



**THE EFFECTIVENESS OF USING BLOG IN TEACHING
WRITING RECOUNT TEXT AT TENTH GRADE OF
MAS AMALIYAH SUNGGAL**

A THESIS

**Submitted to the Faculty Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2020



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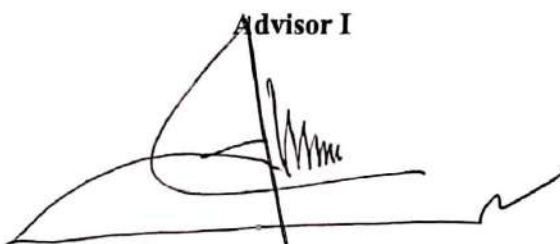
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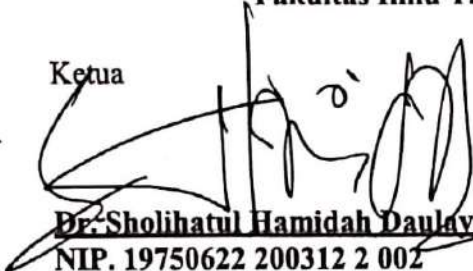
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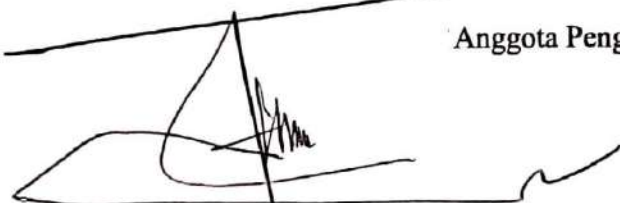
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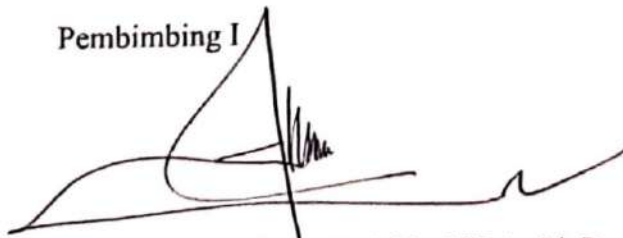
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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Medan, 19 Oktober 2020

Yang Membuat Pernyataan



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ABSTRACT

Nurur Risky Aulia, 0304162137, The Effectiveness of Using Blog in Teaching Writing Recount Text at Tenth Grade of MAS Amaliyah Sunggal. Thesis (2020), Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera. Advisor (I) Dr. H. Amiruddin, MS., MA., MBA., Ph.D. Advisor (II) Emeliya Sukma Dara, M.Hum.

Key words: *blog, recount text, writing, students*

The research was conducted to find out the effectiveness of using blog in teaching writing recount text which was observed and analyzed from students of tenth grade at MAS Amaliyah Sunggal. The method that was used quantitative method by using quasi experimental research type. The population of this research was tenth grade students of MAS Amaliyah Sunggal. In taking the sample, the researcher used probability sampling technique by using cluster random sampling type which took two classes as experimental class and control class. There were 33 students in experimental class and 32 students in control class. In experimental class, the researcher taught by using blog and in control class, the researcher taught by using conventional method. The researcher used pre-test, treatment, and post-test in the both classes. In experimental class that was taught by using blog, the increase of mean score was 21.60 and in control class was taught by conventional method, the increase of mean score was 11.96. Based on T-test result by using SPSS V.22 in post-test in experimental class and control class, it was found that Sig. (2-tailed) was 0.000. It showed that Sig. (2-tailed) was smaller than 0.05 ($0.000 < 0.05$). In other words, there were significant differences between experimental class and control class (H_0 was rejected and H_a was accepted). Therefore there was effectiveness of using blog in teaching writing recount text at tenth grade of MAS Amaliyah Sunggal.

ACKNOWLEDGEMENT



Alhamdulillah, I praise and thank to Allah SWT who has given me His grace and guidance, so He is given the opportunity to finish my thesis very well. *Shalawat* and *salam* to the Prophet Muhammad SAW who has provided a way for Muslims to arrive at this time. I hope that we will be given abundant intercession in the hereafter, *aamin*.

By the thesis entitled “**The Effectiveness of Using Blog in Teaching Writing Recount Text at Tenth Grade of MAS Amaliyah Sunggal**”. This thesis is presented to fulfill one of the requirements for bachelor degree (S1) program in English Education Department of Faculty Tarbiyah and Teachers Training of State Islamic University of North Sumatera (UINSU) Medan.

In the process of completing this thesis, I have faced much difficulties such as finding the references, collecting the data, analysis the data, and arranging this paper thoroughly. Moreover I have also received many supports and help from many people to complete this paper well. Therefore, I would like to thanks for:

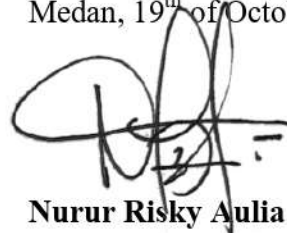
1. **Prof. Dr. Syahrin Harahap, MA.** as the Rector of State Islamic University of North Sumatera (UINSU)
2. **Dr. Amiruddin Siahaan, M.Pd.** as the dean of Faculty of Tarbiyah and Teachers Training in State Islamic University of North Sumatera (UINSU)

3. **Dr. Sholihatul Hamidah Daulay, M.Hum.** and **Reflina, M.Pd.** as the head and secretary of English Education Department.
4. **Dr. H. Amiruddin, MS., MA., MBA., Ph.D** and **Emeliya Sukma Dara, M.Hum.** as my advisors who has given me advice, suggestion, supports, and reliance in completion of this thesis.
5. All the lecturers in English Education Department for the precious knowledge, sharing, and giving wonderful study experiences to me.
6. My beloved parents **Drs. Nuryaman Dalimunthe** and **Dr. Nurliana Damanik, MA.** who always loves me unconditionally, supports, helps, guided me every single day in all condition. Thank you for all your effort and pray for me from the beginning of my life until now. May Allah always give both of you a health, happiness, and strength now and forever.
7. My beloved brother **Muhammad Masrinur Dalimunthe**, who always give his love and support to do this paper completely.
8. The principal of MAS Amaliyah Sunggal, **Jufri Effendi, S.Pd., M.Pd.** who had permitted me to conduct the research the school. The English Teacher **Ahmad Japar, S.Pd.** who had guided and helped me to conduct my research.
9. My beloved best friends **Nurainun Lubis, Kartika Rinanda, Talitha Almira Alfi, Nadila Novi Syahfitri, Kaaf Iklilah Siregar, Nurul Alfi Hidayani, Humairah Tanjung, Raisa Ainaa,** and **Bulan Siregar** who always give their love, help, support, and guided from the very beginning I

started my college journey until now I completed this thesis. Thank you for always understanding me and stay by my side in all my condition. May Allah make our friendship until jannah, Aamiin.

10. My irreplaceable best friends **Nurul Hidayati, Nurul Hasanah Nuris, Sarah Rahmadhani, Aulia Putri Mahvi, Fadillah Anggraini, Nurul Ayu Faradilla, and Affan Muliawan** who always be my best support system and best listener for all my stories. Thank you for all your love, understanding, and support to face this world. May Allah make our friendship until jannah, Aamiin.
11. My dearest classmates **PBI-3/2016** who had given me a lot of life experiences in the beginning my college journey until now.
12. All of the students X-IPA-1 and X-IPA-2 of MAS Amaliyah Sunggal who had been willing to be the subject of the research and join the class.
13. And last for all the people who could not mentioned by the writer one by one in this limitation paper. The researcher expects this thesis can give much contribution to English Education Program.

Medan, 19th of October 2020



Nurur Risky Aulia

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LIST OF CONTENT

ACKNOWLEDGEMENT	i
LIST OF CONTENT	iv
LIST OF TABLE	vii
LIST OF CHART	viii
 CHAPTER I INTRODUCTION	
A. The Background of the Problem	1
B. The Identification of the Problem	4
C. The Limitation of the Problem.....	5
D. The Formulation of the Problem.....	5
E. The Objectives of the Study.....	6
F. The Significance of the Study	6
 CHAPTER II LITERATURE REVIEW	
A. Theoretical Framework.....	7
1. The Writing Skill on Recount Text.....	7
a. The Writing Skill	7
b. Recount Text.....	14
2. Blog.....	17
a. The Definition of Blog	17
b. The Principle of Blog.....	26
c. The Design of Blog.....	27
d. The Procedure of Blog	30
e. The Advantages and Disadvantages of Blog	33

B. Relevant Study	35
C. Conceptual Framework.....	36
D. Hypothesis.....	37

CHAPTER III RESEARCH METHODOLOGY

A. Research Setting.....	38
B. Population and Sample.....	38
1. Population.....	38
2. Sample.....	39
C. Research Method.....	40
D. Technique of Collecting Data	42
1. Conceptual Definition	42
2. Operational Definition.....	42
3. Specification.....	43
4. Calibration.....	45
E. Technique of Data Analysis	46
1. Test of Normality	46
2. Test of Homogeneity	47
3. Statistical T-Test Formulation.....	48
4. Statistical Hypothesis	49

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Data Description.....	50
1. Experimental Class.....	50
2. Control Class.....	52

B. Analysis Requirement Test	54
1. Normality Test	54
2. Homogeneity Test	56
3. T-test	57
C. Hypothesis Testing.....	59
D. Discussion	60
 CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusion.....	63
B. Implication	63
C. Suggestion	64
REFERENCES	66
 APPENDIX	

LIST OF TABLE

TABLES

3.1	The Population of the Research	39
3.2	The Sample of the the Research	40
3.3	Research Method	41
3.4	Blue Print of the Research Instrument.....	43
4.1	Students' Score of Experimental Class.....	51
4.2	Students' Score of Control Class.....	52
4.3	The Normality Test Result of Pre-test and Post-test in Experimental Class and Control Class.....	55
4.4	The Homogeneity Test Result of Pre-test in Experimental Class and Control Class	56
4.5	The Homogeneity Test Result of Post-test in Experimental Class and Control Class.....	57
4.6	The T-test Result of Post-test in Experimental Class and Control Class.....	58
4.7	The Comparison of Mean Score in Post-test between Experimental Class and Control Class.....	59

LIST OF CHART

CHART

4.1	The Mean Score Comparison between Experimental Class and Control Class.....	54
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CHAPTER I

INTRODUCTION

This chapter elaborates the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the study, and the significance of the study.

A. The Background of the Problem

English as an English Foreign Language (EFL) context learned in the school requires students is able to fluent four language skills, including speaking, listening, reading, and writing. Writing was considered as one among four language skills that students need to master in learning English. Writing was viewed as an activity to bring someone's opinion, notion, and sense out in written communication. The skill that has an important significance in language as EFL context is writing, as we know writing was applied as acommunication tool and a way to learn, think, and organize someone's knowledge or ideas.¹ In another sense, writing was defined as an activity to bring thoughts and feelings out in written that was expected to be understood by the reader as an indirect communication.

In the learning process, writing becomes a difficult skill among four language skills because students must pour their ideas on a written language according to procedure to make it great writing. For making a great writing, each student has to undergo and concentrate to writing process namely planning, drafting,

¹Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing*, Journal of Foreign Language Teaching and Learning, volume 3, number 1, p. 1.

revising, and publishing. Furthermore, as students who study English as EFL context required students to transfer their first language into a target language which made students feel difficult and may affect their writing skills. Thus, these difficulties are mainly experienced by learners of English as EFL context.

According to senior high school syllabus, there are some materials in English that concern with writing skill. In writing, there are many sorts of text genres in English and one among them is recount text. Recount text was viewed as one among the common types of the text that were utilized in writing. A sequential text which contains series of events is the definition of recount text. Moreover, writing recount text was defined as an activity to write down the record of events based on what someone has been through in their life. The events are written chronologically regarded with the setting of place and time with the utilization of variety of conjunction and sequence markers.²

Based on learning process observation at MAS Amaliyah Sunggal in Tani Asli Street, Sunggal Sub-district, Deli Serdang District, North Sumatera, the researcher found that the students didn't understand clearly about writing process in recount text and the way to make a good writing. It can be seen from their writing which isn't appropriate with aspect in scoring writing test. In addition, English was considered as a hard subject for the students. It had been caused by their lack of vocabulary in English in order that they face difficulties in making good sentences in English. The students considered that in writing they need to translate Indonesia to English languages. Some students have a good writing in their first language, but if they need to translate it into English, somehow they are

²Knapp, Peter and Megan Watkins, (2005), *Genre, Text and Grammar*, Sydney: University of South Wales Press Ltd, p. 32.

frustrated. Moreover, the shortage of media in learning process made the students felt bored in English subject. The utilization of conventional in learning process is typically marked by using pieces of paper, this media was considered as non-efficient, complicated, and ineffective ways. Thus, the students cannot improve their skill in writing. Besides the difficult writing process, the utilization of paper as a way often employed by teachers makes students more unpleasant and felt bored in writing activities.

Based on the difficulties experienced by students a teacher must be ready to create fun learning and stimulates the imagination and creativity of students. Learning media serves to create new desires, interests, motivation and stimulate in classroom learning activities.

Ideally, if the teacher used instructional learning media in writing and explains how the writing process and using the proper media, then the students will produce good writing. Because media can be a tool which will help teachers within the learning process and organize their thoughts into a good writing.

The modern era marked by the development of information and communication technology. Internet has become an alternative learning source. The development of technology can be utilized to support the development of student learning achievement, namely learning through blogs. Blog was defined as a place for writing which will be accessed online through an internet browser. Therefore, the blog works as online journals during which the users can update their writing time by time. Thus, by employing a blog students can share their writings and may be accessed by giving feedback from the internet user anywhere and anytime.

Nowadays, blogs as ICT were used as a learning media, and accordingly and come to develop English learning media as important thing in learning process as EFL context.³ The utilization of blogs as learning media can be more fun and varied in contributing to English subject in the classroom. Through blogging activity, the students are going to be easy and considered as a new way to get more information because the teacher can upload their material with no limitation of time and place.⁴

Therefore, technology development will be utilized as a learning media in the classroom to help students in understanding the writing process in recount text, moreover the utilization of technology within the classroom also will attract students' attention because it becomes a good and fun media to be applied in classroom.

Based on the background of the problem described above, the researcher would like to conduct a study as a solution, with the title **The Effectiveness of Using Blog in Teaching Writing Recount Text at Tenth Grade of MAS Amaliyah Sunggal.**

B. The Identification of the Problem

According to the background of the problems above, the following are the identification of the problems:

1. Writing was considered as boring and uninteresting activities

³Aydin, (2014), *The use of blogs in learning english as a foreign language*. Mevlana International Journal of Education (MIJE), volume 4, number 1, p. 244.

⁴Budianto Hamuddin and Dahler, (2017), *Blog as powerful learning tools: The perception from EFL students in Riau main island Indonesia*, IOP Conf. Series: Earth and Environmental Science 156, p. 1.

2. The students felt hard to write because they have to pay attention in process of writing itself.
3. The low of writing learning media that affect students' writing performance
4. The use of blog promises more feedback than conventional method
5. Etc.

Because there are many problems that can be researched, therefore the researcher would limit them.

C. The Limitation of the Problem

According to the identification of the study above, there are many factors that affect the students' skill in writing recount text, such as writing material which is considered difficult and unattractive teaching media. Writing through blogging was viewed as a media to assist students in writing recount text; moreover the use of blog as a part of technology development in the classroom will also attract students' attention to be a good and fun media that applied in the classroom. Therefore, in this research the researcher focused on the effectiveness of using blog as a media in teaching writing recount text.

D. The Formulation of the Problem

According to the background of study above, the researcher formulated the problem into research question as follow: "Is there significant effectiveness of using blog in teaching writing recount text at tenth grade of MAS Amaliyah Sunggal?"

E. The Objective of the Study

The objective of the study was to know the significant effectiveness of using blog in teaching writing recount text at tenth grade of MAS Amaliyah Sunggal.

F. The Significance of the Study

The results of this research are expected to be used theoretically and practically:

1. Theoretically

The result of the study are represented to enhance the references on teaching English by using blog as language learning media and to provide a beneficial for further research on students' writing skill by using blog as language learning media in the classroom.

2. Practically

- a. This research was represented to provide benefits for English teacher to choose and conduct blog as language learning media
- b. This research also will represent to help the students in using language learning media more effectively
- c. The research will be used as a good and helpful reference for next study

CHAPTER II

LITERATURE REVIEW

This chapter elaborates theoretical framework, relevant studies, conceptual framework, and hypothesis.

A. Theoretical Framework

1. The Writing Skill on Recount Text

a. The Writing Skill

Writing is an important thing for communication likewise speaking as a main skill in communication. Writing can be used to written communication. According to Fithriani writing was used as communication tool and the substances of knowledge thought and organizing concepts. Furthermore, writing was defined as an activity to express opinion and sense of touch in written language which intended to be understood by the reader and function communication tool.⁵

Moreover, supported on Celce and Olstain writing is a productive skill amongst the four language skills, which is writing holds a symbol and includes the composite cognitive process. To make writing correctly, someone have to pay attention in well-formed regulations, appropriate vocabulary, and the coherent and cohesion in their writing.⁶

⁵Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing*, Journal of Foreign Language Teaching and Learning, Volume 3, nomor 1, p. 1.

⁶M. Celce and Murcia Elite Olstain, (2000), *Discourse and Context in Language Teaching*, New York: Cambridge University Press, p. 142.

Writing is an effort of transfer the idea effectively that comes from our mind.⁷ According to Siddiq writing is the way how person expresses their thought and feelings by visible sign, and can be understood by other people. It means when someone tried to transfer their idea they can deliver it into word and become sentences which have meaning.⁸

According to the explanation above, it can be drawn a conclusion that writing is an activity to bring someone's opinion, concepts and sense of touch out uttered in written language through the sequences of stages.

As we know, one of four language skills in English that students ought to be mastered was known by writing. Writing is a basic ability and classified as productive skill likewise speaking skill. The skill that has an essential significance in second language and regarded as difficult subject is writing.⁹ Expressing idea in grammatical correct sentences is not simple matter in writing. Rather, writing skill is a part of critical thinking that must be changed to different disciplines and genres.¹⁰

According to Javed, writing skill is an ability to be possessed by the second language learners, because writing gives the students positive effect in students' learning process. In addition, the writing skill was more complicated

⁷Fenny Siswita and Muhd. Al Hafizh, (2014), *Teaching Writing Recount Text to Senior High School Students by Using "Reading-Writing Connection Strategy"*, JELT, volume 2, number 2, p. 63.

⁸Ahamd Siddiq, (2013), *The Use of Semantic Mapping Technique to Improve Writing Skill in Descriptive Text*, JP3, volume 1, number 2, p. 8.

⁹Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing*, Journal of Foreign Language Teaching and Learning, Volume 3, nomor 1, p. 1.

¹⁰Kerry Walk, (2008), *Teaching with Writing*, New Jersey: Princeton University, p. 1.

than other language skills.¹¹ According to Braine and Yoroze in Javed, basically, the writing skill was viewed as an ability which required a well-structured of each sentences.¹²

According to of National Assessment of Educational Progress in Javed, writing skill is ability for better academician execution also as other actions associated to writing presentation. Furthermore Nunan explicitly explain that writing skill was defined as the process of thinking to invent concepts thought almost how to expressage into estimable writing, and arranging the ideas into assertion and paragraph clearly.¹³

Based on the explanation about writing skill above, writing skill was viewed as an ability for conveying opinion, ideas, and sense of touch into the system of written symbols, representing the sounds, syllables or word of language with mechanism, word form, and function, which then produces meaning.

Furthermore writing also explained in Islam. Writing was explained in the verses of the Holy Qur'an that mention the words 'write'. Writing usually uses a paper using instrument such as ball-point pen or pencils. Writing also is a combination of three elements, namely drive of muscles, brainpower, and heart.

Allah asks us to learn what He has created on the earth. It means we have to looking for knowledge without any reason. One of the ways to reinforce our knowledge that we have is by writing. The explanation can be seen in the Holy Qur'an Surah Al-Alaq verses 4-5:

¹¹Muhammad Javed, Wu Xiao Juan, and Saima Nazli, (2013), *A Study of Students' Assessment in Writing Skills of the English Language*, International Journal of Instruction, volume 6, number 2, p. 130.

¹²Ibid, p. 130

¹³David Nunan, (1991), *Language Teaching Methodology*, New York: Prentice Hall, p. 88.

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: “Who taught by the pen. Taught man that which He knew not”.¹⁴

In Surah Al-Alaq verse 4-5, Allah SWT instructed human how to write by using a pen besides Allah has given us a mouth to speak. If there was no written culture to write, surely that knowledge would be lost, there were no traces left from this religion. Writing was intended to reinforce the knowledge, in which writing will not be lost in time. It will survive as a tool that can be taught to the next generation. Moreover, writing is a tool to connect and relay knowledge to the people time by time, so that knowledge become developed and increased according to Allah wishes.¹⁵

Furthermore, in Surah Al-Qamar verse 53 also explained about the importance of writing and how a writing works as our reminder of what we have done. It can be seen in the following verse:

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَقَرٌّ ﴿٥٣﴾

Meaning: “Every matter, small and great, is on record”.¹⁶

In Surah Al-Qamar verse 53, Allah SWT said that everything in life from small thing to big thing was written already. Based on an interpretive perspective, the mean is all sins and deeds whether it was a little or a lot; it was written in

¹⁴Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 1761.

¹⁵Ahmad Mushtafa Al-Maraghi, (1974), *Tafsir Al-Maraghi*, Semarang: Toha Putra, p. 131.

¹⁶Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 1463.

Lauh Mahfuz. However, this verse has an implicit message for us to write, whether it was a small and big thing as a reminder for us in the next day.¹⁷

In another verse, surah Al-A'raf verse 154, Allah gives His guidance and grace through writing; it can be seen in the following verse of the Holy Qur'an:

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَاَحَ ۚ وَفِي نُسْخَتِهَا هُدًى وَرَحْمَةٌ
لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْتَهَبُونَ ﴿١٥٤﴾

Meaning: “When the anger Moses was appeased, he took up The Tablets: in the writing Thereon was Guidance and Mercy for such as fear their Lord”.¹⁸

Based on verse above, it explained that a useful writing can give us knowledge and understanding to guide us so we did not get lost in the wrong way. We can understand that by writing we can convey useful information and can broadcast the religions of Allah SWT to the world and the existence of Islamic region is maintained.¹⁹

Moreover, Allah also explained the importance of writing in another surah; it can be seen in the Holy Qur'an Surah Al-Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Meaning: “Nun. By the pen and by the (record) which (men) write”.²⁰

¹⁷Jalaluddin Al-Mahalli and Jalauddin As-Suyuthi, 2018, *Tafsir Jalalain*, (Jakarta: Ummul Quro), p. 343.

¹⁸Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 387.

¹⁹Jalaluddin Al-Mahalli and Jalauddin As-Suyuthi, 2018, *Tafsir Jalalain*, (Jakarta: Ummul Quro), p. 102.

²⁰Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 1585.

Based on the verse described above, Allah SWT swears with ink that is not clear yet of its existence, so it is as Allah said for the sake of ink and pen. By the verse about pen shows how great the pen is. On the other hand, pens have benefits and principles that are not able to be expressed. Thus writing can be said to be something special because pen is a writing tool.²¹

In addition, in a hadith Prophet Muhammad SAW, it is stated that writing is a means of conveying messages; it can be seen from the explanation of the hadith below:

حَدَّثَنَا يُوسُفُ بْنُ مُحَمَّدٍ الْبَصْرِيُّ حَدَّثَنَا عَبْدُ الْأَعْلَى عَنْ سَعِيدٍ عَنْ قَتَادَةَ عَنْ أَنَسٍ
أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كَتَبَ قَبْلَ مَوْتِهِ إِلَى كِسْرَى وَإِلَى قَيْصَرَ وَإِلَى النَّجَاشِيِّ وَإِلَى كُلِّ جَبَّارٍ يَدْعُوهُمْ إِلَى
اللَّهِ وَلَيْسَ بِالنَّجَاشِيِّ الَّذِي صَلَّى عَلَيْهِ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ

Meaning: “Narrated Anas bin Malik: “Before he died the Messenger of Allah had written to Kisra Caesar, An-Najashi, and every tyrant calling them to Allah. This An-Najashi is not the one that the Prophet SAW performed to the funeral Salat for”. (HR. Tirmidzi Number. 2640)²²

Based on the hadith above, writing was used for preaching. This can be proven by the action of the Prophet Muhammad SAW who had preached through letters to some royal authority. Writing was intended as a messenger to spread the religion of Islam.²³

There are many benefits of writing, not only as a messenger, by writing, it was easy to remember and understand knowledge like being guided to implant

²¹Jalaluddin Al-Mahalli and Jalauddin As-Suyuthi, 2018, *Tafsir Jalalain*, (Jakarta: Ummul Quro), p. 365.

²²Jami' at-Tirmidhi, Chapters on Seeking Permission, Vol. 5, Book 40, Hadith 2716.

²³Maftukhul Ngaqli, *Tafsir Ayat Al-Qur'an tentang Anjuran Menulis*, <http://aineganteng.blogspot.com> accessed on 09th of October 2020.

deeper into our mind, by writing. Science is firmly imprinted in our minds. In context, the Prophet Muhammad in his hadiths said:

أَخْبَرَنَا أَبُو عَاصِمٍ أَخْبَرَنِي ابْنُ جُرَيْجٍ عَنْ عَبْدِ الْمَلِكِ بْنِ عَبْدِ اللَّهِ بْنِ أَبِي سُفْيَانَ عَنْ عَمِّهِ عَمْرِو بْنِ أَبِي سُفْيَانَ أَنَّهُ سَمِعَ عُمَرَ بْنَ الْخَطَّابِ يَقُولُ قِيدُوا الْعِلْمَ بِالْكِتَابِ

Meaning: "Narrated Abdul Malik bin Abdullah bin Abu Sufyan from his uncle 'Amr bin Abu Sufyan, he had heard from Umar bin Khattab said: Bind knowledge by writing". (HR. Ad-Darimi Number. 497)²⁴

The same thing is conveyed through another hadith which is Prophet Muhammad SAW used our hand to write to get knowledge besides remembering it. It can be seen on the hadith below:

حَدَّثَنَا قُتَيْبَةُ حَدَّثَنَا اللَّيْثُ عَنْ الْحَلِيلِ بْنِ مُرَّةَ عَنْ يَحْيَى بْنِ أَبِي صَالِحٍ عَنْ أَبِي هُرَيْرَةَ قَالَ كَانَ رَجُلٌ مِنَ الْأَنْصَارِ يَجْلِسُ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَيَسْمَعُ مِنَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ الْحَدِيثَ فَيُعْجِبُهُ وَلَا يَحْفَظُهُ فَشَكَا ذَلِكَ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَقَالَ يَا رَسُولَ اللَّهِ إِنِّي أَسْمَعُ مِنْكَ الْحَدِيثَ فَيُعْجِبُنِي وَلَا أَحْفَظُهُ فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ اسْتَعِنْ بِيَمِينِكَ وَأَوْمَأْ بِيَدِهِ لِلْخَطِّ وَفِي الْبَابِ عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو قَالَ أَبُو عِيْسَى هَذَا حَدِيثٌ إِسْنَادُهُ لَيْسَ بِذَلِكَ الْقَائِمِ وَ سَمِعْتُ مُحَمَّدَ بْنَ إِسْمَاعِيلَ يَقُولُ الْحَلِيلُ بْنُ مُرَّةَ مُنْكَرُ الْحَدِيثِ

Meaning: "Narrated Abu Hurairah: "There was a man among the Anshar who would sit with the Messenger of Allah SWT and he would listen to Ahadith of the Prophet SAW and he was amazed with them but he could not remember them. So he complained about that to the Messenger of Allah SWT. He said: 'O Messenger of Allah! I listen to your Ahadith and I am amazed but I cannot remember them'. So the Messenger of Allah SWT said: 'Help yourself with your right hand' and motioned with his hand as if writing". (HR. Tirmidzi Number. 2590)²⁵

The message of hadiths above was intended to write as a media to remember the knowledge, so it is not quickly forgotten. Without writing, we will

²⁴Sunan Ad-Darimi, Chapter Mukadimah, Hadith 497.

²⁵Jami' at-Tirmidhi, Chapter Knowledge, Vol. 5, Book 39, Hadith 2666.

not know the traces of past civilization. Writing gives style and markers about the characteristic of civilization.²⁶

Therefore, by writing a person can express ideas and exchange information that can be known by many people. Thus the idea is not only known to oneself, also known to many people and the writings can be useful to other people.

b. Recount Text

In English, there are various classes of writing text and one of them is recount text. Recount text is a text which consists of broadcast of occurrences. Writing recount text is a writing activity almost broadcast of occurrences in the past with according chronologically according to the scene of time and place with the use of conjunction and sequence markers.²⁷

According to Grace in Sukma, recount text was defined as a text that tells the reader about what the writer have been through in their life experience and there are three parts in writing recount text namely orientation, events, and reorientation.²⁸

Based on the explanation above, recount text was known by a common text in English subject that tells about something that happened in the past accordance with the social function, generic structure and language feature of recount text itself.

²⁶Maftukhul Ngaqli, *Tafsir Ayat Al-Qur'an tentang Anjuran Menulis*, <http://aineganteng.blogspot.com> accessed on 09th of October 2020.

²⁷Knapp, Peter and Megan Watkins, (2005), *Genre, Text, and Grammar*, Sydney: University of South Wales Press Ltd, p. 35.

²⁸Dian Sukma, (2015), *A Study on Writing Recount Text*, Journal of English Education, Volume 1, Number 1, University of Pasir Pangairan, p. 65.

After knowing the meanings of recount text above, there are several aspects that must be fulfilled in writing recount text, including:

1) Social Function of Recount Text

Regarded to the definition of recount text which tells series of events in the past, the social function of recount text itself is to inform and entertaining the reader about what the writer have been through in the past.

2) Generic Structure of Recount Text

a) Orientation

This is the first step which contains about telling the subject, where and when the story happened.

b) Events

This is the second step which contains about the description of the story according to the sequence of events.

c) Reorientation

This is the last step which contains about the conclusion of the story and the writer can give personal opinion about the story.

3) Language Feature of Recount Text

a) Subject of story focus on individual or group

Recount text was focused to what someone's was going through in the past, it usually related with life experience. The subject of the story can be written in the first and thirdly person. First person means the story was happening to the writer itself. For example: *I went to the beach*. Meanwhile the third person means the writer write about someone's

story. For example: *Gina went to the beach, she was happy.*

b) Using Past Tense

In writing recount text, language feature that should be used is past tense.

Past tense was known as a form of sentence that described something in the past. It means past tense indicates that the activity began and ended at a particular time in the past. For example: *went, ran, walked, etc.*

c) Using Conjunction

In writing recount text, the writer should use conjunction to sort the events that occurred in the past. For example: *and, after that, next, but, etc.*

d) Using Adverb and Adverbial Phrase

Using adverb means in writing recount text the writer showed place and time the event occurred. For example: *yesterday, in the house, on the school, last year, etc.*²⁹

The following is an example of recount text accordance with the social function, generic structure and language feature of recount text:³⁰

Orientation:

On school holidays, my family and I vacationed at Cemara Kembar Beach. I headed to Cemara Kembar Beach by car. Before left, I prepared lunch and snacks for the beach. After preparing food, I with my family immediately went to the beach we were looking for. The destination is Cemara Kembar Beach.

²⁹Syaiful Azhar, (2015) *Skripsi: Analysis of Generic Structure of Recount Text*, Salatiga: UIN Salatiga, p. 34.

³⁰M. Arifian Rosyadi, *Teaching Material Development Recount Text*, Learning Material Junior High School Grade VII, p. 2-3.

Events:

On the way, I opened the window and enjoyed how cool the wind was and saw the scenery and the rice fields that were neatly lined up. Indeed, Allah is great creator. While enjoying the waves approaching us, we made a beautiful sand castle. I saw turtles, crabs, shrimp fish and others. After tired of playing, my family and I took a break, then ate together while see the waves swinging like a swing. After eating and resting, I continued playing because I felt not satisfied. I enjoyed the beautiful view and I was so happy that day. A few hours later, my parents told me to change clothes because my clothes were soaked and full of sand.

Reorientation:

Before going home, I bought souvenirs in the form of bracelets, shell crafts and beach hats. Bought souvenirs, my family and I enjoyed how beautiful the sunset in the evening. Then my family took a pictures for a while and came back home. It was really great vacation that I will never forget.

Based on the explanation about writing skill and recount text, it drawn a conclusion that writing skill on recount text is a writing activity conveying idea or feeling about events in the past with reported chronologically accordance with the social function, generic structure and language feature of recount text.

2. Blog**a. The Definition of Blog**

Blog was introduced for the first time in 1998 by John Barger. Blog term was given by Barger because blog was considered as a personal website and frequently updated time by time. In other words, a blog is a personal website,

which contains personal opinions and to inform the people about global community.³¹

According to Herutomo, blog is a form of web application that resembles writing (which is share as posts) on world web page. This place normally can be accessed by all internet users according the issue of the blog.³²

According to Wahyudi blog was defined as an utterance of web blog which is part of website application that was created to provide facilities for users to share written information to many people. In a blog, someone can share writing as well as pictures, hypertext, and links that link to another blogs.³³

Furthermore, blog also was defined as online writing spot that can be edited and published immediately through web browser. Blog works as online journal in which blog users can update their post time by time.³⁴

Based on definition above, it drawn a conclusion that blog is an online space to write through internet which can be accessed by anyone and provide many facilitates can be used and the writer can update their writing anytime and anywhere.

As we know, technology development has affected the development of learning media. Learning media is needed as tool used by a teacher to support a learning activity in the classroom to be more effective and create a pleasant

³¹Sartono, (2016), *Pemanfaatan Blog Sebagai Media Pembelajaran Alternatif di Sekolah Transformatika*, Vol. 12, No. 1, p. 121.

³²Agung Herutomo, (2010), *Conquering Web 2.0*, Jakarta: PT. Elex Media Komputindo, p. 77.

³³Nanang Wahyudi, (2014), *Pemanfaatan Blog Sebagai Media Pembelajaran Interaktif*, *Jurnal study Islam Panca Wahana I*, Edisi 12, p. 84.

³⁴Miftachudin, (2017), *Students' Perceptions of the Use of Blogs in English Language Learning*, *REGISTER JOURNAL, Language & Language Teaching Journals* Vol. 10, No. 1 , p.102.

atmosphere to stimulate students' attention and thought. Therefore nowadays blog also be a part of learning media in education world.

Furthermore, in Holy Qur'an there are verses that showed about learning media to humans, including the conversations about the heavens, the earth, the sea, mountains, and so on. It can be seen in the following verse (QS. Luqman: 10-11):

خَلَقَ السَّمَوَاتِ بِغَيْرِ عَمَدٍ تَرَوْنَهَا ^طوَأَلْقَى فِي الْأَرْضِ رَوْسِي أَنْ تَمِيدَ بِكُمْ وَبَثَّ فِيهَا مِنْ كُلِّ دَابَّةٍ
وَأَنْزَلْنَا مِنَ السَّمَاءِ مَاءً فَأَنْبَتْنَا فِيهَا مِنْ كُلِّ زَوْجٍ كَرِيمٍ ﴿١٠﴾ هَذَا خَلْقُ اللَّهِ فَأَرُونِي مَاذَا خَلَقَ
الَّذِينَ مِنْ دُونِهِ ۚ بَلِ الظَّالِمُونَ فِي ضَلَالٍ مُبِينٍ ﴿١١﴾

Meaning: “He created the heavens without any pillars that you can see; He set on the earth mountains standing firm, lest it should shake with you; and He scattered through it beasts of all kinds. We send down rain from the sky, and produce on the earth every kind of noble creature, in pairs. Such is the Creation of God: Now show Me what is there that others besides Him have created: nay, but the Transgressors are in manifest error”.³⁵

If this verse was viewed as educational aspect, the main purpose of this verse is faith to Allah and thanks to all His blessing for us and do not become a wrong person. In this case, Allah uses earth, sky, plants, and animals as the media to the humans to believe in Allah's great grace and be thankful for His blessings.³⁶

Moreover, the explanation of learning media was taken through how the universe works. It can be seen of the following verse (QS. An-Naml: 60-61):

³⁵Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 1081-1082.

³⁶Kadar M. Yusuf, (2013), *Tafsir Tarbawi (Pesan-pesan Al-Qur'an tentang Pendidikan)*, Jakarta: AMZAH, p. 135.

أَمَّنْ خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَأَنْزَلَ لَكُمْ مِنَ السَّمَاءِ مَاءً فَأَنْبَتْنَا بِهِ حَدَائِقَ ذَاتَ
 بَهْجَةٍ مَّا كَانَ لَكُمْ أَنْ تُنْبِتُوا شَجَرَهَا ؕ أَلَيْسَ اللَّهُ بِذِي فَضْلٍ عَلَى الْبَشَرِ ؕ أَمَّنْ جَعَلَ
 الْأَرْضَ قَرَارًا وَجَعَلَ خِلَالَهَا أَنْهَارًا وَجَعَلَ لَهَا رَوَاسِيَ وَجَعَلَ بَيْنَ الْبَحْرَيْنِ حَاجِزًا ؕ أَلَيْسَ اللَّهُ
 بِذِي فَضْلٍ كَثِيرٍ لَّا يَعْلَمُونَ ﴿٣٧﴾

Meaning: “Or who has created. The heavens and the earth, and who sends you down rain from the sky? Yea, with it We cause to grow well-planted orchards full of beauty and delight: it is not in your power to cause the growth of the trees in them. (Can there be another) god besides God? Nay, there are a people who swerve from justice. Or, who has made the earth firm to live in: made rivers in its midst; set thereon mountains immovable: and made a separating bar between the two bodies of flowing water? (Can there be another) god besides God? Nay, most of them know not”.³⁷

The verse above discussed about the phenomena that occur on earth. It includes the rain that watered the earth where plants grow caused by water. In addition, there are many rivers, mountain, and sea on earth. And also the ocean contains a lot of natural wealth, including fish, coral, reefs, mines, and so on.³⁸

If it was viewed from learning aspect, the main material that taught in these two verses is faith in Allah, reverend Him and realizes His greatness. To convince people and make them understand well about the faith and greatness of Allah, the Holy Qur'an used the shift of day and night as a learning media that can be obtained from the universe.³⁹ It can be seen in the following verse (QS. Fussilat: 37-39):

³⁷Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 993.

³⁸Kadar M. Yusuf, (2013), *Tafsir Tarbawi (Pesan-pesan Al-Qur'an tentang Pendidikan)*, Jakarta: AMZAH, p. 138.

³⁹Ibid, p. 138.

وَمِنْ ءَايَاتِهِ اللَّيْلُ وَالنَّهَارُ وَالشَّمْسُ وَالْقَمَرُ لَا تَسْجُدُوا لِلشَّمْسِ وَلَا لِلْقَمَرِ
وَأَسْجُدُوا لِلَّهِ الَّذِي خَلَقَهُنَّ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ ﴿٧٧﴾ فَإِنِ
اسْتَكْبَرُوا فَالَّذِينَ عِنْدَ رَبِّكَ يُسَبِّحُونَ لَهُ بِاللَّيْلِ وَالنَّهَارِ وَهُمْ لَا يَسْأَمُونَ ﴿٧٨﴾
وَمِنْ ءَايَاتِهِ أَنْتَ تَرَى الْأَرْضَ خَاشِعَةً فَإِذَا أَنْزَلْنَا عَلَيْهَا الْمَاءَ اهْتَزَّتْ
وَرَبَتْ إِنَّ الَّذِي أَحْيَاهَا لَمُحْيِ الْمَوْتِ إِنَّهُ عَلَى كُلِّ شَيْءٍ قَدِيرٌ ﴿٧٩﴾

Meaning: “Among His Sign are the Night and the Day, and the Sun and the Moon, adore not the sun and the moon, but adore God, Who created them, if it is Him you wish to serve. But if the (Unbelievers) are arrogant, (no matter): for in the presence of the Lord are those who celebrate His praises by night and by day and they never flag (Nor feel themselves above it). And among His Sign in this: thou sees the earth barren and desolate; but when We send down rain to it, it is stirred to life and yields increase. Truly, He who gives life to the (dead) earth can surely give life to (men) who are dead. For He has power over all things”.⁴⁰

The verse above explained about how natural events (the form of day and night) are natural phenomena that showed Allah’s unity and majesty. In addition, there are sun and moon, which associated with the events of the day and night. The sun and moon that circulate in their respective paths are a system that He has arranged. Therefore, humans do not deserve prostration to the sun and moon but only to Allah.⁴¹

Learning material that represented in that verse is related to Allah’s greatness, He is Almighty, and therefore humans must obey all His teaching. In other hand, the verse above teach or encourage teachers to carry out learning

⁴⁰ Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur’an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 1297-1298.

⁴¹ Kadar M. Yusuf, (2013), *Tafsir Tarbawi (Pesan-pesan Al-Qur’an tentang Pendidikan)*, Jakarta: AMZAH, p. 139.

process by using media in accordance with the material. Many things can be used as a media in learning process. For this reason, the teachers are required to be able to make related media in their surroundings as a tool to help them in learning process. Furthermore, learning media also was explained in the hadith, Prophet Muhammad SAW in his hadiths said:

حَدَّثَنَا صَدَقَةُ بْنُ الْفَضْلِ: أَخْبَرَنَا يَحْيَى بْنُ سَعِيدٍ، عَنْ سُفْيَانَ قَالَ: حَدَّثَنِي أَبِي، عَنْ مُنْذِرٍ، عَنْ رَبِيعِ بْنِ خُثَيْمٍ، عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطًّا مُرَبَّعًا، وَخَطَّ خَطًّا فِي الْوَسَطِ خَارِجًا مِنْهُ، وَخَطَّ خُطُوطًا صَغِيرًا إِلَى هَذَا الَّذِي فِي الْوَسَطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسَطِ، وَقَالَ: (هَذَا الْإِنْسَانُ، وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ - أَوْ: قَدْ أَحَاطَ بِهِ - وَهَذَا الَّذِي هُوَ خَارِجٌ أَمَلُهُ، وَهَذِهِ الْخُطُوطُ الصَّغِيرُ الْأَعْرَاضُ، فَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا، وَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا). (رواه البخاري)

Meaning: "Narrated 'Abdullah: The Prophet SAW drew a square and then drew a line in the middle of it and let it extend outside the square and then drew a several small lines attached to that central line, and said, "This is the human being, and this, (the square) in his lease of life, encircles him from all sides (or has encircled him), and this (line), which is outside (the square), is his hope, and these small lines are the calamities and troubles (which may befall him), and is one misses him, another will snap (i.e. overtake) him, and if the other misses him, a third will snap (i.e. overtake) him." (HR. Bukhari Number. 5938)⁴²

In hadiths above, prophet Muhammad SAW explained before his companions, how humans with their dreams desires could be hindered by the coming of death, illness, or old age. By the aim of advising them not to (just day dream) long-day dreaming (without realization), and teaching them to prepare for

⁴²Ibn Hajar al-'Ashqalani, *Fathul Bari*, Bab Hal-hal yang Melunakkan Hati, Hadith 6417.

death.⁴³

From the explanation above, hadiths showed us how Prophet Muhammad SAW was an educator who truly understood good method of conveying knowledge to humans. He explained information and knowledge through pictures to make it easier to understand and be absorbed by the mind and soul.⁴⁴

Furthermore, in another hadith also explained how the Prophet Muhammad SAW clasped his fingers as a media to help him in delivering his teachings. The explanation can be seen in the hadith below:

حَدَّثَنِي عَمْرُو النَّاقِدُ. حَدَّثَنَا أَبُو أَحْمَدَ الزُّبَيْرِيُّ. حَدَّثَنَا مُحَمَّدُ بْنُ عَبْدِ الْعَزِيزِ عَنْ
عُبَيْدِ اللَّهِ بْنِ أَبِي بَكْرٍ بْنِ أَنَسٍ، عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى
اللَّهُ عَلَيْهِ وَسَلَّمَ "مَنْ عَالَ جَارَتَيْنِ حَتَّى تَبْلُغَا، جَاءَ يَوْمَ الْقِيَامَةِ أَنَا وَهُوَ"
وَضَمَّ أَصَابِعَهُ. (رواه مسلم)

Meaning: "Narrated Anas bin Malik ra: The Prophet SAW said: "Whoever takes care of two daughter until adulthood, then on the Day of Judgment he will come with me", he clasped his fingers". (HR. Muslim)⁴⁵

According to the hadith above, the Prophet Muhammad SAW explained about someone's privileges that supports or cares of two daughters using his fingers. In this case, the Prophet Muhammad clasped his fingers as sign that it could be understood that if someone takes care of their two daughters until mature or married, so in the Day of Judgment they will close to Prophet Muhammad

⁴³ Abdul Fatah Abu Ghuddah, (2009), *40 Metode Pendidikan dan Pengajaran Rasulullah*, (Bandung: Irsyad Baitus Salam), p. 131-132.

⁴⁴ M. Ramli, (2015), *Media Pembelajaran dalam Perspektif Al-Qur'an dan Hadis*, Ittihad Jurnal Kopertais Wilayah XI Kalimantan, Volume. 12 Number 23, p. 141.

⁴⁵ Abu Husein Muslim bin Hajjaj bin Muslim An-Naisaburi, *Matan Shahih Muslim*, Daar Thoyyibah.

SAW.⁴⁶

From the explanation, it can be understood that when the Prophet Muhammad explain his teachings, he used varied and communicative media based on the condition at that time. By clasping his finger, it showed closeness between the Prophet Muhammad SAW and that person. So, it will be easier and more understandable for the companions to get the explanation from the Prophet Muhammad SAW.⁴⁷

In addition, the Prophet Muhammad SAW also used pebbles as a media in conveying his teachings, the explanation can be seen in the hadith below:

حَدَّثَنَا مُحَمَّدُ بْنُ إِسْمَاعِيلَ، وَأَخْبَرَنَا خَلَادُ بْنُ يَحْيَى حَدَّثَنَا بِشِيرُ بْنُ الْمُهَاجِرِ أَخْبَرَنَا عَبْدُ اللَّهِ بْنُ بُرَيْدَةَ عَنْ أَبِيهِ. قَالَ: قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: "هَلْ تَدْرُونَ مَا مِثْلُ هَذِهِ وَ هَذِهِ؟ وَرَمَى بِحَصَاتَيْنِ قَالُوا اللَّهُ وَرَسُولُهُ أَعْلَمُ. قَالَ هَذَاكَ الْأَمَلُ وَهَذَاكَ الْأَجَلُ". قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ غَرِيبٌ مِنْ هَذَا الْوَجْهِ. (سنن الترمذي).

Meaning: "Narrated 'Abdullah bin Buraidah: from his father that the Prophet SAW said: "Do you know what the parable of this and this is?" and he tossed two pebbles. They said: "Allah and His Messenger SAW know better." He said: "This (the father) one is hope, and this (closer) one is death". (HR. Tirmidzi)⁴⁸

According to the hadith above, one time Rasulullah SAW asked his companions two pebbles he held, then threw them. Then the companions answered that only Allah and him that knows about it. The two pebbles were intended as a media in give his teachings. The two pebbles were considered as

⁴⁶Ibid, p. 141.

⁴⁷Ibid, p. 141.

⁴⁸Jami' at-Tirmidhi, Chapter on Parables, Vol. 5, Book 42, Hadith 2870.

someone's wishful thinking and death. It means, these two things cannot be separated like the two sides of coin. It became the nature of Allah SWT in determining the course of human life and death.⁴⁹

In that hadith, it can be understood that the Prophet Muhammad SAW used two pebbles as a media to provide a warning sign to human that life is not about life on the earth but there is another life in the hereafter. Thus, the role of media can help to more understanding in achieving educational goals.⁵⁰

Regarding of this issue, current technological developments have formed a network that can provide possibilities as new learning media for students to interact with learning resources widely. Technological developments like internet and blog have opened access for anyone to obtain the latest information and knowledge in certain academic fields.⁵¹

By the development of technology, the teachers can create learning media more creative and fun. Nowadays, learning media is no longer shaped as a tool in the form of paper as usual. With the existence of ICT-based media, students have the desire to progress, and also have high creativity and satisfaction in their development in the life to come. Media that is deliberately designed in such a way can be utilized in learning activities. Thus, this media should attract the attention of students in the learning process and also students easily understand and understand the subject matter delivered by the teacher.

⁴⁹Ibid, p. 143.

⁵⁰Ibid, p. 143

⁵¹Rusman, Deni Kurniawan, and Cevi Rivana, (2013), *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*, Jakarta: PT RAJAGRAFINDO PERSADA, p. 106.

b. The Principle of Blog

Internet has become one alternative way for finding any kinds of information that the teacher and the students' need, and one of them is through blog. Blogs appear to complement learning experiences and supply opportunities for students to shift from surface level learning to deeper levels. In educational realms, blogs are popular amongst teachers and students, especially within English learning.

Blog in English can be used as online writing space for the students that many people can see their writing and got authentic reader for their writing. By using blog, the students' writing can be accessed and got the feedback from internet users. Regarding with this issue, Togatorop classified some principle of blog in learning process, namely:⁵²

1) Supply real readers for students' writing

By blog, someone becomes more courageous to publish written results that are usually only written on a piece of paper and got authentic reader from internet users. Moreover, by using blog it can get more feedback through the comment section in blog. Therefore, the students can improve their ability in writing.

2) Supply extra reading exercises

A blog can also be used as a place to reading exercise. Before publishing their writing, someone must read what they are going to write. In addition, to provide feedback someone has to read what they want to comment on. So, blog not only be a writing space but also to reading exercise.

⁵²Erikson Togatorop, *Efektifitas Penggunaan Blog Dalam Meningkatkan Kemampuan Menulis Mahasiswa di Politeknik Batam*, Politeknik negeri Batam, p. 4.

3) Reinforce a way of community within the classroom

Publishing students' writing to their blog, make the classmates give their feedback to their students' writing and it make a community in the classroom through blog.

4) Encourage students to participate more and make a web portfolio of written works for the participants

In this sense, blog as learning media is a good learning experience because it allows students and teacher to interact with each other individually in terms of learning objectives. It means, a blog can serve as a web portfolio to examine individual student work. This is a place where students can get feedback from their peers and teacher.

c. The Design of Blog

Nowadays, blogs was used in some distance and for some aim. So, many kinds of blogs which will be known as personal blog, blog for education, blog for journalism, blog for researcher, blog for community, etc. Blogs are often divided into several types, namely:

- 1) Educational blog, usually written by students or teachers.
- 2) Literary blogs, better known as litblogs (literary blogs), contain problems that are related to the world of literature.
- 3) Personal blogs are also called online diaries which contain experiences someone's daily life, complaints, poetry, ideas, and conversation friend.
- 4) Blog stubs, is blogs that discuss a particular topic, and focus on certain topics.

- 5) Health diary also specifically discourse health. Most health blogs holds almost patient complaints, the latest health newsworthiness data file almost health.
- 6) Political blogs contain political news, activists, and all issue based blog (like a campaign).
- 7) Travel blog, focus on the discussion of the travel story that tells travel information.
- 8) Research blog, which contains academic issues such as the latest research news.
- 9) A legal blog, which contains legal issues or legal matters; also called with blawgs (Blog Laws).
- 10) Media blogs, focusing on discussing media lies or inconsistencies mass; usually only for newspapers or television networks.
- 11) Religious blog, discussing issues related to religion.
- 12) Business blog, used by employees or entrepreneurs for promotional activities their business.⁵³

These sorts of blogs are divided supported the classification and focus discussed in them. During its development, many bloggers mixed various sorts of blogs into one blog with varied contents. Blogs are increasingly fashionable the general public, from educated circles, executives and even ordinary people. To possess a blog is extremely easy and cheap, even free. Many free blogs are provided on the web, including: *wordpress.com*, *blogspot.com*, *weblog.com*, *multiply.com*, *co*, *cc*, *etc*. Make and manage a blog is additionally very easy, only

⁵³Sartono, (2016), *Pemanfaatan Blog Sebagai Media Pembelajaran Alternatif di Sekolah Transformatika*, volume 12, number 1, p. 123-124.

with time 15-30 minutes prospective bloggers are bound to have a blog and may manage it as desired.⁵⁴

Furthermore, blog has many features to facilitate internet user. The following some feature which is usually found in every blog account⁵⁵

- 1) Blog Post. Blog post is the main feature in a blog account, where users can post their writing. Each post usually consists of one to twelve paragraphs. Besides that, blog post can add images, videos, or other media as complement in writing.
- 2) Archive. Archive is a feature where blog users can organize and manage their post so it can be easy for the internet user to access it. Furthermore, archives are usually classified sequentially according to the date of posting the writing, so blog users can organize their posts according to their needs.
- 3) Comment Box. The comment box is a feature on blog that can be used to connect the writer and the reader. This feature is located below each post that has been posted. In this feature, the readers can provide feedback in the form of comments in the fields that have been provided in each post. The feedback that can be given is like criticism and suggestions for the writing that are posted. Therefore, this feature can provide an opportunity for any writer who wants to present their writing to become a productive work and can be read by many people.

⁵⁴Ibid, p. 127.

⁵⁵Nurita Wulandari, (2016), *Skripsi: The Effectiveness of Blog on Students' Writing of Narrative Text*, UIN Syarif Hidayatullah Jakarta: FITK, p. 7.

- 4) Template. Template is a feature where blog users can show the characteristics of the blog that they have. In this feature, blog users can determine how the blog looks like they want, such as themes and typography that match with the content of their writing.⁵⁶

d. The Procedure of Blog

In writing skills, the use of blog media is very appropriate to the characteristics of writing skill itself. Blogs are a very suitable media for personal online journals for students, mainly because they enable them to upload their writings. By using blog, students can write anything on the existing blog section, including providing additional emphasis or information with other media is also available, such as audio, video, or links to relevant website (site) addresses.⁵⁷ Students only need to fill in the slots that already exist, such as typing then just publish and their blogs can be seen by all people in the world.

By publishing a blog on the internet, students have the possibility of readers outside of classmates for their writings. Conversely, readers can in turn comment on what they read. Personal posting on blogs also creates a greater sense of ownership and responsibility for students, who encourage them to be wiser (in content and structure) because they realize that they write for a real audience.⁵⁸ Therefore, the potential of this real audience provides 'demands' as well as opportunities for students to show their best work. It is hoped that this will also provide better motivation for improving student writing competence.⁵⁹

⁵⁶Ibid, p. 7.

⁵⁷Made Hery Sentosa, (2007), *Pemanfaatan Blog (Jurnal Online) Dalam Pembelajaran Menulis*, Universitas Pendidikan Ganesha, p. 6.

⁵⁸Erikson Togatorop, *Efektifitas Penggunaan Blog Dalam Meningkatkan Kemampuan Menulis Mahasiswa di Politeknik Batam*, Politeknik negeri Batam, p. 4.

⁵⁹Made Hery Sentosa, op.Cit, p. 6.

Graham in Miftachuddin stated that creating a blog is not difficult because it only requires a simple understanding of accessing the internet, as easy to create and send e-mails. Creating a blog does not require an understanding of programming languages or complex programming syntax because everything has been done by the system. All you have to do is writing and publish it directly.⁶⁰ To create a blog, there are several things that need to be done, namely: an e-mail, choosing the type of blog, choosing an existing blog provider online such as *blogger*, *multiply*, *blogsme*, *wordpress*, and others. After the blog is created, all slots provided are filled in as needed and can be updated every day.⁶¹

In learning writing skill in classroom, students are given a place to express and interact with the lecturer, their friends, and other people who have the same interests and access. They will have their own blog for later use as a media to write their writing. After the blog is created, the next thing that needs to be conveyed is how to utilize the blog media in learning to write. By emphasizing the process of writing, learning to write aided by blogs must pay attention to 5 things, namely: 1) making a blog, 2) the process of making an outline, 3) the process of making drafts, 4) the process of revision, and 5) the process of publication to media blogs (online journals). In more detail, the five actions can be described as follows.

1) Making a Blog (Online Journal)

In this case, the teacher will show the steps to create a blog to students by using a provider from Blogger with the steps previously described, namely:

⁶⁰Miftahuddin, (2017), *Students' Perception of the Use of Blogs in English Language Learning*, REGISTER JOURNAL, Language & Language Teaching Journals, volume 10, number 1, p. 102.

⁶¹Made Hery Sentosa, (2007), *Pemanfaatan Blog (Jurnal Online) Dalam Pembelajaran Menulis*, Universitas Pendidikan Ganesha, p. 17.

- a) Type <https://blogger.com>
 - b) Click 'create blog'
 - c) Enter the email along with the password as data
 - d) Fill in the display name that will be used in the blog
 - e) The blog is finished, just fill in as needed.
- 2) Make an Outline

After a subject on certain types of composition in writing has been explained, students will make an outline, which is a kind of writing framework that contains the points of thought with a brief and concise description. It should be noted that this process is a process that is not easy and largely determines the success and direction of student writing. It is believed that 75% of writing will be good and effective if the outline is good too. Outline consists of three important elements, namely topic sentence, developmental paragraphs, and conclusion.

3) Drafting

This process is carried out if the outline of student writing is deemed sufficient, in the clear sense of what will be developed in their writing. Students have started writing by developing ideas on outline elements by adding phrases or sentences, as well as relevant transition markers. The draft that they have made then must be uploaded to their blog. Each of them can comment on their friend's draft.

4) Revising

In this process, the students' writing is given back to their classmates to jointly correct the written draft.

5) Publishing

After the students' writing was revised, it was time for them to publish their final writing. This is the moment where their final posts are uploaded to their respective blogs. The teacher will check their writing and comment. Their final writing was also printed and corrected by his friend before being corrected by the teacher. So the students' writing goes through various stages of the writing process in the hope that what they produce can be better and more effective. With blogs, their writing will be seen by other people, and because it is displayed to the public, students will try to show their best efforts.

Based on the possibilities that can be applied in the class, the blog is expected to increase the effectiveness of writing skill because the blog places more emphasis on the writing process. In this case, writing activities must go through a writing process, starting from making an outline, revising, drafting, revising, until a final writing is produced. The use of blog media as online journal media will certainly greatly help students in pouring ideas and their mind because of the characteristics of the blog that were delivered before.⁶²

e. The Advantages and Disadvantages of Blog

Blog as learning media in the classroom works as online writing space for the students publish their writing and can be accessed and got more feedback from many people. Blog also can be a good and fun learning media for the students to make student more interested in learning English. Every learning media has advantages and disadvantages in its application in the classroom, like blog, it is not only has many advantages for the students in learning English, but

⁶²Ibid, p. 23.

also has disadvantages. According to Hossain and Quinn, there are some of advantages and disadvantages of blog as learning media in the classroom, namely:

The advantages of using blog in the classroom:

- 1) Accessible. The most common advantages of the blog are anytime and anywhere accessibility. Blog can be accessed through their computer or smartphone anytime and anywhere they are.
- 2) Alternative Source. By using blog in classroom activity, it can be different way in their learning experience and become an alternative source of learning.
- 3) Collaborative. By blogging activity intended to build a collaborative between the students and the teacher that it can be an effective communication.
- 4) Convenient. In learning and practicing students' writing skill, blog become an easy and effective tool.
- 5) Enjoyable. Blogging activity can be an enjoyable learning tool. Blog has so much potential and efficiency in learning English especially in students' writing skill.
- 6) Encouraging. Blogging activity can make the students encouraging themselves to be active participants in the classroom
- 7) Engaging. Blog can be an engaging tool for learning English in writing skill.
- 8) Getting Feedback. By using blog the students will get feedback from their friends' comments and opinion on their writing and it becomes into something impressive for the students.

- 9) Safe and secured. Using blog in classroom activity was regarded to be a great advantage to the students. Blog was a safe and secured platform to express their idea, opinion, and feelings because they can register as anonymously instead of their actual name.

The disadvantages of using blog in the classroom:

- 1) Difficult for new blogger. It will be hard for the students that did not have precious experience in blogging activity and writing comments.
- 2) Enforcing. Working on group with other students and doing so in timely manner were mentioned as one kind of enforcement or pressure to some participant.
- 3) Blog can be wasting time. Finding time to write regular updates can become a chore
- 4) Rude comment. Some people may leave rude or inappropriate comments.⁶³

B. Relevant Study

A thesis from Akhid Lutfian, 2011. The title of thesis is **“Improving Students’ Writing Skill Through English Web Blog Among Year X Students of SMA Negeri 7 Purworejo in The Academic Year of 2010/2011”** Supported on the thesis, the results of this study established that the exercise of the online blog is effectual to heighten students’ writing skills supported the qualitative and quantitative facts analysis. The training cognitive process became also interesting and therefore the students enjoyed the writing cognitive process The students’

⁶³Md. Mokter Hossain and Robert J. Quinn, (2012), *Advantages and Disadvantages of Using a Blogging Activity in a College Euclidean Geometry Course*, International Journal of Computer Technology and Electronics Engineering (IJCTEE), volume 2, Number 6, p. 4.

difficulties in writing are oft reduced by using web blog inside the teaching-learning cognitive process and applying handwriting positions buttoned up web blog. The results established that students' writing skill betters importantly buttoned up blogging activity. It are often ended that the academics are more enthusiastic and more fun almost writing English.

A thesis from Iin Kurnia, 2015. The title of thesis is **“The Effectiveness of Blog Toward Students' Accuracy and Complexity in Writing Narrative Text (A Quasi Experimental Study at Eleven Grade Students of SMA Daar El-Qolam)”** Supported on this thesis, the result showed that blog helped the scholars to realize a greater advance on their accurateness and complexity in narrative text. She was doing the research by victimisation decimal adjustment which is get the resolution sig. 2 tailed (p) was 0. 005 for complexness and 0, 001 for accurateness patch alpha was 0, 05 it substances there was a cocksurenness core of blog toward students' accurateness and complexness in writing narrative text.

C. Conceptual Framework

Writing is a productive skill among the four language skills, which is writing was defined as a productive skill amongst the four language skills, which is writing holds a symbol and includes the composite cognitive process. To make writing correctly, someone have to pay attention in well-formed regulations, appropriate vocabulary, and the coherent and cohesion in their writing. It is a complex cognitive activity, like thinking, organizing, etc. Since writing is a very complex cognitive study, students find it complicated to master writing. They considered writing as difficult task.

Regarding to those issues, implementing of blog as media could be appropriate for that situations. The researcher tried to apply of using blog in learning process, in order to see the effectiveness of this media to improve students' writing recount text instead of conventional method that used before at MAS Amaliyah Sunggal Deli Serdang. In this case, blogs are popular amongst teachers and students. Blog have become more interested learning media because it considered a fun media to interest the students in improve their writing skill than using a piece of paper. Therefore, this media is expected to be a new and right media in teaching and learning recount text. In addition, we can see the significant effect of using blog on students' writing recount text, and also we can distinguish which one the effective method through comparing of these two methods.

D. Hypothesis

Hyphotesis is a temporary result or conclusion of a research. It has to be tried at a later time to testify the validity of the test. Supported on any of the theoretical study, associated study and conceptual model that has been explained, the researcher's possibility of this research is:

H_0 : $X_1 < X_2$. The mean score of post-test in experimental class is smaller than post-test in control class. It means there is no effectiveness of using blog in teaching writing recount text.

H_a : $X_1 > X_2$. The mean score of post-test in experimental class is bigger than post-test in control class. It means there is effectiveness of using blog in teaching writing recount text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates research setting, population and sample, research method, technique of data collection (conceptual definition, operational definition, and specification), and technique of data analysis.

A. Research Setting

This study is going to be conducted at MAS Amaliyah Sunggal. It is located in Jl. Tani Asli, Kec. Sunggal, Kab. Deli Serdang, North Sumatera. The following is the reasons why the researcher chose the school:

1. The research with a similar theme has never been carried out in MAS Amaliyah Sunggal
2. The researcher wants to introduce blog as a new way in students' writing recount text in the classroom

B. Population and Sample

1. Population

Population referred as a group of people or something that has significant characteristics. Furthermore the population outlined as the area of generalization that happens from the subject or object to a significant quantity and characteristics dictated by the researcher. Thus, the population is very implicated with the data and is the totality of all potential values.⁶⁴

The population in this research is students at tenth grade of MAS Amaliyah Sunggal Deli Serdang. The numbers of population consist of 131

⁶⁴Jemmy Rumengan, (2013), *Metodologi Penelitian*, Bandung, Citapustaka Media Perintis, p. 51.

students which is a combination of all students in the tenth grade of MAS Amaliyah Sunggal. To make it clearer, it can be seen from the following table of population below:

Table 3.1
The Population of the Research

No.	Class	Total
1.	X-IPA-1	33
2.	X-IPA-2	32
3.	X-IPA-3	32
4.	X-IPS	34
TOTAL		131

2. Sample

Samples referred to represent the study of population with the characteristic of the population itself.⁶⁵ Therefore, the sample must have the characteristics possessed by the population.⁶⁶

According to the number of population in this research, the researcher is going to use probability sampling technique. Probability sampling or random sampling is sampling that can be done by using lottery, ordinal, or random number tables.⁶⁷ In this sample, the researcher will choose type cluster random sampling in determining the sample. Cluster random sampling is a simple random sample where each sampling unit consists of a collection or group of elements.⁶⁸ In this case, the researcher got two classes as sample randomly, namely: X-IPA-1

⁶⁵Ibid, p. 51.

⁶⁶Saifuddin Azwar, (2012), *Metode Penelitian*, Yogyakarta, Pustaka Pelajar, p. 79.

⁶⁷Effi Aswita Lubis, (2012), *Metode Penelitian Pendidikan*, Medan, UNIMED PRESS, p. 61.

⁶⁸Supranto, (2007), *Teknik Sampling*, Jakarta: Rineka Cipta, p. 226.

and X-IPA-2. Both of classes are divided into experimental class and control class.

In this research, the sample consist of two classes, X-IPA-1 which consist of 33 students as experimental class that treated by using blog in learning process, then X-IPA-2 which consist of 32 students as control class that treated by using conventional method. So, the totally of the samples are consisting of 65 students. To ensure the data, the following table will describe the sample of this research:

Table 3.2

The Sample of the Research

No.	Class	Types of Class	Total
1.	X-IPA-1	Experimental class	33
2.	X-IPA-2	Control class	32
Total Sample			65

C. Research Method

Method is a procedure or way to find out something. Moreover, the research method is a material of knowledge to get a deeper understanding of systematization or research steps.⁶⁹

In this research, the researcher used quantitative research method. Quantitative research method referred as an empirical study in which the data is in the form of numbers with scientific methods by combining rational and empirical ways of thinking by building a connecting bridge in the form of a hypothesis submission.⁷⁰ In addition, the researcher used quasi experimental research type. By using this type, the researcher did not consecrate a random

⁶⁹Syahrum & Salim, (2013), *Metode Penelitian Kuantitatif*, Bandung, Citapustaka Media Bandung, p. 37.

⁷⁰Ibid, p. 40-41.

assignment as in true experimental research as randomly assigning treatment interrupts the classroom learning activity.⁷¹ The purpose of experimental research is to investigate whether there are the differences and how much the differences is by giving treatments to experimental class and control class for comparison.⁷²

Thus, the researcher will see the differences of two classes, experimental class and control class in students' writing recount text. Only experimental class (X-IPA-1) that will be given a treatment by using blog in the learning process, meanwhile another class (X-IPA-2) is not giving a treatment and only using conventional method in the learning process. After teaching, the researcher will conduct the same test for students of the two classes and the significant effect will be determined if the hypothesis test prove that there is different mean or average score of these two classes.

Considering to the kind of research, the researcher make the design of this research as following table:

Table 3.3

Research Method

Group	Step 1	Step 2	Step 3
Experimental class	Pre-test	Treatment by using blog in learning process	Post-test
Control class	Pre-test	Treatment by using conventional method in learning process	Post-test

⁷¹John W. Cresswell, (2008), *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education, Inc, p. 299.

⁷²Ibid, p. 43.

D. Technique of Collecting Data

Technique of collecting data will be used for collecting data from the sample analysis unit.⁷³ The data that will be collected by the researcher is test that will be conducted by the students. The test is one of the measurement tools normally used in quantitative research. Therein research, the researcher victimized written test so the researcher asked the students to write down the recount text accord with associated theme that was given. So the written tests that will be conducted in this research are pre-test and post-test.

1. Conceptual Definition

Writing skill on recount text is a writing activity conveying idea or feeling about series of events in the past with reported chronologically accordance with the social function, generic structure and language feature of recount text.

2. Operational Definition

The students' writing skill on recount text by using blog is better than without blog will be obtained after the students did the test. The test that will be given to the students is consisting of two tests, namely pre-test and post-test.

Pre-test is the test that will be given to experimental class and control class in the first meeting. There is no treatment in conducting this test. The learning activities like as usual, even directly give the student test without explanation. This test aimed to know the students' basic understanding about recount text.

After carrying out the pre-test treatment and post-test will be given to the students. The post-test will be conducted to experimental class and control class in

⁷³Ibid, p. 132-133.

order to know whether students' writing skill taught by using blog is better than without blog. In this case, the treatment will be applied to the experimental class (X-IPA-1) treated by using blog in learning process, it is basically an activity where students are asked to write about their story in their blog account and do peer feedback with a group to know how far their writing appropriate with writing process. The students' writing recount text will be affected by using blog in learning process. While control class (X-IPA-2) will be treated by conventional method.

3. Specification

The aim of this research is to see the ability in students' writing recount text, so the instrument to measure the students' ability is used analytic scoring rubric. The aspects that will be rated consist of five aspects, namely content, organization, vocabulary, language use, and mechanic. For more explanation, the following table will elaborate scoring rubric writing skill which adapted from J.B. Heaton's book entitled *Writing English Language Tests*.

Table 3.4

Blue Print of the Research Instrument

Analytic Scoring

(Adapted from J.B. Heaton's book entitled *Writing English Language Tests*)⁷⁴

CONTENT	30-27 (EXCELLENT-VERY GOOD)	Knowledgeable–substantive–etc.
	26-22 (GOOD-AVERAGE)	Some knowledge of subject- adequate range-etc.

⁷⁴J.B. Heaton, (1988), *Writing English Language Tests*, London & New York: Longman Press, p. 146.

	21-17 (FAIR-POOR)	Limited knowledge of subject-little substance-etc.
	16-13 (VERY POOR)	Does not show knowledge of subject-non substantive-etc.
ORGANIZATION	20-18 (EXCELLENT-VERY GOOD)	Fluent expression-ideas clearly stated-etc.
	17-14 (GOOD-AVERAGE)	Somewhat choppy-loosely organized but main ideas stand out-etc
	13-10 (FAIR-POOR)	Non fluent-ideas confused or disconnected-etc.
	9-7 (VERY POOR)	Does not communicate-no organization-etc.
VOCABULARY	20-18 (EXCELLENT-VERY GOOD)	Sophisticated range-effective word/idiom choice and usage-etc
	17-14 (GOOD-AVERAGE)	Occasional errors of word/idiom choice and usage-etc.
	13-10 (FAIR-POOR)	Limited range-frequent errors of word/idiom form, choice, usage-etc.
	9-7 (VERY POOR)	Essentially transition-little knowledge of English vocabulary.
LANGUAGE USE	25-22 (EXCELLENT-VERY GOOD)	Effective complex constructions-etc.
	21-19 (GOOD-AVERAGE)	Effective but simple constructions-etc.
	17-11 (FAIR-POOR)	Major problems in simple/complex construction-etc.
	10-5 (VERY POOR)	Virtually no mastery of sentence construction rules-etc.
MECHANICS	5 (EXCELLENT-VERY GOOD)	Demonstrates mastery of conventions-etc.
	4 (GOOD-AVERAGE)	Occasional errors of spelling, punctuation-etc.
	3 (FAIR-POOR)	Frequent errors of spelling punctuation, capitalization-etc.
	2 (VERY POOR)	No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

4. Calibration

In a research, the quality of instrument is the important one. Validity and reliability is needed to be fulfilled as an essential requirements to ensure the instrument is valid and reliable.

a) Validity

Validity is a term that describes the ability of an instrument to measure what it wants to measure.⁷⁵ Validity was defined as a way to measure the accuracy of an instrument with what it wants to test.⁷⁶ Briefly, the instrument should test what should be tested.

To attain the validity in writing recount text, the researcher used content validity. Content validity referred the accuracy of an instrument based on the content of the instrument to ensure that the instrument fulfilled the entire concept or the suitability of the items.⁷⁷ Before did the test, the researcher was checking the instrument to the supervisor to make it accordance with *SKKD (Standar Kompetensi dan Kompetensi Dasar)*. In this case, the test has to be appropriate with the indicator of competency achievement, learning objective, and made the relevance of topic in writing as a consideration of instrument properness. Thus, there is the appropriateness between basic competencies and writing material in the test that will be tested to the students.

In this research, the validity was adapted from Iin Kurnia in her research entitled “*The Effectiveness of Blog toward Students’ Accuracy and Complexity in Writing Narrative Text*”. The validity can be seen appendix IV. So, the research

⁷⁵Syahrums & Salim, *Metode Penelitian Kuantitatif*, Bandung: Citapustaka Media Bandung, p.133.

⁷⁶H. Douglas Brown, (2004), *Language Assessment Principles and Classroom Practices*, New York: Pearson Education, Inc, p. 22.

⁷⁷Ibid, p. 22.

believed that the test have been already valid. Likewise in selecting the test, the researcher has selected the test in accordance with the purpose of the study.

b) Reliability

Reliability is the ability of the measuring instrument to ensure that there is a change in time.⁷⁸ In proving the instrument is reliable, the researcher used an analytic scoring rubric to get the score of students' writing pretest and post-test. Analytical scoring rubric elaborate in detail the information about the score of each aspect in writing, including: content, organization, vocabulary, language use, and mechanisms.⁷⁹ The scale of analytic composition is derived by H. Douglas Brown's book entitled *Language Assessment (Principles and Classroom Practices)*.

E. Technique of Data Analysis

The next step of the research is data analysis. In this case, the data analysis was conducted by counting pretest and post-test scores to get the result whether student's writing recount text by using blog is better than without blog. The normality and homogeneity were conducted to ensure that students' writing was normal and homogenous. T-test formulation was used in parametric statistic to analyze the data that gained from pretest and post-test.

1. Test of Normality

In normality test, the researcher used SPSS V.22 to ensure that the data that obtained from pre-test and post-test of the both classes is normally distributed

⁷⁸Ibid, p. 135.

⁷⁹Sara Cushing Weigle, (2002), *Assessing Writing*, Cambridge: Cambridge University Press, p.114.

or not. In this case, the data is normally distributed if the significance value is more than 0.05 (sig. > 0.05). The step of normality test as follows:

- a) Open SPSS V.22 program
- b) Go to Variable View and fill the column with variable name of the data.
- c) Go to Data View and input all the data
- d) Click Analyze > Descriptive Statistic > Explore
- e) Input each variable name into Dependent List column in Explore window
- f) Click Plots and give a checklist in Normality Plot with Test
- g) Click continue and OK
- h) The result will be represented in output window

2. Test of Homogeneity

In this research, the researcher used SPSS V.22 to analyzed homogeneity to ensure that the data that obtained from pre-test and post-test of the both classes is homogeneous or not. In this case, the data is homogeneous if the significance value more than 0.05 (Sig. > 0.05). It means the data group comes from a population that has the same variance. The step of homogeneity test as follow:

- a) Open SPSS V.22 program
- b) Go to Variable View and fill the column with variable name of the data.
- c) Go to Data View and input all the data
- d) Click Analyze > Descriptive Statistic > Explore
- e) Input each variable name into Dependent List column in Explore window
- f) Click Plots and give a checklist in Power Estimation
- g) Click continue and OK
- h) The result will be represented in output window

3. Statistical T-test Formulation

After conducting normality and homogeneity tests, then the researcher analyze the data that obtained from students' score in experimental class and control class. The data was analyzed by using T-test. T-test was used to determine whether there were significant differences between the means in two groups. In this case, T-test was used to determine whether there were the significant differences between students' score of writing recount text that taught by using blog and without blog.

In this research, the researcher used SPSS V.22 program to analyze the data by using T-test. In this case, if the significant value (2-tailed) < 0.05 indicates that there were significant differences the average of students' score between learning by using blog in students' writing recount text and conventional learning in students' writing recount text. The step of T-test as follow:

- a) Open SPSS V.22 program
- b) Go to Variable View and fill the column with variable name of the data.
- c) Go to Data View and input all the data
- d) Click Analyze > Compare Means > Independent-Samples T-test
- e) Select variable to be tested in text variable box
- f) Select grouping variable
- g) Define two types of groups in Define Groups
- h) Click OK
- i) The result will be represented in Output window

4. Statistical Hypothesis

The hypotheses of this research are:

$H_0 = X_1 < X_2$: There is no effectiveness of using blog in teaching writing recount text.

$H_a = X_1 > X_2$: There is effectiveness of using blog in teaching writing recount text.

The formulation of the statistical hypothesis is as follows:

H_a is accepted if Sig. (2-tailed) $5\% < (0.05)$

H_0 is accepted if Sig. (2-tailed) $5\% > (0.05)$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter elaborates research finding and the discussion of the study, including data description, requirement analysis test, hypothesis testing, and discussion.

A. Data Description

Quasi experimental research was conducted in this research. There are two classes that used in this research, namely experimental class (X-IPA-1) and control class (X-IPA-2). The data was obtained from both of classes by giving pre-test and post-test. The pre-test was conducted in the first meeting without any treatment to know the basic skill of student' writing recount text. It was conducted on 24th of August 2020. Furthermore, the post-test was given in the last meeting with the treatment by using blog in experimental class meanwhile conventional method in control class. It was conducted on 21st of September 2020.

After the research was done, the researcher got the data of students' scores from pre-test and post-test conducted by experimental class and control class.

1. Pre-test and Post-test in Experimental Class

In experimental class, the test was conducted to collect the data from students' score in writing recount text. Then from the score, the researcher got the total score, mean score, the highest and the lowest score to know the students' ability in writing recount text before and after the treatment. The following table will describe the students' score of pre-test and post-test in experimental class:

Table 4.1**Students' Score of Pre-test and Post-test in Experimental Class**

No.	Students' Name	Pre-test Score	Post-test Score
1	AN	59	79
2	AF	64	80
3	AW	60	76
4	DCS	53	83
5	DJ	63	74
6	DK	70	100
7	FA	63	86
8	HZ	60	78
9	HRPA	80	97
10	IN	45	76
11	IS	74	91
12	KP	84	96
13	MFR	64	83
14	MI	68	89
15	MYA	62	87
16	MS	74	100
17	MF	68	88
18	MDR	73	95
19	NJP	71	84
20	NA	73	89
21	NR	70	87
22	PNA	55	92
23	PN	63	87
24	RR	59	86
25	RN	50	77
26	RBL	64	80
27	SS	55	79
28	SL	65	88
29	SFS	51	79
30	SF	73	85
31	SB	70	86
32	WKA	50	95
33	YS	70	84
TOTAL		$\Sigma=2123$	$\Sigma=2836$
MEAN		64.33	85.93
MINIMAL SCORE		45	74
MAXIMUM SCORE		84	100

Based on the table above, it can be seen that from 33 students in experimental class who did the test, the students' score data could be obtained with the mean score in pre-test is 64.33 which the lowest score is 45 and the highest score is 84. Meanwhile the mean score of post-test is 85.93 which the lowest score is 74 and the highest score is 100.

2. Pre-test and Post-test in Control Class

In control class, the role was same like in experimental class. The test was conducted to collect the data from students' score in writing recount text. Then from the score, the researcher got the total score, mean score, the highest and the lowest score to know the students' ability in writing recount text before and after the treatment. The following table will describe the students' score of pre-test and post-test in control class class:

Table 4.2

Students' Score of Pre-test and Post-test in Control Class

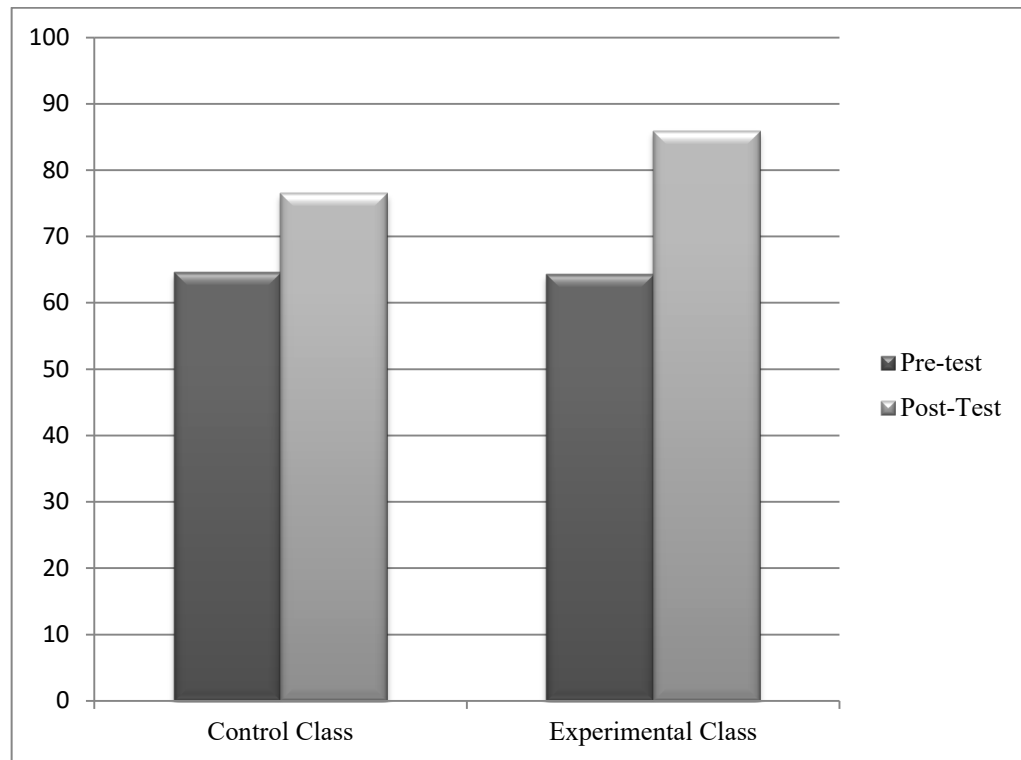
No.	Students' Name	Pre-test Score	Post-test Score
1	ADY	80	84
2	AP	67	75
3	AS	51	79
4	ADT	55	65
5	ARP	75	83
6	CND	65	75
7	DTS	55	71
8	DMS	55	76
9	DDC	63	85
10	EAN	69	77
11	FA	50	81
12	FP	60	76
13	HW	82	86
14	HL	77	84
15	IFT	52	76
16	JAS	63	67
17	KHN	75	78

18	KHL	65	79
19	MA	78	81
20	MA	71	78
21	MNK	35	60
22	NSD	73	82
23	NND	64	79
24	NDO	49	65
25	NS	68	72
26	NIS	72	75
27	PN	55	68
28	RR	63	81
29	RP	55	67
30	SA	69	77
31	TR	77	80
32	WDP	76	85
TOTAL		$\Sigma=2064$	$\Sigma=2447$
MEAN		64.50	76.46
MINIMAL SCORE		35	60
MAXIMUM SCORE		82	86

Based on the table above, it can be seen that from 32 students in experimental class who did the test, the students' score data could be obtained with the mean score in pre-test is 64.50 which the lowest score is 35 and the highest score is 82. Meanwhile the mean score of post-test is 76.46 which the lowest score is 60 and the highest score is 86.

Therefore, from the data that was showed on the both classes, there were an increase of significant mean score between pre-test and post-test. In experimental class that was taught by using blog, the increase of mean score is 21.60. Meanwhile in control class was taught by conventional method, the increase of mean score is 11.96. The comparison of the mean score in experimental class and control class can be seen in chart below:

Chart 4.1
The Mean Score Comparison between
Experimental Class and Control Class



B. Requirement Analysis Test

In this research, the data analysis was conducted through two ways before calculating the statistical hypothesis, namely normality test and homogeneity test.

1. Normality Test

In conducting normality test, the students' score of experimental class and control class was calculated through SPSS V.22. The normality test was calculated using Kalmogorov-Smirnov and Saphiro-Wilk. The result of normality test Kalmogorov-Smirnov and Saphiro Wilk can be seen in the table below:

Table 4.3
The Normality Test Result of Pre-test and Post-test in
Experimental Class and Control Class

		Tests of Normality					
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Score	Pre-test Experimental Class (Using Blog)	.098	33	.200 [*]	.981	33	.816
	Post-test Experimental Class (Using Blog)	.103	33	.200 [*]	.963	33	.318
	Pre-Test Control Class (Conventional)	.118	32	.200 [*]	.959	32	.253
	Post-test Control Class (Conventional)	.162	32	.031	.938	32	.066

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table description above, the data is normally distributed. It can be seen that the Sig. score was bigger than 0.05. In normality test by using Kolmogorov-Smirnov, the Sig. score of the pre-test and post-test in experimental class was 0.200. Meanwhile, the Sig. score of the pre-test in control class was 0.200 and the post-test in control class was 0.031.

In normality test by using Shapiro-Wilk, the Sig. score of the pre-test in experimental class was 0.816 and the post-test in experimental class was 0.318. Meanwhile, the Sig. score of the pre-test in control class was 0.253 and the post-test in control class was 0.066.

Therefore, it can be drawn the conclusion is all the data in pre-test and post-test of the experimental class and control class was normally distributed calculated by Kalmogorov-Smirnov and Shapiro-Wilk.

2. Homogeneity Test

After doing the normality test, the researcher conducted the homogeneity test. In conducting homogeneity test, the students' score of experimental class and control class was calculated through SPSS V.22. The homogeneity test was calculated using Lavene Statistic. The result of homogeneity test using Lavene Statitic can be seen in the table below:

Table 4.4
The Homogeneity Test Result of Pre-test in
Experimental Class and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	1.465	1	63	.231
	Based on Median	1.434	1	63	.236
	Based on Median and with adjusted df	1.434	1	61.533	.236
	Based on trimmed mean	1.413	1	63	.239

Based on the table description above, the data was homogeneous. It can be seen that the Sig. score was bigger than 0.05. In homogeneity test by using Lavene Statistic, the Sig. score of the pre-test in experimental class and control class was 0.231.

Therefore, it can be drawn the conclusion is the data of pre-test in experimental class and control class was homogenous calculated by Lavene Statistic with the Sig. score $0.231 > 0.05$.

Table 4.5
The Homogeneity Test Result of Post-test in
Experimental Class and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	.167	1	63	.684
	Based on Median	.208	1	63	.650
	Based on Median and with adjusted df	.208	1	62.993	.650
	Based on trimmed mean	.210	1	63	.649

Based on the table description above, the data was homogeneous. It can be seen that the Sig. score was bigger than 0.05. In homogeneity test by using Lavene Statistic, the Sig. score of the post-test in experimental class and control class was 0.684.

Therefore, it can be drawn the conclusion is the data of post-test in experimental class and control class was homogenous calculated by Lavene Statistic with the Sig. score $0.648 > 0.05$.

3. T-test

After the normality test and the homogeneity test were done, the researcher conducted the T-test to know the significant differences between students' writing skill in recount text that were taught by using blog in experimental class and without blog in control class. In conducted T-test, the students' score of post-test in experimental class and control class was calculated through SPSS V. 22. The T-test was calculated using Independent Sample T-test with the significance level is 5% (0.05). The result of T-test test using SPSS V. 22 can be seen in the table below:

Table 4.6
The T-test Result of Post-test in
Experimental Class and Control Class

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post-test Equal variances assumed	.167	.684	-5.565	63	.000	-9.471	1.702	-12.871	-6.070
Equal variances not assumed			-5.571	62.933	.000	-9.471	1.700	-12.868	-6.073

Based on the table description above, it can be seen that the Sig. score was 0.000. It means the Sig. score was smaller than 0.05. Therefore, there was a significant difference between experimental class that was taught by using blog in students' writing recount text and control class was taught by using conventional method with the Sig. (2-tailed) showed $0.000 < 0.05$.

Furthermore, the differences of mean score in post-test between experimental class and control also showed that there is the significant difference of student's score in writing recount text by using blog and without blog. The result of group statistic can be seen in the table below:

Table 4.7
The comparison of Mean Score in Post-test between
Experimental Class and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Post-test Control Class	32	76.47	6.633	1.173
	Post-test Experimental Class	33	85.94	7.071	1.231

Based on the table description above, it can be seen that there is significant difference in mean score between post-test in experimental class and control class. The mean score of post-test in experimental class was 76.47 with standard deviation was 6.63 meanwhile post-test in control class was 85.94 with standard deviation 7.07. Therefore, the differences between mean score of post-test in experimental class and control class showed that there is the effectiveness of using blog in teaching recount text than without blog.

C. Hypothesis Testing

In order to know the result of the research, the researcher used statistical hypothesis test with the following criteria:

H_a is accepted if Sig. (2-tailed) $5\% < (0.05)$

H_0 is accepted if Sig. (2-tailed) $5\% > (0.05)$

Based on the T-test result of post-test result in experimental class and control class, it was found that Sig. (2-tailed) is $0.000 < 0.05$. It showed that Sig. (2-tailed) < 0.05 . Therefore, H_0 was rejected and H_a was accepted. It means there is effectiveness of using blog in teaching writing recount text.

D. Discussion

Based on the data analysis, it was found that there are significant differences between students' score in writing recount text by using blog and without blog at tenth grade of MAS Amaliyah Sunggal. It was proven from the students' test score in pre-test and post-test of the both classes. In conducted pre-test, Students' score in the experimental class and control class did not have significant differences. Then, in post-test, students' score in experimental class that was taught by using blog is higher than control class that was taught without blog.

Based on the data was obtained, it found that the mean score of pre-test in experimental class was 64.33 and pre-test in control class was 64.50. It means the students' ability in writing recount text before implementing the treatment was in the same level. Then after implementing the treatment, the mean score of post-test in experimental class was 85.93 meanwhile the post-test in control class was 76.46. From the score of post-test in experimental class and control class, it showed that there were significant increases of mean score in post-test of the both classes. In experimental class that was taught by using blog, the increase of mean score was 21.60. Meanwhile in control class was taught by conventional method, the increase of mean score was 11.96. Therefore, the increase of mean score in experimental class was higher than in control class which is in accordance with the result of T-test Sig. (2-tailed) showed $0.000 < 0.05$. In this case, H_a was accepted and H_0 was rejected. It means the students were taught by using blog in writing recount text better than without blog.

From the result of the research, it can be seen that blog media is very appropriate to the characteristics of writing skill itself. Blogs are a very suitable

media for personal online journals for students, mainly because they enable them to upload their writings. Then by blogging activity, it provided a real reader for students' writing and provided extra reading exercises. Moreover, by giving feedback to classmates writing, it can increase a sense of class togetherness and encourage the students to participate more.

Furthermore, blog appear to enrich the learning experience and provide opportunities for the students to learn in deeper level. It means how students learn from their experience and contextualizing the meanings. In this research, it can be seen from how students write a recount text based on their experience and it through a writing process from making outline, drafting, revising, and publishing in their own blog. The use of blog will certainly greatly help students in pouring ideas and their mind because of the characteristics of the blog that were delivered before. Thus, blog as learning journals is a way for documenting learning and gather information for self-reflection and analysis. It helped the students to cultivate study habit in deeper level. By the existence of ICT-based media, students have the desire to progress, and also have high creativity and satisfaction in their development in the life to come.

In connection with the Covid-19 pandemic that is currently hitting various countries in the world, blog was considered as an effective learning media to use, especially in students' writing skill in English subject because the blog characteristic itself that can be accessed anytime and anywhere. By using blog, writing activities can still go through the stages of writing process to produce good writing even though teacher and students is not in the same place. Thus, the teacher can provide learning process and students can fulfill their assignments

without reducing the essence of how writing activities in English subject itself.

As the conclusion of the research, it was proven that there is the effectiveness of using blog in teaching writing recount text at tenth grade of Senior High School as fun and creative media in teaching and learning process.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter elaborates the conclusion, implication, and suggestion of the research in using blog in teaching writing recount text.

A. Conclusion

Based on the finding and the data that was obtained in this research, it was proved that the students were taught by using blog in writing recount text better than without blog.

The result of the research was obtained after doing pre-test and post-test in experimental class and control class. It can be seen from the data analysis that showed Sig. score was smaller than 0.05 ($0.000 < 0.05$) it means H_a was accepted and H_0 was rejected. Furthermore, it can also be seen from the significant increases of mean score from pre-test to post-test which the increase of mean score in experimental class was 21.60 meanwhile the increase of mean score in control class was 11.96.

As the conclusion of the research, it can be concluded that there is the effectiveness of using blog in teaching writing recount text at tenth grade of MAS Amaliyah Sunggal.

B. Implication

Implication of the research can be conducted from the research finding. The research was finding there is effectiveness of using blog in teaching writing recount text than using conventional method in teaching and learning process. Thus, blog was considered as good and creative learning media that needed in

teaching writing.

The students are interested and motivated in writing their experience in public space like blog. The use of the piece of paper in writing was considered as a bored activity. By implicating blog as online space for students publish their writing and got real reader and many feedback from the people was regarded more effective and new challenges in writing. Therefore, writing by using blog could help and improve students' ability for the better result.

C. Suggestion

Based on the research that was done, the researcher would like to suggest students, teacher and further research as follow:

1. For School

The school can improve internet and computer facilities, so the use of blog as learning media is more effective in English subject. By applying blog in learning process, the students' writing can be more effective because it could help and become new challenges in writing.

2. For Teachers

The teachers have to create a creative and fun learning media in the classroom like blog. Blog become a new media for the student and can be a creative learning media in learning process. Moreover, the teachers can be good facilitators in the classroom; by using blog the students can be more independent because the feedback in writing was given among the students.

In applying blog as a media in the classroom, the teacher must be able to organize the class well, because for some of the students, blog was viewed as new media in the classroom. Thus, the teacher must be able to tell how to use the blog

in the classroom. In addition, the use of blog as learning media can be applied during online learning nowadays. The teacher can use blog in online learning process in English subject because of pandemic Covid-19. Easy and accessible use anywhere makes blog as an effective media in online learning. Therefore, for the teacher can choose blog as alternative media in learning process.

3. For Further Research

Blog can be good media if the next researcher interested to do the same research but from another perspective, idea, and views in order to enhance our contribution in another perspective.

This title is about the effectiveness of using blog in teaching writing recount text; further research can conduct the research with another genre of text in English subject. Moreover, this research can be references for the next research that had interested in the field.

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APPENDIX I
LIST OF STUDENTS' NAME

LIST OF STUDENTS' NAME IN EXPERIMENTAL CLASS

No.	Students' Name	Gender
1	Aditya Nugraha	Male
2	Anis Febriyanti	Female
3	Arya Wiguna	Male
4	Dimas Citra Shobbirin	Male
5	Dwi Juliani	Female
6	Dwi Kumalasari	Female
7	Febriansyah	Male
8	Hablim Zuhdan	Male
9	Hayatul Ridho Putri Audline	Female
10	Indra Nurdiansyah	Male
11	Ira Sabrina	Female
12	Kharisma Putri	Female
13	M. Fadly Ramadhan	Male
14	M. Irsan	Male
15	M. Yah Agusniwar	Male
16	Mia Sabrina	Female
17	Munadir Fikri	Male
18	Mutiara Dwi Rizqina	Female
19	Nadira Jehan Pramesti	Female
20	Nia Anggraini	Female
21	Nurul Ramadhan	Female
22	Putri Nabillah	Female
23	Putri Nurul	Female
24	Ramadhan Rifqi	Male
25	Rico Naufaldi	Male
26	Runni Badillah Lorenza	Female
27	Silvi Sindiyani	Female
28	Sindi Lestari	Female
29	Soffana Salsabila	Female
30	Suci Faharany	Female
31	Suraya Balqis	Female
32	Wirandi Kusuma Admaja	Male
33	Yudha Saputra	Male

Total : 33 Students

Male : 13 Students

Female : 20 Students

LIST OF STUDENTS' NAME IN CONTROL CLASS

No.	Students' Name	Gender
1	Ade Dwi Yanti	Female
2	Adelia Putri	Female
3	Agung Syahputra	Male
4	Agus Dwi Triani	Female
5	Aulia Ramadhani Purba	Female
6	Cindy	Female
7	Damar Tri Setiawan	Male
8	Deyar Mansyah Samosir	Male
9	Diki Dimas Citra	Male
10	Eka Afriliya N	Female
11	Fery Ardana	Male
12	Fredy Pratama	Male
13	Hairum Widyaningsih	Female
14	Hanisa Larasati	Female
15	Ilham Fahlevi Tarigan	Male
16	Jenni Adelia Saragih	Female
17	Khairunnisa	Female
18	Khalillah	Female
19	Mahfud Alfauzi	Male
20	Mieisya Anjelina	Female
21	Monika	Female
22	Nafa Salsabilla Damanik	Female
23	Nanda	Female
24	Nando	Male
25	Nia Sari	Female
26	Nike Sadana	Female
27	Pahrurozi Nasution	Male
28	Reo Ramadhani	Male
29	Rizky Pratama	Male
30	Sovi Anggreyani	Female
31	Tasya Ramadhani	Female
32	Wina Dwi Putri	Female

Total : 32 Students

Male : 12 Students

Female : 20 Students

APPENDIX II
LESSON PLAN

LESSON PLAN

(EXPERIMENTAL CLASS)

School : MAS Amaliyah Sunggal

Subject : English

Class/Semester : X/I

Subject Matter Building : Recount text, about experiences/events

Time Allocation : 6 x 45 minutes (3 meetings)

A. Core Competencies:

1. To live and practice the teachings of the religion they hold
2. Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in the world association
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events, and applying procedural knowledge to specific fields of study according to their talents and interests to solve problems.
4. Processing, reasoning, and serving in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles

B. Basic Competencies:

- 3.10. Analyzing social functions, text structure, and linguistic elements in simple recount texts about experiences/events, according to the context of their use.
- 4.15. Capture meaning in simple oral and written recount text.
- 4.16. Compile simple oral and written recount texts about experiences/events, taking into account social functions, text structures, and linguistic elements, correctly and in context

C. Indicators of Competency Achievement:

- 1. Identify general description, certain information and detailed from simple recount text about activities/events confidently and responsibly.
- 2. Decompose the general description and certain information from a simple recount text about activities/events with confidence and responsibility.
- 3. Detect social functions, text structure, and linguistic elements from simple recount texts.
- 4. Differentiating social functions, text structure, and linguistic elements in simple recount texts about activities/events.
- 5. Write simple recount texts about activities/events with due regard to the purpose, structure of the text, and linguistic elements, correctly and in context.

D. Learning objectives:

Students are able to, analyze and capture the meaning of simple oral and written recount texts about activities/events with confidence, honesty and responsibility.

E. Learning Materials:

Title : Recount text

Social function: To tell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Introduction: Who, When, Where, etc.)	<p>There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.</p>
Events: (Event sequence)	<p>On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.</p> <p>The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batu bulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.</p>
Reorientation: (Closing story, summary of events)	<p>My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.</p>

Grammatical Features:

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

4. Chronologically order

F. Learning Method:

Lecture, Discussion, Blogging

G. Learning Media:

Blog, Laptop, Text, Projector

H. Learning Activities

1. Preliminary activities

- a. Prepare students psychologically and physically to participate in the learning process
- b. Motivates learning
- c. Asking questions that relate prior knowledge to the material to be learned:
- d. Explain the learning objectives or basic competencies to be achieved; and convey the scope of material and explain the description of activities according to the syllabus.

2. Core activities

a. Stimulation

- 1) The teacher gives the motivation and stimulation to the students about today's lesson. Then, the teacher gives the explanation about recount text and its relation to daily life.
- 2) The teacher explains the outline of activities: Definition of recount text, the function of recount text, generic structure of recount text, language features of recount text, and the example of recount text.

b. Collaboration

- 1) Each student is asked to create their own blog account
- 2) The teacher divides the class into groups
- 3) Each student in the group is asked to make their own recount text draft according to a predetermined theme

- 4) Each student uploads the results of their recount text draft into their respective blog accounts
 - 5) Each group member gives feedback on the draft group members in the comments column contained in the blog
 - 6) Each student revised their writing based on the results of the feedback provided
 - 7) Then each student uploads the final revised text they have written on the blog
- c. Communication
- 1) Students make a written self-evaluation report about their experiences in describing activities/events
 - 2) The students were mentioning their support and obstacles.
3. Closing
- a. Provide feedback on the process and learning outcomes;
- Thank you very much for your participation. *You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*
- b. Inform the lesson plan for the next meeting

I. Learning Assessment

1. Achievement of social functions
2. Completeness and ruffle of simple recount text structures
3. Accuracy and suitability in using text structure and linguistic elements in making simple recount texts

J. Scoring rubric

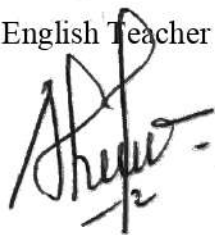
CONTENT	30-27 (EXCELLENT TO VERY GOOD)	Knowledgeable–substantive– etc.
	26-22 (GOOD TO AVERAGE)	Some knowledge of subject- adequate range-etc.

	21-17 (FAIR TO POOR)	Limited knowledge of subject- little substance-etc.
	16-13 (VERY POOR)	Does not show knowledge of subject-non substantive-etc.
ORGANIZATION	20-18 (EXCELLENT TO VERY GOOD)	Fluent expression-ideas clearly stated-etc.
	17-14 (GOOD TO AVERAGE)	Somewhat choppy-loosely organized but main ideas stand out-etc
	13-10 (FAIR TO POOR)	Non fluent-ideas confused or disconnected-etc.
	9-7 (VERY POOR)	Does not communicate-no organization-etc.
VOCABULARY	20-18 (EXCELLENT TO VERY GOOD)	Sophisticated range-effective word/idiom choice and usage- etc
	17-14 (GOOD TO AVERAGE)	Occasional errors of word/idiom choice and usage- etc.
	13-10 (FAIR TO POOR)	Limited range-frequent errors of word/idiom form, choice, usage-etc.
	9-7 (VERY POOR)	Essentially transition-little knowledge of English vocabulary.
LANGUAGE USE	25-22 (EXCELLENT TO VERY GOOD)	Effective complex constructions-etc.
	21-19 (GOOD TO AVERAGE)	Effective but simple constructions-etc.
	17-11 (FAIR TO POOR)	Major problems in simple/complex construction- etc.
	10-5 (VERY POOR)	Virtually no mastery of sentence construction rules-etc.

MECHANICS	5 (EXCELLENT TO VERY GOOD)	Demonstrates mastery of conventions-etc.
	4 (GOOD TO AVERAGE)	Occasional errors of spelling, punctuation-etc.
	3 (FAIR TO POOR)	Frequent errors of spelling punctuation, capitalization-etc.
	2 (VERY POOR)	No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

Medan, 26 September 2020

English Teacher



Ahmad Japar, S.Pd.

Researcher



Nurur Risky Aulia

Principal of MAS Amaliyah Sunggal



Jufri Effendi, S.Pd., M.Pd.

LESSON PLAN

(CONTROL CLASS)

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Class/Semester : X/I

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3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events, and applying procedural knowledge to specific fields of study according to their talents and interests to solve problems.
4. Processing, reasoning, and serving in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles

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- 3.9. Analyzing social functions, text structure, and linguistic elements in simple recount texts about experiences/events, according to the context of their use.
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C. Indicators of Competency Achievement:

- 1. Identify general description, certain information and detailed from simple recount text about activities/events confidently and responsibly.
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Students are able to, analyze and capture the meaning of simple oral and written recount texts about activities/events with confidence, honesty and responsibility.

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Events: (Event sequence)	<p>On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.</p> <p>The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.</p>
Reorientation: (Closing story, summary of events)	<p>My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfing every day. He was quiet satisfied.</p>

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Lecture, Discussion, Blogging

G. Learning Media:

Blog, Laptop, Text, Projector

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- b. Collaboration

- 1) The teacher divides students into pairs
- 2) The students was asked to make their own recount text draft according to a predetermined theme
- 3) Each pair exchanges the results of their writing and provides feedback on their writing

- 4) The student revised their writing based on the results of the feedback provided
 - 5) Then write the final results of their writing based on the feedback provided
- c. Communication
- 1) Students make a written self-evaluation report about their experiences in describing activities/events
 - 2) The students were including mentioning their support and obstacles.
3. Closing
- a. Provide feedback on the process and learning outcomes;
- Thank you very much for your participation. *You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*
- b. Inform the lesson plan for the next meeting

I. Learning Assessment

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2. Completeness and ruffle of simple recount text structures
3. Accuracy and suitability in using text structure and linguistic elements in making simple recount text

J. Scoring rubric

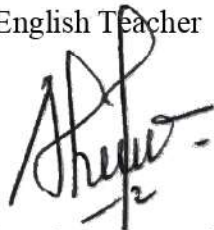
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	26-22 (GOOD TO AVERAGE)	Some knowledge of subject-adequate range-etc.
	21-17 (FAIR TO POOR)	Limited knowledge of subject-little substance-etc.
	16-13 (VERY POOR)	Does not show knowledge of subject-non substantive-etc.

ORGANIZATION	20-18 (EXCELLENT TO VERY GOOD)	Fluent expression-ideas clearly stated-etc.
	17-14 (GOOD TO AVERAGE)	Somewhat choppy-loosely organized but main ideas stand out-etc
	13-10 (FAIR TO POOR)	Non fluent-ideas confused or disconnected-etc.
	9-7 (VERY POOR)	Does not communicate-no organization-etc.
VOCABULARY	20-18 (EXCELLENT TO VERY GOOD)	Sophisticated range-effective word/idiom choice and usage- etc
	17-14 (GOOD TO AVERAGE)	Occasional errors of word/idiom choice and usage- etc.
	13-10 (FAIR TO POOR)	Limited range-frequent errors of word/idiom form, choice, usage-etc.
	9-7 (VERY POOR)	Essentially transition-little knowledge of English vocabulary.
LANGUAGE USE	25-22 (EXCELLENT TO VERY GOOD)	Effective complex constructions-etc.
	21-19 (GOOD TO AVERAGE)	Effective but simple constructions-etc.
	17-11 (FAIR TO POOR)	Major problems in simple/complex construction- etc.
	10-5 (VERY POOR)	Virtually no mastery of sentence construction rules-etc.
MECHANICS	5 (EXCELLENT TO VERY GOOD)	Demonstrates mastery of conventions-etc.

	4 (GOOD TO AVERAGE)	Occasional errors of spelling, punctuation-etc.
	3 (FAIR TO POOR)	Frequent errors of spelling punctuation, capitalization-etc.
	2 (VERY POOR)	No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

Medan, 26 September 2020

English Teacher



Ahmad Japar, S.Pd.

Researcher



Nurur Risky Aulia

Principal of MAS Amaliyah Sunggal



Juatri Effendi, S.Pd., M.Pd.

APPENDIX III
TEST INSTRUMENT

PRE-TEST

Name :

Class :

Instruction:

1. Please make a recount text where the story tells your experience in accordance with the existing generic structure.
2. Do it individually

POST-TEST
(EXPERIMENTAL CLASS)

Name :

Class :

Instruction:

1. Please make a recount text where the story tells your experience related to related to
“*unforgettable experience*” in accordance with the existing generic structure.
2. Upload your writing into your blog
3. Do it individually

POST-TEST
(CONTROL CLASS)

Name :

Class :

Instruction:

1. Please make a recount text where the story tells your experience related to *“unforgettable experience”* in accordance with the existing generic structure.
2. Do it individually


APPENDIX IV
VALIDITY OF THE TEST

ELICITING A VALID SAMPLE OF WRITING SKILL

WRITING TEST


The task must be representative in which five elements are included five elements are included: *types of the text, topic, operations, dialect, length of the text, and addressees of the text.*¹

Recount Text (1)

- 
1. Write a story about your recount text related to “*your unforgettable experience*”. (2)
 2. Retell your story in accordance with chronological order
 3. Use in complex, compound, and complex compound sentence in your writing

In language testing it was not normally interesting whether students are creative or even intelligent, have wide general knowledge, or have good reasons for the opinions they happen to hold.² Therefore, the researcher here gives some themes to not to limit students’ idea or not to benefit only some of them.

Tips for writing narratives:

- 
1. Use all generic structures of recount text (orientation, events, reorientation) (3)
 2. Use past tenses (simple past tense, past continuous tense, past perfect, etc.)
 3. Use conjunction (after that, then, so, but, and, etc.)
 4. Use adverb of time and place (yesterday, last year, two weeks ago, at my home, in the school, etc.)
 5. Write at least three paragraphs.

NOTE:

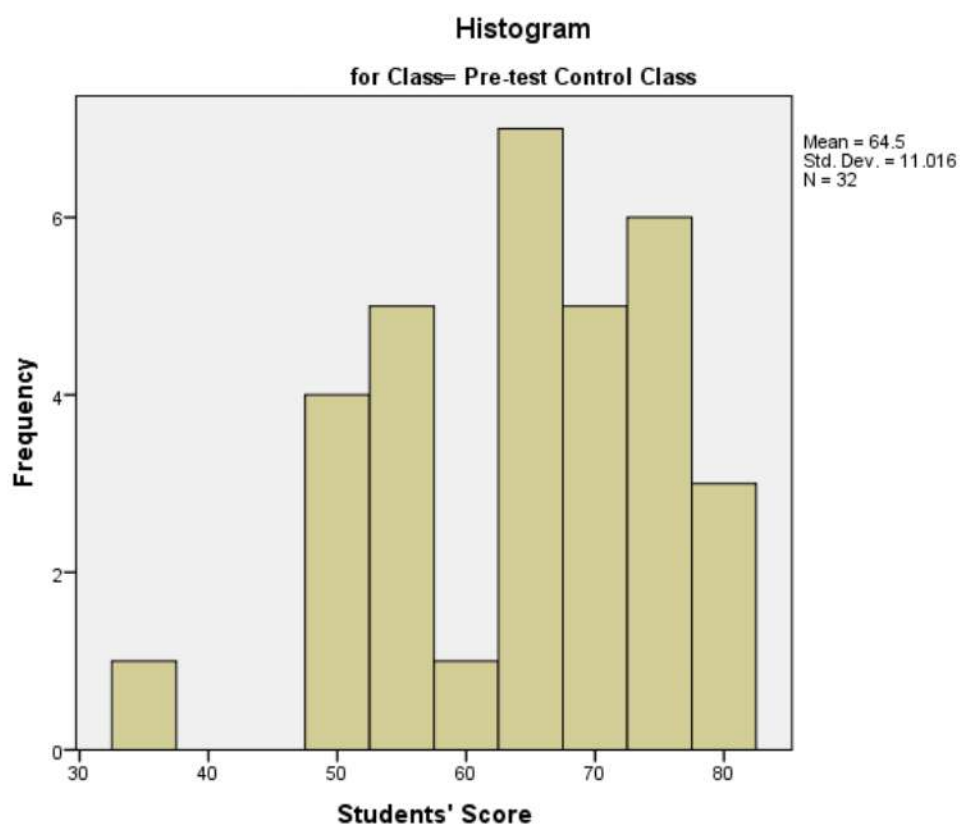
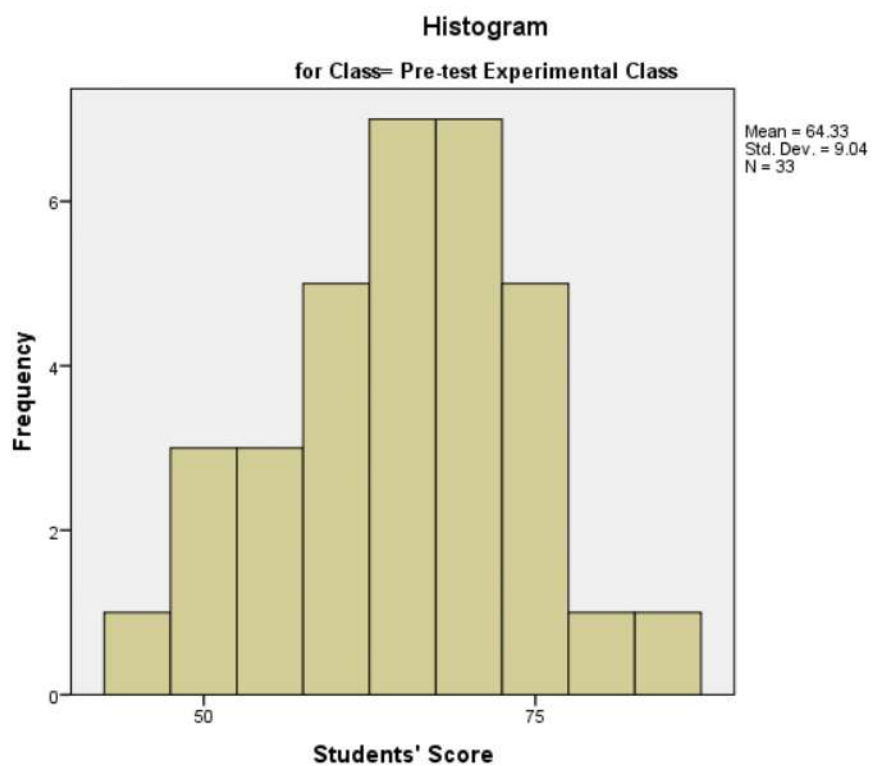
- (1) Types of the text
- (2) Has a topic
- (3) Operation to write recount text well
- (4) Dialect and length the text
- (5) Addressees the text it means the text is for the teacher or researcher

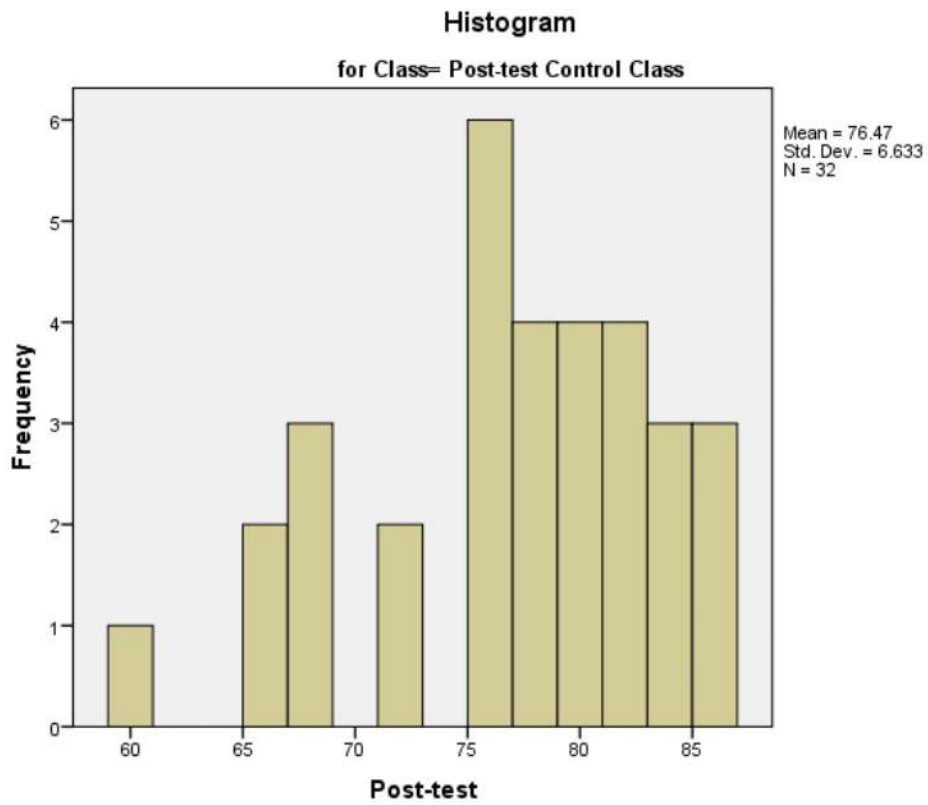
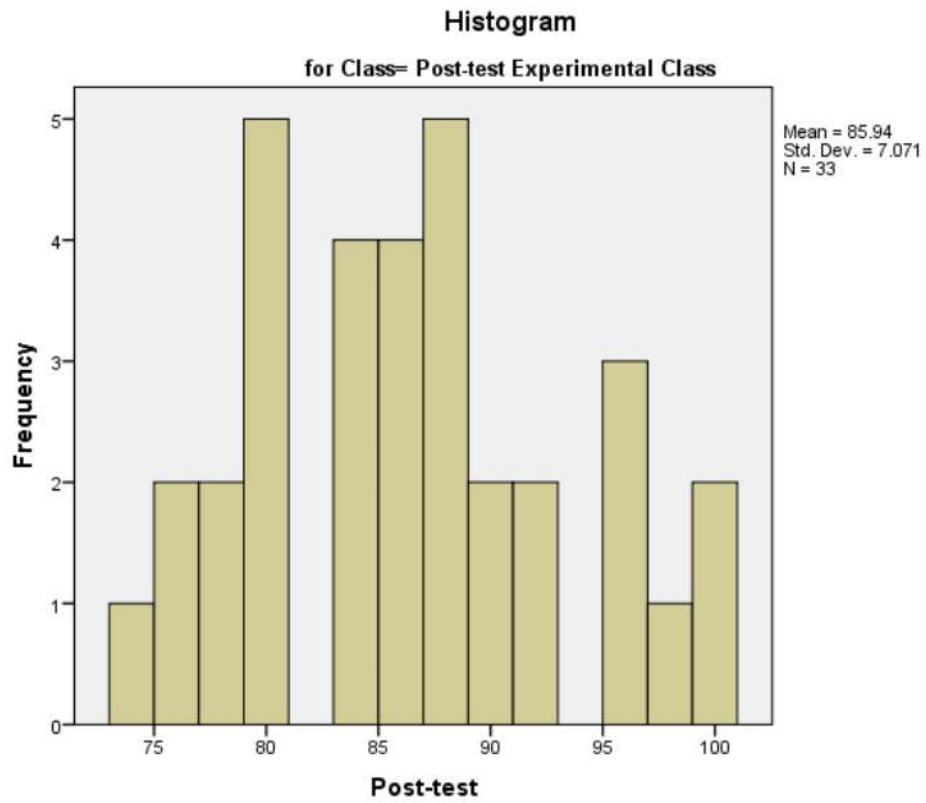
From the explanation, it means the test has fulfilled five elements in writing test, it means the test was valid.

¹Arthur Huges, (2008), Testing for Language Teachers (2nd Ed.), UK: Cambridge University Press, p. 84-85.

²Ibid, p. 90.

APPENDIX V
DISTRIBUTION FREQUENCY
OF THE TEST





APPENDIX VI
STUDENTS' TEST

Name : Aditya Nugraha

Class : X-IPA 1

Instruction:

1. Please make a recount text where the story tells your experience in accordance with the existing generic structure.
2. Do it individually

Answer:

vacation to the beach

one day my friends and I went on vacation to the beach which is quite far from my house, we left home around 10 in the morning

arrived at the location around 2 pm, when we arrived at the location we were also happy to see the beautiful view of the beach, when it started in the afternoon we immediately went home because we knew that our house was far from the beach And finally we are happy

Name : Dimas Citra Shobbirin

Class : X-IPA 1

Instruction:

1. Please make a recount text where the story tells your experience in accordance with the existing generic structure.
2. Do it individually

Answer:

a vacation to the beach

one day on a Sunday when the sun was very hot and the weather was very hot then my family and I took the initiative to go to the beach we discussed which beach we would visit after we had a long discussion we got the idea to go to the mirror beach and without thinking we immediately went by car to get there after arriving there we also enjoyed the beautiful and cool beach atmosphere and there were many people who also vacationed there and we swam in the sea enjoying the day of the hole and the hot weather on the beach

Name : Putri Nabillah

Class : X-IPA 1

Instruction:

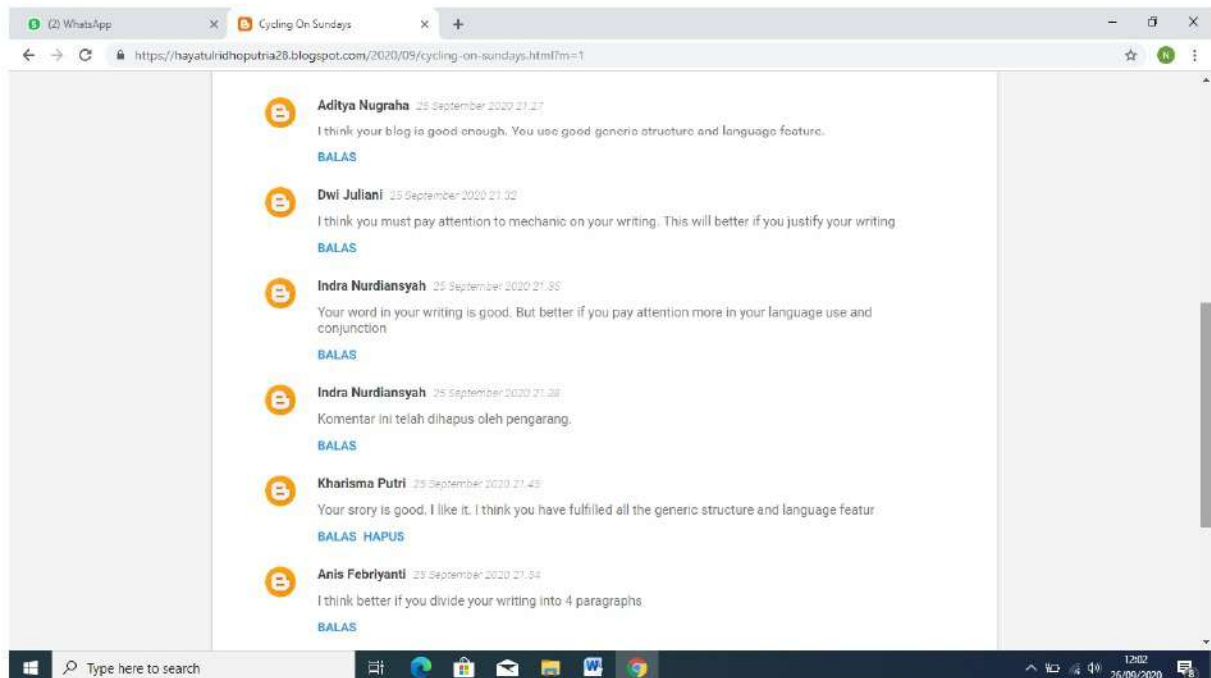
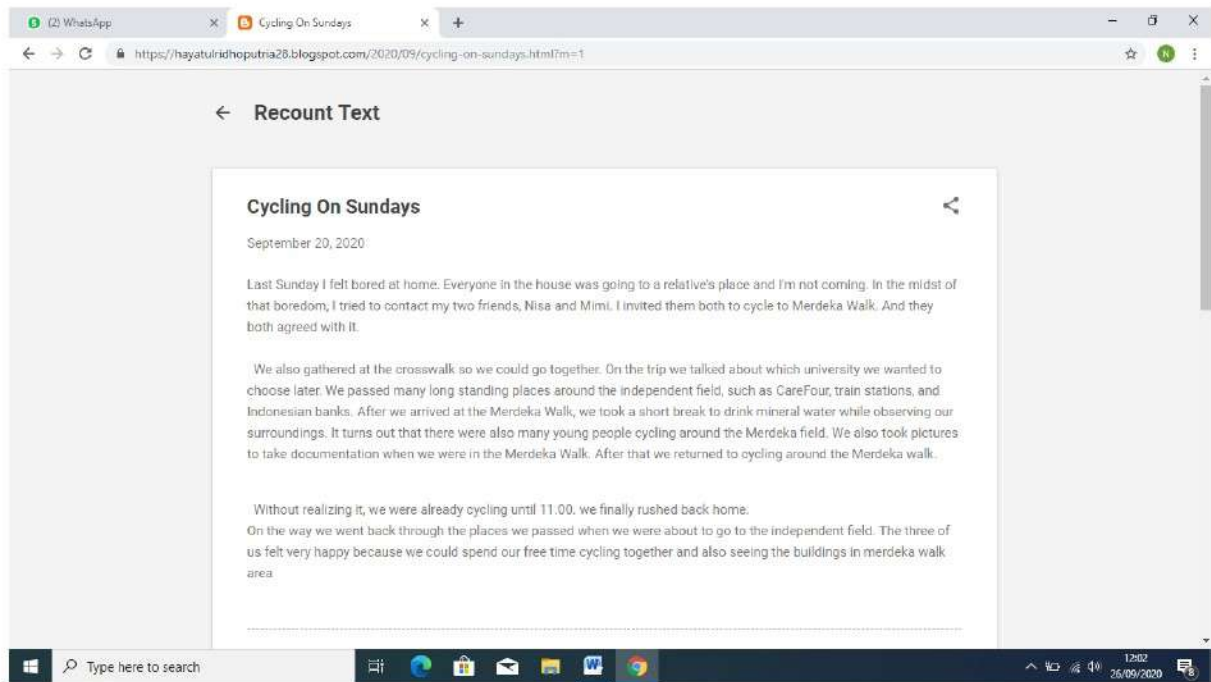
1. Please make a recount text where the story tells your experience in accordance with the existing generic structure.
2. Do it individually

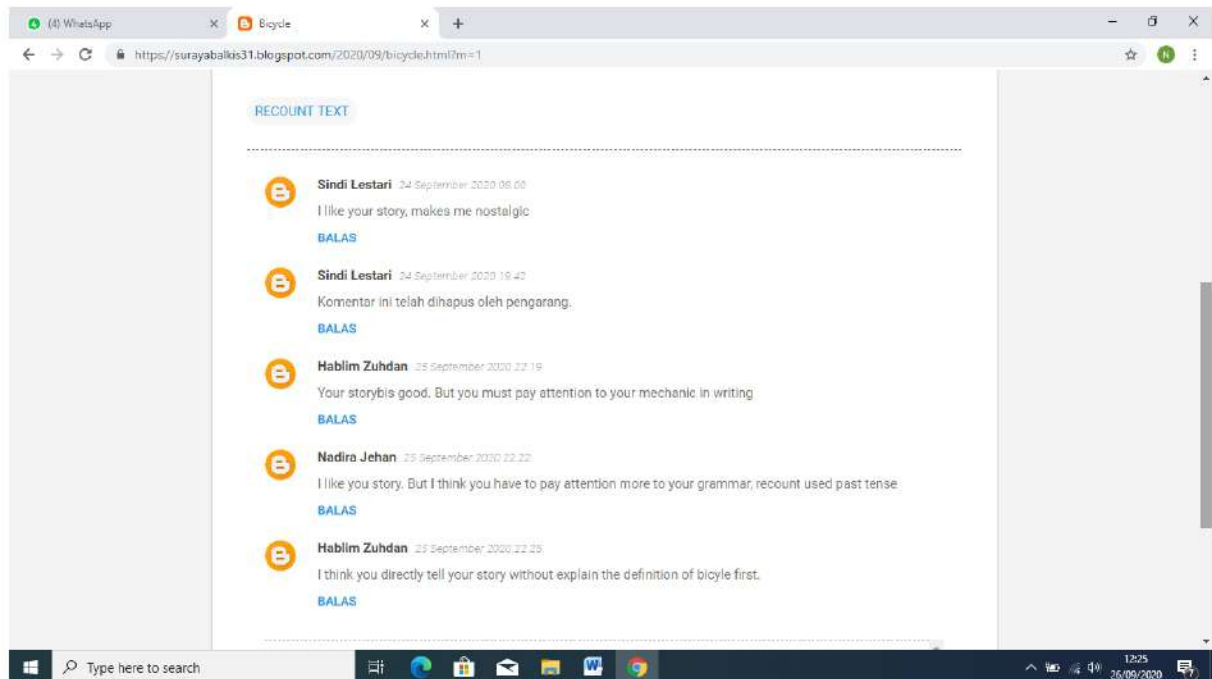
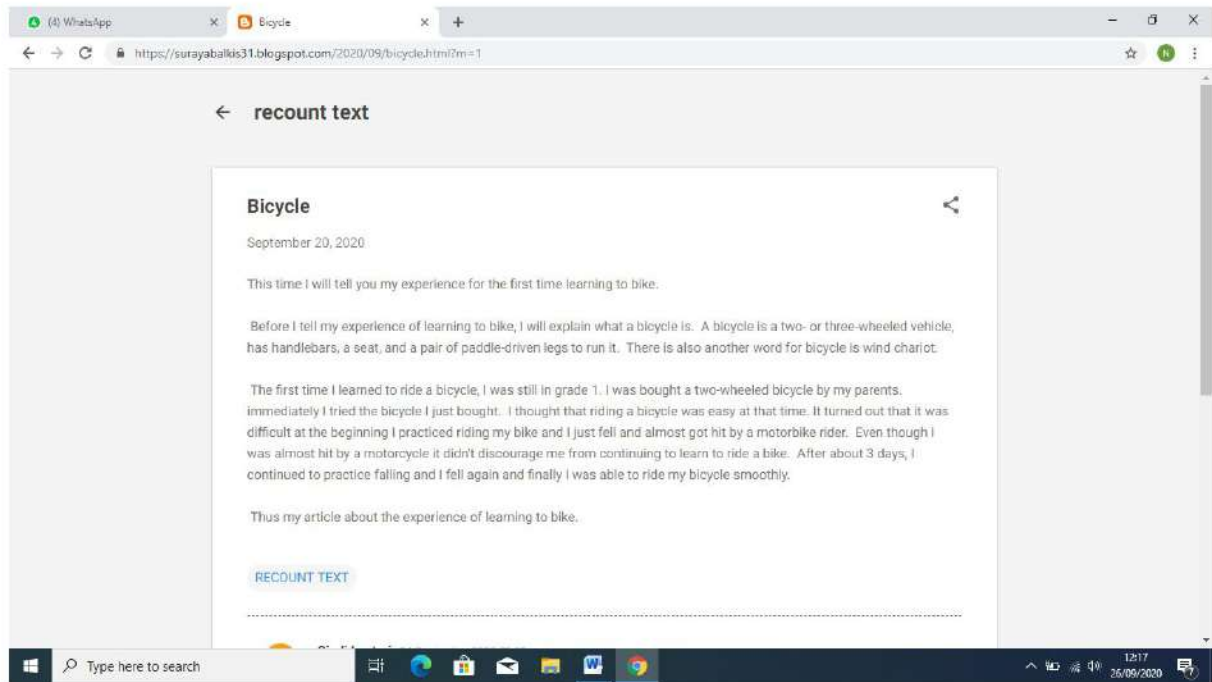
Answer:

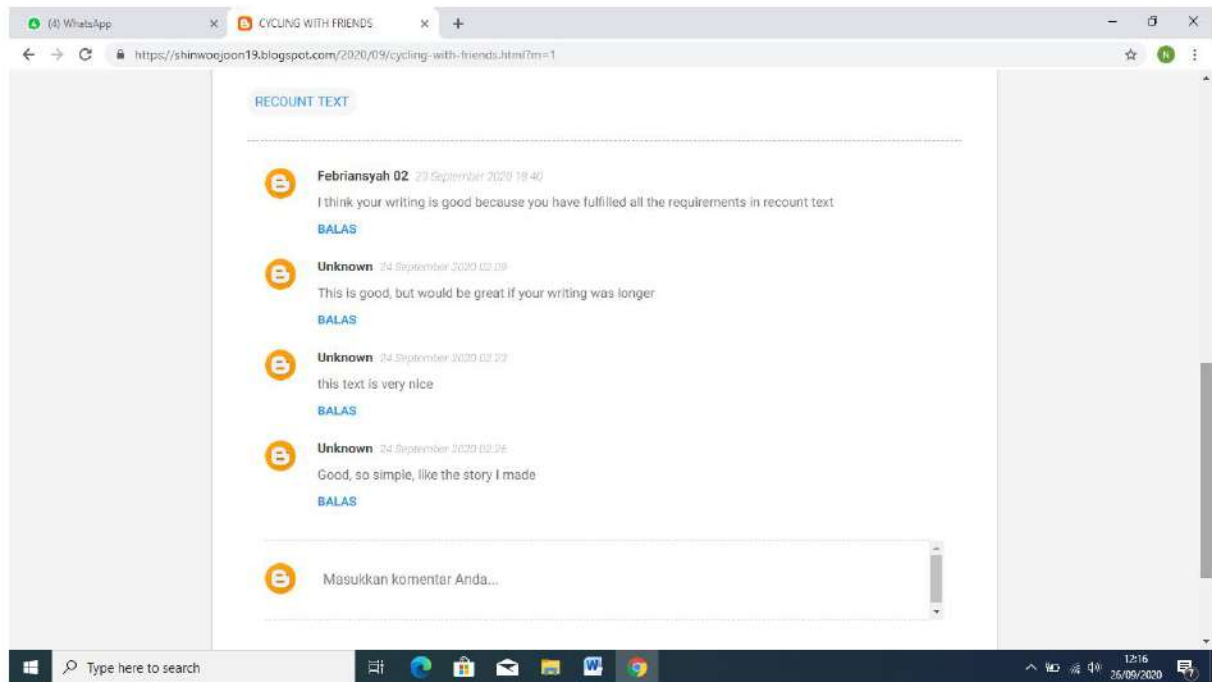
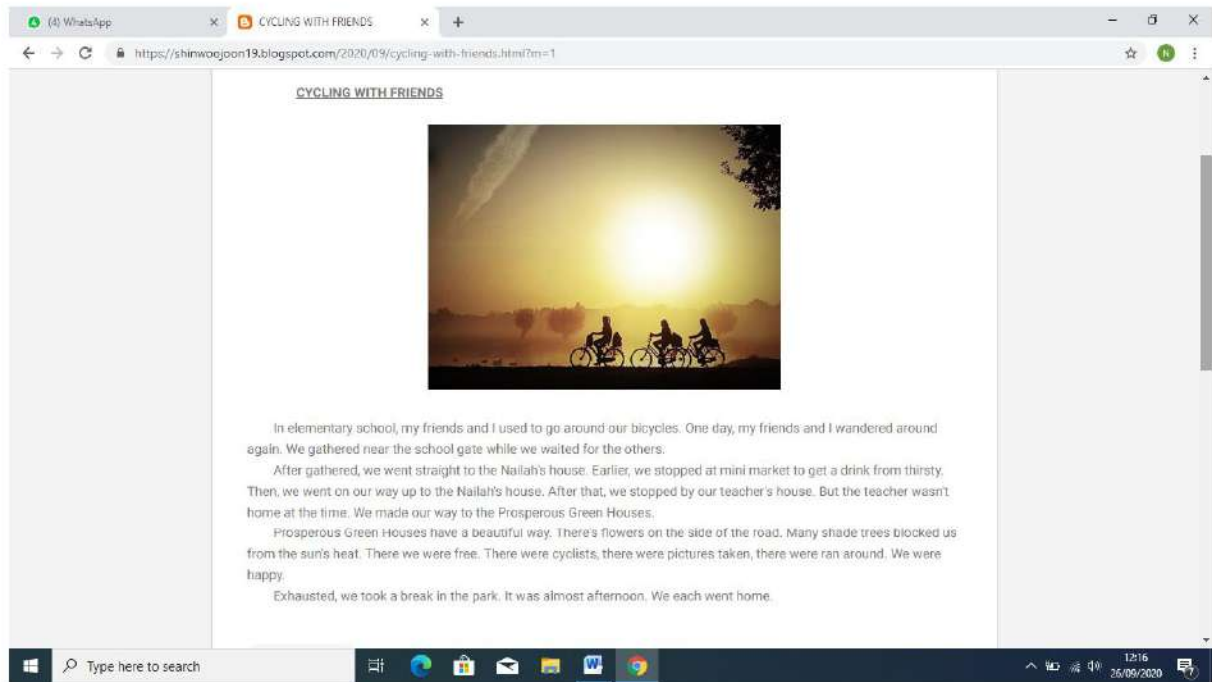
A few years ago, my family and I went to Cermin Beach to spend the holidays with her, quite a distance the trip there took about 1,5 hours.

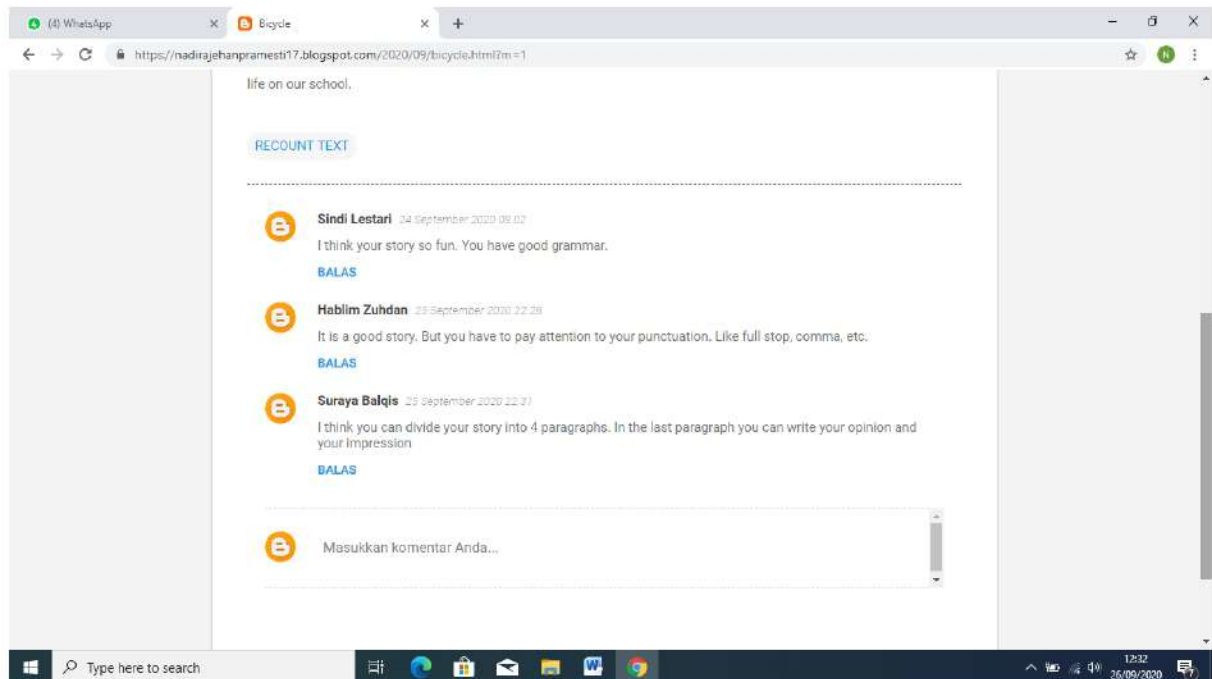
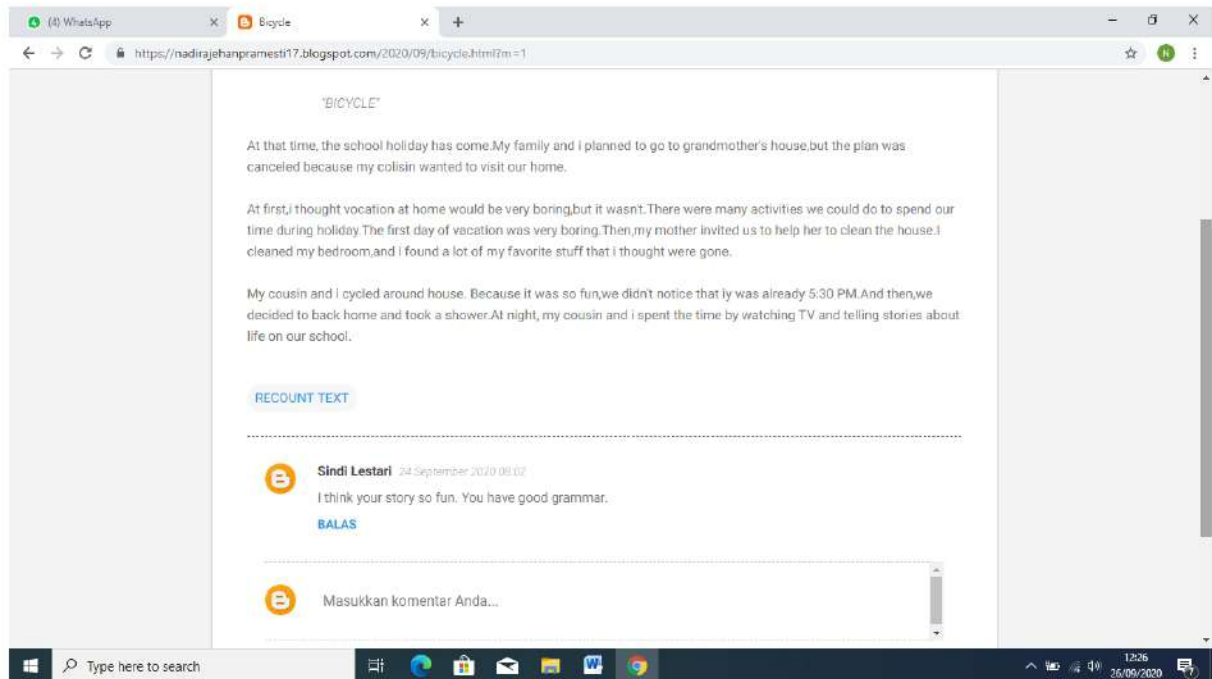
As arrived there, my parents rented a hut to take a rest. The place was so crowded when the sky was so clear, we started to change our clothes to swim and play with water. At noon, we roast fish and eat them together.

Not felt, the day had begun in the evening. We hurried to go home, before went to home, I bought some souvenirs there. Finally we arrived at 6:00 PM because the trip was jammed.









APPENDIX VII
DOCUMENTATION

Experimental Class Students



Control Class Students



APPENDIX VIII
PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-9060/ITK/ITK.V.3/PP.00.9/07/2020

09 Agustus 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Madrasah Aliyah Swasta Amaliyah Sunggal

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Nurur Risky Aulia
NIM	: 0304162137
Tempat/Tanggal Lahir	: Kerasaan, 10 Januari 1999
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jl. Banten baru No.178 Tj. Gusta Medan Kelurahan TANJUNG GUSTA Kecamatan SUNGGAL

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Amaliyah Sunggal, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effectiveness of Using Blog in Teaching Writing Recount Text at Tenth Grade of MAS Amaliyah Sunggal

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 09 Agustus 2020

a.n. DEKAN

Wakil Dekan Bidang Akademik dan
Kelembagaan



Digitally Signed

Drs. RUSTAM, MA

NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QR Code diatas dan klik link yang muncul, untuk mengetahui keaslian surat



YAYASAN PERGURUAN AMALIYAH MADRASAH ALIYAH SWASTA AMALIYAH

Jl. Tani Asli Gang Asal Telp. (061) 8459073 - 8446983
Kelurahan Tanjung Gusta Kecamatan Sunggal Kabupaten Deli Serdang Kode Pos 20351

Nomor : 13/YPA/MAS/S.5/2020
Lamp : -
Hal : Balasan Surat Izin Riset

Sunggal, 26 September 2020

Kepada Yth,
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Sumatera Utara Medan

Di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb.

Dengan hormat,

Semoga Bapak dalam keadaan sehat dan selalu berada di bawah lindungan Allah SWT serta sukses dalam menjalankan kegiatan sehari-hari. Amin.

Sehubungan dengan surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan yang bernomor : B-9060/ITK/ITK.V.3/PP.00.9/07/2020 tanggal 09 Agustus 2020 perihal Izin Riset yang dilaksanakan oleh :

Nama : **NURUR RISKY AULIA**
NIM : 0304162137
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effectiveness of Using Blog in Teaching Writing Recount Text at Tenth Grade of MAS Amaliyah Sunggal**

Maka, dengan ini dapat kami sampaikan bahwa yang bersangkutan **BENAR** telah melapor dan melakukan Riset pada sekolah yang kami pimpin terhitung sejak tanggal **09 Agustus 2020 – 26 September 2020** dengan bimbingan guru kami yang bernama **Ahmad Japar, S.Pd** Dan menurut penilaian kami yang bersangkutan telah melakukan penelitian sesuai dengan kaidah dan aturan yang berlaku.

Demikian surat balasan ini kami perbuat, dengan harapan kedepan kita dapat menjalin kerjasama yang erat.

Wassalam,

Kepala Madrasah,


Jufri P. Hehdi, S.Pd, M.Pd
NIP. 19720601200701104