

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF GENERIC STRUCTURE OF STUDENTS WRITING
DESCRIPTIVE TEXT ON THE STUDENTS BLOG AMONG THE
STUDENTS OF ENGLISH DEPARTMENT OF THE STATE INSTITUTE
FOR ISLAMIC STUDIES OF METRO**

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M**

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DESCRIPTIVE TEXT ON THE STUDENTS BLOG AMONG THE
STUDENTS OF ENGLISH DEPARTMENT OF THE STATE INSTITUTE
FOR ISLAMIC STUDIES OF METRO**

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

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1438 H / 2017 M**



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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

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Assalamu 'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan bimbingan seperlunya makas kripsi yang telah disusun oleh:

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Sudah kami setuju dan dapat diajukan untuk dimunaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu 'alaikum Wr. Wb.

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ABSTRACT

\ AN ANALYSIS OF GENERIC STRUCTURE OF STUDENTS WRITING DESCRIPTIVE TEXT ON THE STUDENTS BLOG AMONG THE STUDENTS OF ENGLISH DEPARTEMENT OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

By:

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The objective of this research is to analyze the generic structure of students writing description text on the students' blog among the Students of English Department of The State Institute for Islamic Studies of Metro.

The research type is qualitative research in the form of case study. The data collecting method used documentation and interview. The data sources in this research are primary and secondary source. Then, the researcher analyzes the data by Creswell analysis technique.

The finding of the research shows that all the generic structure of students writing descriptive text in the students blog are identification 34% and description 66%. The result shows that the students used blog as the media in the writing activity already mastered in writing process especially in descriptive text.

The conclusion in this research is employing the generic structure aright will help the students become good writer, because the good writer always kept a close check on the types of generic structure. The used of blog as the media in the writing descriptive text be invaluable aid because here the students can share what they feel freely.

Keyword: Generic Structure, Descriptive text, Blog

ABSTRAK

ANALISIS STRUKTUR GENERIK PADA PENULISAN TEKS DESKRIPTIF SISWA DIDALAM BLOG DIANTARA MAHASISWA PENDIDIKAN BAHASA INGGRIS INSTITUT AGAMA ISLAM NEGERI METRO

By:

HAFIDATUL ULFA

Tujuan dari penelitian ini adalah untuk menganalisa struktur generik didalam penulisan teks deskriptif didalam blog diantara mahasiswa Pendidikan Bahasa Inggris Institut Agama Islam Negeri.

Jenis penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus. Data dikumpulkan dari dokumentasi dan wawancara. Sumber data dalam penelitian ini adalah data utama dan data sekunder. Teknik analisis data yang digunakan adalah teknik analisis dari Creswell.

Temuan penelitian ini menunjukkan bahwa semua susunan umum didalam penulisan teks deskriptif di dalam blog diantaranya identifikasi 34% dan deskriptif 66%. Dari data tersebut menunjukkan bahwa mahasiswa yang menggunakan blog sebagai media didalam aktifitas penulisan sudah menguasai proses penulisan terutama pada teks deskriptif.

Kesimpulan penelitian ini adalah, penggunaan struktur generik dengan benar akan membantu siswa untuk menjadi penulis yang baik, karena penulis yg baik akan memperhatikan bagian-bagian struktur generik. Penggunaan media blog pada penulisan teks deskriptif sangat membantu siswa karena siswa dapat membagi apa yang mereka rasakan dengan bebas.

Kata Kunci: *Struktur Generik, Text Deskriptif, Blog*

RATIFICATION PAGE

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, Februari, 2017
Yang Menyatakan,

Hafidatul Ulfa
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MOTTO

فَأُصَدِّعُ بِمَا تَأْمُرُونَ وَأَعْرِضُ عَنِ الْمُشْرِكِينَ ﴿٩٤﴾

“Then declare what you are commanded and turn away from the polytheists.” (Al-Hijr : 94)

Everything will be ok in the end.
If it's not ok then it's not the end.
(Ed Sheeran)

DEDICATION PAGE

This Piece of work is dedicated to:

*My beloved parents
(Mr. Masdi and Mrs. Rohimah)*

*My beloved younger sister and brother
(Futty Haturrohmah and Muhammad Adden Azaki)*

beloved friend of mine

*My beloved lectures of English Department of The State Institute for
Islamic Studies 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 writer that she 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 GENERIC STRUCTURE OF STUDENTS WRITING DESCRIPTIVE TEXT ON THE STUDENTS BLOG AMONG THE STUDENTS OF ENGLISH DEPARTEMENT OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO”. 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 Principal of University of IAIN Metro.
2. Dr. Hj. Akla, M.Pd as the dean of IAIN Metro.
3. Ahmad Subhan Roza, M.Pd as the head of English Department and the second advisor for his patience, guidance and support.
4. Dr. Widhiya Ninsiana, M.Hum as the first advisor for her patience, guidance and support.
5. My beloved family, my parent (Mr. Masdi and Mrs. Rohimah) and the two of my young sister and brother (Futty Haturohmah and Muhammad Adden

Azaki). I truly thankful for their endless love, caring and scarifies, pray and deep support me in finishing this undergraduate thesis.

6. All of my beloved friends who always motivate me.
7. The big family of English Department of IAIN Metro who have taught me about anything.
8. My almamater IAIN Metro.

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

Metro, February , 2017
The writer

HAFIDATUL ULFA

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an instrument of communication. There is a big diversity of language according to ethnic tribes in the world. To produce best communication between speakers and listeners, people should understand the meaning of sentence when they are making conversation. In other words, language is essential for human life in every day interaction.

Language is also a system of communication in writing or speech that is used by people in particular country or areas. Meanwhile we use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

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 average many students still find it difficult to learn English material they consider English as the style 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 students in the school. English as a foreign language in teaching process is not easy for the student in Indonesia. It is very different when they learn Indonesia language, because in English language structure, pronunciations, and vocabulary different from Indonesia language.

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

Writing becomes interesting activity when the teacher knows how to teach it. One of important point is that the teacher can 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 said that writing is the written productive language skill.¹ It is an skill to convey information to a reader or a group of readers. It is realized by writer's ability to apply the rules of the language she or he is writing to transfer the information she or he has in

¹Sanggam Siahaan, *The English Paragraph*, Yogyakarta:Graha Ilmu.2008,p. 2

her or his mind to her or his readers. It means that writing is someone who write information or giving information to the other people or readers.

On the other hand, there are many kind of writing that could be mastered especially in descriptive text. Descriptive text is a text that describe particular place, thing or person. The use of present tense and adjective clause in writing descriptive text is needed when the students start to write the text. Because present tense and adjective clause are one of the generic structure that should be understood by the students.

The usefulness of technologies which can be an interactive media in teaching and learning process is internet. The use of internet for researching and gathering information is enriching in many language teaching and learning situations, and most of the sites in English are more accessible than ever before. These kinds of resources are intended to help language teachers to be able to use various kinds of media in various language teaching contexts.

Furthermore internet is no longer only a place to look for information, it is rapidly a place to expand, communicate, build network, publish, play and collaborate. Clearly, the influence of technology in education manifested in the shift toward adopting the forms of course delivery which conceptualizes learners as knowledge creators, rather than as passive recipient. One of the kinds of web that always students opened is blog.

Moreover, 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”. According to the Zhang, state 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.²blogs can add value to a lesson, it is also can be effectively integrated into the “broader profesional context” which includes an understanding of learner needs, the educational setting, available resources, syllabus, and teching learning goal. It means that blog is one of the technology that can be used for every people, they can write and also publish in the internet.

Blog is well suited to serve 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 the students, who may be more thoughtful if they are writing for real audience.

Become writer in blog is not easy, they have to make a blog first. Before that they have to know what the function of the writen that they write, and who is the audience. Every blogger has difficulties in writing blog because every blogger have their own skill to write blog.

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

The use of blog in learning process in English Department of The State Institute For Islamic Studies of Metro is not usual. However, some lecturers used blog as the media in teaching process. The lectures will easy to access the data and the students also will easy to access. The lectures get benefits from blog to train the students' writing skill.

In this case, the researcher did pre-survey on february, 2016 of students of English Department of IAIN Metro. The researcher has done an interview with some of the student. The result of interview shows that there are some problem in students writing namely, the generic structure. In fact there are some problem usually found in the students blog. In this case, there are six catagories of writing based on H. Douglas Brown's theory which is observed by the resercher such as content, organization, discourse, syntax, vocabulary and mechanics.

On the other hand, for making blog is difficult because we have to know the fifth characteristic for making blog, for the examples we have to memorise the email and the password, the loading is too long, need more carefulness, there are many steps that we have to follow.

Based on the explanation above, it can be concluded that the writer would like to present whether an analisis of generic structure of the students writing descriptive text on the students blog. Therefore, the researcher would like to conduct a research entitled "An analysis of generic structure of students writing descriptive text on the students blog

among the students of English Department of The State Institute For Islamic Studies (IAIN) of Metro”.

B. Focus of the Study

Based on background above, the researcher focuses on “An analysis of generic structure of students writing descriptive text on the students blog among the students of English Department of The State Institute For Islamic Studies (IAIN) of Metro”.

C. Problem Limitation

In line with the problems mentioned above, the writer limits the problem only focuses on “ writing descriptive text on the students blog among the students of English Department of The State Institute For Islamic Studies (IAIN) of Metro.”

D. Problem Formulation

Concerning with background of the study and problem identifications above, the writer formulates the problem in this research are:

1. What kinds types of generic structure on the students’ blog of English Department of The State Institute For Islamic Studies (IAIN) of Metro?

2. Why the generic structure types is always used in the students' writing descriptive text on the students blog of English Department of The State Institute For Islamic Studies (IAIN) of Metro?
3. How are generic structure in writing descriptive text on the students' blog among the students of English Department of The State Institute For Islamic Studies (IAIN) of Metro?

E. Objectives and Benefits of The Study

1. The objective

To know the generic structure of students writing descriptive text on the students blog among the students of English Education Study Program of State Islamic College Jurai Siwo Metro.

2. The benefits of the study

Hopefully this researcher can be used:

a. The students

Theoretically, this research is hoped to give much knowledge to the students and giving the solution for the students' writing in blog.. practically, it will help the studentd to express themselves freely in a written form.

b. The Lecturers

Theoretically, the lecturer can get more information about using blog to teach writing. Practically, the lecturers teachers can effectively utilize the result of the study as a new knowledge to choose a good written.

c. Research Futher

Theoritically. This research could give a additional way to repair the writing in blog. Practically, this research giving much knowledge about blog to the writer especially, and the readers generally.

CHAPTER II

THEORETICAL REVIEW

A. Prior Research

There have been a number of researchers that have been previously conducted. One of them 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.³ 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 delivery of instruction as evidenced in this study by the nermous benefit for itd use which outweighed the drawback of the tradional communication tools such as email or bulletin board.

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 numeous benefits for its use which outweighed the drawbacks. This study showed that educators should be aware of both the advantages and disadvantages for the use of blogs as a

³ Zhang, Di. *The Application of Blog in English Writing*. Journal of Cambridge Studies. Linyi Normal University. Vol. 4 . No. 1. 2009

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

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. Students 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 sources. The students had positive reactions to and perceptions of the use of blogs because of the benefits they experienced.

However, Yu-Chih Sun from National Chio Tung University and Yu-Jung Chang from National Tsing Hua University in February 2012 conducted research entitled “ Bloggging to Learn: Becoming EFL Academic Writers Ththrough Collaborative Dioalogues”.⁵ The result described that web program can potentially bring to course instruction, it is important to note that technology itself does not *guarantee* better education and that an interactive Web discussion forum does not *automatically* make students learn. In the study, there were times when students simply echoed the problems someone else had encountered rather than offering a constructive solution; there were other times when students could not come up with a satisfactory answer even after several rounds of discussion; and there were still other times when cries for help were simply left unanswered on the open blogs. Therefore, if blogs are to be used as a platform to encourage and

⁵Sun, Tu-Chih. Cahng, Yu-Jung. *Bloggging to Learn: Becoming EFL Academic Writers Through Collaborative Dioalogues*. Language Leraning & Technology. Vol 16, No 1. 2012

extend students' learning, instructors need to monitor students' interaction and provide timely intervention. That is, in addition to the attention paid to the process and products of learning, instructors should take part in students' discussion and respond to queries online or in class to help keep the interactive dialogues on target and meaningful. After all, it is one thing to extend student-centered learning after class by allowing them to be owners and authors of blogs; it is another, however, to potentially leave these inexperienced academic writers fumbling in the dark, or misled into believing they would eventually find their way online.

The last previous research is Michael John Kelly from the Faculty of the Curry School of Education University of Virginia in May 2008 conducted research entitled “ The Impact of Weblogs on the Affective States and Academic Writing of L2 Undergraduates”.⁶ The result discribed that For students in the Blogging group, the use of blogs did not appear to influence these affective conditions, nor did their overall performance differ significantly from the Non-blogging group. At the same time, students in the Blogging group did associate improvements in their writing with using blogs. Similarly, students in the Blogging group also associated their sense of community and the congeniality of their class with using blogs. While these findings are true for this study, they are not intended to be generalized. They do, however suggest that blogging remains promising as an educational tool that might enhance the academic writing of second

⁶ Kelly, Michael John, *The Impact of Weblogs on the Affectives States and Academic Writing of L2 Undergraduates*, The Faculty of the Curry School of Education University of Virginia. 2008

language international students, as well as facilitate the instruction of academic writing.

From those four previous above, the researcher more focused on the usefulness of blog in enhancing writing ability. Different from the previous researches, this research is attempting to explore the analyze of generic structure of students writing descriptive text when utilizing blog in their learning. Thereby, the teachers can anticipate the problems that might appear in utilizing blog in writing class.

B. The Concept of Blog

1. The Nature of Blog

Weblogs is one of the appropriate media and easy for using for students to journal their learning processes, and if the students use this technology appropriately it has potencial of facilitating reflective learning. Weblogs suportthe ability os studhents to record and revisit experience, which is an important part of reflective learning.

Weblogs environments can promot reflective activies in learners since they lengthen the distance betwen learners and the content to be learned. However the use 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.⁷ It means that blog is one of the technology that can be used for every people, they can 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 occasionally gets comments from outsiders.⁸ It means that blog is personal online that she or he can write and directly she or he can submit their written in their personal journal and someone who read the written they can leave the page with a comment for the writer.

Sun and Chang (in Du & Wagner, 2007) said that Blogs have become one of the best-received application in the web 2.0 era and have fundamentally change they way we use the internet, from mostly information consumers to the information creators and contributors.⁹ It means that blog is one of the technology that is come in 2.0 era. People can publish their writer on the internet freely.

Blog different from listservs, 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

⁷ Zhang, Di, *The Application of Blog in English Writing*, Journal of Cambridge Studies. Linyi Normal University. Vol. 4 . No. 1. 2009, p.1

⁸ Jones, Jeannette Sharla, *Blogging and ESL Writing*, The University of Texas at Austin. 2006, p. 23

⁹ Chang, jung yu. Sun, Chih yu. *Blogging to Learn: Becoming EFL Academic Writers Through Collaborative Dialogues*. Vol 16, No 1. 2012, p. 1

organizes around specific topics.¹⁰ It means that someone who have blog they can control, or publish their writer depend on the blogger.

From the explanation above the writer conclude that blog is a contraction of the words web log. Blog usually provide commentary or information on particular issue, event and topic. In some case blog can 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 partisipants of the blog can give comment on the entires 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 use for writing, Below are some basic types of blogs :

a. How-to blogs.

If you have a particular skill set to share (such as scrapbooking or troubleshooting computer software), readers may value tips and instructions.

b. Bussiness blogs.

Bussiness blogs are created in the voice of the company, as a crucial component of marketing they can function as adirect-sales tool and are outstanding for both messaging and two-way

¹⁰*Ibid*,;

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. Review blogs.

People often search the Internet for reviews of movies, video games, new technology, restaurants, etc. If you are a connoisseur of something, readers may find your opinions and insights helpful when making purchases or deciding on a dining location.

d. Issue blogs.

If you have informed opinions on current topics, readers with a similar area of interest may appreciate hearing your perspective. Issue blogs often work well as professional blogs. For example, a teacher may blog about best practices in the field or education in the news. Issue blogs can get controversial, especially when they approach potentially inflammatory topics, such as politics. If you're blogging under your own name, be aware that potential future employers will probably find your blog when they Google you—whether you want them to or not. Strongly stated controversial opinions and colorful language may or may not be a good idea, depending on your particular career plans.

e. Hobby and fan blogs.

Some blogs share ideas and information surrounding a particular area of interest. In many areas of interest, you would be joining a pre-existing blogging community. For example, cooking blogs exist in abundance, as do blogs about science fiction television series.

f. 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.

g. Humorous blogs.

Blogs in any of the above categories may be humorous. Because some of the blogger its not only write about subject of education. But most of the blogger sometimes writes something funny like limerick, poetry, funny story, ect.¹¹

From the explanation above, the researcher conclude that there are seven of types of blog. In every types also have defferent function and

¹¹ Ogi Djuraskovic, Kristi Hines, *How to Start a Blog*, USA: first Site Guide, 2013, p. 6

also advantages and disadvantages. We can choose one of the types above that suitable with use and what we want to know we can 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 new 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 products it can be useful for the visitor.

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.¹²

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 is a system of online collaboration that enables the formation of virtual communities co-operative knowledge, and cooperative labour.

4. Advantages of Blog

Ablog is a standart example of web 2.0 technologies and is one of the easiest applicatiion of the Web. 2.0 technologie. Blogs offer unlimited possibilities for building collaborative teaching learning envirointments in English Education creating a blog is one of the fastest growing web activities among mobile internet user.

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:

¹² Fuchs, Christian. Wolfgang, hofkirchner, matthias schafranek, celina raffl, marisol sandoval and robert bichler. *Theoretical Foundatios of The Web: Cognition, Communication, and Co-Operation. Towards an Understandingof Web 1.0, 2.0, 3.0.* Jurnal Future Internet. 2010, p, 42

a. Simplicity.

The most appealing aspect of using a blog is the ease of use. Blog 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 constant basis.¹³

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

¹³ Tseng, Min-Chen, *The Use Of Blog In English Classes for Medicine-Related Major*, Chang Gung Journal of Humanities and Social Sciences. 2008, p 170

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.¹⁴

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.¹⁵

From the explanation above, the researcher conclude that there are six of advantages of blog. How we use the blog is depend on the

¹⁴*Ibid.*;

¹⁵ Hossain, 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

blogger it self. When we know about the advantages of using blog we will used the blog effectively.

C. The Concept of Writing

1. Concept of Writing

The ability to write well is vitally important to do well in school and in a career, as many jobs require writing, even if only to communicate via email. Traditionally, little teaching of creative writing has been done until the upper elementary grades, and even then, it often takes a back seat to other subjects.

It is possible, though, to improve your child's creative writing skills through encouragement, supporting the teacher's efforts at home, and teaching some writing skills yourself. The following steps provide you with ideas and methods to help make your child a better writer.

Writing is derived from the word 'write'. In Oxford Advanced Learner's Dictionary the word 'write' is defined 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, etc. 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's means that writing is activity that people doing in sheet of paper and pen in making information for another people surroundings or in the world.

The definition of writing are stated by some expert. Writing is central of education.¹⁶ That is why it is not surprising that the government in many countries, bot in advanced countries (like Australia, the USA) and development one (like Indonesia) have put a strong emphasis on the teaching writing. It means that writing is the first thing that important in the education, because the first we come in the elementary the teacher teach us how to write something with the right grammatical.

Besides that Sanggam Siahaan said that writing is the written productive language skill. It is an skill to convey information to a reader or a group of readers. It is realized by writer's 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 readers.¹⁷ So writing is someone who write information or giving information to the other people or readers.

Another definition of writing is also defined by brown, stated that writing is a two-step process. Firts process is figuring out the meaning and the second process is putting the meaning into language.¹⁸ It means that writing represents what we think. It is because the writing process reflect things, which stay in the mind. Students who are reluctant to write thing down often suffer for this activity. The students find difficulties

¹⁶Emilia, Emi, *Teaching Writing: Developing Critical Learners*, Bandung: Rizqi Press,2010, p.161

¹⁷ Sanggam Siahaan, *The English Paragraph*, Yogyakarta:Graha Ilmu.2008,p 2

¹⁸ Brown H. Douglas,*Teaching by principle an interactive approach to laguage pedagogy*. Second Edition.San Fransisco State University: Addison Wesley Longman. Inc. 2001,p.336

when they start looking for some reason to write and producing written sentence.

Based on the definition above, the writer conclude that writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write. They forget that the real purpose for writing is to send a message to someone, the reader, who must understand their ideas, and that readers are notmind-readers.

2. Types of Writing

However, there are many kinds of written product which is use for writing, Moreover it usually describes nemely in one object, here are five types in writing:

as follows :

a. Descriptive

Detscriptive writing is like paints a picture with word.

So that writer has a picture in their mins the object or place your are describing for your reader.¹⁹ It means that the writer describes that picture by presenting specific details in an

¹⁹ Boardman, Cynthia A., Jia Frydenberg,2 *Writing to Communicate*, Third Edition. United States of America: Person Education,Inc. 2008, p. 19

organized way (as viewed from right to left, or back to front, or top to bottom, etc.).

Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. Moreover, descriptive usually describes merely in one object like a person, place, or thing. On the other hand descriptive is about sensory experience how something look, sounds, tasted.

b. Expositive

Expositive writing explains that how things work—an internal combustion engine. Ideas—a theory of economics. Facts of everyday life—how many people get divorced.²⁰ According to the Cynthia and Jia that expositive or Expository is paragraph that explain about something.²¹

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.

c. Persuasive

²⁰ Thomas S. Kane, *Oxford, Essential Guide to Writing*, New York, Berkley Books, 2000, p.6

²¹ Cynthia and Jia, *2 Writing to Communicate* . p. 18

Persuasive is a verbal art that the purpose is to make a people do something that the writer said at this time or the future.²² It means that persuasive is sentences or paragraph that asking someone for doing something.

d. Argumentative

Argumentation is used in persuading and convincing. Argumentation is often combined with exposition. Argumentation is used to make a case or to prove or disprove a statement or proposition. It means that argumentation is illustrates that consists of several statements to be obtained the point of view.

e. Narrative

According to the Cynthia and Jia, Narrative is paragraph that tell about the story.²³ 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.

Another expert, Barbara Hardy argues that narrative is not an aesthetic invention but the basic way in which we make

²² Gorys Keraf, *Narasi and Argumentasi*, Jakarta, Gramedia Pustaka Utama, 2001, p. 118

²³ Cynthia and Jia, *2 Writing to Communicate.*, p. 18

sense of our experiences.²⁴ In this case narrative is the first step that we can make our experience to be tell to other.

The writer conclude that narrative is a paragraph in which a writer recounts an event to his readers. It can be about biographies, autobiographies, historical events, instructional, and processes. In this case as a product of writing, the text functions to recount what is being narrated to the readers.

There are two kinds of narrative. There are expository and suggestive narratives.

- a) Expository narrative is narrative that purpose only to give information to the readers, so their knowledge enlarges.²⁵
- b) Suggestive narrative is narrative that effort to convey a meaning to the readers through imagination power that they have.²⁶

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

3. Stages of Writing

²⁴Gamble, Nikky and Sally Yates, *Exploring Children Literature*. First published . London : Paul Chapman Publishing. 2002. p.20

²⁵GorysKeraf, *Narasi and Argumentasi.*, p.136

²⁶*Ibid*, p. 138

Writing is the one of four basic skills in English which in it implementing needs several strategies. Some linguists propose some strategies in writing.

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

Planning → drafting → editing → final draft²⁷

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.

2) Drafting

The first action in making a piece of writing is drafting. It should be arranged after planning. In other words, the writer

²⁷Harmer , Jeremy,*How to Teach Writing*, Malaysia: Longman. 2004, p.4

start 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 order of the information in the text is not clear. The content of the text may be equivocated or confused so that it is hard to understand by the reader. Consequently, the writer has to make an editing that is whised for changed in correct writing. In other words, the writer revises his writing to make appropriate revisions.

4) Final Draft

After the writer edited their draft, making the changes that they consider to be necessary, they produce their final draft. It is 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 quotations above, it can be inferred that the writing strategy involves prewriting, while writing, and post writing. Prewriting is an essential step in the writing process. It is relevant to asserting the main idea of writing, the content structure of writing, and brainstorming. Furthermore, while writing is the process of drafting. It is the implementation of prewriting that needs the real

action of writing such as developing the main idea. In addition, the post writing is 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 needs a sustained element such as cohesion, coherence, collocation and register. Therefore, without those elements a good writing will not be produced.

1. Cohesion and coherence

Cohesion is one of the element of writing. According to the Eli Hinkel said that cohesion can be a connectivity of thought in discourse and sentence in a text. It creates the continuous information in united way.²⁸ Meanwhile Nunan states that cohesive or cohesion text-that is sequences of sentence or utterances which seem to ‘hang together’ – contain what called text-forming devices.²⁹The 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 genre and text constuction.³⁰ coherence is happen when the supporting

²⁸ Hinkel, Eli, *Teaching Academic ESL Writing Lawrence Erlbaum Associates*, Mahwah, New Jersey, 2004, p.279

²⁹ Nunan, David, *Introducing Discourse Analysis*. First publish. England : Penguin Books. 199, p. 21

³⁰ Jeremy, Hermer, *How to Teach Writing.*, p. 25

sentences are ordered according to a principle.³¹ So, it means that you can put the messages of your paragraph, it can make the readers understand your ideas easily.

2. Collocation

According to the felicity and Michael, said that collocation is a natural combination of words; it refers to the way English words are closely associated with each other.³² It means that collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often 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 situation in communication with a particular group of people.³³ It can be inferred that register refers to the choice of words which will be used to communicate whether formal or informal situation based on the group of people.

³¹ Boardman, Cynthia A, Jia Frydenberg, *2 Writing to Communicate*. p. 18

³² Felicity, O'dell. McCarthy Michael, *English Collocations in Use: Advanced*, New York: Cambridge University Press. 2008, p. 6

³³ Harmer, Jeremy, *How to Teach Writing*., p.26

According to the Martin, said that the nation of register helps to clarify the interrelationship of language with context by handling it under three basic heading 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 enactedon or by the text (somtmes referred to as style, e.g formal, informal, intimate).
- c. Mode is communication that entail immediate conctact and those that allow for deferred contact between partisipants (medium of the language activity, spoken, written, twitter).³⁴

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

5. Assessment of Writing

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

- a. Content
 - 1) Thesis statement
 - 2) Related ideas

³⁴ Martin, Montgomer, *Introduction to Language and Society Studies in Culture and Communication*. 2nd Edition.London :taylor & Francis Routlrdge. 1995, p. 107

- 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 appearance³⁵

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

D. The Concept of Descriptive Text

1. The Concept of Descriptive text

According to the brown, said that 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.³⁶It means that descriptive text is able to provide the factual information. Descriptive text gives more information about

³⁵ Brown , H. Douglas, *Teaching by principle an interactive approach to language pedagogy.*, p. 357

³⁶ George E. Wishon and Julia M. Burks, *Let's Write English Revised Edition*. New York : Litton Educational Publishing, 1980, p. 379

person/thing/place or certain animal clearly, detail, and visual. In other hand, the purpose of descriptive text is to describe someone, something, a place or an animal in specific.

Besides that Cynthia and Jia said that a descriptive text paints a picture with words so that readers can picture in their minds the object or place you're describing."³⁷ It means that descriptive text is a text that describe a particular person, thing and also place. 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.

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. Because of them will make impressed and interested description for the readers.

There are two main categories of text, literary and factual. Within this are various text types. Each text has common and usual way of using language. Literary text includes dreaming, story, movies script, fairy tales, novels and song lyrics. They are construct

³⁷Cynthia A. Boardman and Jia Fydenberg, *Writing to Communicate*. United States of America: Pearson Longman, 2008, p. 19

to appeal to our emotions and imagination. Literary text can make the reader laugh or cry, think about life or consider our beliefs. There are three main types in this category, narrative, poetic and dramatic. While factual text includes advertisements, announcements, debates, recipes, reports, and instructions. The main text types in category of factual text are recount, response, explanation, descriptive, discussion, information, report, exposition, and procedure. It means that factual text presents information or ideas and aims to show, tell or persuade the audience.

2. The Process of Writing a Descriptive Text³⁸

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 a concrete topic, such as a person, an animal, a plant, or an object such as a mountain, a city, a car, a book, a house, etc. It can also be an abstract one, such as 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

³⁸. 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.

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 signal the overall organization of the 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 text:

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... calmness... whenever the sun does set

3. Types of Descriptive Writing

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

a. Describing process

Describing is not only process to 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 conclude that descriptive text is paragraph that describes 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. The Generic Structure of Descriptive Text

Descriptive text can be presented as written or spoken text.

In a descriptive text, the written text inform something to the unknown readers or listeners. The desriptive text may come in many forms such as text books, encyclopedia or essay test answer.

According to Tiur there are two generic structure of descriptive text, as follows:³⁹

- a. Identification, it identifies about the subject or something to be describe. Identification usually answer the following questions:
 - 1) What is the topic about the text?
 - 2) What is the text about?
- b. Description, this part describe about the characteristic of the subject, behavior, quality.

Descriptive text uses certain grammatical, such as:

- a. Specific noun, for example: father, school, my dog, and so on.
- b. Simple present tense
- c. Detailed noun phrase, there is combination between adjectives and nouns (e.g a big and clean classroom, two brown doors)
- d. Many kinds of adjectives that describing, numbering or classifying, for example: a big and clean classroom. The adjectives “big” and “clean” describe “the classroom”.⁴⁰

It means that descriptive text is able to provide detail information about the particular things in order to make the reader understand what the writer means.

³⁹Asih, Tiur Siburian. *Improving students' achievement on writing descriptive text through think pair share*, IJLLALW vol.3(3) july 2013;30-43

⁴⁰Otong Setiawan Djuhari, *Essay Writing*, Bandung Vrama widya. 2009., p.153

A descriptive text usually includes the use of the simple present tense that present information about a subject. It is purposed to describe about subject part, behavior and qualities.

Descriptive text is strategy for presenting a verbal portrait of a person, place, or a thing. It means that when we are describe something we need to clarify detail and clearly about the information so that the reader can understand what we mean.

In composition a description is also considered as a text. In this research, it is a paragraph in which the writer tries to picture out an object to the reader. The object can be anything. It can be an abstract object such as an opinion, idea, love, hate, etc. It also can be a concrete object such as a person, an animal, a plan, a car, etc. In this case as a product of writing, the text functions to reflect what is being describe to the readers.⁴¹

A descriptive text usually includes the using of simple present tense that present information about a subject. It's purpose to describe using fact about the subject behaviour or qualities. Descriptive text also use two type of verbs as follows:

a. Verb to be

There are to be in present tense, those are “is, am, are”. To be relates to the subject and object. That is why to be is not used to show the statement. Therefore to be is include the relational verb.

For example : I am a student. To be “am” is used to relate the

⁴¹Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu) , 2008, p.119

subject I and the object “a student” is just to show the statement and does not show the action.

b. Verb other than to be (action verb)

Some verb other than to be show the action of the subject. For example: eat, drink, sleep, walk, etc. Moreover, the action verb in the present tense uses verb in the present form. It uses factual language rather than imagination.

As a result, it can be inferred that the good descriptive text should have two main parts of descriptive text mentioned above. It means that, when the writer conducts writing descriptive text, the writer should take all the two parts of descriptive text above into paragraph.

CHAPTER III

RESEARCH METHODOLOGY

A. Background Description and Role of the Researcher

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

It has been cited that according to Gary Anderson and Nancy Arsenault, "Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them".⁴² To know about correlation, the contribution, the relationship, as usual we use quantitative methods. But, here the writer wants to explore phenomena about blog. Therefore, the writer decides to choose qualitative method to know how the students Generic Structure of writing descriptive text on the blog are. Qualitative research is distinguished from quantitative research in that quantitative research is concerned with frequency while qualitative research is concerned with abstract characteristics of event.⁴³

⁴² Suprihatin ,Yeni, *An Analysis Of Self-Cocept Writing Performance Found On Students' Journal of English Education Study Program Of Islamic State College Of Jurai Siwo Metro*, 2010, p.28

⁴³ Joe. L. Kincheloe, *Teacher as Researcher, Qualitative Inquiry as a path to empowerment*, Reutledgefalmer, New York, 2003, p.188

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.

In this case the researcher applied case study because the writer wants to explore of students writing descriptive text especially in generic structure on the students blog among the students of English Department of The State Institute For Islamic Studies (IAIN) of Metro. By this research, the writer wants to help other researcher to know deeply about the generic structure of students writing descriptive text on the students blog that the students always did.

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.⁴⁴ Tellins indicates that case study data is collected by various approaches based on some sources. It can be said that using various data make clear the aspect of validity and reliability of the research.

Based on the above explanations, the writer used blog as the media of the research, the writer focused to effort achieving solution for problem that came from students writing descriptive text on the students blog. This research directed to explore the generic structure of students writing descriptive text on the students blog written by students of English Department of The State Institute For Islamic Studies (IAIN) of Metro

⁴⁴Creswell. W. John, *Research Design Qualitative Quantitative and Mixed Methods Approach*, Second Edtion, America: Sage Publication , 2003, p. 15

B. Data Resources

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

1. Primary Resource

In the primary resource are original materials on which research is based. The primary resource is the data source that provide to the researcher directly such as documentation writing text. That is 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 on students blog. Then the researcher will take the data from the institution or document and books related to the research.

2. Secondary Resource

In secondary resource offer interpretation or analysis based on primary resource. They primary resource often uses them to

support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary resource is data resource that provides the data to researcher indirectly such as interview. The secondary resource of the research is interview, the researcher conducted the students for answering the question in order to know the students' writing descriptive text on the students blog among the students of English Department of The State Institute For Islamic Studies (IAIN) of Metro.

C. Data Collecting Technique

In collecting data, the writer needs some technique. The technique that will be used by the writer as follows:

1. Documentation

The writer utilized documentation technique for collecting data research. By this documentation technique, the writer gathering the data from the students writing descriptive text on the students blog among the students of English Department of The State Institute For Islamic Studies (IAIN) of Metro

2. Interview

In interview, the researcher conducts face-to-face interviews with participants, interviews participants by telephone. Interview that

is used in Qualitative will be opened interview. It is used to know causal relationship among aspects of the research. As it said before, that Qualitative research uses opened interview. It means that participants can answer the questions given, by their words freely. This kind of question is the easiest way to ask for information.

However, the responses are not easy to analyze. It is especially useful if the researchers want the respondents to give free thought, suggestions, recall information learned, or if you need detailed answer.⁴⁵ There are three types of interview. They are, informal interview, structured interview, and informal interview. In this case, the writer used structured interview that uses prepared questions.

D. Data Analysis Technique

As Creswell pointed 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 oorganized and prepared. In this first step, the writer arranges and prepares the data for analysis which involve transcribing interviews, optically scanning material, noting field notes,

⁴⁵ Sutanto Leo *et.al*, *English For Academic Purpose: Essay Writing*, Jakarta: Penerbit Andi, 2007,p.72

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 writer 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 writer will 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 the actions of this step. At this point, the writer will 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 writer 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 writer interpreted and gave description or meaning of the research finding after all the procedures are done.⁴⁶

Based on the steps above, the writer analyze 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 is called by the data, the writer made presentation about the data which are collected and reduced in into the simple explanation or made

⁴⁶John W. Creswell, *Research Design* .,p. 191-195.

the draft form. The last step, the writer made the an interpretation or meaning the data.

E. Research Approach

In this research, the writer applied case study because the writer want to explore the generic structure of students writing descriptive text on the students blog among the students of English Department of The State Institute For Islamic Studies of Metro. By this research, the writer wants 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.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. A Brief History of The Establishment of IAIN Metro

The existence of IAIN Metro is inseparable with the history of IAIN Raden Intan Bandar Lampung. It began from the effort of elite and religious figures were joined Yayasan Kesejahteraan Islam Lampung (YKIL) which was established in 1961 in Tanjung Karang and lead by Raden Muhammad Sayid.

There was two faculties, Tarbiyah and Syari'ah faculty, which were domicilies in Tanjung Karang. Through the persisitent struggle the decree from Minister of Religious Affair RI no. 86/1964 on 13 October 1964, which its content was to change the status of Tarbiyah Faculty from private to state.

In 1967, the Tarbiyah and Syari'ah Faculty were established in Metro. Before both faculties were opened in Metro, by referring to the decision of President of Indonesia NO. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. Then, YKIL opened Ushuludin faculty that domicile in Tanjung Karang in 1965.

Considering that Yayasan Kesejahteraan Islam Lampung (YKIL) had wide function, it was formed a special institute which was named Yayasan Perguruan Tinggi Islam Lampung (Yaperti) in 1965. This institute runs on August 27, 1966, with certificate no. 12. The official members were listed as follows :

Chief : K. H. Zakaria Nawawi

Secretary : Rafi'un Rafdli

Secretary : R.H. A. Basyid

Yaperti formed a state-owned committee maker and penjami'ahan committee at once which were officially ratified by Minister of Religious Affairs RI through the Decree no. 162/67 on December 16, 1967 with following personnel:

Chief : H. Zainal Abidin Pagar Alam

Secretary : R. H. A. Basyid

Secretary : Muhtar Hasan. SH

Exchequer : H. Zakaria Nawawi

Based on the Decree of Minister of Religious Affair of RI No. 187/68 it realized to found IAIN Al'Jamiah was named Institute Agama Islam Negeri Al Jami'ah Al Islamiah Al Humaniah Raden Intan Lampung.

Based on the Decree of Minister of Religious Affair no. 188, 1968 the long distance class of Tarbiyah Faculty as Tarbiyah Faculty IAIN Raden Intan Lampung in Metro Lampung Tengah was decided to be a self-supporting Tarbiyah Faculty as Tarbiyah Faculty IAIN Raden Intan Lampung in Metro.

In 1993, the Minister of Religious Affair RI released the Decree n0. 397, 1993 about Organization and Administration of IAIN Raden Intan and the Decree of Minister of Religious Affair RI No. 411, 1993 about STATUTA of IAIN. IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

A handbill of Director General of Bimas Islam no. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN).

To fulfill such stipulation, Dean of Tarbiyah Faculty Metro IAIN Raden Intan Bandar Lampung consulted with the Regent of Regional Leader TK. II Lampung Tengah (Drs. Herman Sanusi) to decide the name of STAIN Metro. Drs. Zakaria Zakir as the Dean consulted to the figures of Metro to ask for suggestion about the name of STAIN Metro, including DPRD TK. II Lampung Tengah, which yield five names want to be. They are:

1. STAIN Raden Imba Kusuma
2. STAIN Lampung
3. STAIN Jurai Siwo
4. STAIN A. Yasin
5. STAIN Sosrosudarmo

Based on suggestion, point of view, and instruction from the regent of Regional Leader, in essence to consider that STAIN was domiciling in Lampung Tengah while Lampung Tengah Resident had tradition and culture which came from nine clans (marga) known well by the society at large as “Jurai Siwo”, it seemed that “Jurai Siwo” could be used as the name of STAIN Metro.

That was all the short story about naming STAIN Metro to be STAIN Jurai Siwo Metro, signed by:

1. Regent of Ka. Area of TK.II Lampung Tengah: Drs. Herman Sanusi
2. Chief of DPRD TK.II Lampung Tengah: Letkol Inf. Kusno
3. Rector of IAIN Raden Intan of Bandar Lampung: Drs. H.M. Ghozi Badris
4. Chief Custom of Penyimbang Lampung Tengah: Nurdin Indrapati, SH
5. Dean of FTM IAIN Raden Intan of Bandar Lampung: Drs. Zakaria Zakir.

As the consideration of the Decree of President No. 11, 1997 on March 21, 1997 about the change and authentication of Faculty outside central institute to be STAIN, hence, on June 30, 1997, 33 STAINs all over Indonesia were ratified by Minister of Religious Affair RI all at once in Jakarta, whereas each newly temporary ratified principal of STAIN was the leader of the faculty before it was converted to STAIN with the changing of “Dean” into “pejabat Sementara”.

A working meeting (raker) of Rectors and Deans of faculties outside central institute on April 23 to 25, 1997 in Jakarta was performed based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996. In that chance, it was given a Decree of President RI No. 11, 1997 on March 21, 1997 about the changing and Ratifying Faculties outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). STAIN Jurai Siwo Metro is located in Jl. Ki Hajar Dewantara 15 A Iring Mulyo East Metro, Metro city. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, STAIN Jurai Siwo Metro has three faculties namely Syari’ah Faculty, Tarbiyah Faculty, and Islamic Announcement and Communication Faculty. Firstly, Syari’a Faculty covers D3 Syari’a Banking (D3 PBS), Bachelor’s Degree of Syari’a Banking (S1 PBS), Islamic Economy Study Program (ESy), Islamic Law Department (AHS), and Islamic Economy Law (HEsy). Furthermore, Tarbiya Faculty includes Islamic Elementary School Education Study Program

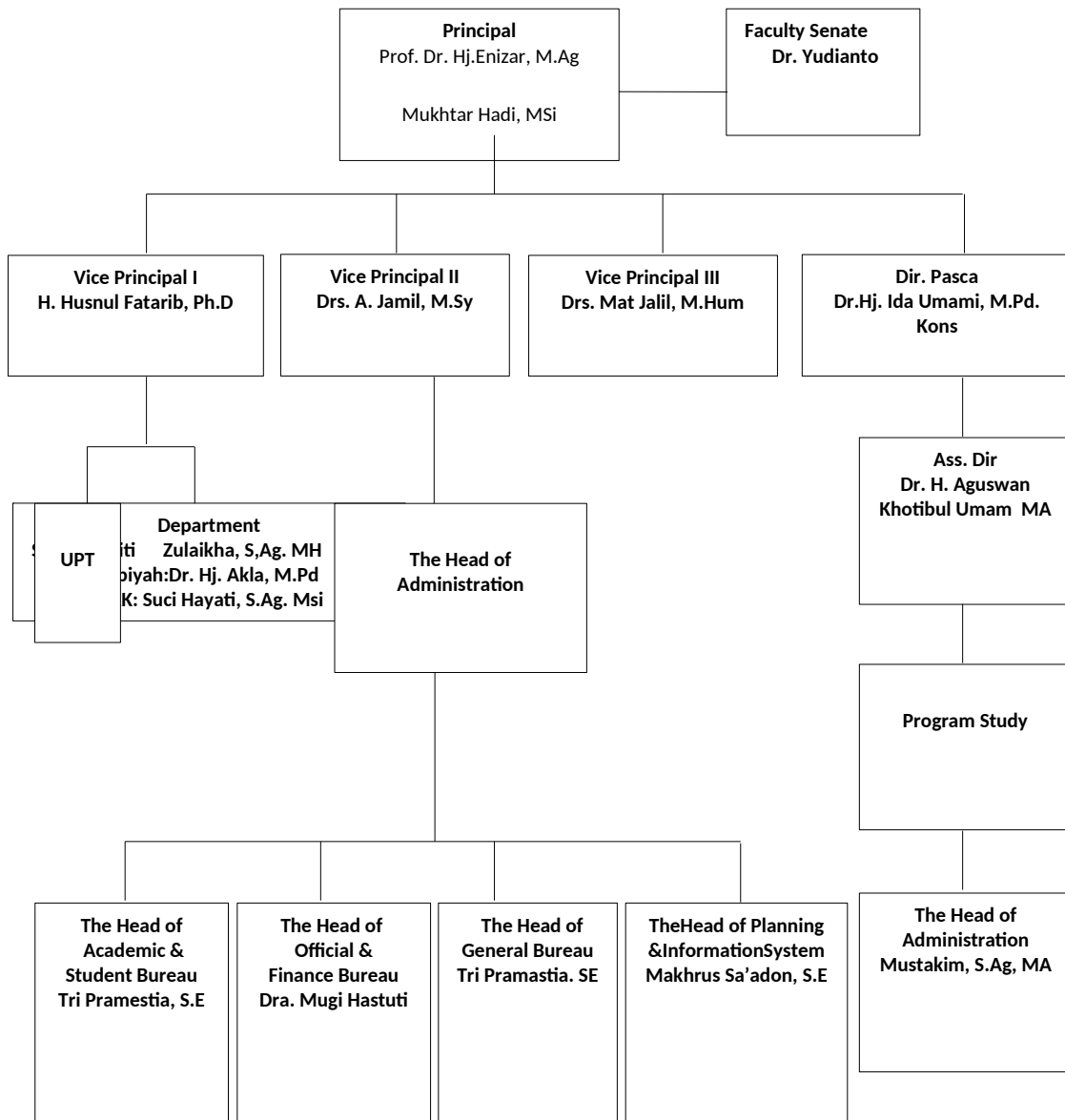
(PGMI), Arabic Education Study Program (PBA), English Education Study Program (PBI), Islamic Education Study Program (PAI), and Islamic Kindergarten Education Study Program (PGRA). At the same time, Islamic Announcement and Communication Faculty covers Islamic Communication and Broadcasting Program (KPI) and Language and Arabic Literature (BSA).

a. The Structural Organization of IAIN Metro

The structural organization of IAIN Metro in academic year 2015/2016 as follows:

Figure 1

The organization structure of IAIN Metro



b. The Facilities in IAIN Metro

In order to support lecturers and students, there are some facilities in IAIN Metro, namely: Lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 2

Facilities in IAIN Metro

No	Facilities	Total of unit	Large (m²)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-

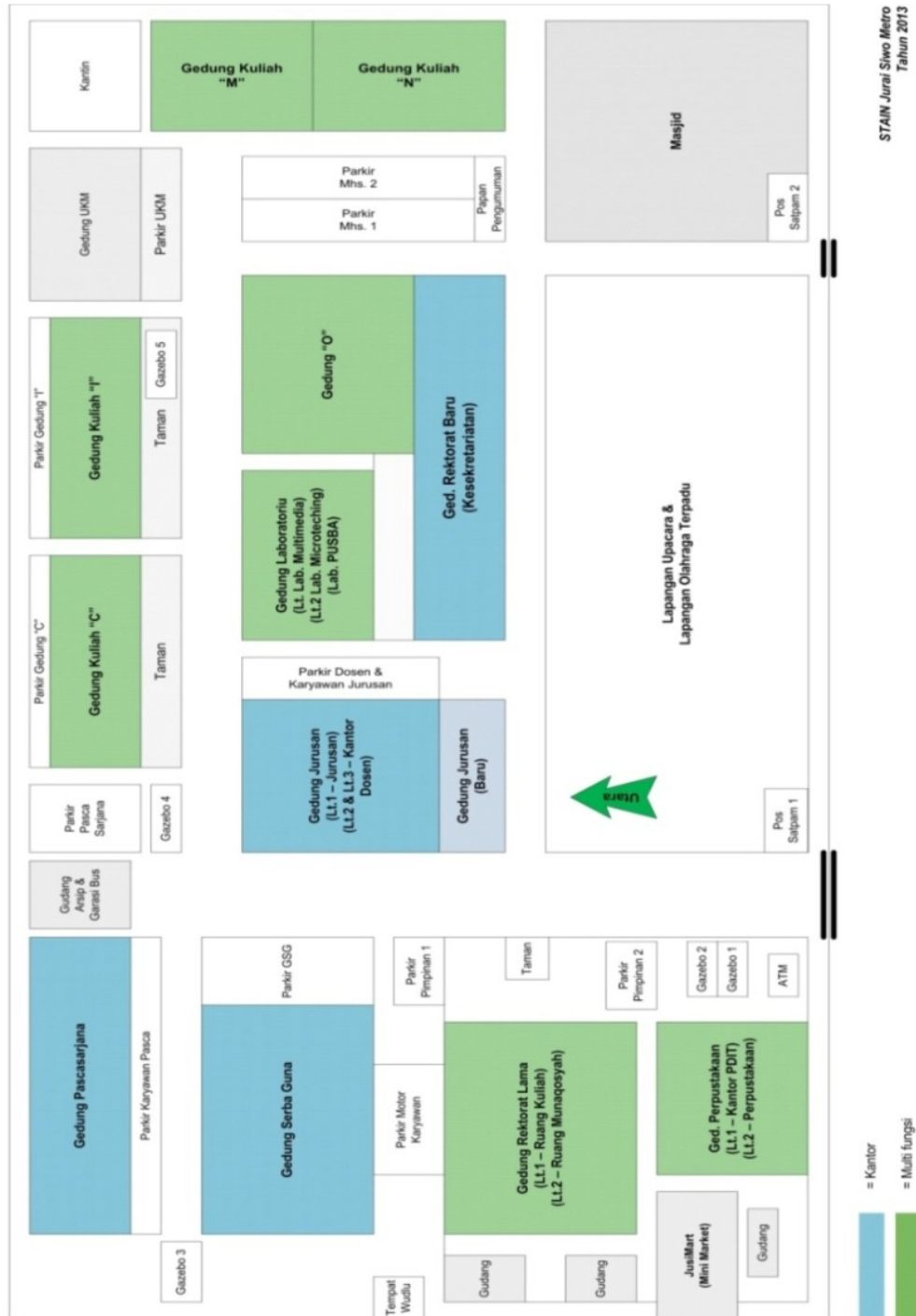
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: Archives of IAIN Metro in academic year 2016/2017

The Sketch of Location of IAIN Metro

Figure 1

The Location Sketch of IAIN Metro



c. The Students in IAIN Metro

The total of the students in IAIN Metro is 6002 students.

Table 2

The total of students in IAIN Metro

No	Academic year	Students
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
5	2016	1500
Total of students		7502

Source: Archives of IAIN Metro in Academic year 2016/2017.

2. A Brief Story of English Department

English Department (TBI) is one of Strata 1 (S1) majors of Tarbiyah Faculty in The State Institute For Islamic Studies (IAIN) of Metro. Historically, Diploma 3 (D3) of English education program was opened in 2002 and because of stakeholders' instruction, in 2007 the D3 program was converted to S1 TBI. The decision is based on SK Direktur Jendral Pendidikan Tinggi Islam No: Dj.I/220.C/2007 May 28, 2007 about Legalization of Conducting S1 of English Major in IAIN Metro.

The English Department has the vision, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. It's hoped, the students will have a high bargaining in globalization era. The vision then is enlarged in some missions, namely:

1. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
2. Building and developing humanist, democratic, and modern academic atmosphere.
3. Growing the professionalism ethic through theoretical knowledge basic mastery.
4. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
5. Applying integrated education system which is able to give a significant input for education development.

Based on the vision and mission, TBI Major decides three purposes of implementing education:

1. Preparing the students to be an Islamic English teacher who can actualize society benefit values, science, technology, art and also be able to be *agent of change* in the society.

2. Preparing the students to be professional English teacher who can practice, develop, and enlarge English education with Islamic spirit.
3. Giving a meaningful input for developing English education and Islamic culture for society's benefit.

In the context of IPO (*input, process, and output*), TBI major of IAIN Metro can shortly described as follows. Firstly, it is related to the students' input. From the education background, TBI students are graduated from MAN/MAS/Pesantren, and SMU/SMK. From the family's social and economic condition, some TBI students come from low and middle economic. Quantitatively, the whole number of PBI students in 2009 is 534 consist of 39 students of semester X, 160 of semester VIII, 126 of semester VI, 142 of semester IV and 211 semester II.

Secondly, related to education process. TBI lecturing is handled by the institutional lecturer, uninstitutional lecturer, and additional lecturer with education classification as follows: 4 people of S3, 19 of S2, and 3 of S1. The ratio of lecturer and students is 1: 21. The number of institutional lecturer is 14 people, 9 unistitruational lecturers, and 5 additional lecturers. To increase lecturer's work and supporting media efectivity, control system is done toward infraction and giving punishment according to the rule. Related to the this case, there is a role that manage the students, lecturer, and educator, and also OPS

(Operational Procedure Standard) which manage learning that is produced by quality guaranty institution unit. Beside that, TBI is supported by local curriculum appropriated with Islamic Institutional context, education and professionalism. The combination then is explored in five categories of lecturing lesson, namely:

- a) Personality Development Lesson 13,64 %
- b) Skill and Knowledge Lesson 42,21 %
- c) Creation Skill Lesson 20,78 %
- d) Creation Behavior Lesson 15,58 %
- e) Social Life Lesson 7,79 %.

The assessment toward TBI students always be holistic so that contains three education aspects, namely: cognitive, affective, and psychomotor. In addition, the assessment contains intelligence, activation, and behavior. Meanwhile, to increase academic quality, PBI Major frequently develop conducive academic atmosphere so that there is a dynamic, open, and polite relationship among the academy civitas. Therefore, appropriate number of lecturer, control system and good assessment, applicative curriculum plan, good academic atmosphere, hopefully becomes the interdependent elements that empower education process in TBI Major of IAIN Metro.

Thirdly, from output dimension (graduate), every students who study in TBI Major IAIN Metro, is predicted to be professional in English.

Table 3

Total students of TBI

Semester	Total
I	226
III	171
V	250
VII	276
IX	136
Total	1059

Source: Archives from English Department of IAIN Metro in academic year 2016/2017.

Table 4

Total lectures of TBI

Lecturer	Total
PNS Lecturer	12
Non PNS Lecturer	14
Total	26

Source: Archives of IAIN Metro in academic year 2016/2017.

B. Description of Data Analyze

The elements which investigated in this analysis are the students writing descriptive text. The result of this analysis shows that in fact there are some problem usually found in the students blog. In this case, there are six catagories of writing based on H. Douglas Brown's theory which is observed by the resercher such as content, organization, discourse, syntax, vocbulary and mechanics.

Additionally, the researcher used four catagories of writing as follows: contents, grammar, vocabulary and mechanics. Four all the catagories that mention before can be included of six catagories.

Furthermore, the interview result showed that some of them stated that they understand about the problem that face by the students in the students writing descriptive text in the students blog. Unfortunately, the researcher found out many problem happened in the data. It means that the students had problems which realte to writing.

#Blog 01**It's me**

My urrowname is Nency Ayu Noviafni^(text01a). I am twenty years old. I live in Tejosari 24^A East Metro. Now, I am a student in Islamic College of Jurai Siwo Metro fourth semester in class C. I have beloved parents. My parenst only have one child, it's me. So, you may say that my family is the small family. Because only three person in my home. My father was born in metro 6 October 1969, he is forty three. And my mother was born in metro 5 May 1973. She is thirty nine. My father graduated from STM. My father had leaved his father since he was child. His father was dead long time ago

My father was the fifth child from ninth children. My grandmother was the widow since ago. My grandmother was the struggle woman. She always fights without husband to support her children. My grandmother had to bring up her children can be autonomous. Now my grandmother was dead. My father for had orphan. My mother graduated from junior high school in Utama Wacana Metro. My mother more choice continues in course sewing. Parent form my mother had still intact. As well as with my father, my mother had to bring up by her parent to be autonomous. My father has machine shop and he worked in there. My father worked every day to complete our necessary everyday and send me to school until now. He had a long time worked in there.

My mother has canteen in a school. When I was child, so many beautiful moment had unforgettable when I and my parent always together. I am so happy until now I still have fell happy can be live with my parent. And was born from my mother I am so proud from my live. And I am thanks full for god because given me family that always loved me. I love my parent. When I the first time entered in senior high school I am so happy. I had many friends and all of them kind with me. And any one person made me happy and shy. Because he had said to me that he loved me. But no one people know about it. He was best friend, always help me when I have problem. And always pick up me when we go to school. But not only had that made me happy. All of friends and all of lecturer in my school made me proud school in there. I have many dreams in my live who must I reach that. My family especially my parent always supports me.

I want to a good teacher. I also can be entrepreneur, I want have restaurant. And I want the reach people in order to I accompanied my parent pilgrimage to Mecca. I want to a

good child from my parent, and I wish make happiness to my parent.

The first text ⁰¹. “*My name is Nancy Ayu Noviafni*” “This text describe about describing person, it shows that identification beacuse it’s contains the identification of matter. The description here, the writer did not tell any of the characteristics of the quality of the writer. The writer only tell about her family. The presentage of the generic structure here is 15% because the writer does not describe about the subject. Besides that, the writer have not understood how the structure in generic structure itself. Here, there are many sentences which have been made by the students in the generic structure, as follows:

*Now, I am a student *in Islamic...*

*.....metro *fourth semester.....*

*My *parents only have....*

Born in metro 6 october....*

*Born in metro *5 may....*

He is forty three and....*

She is thirty nine...*

His father...his father...

*My father *was the fifth....*

My granmother was ...my grandmother was...

My grand mother was dead....*

My father for had orphan.*my mother graduate from...*

My mother more choise...*
*....*bring up her parent to be autonomous..*
*....in school. *I was child....*
*...*my parent....*
*....*have fell happy...*
*..my parent. *When I the firts time entered....*
*...he *had said....*
*He *was best friend....*
*.....pick *up me when...*
*...not only *had that made....*
*All of friends and *all of lecturer.....*
...who must I reach that....*
*....I reach that. *My family...*
*....my *parent always...*
*I want *to a good teacher...*I also can be entrepreneur...*
*I *accompanied my parent...*
*I want *to a good child....*
*....I wish make *happines to my parents...*

The that data above shows that there are many fault of the generic structure of descriptive text. For insatance. In the sentence *Now, I am a student *in Islamic...* the writer should use of as the preposition but he used in. The corect sentence is *Now. I am students of Islamic.* The writers' habit

in using the same form of verb for all kinds of subjects in Indonesian language caused them face difficulties in selecting the correct verb form.

#Blog 02

Elephants

I like elephants. *Elephants are the biggest land animals in the world*^(text 02a). The African elephant is found on the continent of Africa and the Indian elephant is found in Asia. Elephants are mammals as well as herbivores, meaning they only eat plants rather than meat.

I know that *there are two main types of elephants; the African elephant and the Indian elephant. The African elephant is bigger than the Indian elephant. It has larger ears too. Both the males and females have tusks. The African elephant has wrinkly gray skin, a swayed back, and two tips at the end of its trunk that it can use like fingers to pick stuff up. The tusk make elephant look really cool*^(text 02b).

The Indian, or Asian, elephant is smaller than the African elephant and has smaller ears. They have more of a humped back and only one fingerlike tip at the end of their trunk. Also, their skin tends to be less wrinkly than the African elephant. Next time go to the zoo. I want to ride an elephant.

Afterwards, in the text 02a *elephants are the biggest land animals in the world*, it's the identification because contains the identification of matter the writer tells about the phenomenon that wants to describe . And the text 02b "*There are two main types of elephants; the African elephant and the Indian elephant. The African elephant is bigger than the Indian elephant. It has larger ears too.....*"It named as the description text it's contains the explanation about the characteristics of the subject before. the

writer have not understood how the structure in generic structure itself. Here, there are many sentences which have been made by the students in the generic structure, as follows:

**Next time go to the zoo. I want...*

*...is found in asia. *Elephants are.....*

...also, their skin.....

From the data above shows that sentence *Next time go to the zoo. I want*, the writer should know about other vocabulary. The correct sentence is *next time, when I go to the zoo. I want*. In this case the students should used present tense, but here the writer used future tense. The presentage of this text is 10% because there is misunderstanding in the description text.

#Blog 03

Rabbit

A rabbit is a small mammal with a short tail and pointed ears^(text03a). Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to is small body, rabbit has large sized ears.

A rabbit is a weak and timid animal and is always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear even the fun of drop sound. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones^(text03b).

The next text tell about rabbit. The text03a it called identification “*A rabbit is a small mammal with a short tail and pointed ears*” because it’s contains the identification a subject that will described. And the text03b it called as the description “*A rabbit is a weak and timid animal*

and is always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear even the fun of drop sound.....”, because the paragraph are tell about description about animal to mention a few properties. The writer have not understood how the structure in generic structure itself. Here, there are many sentences which have been made by the students in the generic structure, as follows:

.... **pointed ears....*

From the data above shows that sentence *ponted ears*, the writer should know about other vocabulary. The correct sentence is long ears. Because we know that the ears of rabbit are long not pointed. The presentage of this text is 5% because there is misunderstanding in using adjective in te sentence.

#Blog 04

Small House

I live in a small house^(text04a). It has five rooms: there are a living room, a dinning room, a kitchen, a bed room, and a bathroom. Indeed it is a small house, but I like living in here for spending my spare time.

When the door is open, I can see the living room. It is small with only one sofa, two tables and one television. I often watch TV while reading some books in this room.

Behind the living room there is a dinning room. There is nothing special in this room. There are only some chairs and table for having braekfast, lunch, and dinner with my family.

In the left side of the dinning room there is a kitchen. Althought it is small, but everything I need for cooking is available there.

In the right side of the living room there is a bedroom. Actually there are two parts in my bed room, but it

is counted one as it is merged into one big bed room. In this room there is a table next to the bed, a TV, a radio, and a computer. Next to my bed room is my father's. I do not know what the things are available inside, because I never come to see it.

In the left side of the living room there is a kitchen. While beside the kitchen there is also a bathroom. It is not too big, but it is clean enough^(text04b).

I know it is a very small house, but it is the best place I have.

In this text, text 04a, tell about the identification “*I live in a small house.*” Because it shows that the writer will describe about the small house. And the text 04b it tell about the description “*It has five rooms: there are a living room, a dinning room, a kitchen,,,,,,,,.*” it describe about subject that will be described.

The writer have not understood how the structure in generic structure itself. Here, there are many sentences which have been made by the students in the generic structure, as follows:

*.....having *braekfast, lunch.....*

*... *there is a table next to the bed, a TV, a radio and.....*

From the data above shows that sentence *braekfast*. The correct sentence is breakfast. This fault happen in spelling, many of fault spelling caused by the writer who do not often check the word. The presentage of this text is 10% because there is own fault by the writer.

#Blog 05

Cat

Before I came to Jakarta, I used to hate cats. I imagined them to be very selfish, sneaky, and sly. However, I have found myself living in a home that has three cats.

Janu and Shinta are my host mother's cats. Janu is a funny male Persian cat with full of curiosity. He eats cat food every single hour, so he has a big belly. He moves his tail when he finds something exciting. But, he always moves his tail slowly when I call his name. He always sleeps beside me in every night. A good thing I like about him, Janu doesn't mind if I touch and tickle his fat belly.

Shinta is a queen of the house. She walks like a professional model. She doesn't like to be touched by me except my host mother. Even if I try to touch her, she runs away immediately from me. She always licks her fur to clean her body. She prefers to eat people's foods to cat foods. She never plays with the other cats. She spends almost every night on my host mother's bed.

The last cat is Kuro. I named him Kuro, meaning "black" in Japanese. He has black fur. He used to be a wild cat and was very skinny when I found him in the back yard. He has round adorable eyes. He always enjoys sitting on my foot. Janu seems to teach Kuro a lot things. Even Janu teaches him how to get fat. Kuro has got fat like Janu lately. They are very good friends^(text05a).

This text shows that there is no identification because the writer only said she doesn't like a cat. But in the next paragraph text05a "Janu and Shinta are my host mother's cats *Janu is a funny male Persian cat with full of curiosity. He eats cat food every single hour, so he has a big belly*",,,,,,It's called as the description, because she tells about the name of her cats and their habit. The percentage of this text is 15%, because the writer doesn't tell about the identification.

#Blog 06

Panda

Panda is mammals that usually live in mountains^(text06a). They are an animal genuine from China. Panda is a carnivore, but their food is same as herbivore, that is bamboo.

In captivity, *they may receive honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food*^(text06b). Their ears will move when they chewing their foods. Panda including endangered species because they lost their habitats and the birth rate is very low. There are about 1.600 pandas living in the wild. Panda's paw has the thumb and five fingers. The thumb is actually a modified sesamord-bone, which helps it to hold bamboo while eating. Panda had been favorite people animal because this species are cute like a baby. The panda also usually illustrated reclining peacefully eating bamboo, so that increased their image as a sweet and peaceful animal.

The next text with the title panda. The text 06a it tell about the identification "*Panda is mammals that usually live in mountains*" because the text tell about the subject that will be decribe in the next paragraph. And the text06b it calles description "*they may receive honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food*" because the text shows that panda eat honey, eggs ect, it can be mention as a properties. The presentage of this text is 10% because the writer used identification and description properly.

#Blog 07

It's Me

I'm Marya Ulfa^(text07a), one of the cheerful girls in this class. I'm going to introduce about myself to all of you. It is me, who has a big family at home. *I stay at home with my father, his name is Imam Syamsudin, my mother, her name is Mistuti, and my brother, his name is Syamsul Huda*^(text07b). My childhood was so happy. I was a fun baby. All of my family loved me so much. We have a big family. I have grandparent from my father and grandfather from my mother. We love them so much. We always visit them whenever we want. If we miss them so much, so we decided

to visit them as soon as possible. Our grandparents from my father live in Batang Hari 51 B. Their names are Ismail and Sumiyati. They have many children, and grandchildren are no exception. My father is the first child in his family. He has two brothers and four sisters. I love them so much. They live not far from our grandparent's house.

There are always the same conditions, my grandfather from my mother also has many children and grandchildren. We always visit him once a month. My grandfather is a well-known people in his village. Long time ago, he is the richest people in his village, because of his cows. Yeah, he has many cows that time, but all of his children didn't school more from junior high school. He thought that his field and his cows must be continued by his children. His children must be farmer to make a living, and also because he has much rice field.

Now, all of my grandfather's children are farmer. They have much rich field. But they want their children be better than them. They send their children to school and continue at college or university to get degree and make their children's future be better that their parent.

My brother, my cousins, and I are still studying at school and college. Almost all of our time is spent for studying, studying and studying. To be a better person is our parent's hopes. But we have to know that school is not for to get degree and grade only, but school is for make a life. Studying has purpose to make us can recognize our mind, our heart, and our faith to give benefit for people around us. And we want to continue our education to S2 and S3. We hope that after studying, we'll get a good job to make a living for our family, especially our children.

My dreams in the future are: I can continue my education, I'll be able to be a lecturer, beside that I'll make a field job for the other people like producing doll, producing food, and etc.

The text above, text 07a, tells about identification "name is marya ulfa" it shows that subject that will be describe about herself and her family. And the text 07b it cannot called as the description "*I stay at home with my father, his name is Imam Syamsudin, my mother, her name is*

Mistuti, and my brother, his name is Syamsul Hud” because it did not tell about her characteristics, it’s just tell about her families.

The writer have not understood how the structure in generic structure itself. Here, there are many sentences which have been made by the students in the generic structure, as follows:

*....did not *school more....*

*They have *much rich field...*

*...to *school and...*

The data above shows that there are many fault of the generic structure of descriptive text. For instance. In the sentence *They have much rich field.....*the writer should use many as the countable but the writer used much. The correct sentence is *many rich field*. The writers’ habit in using the same form of verb for all kinds of subjects in Indonesian language caused them face difficulties in selecting the correct countable or uncountable form. The percentage of this text is 15%, because the writer because there is misunderstanding in using countable and uncountable in the sentence and also the writer doesn’t tell about the description in the text.

My favorite toy is a doll. I named my doll Becky^(text08a). I got in in my 12th birthday. My dad bought it for me when he was in Jakarta..

Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night^(text08b).

I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

Furthermore the text08a it shows about the identification “*My favorite toy is a doll. I named my doll Becky*”, because it’s tells about the subject that will be describe in the paragraph. And the next is text08b it about the description “*Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body,....*” Because it shows about the subject that described in first paragraph. The presentage of this text is 5% because the writer used identification and description properly.

#Blog09

Joko Widodo

Joko Widodo or people can call him by Jokowi was born on June 21st 1961 in Surakarta^(text09a). He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka. Jokowi is thin. He has brown skin, short hair and tall body.

He looks friendly because he often keeps smile to everybody near him. Jokowi is an Indonesian politician. He is the governor of capital city of Indonesia, Jakarta 2012-2017. His politician career begins since he joined PDIP^(text09b).

The next text is tell about person. Text09a it shows about the identification “*Joko Widodo or people can call him by Jokowi was born on*

June 21st 1961 in Surakarta. Because it tell about something/person to be described in next paragraph. The text09b it's tell about the description "He looks friendly because he often keeps smile to everybody near him. Jokowi is an Indonesian politician. He is the governor of capital city of Indonesia, Jakarta 2012-2017. His politician career begins since he joined PDIP. Because it mention a few properties of the identification.

The writer have not understood how the structure in generic structure itself. Here, there are many sentences which have been made by the students in the generic structure, as follows:

*Joko Widodo or *people can call him by Jokowi was born.....*

The that sentence above shows that there is fault of the generic structure of descriptive text. For insatance. In the sentence *Joko Widodo or *people can call him by Jokowi was born...*the writer should use whom as the adjective caluse. The corect sentence is *joko widodo whom usually people call him jokowi was born....*This is caused by many Indonesian words which are derivied from English. The presentage of this text is 5% because the writer used identification and description favorably.

#Blog10

Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia^(text10a).

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^(text10b).

The last blog entitle borobudur. The text 10a it tell about the identification “*Borobudur is Hindu – Buddhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia*” because the text tell about the subject that will be decribe in the next paragraph. And the text10b it called description “*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,,,,,*” because the text shows 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 Budist sculpture in bas-relief it can be mention as a properties.

The writer have not understood how the structure in generic structure itself. Here, there are many sentences which have been made by the students in the generic structure, as follows:

*...was build in the *nineth century...*

*...of eight *step like stone *terrace.*

*...five *terrace are square.....*

The data above shows that there are some fault of the generic structure of descriptive text. For insatance. In the sentence *...was build in the *nineth century...*the writer should write ninth without e. The corect *was build in the ninth century...*sentence is This is happen because spelling, many of fault spelling caused by the writer who do not often check the word. The presentage of this text is 10% because the writer used identification and description genially. Only some of sentence that is still misunderstanding.

In conclusion, the text above are example of writing descriptive with a good theory. Although not all the paragpaph are perfect but they are a good of writing. They use the generic structure aright.

Based on the interview with the participants on September 11, 12, and 13 2016. The interview for 10 students. The researcher used structured interview that used prepared questions about writing but the answers depend on the students' opinions.

These are five questions related to blog.

- 1) Do you have a blog?
- 2) Do you know how to make a blog?
- 3) How many kinds of blogs do you know on the internet? Mention them!
- 4) If you have a blog, what are the common mistakes that the writer did in writing a blog?
- 5) In your mind, how do you solve the problems that the writer did in writing a blog?

These are the results of the interview:

- 1) Related to question number one "do you have a blog?" These are the responses: all the participants have "yes" as an answer. In conclusion with the statement above, all the students have a blog because they think that blogging is one of the comfortable activities.
- 2) Related to question number two "do you know how to make a blog?" these are the responses: all the students said "yes" as an answer.

In conclusion the participants know how to make a blog because most of them follow the computer course.

- 3) Related with the question number three “How many kinds of blogs that you know on the internet? Mention them!” these are the responses: three participants said humorous blogs, personal blogs, issue blogs, and two said personal blog, business blogs and V-blog (Video Blog).
- 4) Related to question number four “If you have a blog, what are the common mistakes that the writer did in writing a blog?” these are the responses: all the participants said that about incorrect spelling and grammar. In fact, the participants often make errors not only about the grammar or the spelling but also in content and references.
- 5) Related to question number five “In your mind, how to solve the problem that the writer did in writing a blog?” these are the responses: the participant said that the writer should become themselves, if they still copy paste please try to refresh the browser and visit your friend's blog maybe you will get new news or ideas.

C. Discussion

Blog is one of the media which is the students used. In the blog the students can share what the students feel. Not only that blog also helped the students for finding the material that the teacher gave. In this discussion, the

researcher specifically analyzed the phenomenon of generic structure of students writing descriptive text on the students' blog among the students of English Department of The State Institute For Islamic Studies of Metro. The explanation could be describe as follow:

Table 5

The phenomenon of generic structure

Number Blog	Generic Structure	
	Identificatio n	Description
1.	✓	—
2.	✓	✓
3.	✓	✓
4.	✓	✓
5	—	✓
6.	✓	✓
7.	✓	—
8.	✓	✓
9.	✓	✓
10.	✓	✓

The table above contains the explanation about the penomenon of generic structure of writing descriptive text categories on the students blog. As the result, the researcher analyze there are two of generic structure that infused to all the text that are in the generic structure of students writing descriptive text on the students blog. The explanation could be describe as follows:

Figure 2

The result of generic structure on writing descriptive text

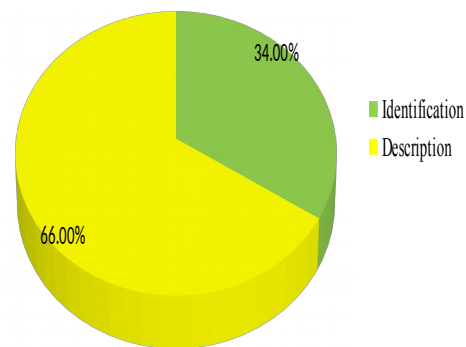


Figure 2: *The result of generic structure on writing descriptive text*

The figure above included the description about the generic structure of writing descriptive text. The researcher analyze there are two kinds of generic structure that infused to all the text that are in the students writing descriptive text on the students blog. They are identification 34% and description 66%. On the other word, the good writing of description text dominantly within ten text on the students' blog.

The result of this research is students' can be mastered in writing process. So, when learning English, the students not only study about English or know what a word in English but, they also study about the catagories or theory which is been in the descriptive text. Besides, when we start to write descriptive text we have to know about the generic structure descriptive text. Because the generic structure here is one of the important components the should be mastered by the students before start to write. But sometimes some

students felt confused for choosing the identification or the description of the text. In this case, the researcher specifically analyzed the phenomenon of the generic structure of writing descriptive text on the students blog among the students of English Department of The State Institute For Islamic Studies of Metro.

In this case, the students used blog as the media in the writing activity already mastered in writing process especially in descriptive text. When learning English subject, the students not only study about English or know what a word in English but, they also study about the categories or the generic structure which is been in the descriptive text. Because there are two kinds of generic structure that should be mastered by the students namely identification and description. Two generic structure before it can make our written become perfect in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Writing descriptive skill 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.

The result of this research is students that used blog as the media in the writing activity already mastered in writing process especially in descriptive text. Besides there are two kinds of generic structure namely : identification 34% descriptive text. Identification is identifies about the subject or something to be describe. and description 66% descriptive text. Description is a part that describe the characteristic of the subject, behavior and quality. On the other word, the good writing of description text dominantly within ten text on the students' blog. The used of generic structure aright will help the students become good writer, because the good writer always kept a close check on the types of generic structure.

The used of blog in the writing descriptive text be invaluable aid, although they are comprehend but there are some of students which is haven't understood about the types of generic structure.

B. Suggestion

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

1. The institution and the scientific 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 good written in English.
2. For the researcher
 - a. The researcher should enhance his knowledge to support his research.

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CURRICULUM VITAE



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