

**THE USE OF BLOG IN TEACHING RECOUNTS TEXT TO
IMPROVE STUDENTS' WRITING ABILITY OF TENTH
GRADE STUDENT'S AT SMAN 1 NGUNUT ACADEMIC
YEAR 2013/2014**

THESIS

Presented to Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Tulungagung in partial fulfillment of the
requirements for the degree of Sarjana Pendidikan Islam (S. Pd.I) in English
Education Department



By:

AAN HARIANTO

NIM. 3213103031

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC EDUCATION
STATE ISLAMIC INSTITUTE (IAIN)
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ADVISOR'S APPROVAL SHEET

This thesis entitled “The Use of Blog in Teaching Recount Texts to improve Student’s Writing Ability of Tenth Grade Student’s At SMAN I NGUNUT Academic Years 2013-2014” written by Aan Harianto, Student Registered Number 3213103031 has been approved by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, 2014
Advisor

Dr. Hj. Dwi Ima H, M.Hum
NIP. 19620620 198903 2 002

Approved by
The Head of English Education Department

Arina Shofiya M. Pd
NIP. 19770523 200312 2 002

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This thesis entitled "The Use of Blog in Teaching Recount Texts to improve Student's Writing Ability of Tenth Grade Student's At SMAN I NGUNUT Academic Years 2013-2014" written by Aan Harianto, Student Registered Number 3213103031 has been approved by the Board of Examiners as partial the requirement for the degree of Sarjana Pendidikan Islam (S. Pd.I) in English Education Department.

Tulungagung, 23th, 2014

Board of Thesis Examiners

The Chief :

Dr. Ahmad Zainal Abidin, MA
NIP.197402131999031002

Signature

.....

Main Examiner:

Dr. Susanto, M.Pd
NIP.197308311999031002

.....

The Secretary :

Faizatul Istiqomah, M.ED
NIP. 197912202009122001

.....

Approved by,
Dean of Faculty of Tarbiyah and Teacher Training
IAIN Tulungagung

Dr. H. Abd. Aziz, M.Pd.I
NIP. 19720601 200003 1 002

MOTTO

“ TIME IS MONEY ”

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DEDICATION

This thesis is dedicated to:

- ❖ Thanks for God, who has given blessing and mercing
- ❖ My beloved parents Supiyan and Suyati who given full love, attention, motivation and pray for me. Thanks for your affection and endless love.
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ABSTRACT

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Key word: Improve, Ability, Recount Text, Blog

Writing is one skill that is very important in implementing the teaching and learning process at Senior High School level. However, many of students have difficulties in learning English, especially writing ability. Some difficulties faced by students in learning English are: (1) the students are low mastery of grammar, their structure of sentences are disorganized (2) the students are lack of vocabulary, they must need a lot of time to find words in dictionary (3) the students didn't have idea, they have difficulty choosing words and phrases that will be used as the opening word or phrase (4) the students lack of motivation, they don't want to try (5) the students feel bored, they are bored with method of the teacher.

As an English teacher, we have to be able to find an interesting media in teaching English especially in writing ability. Based on the problem above, an appropriate media was needed to improve the writing ability of the students. One of the media was used in teaching writing is blog. This media can help the students to learning writing by identifying grammar, found vocabulary, got motivations and students feel enjoy. It is meaning from the blogger. The objective of the study is to improve students’ writing ability. This research was conducted at SMAN 1 Ngunut Tulungagung academic year 2013/2014. The subject of this study was consisted 36 students’ of second grade (X-H).

Research method: (1) the research design in this study was classroom action research (CAR). The classroom action research (CAR) was done based on Kemmis and Mc. Taggarts’ design, it contains of two cycles, each cycle consisted two meetings. In each cycle consists of planning, implementing, observing, and reflecting. (2) The technique of collecting data were observation, interview, questionnaire, and test (3) the instrument of data collection was observation sheet, interview guide, questionnaire, pre test, and post test (4) the technique of data analysis were done through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students’ write an texts recount score of pretest, posttest, and questionnaire.

Findings: The result showed that the students' mean score of pretest were 69.28; the mean score of posttest cycle 1 was 76.02 and the mean score of posttest cycle 2 was 83.91. In addition there were 12 students (33%) who passed minimum mastery criterion in the pretest. Meanwhile, in the cycle 1, there were 21 students (58%) who passed minimum mastery criterion and it gained which was in the post test cycle 2 where 30 students (83%) who passed minimum mastery criterion, so the criteria of success was achieved. Then, of the result of questionnaire, it showed that there was improvement of positive responses in the teaching and learning process of writing by using blog. The mean of pre questionnaire was 41-60%. Then, the mean of posttest questionnaire was 81-100%. It improved 20%. Furthermore, the result of observation and interview showed that the students were motivated in teaching and learning process during the implementation of blogger media.

The researcher expected the English teacher to use Blog media as one of many alternatives media in teaching writing. And also the future researcher were expected to be able to conduct the similar research related with Blog media as an alternative media in teaching writing in another setting involving under respondents or the experimental research as a comparison with the present study.

ABSTRAK

Hariato, Aan. Nomor Induk Mahasiswa. 3213103031. 2014. *Penggunaan Blog untuk meningkatkan kemampuan menulis teks Recoun dalam prestasi siswa kelas dua SMAN 1 NGUNUT tahun akademik 2013/2014.* Skripsi. Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Dr. Hj. Dwi Ima H, M. Hum

Kata Kunci: Meningkatkan, Kemampuan, Teks recoun, Blog

Menulis adalah salah satu keahlian yang sangat penting dalam melaksanakan proses belajar mengajar pada tingkat SMA. Tetapi, banyak siswa mengalami kesulitan dalam belajar bahasa Inggris, terutama kemampuan menulis. Beberapa kesulitan yang dihadapi siswa dalam belajar bahasa Inggris adalah: (1) kemampuan siswa yang rendah tentang tata bahasa, pola kalimat yang semrawut. (2) keterbatasan kosa kata pada siswa, mereka butuh banyak waktu untuk mencarinya di kamus. (3) kebanyakan murid kekurangan ide, mereka kesulitan memilih kosa kata, dan memulai kalimat yang akan di gunakan untuk mengarang. (4) siswa kurang bersemangat, mereka malas untuk mencoba. (5) kebanyakan siswa bosan akan metode yang di gunakan guru, mereka mendapat nilai kurang dari KKM.

Sebagai seorang guru bahasa Inggris, kita harus dapat menemukan media dalam mengajar bahasa Inggris terutama dalam kemampuan menulis. Berdasarkan masalah di atas, media yang tepat diperlukan untuk meningkatkan kemampuan menulis siswa. Salah satu media yang dapat di gunakan untuk mengajar adalah media Blog. Media ini akan membantu para siswa untuk belajar menulis dengan memilah tata bahasa. Menemukan kosa kata yang tepat. Mendapatkan semangat. Dan siswa merasa senang untuk menulis.

Metode penelitian: (1) Model penelitian dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian tindakan kelas ini menggunakan model Kemmis and Mc. Taggart, penelitian ini dilakukan dalam dua siklus, setiap siklus terdapat dua pertemuan. Dimana setiap siklus terdiri dari tahap (Planning) perencanaan, (Implementing) tindakan, (Observing) observasi, (Reflecting) refleksi. (2) Teknik pengumpulan data adalah observasi, wawancara, kuesioner, dan tes (3) Instrumen yang digunakan dalam pengumpulan data adalah lembar observasi, panduan wawancara, kuesioner, pre tes, dan pos tes (4) Teknik pengumpulan data analisis menggunakan metode kualitatif and kuantitatif. Data kualitatif didapatkan melalui observasi dan wawancara, sedangkan data kuantitatif didapatkan melalui tes (pre tes dan pos tes) dan kuesioner (5) Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa.

Penelitian ini dilaksanakan di SMAN 1 Ngunut Tulungagung tahun akademik 2013/2014. Subyek dari penelitian ini berjumlah 36 siswa kelas dua (X-H).

Temuan: Hasil penelitian ini menunjukkan bahwa nilai rata-rata pre tes adalah 69.28 sedangkan nilai rata-rata pos tes siklus 1 adalah 76.02 dan nilai rata-rata pos tes siklus 2 adalah 82.91. Selanjutnya, hasil pre tes menunjukkan bahwa hanya ada 12 siswa atau 33% yang mencapai nilai KKM sedangkan dalam pos tes siklus 1 ada 21 siswa atau 58% yang mencapai nilai KKM dalam post test siklus 2 ada 30 siswa atau 83% yang telah mencapai nilai KKM, dengan demikian kriteria kesuksesan telah dicapai. Dari data hasil kuosioner diketahui bahwa ada peningkatan respon positif yang diberikan siswa dalam proses belajar mengajar menulis dengan menggunakan media Blog. Rata-rata dari pre kuesioner yaitu 41-60%, sedangkan rata-rata dari pos kuesioner yaitu 81-100%, jadi meningkat sebanyak 20%. Selain itu, dari hasil observasi dan wawancara diketahui bahwa siswa termotivasi dalam kegiatan belajar mengajar ketika diterapkannya media Blog.

Peneliti berharap guru bahasa Inggris untuk menggunakan media Blog sebagai salah satu media dalam pengajaran menulis. Dan juga peneliti selanjutnya diharapkan dapat melakukan penelitian serupa yang terkait dengan media Blog sebagai media alternatif dalam pengajaran menulis dalam pengaturan lain yang melibatkan responden di bawah atau penelitian eksperimental sebagai perbandingan dengan penelitian ini.

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The writer

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Declaration of Authorship

Curriculum Vitae

Certificate of authorship