

**THE EFFECT OF USING BLOG AS COLLABORATIVE MEDIA ON  
STUDENTS' WRITING SKILL**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**YUNI LESTARI**

**NPM: 1502050256**



**UMSU**  
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

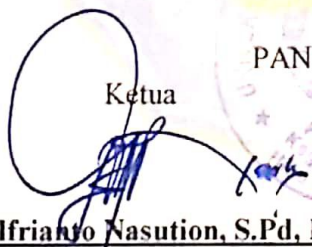


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Nama : Yuni Lestari  
NPM : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Blog as Collaborative Media on Students' Writing Skill

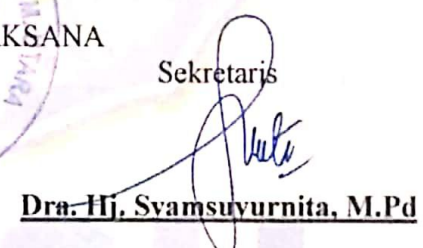
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Ketua  
  
**Dr. H. Elfrianto Nasution, S.Pd, M.Pd.**

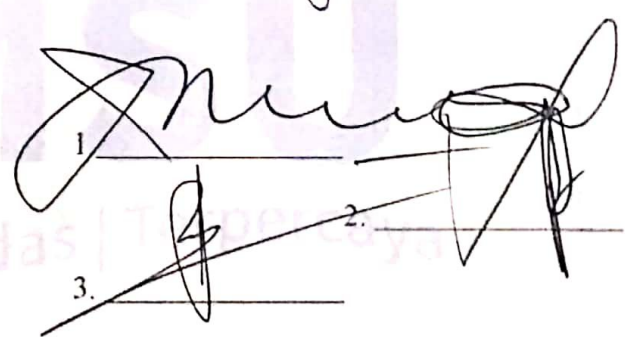


PANITIA PELAKSANA

Sekretaris  
  
**Dra. Hj. Svamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, MA, Ph.D
2. Pirman Ginting, S.Pd, M.Hum
3. Rini Ekayati, SS, MA

  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website <http://www.fkip.umma.ac.id> E-mail [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Blog As Collaborative Media on Students' Writing Skill

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing

Rini Ekayati, SS, MA

Diketahui oleh:

Dekan



Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Blog as Collaborative Media on Students' Writing Skill

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
26/8/2019	Abstract	
	Background of Study	
	Formulation of the Problem	
29/08/2019	Chapter I : Review / check once more	
	Chapter II : Check your reference	
5/09/2019	Chapter III :	
	- Research design	
	- Technique of Data Analysis	
4/09/2019	Chapter III	
	- Data : describe more	
	- Data Analysis : arrange the procedure in analyzing the data	
23/09/2019	Chapter IV : Final check	
	Chapter V : revise your conclusion	
25/09/2019	Final Review	
26/09/2019	<u>ACE</u>	

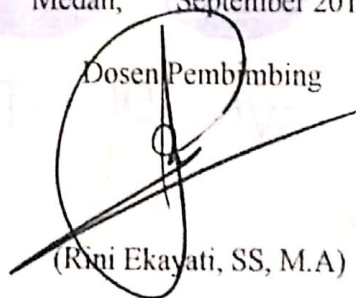
Diketahui oleh:  
Ketua Prodi



(Mandra Saragih, S.Pd, M.Hum.)

Medan, September 2019

Dosen Pembimbing



(Rini Ekayati, SS, M.A)

## ABSTRACT

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This research was a quantitative research. The objectives of this research was to find out the effect of using blog as collaborative media on students' writing skill. This research was conducted at SMK Muhammadiyah 9 Medan, Jalan Garuda Gang Taqwa Sei Kambing. The population of this research was taken from tenth grade students of SMK Muhammadiyah 09 Medan on academic year 2019/2020 which consist of two classes they are X-TKJ1, and X-TKJ 2 with total 60 students, and were taken as sample by using total sampling technique. The sample, then, was divided into two classes the experimental class which was consisted of 30 students and treated by using blog as collaborative media, and the control class which consisted of 30 students treated by using conventional media test of writing recount text was administrated as the instruments of the study data analysis technique. Each group was given pre-test, treatment and post-test. The results showed that t test (2.939) is higher than t table (2.002) and degrees of freedom (df) is 58. In other words, the hypothesis showed that Ho was rejected and Ha was accepted, or there was significant effect of using Blog as collaborative media on students' writing skill.

*Key word: blog, collaborative media, writing skill*

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In finishing this research entitled: “The Effect of Using Blog As Collaborative Media On Students’ Writing Skill”. there were so many troubles, without much help from the following people, it was impossible for her to complete and finish her skripsi. The researcher would like to present thanks to her dearest father A. Jauhari and the dearest mother Almh Dahniar who always give her their best support in all field and their prayer before during, after her academic year in completing her study in UMSU. And thanks for everything. May Allah always bless them. Thanks also for brother Edy Syahputra, M. Akhyar, M. Iqbal and sister Ira Nofianti, Siti Hajar and her big family who have given supports, pray, love, advise, moral and material. Thanks a lot My Love and motivation. It’s not easy for the research in writing this study. There are many difficulties and problems faced by her, physically and mentally. Without helps of following people, it may possible for her to finish it. Therefore the writer would like to express her gratitude to

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Medan, September 2019

The Research

**YUNI LESTARI**  
**NPM. 1502050256**



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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is one of international language and it is learned in a lot of countries. English is used in a particular activity, job and education. In Education of Indonesia, English has become the first foreign language taught at school. It means that English becomes a subject and students are supposed to learn English since the early ages.

In studying English, there are four aspects that will be learned, those are listening, speaking, reading and writing. Those skills are used to build students' language strategic competence and also to enhance their motivation to learn English. One of the test four skills which are very important and most ask in academic field is writing. Writing is an activity of how people put in idea, thought and knowledge on a piece of paper. Writing (as one of the four skills of listening, speaking, reading, writing) has always been formed as part of the syllabus in the teaching English (Harmer, 2004:30).

Indeed, the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Through writing, students are able to express idea, opinion, experience, comment or information in the form of written language.

While improved vocabulary can enhance students' writing skills, there is no guarantee that it will do so automatically. Improvement in vocabulary will result in improved writing skills only if the teacher is able to create a classroom that takes writing seriously. "In such a classroom, process and environment are closely intertwined and interdependent. The process does not come alive unless the environment is conducive to it.

The ability to write in English is one of the indicators seen to assess English text. The high and low ability of students in writing can be assessed from the habits carried out by students. Ability to write, students can express thoughts and communicate ideas and views that students have to others. Students' can channel creativity in the form of writing for example to create a blog, make a short story or write a review. Students' skills in writing need to be improved, doing therapy with classroom action research. In classroom action research, the teacher will get practical benefits, namely, he can clearly identify the problems in his class.

Based on the observation at SMK Muhammadiyah 09, when given the task of writing, they got difficulty because in learning process they're bored and didn't like the material. This was because the teacher still used conventional learning methods. Teachers rarely used the media or gave other strategies than usual. Therefore the students had the low motivation in learning writing.

Actually, the students were able to study English, but they could not prove our their idea and thought specially in writing. It causes of the way of the teachers' teaching does not use media. The teaching was monotonous. The



teachers were not able to create the teaching. So, media is one ways that can be used by teachers so solve the problem, specially the students will be more easily to arrange the sentences because the media will give them ideas to be written.

Media can help to increase students' enthusiasm in learning writing. They will be more focused in the learning process. Researcher provide a solve problem to improve students' writing skills by using blog media learning. Blog is an abbreviation of "Web Log" which is a form of web application. Everywhere the web is an internet page or site, while logs are a kind of journal, report or diary. So it can be concluded that the understanding of a weblog or blog is a website or internet page that contains reports. The contents of this blog will later differentiate from a site or website (Edmodo Go Blog). Further, from the above understanding, that a blog is an online diary managed by individuals to channel ideas, creations, opinions and report or write down observations or experience, are not bound to rules and interesting to read.

Recent innovations such as weblogs offer learning opportunities online (Godwin, 2003). Blogs are easily linked and cross-linked to create larger on-line communities. Language learners can use a personal blog as an electronic portfolio that shows development over time. By publishing the blog online, the student has the opportunity of writing for readers beyond their classmates. Readers in turn can comment on what they have read.

Therefore from the explanation above, the researcher is interested in learning of Using Blog as Collaborative Media on Students English Writing Skill at SMK Muhammadiyah 9 Medan.

## **B. Identification of the Problem**

Based on background above, the problems were identified as follows:

1. Students are weak at vocabulary and grammar.
2. The students were passive in the class.
3. Lack of motivation in learning process.
4. The teacher still uses conventional media in teaching writing skill.

## **C. Scope and Limitation**

The scope of this study was focused on writing skill and it is limited on the recount text.

## **D. The Formulation of Problem**

The problem of this research was formulated as the following “is there any significance effect of the using blog as collaborative media on students’ writing skill”.

## **E. The Objective of the Study**

The objectives of this study are formulate as the following “To find out the effect of using blog as collaborative media on students’ writing skill.

## **F. The Significance of the Study**

The findings of this research would be divided into two categories. Theoretically as input for other researchers to make education policy in the

teaching English who want to do research on the same issue and also this research can be developed by the next researcher in different skill and participant.

Practically as teachers of English, this research is expected to give information in teaching recount text through applying visual media and teachers in English can motivate their students' in teaching recount text, The students' in gaining the information about recount text by applying of using Blog, Other researcher, to help the other researcher who interest in this study. It is hoped that other researchers will conduct as much more in depth study comprehend in writing skill, and try to find out some other technique applicable to teach writing skill and try to find some other technique applicable to teach writing skill.

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **A. Theoretical Framework**

The basic concept of the study should be made clear from the start. This is considered important to understand the ideas conveyed. Therefore, the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, the following is considered to be important to discuss the clarifying the concepts used being discussed so that the readers will get the point clearly.

#### **1. Writing**

Harmer (2004:86) state that writing is a process is a process that what we write is often heavily influenced by the constraints of genre, then these elements have to be present in learning activities. Khoriyah & Mahendra (2017:279) writing is a way of sharing information, thought, idea and experience to others in writing form.

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 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. Learners' writings will be more or less influenced by their first language. The improvement of writing will be questioned if students write English frequently but present their thoughts with the style of their first language. And some students answer that they will look up an English dictionary or ask someone else when they don't know how to express their ideas in English. To learner, it is a critical step to become a successful writer if whenever he is aware that something wrong with his writing, he can effectively find an answer from an English dictionary or Internet.

The conclusion is writing is a way to express an idea or idea that is made in the form of writing at the end of an idea that will become a essay that will be published.

## **2. Text**

According to Sanggam and Shinode (2008 : 1) a text is a meaningful linguistic unit in a context. A text in a language is unique. Some language may have some similarities in a text. They also have some differences. Indeed, a text is an effective and efficient higher linguistics units containing several components may certain one or more than one clause.

## **3. Genre of the Text**

Genre is term for grouping text together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a

specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and situations in which they occur. Genre encourages us to look for organization pattern, or the ways that texts are rhetorically structured to achieve a social purpose.

The word genre comes from the French (and originally Latin) word for “kind” or “class”. According to Swales as quote by Hyland (2002:17) states that a genre as a comparison a class of communicative events, the numbers of which share some set of communicative purposes. Pardiyono (2007:17) states that genre can be defined as text which has a function or reference as a frame so that a text can be built effectively. In educational Unit Curriculum (KTSP 2007), there are twelve genre that are taught in Senior High School. They are: Narrative has a function to amuse, entertain and to deal with actual or various experience in different way. Narrative deals with problematic event which lead to a crisis or turning points of some kind, which in turn finds a resolution, Recount has function to retell events for purpose or informing or entertaining. Procedure has function to describe how something is accomplished through a sequence of action or steps, Descriptive has function to describe a particular person, place or thing, News item has function to inform readers, listeners, or viewer, about events of the day which are considered newsworthy or important, Reports has function to describe the way things are with reference to a range of natural man made and social

phenomena in our environment, Analytical exposition has function to persuade the reader or listener that something the case, Spoof has function to tell and event with humorous twist and entertain the readers, Hortatory exposition has function to persuade the reader or listener that something should or should not be the case, Explanation has function to explain the processes involved in the formation or working of natural or social cultural phenomena, Discussion has function to present information and opinions about issues in more one side of an issue, Review has function to critique an art work, even for a public audience.

From a variety of genre above, the authors chose the genre of recount strategy. Its explanation is presented below.

#### **4. Recount Text**

Recount provides information about what it happened, when it happened, where it happened and who was involved.

According to Pardiyo (2007:164) recount text is a text which retells events or experiences in the past. Its social function is to reconstruct, to record events or activities for the purpose of informing. There are some topics which can develop become a recount text, they are (1) the topic which tell the holiday experience in the past, (2) the topic which tells the experience with a new boyfriend/girlfriend in weekend, (3) the topic which tells the experience in facing the school exams, (4) the topic which tells childhood memories.

### a. Generic Structure of Recount Text

Pardiyono (2007:165) states that there are three text elements of recount text which have been arranged based on the rhetorical structure.

1. Orientation : Introducing the participants, place and time. It provides information about the setting (when and where) and introduces participants/character (who)
2. Events : Describing series of event that happened in the past.
3. Reorientation : It is optional that states a personal comment of the writer to the story.

### b. Language Features of Recount Text

There are the language features must be used in recount text (Pardiyono, 2007)

Simple past tense is to locate events in relation to the speaker's or writer's time, Noun and pronouns to identify people, animal, or things involved, Introducing specific participant: my friend, he, etc, Action verb: spent, visited, decided, etc, Linking verb: was, were, etc, Using chronological order: first, second, then, after, etc.

## 5. Types of Recount

Blake (2000:8) mentions there are three types of recount text that have variation in focus, they are:



### 1. Personal Recount.

Personal recount involves the reconstruction of a personal experience that often includes reflection on the writer's feelings. This usually retells an event that the writer is personally involved in.

The language features of personal recount are: Use of the first person pronoun, such as I and we, Personal responses to the events can be included, particularly at the end, Details are often chosen to add interest or humor.

### 2. Factual Recount.

Factual recount involves the recounting of events from an informational perspective and often includes statement of observation as well as asides to the recount event, e.g. a science experiment, police report. The language features of factual recount are: Use of third person pronoun, such as: he, she, it and they, Details are usually selected to help the reader reconstruct the activity or incidents accurately, Sometimes, the ending describes the outcome of the activity, Mention of personal feelings is probably not appropriate, Details of time, place and manner need to be precisely stated, Descriptive details may also be required to provide precise information, The passive voice may be used, It may be appropriate to include explanation and satisfaction.

### 3. Imaginative Recount

Imaginative recount may involve the writer in recounting imagined specific that may include both imagined observation and comment. Writing an imaginary release it and giving details of events, e.g. A day in the life of a pirate. The language features of imaginative recount are, It is usually written in the first person, It may be appropriate to include personal reaction.

#### **The Example of Recount text**

##### **Watching Movie**

My sister and I went to see a last night. It was an American movie called the lost flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean.

Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to had for food in the jungle and how to catch fish from the sea to eat. After a few weeks the passengers were eating raw fish and meat.

After they had been on the island for two months, there of the men made a boat and sailed away to find help. But their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and enjoyed the film.

## **6. Teaching Writing**

Teaching writing is a big challenge for teachers. They must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Many traditional approaches failed to apply writing process in teaching writing. “For many years at the teaching focused on the written product rather than on the writing process. In the other, the students to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or text successfully.

## **7. Collaborative Writing**

Collaborative writing a second generation, or more personalized, communicative form of World Wide Web that emphasis active participation, connectivity, collaboration and sharing of knowledge and ideas among users.

## **8. Assessment of Writing**

Assesment is evaluation. In life, people may be assessed by anyone, from parents to employers. In school, however assessment is used to gauge the depth of students’ knowledge, their ability to learn, and their problem-solving abilities. Most educators who make assessments of students’ work look for: Answers or responses that match the questions asked, Clearly stated main points that are supported with details, Writing that is organized lohically and effectively, Correct grammar, spelling and punctuation.

The following analysis is five component or main areas to assess writing skill

a. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentence.

Table 2.1  
The Criteria of Scoring Content

27-30	Excellent to very good : knowledge able substantive through development of topic sentence relevant to assigned topic.
22-26	Good to average : some knowledge able of subject adequate range-limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor : limited knowledge of subject little substance in adequate development of topic.
13-16	Very poor : does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

b. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated.

Table 2.2  
The Criteria of Scoring Organization

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
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14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

### c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, prefix, suffixes, exactly.

Table 2.3

The Criteria of Scoring Vocabulary

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

### d. Language Use

It refers to the student's achievement in writing simple, complex. Or compound sentence correctly and logically. It also refers to the ability to usage agreement of the sentence and some other words such as noun, adjectives, verbs, and the time signals.

Table 2.4  
The Criteria of Scoring Language Use

22-25	Excellent to very good : effective complex construction few error argument, test, word other / function, articles, pronouns, preposition.
18-21	Good average : effective but simple, construction minor problem to complex construction several errors of agreement, tense, number word order / function, article, pronoun, preposition but meaning seldom obscured.
11-17	Fair to poor : major problem in simple / complex construction frequent of errors of agreement, tense, number word order / function, articles, pronouns, preposition but meaning confused on obscured.
5-10	Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicative or not enough to evaluate.

e. Mechanism

Mechanism refers to the students' achievement in using words appropriately using function correctly : paragraph and text can read correctly.

Table 2.5  
The Criteria of Scoring Mechanism

5	Excellent to very good : demonstrative mastery of conversation few errors spelling, punctuation, and capitalization, writing sentence.
4	Good to average : occasional errors of spelling, punctuation, capitalization writing sentence.
3	Fair to poor : frequent errors of spelling, function, capitalization writing sentences poor hand writing sentence poor hand writing meaning confused or obscured.
2	Very poor : no mastery of convention dominated by error of spelling,

	punctuation, and capitalization paragraph – hand writing not enough to evaluate.
--	--

Based on these indicators, then the students ability in writing their daily activity using chronological order is classified in quantitative and qualitative systems. The scales are as follows:

Table 2.6  
The Scales of Qualitative and Quantitative

Skills	
Qualitative Form	Quantitative Form
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

Table 2.7  
Treatment in Experimental and Control Group

Meeting	Experimental Group	Control Group
1 ( first) <b>Pre-Test</b>	<ol style="list-style-type: none"> <li>1. Teacher greets the students open the class.</li> <li>2. Teacher gives pre-test to test the students.</li> <li>3. Teacher collects the answer sheet of students.</li> <li>4. Teacher calculates the score.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher greets the students open the class.</li> <li>2. Teacher gives pre-test.</li> <li>3. Teacher collects the answer sheet of students.</li> <li>4. Teacher calculates the score.</li> </ol>

<p>2 (second)</p> <p><b>Treatment</b></p>	<ol style="list-style-type: none"> <li>1. The teacher greets the students open the class.</li> <li>2. The teacher gives the treatment</li> <li>3. The teacher explaining about how to make blog and the explain about recount text.</li> <li>4. The teacher asks the students to make groups.</li> <li>5. The students discuss the task what they get in their group</li> <li>6. Every group the use gadget or computer.</li> <li>7. Every group make an blog after the blog is finished students will make a text recount text</li> <li>8. After a text recount using a blog, students post the results of the text recount</li> <li>9. When they have finished, they should read their own versions to each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher greets the students open the class.</li> <li>2. The teacher read a text for the students and teacher explains students about recount text and explain to make a Blog</li> <li>3. The teacher ask the students what they understand or not understanding .The teacher ask them to re-read the text</li> <li>4. The teacher to do the students to translate the text.</li> <li>5. The teacher invites some students to say something about text.</li> <li>6. The teacher gives a task to students.</li> </ol>
<p>3 (third)</p> <p><b>Post-Test</b></p>	<ol style="list-style-type: none"> <li>1. The teacher gives direction related to the post-test.</li> <li>2. Teacher gives the post-test.</li> <li>3. The teacher collects the answer sheets of the students.</li> <li>4. The teacher calculates the</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher give direction related to the post-test.</li> <li>2. The teacher gives the post-test.</li> <li>3. The teacher collects the answer sheet of the</li> </ol>



	score.	students. 4. The teacher calculates the score.
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## 9. Blog

Blog stands for web blog. Blog is a web application that contains content in the form of writings known as posts. Posts on blogs can be shown to a wide audience using the URL of a public web page. (Hernita, 2013: 2). Blogs can also be an alternative learning media. Through blogs you can establish communication through the virtual world with students.

The rapid development in technology has given rise to new forms of communication among people. Email, Internet access, sending messages via mobile phones, using chat rooms and for a have at least had an impact on how people communicate and write, the frequency with which they communicate and possibly the content. What is of particular relevance to the current work concerns blogs and blogging as a means of promoting writing among students. What do blogs offer which other more conventional, writing approaches do not have?

Blogs have been compared to journals or online diaries, offering a way for students to engage in reflective writing on any topic. Through postings on blogs, students have a real, wider audience that transcends the classroom teacher and peer students within one's classroom, school or country. Indeed, the community of collaborators and supporters is innumerable

Huffaker (2004) recommends blogs for classroom use because they promote “self expression and highly personalized content”. In a review of existing blogs, Huffaker summarises some advantages offered by the blogging medium, suggesting that bloggers: Can collect news stories to write about and then edit/react to each other’s work, Can add comments or critiques to shared class readings.

In addition, blogs are also a useful writing tool for teachers as they can: Use blogs to highlight selected writings and contributions of their students, Focus on the content, collaboration and documentation of completed tasks, Offer a medium of peer support where teachers themselves collaborate and share ideas.

Irrespective of the themes, looks and writing styles or genres chosen by the authors, good blogs appear to be characteristic by three features: frequency, brevity and personality (Evans, as cited in Mortensen and Walker (2002)). It seems that these ingredients are key to the successful maintaining of a blog that aims to attract responses.

A blog has geography just like any static website and features several specific “territories” that in combination create the uniqueness that is a blog (Blood, 2000). It can be discussed from following factors: Blogs do not require sophisticated software or knowledge of computer programming, blogs offer several security options, such as limiting access for reading and posting, many blogs are written by only one author and visitors cannot make posts or edit posts, but they can add comments to an existing post, blogs disregard the

status of users - all users are equal. Users often use screen names rather than their actual names, blog entries are generally written like a letter to someone: oriented to an audience, informal, first person narrative, blog entries can consist of text, images, audio, video, and hyperlinks. No need to email photos anymore - just tell people to go to your blog! Through hyperlinks, readers can be sent directly to other resources, blog has an auto-archiving feature. All posts are archived. Archives can be searched by keyword, or by date, blog content can be distributed via subscriptions. A person can subscribe to many blogs and have the content aggregated in one place.

The process of teaching and learning with the application of blogs, students can really feel online learning and doing online tasks. The end result, the habit of negative students often playing games on the internet will slowly shift to positive activities in the internet, of course, by doing the assignments from the teacher.

Looking at the development of world information, it seems that the existence of e-learning is one of the alternative media that cannot be rejected. Along with that, education is required to follow the changing times because changing times are often followed by technological developments that facilitate human work in the field of education, especially teachers in learning in the classroom.

The electronic learning system or e-learning or e-learning is one of the new ways in the process of teaching e-learning is the basis and logical consequence of the development of information and communication

technology. With e-learning, students do not need to sit in class to attend each teacher's learning directly. E-learning can also shorten the target time of learning, and of course save costs that must be spent by a study program or educational program (Darmawan, 2014).

(Godwin, 2003) There are a range of potential applications of blogging technology in education and training including for student and teacher communication, delivery of learning materials, the provision of mentoring to students, collaboration and professional development for teachers and knowledge management.

Studies that have been published include research on blogging's effect on learner autonomy, increasing writing fluency, as a place for completing writing assignments (Ward, 2004; Wu, 2005), posting class materials (Johnson, 2004), and as a way to open communication with bloggers outside the classroom (Pinkman, 2005).

Recent innovations such as weblogs offer learning opportunities online (Godwin, 2003). Blogs are easily linked and cross-linked to create larger on-line communities. Language learners can use a personal blog as an electronic portfolio that shows development over time. By publishing the blog online, the student has the opportunity of writing for readers beyond their classmates. Readers in turn can comment on what they have read.

#### a. Using Blog

Based on the proposed possibilities for classroom application, one might expect blogs to offer many reading and writing incentives for English

learning and writing because blogging places emphasis on content, the possibility of speedy feedback, the option of working with both words and images, and the ability to link one post to another. Scholars who use blogs also say that because students know they are going to have an audience by publishing their writing on the Web, they often produce higher quality work than students who write only for the teacher or for others in the class. Several scholars have reported on how they use blogs to support their classroom instruction and have found that blogs offer many reading and writing incentives.

b. Three Types Of Blog

Three types of blogs have been described for use in English writing class by Campbell (2003): the tutor blog; the learner blog; and the class blog. The tutor blog is run by the tutor for the learner, and its purpose is to give reading practice to the learners, promote exploration of English websites, encourage online exchange by use of comment buttons, provide class or syllabus information, and serve as a resource of links for self-study. Learner blogs are run by individual learners themselves. Learner blogs are best suited for English reading and writing classes. The class blog is the result of the collaborative effort of an entire class. It can be used for posting messages, images, and links related to classroom discussion topics in English. Class blogs could also be used as a virtual space for an international classroom language exchange (Campbell, 2003).

c. The Advantages of Using Blog Media

1. Facilitating the Students' Critical Thinking Skills.

The students engaged in collaborative learning through their interactions with others which serves as a catalyst for critical thinking. Writing blogs offers students a way to improve their writing skills and encounter new ideas through interaction with other students. Blogs allow students to easily link to resources that support their assertions, and thereby encourage critical thinking.

2. Providing Examples for Students to Model and to Learn

Publishing reflective commentaries on the Internet is an effective way for students to share each other's reviews. Not only will readership increase, when students see each other's works, they can learn from one another, thereby motivating them to produce better reviews.

3. Affecting the Students' Quality of Writing

The quality of writing is manifested in several ways. Some students who study English state that they are always aware of their audience, and, as a result, write with their audience in mind.

4. Facilitating Meaningful Learning for Students

Blogging facilitates meaningful learning for the students because they explore other blogs and links to learn more about other countries, cultures, and the people who write to them.

5. Giving Students a Purpose for Writing

Blogs increase students' interest and ownership in learning. Students direct their own learning about topics important to them, while receiving feedback from others. The use of blogs gives students chances to participate in a community.

d. The Disadvantages of using Blog Media

The class can be noisy because it's a group discussion, time confusing. This strategy may be time consuming if the class is big and the teacher cannot an amusing classroom atmosphere

**B. Relevant Studies**

Bernstein (2004) advocated "Frequent writing improves writing" ,and "Writing on a computer improves writing". However, to 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. Learners' writings will be more or less influenced by their first language. The improvement of writing will be questioned if students write English frequently but present their thoughts with the style of their first language. And some students answer that they will look up an English dictionary or ask someone else when they don't know how to express their ideas in English. To learner, it is a critical step to become a successful writer if whenever he is aware that something wrong with his writing, he can effectively find an answer from an English dictionary or Internet.

### C. Conceptual Framework

Writing is important skill besides Speaking, reading, and Listening. By learning writing, students are trained to be able to express their idea and knowledge to give information in certain situation by using words. Unfortunately, the majority of the students are failed on it. Most of them are unable to write because they lack of vocabularies, interest, and prior knowledge. In reality, many students think that writing is difficult and some of them state that writing is frequently presumed as the most difficult to learn. By responding this problem, the writer tries to find a new media in order to make the students are easy to understand the writing skill, especially on recount text.

In the relation of what mentioned above, the writer will use Blog as a media on teaching writing in recount text which is assumed as an effective way to applied to improve writing skill

Using Blog as a media in teaching writing recount text, use blogs to highlight selected writings and contribution of their student, focus on the content, collaboration and documentation of completed tasks, offer a medium of peer support where teachers themselves collaborate and share ideas

Blogs have been compared to journals or online diaries, offering a way for students to engage in reflective writing on any topic. Through postings on blogs, students have a real, wider audience that transcends the classroom teacher and peer students within one's classroom, school or



country. Indeed, the community of collaborators and supporters is innumerable.

As a result, students have to be sensitive to ways in which they are going to express themselves. Difficulties with expressing oneself could give rise to misunderstandings, hence the careful choice of language to ensure that the intended message comes across. In addition, the receptive audience is now different. A piece of writing is open to feedback from a known as well as an unknown audience. The teacher and fellow students are no longer the only two sources from whom to acquire or seek knowledge, information or feedback. Peers and other members of the blogging community all have equal access, and feedback can therefore be received from familiar and non-familiar people.

#### **D. Hypothesis**

The hypothesis of this study can be formulated as follows:

H<sub>a</sub> : There is a significant effect of using Blog as collaborative media on students' English writing skill"

H<sub>o</sub> : There no a significant effect of using Blog as Collaborative media on students' English writing skill"

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location of Research**

This research was conducted at SMK Muhammadiyah 09 Medan Jl. Garuda Gang Taqwa Sei Kambing B Medan Sunggal, Kota Medan, Sumatera Utara. This location is chosen based on the observation which has been done for one week and it shows that students in the school still have problem about writing recount text. In this case research was Blog as Collaborative Media on Students' Writing Skill.

**B. Population and Sample**

**1. Population**

The population of this research was taken from X grade students of SMK Muhammadiyah 09 Medan on academic year of 2019/2020 which consist of two classes they are X-TKJ 1, and X-TKJ 2 with the total 60 students. The distribution of the students and classes was presented in the table 3.1 below :

Table 3.1  
The Population

No	Class	Population
1.	X TKJ 1	30
2.	X TKJ 2	30
	Total	60

## 2. Sample

Since the population of this research was less than 120 so all the population was taken as the sample automatically. Thus, the sample was taken by using total sampling technique.

Table 3.2  
Sample of Research

No	Class	Population
1	X TKJ 1	30
2	X TKJ 2	30
	Total	60

## C. Research Design

The experimental research was used to carry out this research. It deals with quantitative design. This study has two groups namely experimental group and control group. The experimental group was teach by using conventional method. Both of groups would be given pre-test and post-test. The test would be given in order to know the difference of average scores. The design of study would be presented as follow :

Table 3.3  
The Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental group (X)	✓	Using Blog Media	✓
Control Group (Y)	✓	Conventional Method	✓

Where :

X = The experimental group, where the sample were taught by using blog media

Y = The control group, where the sample were taught by conventional technique.

#### **D. Instrument of the Research**

This research was use test as the instrument in collecting writing test was given to the students. The students instructed to write a Recount Text. In this case, the writer gave a topic. The test was given to both groups experimental and control groups. They are pre-test and post-test.

##### **1. Pre-test**

The pre-test was conducted to both of classes (experimental group and control group) were given before the treatment. The teacher asked the student to write recount paragraph based on the topic given.

##### **2. Treatment**

To find out the effect of teaching writing by using Blog, a treatment was conducted to be experimental group. Group A as the experimental group B as the control group would be comprehend the same material. Teaching treat the experimental group by using Blog mean while the control group was conventional technique.

### 3. Post-test

After conducting the treatment, the post-test was given to the students. The post-test function is to get the mean score of experimental and control group. It would be applied to know the effect of teaching presentation in both groups.

#### 1. Validity

The validity of each test was alculated by using person's product moment formula as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

$R_{xy}$  = the correlation of the scores on the two halves of the test,

$N$  = the number of the students in each group,

$X$  = the score of each text,

$Y$  = the sum of all text' score,

$XY$  = the multiplication of the  $X$  and  $Y$  scores,

$\sum X$  = the sum of total  $X$  score in each group,

$\sum Y$  = the sum of total score from each students,

$\sum XY$  = the sum of multiple of score from each student with the total score,

$\sum X^2$  = the sum of the square score in each text, and

$\sum Y^2$  = the sum of all texts' square

## 2. Reliability

The reliability of each test will be calculated by using person's product moment formula as follows:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum x^2) - (\sum x)^2)(N(\sum y^2) - (\sum y)^2)}}$$

Where:

r = the reliability of the test

$\sum X$  = sum of the X scores

$\sum Y$  = sum of the Y scores

$\sum x^2$  = sum of the squared X scores

$\sum Y^2$  = sum of the squared Y scores

$\sum XY$  = sum of the products of paired X and Y scores

N = number of paired scores

### E. Technique of Collecting Data

The data was collected by giving the test to the students. Several steps are used to collect the data :

1. Giving the pre-test to both classes
2. Apply the treatment, which extensive writing strategy is applied to the experimental group, while the control group is taught by using Blog media
3. Giving post-test to both of the classes
4. Giving the 30 minutes to do their assignment based on their best
5. Giving the score for each sample writing of students.

### F. Technique of Data Analysis

In collecting the data, some procedures were applied the following formula as follow :

1. Listing their score into two table, first for experimental group scores and second for control group score.
2. Calculating the total score of pre-test in experimental group and control group
3. Calculate the total of the score.

- a. Calculating Mean Score :

$$\bar{x} = \frac{\sum x}{nx} \quad \text{for the experimental class ( Sugiyono, 2015)}$$

$$\bar{y} = \frac{\sum y}{ny} \quad \text{for the control class (Sugiyono, 2015)}$$

- b. Standard Deviation

$$SD_1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \quad \text{for the experimental class (Sugiyono,2015)}$$

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \quad \text{for the control class (Sugiyono, 2015)}$$

- c. Koefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2015:255})$$

- d. Testing Hipotesis

$$t = t = \frac{x_1 - x_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{N_1}\right)\left(\frac{S_2}{N_2}\right)}} \quad (\text{Sugiyono, 2015:274})$$

- e. Finding degree of freedom (df) or t-table as formula :

Note :

t = test

- $X_1$  = Average of variable 1 (Experimental Group)
- $X_2$  = Average of Variable 2 (Control Group)
- $S_1^2$  = Standard deviation square (variants) of sample 1 (Experimental Group) and sample 2 (Control Group)
- $N$  = Total of Sample
- $N_1$  = Number of cases for variable 1 (Experimental Group)
- $N_2$  = Number of cases for variable 2 (Control Group)
- $R$  = Correlation of product moment between  $X_1$  and  $X_2$
- $Df$  = Degree of freedom (df) or t-table

### **G. Statistical Hypothesis**

Based on the literature and framework above, in this study the researcher formulates to alternatives of hypothesis as tentative answer to the problem in the research as following :

$H_a$  : There is a significant effect of using blog as collaborative media on students writing skill (the hypothesis would be accepted)

$H_o$  : There is no a significant effect of using blog as collaborative media on students writing skill (the hypothesis would be rejected)



## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

In this study, the result showed that there was The Effect of Using Blog as Collaborative Media on Students' Writing Skill. The data were divided into two groups namely experimental which consisted of 30 students meanwhile control consisted of 30 students. The data collected based on the result of students' score in pre-test and post-test. After that, the researcher analyzed the score using formula. It could be seen in data analysis below.

#### **B. Data Analysis**

From all the data of the pre-test and post-test of experimental group and control group obtained, then the research analyzed the data to find out the differences of the sample' score between pre-test and post-test in the experimental group.

The Effect of Using Blog as Collaborative Media on the Students Writing Skill. Before that, the research of using Power Point as Collaborative Media on the Students Writing Skill. Based on the data from the test the score were analyzed in other to know differences between pre-test and post-test of experimental group.

Based on the data above it could be seen that there was different between pre-test and post-test of experimental class, it showed that the total score of pre-

test was 1295 with the lowest 35 and the highest one was 60. Meanwhile, the total score of post-test was 2472 with the lowest 70 and the highest was 95. After getting the students score in pre-test and post test in experimental of both classes, it was known that there was a different of students the effect in writing skill after receiving treatment.

Calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

It meant that 0.043 that the validity of the test was high. It could be seen in the following range of validity is:

1. Content = 1-10 validity low, 11-20 validity is sufficient, 21-30 validity is high.
2. Organization = 1-7 validity is low, 8-14 sufficient, 15-20 validity is high
3. Vocabulary = 1-7 validity is low, 8-14 sufficient, 15-20 validity is high
4. Language = 1-9 validity is low, 10-17 sufficient, 18-25 validity is high
5. Mechanic = 1-2 validity is low, 3-4 sufficient, 5 validity is high

From the data above, the next step was to find out the mean data, total variance, and to count the reliability of the of the test by using  $KR_{21}$  formula. After measuring the data above by using t-test formula. It showed that t-test value was 2.939. After seeking the table of the distribution of t-test the accounting in certain degree of freedom (df).

### **C. Testing Hypothesis**

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution written test method as basic of counting t-critical degree of freedom (df), the calculation shows that df is  $(2n - 2 = 60 - 2 = 58)$  in line 58 that t-table is 2.002 for 0.05. It could be concluded t-test  $>$  t- table or  $2.939 > 2.002$ . So,  $H_0$  is rejected and  $H_a$  is accepted or there was the effect of using blog as collaborative media on students' writing skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research t-test, the researcher gave some conclusions as follow :

After analyzing the data, it was found that there was the significant effect of using blog as collaborative media on students' writing skill which was prove from the total scores of pre-test before giving treatment, 1295 and 2472 Espectively. It was found t-test higher than t-table or  $2.939 > 2.002$  with  $df = 58, \alpha = 0.05$ .

#### B. Suggestion

Related to the conclusion some suggestion were put forward as the following:

1. The teacher are expected to use clustering technique in teaching writing, especially writing in application blog. So, that the students' can be helped in expressing their ideas and thoughts.
2. The English learners are suggestion to be more active, creative, and enjoy in exploring their ability in writing by applying application blog in order to ease them to associate, connect, and express their though in writing.
3. It is suggested to other researcher to use these finding as source of the research.

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## **APPENDIX I**

### **LESSON PLAN (CONTROL GROUP)**

**Name of School : SMK Muhammadiyah 09 Medan**

**Subject : Bahasa Inggris**

**Aspect/Skill : Writing**

**Class/Semester : X TKJ 1**

**Time : 2 x 45 menit**

**Material : Recount Text**

#### **A. Core Competence**

KI 3 : Understand, apply, analyse factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according rules of science.

**B. Basic Competence**

1. Analyze social functions, text structure, and linguistic elements in simple recount texts about experiences / events / events, according to the context of their use.
2. Capturing meanings in simple written and oral recount texts.
3. Arrange simple recount oral and written texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in accordance with the context

**C. Indicator**

1. To indentify the recount text.
2. To find the main idea, detail information, and specific information from the text.
3. To develop the students' thinking to the material.

**D. Learning Purpose**

1. The students can identify the recount text well.
2. The students analyze and capture the meaning of simple recount text in oral and simple writing about activities / events / events with confidence, honesty and responsibility.
3. The students can respond the meaning from recount text.

**E. Learning Material**

Simple recount of oral and written text.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, etc)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colourful flowers and tennis court.

Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Faantasiand Dolphin show.
Reorientation (Penutupan cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

#### Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

#### F. Learning Method/Media

Without Using Blog

#### G. Teaching and Learning Process

Activity	Description	Time Allocation
Opening Activity	<ol style="list-style-type: none"> <li>1. Give greeting to the students.</li> <li>2. Check the students'</li> </ol>	10 minutes



	<p>attendance.</p> <p>3. Communicate to the students and give the students question about material will be taught.</p>	
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students look at variety of recount text that shown by the teacher on without using blog media</li> <li>2. Students analyze and capture the meaning of simple recount text in oral and simple writing about activities / events / events with confidence, honesty and responsibility.</li> <li>3. Students identify the main idea, detail, and specific information from the text.</li> </ol>	20 minutes
	<p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Under the guidance and direction of teacher, students ask question about the main idea, detail and specific information from the</li> </ol>	25 minutes

	<p>recount text trough blog media.</p> <ol style="list-style-type: none"> <li>2. Teacher divided the students in some groups.</li> <li>3. Teacher gave asks the students to make a discussion about certain topic.</li> <li>4. Teacher asked to every group to write about the given topic</li> </ol>	
	<p><b>Exploring</b></p> <p>The teacher asks the students to understand about generic structure of recount text.</p>	15 minutes
	<p><b>Associating</b></p> <p>The teacher corrects the students' answer.</p>	
	<p><b>Communicating</b></p> <p>Teacher asks the students to study more about media blog at home.</p>	15 minutes
<b>Closing Activities</b>	<ol style="list-style-type: none"> <li>1. Teacher will ask the students to conclude the certain topic</li> </ol>	5 minutes

	<p>that has been discussed.</p> <p>2. Students and teacher give each other feedback on the process and learning outcomes.</p> <p>3. Students receive assignments that done the text recount on media blog</p>	
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**H. Tool/Source Learning Material**

Tool : Laptop, infocus and worksheet

Source : English book of class X in second publication in 2017.

**I. Evaluation**

a. Assessment Technique : Writing test

b. Form : Essay test in Recount text

c. Form Instrument :

1. Pre-test : Look at the recount text on media blog carefully, and write the story by your own

2. Post-test : Look at the text carefully, and write the story by your own

**J. Assessment Rubric**

a. Assessment technique : Essay test

b. Directive of assessment, according from Jacob et al.'s (1981)

Aspects	Criteria	Scores
Content	<p>1. Relevant to topic.</p> <p>2. Mostly relevant to topic but lacks detail.</p>	4

Organization	<p>3. Inadequate development of topic.</p> <p>4. Not relevant to topic.</p> <p>1. Ideas clearly stated and supported, well organized, cohesive.</p> <p>2. Loosely organized but main ideas stand out, not well organized.</p> <p>3. Ideas confused or even no main ideas, bad organization.</p> <p>4. Does not communicate, no organization.</p>	<p>3</p> <p>2</p> <p>1</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
Vocabulary	<p>1. Effective word /idiom choice and usage.</p> <p>2. Occasional errors of word /idiom form, choice and usage.</p> <p>3. Frequent errors of word /idiom form, choice and usage.</p> <p>4. Little knowledge of English vocabulary, idioms and word form.</p>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
Language Use	<p>1. Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.</p> <p>2. Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.</p> <p>3. Frequent errors of agreement, tense, number, word order, articles,</p>	<p>4</p> <p>3</p> <p>2</p>

	pronouns or prepositions. 4. Dominated by errors.	1
	1. Few errors of spelling, punctuation, capitalization and paragraphing. 2. Occasional errors of spelling, punctuation, capitalization and paragraphing. 3. Frequent errors of spelling, punctuation, capitalization and paragraphing.	4 3 2
Mechanics	4. Dominated by errors.	1

Every clear answer, its score =  $4 \times 5 = 20$   
 Amount of Maximal Score =  $(5 \text{ aspects} \times 4) = 20 \times 5$   
 = 100  
 Maximal Score = 100  
 Student' mark =  $\frac{\text{score acquisition}}{\text{Maximal Score}} \times 100$

Medan, Mei 2019

Researcher

Yuni Lestari  
 1502050256

Known by,  
Headmaster of SMK Muhammadiyah 09 Medan      English Teacher

Rohadi, ST

Dr. Supian

## **APPENDIX II**

### **LESSON PLAN (EXPERIMENTAL GROUP)**

<b>Name of School</b>	<b>: SMK Muhammadiyah 09 Medan</b>
<b>Subject</b>	<b>: Bahasa Inggris</b>
<b>Aspect/Skill</b>	<b>: Writing</b>
<b>Class/Semester</b>	<b>: X TKJ 2</b>
<b>Time</b>	<b>: 2 x 45 menit</b>
<b>Material</b>	<b>: Recount Text</b>

#### **A. Core Competence**

KI 3 : Understand, apply, analyse factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according rules of science.

**B. Basic Competence**

1. Analyze social functions, text structure, and linguistic elements in simple recount texts about experiences / events / events, according to the context of their use.
2. Capturing meanings in simple written and oral recount texts.
3. Arrange simple recount oral and written texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in accordance with the context

**C. Indicator**

1. To indentify the recount text.
2. To find the main idea, detail information, and specific information from the text.
3. To develop the students' thinking to the material.

**D. Learning Purpose**

1. The students can identify the recount text well.
2. The students analyze and capture the meaning of simple recount text in oral and simple writing about activities / events / events with confidence, honesty and responsibility.
3. The students can respond the meaning from recount text.

**E. Learning Material**

Simple recount of oral and written text.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, etc)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colourful flowers and tennis court.



Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Faantasiand Dolphin show.
Reorientation (Penutupan cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

#### Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

#### F. Learning Method/Media

Web Blog in Writing Recount Text

#### G. Teaching and Learning Process

Activity	Description	Time Allocation
Opening Activity	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher brainstorms</li> </ol>	10 minutes

	<p>students background knowledge by asking some question related to the topic, which will be taught.</p>	
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students' look at variety of recount text that shown by the teacher in Media Blog</li> <li>2. Students' observe the social function, structure of the text, and elements of recount text.</li> <li>3. Students' identify the main idea, detail, and specific information from the text</li> <li>4. Student look media blog through laptop</li> <li>5. Student gave feed back</li> <li>6. The students discussed with teacher about the current topic</li> <li>7. The students make a group and look through media blog</li> </ol>	20 minutes
	<p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. Under the guidance and</li> </ol>	25 minutes

	<p>direction of teacher, students ask question about the main idea, detail and specific information from the recount text through blog media.</p> <p>2. Teacher divided the students in some groups.</p>	
	<p><b>Exploring</b></p> <p>The teacher asks the students to understand about generic structure of recount text.</p>	15 minutes
	<p><b>Associating</b></p> <p>The teacher corrects the students' answer.</p>	
	<p><b>Communicating</b></p> <p>Teacher asks the students to study more about media blog at home.</p>	15 minutes
<b>Closing Activities</b>	<p>1. The last section of teaching writing process is in post teaching teacher asked the students about their difficulties in writing the text to media blog.</p> <p>2. The students gave feedback.</p>	5 minutes

## H. Tool/Source Learning Material

Tool : Laptop, infocus and worksheet

Source : English book of class X in second publication in 2017.

## I. Evaluation

a. Assessment Technique : Writing test

b. Form : Essay test in Recount text

c. Form Instrument :

1. Pre-test : Look at the recount text on media blog carefully, and write the story by your own
2. Post-test : Look at the text carefully, and write the story by your own

## J. Assessment Rubric

a. Assessment technique : Essay test

b. Directive of assessment, according from Jacob et al.'s (1981)

Aspects	Criteria	Scores
Content	1. Relevant to topic.	4
	2. Mostly relevant to topic but lacks detail.	3
	3. Inadequate development of topic.	2
	4. Not relevant to topic.	1
Organization	1. Ideas clearly stated and supported, well organized, cohesive.	4
	2. Loosely organized but main ideas stand out, not well organized.	3
	3. Ideas confused or even no main ideas, bad organization.	2

	4. Does not communicate, no organization.	1
Vocabulary	<ol style="list-style-type: none"> <li>1. Effective word /idiom choice and usage.</li> <li>2. Occasional errors of word /idiom form, choice and usage.</li> <li>3. Frequent errors of word /idiom form, choice and usage.</li> <li>4. Little knowledge of English vocabulary, idioms and word form.</li> </ol>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
Language Use	<ol style="list-style-type: none"> <li>1. Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> <li>2. Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> <li>3. Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> <li>4. Dominated by errors.</li> </ol>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
Mechanics	1. Few errors of spelling,	4

	punctuation, capitalization and paragraphing.	
2.	Occasional errors of spelling, punctuation, capitalization and paragraphing.	3
3.	Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
4.	Dominated by errors.	1

Every clear answer, its score =  $4 \times 5 = 20$   
Amount of Maximal Score =  $(5 \text{ aspects} \times 4) = 20 \times 5$   
= 100  
Maximal Score = 100  
Student' mark =  $\frac{\text{score acquisition}}{\text{Maximal Score}} \times 100$

Medan, Mei 2019

Researcher

Yuni Lestari  
1502050256

Known by,  
Headmaster of SMK Muhammadiyah 09 Medan      English Teacher

Rohadi, ST

Dr. Supian



### APPENDIX III

Differences between pre-test and post-test of experimental group

No	Students' Initial Name	Pre-Test $\sum X_1$	Post-Test $\sum X_2$	Pre-Test $\sum X_1^2$	Post-Test $\sum X_2^2$
1	ARH	35	70	1225	4900
2	ADM	50	80	2500	6400
3	AR	40	80	1600	6400
4	AP	50	90	2500	8100
5	ADP	40	80	1600	6400
6	BD	50	90	2500	8100
7	DM	40	75	1600	5625
8	DR	35	70	1225	4900
9	DC	40	75	1600	5625
10	DTT	40	80	1600	6400
11	ES	48	88	2304	7744
12	FRN	42	82	1764	6724
13	FAS	55	95	3025	9025
14	FT	40	86	1600	7396
15	FE	40	84	1600	7056
16	RY	40	85	1600	7225
17	HP	45	90	2025	8100
18	HAW	35	77	1225	5929
19	IH	50	95	2500	9025
20	LH	45	80	2025	6400
21	MK	35	85	1225	7225
22	MRBT	60	95	3600	9025
23	MAR	45	80	2025	6400
24	MHA	35	75	1225	5625



25	MM	50	90	2500	8100
26	NMU	45	85	2025	7225
27	NA	40	80	1600	6400
28	PR	45	80	2025	6400
29	RH	45	80	2025	6400
30	RFN	35	70	1225	4900
TOTAL SCORE		$\sum X_1$ 1295	$\sum X_2$ 2472	$\sum X_1^2$ 57093	$\sum X_2^2$ 205174

Based on the data in table 4.1 above it could be seen that there was different between pre-test and post-test of experimental class, it showed that the total score of pre-test was 1295 with the lowest 35 and the highest one was 60. Meanwhile, the total score of post-test was 2472 with the lowest 70 and the highest was 95. After getting the students score in pre-test and post test in experimental of both classes, it was known that there was a different of students the effect in writing skill after receiving treatment. The mean score was calculated as follows:

a. The average (Mean)

$$\begin{aligned}
 x &= \frac{\sum x}{nx} \\
 &= \frac{2472}{30} \\
 &= 82,4
 \end{aligned}$$

b. Standards deviation of variable

$$SD_1 = \sqrt{\frac{n(\sum x^2) - (\sum x)^2}{n^1(n^1 - 1)}}$$

$$= \sqrt{51,07}$$

$$= 7,14$$

Differences between pre-test and post-test of control group

No	Students' Initial Name	Pre-Test $\Sigma Y_1$	Post-Test $\Sigma Y_2$	Pre-Test $\Sigma Y_1^2$	Post-Test $\Sigma Y_2^2$
1	AP	38	70	1444	4900
2	APR	38	83	1444	6889
3	AN	34	62	1156	3844
4	BIN	34	70	1156	4900
5	DW	53	70	2809	4900
6	DF	40	68	1600	4624
7	EBS	40	60	1600	3600
8	FA	45	58	2025	3364
9	HIH	45	64	2025	4096
10	IW	34	75	1156	5625
11	IWR	34	73	1156	5329
12	JPP	40	73	1600	5329
13	LB	35	70	1225	4900
14	MWA	34	65	1156	4225
15	MI	40	64	1600	4096
16	MA	34	65	1156	4225
17	MD	35	65	1225	4225
18	MI	40	75	1600	5625
19	MNT	38	70	1444	4900
20	MRM	38	72	1444	5184
21	MS	35	70	1225	4900
22	MRY	40	71	1600	5041

23	PF	38	70	1444	4900
24	RPS	34	70	1156	4900
25	RDY	40	70	1600	4900
26	RAN	38	70	1444	4900
27	RS	40	72	1600	5184
28	RRH	35	75	1225	5625
29	SM	35	68	1225	4624
30	TG	34	85	1156	7225
TOTAL SCORE		$\sum Y_1$	$\sum Y_2$	$\sum Y_1^2$	$\sum Y_2^2$
		1138	2093	43696	146979

a. The average (Mean)

$$\begin{aligned}
 x &= \frac{\sum x}{nx} \\
 &= \frac{2472}{30} \\
 &= 82,4
 \end{aligned}$$

b. Standards deviation of Y variable

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{n (\sum y_1^2) - (\sum y_1)^2}{n_1(n_1 - 1)}} \\
 &= \sqrt{33.01} \\
 &= 5,74
 \end{aligned}$$

#### APPENDIX IV

Based on the previous data it was conclude in the following table

Calculating Correlation Product Moment between X1 and X2

No	Students' Initial Name	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	$\Sigma X_1^2$	$\Sigma X_2^2$	$\Sigma X_1 X_2$
1	ARH	35	70	1225	4900	2450
2	ADM	50	80	2500	6400	4000
3	AR	40	80	1600	6400	3200
4	AP	50	90	2500	8100	4500
5	ADP	40	80	1600	6400	3200
6	BD	50	90	2500	8100	4500
7	DM	40	75	1600	5625	3000
8	DR	35	70	1225	4900	2450
9	DC	40	75	1600	5625	3000
10	DTT	40	80	1600	6400	3200
11	ES	48	88	2304	7744	4224
12	FRN	42	82	1764	6724	3444
13	FAS	55	95	3025	9025	5225
14	FT	40	86	1600	7396	3440
15	FE	40	84	1600	7056	3360
16	RY	40	85	1600	7225	3400
17	HP	45	90	2025	8100	4050
18	HAW	35	77	1225	5929	2695
19	IH	50	95	2500	9025	4750
20	LH	45	80	2025	6400	3600
21	MK	35	85	1225	7225	2975
22	MRBT	60	95	3600	9025	5700
23	MAR	45	80	2025	6400	3600

24	MHA	35	75	1225	5625	2625
25	MM	50	90	2500	8100	4500
26	NMU	45	85	2025	7225	3825
27	NA	40	80	1600	6400	3200
28	PR	45	80	2025	6400	3600
29	RH	45	80	2025	6400	3600
30	RFN	35	70	1225	4900	2450
TOTAL		X <sub>1</sub> = 1295	X <sub>2</sub> = 2472	∑X <sub>1</sub> <sup>2</sup> = 57093	∑X <sub>2</sub> <sup>2</sup> = 205174	∑X <sub>1</sub> X <sub>2</sub> = 107763

Calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

$$= \frac{31650}{39,53}$$

$$= 7,940$$

## APPENDIX V

### The Validity

#### The Analysis Item for the Test of Validity

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	70	70	4900	4900	4900
2	80	83	6400	6889	6640
3	80	62	6400	3844	4960
4	90	70	8100	4900	6300
5	80	70	6400	4900	5600
6	90	68	8100	4624	6120
7	75	60	5625	3600	4500
8	70	58	4900	3364	4060
9	75	64	5625	4096	4800
10	80	75	6400	5625	6000
11	88	73	7744	5329	6424
12	82	73	6724	5329	5986
13	95	70	9025	4900	6650
14	86	65	7396	4225	5590
15	84	64	7056	4096	5376
16	85	65	7225	4225	5525
17	90	65	8100	4225	5850
18	77	75	5929	5625	5775
19	95	70	9025	4900	6650
20	80	72	6400	5184	5760
21	85	70	7225	4900	5950
22	95	71	9025	5041	6745
23	80	70	6400	4900	5600
24	75	70	5625	4900	5250
25	90	70	8100	4900	6300
26	85	70	7225	4900	5950

27	80	72	6400	5184	5760
28	80	75	6400	5625	6000
29	80	68	6400	4624	5440
30	70	85	4900	7225	5950
TOTAL SCORE	2472	2093	205174	146979	172411

$$R_{xy} = \frac{1566}{35724}$$

$$R_{xy} = 0.0438$$

It meant that 0.043 that the validity of the test was high. It could be seen in the following range of validity is:

1. Content = 1-10 validity low, 11-20 validity is sufficient, 21-30 validity is high.
2. Organization = 1-7 validity is low, 8-14 sufficient, 15-20 validity is high
3. Vocabulary = 1-7 validity is low, 8-14 sufficient, 15-20 validity is high
4. Language = 1-9 validity is low, 10-17 sufficient, 18-25 validity is high
5. Mechanic = 1-2 validity is low, 3-4 sufficient, 5 validity is high

## APPENDIX VI

### The Reliability

#### The analysis Item for The Test of Reliability

No	X	X <sup>2</sup>
1	30	900
2	15	225
3	35	1225
4	30	900
5	25	625
6	20	400
7	25	625
8	20	400
9	15	225
10	20	400
11	20	400
12	15	225
13	25	625
14	15	225
15	20	400
16	25	625
17	20	400
18	20	400
19	15	225
20	20	400
21	15	225
22	15	225
23	15	225
24	20	400
25	20	400
26	25	625



27	30	900
28	15	225
29	25	625
30	15	225
TOTAL	610	13925

From the data above, the next step was to find out the mean data, total variance, and to count the reliability of the of the test by using KR<sub>21</sub> formula, as follow :

#### 1. Total Mean

From the data above, it was known  $\sum X_1 = 600$  and  $N = 30$ . So:

$$Mt = \frac{\sum X_1}{n}$$

$$Mt = \frac{610}{30}$$

$$Mt = 20.33$$

#### 2. Total Variance

Before calculating the total variance,  $\sum X_1^2$  was calculated as below. It was known  $\sum X_1^2 = 13925$ ,  $\sum X_1 = 610$ , and  $N = 30$

$$\sum X_1^2 = \sum X_1^2 - \frac{(610)^2}{30}$$

$$= 13925 - (20,33)^2$$

$$= 13925 - 413,3089$$

$$= 13511.70$$

Based on the calculation above,  $\sum X_i^2 = 13511.70$  and  $N = 30$ , to find the total variance ( $St^2$ ) it was used :

$$\begin{aligned} St^2 &= \frac{\sum X_i^2}{n} \\ &= \frac{13511.70}{30} \\ &= 450,39 \end{aligned}$$

3. The calculation of the reliability of the test used this formula where:

$$N = 30, Mt = 20,33, \text{ and } St^2 = 450,39$$

$$\begin{aligned} r_{11} &= \left( \frac{n}{n-1} \right) \left( 1 - \frac{Mt(n-Mt)}{(n)(St^2)} \right) \\ &= \left( \frac{30}{30-1} \right) \left( 1 - \frac{20,33(30-20,33)}{(30)(450,39)} \right) \\ &= \left( \frac{30}{29} \right) \left( 1 - \frac{20,33(9,67)}{(13511,7)} \right) \\ &= (1,034)(1 - 0,014) \\ &= 1,034) (0,90) \\ &= 0,93 \end{aligned}$$

Based on the calculation above, the result of reliability of the test was 0,93. It meant that reliability of the test is very good.

4. Determining the value of the test with formula

$$\begin{aligned}
&= \frac{82.4 - 69,7}{\sqrt{\frac{51,07}{30} + \frac{33.01}{30} - 2(7.940)\left(\frac{7,14}{\sqrt{30}}\right)\left(\frac{5,74}{\sqrt{30}}\right)}} \\
&= \frac{82.4 - 69,7}{\sqrt{(1.70 + 1.10) - 2(7.940)\frac{(7.14)}{5.47}\frac{5.74}{5.45}}} \\
&= \frac{12.7}{\sqrt{1.70 + 1.10) - (15.88)(1.30)(1.04)}} \\
&= \frac{12.7}{\sqrt{2.8 - 21.469}} \\
&= \frac{12.7}{\sqrt{0.065}} \\
&= \frac{12.7}{\sqrt{18.669}} \\
&= \frac{12.7}{4.32} \\
&= 2.939
\end{aligned}$$

After measuring the data above by using t-test formula. It showed that t-test value was 2.939. After seeking the table of the distribution of t-test the accounting in certain degree of freedom (df). The calculation showed that :

$$\begin{aligned}
\text{Df} &= 2N-2 \\
&= 2(30)-2 \\
&= 60-2 \\
&= 58
\end{aligned}$$

## APPENDIX VII

Content	rganisasi	ocabular	nguage	Mechanic	Skor
30	20	20	25	5	100
1-10 Cuk	1-7 Cuku	1-7 Cuku	1-9 Cuku	1-2 cukup	
11-20 Sed	8-14 Sedi	8-14 sedi	10-17 sed	3-4 sedang	
21-30 Ba	15-20 ba	15-20 bai	18-25 bai	5 baik	

## CONTROL GROUP

Students' Name	PRE TEST						Total			
	C	O	V	LU	M					
AP	1	2	3	2	1	9				
APR	1	2	3	2	1	9	n	30		
AN	2	2	2	2	2	10	n-1	29		
BN	2	3	2	2	2	11	$\Sigma d$	0,9189		
DW	2	3	2	2	1	10				
DF	2	3	2	2	1	10	Var=	1,0322		
EBS	2	2	2	2	1	9				
FA	2	2	3	2	1	10	S	0,8902		
HIH	1	2	3	2	1	9				
IW	1	2	3	2	1	9	1	0,1098		
IWR	2	2	2	2	1	9				
JPP	1	2	2	2	2	9	n	1,0345		
LB	2	3	2	2	1	10		0,1136	RENDAH	
MWA	1	2	2	2	1	8				
MI	1	2	2	2	1	8				
MA	1	2	2	2	1	8				
MD	1	2	2	2	1	8				
MI	1	2	2	2	1	8				
MNT	1	2	2	2	1	8				
MRM	2	2	2	2	1	9				
MS	2	2	2	2	1	9				
MRY	1	2	3	2	1	9				
PF	2	2	2	3	2	11				
RPS	2	2	2	3	2	11				
RDY	2	2	2	2	1	9				
RAN	2	2	1	2	1	8				
RS	2	2	1	2	1	8				
RRH	2	2	1	2	1	8				
SM	2	2	3	2	1	10				
TG	1	2	1	2	1	7				
Rtabel	0,361	0,361	0,361	0,361	0,361					
	0,5584	0,4697	0,3791	0,5173	0,6016					
VAR	0,2456	0,1156	0,3567	0,0622	0,1389	1,0322				
Rata2	1,5667	2,1333	2,1	2,0667	1,1667					
TK	0,5222	0,7111	0,7	0,6889	0,3889					

		POST TEST								
Students' Name	C	O	V	LU	M	Total				
AP	2	2	3	2	2	11				
APR	2	1	3	3	1	10				
AN	2	3	3	3	1	12				
BIN	2	2	3	2	2	11	n	30		
DW	2	2	3	2	1	10	n-1	29		
DF	2	3	3	2	1	11	$\sum \theta$	1,5244		
EBS	2	2	3	2	2	11				
FA	2	1	3	3	1	10	Var=	1,84		
HIH	2	3	2	2	2	11				
IW	2	3	2	2	2	11	S	0,8285		
IWR	2	3	2	2	1	10				
JPP	2	3	2	2	1	10	1	0,1715		
LB	2	3	2	2	1	10				
MWA	3	3	2	2	1	11	n	1,0345		
MI	2	2	3	2	2	11		0,1774	LEMAH	
MA	2	2	3	3	2	12				
MD	3	2	2	3	3	13				
MI	2	2	3	3	1	11				
MNT	2	2	2	3	1	10				
MRM	2	2	3	3	2	12				
MS	2	2	1	3	2	10				
MRY	2	3	3	3	1	12				
PF	2	3	3	3	3	14				
RPS	3	3	3	3	3	15				
RDY	3	3	3	2	2	13				
RAN	2	3	3	2	1	11				
RS	2	3	3	2	2	12				
RRH	2	3	3	3	3	14				
SM	2	3	3	3	2	13				
TG	2	2	3	2	1	10				
Rtabel	0,361	0,361	0,361	0,361	0,361					
	0,4627	0,4134	0,3658	0,4138	0,7732					
VAR	0,1156	0,3822	0,2889	0,2489	0,4889	1,84				
Rata2	2,1333	2,4667	2,6667	2,4667	1,6667					
TK	0,7111	0,8222	0,8889	0,8222	0,5556					

## APPENDIX VIII

Content	rganisasi	ocabular	nguage	Mechanic	Skor
30	20	20	25	5	100
1-10 Cuk	1-7 Cuku	1-7 Cuku	1-9 Cuku	1-2 cukup	
11-20 Sed	8-14 Sedi	8-14 sedi	10-17 sed	3-4 sedang	
21-30 Ba	15-20 ba	15-20 bai	18-25 bai	5 baik	

## EXPERIMENTAL GROUP

Students' Initial Name	PRE TEST						Total		
	C	O	V	LU	M				
ARH	3	3	3	3	2	2	13		
ADM	3	3	3	3	2	2	13	n	30
AR	2	3	3	3	2	2	12	n-1	29
AP	2	3	3	3	2	2	12	$\sum \theta$	1,0922
ADP	2	3	3	3	3	1	12		
ED	3	2	3	2	2	1	11	Var=	1,1567
DM	2	3	2	2	2	2	11		
DR	2	2	3	2	2	1	10	S	0,9443
DC	2	2	3	2	2	1	10		
DTT	3	2	3	2	2	1	11	1	0,0557
ES	2	2	2	2	2	1	9		
FRN	2	2	2	2	1	2	9	n	1,0345
FAS	2	3	3	2	2	2	12		0,0576 RENDAH
FT	3	3	2	2	2	2	12		
FE	2	3	3	2	2	1	11		
RY	2	3	3	3	3	1	12		
HP	2	3	3	2	2	2	12		
HAW	3	3	2	2	2	2	12		
IH	3	3	2	2	2	1	11		
LH	2	2	3	3	3	1	11		
MK	2	2	3	2	2	1	10		
MRBT	2	3	3	2	2	1	11		
MAR	2	2	2	2	2	1	9		
MHA	3	3	2	2	2	2	12		
MM	3	3	2	2	2	1	11		
NMU	2	3	3	2	2	2	12		
NA	3	3	2	2	2	1	11		
PR	2	3	2	2	2	2	11		
RH	2	3	2	2	1	2	10		
RFN	2	3	2	2	2	1	10		
Rtabel	0,361	0,361	0,361	0,361	0,361	0,361			
	0,3945	0,6696	0,394	0,3732	0,4722				
VAR	0,2222	0,21	0,2456	0,1656	0,2489	1,1567			
Rata2	2,3333	2,7	2,5667	2,0333	1,4667				
TK	0,7778	0,9	0,8556	0,6778	0,4889				

Students' Name	POST TEST					Total			
	C	O	V	LU	M				
ARH	3	3	3	3	2	14	n	30	
ADM	3	3	3	3	2	14	n-1	29	
AR	3	3	3	3	2	14	$\sum \theta$	0,5	
AP	2	3	3	3	2	13			
ADP	3	3	3	3	2	14	Var=	0,7067	
BD	3	3	3	3	2	14			
DM	2	3	3	3	2	13	S	0,7075	
DR	3	3	3	3	2	14			
DC	3	3	3	3	2	14	1	0,2925	
DTT	3	3	3	3	2	14			
ES	3	3	3	3	2	14	n	1,0345	
FRN	3	3	3	3	2	14		0,3025	RENDAH
FAS	3	3	3	3	2	14			
FT	3	2	3	3	2	13			
FE	3	3	3	3	2	14			
RY	3	3	3	3	2	14			
HP	3	3	3	3	2	14			
HAW	2	3	2	3	2	12			
IH	2	3	3	3	1	12			
LH	3	3	3	3	2	14			
MK	3	2	3	3	2	13			
MRBT	2	3	3	2	2	12			
MAR	2	3	3	3	2	13			
MHA	3	3	3	3	2	14			
MM	3	3	2	3	2	13			
NMU	3	3	3	3	2	14			
NA	2	3	3	2	2	12			
PR	3	2	2	3	1	11			
RH	2	3	3	3	2	13			
RFN	3	3	3	3	2	14			
Rtabel	0,361	0,361	0,361	0,361	0,361				
	0,6456	0,423	0,5551	0,4451	0,6041				
VAR	0,1956	0,09	0,09	0,0622	0,0622	0,7067			
Rata2	2,7333	2,9	2,9	2,9333	1,9333				
TK	0,9111	0,9667	0,9667	0,9778	0,6444				
	Mudah	Mudah	Mudah	Mudah	Mudah				

**LIST OF STUDENTS' ATTENDANCE**  
**CLASS EXPERIMENTAL GROUP**

No	Students' Initial Name	Signature
1	ARH	<i>[Signature]</i>
2	ADM	<i>[Signature]</i>
3	AR	<i>[Signature]</i>
4	AP	<i>[Signature]</i>
5	ADP	<i>[Signature]</i>
6	BD	<i>[Signature]</i>
7	DM	<i>[Signature]</i>
8	DR	<i>[Signature]</i>
9	DC	<i>[Signature]</i>
10	DTT	<i>[Signature]</i>
11	ES	<i>[Signature]</i>
12	FRN	<i>[Signature]</i>
13	FAS	<i>[Signature]</i>
14	FT	<i>[Signature]</i>
15	FE	<i>[Signature]</i>
16	RY	<i>[Signature]</i>
17	HP	<i>[Signature]</i>
18	HAW	<i>[Signature]</i>
19	IH	<i>[Signature]</i>
20	LH	<i>[Signature]</i>
21	MK	<i>[Signature]</i>
22	MRBT	<i>[Signature]</i>
23	MAR	<i>[Signature]</i>
24	MHA	<i>[Signature]</i>
25	MM	<i>[Signature]</i>
26	NMU	<i>[Signature]</i>
27	NA	<i>[Signature]</i>



28	PR	<i>Ranf</i>
29	RH	<i>Ranf</i>
30	RFN	<i>Ranf</i>

Medan, Mei 2019

Researcher



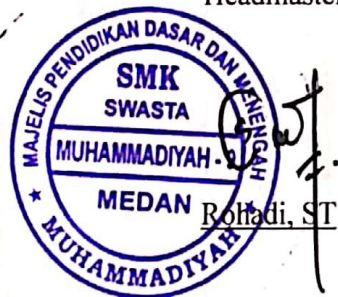
Yuni Lestari

1502050256

Known by,

Headmaster of SMK Muhammadiyah 9 Medan

English Teacher



*Rolfadi, ST*



Dr. Supian

**LIST OF STUDENTS' ATTENDANCE**  
**CLASS CONTROL GROUP**

No	Students' Initial Name	Signature
1	AP	<i>ap</i>
2	APR	<i>apr</i>
3	AN	<i>an</i>
4	BIN	<i>bin</i>
5	DW	<i>DW</i>
6	DF	<i>df</i>
7	EBS	<i>EBS</i>
8	FA	<i>FA</i>
9	HIH	<i>HIH</i>
10	IW	<i>IW</i>
11	IWR	<i>IWR</i>
12	JPP	<i>JPP</i>
13	LB	<i>LB</i>
14	MWA	<i>MWA</i>
15	MI	<i>MI</i>
16	MA	<i>MA</i>
17	MD	<i>MD</i>
18	MI	<i>MI</i>
19	MNT	<i>MNT</i>
20	MRM	<i>MRM</i>
21	MS	<i>MS</i>
22	MRY	<i>MRY</i>
23	PF	<i>PF</i>
24	RPS	<i>RPS</i>
25	RDY	<i>RDY</i>
26	RAN	<i>RAN</i>
27	RS	<i>RS</i>

28	RRH		<i>[Signature]</i>
29	SM	<i>[Signature]</i>	
30	TG		<i>[Signature]</i>

Medan, Mei 2019  
Researcher

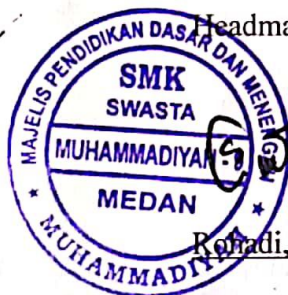
Yuni Lestari

1502050256

*[Signature]*  
English Teacher

Known by,

Headmaster of SMK Muhammadiyah 9 Medan

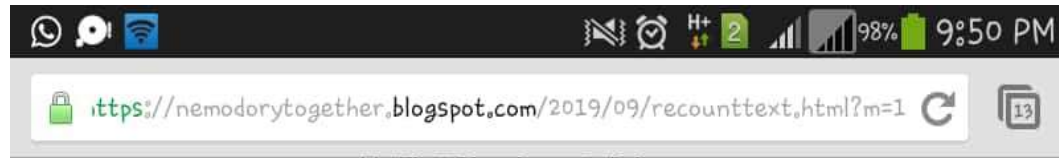


*[Signature]*  
Rofadi, ST

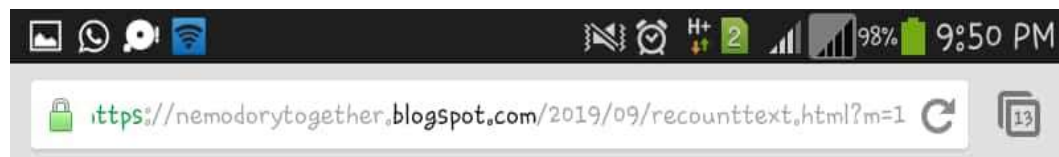
*[Signature]*  
Dr. Supian

## APPENDIX X

### Score Data Pre-Test and Post-Test Experimental Group



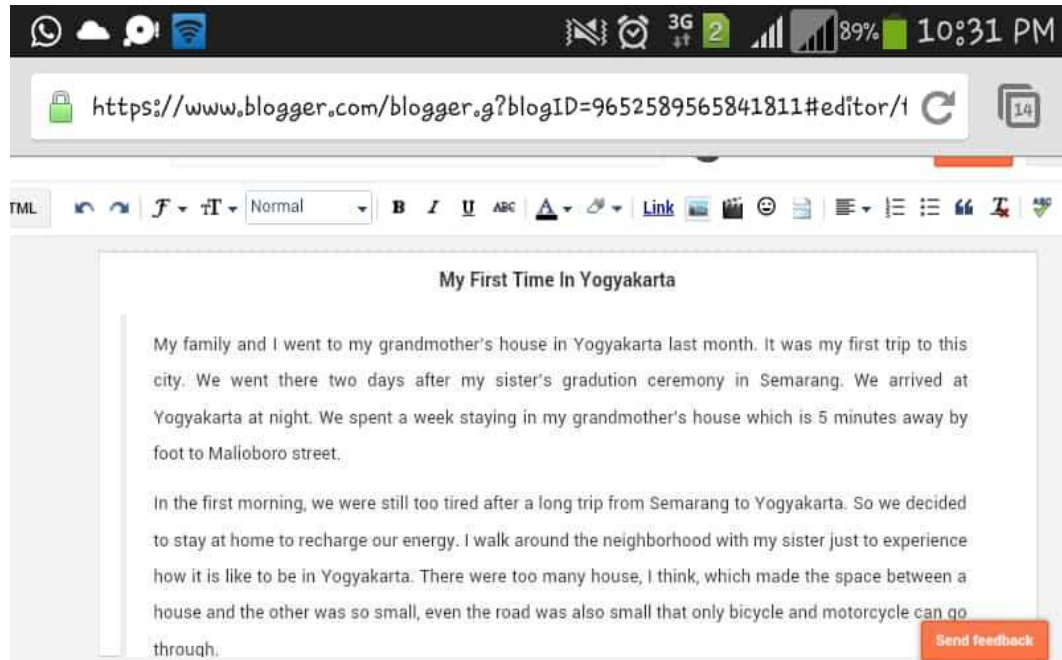
*Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still whimpered. Finally, my brother accepted my request and he wanted to teach me to drive a car. Three days later, my brother and i went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car . One week later, my family visited my grandmother in Bandung, about 4*



*patient to give me some directions. I was very nervous because that was my first time to drive a car . One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had a opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall. After that I called my brother by phone to tell him about the accident. I imagined my brother would be angry. But the reality was exactly on the contrary, my brother was not angry. He just gave me some advices and since that accident, I promised I would always ask my brothre's permission to drive him car.*

## APPENDIX XI

### Score Data Pre-Test and Post-Test Control Group



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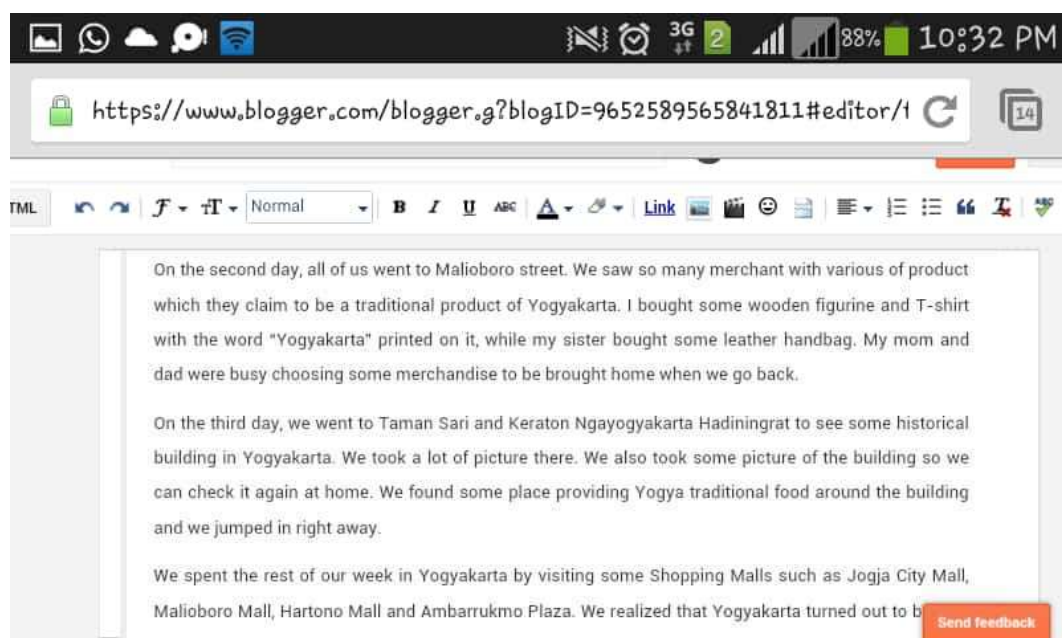
TML

#### My First Time In Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

Send feedback



https://www.blogger.com/blogger.g?blogID=9652589565841811#editor/1

TML

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.


We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be

Send feedback

https://www.blogger.com/blogger.g?blogID=9652589565841811#editor/1

Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day, that was the reason why we decided to spend more time in air conditioned building like this

By : VIVI ANGRAINI  
X TKJ 2 SMK MUHAMMADIYAH 9 MEDAN



Send feedback

## Recount text

Last morning, Ningsih, my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

Windi wardani at 7:55 AM

Share

Nama : Ema Sintia

Kelas, jurusan : X, THJ 2.

Sekolah : SMK Muhammadiyah 09 Medan.

### OUR TRIP TO THE BLUE MOUNTAIN.

On Friday we went to the blue mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and we went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.


On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.



NAMA : Dimas Ramadan

KIS : X TKJ 2

SKIH : SMA Muhammadiyah 9



orientation: last Wednesday was a tiring day. I spent my time to do alot of activities, that I had no time to take a rest.

Events: First, In the morning, I went cycling. After that I went to school to study until 3 pm. After school I went to sport hall to play badminton until 8 pm. I played so seriously that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some homeworks I had to do. I did my homeworks until 11 pm. And finally I could take a rest in my bed.

Reorientation: Those activities made me exhausted





NAMA : Arya Dimas Pratama  
KELAS : TKJ<sup>2</sup> X  
SMK : Muhammadiyah 9



### Orientation

Last year I was the best experience I've ever got. I was the first winner of singing competition

### Event

I ~~was~~ love singing since I was kid. I practiced so hard before the D-day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in ~~my~~ self.

### Reorientation

That's why winning singing competition meant so much to me

25

Nama : RAAFI'AL HAFIDH  
Kis/kejuruan : X TKJ 2



I am so happy to see you in this occasion  
well, my name is elsa sircindan. I come from  
I was born in medan, on october 22<sup>th</sup> 1992  
my family. and I live at jengkol street  
number 25, kedaton, Bandar Lampung. my  
hobbies are singing.



# NAMAS TEGAR

## "Tawang Mangrove"

Tawang mangrove is located 10 km east of Solo. This recreational resort offers fresh weather, scenic views, swimming pools, hotels and restaurants. Tawang mangrove a montani resorts at an elevation of almost 1 km above sea level. which provides a cool escape from the city's heat. it lies on the slopes of mt. lawu at an elevation of 1300 m above sea level. The road from Solo via Karang Pandan is a fine drive through magnificent green terraced hills.

Tawang mangrove has all kind of facilities, hotel, camping ground. Forest tour, etc.





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

Form : K - 1

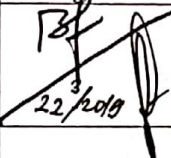

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Yuni Lestari  
NPM : 1502050256  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS

IPK = 3,34

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 22/3/19	The Effectiveness of Using Blog as Collaborative Media on Students' English Writing Skill	 22/3/19
	Improving Students' in Speaking Skill through Story Telling Using Visual Media	
	The Use Enhancing Communication Skill in English through Listening Interactive Materials	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 15 Maret 2019  
Hormat Pemohon,

  
Yuni Lestari

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Yuni Lestari  
NPM : 1502050256  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effectiveness of Using Blog as Collaborative Media on Students'  
English Writing Skill

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rini Ekayati, SS, MA *Acc 24/04-2019 RF*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 24 April 2019  
Hormat Pemohon,

*Yuni Lestari*  
Yuni Lestari

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



Nomor : 1034 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

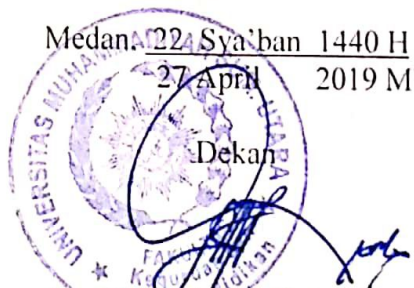
Nama : Yuni Lestari  
N P M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effectiveness of Using Blog as Collaborative Media on Students' English Writing Skill.

Pembimbing : Rini Ekayati, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 27 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dr. H. Elhrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302



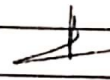
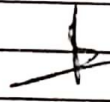
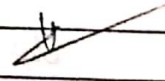
Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*

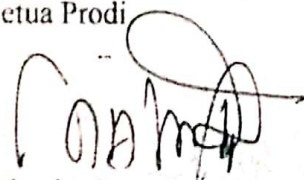


**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effectiveness of Using Blog as Collaborative Media on Students' English Writing Skill

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
07-04-2019	Cover: <i>Revise</i>	
	Chapter I :	
	- Background	
	- Scope and limitation	
30/04/2019	Chapter II : <i>Check the references</i>	
09/05/2019	Chapter III :	
	- Method of Research	
	- Research Design.	
15/05/2019	Chapter III	
	- Technique of Data Collection	
	- Instrument of the Study	
21/05/2019	Final Check, <i>ok</i>	

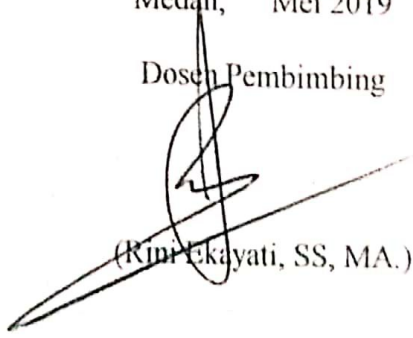
Diketahui oleh:  
Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum.)

Medan, Mei 2019

Dosen Pembimbing



(Rini Ekayati, SS, MA.)



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LEMBAR PENGESAHAN PROPOSAL

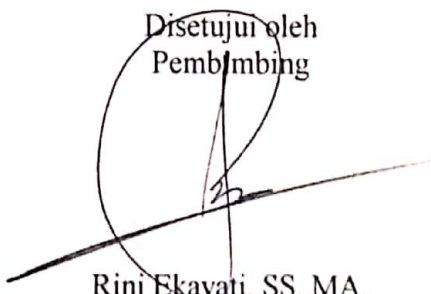
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effectiveness of Using Blog as Collaborative Media on Students' English Writing Skill

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh  
Pembimbing

  
Rini Ekayati, SS, MA.



# SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using Blog as Collaborative Media on Students' Writing Skill

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019

Hormat saya

Yang membuat pernyataan,

  
Yuni Lestari

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Fakultas Keguruan dan Ilmu Pendidikan**

---

**SURAT PERNYATAAN**  
**Bismillahirrahmanirrahim**

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap : YUNI LESTARI  
Tempat/ Tgl. Lahir : Tanjung Pura, 10 Juni 1997  
Agama : Islam  
Status Perkawinan : Kawin/Belum Kawin/Duda/Janda\*)  
No. Pokok Mahasiswa : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Alamat Rumah : Jl. Ampera VII No. 38  
Telp/Hp: 0812 7039 2992

Pekerjaan/ Instansi : -  
Alamat Kantor : -

Melalui surat permohonan tertanggal September 2019 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

**SAYA YANG MENYATAKAN,**

  
YUNI LESTARI



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website <http://www.fkip.umsu.ac.id> E-mail [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using Blog as Collaborative Media on Students' Writing Skill

Pada hari Kamis tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

**Pirman Ginitng, S.Pd, M.Hum**

Dosen Pembimbing

**Rini Ekayati, SS, MA**

Diketahui oleh  
Ketua Program Studi,

**Mandra Saragih, S.Pd, M.Hum**



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 4774 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 19 Dzulqaidah 1440 H  
22 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMK Muhammadiyah 09 Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Yuni Lestari  
N P M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penilitia : The Effect of Using Blog as Collaborative Media on Students' Writing Skill.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
**Dr. H. Effianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

\*\* Pertiinggal \*\*



Majelis Pendidikan Dasar Dan Menengah  
Pimpinan Daerah Muhammadiyah Kota Medan  
**SMK. SWASTA MUHAMMADIYAH - 9 MEDAN**  
**AKREDITASI "A"**

Gedung 1 : Jl. Garuda Gg. Masjid Taqwa Kel. Sei Sikambing B Telp. (061) 8456402 Medan 20122  
Gedung 2 : Jl. Flamboyan Raya Gg. KH. Ahmad Dahlan No. 22 Tanjung Selamat - Medan

## SURAT KETERANGAN

Nomor : 1654/SMKM9/III.4/A/2019

Yang bertanda tangan di bawah ini :

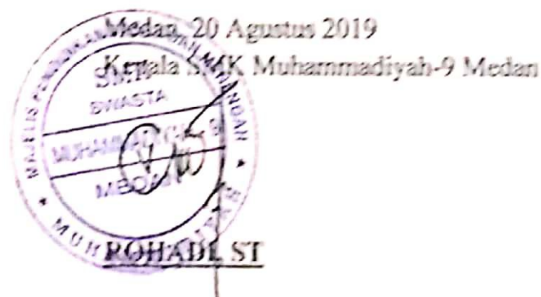
Nama : ROHADI, ST  
Jabatan : Kepala SMK Muhammadiyah 9 Medan

Dengan ini menerangkan bahwa :

Nama : Yuni Lestari  
NPM : 1502050256  
Prog. Study : Pend. Bahasa Inggris

Telah menyelesaikan Riset di SMK Muhammadiyah 9 Medan tanggal 20 Agustus 2019 dengan judul : *The Effect of Using Blog as Collaborative Media on Students' Writing Skill* di SMK Muhammadiyah 9 Medan TA 2019/2020.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan.





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website <http://www.fkip.umma.ac.id> E-mail [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Blog As Collaborative Media on Students' Writing Skill

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing

Rini Ekayati, SS, MA

Diketahui oleh:

Dekan



Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Yuni Lestari  
N.P.M : 1502050256  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Blog as Collaborative Media on Students' Writing Skill

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
26/8/2019	Abstract	
	Background of Study	
	Formulation of the Problem	
29/08/2019	Chapter I : Review / check once more	
	Chapter II : Check your reference	
5/09/2019	Chapter III :	
	- Research design	
	- Technique of Data Analysis	
4/09/2019	Chapter III	
	- Data : describe more	
	- Data Analysis : arrange the procedure in analyzing the data	
23/09/2019	Chapter IV : Final check	
	Chapter V : revise your conclusion	
25/09/2019	Final Review	
26/09/2019	<u>ACE</u>	

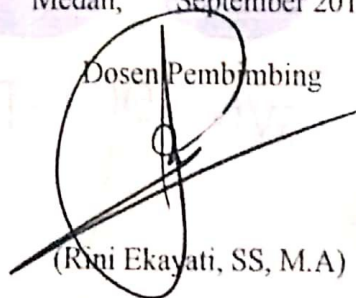
Diketahui oleh:  
Ketua Prodi



(Mandra Saragih, S.Pd, M.Hum.)

Medan, September 2019

Dosen Pembimbing



(Rini Ekayati, SS, M.A)

## APPENDIX XXII

### DOCUMENTATION OF RESEARCH

#### A. Activities in Experimental Class



Picture 1. The researcher introduced and explained the material



Picture 2. The students gave attention to the material





Picture 3. The students did pre-test



Picture 4. The students did post-test

## B. Activities in Control Class



Picture 1. The researcher introduced and explained the material



Picture 2. The students gave attention to the material



Picture 3. The students did pre-test



Picture 4. The students did post-test



## **CURRICULUM VITAE**

### **DATA PERSONAL**

Name : Yuni Lestari  
Place/ Date of Birth : Tanjung Pura, June, 10<sup>th</sup> 1997  
Register Number : 1502050256  
Sex : Female  
Religion : Moslem  
Material Status : Single  
Hobbies : Travelling and Business  
Fathers' Name : A. Jauhari  
Mother' Name : Almh. Dahniar  
Address : Jl. Muktar Basri, Gang Ampera 7, No.47 Glugur  
Darat

### **EDUCATION**

- Elementary School at SDN 050727 Tanjung Pura (2009)
- Junior High School at MTsN 1 Tanjung Pura (2012)
- Senior High School at SMAN 1 Tanjung Pura (2015)
- Students of Univesity Muhammadiyah of Sumatera Utara Degree of English Department (2019)



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