the next day we would go to Blue Marlin Beach.'

Furthermore, she made good organization. Her score was twenty (20). Students FS was excellent in making flow on her story. She told the reader with clearly meaning even some mistakes was she made up. She chose appropriate title, effective introductory paragraph, and completed generic structure from orientation, events and re-orientation. Some mistake in grammar and punctuation did not influence communication although the reader was aware of it. Another aspect of writing was content and style. She got eighteen for those aspects. Student FS made a complete generic structure from orientation events and re-orientation; so that the content of her writing was good. Style aspect was also important to make clear the ideas that writer wanted to tell to reader. In this case, FS already chose a word and showed that she had many vocabularies.

#### Analysis of Student AL's which got lowest



The second writing recount text on AL's blog entitled 'standing on a chair' which fifty eight (58). The mistake that happened in the first writing recount text also happened in the second recount. Student AL was low in organizing her ideas, so it gave impact to the punctuation that she used. She always used comma and just used one full stop at the end of the paragraph. Based on the data

findings, student AL had low aspect in the organization and grammar. This writing had a good content to inform the reader but the low organizing ideas made this writing very difficult to understand and to get the point. To overcome this silly sentence, I added and edited the word and made it better than before. I knew AL gave her best writing in her blog, but she did not obey to the writing rule. The following picture is student AL's writing that she composed on her blog.

The writing that AL composed was in the wrong order of the sentence. Hence, I reformulated or reconstructed again without changing the meaning and message that she wanted to tell to the reader. The correct writing was:

Hi Guys!

Seemed to have not wrote on the blog. I want to tell you what happened at the same time on Thursday, two weeks ago. Precisely, when I was in English class the material was narrative text about snow white and seven princesses. We were talking about true or false. If the answer true we were sitting and if our answer were false, we would standing in a chair. It was my turn, my answer was false. So, I stood on a chair. You know how it feels? I felt so embarrassing yeahhh but it was cool.

That was the analysis of student AL recount text. There were so many mistakes in her recount text on her blog. Therefore, her score in every aspect was low for organization, content, grammar and punctuation aspect she just got eleven (11). According to Brown (2003), eleven (11) were unacceptable. The problem in ordering ideas, lack of supporting evidence, ideas incomplete, and numerous serious grammar problems that interfered with communication and was difficult to read sentences. The positive point of her blog was she had beautiful layout or background rather than her friends. So, when I visited her blog my eyes were served with beautiful flower. It was a nice blog even she was making unstructured recount text.



## CONCLUSION

There are several conclusions in the current study. Firstly, teacher used blog for students in teaching and learning process were supportive and encouraging beside that as a media also gave a great contribution for students learning process and learning result. For instance: blog as their media for writing, encourage bashful students to participate, blog as students' online portfolio, and blog is media for teaching writing. The teacher also found some problems; such as the internet connection, teacher might have extra time to assess their writing because their writing was in the students blog, and teacher could not be directly corrected students written work if the teacher did not have available internet connection.

Secondly, students' responses in teaching writing recount text by using blog were various. Students stated that they are interested in teaching writing by using blog. They loved writing blog rather than writing on paper. The target reader of blog was not only their classmate but also everyone could read it if the reader have account on blog. Another statement from students that blog was available with reference word if they were made mistake in typing. Moreover, blog became an online portfolio for students' written work. Besides, student was not interested with blog because he was disappointed when he checked that nobody commented on his writing.

Thirdly, in teaching and learning process in using blog; I analyze student work by using writing scoring rubric from Brown. For those writing that the teacher asks to students to write, in the first writing, the students' weakness was the grammar aspect. Furthermore, they have strength in mechanism aspect. In the second writing, students also are low or student weakness in the grammar. This is the same weakness in the first writing. In the second writing, students have strength in content aspect.

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