

AN UNDERGRADUATE THESIS
AN ANALYSIS OF WRITING DESCRIPTIVE TEXT ON BLOG
MEDIA OF TRAINING FOR MASTER (TFM) AT IDeA
INDONESIA IN METRO IN ACADEMIC YEAR 2017/2018



By:
BENI ENDRA KUSUMA
St. Number : 13106727

Tarbiyah & Teacher Training Faculty
English Education Department

STATE ISLAMIC INSTITUTE OF METRO
1439 H / 2018 M

**AN ANALYSIS OF WRITING DESCRIPTIVE TEXT ON BLOG
MEDIA OF TRAINING FOR MASTER (TFM) AT IDeA
INDONESIA IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
In English Department

By:
BENI ENDRA KUSUMA
Student Number 13106727

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor : Dr. Widhiya Ninsiana, M.Hum
Co. Sponsor : Syahreni Siregar, M.Hum

STATE ISLAMIC INSTITUTE OF METRO
1439 H / 2018 M



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Beni Endra Kusuma**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is
written by:

Name : Beni Endra Kusuma

Students Number : 13106727

Title : AN ANALYSIS OF WRITING DESCRIPTIVE TEXT ON
BLOG MEDIA OF TRAINING FOR MASTER (TFM) AT
IDeA INDONESIA IN METRO IN ACADEMIC YEAR
2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in
order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Sponsor

Metro, January 2018
Co-sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqsyahkan Skripsi**
Saudara Beni Endra Kusuma

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:


Name : Beni Endra Kusuma
Students Number : 13106727
Judul Skripsi : AN ANALYSIS OF WRITING DESCRIPTIVE TEXT ON
BLOG MEDIA OF TRAINING FOR MASTER (TFM) AT
IDeA INDONESIA IN METRO IN ACADEMIC YEAR
2017/2018

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Metro, Januari 2018
Co-sponsor


Dr. Widhiya Ninsiana, M.Hum.
NIP. 19720923 200003 2 002


Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF WRITING DESCRIPTIVE TEXT ON BLOG
MEDIA OF TRAINING FOR MASTER (TFM) AT IDeA INDONESIA
IN METRO IN ACADEMIC YEAR 2017/2018

Name : Beni Endra Kusuma

Students Number : 13106727

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Metro.

Sponsor

Metro, January 2018
Co-sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
METRO Telp. (0725) 4157, Fax (0725) 47296 Email: stainmetro@yahoo.com website: www.stain_metro.ac.id

RATIFICATION PAGE

No: **B-0300/In.28.1/D/PP.00.9/01/2018**

An undergraduate thesis entitled: AN ANALYSIS OF WRITING DESCRIPTIVE TEXT ON BLOG MEDIA OF TRAINING FOR MASTER (TFM) AT IDeA INDONESIA IN METRO IN ACADEMIC YEAR 2017/2018

Written by Beni Endra Kusuma student number. 13106727, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 15, 2018 at 08.00-10.00.

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(.....)
Examiner I	: Drs. Kuryani Utih, M.Pd	(.....)
Examiner II	: Syahreni Siregar, M.Hum	(.....)
Secretary	: Ani Metika Sari, M. Pd	(.....)



The Dean of Tarbiyah
and Teacher Training Faculty



Dr. Akha, M.Pd.

NIP. 19691008 200003 2 005

ABSTRACT

ANANALYSIS OF WRITING DESCRIPTIVE TEXT ON BLOG MEDIA OF TRAINING FOR MASTER (TFM) AT IDEA INDONESIA IN ACADEMIC YEAR 2017/2018

By:

BENI ENDRA KUSUMA

The objective of this research is to analyze writing descriptive text on blog media of Training For Master (TFM) at IdeA Indonesia. The researcher used writing descriptive text of Training For Master as sample.

This research is a qualitative research. The data resources in this research are primary and secondary resource. This research was field qualitative research. The data was collected by using documentation and interview. Furthermore, the descriptive texts which were taken from students' descriptive text on blog were 8 descriptive texts.

The result of the research that is, there are four categories to be infused to all the text of the student's writing descriptive skill on the students blog. They are content 23%, grammar 13%, vocabulary 6% and mechanics 58%.

Finally, this research showed that, the researcher found problems in writing descriptive text on blog. From eight descriptive texts that the researcher analyzed, it showed there were three students who have a problem in writing descriptive text. They did not give conclusion in their descriptive text which was included in parts of descriptive text. In the process of writing descriptive text on blog, students have common problems, such as; arranging the word, spelling the word and internet connection. The conclusion, the teacher should explain more about parts of descriptive text. So, the student would more understand about parts of descriptive text.

Keyword: *Blog, Descriptive text.*

ABSTRAK

ANALISIS MENULIS TEKS DESCRIPTIF DI MEDIA BLOG OLEH SISWA TRAINING FOR MASTER (TFM) DI IDeA INDONESIA

TAHUN AJARAN 2017/2018

By:

BENI ENDRA KUSUMA

Tujuan dari penelitian ini adalah untuk menganalisis tulisan teks deskriptif di media blog oleh siswa training for master (TFM) di IDeA Indonesia. Peneliti menggunakan beberapa teks deskriptif sebagai sample.

Jenis penelitian ini adalah penelitian kualitatif. Sumber data dalam penelitian ini adalah data utama dan data sekunder. Pengumpulan data dilakukan melalui dokumentasi dan wawancara. Penelitian ini menggunakan penelitian kualitatif lapangan. Sementara itu, teks deskriptif diambil dari teks deskriptif siswa di blog yang berjumlah 8 teks deskriptif.

Sebagai hasil, epeneliti menganalisis ada 4 katagori yang terdapat untuk semua kemampuan teks deskriptif siswa di blog, yaitu isi 23%, grammar 13%, kosa kata 6% dan mekanik 58%.

Akhirnya, penelitian ini menunjukkan bahwa terdapat permasalahan dalam menulis teks deskriptif di blog. Dari delapan teks deskriptif yang penulis analisis, menunjukkan bahwa terdapat tiga siswa yang mempunyai permasalahan dalam menulis teks deskriptif. Mereka tidak memberikan kesimpulan di teks deskriptifnya yang termasuk di bagian-bagian teks deskriptif. Di dalam proses menulis teks deskriptif di blog, siswa-siswa mempunyai permasalahan yang sering terjadi, seperti; penyusunan kata, kosa kata dan sambungan internet. Kesimpulannya, guru harus lebih menjelaskan tentang bagian-bagian dari teks deskriptif. Jadi, siswa akan lebih memahami bagian-bagian dari teks deskriptif.

Kata Kunci: *Blog, Text Deskriptif.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : BENI ENDRA KUSUMA
Student Number : 13106727
Study Program : English Education (TBI)
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2018

Writer



BENI ENDRA KUSUMA

St. N. 13106727

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : BENI ENDRA KUSUMA
NPM : 13106727
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah Ilmu Keguruan dan Pengajar

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

Penulis



BENI ENDRA KUSUMA

Npm. 13106727

MOTTO

وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا

And do not walk upon the earth priggishly(Al-Isra': 37)

If you fail, never give up because fail means “ First Attempt
In Learning”.

End is no the end in the fact E.N.D means “ Effort Never
Dies”

If you get no as an answer, remember No means, “ Next
Oppurtunity ”.

(The Writer)

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved parents

(Mr. Hartoyo and Mrs. Umiyati)

My beloved younger sister and brother

(Salsa Wida Kinari Putri and Arjun Galih Kusuma Zaki)

My beloved big family

My beloved lectures of English Education Department

Of State Islamic Institute Of Metro

My almamater

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As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the researcher that he could accomplish this undergraduate thesis. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This undergraduate thesis entitles “AN ANALYSIS OF WRITING DESCRIPTIVE TEXT ON BLOG MEDIA OF TRAINING FOR MASTER (TFM) AT IDeA INDONESIA IN METRO IN ACADEMIC YEAR 2017/2018”. The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis. Thus, I would like to express my gratitude to:

1. Prof. Dr. Hj. Enizar, M.Ag as The Rector of State Islamic Institute Of Metro.
2. Dr. Hj. Akla, M.Pd as The Dean of State Islamic Institute Of Metro.
3. Ahmad Subhan Roza, M.Pd as The Head English Education Department of State Islamic Institute Of Metro.
4. Dr. Widhiya Ninsiana, M.Hum as The First Advisor for her patience, guidance and support.
5. Syahreni Siregar, M.Hum as The Second Advisor for her patience, guidance and support.
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7. All of my beloved family who always motivate me.
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9. The big family of English Education Department of State Islamic Institute Of Metro who have taught me about anything.
10. My almamater State Islamic Institute Of Metro.

As human being, the researcher completely realizes that, this undergraduate thesis still has a plenty of weaknesses. The researcher do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 2017
The writer

BENI ENDRA KUSUMA
St. N. 13106727

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CHAPTER 1

INTRODUCTION

A. Background of The Research

English is known as an international language, which is used and learned by all people in the world. English has an important part in education to the target of curriculum used now to support quality education in this country, although important but the average of many students still find it difficult to learn English material, they are considers English as the style of language.

In Indonesia, English is a foreign language that is taught in the school. English is also one of obligatory subjects that must be followed by the students in the school. English as a foreign language in teaching process is not easy for the students in Indonesia. It is very different when they learn Indonesian language, because in English language structure, pronounciations and vocabularies are different from Indonesia language.

In IDeA Indonesia, English is the second language, because all of the members and staff should speak English in their activities. Everytime they should speak English when they stay in IDeA Indonesia. IDeA Indonesia has two programs, those are Training For Master (TFM) and Hospitality.

Training For Master (TFM) is a program for students who is studying in the school. They got lessons are like in the campus, such as; Public Speaking, Cross Culture Understanding, Phonetic And Phonology, Writing, Structure and Grammar, and Reading Aloud. The purpose is mastering the students in English.

In English, learning writing is one of the important skill besides speaking, reading and listening skill. However, in the reality, when asked to write a text the students often face many problems. In writing, vocabulary and grammar became an important basic in learning foreign language. Vocabulary and grammar are one of needed elements to make good structure in writing.

Writing become interesting activity when the teacher knows how to teach it. One of the important points is that the teacher could be an inspiration about their writing and becomes good supporter in writing learning process. Actually, writing is a tool for students to express their ideas through the paper, book and file until blog that is provided in internet facility.

Sanggam Siahaan says, that writing is a pshycological activity of the language user to put information in the written text.¹ It is an skill to convey information to reader. It is realized by writer's ability to apply the rules of language, she or he is writing to transfer the information to her or his readers. It means that writing is an activity of someone who wrote or gave information to other people or readers. The complex of writing, many strategies and medias are then designed and applied to ease the teaching of writing. One of the strategy is employing the technology in language learning, including writing skill.

One of the useful technology which could be an interactive in teaching and learning process is internet. Using internet for searching and gathering information are enriching in many languages teaching and learning situations,

¹ Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu.2008, p.215

and most of the sites in English are more accessible than ever before. These kinds of resource are intended to help language teachers to be able to use them as various kinds of media in various language teaching contexts.

Furthermore, internet is not longer only a place to search information, but it is also rapidly a place to expand, communicate, build network, publish, play and collaborate. Clearly, the influence of technology in education has manifested in the shift toward adopting the forms of course delivery which conceptualizes learners as knowledge creators, rather than as passive recipient.

Blog is basically a journal that is available on the web. The activity of updating a blog is “blogging” and someone who keeps a blog is “blogger”. Zhang says, a weblog or blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on internet.² It means that blog is one of the technology that can be used for every people, they not only can write, but also publish in internet.

There are unlimited reasons for using blog in education, such as to provide a real audience for students writing, to provide extra reading practice for students, to increase the sense of community in the class, to encourage students to participate, to create an online portfolio of students written work as stated by Stanley (on Zhang 2009).

² Zhang, Di, *The Application of Blog In English Writing*, Journal of Cambridge Studies, Foreign Language School, Linyi Normal University. Vol. 4 . No. 1. 2009, p.64

Blog is suited to server as online journals for every students, particularly since they normally enable uploading and linking of files. Language Learners should use a blog. Readers in turn can comment on what they have read. Self publishing encourages ownership and responsibility on the part of students, who may be more thoughtful if they are writing for real audience.

Writing in blog is not easy, they have to make a blog first. Before that, they have to know what is the function of written that they write and also who is the audience. Every blogger has problem in writing blog because each blogger has their own skill to write in blog.

Using blog in writing descriptive text in Training For Master (TFM) at IDeA Indonesia is not usually in learning process. However, the teacher used blog as media in teaching and learning writing process. The teacher would be easy to access the data and the students also would be easy too. The teacher got benefits from blog to train the students' writing skill.

In this case, the researcher conducted a research at IDeA Indonesia on November 16 and 17, 2017. The researcher has done an interview with some students and the teacher. The result of interview showed that, there are some problems of the teacher, they are not completed by the proper media or tools of teaching writing by using blog media. Thus, it was able to hamper learning process. And also for making blog, it was difficult because the students have to know the fifth characteristic for making blog, for the examples students

have to memorise the email and the password, the loading is too long, needed more carefulness, there are many steps that we have to follow.

Based on the explanation above, the researcher would like to conduct a research entitled “An Analysis of Writing Descriptive Text on Blog Media of Training For Master (TFM) at IDeA Indonesia in Metro”

B. Focus of The Research

Based on background above, the researcher could identify the problems focused on “An Analysis of Writing Descriptive Text on Blog Media of Training For Master (TFM) at IDeA Indonesia In Metro”.

C. Problem Limitation

Based on the background above, the researcher could identify the problem focused on “An Analysis of Writing Descriptive Text on Blog Media of Training For Master (TFM) at IDeA Indonesia In Metro”.

D. Problem Formulation

Based on the problem limitation above, the researcher formulated the problems of this research, as follows :

1. What are the problems in Writing Descriptive Text On Blog Media Of Training For Master (TFM) at IDeA Indonesia In Metro In Academic Year 2017/2018 ?
2. What are the results of Writing Descriptive Text On Blog Media Of Training For Master (TFM) at IDeA Indonesia In Metro In Academic Year 2017/2018 ?

E. Objectives and Benefits of The Research

1. The Objective of The Research

To know the problems in Writing Descriptive Text On Blog Media Of Training For Master (TFM) At Idea Indonesia In Metro.

To know the results of Writing Descriptive Text On Blog Media Of Training For Master (TFM) at IDeA Indonesia In Metro.

2. The Benefits of The Research

Hopefully, this research can be used :

- a. This research hoped, it would give much knowledge and give solution of the problems for the students in Writing Descriptive Text On Blog Media Of Training For Master (TFM) at IDeA Indonesia In Metro.
- b. The students would be able to express themselves freely by blog media in written form.
- c. For the teacher, they could get more information about handling the problems in teaching writing.
- d. The writer would know how to repair problems in Writing Descriptive Text On Blog Media Of Training For Master (TFM) at IDeA Indonesia In Metro.
- e. Giving much knowledge about blog to the writer especially and the reader generally.

CHAPTER II

THEORITICAL REVIEW

A. Prior Research

Many researchers, that have been previously conducted. One of them is Shen Qi-yuan from Jiangxi Normal University in June 2013 by entitled “ Use of Blog to Improve English Writing in the Chinese Tertiary EFL Classrooms”.³ Result of the experiment shows that blog integrated writing instruction resulted in better writing performance. Therefore, the claim that blog may promote more effective writing instruction is substantiated. Clearly blogs have been used most often as journals. Blogs are not only a journal tool that is used for communication but also they are teaching in and of themselves that can be used in variety of pedagogical methods.

Moreover, Sharla Jeannette Jones from University of Texas at Austin in may 2006, conducted research entitled “ Blogging and ESL Writing”.⁴ The result described that blogging was an effective tool for delivery of instruction as evidenced in this study by the nemeous benefits for its use which out weighed the drawbacks. This study showed that educators should be aware of both the advantages and disadvantages for the use of blogs as a pedagogical tool for process writing approach for ESL students. The most pronounced issue associated with the writing process approach that blogging appeared to ameliorate was concern with issues of trust and confidence. The students

³Shen Qi-yuan, *Use of Bog to Improve English Writing in the Chinese Tertiary EFL Classrooms*, School of Foreign Languages, Youhu Campus, Jiangxi Normal University, Nanchang, China Vol. 6. No. 10 2013

⁴Jones, Jeannatte Sharla. *Blogging and ESL Writing*, The University of Texas at Austin, 2006

preferred the critical to non-critical comments because they felt it was more useful to their writing improvement. Their acceptance and rejection of feedback was determined more by confidence and trust of peers. The students had more trust and confidence in the feedback they received from outside source. The students had positive reactions to and perceptions of the use of blogs because of the benefit their experience.

The last previous research is Di Zhang from Linyi Normal University in march 2009 by entitled “ The Application of Blog in English Writing” the result described that blogs are very versatile communication medium for using in education.⁵ Clearly blogs have been used most often as journals. Blogs are not only a journal tool that used for communication but they are teaching strategy in and of themselves that can be used in variety of pedagogical methods. Obviously, blogging is an effective tool delivering of instruction as evidenced in this study by the nermous benefit for it use which outweighed the drawback of the traditional communication tools such as email or bulletin board.

From three previous research, it is more focus on the usefulness of blog in enhancing writing ability, but it is different from the previous research, this research is attempting to explore the problems faced by students when untilyzing blog in their learning. Thereby, the teachers can anticipate the problems that might appear in untilyzing blog in writing class.

⁵Zhang. Di, *The Aplication of Blog In English Writing*, Journal of Cambridge Studies, Foreign Language School, Linyi Normal University. Vol. 4 .No. 1. 2009, p. 64

B. The Concept of Writing

These subtitle explains the basic definition of writing and types of writing proposed by experts on the field.

1. Concept of Writing

Writing was derived from the word 'write'. In Oxford Advanced Learners' Dictionary the word 'write' is allotted as : (1) make letters or numbers on a surface, especially with a pen or pencil on paper (2) to put information, a message of good wishes. In a letter and send it to somebody (3) to produce something in written form so that people can read, perform or use it, etc. It means that writing is an activity that people doing in sheet of paper and pen in making information for another people surrounding or in the world.

The definition of writing was stated by some experts. Sanggam Siahaan says that, writing is a psychological activity of the language user to put information in written text. It is realized by writers' ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind to her or his to her or his readers.⁶ So writing is an activity of someone who writes information or gives information to the other people or readers.

On the other hands, Dorothy E Zemach and Carlos Islam, states that writing is an important form of communication in day-to-day life, but it is

⁶Sanggam Siahaan, *Issues In Linguistics*, Yogyakarta:Graha Ilmu, First Edition 2008, p 215

especially important in high school and college.⁷ It means that writing is tool to communication in our life and writing is one of the difficult skills in English lesson. It is caused by the students, it is challenging to find ideas to include in their writing and each culture has its own style for organizing academic writing.

Another definition of writing was also defined by Nathan L. Mertens, he states that writing is a complex and cognitively demanding activity.⁸ It could not be performance as a sequence of discrete steps, it requires the simultaneous combination of several strategies and applications of various mental resources.

2. Types of Writing

However, there are many kinds of written product which is used for writing. More ever, it is usually described namely in one object, there are five types of writing, as follows :

a. Descriptive

Descriptive writing is about sensory experience how something looks, sounds, tastes.⁹ It means that the writer described that picture by presenting specific details in an organized way (as viewed from right to left, or back to front, or top to bottom, etc).

⁷Zmach , Dorothy E and Carlos Islam, *Writing From Sentence To Paragraph*, Macmillan, p.IV

⁸ Nathan L. Mertens, *Writing : Process, Tools and Techniques.*, New York: Nova Science Publishers, Inc. 2010, p.10

⁹Thomas S. Kane, *Oxford, Essential Guide to Writing*, New York, Berkley Books, 2000, p.351

Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. Moreover, descriptive writing usually describes merely in one object like a person, place, or thing. Moreover, it usually describes merely in one object.

b. Persuasive

It is a verbal art that the purpose is to make a people do something that the writer said at this time or the future. It means that persuasive is sentences or paragraph that giving the writer's opinion on the topic and trying to get the reader to agree with it.

c. Expository

Expository writing explains that how things work-an internal combustion engine. Ideas-a theory of economics. Fact of everyday life-how many people get divorced.¹⁰

But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. It means that exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. It includes editorials, essays and informative and instructional material.

¹⁰Thomas S. Kane, *Oxford, Essential Guide to Writing*, New York, Berkley Books, 2000, p.6

d. Argumentative

Argumentative is used in persuading and convincing. Argumentative is often combined with exposition. Argumentative is used to make a case or to prove or disprove a statement or proposition. It means that argumentation illustrates that consists of several statements to be obtained the point of view. In addition, sometimes to lead logically to a general conclusion by a series of facts.

e. Narrative

Narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random.¹¹ It means that, narrative writing is the way to present a story that consists of events that happen one after the other. The story that you tell can be true or fictional. Any time you relate actions that take place over a period of time you are writing a narrative.

The researcher concluded that, narrative was a paragraph in which a writer recounts an event to their readers. It could be about biographies, autobiographies, historical event, instructions and processes. It was case as a product which are ordered, and are not merely random. In this case as a product of writing, the text functions to recount what is being narrated to the readers.

¹¹Thomas S. Kane, *Oxford, Essential Guide to Writing*, New York, Berkley Books, 2000, p.366

Based on the above quotations, the types of writing was divided into some types namely description, argumentation, narration and exposition. Every types have the characteristic it self and also different one anothers.

3. Stages of Writing

Writing was the one of four basic skills in English which in it implementing needed several strategies. Some linguistics propose some strategies in writing.

According to Harmer the writing strategy and the writing process were categorized identically. It has four elements :

Planning -> drafting -> editing -> final draft¹²

1) Planning

Before starting to write, the writer decides what they are going to write. In this case, the writers should be thought about three main issues. The first is they have to consider the purpose of their writing, including the information that they will choose to construct their writing. Secondly, the writer has to think of the audience who read their writing. For example, it is formal or informal writing. Thirdly, the writer has to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have decided to include.

¹² Harmer , Jeremy, *Hosw to Teach Writing*, England : Longman, 2004, p.4

2) Drafting

The first action in making a piece of writing is drafting. It should be arranged after planning. In others words, the writer starts to write their ideas based on their planning before. It will be the first version of writing that produced by the writer.

3) Editing and Revising

The writer needs to correct the draft which they have produced. Perhaps the other of the information in the text is not clear. The content of the text may be equivocated or confused so that it hard to be understood by the reader. Consequently, the writer has to make an editing that whise for changing in correct writing. In other words, the writer revises her/his writing to make appropriate revisions.

4) Final Draft

After the writer edited their draft, making the changes what they consider to be necessary, they produce their final draft. It considerably different from both the original plan and the first draft, because it has changed in the editing process. It becomes the final version that will be read by the audience.

From the explanation above, it could be inferred that the writing strategy involves prewriting, while writing and post writing. Prewriting was an assent step in writing process. It is relevanted to the asserting the main idea of writing, the content structure of writing and

brainstorming. Furthermore, while writing is process of drafting. It was the implementation of prewriting that needed the real action of writing such as developing the main idea. In addition, the post writing was the revising process like verify the ideas, scratch out the irrelevant information, find out the grammatical errors and change the text order or make some additions.

4. Aspects of Writing

A good writing needed a sustained element such as cohesion, coherence, collocation and register. Therefore, without those elements a good will not be produced.

1. Cohesion and Coherence

Cohesion is one of the elements of writing. According to the Eli Hinkel says, that cohesion refers to the connectivity of ideas in discourse and sentence to one other in a text, thus creating the flow of information in a unified way. In additional, in the textbooks on writing and composition, cohesion can also refer to the ways of connecting sentences and paragraphs into a unified whole.¹³ The term of coherence is commonly defined as frequently achieved by way in which a writer sequences information, and this bring us right back to the issue of

¹³ Eli Hinkel, *Teaching Academic ESL Writing: practical techniques in vocabulary and grammar*, Lawrence Erlbaum Associates, Inc. Mahwah, New Jersey, 2004, p.279

genre and text construction.¹⁴ Coherence is happen when the supporting sentences are ordered according to a principle.¹⁵

Based on quotations above, the researcher assumed that cohesion is an important aspect within composing sentence. Its function is to harmonize the sentence in order that it is able to be read and it can be inferred that coherence plays a crucial role in making a paragraph well. It becomes a connectivity between the topic sentence and supporting sentence in the paragraph.

2. Collocation

According to the Felicity and Michael, they say that collocation is a natural combination of word; it refers to the way English word are closely associate with each other.¹⁶ It means that collocation is a pair or group of word those are often used together. These combinations sound natural to native speakers, but English students have to make a special effort to learn them because they are difficult to guess. Some combinations just sound wrong to native speakers of English. For example, the adjective *fast* collocates with *cars*, but not with a *glance*.

3. Register

The last aspect of writing is register. Jeremy states that register is a vocabulary to show an appropriate language that is used in a certain

¹⁴Jeremy Harmer ,*How to Teach Writing*, England : Longman, 2004p. 25

¹⁵ Boardman , Cynthia A, Jia Frydenberg,*2 Writing to Communicate: Paragraphs and Essays*, Third Edition, 2008, p. 18

¹⁶Felicity, O'dell McCarthy michae, *English Collocations in Use: How words together for fluent and natural English self-study and classroom use*, New york: Cambridge University Press, 2008, p. 6

situation in communication with a particular group of people.¹⁷ It could be inferred register refers to the choice of word which would be used to communicating whether formal or informal situation based on the group of people.

According to the Martin said that, the nation of register helps to clarify the inter relationship of language with context by handling it under three basics headline as follows:

- a. Field is refers to the activity itself (subject matter: chemistry, linguistics, music).
- b. Tenor is refers to the kind of social relationship enacted on or by the text (sometmes referred to as style, e.g formal, informal, intimate).
- c. Mode is communication that entail immediate contact and those that allow for deferred contact between participants (medium of the language activity, spoken, written, twitter).¹⁸

It means that register is using three basic for headling conversation in daily activity.

5. Assessment of Writing

Brown maintain, that there are six general categories for evaluating writing, as follows:

¹⁷Jeremy Harmer , *How to Teach Writing*, England : Longman, 2004, p.26

¹⁸ Martin, Montgomery, *Introduction to Language and Society Studies in Culture and Communication*. 2nd Edition.London :taylor& Francis Routlrdge. 1995, p. 107

a. Content

- 1) Thesis statement
- 2) Related ideas
- 3) Development of ideas through personal experience, illustration, facts, opinions
- 4) Use of description, cause/effect, comparison/contrast
- 5) Consistent focus

b. Organization

- 1) Effectiveness of introduction
- 2) Logical sequence of ideas
- 3) Conclusion
- 4) Appropriate length

c. Discourse

- 1) Topic sentences
- 2) Paragraph unity
- 3) Transitions
- 4) Discourse markers
- 5) Cohesion
- 6) Rhetorical conventions
- 7) Reference
- 8) Fluency
- 9) Economy
- 10) Variation

- d. Syntax
- e. Vocabulary
- f. Mechanics
 - 1) Spelling
 - 2) Punctuation
 - 3) Citation of reference
 - 4) Neatness and appearance¹⁹

As a result, it could be inferred that the good writing should have six general categories that is mentioned above. It mean that, when the writers conducted writing, they should take all the six categories above into account.

6. The Measurement of Writing

Writing skill involved the mastery of all elements in target language such as grammar, content, vocabulary, organization and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:²⁰

Table 1
Categories for Evaluating Writing

Writing Ability	Score	Categories	Indicator
Content	30-27	Excellent	The student really understand the content of writing. Their writing are really wide, and complete. It is very

¹⁹ Brown , H. Douglas, *Teaching by principle an interactive approach to laguagepedagody*, Second Edition, San Francisco state University, 2001, p. 357

²⁰Douglas H Brown, “*Language Assessment Principles*, p.244.

	26-22	High	<p>suitable with the title.</p> <p>The student can understand the content of writing. Their writing are wide, complete and suitable with the title but less detail.</p>
	21-17	Average	<p>The student less understand the content. Their writing are less complete, and less detail.</p>
	16-13	Low	<p>The students do not understand to content of writing.</p>
Organization	20-18	Excellent	<p>Writing really organized and neat. It is really clear, much ideas, and the sequence is very logic.</p>
	17-14	High	<p>Writing is organized, neat, clear, much ideas, and the sequence is logic.</p>
	13-10	Average	<p>Writing is less organized and neat, it is less clear, less ideas, and the sequence is less logic.</p>
	9-7	Low	<p>The sequence in not logic.</p>
Vocabulary	20-18	Excellent	<p>The students have many vocabularies. They use the words very effective and appropriately.</p>
	17-14	High	<p>The students have good vocabularies, use the words effectively and appropriately.</p>
	13-10	Average	<p>The student have little vocabulary, the words less effective and less appropriate.</p>
	9-7	Low	<p>The student do not master the words and their writing like translation.</p>

Grammar	25-22	Excellent	The student can master the grammatical well.
	21-18	High	The student uses and arranges the sentence simply.
	17-11	Average	The students are difficult in using and arranging the simple sentence.
	10-5	Low	The student do not master the grammatical in their writing.
Mechanics	5	Excellent	The student can master the mechanics in writing.
	4	High	The student master the mechanics in writing.
	3	Average	The student less master the mechanics in writing and many mistakes.
	2	Low	The student do not master the mechanics in writing and their writing are difficult to read. ²¹

Criteria of Assessment :

$35 \leq 48$ = Failed

$48 \leq 61$ = Poor

$61 \leq 70$ = Fair

$71 \leq 85$ = Good

$85 \leq 100$ = Excellent

²¹M. SoenardiDjiwondo. *TesBahasaDalamPengajaran*, (ITB : Bandung, 1996), P. 130-131.

C. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text in which a writer tries to picture out an object to his reader. The object can be anything. It can be a concrete object such as a person, or an animal, or a plan, or a car and it can also be an abstract object such as an opinion, or idea, or love, or hate, or believe, etc.

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time – days, times of day, or reason.”²²

A descriptive text paints a picture with words so that readers can picture in their minds the object or place you are describing.”²³

Based on the explanation above, the descriptive text is to share with the readers about description of a person, description of a place, description of an event, and description of an object. So, in choosing a subject of them will be written in the descriptive text composition which focuses on the topic sentence, the supporting details, and the conclusion. It is because of them will make impressed and interested description for the readers. The descriptive text has two generic structures such as:

- a) Identification that it identifies the phenomenon to be described and;
- b) Description that it describes parts, qualities, and characteristic

²² George E. Wishon and Julia M. Burks, *Let's Write Englishs h Revised Edition*, (New York : Litton Educational Publishing, 1980), p. 379

²³Cynthia A. Boardman and JiaFydenberg, *Writing to Communicate*,(United Stated of America: Pearson Longman, 2008), p. 19

So, in writing descriptive text it is not only about transfer information for the reader about description of an object, person, etc, but also activities of a writer to know the generic structure of the text itself, because it will make the writer more easy to start writing a descriptive text.

2. The Process of Writing a Descriptive Text²⁴

Below are the seven steps which a writer commonly follows to write a text, as follows:

- a. He or she invents the main topic of the paragraph.

He or she can select any topic from the world of his or her experience. It can be concrete topic, such as a person, an animal, a plant, or an object such a mountain, a city, a car, a book, a house, etc. it can also be an abstract one, such a lesson, an idea, a belief, a conflict, a history, an object, etc.

- b. He or she invents the controlling idea of the paragraph by which he or she views his or her main topic of the paragraph. This idea can be of his or her experience or the exploitation of his or her mind. It is usually the condition of the topic, so the common word used to express the idea is by using an adjective.

- c. He or she will formulate the topic sentence of the paragraph. This formulation must be able to signals the overall organization of the

²⁴. Cheung, Chai ruby yang, *Theme-Based in an English Course for Primary ESL Students in Hong Kong*: Electronic of journal foreign language teaching, the Hong Kong institute of education, Hong Kong China, vol. 6, No. 2, 2009 pp. 161-176.

paragraph. In addition, it can signal the type of supports for the topic sentence in elaborating the paragraph.

- d. He or she collects the supports.

Commonly they are called the data of the paragraph.

- e. He or she formulates the concluding paragraph.
- f. He or she writes the draft of the paragraph.
- g. He or she revises the draft.

So writing a paragraph from the viewpoint of its process involves seven steps together.” Clearly, a descriptive text is more often about description of an object and to make a good descriptive text has two important parts.

Below is the example of Descriptive text²⁵:

Sunset

Sunset is the time of day where our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting like a cloud of balloons caught in a blender. The sun moves slowly beyond the horizon, while the moon races to take its place in prominence atop the night sky. People slow to a crawl, entranced, fully forgetting the deeds that still must get done. There is coolness...

²⁵Yulianimarta, LKS BahasaInggrisKelas VIII, (Klaten: IntanPerwira, 2012). P.24

3. Types of Descriptive Writing

Furthermore, according to Tiur assert there are five types of descriptive writing paragraph. They are:

a. Describing process

Describing a process not only explain how something was done, but also explain why it was done and what was needed to complete the process.

b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. For example, it is supposed that the writer will write about tsunami that was happened in Japan. In this case, he/she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first that we do is recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust).and intelligent (cleverness, perception)

d. Describing a place

Presenting something concert is the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately is done by providing the physical characteristic of the object such as the color, form, shape, and so on.

From the characteristic above, it can be concluded that descriptive text was paragraph that described a particular person, place or event in great deal. Descriptive writing vividly portrays a person, place, or thing in such a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

4. Part of Descriptive Text

According to Tiur there are three parts of descriptive text, they are²⁶:

- 1) Social function, which is to describe a particular person, place, or things.
- 2) Generic structure, which is divided into two, they are:
 - a) Identification is identification the phenomenon to be described.
 - b) Description is described parts, qualities, and characteristic.
- 3) Conclusion.

As a result, it could be inferred that the good descriptive text should have three parts of descriptive text mentioned above. It means

²⁶. Asih, TiurSiburian. *Improving students' achievement on writing descriptive text through think pair share*, IJLLALW vol.3(3) july 2013;30-43

that, when the writer conducts writing descriptive text, the writer should take all the three parts of descriptive text above into paragraph.

D. The Concept of Blog

1. The Nature of Blog

Weblogs is one of the appropriate media and easy for students to journal their learning processes, if the students use this technology appropriately it has potentials of facility reflective learning.

Weblogs environments could promote reflective activities in learners since they lengthen the distance between learners and the content to be learned. However the used of weblogs in English Writing is relatively recent and our understanding of impact of this technology in supporting reflection is incomplete.

According to the Zhang said that, a weblogs or blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the internet.²⁷ It means that blog is one of the technology which could be used for every people, they could write and also publish in the internet.

On the other hand, Jones said that Blog is a personal online diary in which an individual submits his/her entries and accosionaly gets comments from outsiders.²⁸ It means that blog is personal online that she or he could write and directly she or he could submit their written in their

²⁷ Zhang, Di. *The Aplication of Blog in English Writing*. Journal of Cambridge Studies. Linyi Normal University. Vol. 4 .No. 1. 2009, p.1

²⁸ Jones, JeannatteSharla. *Blogging and ESL Writing*. The University of Texas at Austin. 2006, p. 23

personal journal and someone who reads the written they could leave the page with a comment for the writer.

Blog is different from listserves, discussion board, or Wikis. In the blog are controlled and owned by the blogger and are primarily centered on and identified with their author or authors themselves, rather than organized around specific topics. It means that someone who has a blog they can control, or publish their writer depends on the blogger freely.

From the explanation above the researcher concluded, that blog was a contraction of the words web log. Blog usually provided commentary or information on particular issue, event and topic. In some case blog could be about particular person, an online, public, personal diary. A blog usually maintained by a single person or a small group of contributors. And also the visitor or the participants of the blog could give comment on the entries made or respond to comments made by the visitors. Blog also primarily text but can also be the format of photos or other images, sounds / musics, or films.

2. Types of Blog

However, there are many kinds of blogging product which is used for writing, below are some basic types of blogs :

a. Personal blogs.

Personal blogs share thought, original art, poems, writing or photography. It can be tricky to create a blog of personal anecdotes that will draw followers beyond your friends and family. If wide

readership is a goal for you, choose your anecdotes carefully. There are universal experiences that everyone can relate to: love, loss, embarrassment, etc. Make sure that your anecdote draws on such themes and that it has a story arc (a beginning, a middle, and an end) and a point.

b. Business blogs.

Business blogs are created in the voice of the company, as a crucial component of marketing. They can function as a direct-sales tool and are outstanding for both messaging and two-way communication as part of a company's public relation efforts. Blogs are effective and cost-efficient vehicles for small organizations that need to publish information for their customers or members.

c. Niche/topical blogs

Niche/topical blogs focus on a particular interest. It can be about health, gardening, education, sports, fashion or lifestyle. Name your special interest and you can blog about it. If you are a collector of antiques, a true-mystery fan, a travel addict or just love cooking, there may be a blog in your future. Niche blogs easily attract loyal followers, which contributes to the fun of blogging.

d. Media-type blogs

Media-type blogs are defined by their content. If you enjoy video blogging, then you're a blogger. If you curate content from other

websites, you have a linkblog. If you post photos or art sketches on your blog, you are hosting a photoblog or artblog.

e. Reverse blogs

Reverse blogs are a unique but popular type of blog. Instead of the owner creating content, the content is supplied by the public. A reverse blog has a team who moderate posts, prevent unpleasant interactions and promote slow topics for greater interactivity.²⁹

From the explanation above, the researcher concluded that there are five types of blog. In every types also have different function and also advantages and disadvantages. We could choose one of the types above that suitable with used and what blogger wanted to know blogger could open one of the types above.

3. Theoretical Foundation of Weblogging

Among the top 100 US websites in the term of estimates monthly unique visitors, we no longer only find traditional websites that were established in the 1990s such as yahoo.com, msn.com, ebay.com, Microsoft.com, aol.com, amazon.com, but also websites and platforms such as facebook.com, youtube.com, wikipedia.com, myspace.com, blogspots.com, wordpress.com, blogger.com, etc. It means that there are many of products that we can open in the internet, one of them maybe we ever opened. All the product it can be useful for the visitor.

²⁹OgiDjuraskovic, Kristi Hines, *How to Start a Blog*, USA: first Site Guide, 2013, p. 6

World Wide Web, namely Web 1.0 as a tool for thought, Web 2.0 as a medium for human communication and Web 3.0 technologies as networked digital technologies that support human co-operation. This means that we distinguish between a cognitive Web, a communicative Web, and a cooperative Web. The discussion in part 2 of this paper has shown that when people speak of Social Software or Web 2.0, what they normally mean is that the World Wide Web is today dominated by communication and co-operation (including community-formation).

In order to distinguish between these two aspects, we have suggested the distinction between Web 2.0 and Web 3.0. Hypertext is a Web 1.0 technology, blogs and Web-based discussion boards are Web 2.0 technologies, wikis are Web 3.0 technologies. Web 1.0 is based on an understanding of the social Web 2.0 adds the Weberian idea of communication, Web 3.0 the Marxian idea of collective co-operative production and Tönnies' idea of communities.³⁰

The researcher argued that, the co-operation is mainly a mere potential of the contemporary Web. Web 3.0 expands the understanding of the social it was a system of online collaboration that enables the formation of virtual communities co-operative knowledge, and cooperative labour.

³⁰ Fuchs, Christian. Wolfgang, Hofkirchner, MatthiasSchaFranek, Celina Raffl, Marisol Sandoval and Robert Bichler. *Theoretical Foundations of The Web: Cognition, Communication, and Co-Operation. Towards an Understanding of Web 1.0, 2.0, 3.0.* Jurnal Future Internet. 2010, p, 42

4. Advantages of Blog

In every technologies, it has advantages, the advantages of using a blog in language teaching especially in writing can be divided into the following categories, as follows:

a. Simplicity.

The most appealing aspect of using a blog is the ease of use. Blogs users do not need to know how the blog is designed or programmed. Most blog hosting websites allow blog users to choose the template and publish their blogs within seconds. The user-friendly design attracts user to post information or maintain their blogs on the content basis.³¹

b. Discussion

A blog is the space to jump-start class discussion by asking students to post questions or discussion before class. Or students might be asked to follow up and unfinished in class discussion. The teacher can foster class discussion and interaction.

c. Record

The students can submit their paper, assignments or notes on their blogs. They can observe their writing over time. Teachers' handouts and comments can be viewed by all the students. The handouts can be read before or after the classes. Students do not need to worry about missing teachers' notes in the class, and they can focus on the content

³¹Tseng.Min-Chen.*The Use Of Blog In English Classes for Medicine-Related Majors*.Chang Gung Journal of Humanities and Social Sciences. 2008, p 170

instead of immediately copying down teacher's notes from the black or white board.

d. Grading.

A blog provides a color code system of correction. When correcting students' assignments, a teacher can quickly alter the color of particular mistake. Also, teachers can correct students' writing at school or home as long as they can access the Internet. They do not need to carry a heavy bag of students' compositions to school or home.

e. Accessible.

Anytime and anywhere accessibility was one of the most common advantages of the blog that most of the participants reported. They found the blog accessible through their computers, laptops, iPods, and iPhones on a basis.

f. Alternative Source.

The participants found the blogging activity to be an alternative source of getting different or easier solutions to the problems they attempted to solve.³²

From the explanation above, the researcher concluded that there were six of advantages of blog. How we used the blog was depending on the blogger it self. When we known about the advantages of using blog we would use the blog effectively.

³²Hossain, Mokter Md. Quinn, J. Robert. *Advantages And Disadvantages of Using Blogging Activity in a College Euclidean Geometry Course*. International Jurnal Computer Technology And Electronics Engineering (IJCTEE) .Vol 2, Issue 6. 2012, p.4

E. The Implication of Blog in Teaching Writing

Blog are similar in format journal or diary entries. Depending on how blog are used, they can have a number of benefits, both academically and socially, for students with learning disability. In the instance of blog, the blogger or the students can post assignments, classroom notes, video lecturer and other classroom material on their blog. Many teachers also used blog as the facilitate class discussion or for writing assignments. For the students a classroom discussions blog can serve a number of purposes.

According to the Ghada awada said, that blog is a good tool for fuse technology and writing inside and outside the classroom.³³ It is because their format is similar to a personal diary, where recounting interesting experiences and events is prevalent, blogs provide an arena where self expression and creativity are boosted. Its connections to other bloggers establish the same peer-group relationships found in the real world. Hence, blog is one of the media for improving students writing with a strength and the effectiveness in using blog as they can motivate the students writing. Write with a computer that connect to the internet can increase the number of students writing, and also can improve the competence of students writing. Because when the students write on the blog they can express their written , feeling, their experience which is creative and innovative freely. For some teachers also use educational blog software to create individual students blog, allowing teacher complete control over content. This ensure that students blogs do not become

³³Awada, Ghada, *Effect of Using Blog Educational Tool on Writing Achievement and Motivation for Legal Writing*, International Jurnal of Education and Research. American University of Beirut .Vol. 2 No. 12.2014, p. 2

places for inappropriate comments and bullying. If your child with LD creates their own blog separate from school, be mind of issues of internet safety and appropriate online behavior.

The researcher concluded that, a personal blog could be a great way of expressing thoughts and feelings and encouraging writing. Because journal writing, creative writing and personal storytelling tend to be high interest, they might help encourage reluctant or struggling writers to write more frequently. Indeed a recent study has shown that teen bloggers tend to write more often (both online or off) than teenagers without blogs. Additionally, the act of telling stories help improve language and writing skill. So, blog writing can potentially help students with LD to become stronger writers. The act of writing a blog also means students are writing for an audience, which can be motivating.

F. The Concept of Training For Master

According to Miss Senja Ekawati as the Education Manager of IDeA Indonesia, said that Training For Master was the next level of Super Integrative Program (SIP), Super Integrative Program was one of the programs in IDeA Indonesia. Super Integrative Program was the program is focused on Elementary School, Junior High School and Senior High School. It has purposed for mastering English of the students. So, all students who followed Super Integrative Program, they would be able or mastery in English and should stay in dormitory.

Training For Master was the next level of Super Integrative Program (SIP), it has purposed not only mastering English, but Leadership, Applied Life Skill, Religion. The students of Training For Master would get lessons, such as; Public Speaking, Listening, Cross Culture of Understanding, Business and Leadership, Phonetic and Phonology, Vocabulary and Reading.

Training For Master was provided for scholarship students who studied in Metro and it focused on the second great of senior high school. If they wanted to follow this program, the students should follow academic test, achievement test and they should be ready to stay in dormitory. They should use English language everytime, got speech after praying magrib and isya, tahfid al-qur'an, religion class on Monday night and got apply life skill on Thursday.

CHAPTER III

RESEARCH METHODOLOGY

A. Background Description and Role of The Researcher

There were two types of research method, they are qualitative and quantitative method. Type or kind of research was selected, based on its purpose. Researcher could choose one of them to writing research based on the aspect of writing intended to know.

Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes and the researcher made interpretations of the meaning of the data. The final written report are flexible structure. Those who engage in this form of inquiry supported a way of looking at research that honors an inductive style, a focus on individual meaning and the importance of rendering the complexity of a situation".³⁴ To know about correlation, the contribution, the relationship, as usual we use quantitative methods. But, here the researcher wanted to explore phenomena about blog. Therefore, the researcher decided to choose qualitative method to know how the students of An Analysis of Writing Descriptive Text On Blog Media of Training For Master (TFM) At IDeA Indonesia In Metro.

Qualitative research is a research that aimed to describe, learn and explain the phenomenon. The understanding of phenomenon can be reach by describing and exploring through a narration.

³⁴Jhon W. Creswell, Research Design : Qualitative, Quantitative, and Mixed Methods Approaches, (New Delh:Sage Publications, 2003), P.4

In this case, the researcher applied case study because the researcher wanted to explore of students writing descriptive skill on the students blog among the students of Training For Master of IDeA Indonesia Metro. By this research, the researcher wanted to help other researcher to know deeply about students writing descriptive skill on the students blog that the students always did. Which were published on blog by some publishers. In this research, the researcher explored to know deeply about a program, an event, an activity, a process, which is done by the students in blog writing.

However, Creswell states that the case(s) where some various data collection procedures are gathered to gain detail information in bounded of time and activity (Stake, 1995).³⁵ Tellins (1997) indicates that case study data is collected by various approaches based on some sources. It could be said that using various data make clear the aspect of validity and reliability of the research.

Based on the above explanations, the researcher used blog as the media of the research, the researcher focused on the effort achieving solution for problem that came from students writing descriptive skill on the students blog. This research directed to explore the students writing descriptive skill found in the students blog written by students of Training For Master of IDeA Indonesia Metro.

³⁵John W Creswell., *Research Design Qualitative Quantitative and Mixed Methods Approach*, Second Edition, America: Sage Publication , 2003, p. 17

B. Data Resources

For gathering information for researcher needed accurate data. In this research the researcher used some data research. Therefore, the researcher offered data research gathering the data are, as follows:

1. Primary Resource

In the primary resource was original materials on which research is based. The primary resource was the data source that provided to the researcher directly such as documentation and archive. That was firsthand testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary resource in this research is students' documentation. Then, the researcher would take the data from the institution or document and books related to the research.

2. Secondary Resource

In secondary resource, it offers an interpretation or analysis based on primary resource. They may explain primary resource and often used them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary resource was data resource that provided the data to researcher indirectly such as interview. The secondary resource of the research was interview, the researcher would conduct the students for answering the question in order to know the students' writing descriptive skill on the students blog among the students of Training For Master of IDeA Indonesia Metro.

C. Data Collecting Technique

In collecting data, the researcher needed to use some techniques. The technique that would be used by the researcher, as follows:

1. Documentation

The researcher used documentation technique for collecting data research. Documentation was a way that used a written source such as public documentation (such as: magazines, official report, news paper) or privated documentation (such as: journal, diaries, latters, email and blog). By this documentation technique, the researcher gathered the data from the students writing in blog among the students of Training For Master of IDeA Indonesia Metro.

2. Interview

In interview, the researcher conducted face-to-face interviews with participants and interviews participants by telephone. Interview that was used in Qualitative would be opened interview. It used to know causal relationship among aspects of the research. As it said before, that Qualitative research uses opened interview. It means that participants could answer the questions given, by their words freely. This kind of question was the easiest way to ask for information.

However, the responses are not easy to analyze. It was especially useful if the researchers wanted the respondents to give free thought, suggestions, recall information learned, or if you needed detailed answer.

³⁶ There are three types of interview such as; structured interview, semi-structured interview, and unstructured interview. In this case, the researcher used structured interview that used prepare questions.

D. Data Analysis Technique

As Creswell points out that organizing the plan for data analysis extended generic steps with specific research design steps. The generic steps results the following steps:

1. The data will be organized and prepared. In this first step, the researcher arranges and prepares the data for analysis which involve transcribing interviews, optically scanning material, noting field notes, or sorting and arranging the data into some types based on the source of information.
2. The researcher read through all the data. This step will be used by the researcher to obtain a *general sense* of the information and drawing its overall meaning. What most important aspects of idea are participants stating? What is the tone of the ideas? What is the common opinion of the overall depth, credibility, and use of the data as information? In this stage, the researcher would note and record the general ideas of the data.
3. Start depth analysis with a coding process. *Coding* is the organizing process the material into “chunks” before bringing meaning to those “chunks”. Adopting text data or pictures, segmenting sentences or paragraph or images several categories, and marking those categories with a term, often a term which is in the actual language of the participant, are

³⁶M. Easwaramoorthy and Fataneh Zarinpoush, *Interviewing for Research: Avenue University*, Canada: Penerbit Imagine Canada, 2006, p.1

the actions of this step. At this point, the researcher would categorize the elements of character education in the text and the illustration.

4. Utilize the coding process to create a description of the setting or people based on categories or themes. *Description* means rendering detailed information about people, places, or events in a setting. Researchers can create codes for the description. Designing detailed description for case studies will ease the analysis. Then, generate an amount of themes or categories. Here, the researcher gave description about the finding of character education elements in English textbook.
5. Advance how the description and themes will be represented in the qualitative narrative. The renowned approach is to utilize a narrative passage in conveying the findings of the analysis. Visuals, figures, or tables usage as adjuncts to the discussions are often considered by most qualitative researchers. Informing a process model (as in grounded theory), advancing a drawing of the specific research site (as in ethnography), conveying descriptive information about each participant in a table (as in case studies and ethnography are involved in this step. The writer applied figures or examples of the values of character education into narrative passage for conveying the analysis finding.
6. Make an interpretation or meaning the data as the final of step of data analysis. The essence of these ideas will take from what the researchers can learn through the lessons. Here, the researcher interpreted and gave

description or meaning of the research finding after all the procedures are done.³⁷

Based on the steps above, the researcher analyzed the data firstly by organized and prepared the data. Choosing the main data. Focusing the most important data which needed, and then deciding the blog based on the the research that was called by the data, the researcher made presentation about the data which ware collected and reduced in into the simple explanation or made the draft form. The last step, the researcher made the an interpretation or meaning the data.

E. Research Approach

In this research, the researcher applied case study because the researcher wanted to explore of students writing descriptive skill on the students blog among the students of Training For Master of IDeA Indonesia Metro. By this research, the researcher wanted to help other researcher to know deeply about students writing in blog that the students always did.

Research approach has definition as the problem solving strategy of the account and accurate observation which conducted to organize the fact and summary of the field to gain an understanding, managing, predicting, and explaining the condition.

³⁷John W. Creswell, *Research Design*,p. 191-195.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The Historical Background of IDeA Indonesia Metro

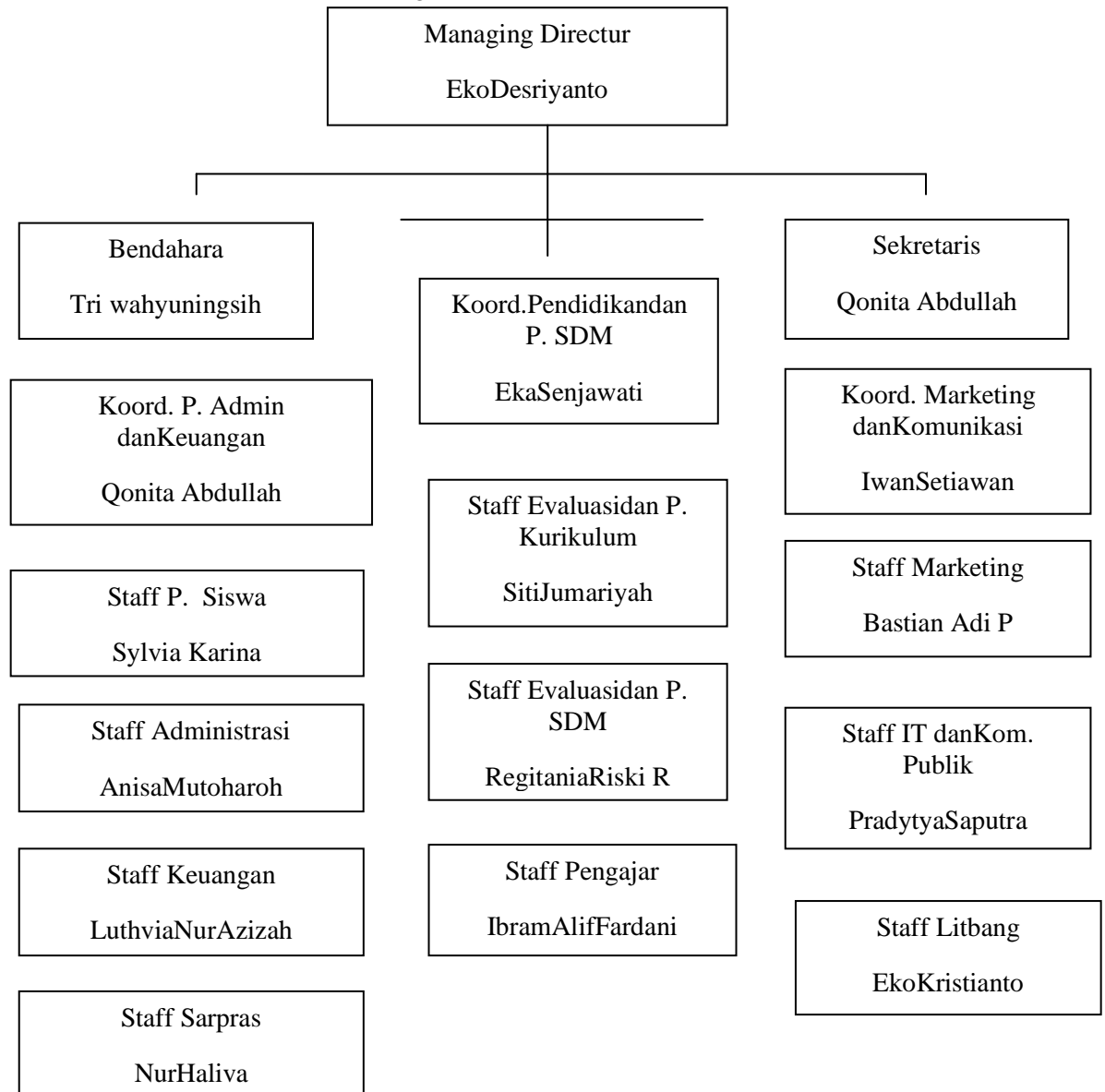
The idea to build IDeA Indonesia Lampung was sparked on September 9, 2009. This, IDeA extended as strategy in developing JED OF Yogyakarta. When the third anniversary of JED Group, Mr Eko Desriyanto as the director presented the planning to build the branch in Lampung especially in Metro. But, it did not get positive response.

Getting rejected from the investor did not stop his intention to develop education which had “Kota Pendidikan” program. He decided to leave comfort position as director of JED Group and moved to Metro, Lampung. Metro was choose to build IDeA Indonesia because it had strong histories. In other hand, director of JED is Lampungnese and also study in Metro.

On 2010 IDeA Indonesia was located at TK Al Qur'an Metro Barat. A year ago, on July 25, 2011, IDeA Indonesia moved to St. Paria 15A Campus, East Metro as the office center. Then, now IDeA Indonesia has own building and dormitory at St. AR Prawiranegara No. 30-31, Kauman, central Metro, Metro city. In the first year, the students of IDeA Indonesia for English Study Program and Hospitality only 34 students,

then increase became 150 in the second year. Year by year always increase, in the fourth year there were 325 students.

Table 2. Structure Organization of IDeA Indonesia



Source : Archives from Education Manager of IdeA Indonesia in the academic year 2016/2017

2. The Profile of Training For Master

IDeA Indonesia has two programs, these are hospitality program and training for master. Training For Master (TFM) was the next level of Student Intensive Program (SIP). Student Intensive Program (SIP) was one of the department study in IDeA Indonesia. The members of Training For Master coming From Senior and University students. In TFM class has round eight students, because they should follow test if wanted to follow this program. We learned from basic English till second month. Started from Listening, Speaking, Phonetic and Phonology, Reading and writing. The Student Profile of IDeA Indonesia are:

1. Visionary

IDeA students must have a clear, distinctive, and specific (in details) visions of the future arrangements. Students can not just flow like wind. They must be able to see what does not yet exist but might some day, a glimpse into the possible future based on English as their basic capital to be international activist.

2. Passionate

Once IDeA students have visions, they keep on struggling to reach. No matter how many times they fall down, they strongly stand up and move on. Some may talk about them negatively, in the same time some will admire the way they are. Never give up for precious pick of the dream while enriching themselves with more new knowledge and guidance.

3. Open Minded

IDeA students must realize that they come from various backgrounds; different ethnics, cultures, religions, abilities, and social status. Everybody must be able to blend themselves into a unity in difference to make harmony and peaceful life. The world keeps changing. Students can't stop with one final condition to get them stuck and believe in one thing. Receiving and adapting new ideas for never ending development.

4. Obedient

IDeA students must be vertically and horizontally obedient; God's rules and institutes' regulations. Students are invited to have full awareness that all processes they are required to do are to guide them into clear pathway to strengthen psychologically and intelligently. Regulations, assignments, policies and institutional behaviors are none of which to make students in trouble. Therefore, no advantages are resulted from avoiding and acting in contrast against what IDeA Indonesia requires.

In line with the statement above, Idea Indonesia always tried to develop the quality of the students in following the process. Indeed, it would create dynamic, opened and polite relationship among the members. Then the total students of training for master from 2015 – 2017 are 35 students.

Table 3. Total The Students Of Training For Master

Tahun	Total
2015	15
2016	12
2017	8
Total	35

Source : Archives from Education Manager of IDeA Indonesia in the academic year 2016/2017

Table 4. Total The Teacher Of IDeA Indonesia

Teacher	Total
Teacher Of IDeA Indonesia	16
Total	16

Source : archives of IDeA Indonesia in the academic year of 2016/2017

B. Description of Data Analysis

The data of this research was the information collected by doing qualitative research. There were some descriptive texts that used in this research. There are 8 descriptives text were taken from the students' writing descriptive text on blog to be analyzed.

C. Description of Data Findings

The elements which investigated in this analysis are the students writing descriptive skill. The result of this analysis showed that in fact there are some problems usually found in the students blog. In this case, there are six categories of writing based on H. Douglas Brown's theory which is

observed by the researcher such as content, organization, discourse, syntax, vocabulary and mechanics.

In this case, the researcher used four categories of writing to make it easy to be understood as follows: contents, grammar, vocabulary and mechanics. Four all the categories that mention before could be included of six categories.

Furthermore, the interview result showed that some of their stated that they got problem that faced by the students in the students writing descriptive on blog. It means that, the students had problems which related to writing.

1. Student's Witing Descriptive Text

➤ Text 1 (Agus Wiranto P)

IDEA INDONESIA

Idea indonesia is one of hospitality institution in lampung. Thera are some majors, those are Fo, fbs, fbp and hk. Idea indonesia is located in arprawiranegara no 30-31, metro pusat, metro city. There are two buildings. First building is for office and the second building is for dormitory. The building has 3 floors. First floor for studying, second floor is for sleeping and the third floor is for drying place.

On the other hand, idea indonesia is the institution which obligates the officer and student to speak english. Thus there will not found somebody speaks bahasa. It's formed to make them easy to get a job. Beside, the schedule for studying is from morning till in the night, it's about round 9.00 pm.

In addition, idea indonesia gives priority to shape the religion of the students. There full of religion activities. They will pray in 8 times and ngaji from iqro till tahfizs. These activities are expected to be able shape and protect the student when they have got job already.

➤ Feedback from the teacher

Okay, please check your grammar for the next assignment. Thank you.

The first text. This text described about describing place. It called as a descriptive because it included parts of descriptive text. The text it showed that identification “Idea indonesia is one of hospitality institution in lampung’”, it was contain the identification of matter. And this text, it called as the description “Thera are some majors, those are Fo, fbs, fbp and hk. Idea Indonesia is located in at prawiranegara no 30-31, metro pusat, metro city. There are two buildings. First building is for office and the second building is for dormitory. The building has 3 floors. First floor for studying, second floor is for sleeping and the third floor is for drying place’”. This paragraph was relevant to assign topic, then she/he could express the idea clearly, well organized. She/he chooses effective word and the word was appropriate, event some tense was still wrong but it was effective.

In this writing, she/he got score content 25, it is because the student really understood the content of writing. Their writing was really wide, and complete. It was very suitable with the title. Organization 20, because her/his writing really organized and neat. It was really clear, much ideas, and the sequence was very logic. Than vocabulary 20, it is because the students have many vocabularies. They used the words very effective and appropriately. For grammar 21, it is because the student could master the grammatical well. And the last, mechanic 4, it is because the student mastered the mechanics in

writing. She/he got score 90 for her/her writing. It means she/he has good skill in writing descriptive on blog.

➤ Text 2 (Yudho Septian)

METRO CITY

Metro city is one of city in Lampung. This city has low level of traficjem and low crime in Lampung. This city also becomes the second big city in Lampung. Metro city has many public facilities for taking care the socities in Metro, such as : hospitality, clinic, public library, hotels, praying places, park, campus and place for taking sport.

Many people said, if Metro become education city, because Metro has many places for studying and many people from other city come to metro for studying. Metro is the java city in lampung, because many javaness stay in metro. Than their language is javaness, so thaywahy many people say if metro is java city in lampung.

➤ Feedback from the teacher

Some words are mistakenly written, please fix it for the next assignment. But overall, it is good enough.

Afterward, the second text was not descriptive text, it is because in this descriptive text the researcher did not find conclution which was included part of descriptive text. The text it showed that identification “Metro city is one of city in Lampung’”, it was contain the identification of matter. And this textit called as the description “ This city has low level of traficjem and low crime in Lampung. This city also becomes the second big city in Lampung. Metro city has many public facilities for taking care the socities in Metro, such as: hospitality, clinic, public library, hotels, praying places, park, campus and place for taking sport’”.

In this writing she/he got score content 16, it is because the students do not understand to content of writing. For organization 13, it is because writing is less organized and neat, it is less clear, less ideas, and the sequence is less logic. Then, vocabulary 14, it is because the students have good vocabularies, used the words effectively and appropriately. Then grammar 14, it is because the student used and arranged the sentence simply and the last was mechanic 3, it is because the student less master the mechanics in writing and many mistakes. Then, the total of her/his writing was 60. There was relevant to the topic but still lacks detail. The idea was still limited support and usage but the meaning was not obscured. This paragraph was effective but simple contructions and the punctuation was still wrong.

➤ Text 3 (Fina Alvianita)

VHS STATE 1 METRO

VHS State 1 Metro is one of favorite school that located at Metro Lampung. This school is a bussiness and toursm school which has 5 departments, those are Accounting, Marketing, Office Administration, Hospitality and Culinary Program. VHS State 1 Metro is one of green school that ever got as the healtiest school in Lampung at 2016, not only that the headmaster of VHS State 1 Metro is the first runner up of the best headmaster competition in National Event.

VHS State 1 Metro has education hotel or called as Edotel as a training place for hospitatily students, VHS State 1 Metro also has a bussiness center and marketing lab for marketing students. VHS State 1 Metro has a small cafe and practice lab for culinary programe and for accounting VHS State 1 Metro has a mini Bank.

Last year, in 2016 VHS State 1 Metro gave the best 8 students who got highest national examination score for

Lampung. VHS State 1 Metro has many kindsthorpies from many kinds of competitions.

➤ Feedback from the teacher

This is really good, although some words are not written corectly, but it is good. Good job, keep learning.

Then the next, told about Vhs State 1 Metro. It was called as a descriptive text because it explained about place and included parts of descriptive text. The text, it showed that identification “VHS State 1 Metro is one of favorite school that located at Metro Lampung’’, because it was contain the identification of matter. And this textit called as the description “This school is a bussiness and toursm school which has 5 departments, those are Accounting, Marketing, Office Administration, Hospitality and Culinary Program. VHS State 1 Metro is one of green school that ever got as the healtiest school in Lampung at 2016, not only that the headmaster of VHS State 1 Metro is the first runner up of the best headmaster competition in National Event’’.

In this, writing she/he got score for her/his writing for content 26, it is because he student could understand the content of writing. Their writing was wide, complete and suitable with the title but less detail. For organization 20, it is because this writing really organized and neat. It was really clear, much ideas, and the sequence is very logic. For vocabulary 20, it is because the students have many vocabularies. They used the words very effective and appropriately. Then grammar 22, it is because the student used and arranges the sentence simply. And last mechanic 4, it is because the student master the

mechanics in writing. Then the total of the score was 92. Then, this text has lacked of grammatical error and idea was good .

➤ Text 4 (Uci Sujati)

IDEA INDONESIA

Idea indonesia is a hospitality training institute and cruise ship and also english education. Idea indonesia build on 9 september 2009 by MrEkoDesriyanto. Idea indonesia first operation in 2010 the location at TK Al-quran West Metro. And than moved on JlnArPrawiranegara 15a campus complex on 25 july 2011 and now idea building has several parts namely two floor dormitory building, hall, fbs room, canteen, office and class.

First year, students idea for english and hospitality program only 34 students and than rose to 150 participants. In the second year and continued to increase from year to year.

➤ Feedback from the teacher

Good, but please check your grammar once again. Some grammatical errors like the use “ to be” need to fixed.

In this text, it was not called as a descriptive text because the reseacher did find conclution which was included parts of descriptive text. The text it showed that identification “Idea indonesia is a hospitality training institute and cruise ship and also english education”, it was contain the identification of matter. And this text, it was called as the description “Idea indonesia first operation in 2010 the location at TK Al-quran West Metro. And than moved on Jln Ar Prawiranegara 15a campus complex on 25 july

2011 and now idea building has several parts namely two floor dormitory building, hall, fbs room, canteen, office and class‘’.

She/he got score content 17, it is because the student less understand the content. Their writing are less complete, and less detail. Organization 14, it is because this writing was organized, neat, clear, much ideas, and the sequence was logic. For vocabulary 13, it is because The student have little vocabulary, the words less effective and less appropriate. Then, grammar 13, it is because the students are difficult in using and arranging the simple sentence. And then, for mechanic 2, it is because the student do not master the mechanics in writing and their writing are difficult to read. Then, the total of the writing was 59. She/he told about idea indonesia, but it was not really detail. This text still has wrong in the thensis and how to explain the topic was not specific.

➤ Text 5 (Ria Novita)

METRO CITY

Metro city as one of education's city which have good perspective and mission. From this, it can be metro as education's city which is excellent. Education is one of component important'scomponent in delis competation.

Metro city as good education's city is verry supported by the life of the in habbitant it have quarter and culture's bagcround which have many varrety's. In addition, Metro City also have many educations facilitys which is good and satisty.

The school fees and cost of living are cheap. It makes interested for all people who wanted to study in Metro. In Metro there are many private and land university

and so many schools from paud until smi/sma and many scholl non formal.

➤ Feedback from the teacher

Good, for turther assignment. Please fix your grammar.

This text, it was not called as a descriptive text because the researcher did find conclusion and parts which were included parts of descriptive text. The text it showed that identification "Metro city, it was contain the identification of matter. And this text it was called as the description "Metro city as good education's city is verry supported by the life of the in habbitand it has quarter and culture's baground which have many varrety's. In addition, Metro City also have many educations facilities which is good and satisty'.

She/ he got score for her/his writing for content 17, it is because the student less understand the content. Their writing are less complete, and less detail. Organization 14, it is because writing was organized, neat, clear, much ideas, and the sequence was logic. For vocabulary 11, it is because the students have little vocabulary, the words less effective and less appropriate. Grammar 14, it is because the students are difficult in using and arranging the simple sentence. Mechanic 2, it it is because the student do not master the mechanics in writing and their writing are difficult to read. Then, the total score of her/his writing was 74. It showed the subject that would be described was Metro City. It was called as a descriptive text, it explained about Metro

City. In this text, the way to explain idea was till low and wrong in using grammar.

➤ Text 6 (Siti Priyanti)

IDEA INDONESIA

Idea Indonesia is an Englis/Hospitality training dormitory lacated in Metro, Lampung. There are actually several Idea dormitories in some of Indonesia's religion, but iam going to describe the one that is located in metro. So this dorm has an office in the front side of the building. This dorm is put in between the other two institutes so idea is in the middle. The front building has three floors and office is in the first floor. The first floor also has a living room for guests and some awards, vision and mission plaque sticking on the wall.

Meanwhile the second and the third floor have some rooms, exactly classrooms in it and they are used for studying by the students. In this building we can find several bathrooms. If we were to walk to back of office building, we will find a canteen where students usually buy their meals. Close to the canteen we will find another three-story-building and that's where the students stay. So, it's the dorm. In the first floor we will find hall, boy's dorm, and obviously several bathrooms. The second floor consists of gallery room, kitchen for students' practice, theater class and girls' dorm. Finally the third floor. There is nothing much in it really because it's an open building. This floor is just used for girls to dry their clothes.

This dorm also has a parking area. Near the parking area there is a quiet large walls and that wall is pointed some grafitties so it looks really cool. People actually like to take pictures in front of that wall. There is also a side gate that is near the parking area. This place is so large that it can have around zoo people to stay in it. So that's all that i'm going to describe about Idea Indonesia.

➤ Feedback from the teacher

This is actually really good. Keep it up.

Furthermore, in this writing, it was called as a descriptive text, it explained about place and included parts of descriptive text. The text it showed that identification “Idea Indonesia is an Englis/Hospitality training dormitory lacated in Metro, Lampung’’, because it was contain the identification of matter. And this text, it was called as the description “There are actually several Idea dormitories in some of Indonesia’s religion, but iam going to describe the one that is located in metro. So this dorm has an office in the front side of the building. This dorm is put in between the other two institutes so idea is in the middle. The front building has three floors and office is in the first floor. The first floor also has a living room for guests and some awards, vision and mission plaque sticking on the wall’”.

She/he got score for content 28, it is because the student really understand the content of writing. Their writing was really wide, and complete. It was very suitable with the title. Organization 20, it is because writing really organized and neat. It was really clear, much ideas, and the sequence was very logic. For vocabulary 20, the students have many vocabularies. They used the words very effective and appropriately. Then, grammar 22, it is because the student could master the grammatical well and mechanic 4, it is because the student mastered the mechanics in writing. She/he got score 94 for her/her writing, it means she/he has good skill in writing descriptive on the blog. The text told about idea indonesia as the title of descriptive text. In this text, the writer explained the topic well and clear, good grammatical. So it was good descriptive text.

➤ Text 7(Clara Reva)

DORMITORY

My dormitory is really big. It has many rooms, from the door center we will be showed by the lobby in front of the dorm. There are two rooms in the leftside and there are two tabies for front office student practice. When we go strait we will find stair and 3 doors. First door is the room of boy’s dorm, then the other rooms are hall’s door. We always study and pray together in the hall.

The function of that stair is for going up. On the second floor is girl’s dorm. Those are many rooms on the second floor. In the leftside there are two tunnel, those are south and middle tunnel. In the middle of building there are some rooms. Those are Teather Room, Fbs Practice Room AndFbp Practice Room. In other side aspecially right side there is one tunner that is north girl room. My dorm is really clean, because we always clean it everyday.

➤ Feedback from the teacher

You can add more paragraphs actually, please increase your skill in writing. Good job.

In this writing, it was called as a descriptive text because it explained about place and included parts of descriptive text. The text it showed that identification “My dormitory is really big”, it was contain the identification of matter. And this text, it was called as the description “It has many rooms, from the door center we will be showed by the lobby in front of the dorm. There are two rooms in the leftside and there are two tabies for front office student practice. When we go strait we will find stair and 3 doors. First door is the room of boy’s dorm, then the other rooms are hall’s door. We always study and pray together in the hall ”.

She/he got score for content 20, it is because the student less understand the content. Their writing are less complete, and less detail. Organization 20, it is because writing really organized and neat. It is really clear, much ideas, and the sequence was very logic. Then vocabulary 17, it is because The students have good vocabularies, use the words effectively and appropriately. For grammar 17, the students are difficult in using and arranging the simple sentence. And mechanic 4, it is because the student master the mechanics in writing. She/he got score 78 for her/her writing, it means she/he has good skill in writing descriptive on the blog.

➤ Text 8(Tutik Alawiyah)

Borobudur Temple

Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

➤ Feedback from the teacher

Good, although it is too specific for the topic. The topic is actually more general, like Indonesia but Borobudur is the part of Indonesia as well. Good job.

The last text with the title Borobudur. It told about the identification “Borobudur is Hindu – Buddhist temple. It was building in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia” because the text told about the subject that would be described in the next paragraph. And the text, it called description “Borobudur is well-known all over the world. It was construction was influenced by the Gupta architecture of India. The temple was constructed on a hill 46 m high and consist of eight step like stone terrace,,,,,” because the text showed that borobudur was constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budhist sculpture in bas-relief it can be mention as a properties.

Then, this writing got score about content 27, it is because the student could understand the content of writing. Their writing was wide, complete and suitable with the title but less detail. Organization 20, it is because writing really organized and neat. It was really clear, much ideas, and the sequence was very logic. Vocabulary 20, it is because the students have many vocabularies. They used the words very effective and appropriately. Grammar 21, it is because the student used and arranged the sentence simply. For mechanic 4, it is because the student mastered the mechanics in writing and the total of this writing was 92.

Table 5. Total score Student’s writing Of Training For Master

NO	Name	Aspect					Total Score	Category
		Content	Organization	Vocabulary	Grammar	Mechanic		
1	Agus Wiranto P	25	20	20	21	4	90	Excellent
2	Yudho Septian	16	13	14	14	3	60	Poor
3	Fina Alviani	26	20	20	22	4	92	Excellent
4	Uci Sujati	17	14	13	13	2	59	Poor
5	Ria Novita	17	14	11	14	2	58	Poor

6	Siti Ariyanti	28	20	20	22	4	94	Excellent
7	Clara Reva	20	20	17	17	4	78	Good
8	Tutik Alawiyah	27	20	20	21	4	92	Excellent

Based on the student's writing descriptive and table above, the researcher concluded that, some of students have problem in writing descriptive text and some of the students have good score and good skill in writing descriptive on blog. It is because, they could explore their idea and created the written according to their mind. So, teaching by using blog could help their writing skill. The texts above, the example of writing descriptive with a good theory. Although, it is not all the paragraphs were perfect but they have a good of writing. They used four categories alright.

2. Result Of The Interview

Based on the interview with the participants on November 16 and 17 2017. The interview for the teacher and 3 students. The researcher used structured interview that used prepare question about writing but the answer depend on the students opinion.

a. Interview With The Teacher

Alif Ibram Fardani was as the teacher of Training For Master or as a resourcer, he has taught in IDeA Indonesia round 2 years. He taught students of Training For Master (TFM) in IDeA Indonesia. In IDeA Indonesia, he taught many lessons but, in Training For Master (TFM) he taught about writing descriptive text. In his lesson, he used blog as a media in teaching writing descriptive text. His reason, he choosed blog as his media in teaching writing, because it was easier to share the subjects and material in blog. Since all students nowadays

have gadget to open the internet, they could use it to open the blog. It would also increase students knowledge in using gadget properly.

He said, teaching writing descriptive text on blog was simple. He only asked the students to make blog, then he gave additional material and homework in his blog. His students made descriptive text on his blog and he gave the feedback of their written. In his opinion, teaching writing on blog was effective, because he did not spend much time to explain additional material and he could use another time to focus on practicing and explaining.

He has common problem when teaching writing on blog, such as; internet connection and package, because his students could access blog when the student got problem connection. Although, he has problem in teaching writing but he knew how to solve the problem. He asked his students shared internet connection while they studied together. So, the students turned on their hotspot and other student turned on their wifi like that, Or most of them usually bought small data package to open blog, because unlike other web, blog has much more lighter size. So, the data package would not be consumed too much. Then, he asked the students to use laptop, because it was easier for them to use laptop if using gadget sometime would take while but some of them used gadget but most are them using laptop.

b. First Student

Fina Alvianita was as the student of Training For Master or as a resourcer, she has stayed in IDeA Indonesia round 2 years. She studied in MAN 1 Metro, she followed Training For Master (TFM) in IDeA Indonesia. In IDeA Indonesia, she studied about writing descriptive text. The media which she used in writing descriptive text was blog media, so she wrote descriptive text on blog media. Then, she has problems in writing descriptive text on blog media, such as; careless, typo in writing and internet connection.

Meanwhile, She has ways or solution to solve her problems, those are; she should be careful in writing text, rechecked and made sure her written before she uploaded on blog. In her mind, writing descriptive text on blog was not effective, because it would be more effective by using paper, we did need to use internet connection and we could erase our written by using deleted pen or something like that. Than we did not need to reedit or recheck before we uploaded. But, writing by using blog could increase her skill, because she could see another blog how to write descriptive text in the right way from the systems and structure. She did not feel enjoy when writing descriptive text, because she did not like writing descriptive text by using blog.

c. Second Student

Uci Sujiati was as the student of Training For Master or as a resourcer, she has stayed in IDeA Indonesia round 2 years. She studied

in MAN 1 Metro, she followed Training For Master (TFM) in IDeA Indonesia. In IDeA Indonesia, she studied about writing descriptive text. Then, her teacher used blog media as the media in writing descriptive text. She has common problem in writing descriptive text on blog media, those are arranging words and internet connection.

For those problems, she has ways to solve her problem, such as; she should be careful and check her written before she uploaded on blog. According to her opinion, writing descriptive text was effective, because she could study more from another blog how to make descriptive text and could be creative person. Then, writing descriptive text on blog could increase her skill in writing.

d. Third Student

Yudho Septian was as the student of Training For Master or as a resourcer, she has stayed in IDeA Indonesia round 2 years. He studied in IAIN Metro, his major was PBS. He followed Training For Master (TFM) in IDeA Indonesia. In IDeA Indonesia, he studied about writing descriptive text. Then, he used blog as his media in writing descriptive text. He has a blog and knew how to use and make blog.

In writing descriptive text, he has common problem, such as; arranging words and miss typing in writing. Although, has problems in arranging words and miss typing in writing, but he has way to solve his problem, such as; he should be careful and rechecked his written

before he uploaded. According his opinion, writing descriptive text on blog was not effective, because he should rewrite, reedit. Sometime, he did not have package to open blog. But, writing descriptive text on blog could help me to increase his skill in writing. Then, he got another benefit, such as; he could use the technology properly to find information. So, he could use technology well in the globalization era.

In conclusion, writing by using blog, it could help the students to explore their mind and they could create good writing, it was because they could see from another blog before they did the assignment from teacher. Studying by using blog was affective for the students and it was useful. Then the problem that the students got about internet connection and miss typing in writing descriptive text.

D. Interpretation

Blog could be one of the media that the students used. Because in the, blog the students not only could share what the students feel, but also it could help the students for finding the material that the teacher gave. In this discussion, specifically the researcher analyzed the phenomenon of the writing descriptive skill on the students blog among the students of Training For Master at IDeA Indonesia in Metro. Tge explanation could be described, as follow :

Figure I

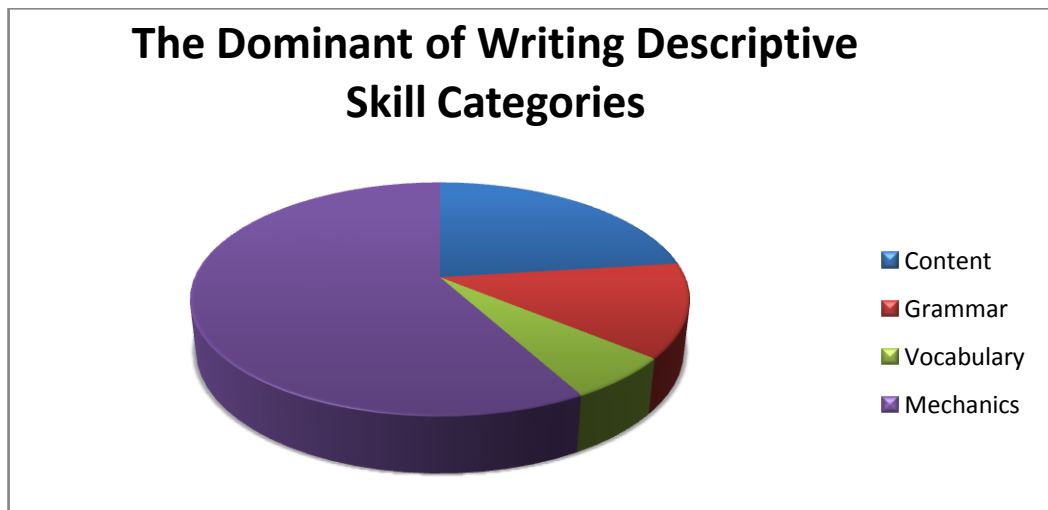


Figure I. *The dominant of writing descriptive skill categories*

The figure above, contains the explanation about the finding of the writing descriptive skill on the students blog. Based on the H. Douglas Brown theory, there are six categories of good writing which is observed. As result, the researcher analyzed there are four of categories that infused to all the text of student's writing descriptive skill on blog. They are content 23%, grammar 13%, vocabulary 6% and mechanics 58%.

The result of this research, students' could master in writing process. So, when learning English, the students not only studied about English or known what a word in English, but also they studied about the categories or theories which was been in the descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in chapter IV the researcher concluded. The first, the researcher found problems in writing descriptive text on blog. From eight descriptive texts that the researcher analyzed, it showed that the problem in writing descriptive text on blog media was the conclusion which was included in parts of descriptive text, because good writing should follow the parts of descriptive text. In process writing descriptive text on blog, that the students have common problems, such as; arranging the words and internet connection. The second, the result of writing descriptive text on blog media, it showed that the students have good skill in writing descriptive text, but from eight descriptive texts which researcher analyzed there were three students who have not followed the parts of descriptive text which was included in parts of descriptive text, because good descriptive text should follow parts of descriptive text.

As result, the researcher analyzed there are four of catagories that infused to all the text of student's writing descriptive skill on blog. They are content 23%, grammar 13%, vocabulary 6% and mechanics 58%.

So, the teacher should give the understanding and ask the students to pratice more about descriptive text. When the students knew how to write descriptive text well and they knew how to use blog propitiously and they knew the positive and the negative impact, the students could explore their

feeling and also share their experience, knowledge etc. Meanwhile, using blog as a media in writing descriptive should has proper tools, because blog could not be used and accessed without internet connection. Then, it would also increase students knowledge about using gadget properly, students not only used their gadget or laptop for playing laptop but also they could use their gadget or laptop in right way and more useful.

B. Suggestion

Through this research, the researcher would like suggestively offer some points for:

1. The institution and the scientifics writers :
 - a. To follow up this research, the institution should organize some programs to improve the writers' understanding about English.
 - b. There is correction before publishing all blog to minimize the problem for the visitor.
 - c. The students who are going to write the blog had better to know more about the way of writing a good written in English.
2. For the researcher
 - a. The researcher should enhance his knowledge to support his research.