Teaching Writing Procedure TextThroughKompasiana Blog

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Abstract

Using Information and Communication Technology (ICT),in particular weblog, in the teaching and learning processis considered as a medium to promote writing skills. This study attempted to seek findings on the effectiveness of usingKompasiana blog in the teaching of EFL writing skill in one of vocational schools in Makassar Indonesia. The study employed quasi experimental method in which the data were obtained from pre-test and post-test. Two classes or total of 52 purposively selected students were participated in two classes, 26 students sit in experimental class and 26 students in control one. These classes were taught writing procedure text with different ways.The result revealed thatthe students' score in the post test is higher than the pre-test inexperimental class. This means thatKompasiana Blog is effective to improve students' writing on procedure text.

Key words:*teaching writing, procedure text, Kompasiana Blog*

Introduction

Teaching writing is not an easy job for teachers especially for English teachers in Indonesia who teach English as a foreign language.It needs teacher's creativity to facilitate students to learn well. Since writing is considered by students as the most difficult skill to learn, then teachers should provide their students with various and interesting methods in teaching writing.

Inthe curriculum of vocational high school for eleventh grade, it is stated that one kind of writing that should be learnt by students is procedure text.Procedure text is a textthat explains howto do or make something.By writingtextprocedures, students are trainedtothinkand then putthe ideasintoareadablewriting. On the other hand, textprocedurecanaddknowledgetounderstandthe process of makingsomething. Clouse(2004: 233) saysthat, procedure text isimportant since it could add our knowledge, satisfyourcuriosity, andhelpus to appreciatethe complexorinterestingprocesses. One of the interesting process and ways of teaching writing procedure text is by using blog.

According to Campbell (2003), blog can be viewed as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software which enables one to easily do so. Unlike a standard website, weblog entries are made

by typing directly into the browser and with the click of a button that would be instantly published on the internet. Many blogs could be found on the internet and one of them is named Kompasiana blog.

Kompasiana, as one of the popular citizen media in Indonesia, is a blog for Kompasjournalist. In Kompasiana, anyone canpublishevents, expressopinions andideasin the formof text, imagesoraudioandvideorecordings.

Kompasianaaccommodate a variety ofcontentfromall sides of lifefromdiversecultural backgrounds, hobbies, profession,andcompetence. Kompasianaalsoinvolvesjournalists ofKompasGramediaandcommunity leaders, observersand experts fromvarious fieldsof expertiseanddisciplinestoparticipateto shareinformation, opinions andideas.

InKompasiana, everyone is encouragedto become acitizenreporterwho on behalf ofhimself, experiencedorreportedeventsoccurredin the vicinity.The active involvement ofcitizensis expected toacceleratethe flow of informationandstrengthen the foundations ofdemocracyin thelife of the nation. In addition, Kompasianaprovideinteraction space for members to communicate.

Several researchers have conducted studies on the use of blog. Their findings revealed that the use of a blog can positively enhance learning in the second and foreign language classrooms and that blogs can improve writing skills. Moreover, researchers have also confirmed positive uses of the blog which include the development of a student's analytical skills and the development of a sense of community in a class through a collaborative learning environment.

To ascertain the use of blog as one of the popular tools commonly adapted in the teaching of writing skills, then this study is intended to search for findings on the effectiveness use of a blog named Kompasiana in teaching writing procedure text for students of vocational school in Makassar Indonesia.

Method

This study employed a quasi-experimental method. The purpose of the study was to explore the effectiveness use of Kompasiana Blog in teaching of EFL writing skill in one of vocational schools in Makassar Indonesia. Two classes or total of 52 purposively selected students were participated in both classes, 26 students sit in experimental class and 26 students in control one. These classes were taught writing procedure text with different ways. Students in experimental class were taught writing procedure texts by using Kompasiana Blog while students in control one were taught by using conventional method or picture series. The data were obtained from pre-test and post-test. Students in both tests were asked to make writing on procedure text with different topics.

Discussion

To measure the students' writing ability, their tests scored based on the five aspects purposed by Hughes (1989: 91) the aspect are grammar, vocabulary, mechanics, fluency (style and case of communication), and form organization.

Grammar plays important roles in the writing. It governs utterances people produce to be right or orderly. Therefore it also has great influence on the quality of writing (Heaton: 1988). It then concludes that grammar is the rule of a word in a paragraph. It is a rule that describes the form of a word and making sentences. In this study, it focused on the use of grammatical rule concerning tenses, preposition, and conjunction.

The obtained data on grammar showed that the percentage of the students' score in control group revealed that 23% got very good, 45% got good, and 32% got fair while in experimental group showed 23% got very good, 62% got good, and 15% got fair scores.

Vocabulary is one of language aspects dealing with the process of writing (Heaton: 1988). The vocabulary deals with a total number of words in a paragraph. Therefore, the vocabulary in this study refers to the number of words used by students in each paragraph. The data shows that the percentage of the students' score on vocabulary in control group show that 19% got very good, 48% got good, and 33% got fair, while in experimental group, 62% got very good, 19% got good, and 19% got fair.

The next component in writing is mechanics which refers to the ability to use correct ways of presenting written language such as using capitalization, punctuation, and spelling The use of favorable mechanics in writing will make the readers easy to convey ideas in writing. It is very important to lead the readers to understand or recognize what the writer means.   Heaton (1988) states that mechanics consist of three main component, namely: capitalization, punctuation, and spelling.

The students' score in mechanics can be seen in control group shows that 50% got good, 38% got fair, and 12% got poor, while in experimental group, 60% got very good, 27% got good, and 13% got fair scores.

According to Heaton (1988), fluency is the subject written or spoken in a book programmer, or amount of something contain in substance. So the researcher can conclude that fluency in writing is the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers, so they can understand what the messages convey and gain information for it.

The data also showed that the percentage of the students' score in fluency. In control group, 23% got very good, 38% got good and 39% got fair, while in experimental group, 77% got very good, 18 % got good and 5% got fair.

The last component in writing is organization as the group of word that has meaning. It means that form of the writing concerns with the ways through writer arranges and organizes the ideas order massage in the writing (Heaton: 1988).

The percentage of the students' score on form in control group shows that 4 % got very good, 27% got good, 33% got poor, and 36% got fair, while in experimental group, 61% got very good score, 27% got good scores, and 12% got fair score.

Conclusion

Based on the findings then it come draw a conclusion that the use of Kompasiana Blog is effective to improve students writing skill on procedure text. It is based on the evidences,

*first,*students prior knowledge of writing before teaching by usingKompasiana Blog is still low, it was provide by the data that most of students got poor and fair classification with mean score of the students' pre-test was 13.42, and *second*, students writing skill after applying Kompasiana Blog is significantly improved their writing ability, it was showed by the data that most of them got very good and good classification with mean score of students' post-test was 28.88.

Bio Data
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