

THE EFFECT OF EDUBLOGS ON WRITING SKILL OF NARRATIVE TEXT

A Thesis

**Submitted as a Partial Fulfilment of the Requirements
for S1 Degree**

By:

**Nur Aisyah
NPM 1911040433**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTANLAMPUNG
2023 M / 1445 H**

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Advisor : Nurul Puspita M.Pd

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STATE ISLAMIC UNIVERSITY OF
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ABSTRACT

The writing mastery of students at SMK Muhammadiyah 1 Rumbia was still low. Most of the students still had difficulties in learning process because students lack grammar, vocabulary, and lack motivation. This study aimed to find out the significant effect of Edublogs on writing skill of Narrative Text in the academic year 2022/2023.

The research methodology of this research was quasi experimental design, the design used pre-test and post-test control group design. The population of this research was the tenth grade students. The sample of the research were two classes, the first was X OTKP as experimental class and the second was X TKRO as control class. There were 21 students for experimental class (X OTKP) and 21 students for the control class (X TKRO), the total sample was 42 students. The experimental class used Edublogs while the control class used textbook. The treatment was held in 3 meetings. In the collecting data, this research used a test for the instrument by essay questions. before giving the treatment, a pre test was given. Then, after giving the treatment, a post test was conducted.

The result of data analysis showed that the Edublogs score obtained by students before and after treatment had significant, this could be seen from the hypothesis testing used T-test to measure the significant influence of Edublogs applications towards students vocabulary achievement. Based on the T-test of the SPSS (Statistical Package for Social Science) version 25, It was obtained that $\text{sig.}(2\text{-tailed}) = 0.000 \leq \alpha = 0,05$. It can be concluded that there was a significant effect of using Edublogs on Writing Skill of Narrative Text at SMK Muhammadiyah 1 Rumbia in the academic year 2022/2023.

Keywords : *Edublogs, Narrative Text, Quasi Experimental Design, Writing Skill*

DECLARATION

Hereby, I stated this thesis entitled “The Effect of Edublogs on Writing Skills of Narrative Text at the Tenth Grade Students of SMK Muhammadiyah 1 Rumbia in Academic Year of 2022/2023” is completely my own work, I am fully aware that I have quoted some statements and theories from various source and they are properly acknowledge in the next.

Bandar Lampung, July 2023



Nur Aisyah





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ADMISSION

The following thesis entitled:

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا إِذَا فَرَغْتَ فَانصَبْ إِلَىٰ رَبِّكَ
فَأَرْغَبْ

Indeed, after the difficulty there is ease, so when you have finished one business, do other things seriously, and only to your Lord should you hope (Al-Insyirah, 6-7).¹



¹ Al-Qur'an surah Al-Insyirah: 5-7

DEDICATION

Bismillahirrahmanirrahim.

Praise and gratitude to Allah Subhanahu Wata'ala abundant blessing to me and from my deep of heart and great love, this thesis is dedicated to :

1. My God Allah SWT, whose blessing and mercy and have listened to the prayers of my parents to make it easy and smooth for me in completing this thesis.
2. My beloved parents, Mr. Alpian and Ms. Marinah, who never stop praying and giving motivation and hope for my success. Thank you for your endless love and support, both spiritually and materially, and you are my biggest spirits in completing this thesis, I really love my parents.
3. My beloved sister and brother, Yeni Anggraini, S.Psi and Hendriyanto who has been willing to care and give a lot of support to me in going through the difficult times of my studies at university.
4. All my beloved lecturers, classmates and almamater of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan Lampung State Islamic University who have contributed a lot to my development both academic skills and knowledge during my studies at the university.

CURRICULUM VITAE

Nur Aisyah was born on January 5rd 2001, in Tulang Bawang. Nur Aisyah is the third of three children of Mr. Alpian and Ms. Marinah. She has one sister, her named Yeni Anggraini S.Psi, and one brother named Hendriyanto.

She began her study in Elementary School at SD Negeri 1 Bina Karya Utama, graduated in 2013. Then she continued her study at SMPN 2 Way Seputih graduated in 2016. After that, she continued her study at SMK Muhammadiyah 1 Rumbia graduated in 2019. After finished her study at SMK Muhammadiyah 1 Rumbia, in the same year she continued her study at UIN Raden Intan Lampung as a student of the English Education Study Program of Tarbiyah and Teacher Training Faculty.



Bandar Lampung, August 2023
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Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Propher Muhammad SAW, the best lover of the god Allah, who sent us to enlighten the path of humanity and divine salvation.

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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this Thesis were always open-heartedly welcome. Furthermore, this Thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.

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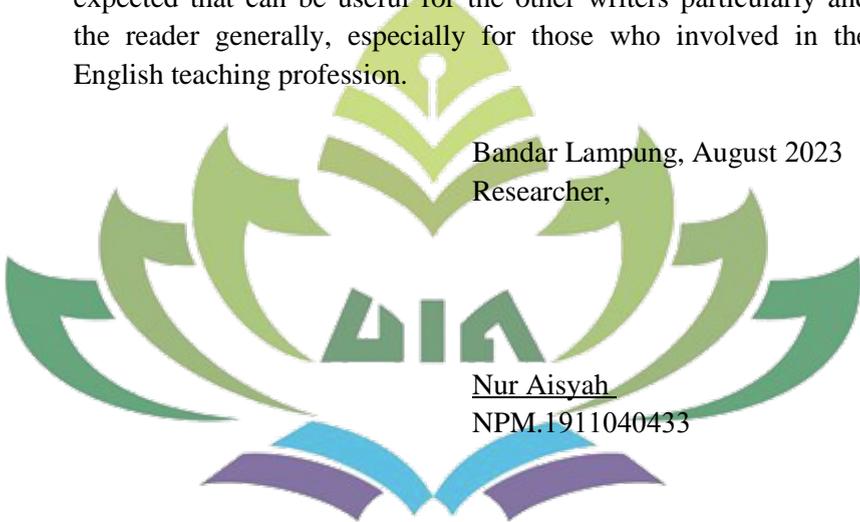
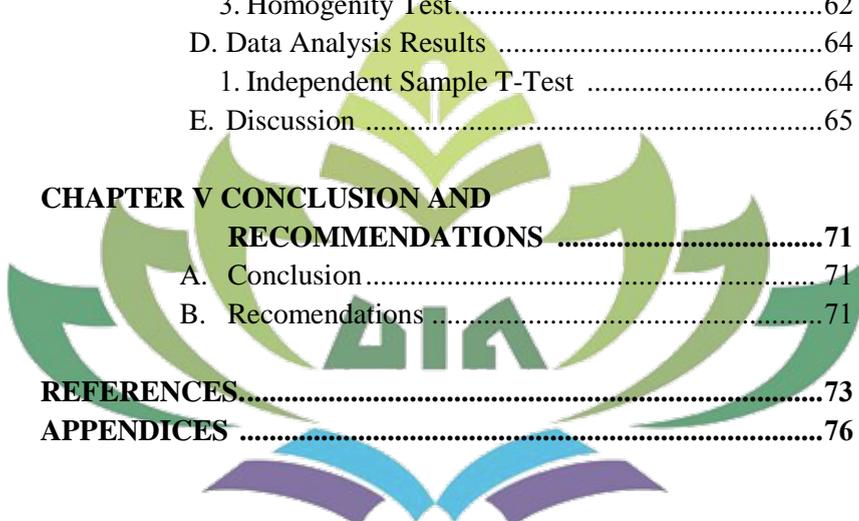


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CHAPTER I

INTRODUCTION

A. Title Confirmation

1. As the first to understand the title of this thesis proposal, and avoid misunderstanding, this research feels the need to explain some words which become the title of this research. The Effect of Edublogs on Writing Skill of Narrative Text. Tenth grade at SMK Muhammadiyah Rumbia in the Academic Year 2022/2023. Some points that will explain as follows : Effect is a condition, event, or result of one/several causes.
2. According to Ray blogs in education or EduBlogs can be used to communicate, as instructional resources, as collaborative tools, and showcases for student projects. As an electronic bulletin board, an EduBlog provides a fast, efficient means of communication.¹ It can be used to post class announcements for parents or providing schedule reminders for students. EduBlogs can be used as instructional resources, in which teachers can post tips, explanations, or samples to help students learn. Instructors can post hyperlinks to websites that provide assignment-related homework helpers and resources. EduBlogs can also be used as collaborative tools for student project
3. Elashri stated that writing is one of the most important skills in English language. It permits writers to investigate points of view and thoughts, and make them noticeable and concrete. Writing supports thinking and learning, inspires correspondence and makes thought accessible for reflection. At the point when believed is composed down, thoughts can be inspected, reexamined, added to, revamped, and changed.²

¹ Ray, J. (2006). Welcome to the Blogosphere: The educational use of blogs. Kappa Delta Pi Record, 42(4), 175-177

² Elashri, I.I. (2013). The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhar Secondary Students' Writing Skills and their Attitudes Towards Writing. doctoral dissertation, Faculty of Education, Mansoura University

4. Narrative is a type of text that is appropriate for telling past activities or events that aim to entertain and provide moral lessons to the reader. Narrative text is text that tells a story to entertain and inform readers and listeners. The generic structure of narrative text is orientation, complication, evaluation and resolution. While the following language features focus on certain participants, using past tense, using time connectors and conjunctions using speech verbs. Examples of narrative texts are Cinderella, Kancil, and Malin Kundang.³

B. Background of the Problem

Writing is a process of exploration that offers benefits to students and content area teachers alike.⁴ It means that writing is very important to learn, writing has many benefits for us, especially for students and teachers. Where students can make their ideas easy to understand and they have a pleasant experience from writing as well as with their teacher. Writing is an activity needed by students in learning a language (English). This is one of the productive language skills. As one of the productive skills, students need to express their ideas by writing. Compiled by Raimes, "writing is a skill in which we express ideas, feelings, and thoughts arranged in words, sentences, and paragraphs

using the eyes, brain, and hands". It can be said that writing is a complex skill because writing requires hard thinking to express ideas, feelings, sentences, and paragraphs to achieve writing

In addition to supporting the concept of writing. In accordance with Harmer's theory, "Writing is a process where what we write is often heavily influenced by genre boundaries, so these elements must be present in learning activities". This shows that writing is an activity that cannot be separated from genre, especially in writing ability. In this case, the writer concludes that writing is one of the most important skills to be mastered by students. By writing,

³ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Penerbit ANDI, 2001), p.94

⁴ Vicki Urquhart and Monette Mclver, *Teaching Wrsiting in the Content Areas* (Alexandria: ASCD & McRel, 2005)p3.

students can develop ideas, feelings, or share information with others.

Writing skill difficulties are one of the most significant problems affecting not only native English speakers, but also hundreds of students learning English as a second or foreign language around the world. The fact that the latter had no interest in Composition made them poor writers, having low grades in their courses, increasing mistakes in their homework, writing slurred sentences and creating incoherent paragraphs. Writing as a necessity in the school environment is learned by students. In line with Curriculum 13, in the syllabus of SMK Muhammadiyah Rumbia there is Narrative text as a written subject which is one of the genres taught by this subject teacher to class X students. Furthermore, preliminary research was conducted on October 15, 2022 by interviewing English teachers, Kiki Elysia, S.Pd at SMK Muhammadiyah 1 Rumbia, researchers found several problems in teaching writing. The English teacher said that students had difficulty developing their ideas in writing skills, and students also had difficulties in constructing sentences when writing because students lacked vocabulary, grammar, and students had low motivation during the teaching and learning process.⁵ Other writing problems occur because students lack confidence, are shy, and rarely practice. Students are afraid to write because students are afraid of being wrong in writing. From the results of interviews the teacher said that many students of SMK Muhammadiyah 1 Rumbia Lampung Tengah often experience difficulties in writing skills, especially writing narrative texts.

In addition to teacher and student data, this study also found several problems from class X students at SMK Muhammadiyah 1 Rumbia, Lampung Tengah. Students are still confused, find it difficult in the learning process because students lack grammar, vocabulary, and lack of confidence. As a result, students do not fully understand these skills. In the process of teaching and learning teachers usually use the textbook as a medium in teaching in class. So, the researcher concluded that students need interesting

⁵ Mrs. Kiki Elysia S.Pd as a teacher at SMK Muhammadiyah Rumbia

media in teaching narrative text writing. Narrative text is a type of English text that has been thought of by SMK Muhammadiyah 1 Rumbia, Lampung Tengah. In carrying out preliminary research, researchers get writing scores. This can be explained in table 1 below :

Table 1.1
Students' Narrative Text Writing Score of Tenth Grade Students of SMK Muhammadiyah 1 Rumbia, Kabupaten Lampung Tengah in the Academic Year of 2022/2023

No	Class	KKM		Total of Student
		>70	<70	
1	X OTKP	13	8	21
2	X TKJ	3	17	20
3	X TKRO	3	18	21
Total		19	43	62
Percentage		30,64%	69,35%	100%

Source: English Teacher at SMK Muhammadiyah 1 Rumbia, Kabupaten Lampung Tengah

Based on table 1.1, the results show that students get bad grades because their grades are below the standard score. The English teacher at Muhammadiyah 1 Rumbia Vocational High School, Central Lampung, said the minimum completeness score (KKM) criteria for English subjects at the school was 70. The number of students in all majors was 62 people. From the table, 19 students (30.64%) scored more than 70 and 43 students (69.35%) scored less than 70. This shows that most students face difficulties in mastering English. The researcher chose narrative text because this text is available in the tenth grade in the syllabus. In conducting research, the material must be adapted to the learning material in class. In narrative text students are able to their ideas. That is, students use their imagination and knowledge in writing so that students can feel more comfortable writing.

According to Meyers, narrative is one of the most powerful

ways to communicate with others. A well-written story allows your readers to respond to an event, but they can almost feel it. Actions, details, and dialogue place the reader in this view and make it happen for them.⁶ In this digital era, it is highly recommended for teachers to take advantage of media assistance or mobile applications that can provide new experiences among students in the process of improving corrections and improving writing skills. Technology can help teachers in the classroom by encouraging inquiry, helping communication, building teaching products, and helping students' self-expression in the learning process. The use of technology will be very beneficial for us because it can improve the quality of learning and student enthusiasm because learning is packaged according to the times. We can take advantage of technological developments in improving writing skills among students.

According to Oroujlou, one way to help students improve their writing skills is for teachers to take advantage of some of the latest media in writing classes, especially from the internet. Internet media such as applications, *blogs*, or websites can support the development of student writing. This can provide information that is closer to the lives of students today.⁷ Of the many media that are currently developing, there is one media that has caught the attention of researchers, namely blogs.

The existence of a blog is very useful in developing students' writing skills because it has many features, efficiency, and effectiveness to be used as language learning media to improve students' writing skills. Technological developments encourage people to use it as an alternative way to learn writing skills. Blogs become familiar because of its features. Blogs allow people to access them anytime which makes them more efficient. That's why the use of blogs as an alternative language learning media has been

⁶ Meyers, A. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman

⁷ Muhammad Rony. *Student Perspectives Applicatio As Educational Tool in EFL Writing Classroom*. State Islamic University Syarief Hidayatullah Jakarta.(Januari/2021)

applied in the world of education today. Bull stated in his article that the blog will challenge teachers and students to develop writing in an authentic way, this also affects the space for more student participation in class.

In addition, the use of blogs as a means of learning media will be more efficient for everyone to access. Blogs also offer advantages in the form of electronic portfolios compared to conventional portfolios. Beyond that, peer feedback through blogs simultaneously creates efficient and effective learning. In conclusion, the use of blogs as an affordable language learning medium to think about writing in a different way. As a result, students have more time and new motivation to practice writing through the application. The Blog application is one of the results of the development of technology, it is an application designed so that users can write and share what they write to provide general feedback to each other. Add posts with one click, copy-paste, or drag and drop. Some of the blogging app's features include being able to work and write the way your mind works - with the senses of sight, hearing, and touch, Changes can be saved automatically, and Easy-to-share Links allow for fast collaboration. With this advantage, students can easily write and share their thoughts, and collaborate with friends to give each other feedback. Because, through this method, students and colleagues can easily provide feedback to each other in the process of improving and improving their writing skills.

Based on some of the descriptions and conditions described above, this research will be continued with the title "*The Effect Of Edublog of Writing Skill On Narrative Text*". Edublog is expected to increase narrative text writing skills among students.

C. Problem Identification and Limitation

Based on background of the problem above this research identify the problem as follows:

1. The students difficulties in developing their ideas in writing ability especially in writing narrative text.

2. The students difficulties in arranging the sentences because they had lack of vocabulary
3. The students seldom practices writing in English.
4. The students have low motivation in writing English

Based on the problem that have been presented, this researcher limits the problem to improve students' writing skills in narrative text using edublogs. This subject of this study is limited to students of class X SMK Muhammadiyah Rumbia academically in 2022/2023

D. Formulation of the Problem

Based on the identification and limitation of the problems above, it is formulated as follows : Is there any significant effect of using Edu-blog on students' writing narrative text ?

E. Objective of the Research

In this study the researcher was find out wheter there is any significant in of Edublogs on Students' Writing Skill, especially on Narrative Text at SMK Muhammadiyah 1 Rumbia.

F. The Significance of the Problem

1. Teorical Benefit

The results of this study are expected to guide for English teachers to teach students by applying Edu-blog media to improve students' writing skills at school.

2. Practical Benefits

This research is expected to provide benefits to students, teachers, and further researchers.

- a. For the student: This research is expected to help students in learning English, especially writing skills using Edu-Blog media.
- b. For the teacher: This research is expected to be a learning medium for English teachers in improving students' writing skills using Edu-Blog media.
- c. For the next researcher: In this research, hopefully it can provide experience to future researchers, so that they can teach

students about this Edu-Blog. And in the end students can improve their writing skills.

G. Relevant Study

1. The first study was conducted by Badmus, Ayodeji Muideen, Ph.D. in 2022, the study is entitled *Effect Of Edublog Package on Secondary School Students Performance and Attitude In Teaching And Learning Of Computer In Lagos State, Nigeria*. This research uses quantitative. This study shows that students get higher scores in their learning after receiving treatment using the Edublog package for teaching and learning computer education. Edublog in this study is used as a means to provide opportunities for student collaboration. In addition, the results of this study reveal that by using Edublog, students can also gain knowledge and ideas from their peers and further improve their attitudes. The better performance of students exposed to Edublogs is as a result of the greater opportunities students receive when using the package.
2. The good performance of Edublog was in line with the study of Riswandi, Ngadiso and Asib (2021), in their study they found out that students demonstrated higher scores in their writing assignments after having a treatment by using Edublogs as a teaching Media in teaching and learning and students' writing skill was improved significantly through blogging activity. To the computer education learning process, before actions were conducted, the students were unmotivated to participate in writing process. The writing learning process was monotonous. The teacher only used the course book without any media. During the implementation of the actions, Edublog helped the teacher in learning process. The students were interested and enthusiastic to improve their skills. The Computer education learning process in the Blog process were more active and enjoyable than the previous condition, the classroom atmosphere was better. The learning process looked easier because of the use of media like Edublog in the classroom. The positive attitude exhibited by students towards Edublog could be

attributed to the fact that students were actively engaged with the bloggings. Specifically, the structure of well-defined work provided by Edublogs helped the students to understand clearly what is expected from them and it also helped them to better evaluate their work. This result agreed with the works of Venzon (2019) who revealed that the attitude of the students toward the incorporation of ICTbased instructional strategies into standard educational curricula was positive.

3. A study was a journal entitled *Use of Peer Feedback to Enhance Elementary Students' Writing through Blogging* written by Yu Liang Chen, Eric Zhi Feng Liu, Ru Chu Shih, Chin Tsung Wu and Shyan Ming Yuan, a journal of British Journal of Educational Technology, which was published on 2019 Volume 42 and Number 1. The objective of the research was to investigate the effectiveness of using peer feedback to enhance elementary students' writing through blogging. A series of quantitative and qualitative techniques were employed to analyze the data, including inter-rater reliability, content analysis, T- test, analysis of covariance, observations and interviews. The result showed that "The statistical results reached a significant level ($t = 2.07, p < 0.05$), indicating that the posttest performance was higher than that of the pretest. As a result, the use of peer feedback through the blogging model is effective for improving the quality of writing."¹⁹ The difference between this previous relevant study and the researcher's study are in the method which this study adopted a series of quantitative and qualitative techniques. In addition, this study investigated the effectiveness of using peer feedback whereas the study researcher conducted is investigated the effectiveness of blog.

H. Systematic Discussion

Systematic Discussion is part of the discussion that contains a summary of the research. Where chapter I is related to chapter II, chapter II is related to chapter III, chapter III is related to chapter IV. So it can be concluded that all chapters are interconnected

and cannot be separated. To explain this, here is an explanation of each chapter.

Chapter I : Describes the general data that explains the Edu-Blog effect. This chapter consists of Title Confirmation, Background of the Problem, Problem Identification and Problem Limitation, Problem Formulation, Research Objectives, The Significance of the Problem, Relevant Study, and Systematic Discussion.

Chapter II : Explaining the theories of Edu-Blog application, writing skills, and narrative text. This chapter consists of Framework of Thinking, submission of hypotheses.

Chapter III: Explains the research methodology including the type of research, the place and time of the study, the sample, population and data collection, research instruments, and hypothesis testing.

Chapter IV : Explaining the results that have been obtained after the research. The contents are: the results of the research, brought up from the research and the formulation of the problem.

Chapter V : In this chapter, the conclusions and suggestions from the researcher are explained. While the suggestions are divided into 2 :

1. Suggestions given to future researchers to conduct better research.
2. Suggestions given to researchers regarding related problems, or the focus of their research.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theories

1. Concept of Writing

a. Definition of Writing

As stated by Hyland, writing is a way of sharing personal meanings and writing courses emphasize to power of the individual to construct his or her view on a topic.⁸ It means that writing can express the ideas, feeling will be show many things about the writer, such us the way of thinking, knowledge, problem solution and other. In writing the students can represent about their opinions in form of written language, and indirectly the students can do communication with the reader.

Writing is a skill that used to express the feeling, ideas, and also opinions on written form. Most people in the world used writing to communicated in their daily activity. In this modern era, people used writing to communicated by using modern technology such as e-mail, short text message in handphone, and chatting in social media. As said by Harmer, writing is used for a wide variety of purpose and it is produced in many different forms.⁹ It means, that writing is used to express feelings, ideas, and opinions in written form and is used for various forms of production using social media such as e-mail.

From the explanation above, it can be concluded that writing is an activity of express the ideas, feelings and thoughts arranged in word, sentences and paragraph in written form by using eyes, brains and hands. In writing the students can represent about their minds or opinions in form of written language. Most people in the world used writing to communicate in their daily activity. It means that writing should be mastered by the students.

⁸Ken Hyland,(1st Published), *Second Language Writing* (New York: Cambridge University Press,2003)p.9

⁹Jeremy Hamer, *How to Teach Writing*, (Harlow,Longman 2004),p 4.

b. Concept of Writing Process

Writing process is a stage that a writer goes through to create something in writing form. According to several writing processes, they are as follows:

1. Planning

Experienced writers plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. That means they must think before write.

2. Drafting

We can be referred to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

Once a writer has produced a draft, they then usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous or confusing. Then, they may move a paragraph around or write a new introduction. They can use a different form of words for a particular sentence.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁰ In addition, it can be concluded that writing is an operation that has many phases. So, there are certain procedures called the writing phase in making a successful piece of writing. Planning, drafting, editing, and final version are the writing process.

¹⁰ Jeremy Hamer, *How to Teach Writing*, (Harlow, Pearson Education Limited 2004) p. 5

c. Concept of Writing Ability

Many people said that writing is difficult skill. It because this skill can not achieve in short time. This skill belong to difficult since the writer must attention some aspects like content, grammatical, vocabulary, and others. According to Heaton, five major aspects are accompanied by explicit description of what is mean by the different band-scales. The criteria of good writing are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure).
5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).¹⁰

Besides that, writing ability is very important for writer especially to get excellent writing. Brown gives some tips that can help to improve writing ability;

1. Use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules)
2. Express a particular meaning in different grammatical forms
3. Use cohesive device in written discourse;
4. Use the rhetorical forms and conventions of written discourse
5. Appropriately accomplish the communicative functions of written texts according to form and purpose
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification
7. Distinguish between literal and implied meaning when writing
8. Correctly convey culturally specific references in the context of the writtentext

9. Develop and use battery of writing strategies, such as accurately assessing the audiences interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer and instructor feedback and using feedback for revising and editing
10. Brush up on grammar and style.¹¹ It can be concluded that, we can apply all tips if we want to improve our writing ability. Writing ability is an ability to produce good writing. To produce good writing, the writer should study hard and practice more so that the readers can understand the writing that is produced.

From the explanation above, it can be concluded that writing has five components: content, grammar, organization, vocabulary, and mechanic. Those components should be attended by researcher to get good writing and to get ability in produce written skill. Then, to produce good writing, the writer should study hard and practice more so that the readers can understand the written form that is produced.

d. Teaching of Writing

In accordance with Brown that role of the teacher must be a facilitator and coach, not the manager. As a facilitator, the teacher allows learners to share in the composition. Based on Brown, there are some process approaches in writing instruction:

1. Focus on the process of writing that leads to the final written product
2. Help student to understand their own composing process
3. Help them to build repertoires of strategies for pre-writing, drafting, and re-writing
4. Give students time to write and rewrite
5. Place central importance on the process of revision
6. Let students discover what they want to say as they write

¹¹ H. Douglas Brown, *Op. Cit*, p. 343

7. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
8. Encourage feedback from both the instructor and peers include individual conferences between teacher and student during the process of composition.¹²

Based on the information above, it can be concluded that the teaching writing is a process that produce a good written with the some approach. It means that, to makes a written product that must be balance between the process in writing and product of writing itself.

2. Concept of Text

a. Definition of Text

Siahaan and shinoda stated that a text is meaningful language in a contexts, it is both a spoken and write text.¹³ Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

b. Genre of Text

Text is the main written printed part a book and the written form of speech, or article and any form of written material. Clarke et.al, argues that texts can inform and expand knowledge, give us with new vocabulary, and encourage new ways of thinking.¹⁴ It means that texts include a huge amount of information that can help the reader to expand their knowledge. According to Karolina, genre is a type of category.¹⁵With reference to Karolina, genre refers to the

¹²H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.336.

¹³Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Ilmu, 2008),p.1

¹⁴ Paula J. Clarke et.al. *Developing Reading Comprehension*, (West Sussex: John Wiley & Sons, Ltd, 2014), p.1

¹⁵ Intan Karolina, *Teaching Narrative in Improving Writing*, SMA Negeri 1 Pernalang in 2006,p.23

type of text that is concerned with concept and form. However, Gerot and Wignel classify the genre of text into thirteen types, they are:

1. Report Text
Report is a text to describe the way things are with reference to range of natural, made and social phenomena in our environment.
2. Spoof Text
Spoof is a text to retell an event with humorous twist.
3. Recount Text
Recount is a text to retell events for the purpose of informing or entertaining. The order in which they occurred.
4. Analytical Exposition
Analytical exposition is a text to persuade the reader or listener that something in the case
5. News item
News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
6. Anecdote
Anecdote is a text to share with others an account of an usual or amusing incident
7. Narrative Text
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.
8. Procedure
Procedure is a text to describe how something is accomplished through a sequence of actions or steps.
9. Description Text
Description text is a text to describe a particular person, place or thing.
10. Hortatory exposition
Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation Text

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion Text

Discussion text is a text to present (at least) two point of view about an issue

13. Reviews Text

Reviews is a text to critiques an art work or event for a public audience¹⁶

Based on explanation above, it can be inferred that there are thirteen genre of text. Each text has different characteristics and each text has their own purposes. However, this research only focus on one text genre that is narrative text. Narrative text is a text which tells a story and entertains the readers or listeners. Narrative text is a fictional and nonfictional story intended to entertain readers.

3. Concept of Narrative Text

a. Definition of Narrative Text

Anderson said that narrative is a text that tells a story and entertains the reader or listener. The purpose of narrative text is to entertain the reader or listener by presenting a vision of the world¹⁷It means that Narrative is present a view of the world that entertains or informs the reader or listener. The story can be fiction or non-fiction, and it is used to tell the story of events or activities. Narrative is a text that tells stories to entertain readers or listeners.¹⁸

It means that narrative is a text that tells about something interesting in order to entertain and amuse the readers. Fairy

¹⁶ Linda Gerot, peter wignell, Making Sense of Functional Grammar,(New South Wales: Gerd Stabler,2000),p 192-217

¹⁷Mark Anderson and Kathy Anderson, Text Type in English 2, (South Yara: Mcmilan Education Australia, 2000), p 50

¹⁸ Intan Karolina, Teaching Narrative Text in Improving Writing, English Journal, SMA Negeri 1 Pematang in 2006, p 8

tales, mysteries, fables, romances, myths and legends are all types of stories that can be found in narrative text.

Based on this explanation, it can be concluded that Narrative is a text that tells about something interesting with the aim of entertaining and entertaining the reader. Narrative texts in this study are texts that tell about something interesting that must be entertaining, and narrative texts in this study are materials for teaching students' writing skills using edublogs. The type of narrative text used in this research is legend.

b. Generic Structure of Narrative Text

Narrative text has generic structure, it is important for the reader or writer to makes easy to understand and produce the text. Lubis said the generic structure of narrative text there are :

1. Orientation

Orientation is usually stated in the first paragraph. This is called an introductory paragraph. Besides, in this section, the author informs the reader about the main characters and maybe some minor characters. Also, where and when the story took place.

2. Complication

In this section, the author informs the reader about the starting of the problem, which builds to the climax of the problem. Furthermore, the major character of the story is frequently involved in this section.

3. Resolution

The end of the story is described in the resolution paragraph. Furthermore, the story's implications can be finished for better or worse.

4. Reorientation

Reorientation is the end of a story that is not mandatory. This paragraph presents a moral message and advice from the author to the reader¹⁹

Based on the explanation above, we can conclude that three important components of the generic structure should be included in a good and complete narrative text. For instance orientation, complication, resolution. Besides, there is one component that is optional which is called the reorientation paragraph. Therefore in writing narrative text, the students have to put all of the important components of the generic structure. If they do not put all of them, it means their narrative text is incomplete and not perfect.

c. Language Feature

Narrative text has language features. According to Mark Anderson, the language features that usually found in narrative text are :

1. Past tense (killed, drunk, etc)
2. Adverb of time (Once upon a time, one day, etc)
3. Time conjunction (when, then, suddenly, etc)
4. Specific character. The character of the story is specific, not general.
5. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
6. Direct speech. It is to make the story lively. (Bandung Bondowoso said, **Now, the thousandth temple is you!**).
7. The direct speech uses present tense²⁰

¹⁹Lubis, F. R. 2016. Narrative Text, English Education Journal: English Journal or Teaching and Learning Vol. 4, No.2, p5

²⁰ Mark Andersons and Kathy Andersons, Text Type in English 1-2, Australia: MacMillanEducation, 2003

d. Example of Narrative Text

The Legend of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king. (Orientation)

One day, a handsome young man with super natural power named Bandung Bondowoso defeated and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her. Meanwhile, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung." (Complication)

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple. The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!" At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue²¹ (Resolution)

²¹ Source: Syllabus for Grade X SMK Muhammadiyah 1 Rumbia

4. Concept of Edublogs

a. Definition of Edublogs

According to Ray, Edublog can be used to communicate, as a teaching resource, as a collaborative tool, and to showcase student projects.²² It means, Edublogs provides a means of communication that is fast and efficient. EduBlogs can also be used as teaching resources, where teachers can post tips, explanations, or examples to help students learn. Edublogs is a website used to publish regular information which may include diary entries, news, or hyperlinks to other websites²³. It mean, edublog is used to publish information on the internet. Riswandi, D., Ngadiso & Asib said Edublogs is one of the internet-based free platform that provides the user to post their idea and thought in the form of blogs²⁴

In education, blogs used for teaching and learning purposes, also called edublogs, are also gaining popularity and are gradually being used to promote learning through the new Information and Communication Technology (ICT) or e-learning. They have become a new and exciting visualization tool, because they are not only effective at conveying content to students via the Internet but also encourage students to share and discuss ideas that help improve educational outcomes (Poor). Their dual nature, either as an ICT tool or as a social learning network, enhances their innovative capacity to improve the quality of multimedia teaching and learning processes

Moreover, the user-friendly interface facilitates a quicker understanding of the main aspects and functions for starting a blog and accessing content and learning materials. Urbano and Villanueva differentiate between different types of edublogs, according to several criteria such as author, content, level of

²² Ray, J. (2006). Welcome to the Blogoshere: The educational use of blogs. *Kappa Delta Pi Record*, 42(4), 175-177

²³ Richardson, W., (2010). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press. Third edition

²⁴ Riswandi, D., Ngadiso & Asib, A. (2018). Edublogs: A Media To Improve Students' Writing Skill In Narrativet Text. 12(2).*The Broad Street Journal* (2006).*Stride of an African Bill Gates*. Edition 23, July 17, p.10-17.

education or recipient. They also classify blogs according to the specific academic purpose for which they are created, such as management of teaching materials, implementation of educational projects or evaluation of online training, among other purposes. As stated by the Conde-Caballero blog, as one of the most effective web resources, it has great potential in this area.²⁵ Indeed, there are many advantages which have been widely considered by the literature, which supports its application due to its many benefits. We have selected some of the studies that have gained insight into the most relevant skills (eg, digital social skills, language) derived from their application to learning objectives. In this study, we focus our attention on the impact of using edublog on students' writing ability.

From the explanation above, it can be concluded that edublog is a media medium has increased interaction in teaching and learning activities between teachers and students. In addition, Edublog is very helpful in collaborative learning, can construct new knowledge, and expand skills that help teachers and students develop their profession. Based on the research results, it can be concluded that Edublog has many uses in education that can be utilized by teachers in the learning process and in the entire education system.

b. Kinds of Blogs

People use blogs in many ways and for some purposes. So, there are a number of kinds of blogs in internet that can be distinguished as personal blogs, community blogs, journalism blogs, education and research blogs and also knowledge blogs. Blog authorized by individuals is called personal blogs. Mostly, it

²⁵ Conde-Caballero D, Castillo CA, Ballesteros-Yáñez I, Mariano-Juárez L (2019) Blogging as a tool for the acquisition and dissemination of knowledge in health sciences: a preliminary evaluation. *Int J Educ Technol High Educ* 16(1):p.1-15

is also can be lined to other websites or web logs. This personal looked blog usually contains posts of daily activities, experiences, ideas, knowledge, feelings, personal information and so on.

Unlike personal blogs, community blogs managed and authorized by some people included in particular community they belong. This blog supports individual to be involved in higher level community participation. Usually, this blog facilitated people of non-member to access information, news and many things related to the community. Another kind of blog is journalism which provides community critiques and commentary on current journalism and news. People not only share the news but also give their opinions. This blog shows many perspectives of subject matters which critically discussed.

Education and research blogs also known as edublog are present advance tools to user as learners. This media, students are allowed to publish their own writing and develop a social network to collaborate. In this blog both students and teacher elaborate to create effective language class. The last is called knowledge blog which is can be used to store and codify knowledge into a virtual online storage. It is usually maintained by personal or community. Today, many people voluntarily run this blog to share knowledge and relate their experiences. In this research, the researchers used edublogs as a media to improve students' writing skills, especially in narrative text.

c. The Feature of Edublogs

Edublogs provides many features to facilitate the reader and writer.. Here some of main features of edublog which easily found in many hosted in blogs: posts, archives, comments and templates. Blog post includes a subject title and a body messages. Post length can be relatively short or long such as one to dozens of paragraphs. It can comprise a variety of media objects, including text, pictures, graphics, or multimedia. Entry post will show a time stamp to make the author easier find the post she or he has written.

Archives usually sorted in chronologically, alphabet and label of post (custom). This feature helps author to manage their post to be easily found by their reader. Moreover, the author can set the archives as they want. This feature is a must feature provided in almost hosted blog. The next feature of blog is comment box in the below of every post. This feature facilitates the author and the reader to give comments about the post the author has posted. In order to serve best service to the blogger, the hosted blog allows other blog platform users to give comments as they want. In other words, the authors will instantly receive feedback from the readers about their blog entries. This Edublogs feature gives the opportunity to build active interaction between the authors and the readers.

That's why this feature give opportunities to people who wants to enhance their productive skills especially writing skill to receive and provide feedback related to their writing. Another service provides by blog is templates. The blogger can choose many layouts, typography and so on to customize their blog. This way will give a feeling of personal to blogger without any technical expertise needed. In addition, the hosted blogs allow user to customize their blog using their own code.

d. Edublogs in Language Teaching

For a long time, Edublogs were seen as nothing more than an online journal or diary where people could share their opinions, post anything interesting or merely post their activities. But today is a very different world for blogging. Many people involve blog in many aspects of their life, for instance, blogging for business, education, self-promoted, passions and many others. Nowadays, internet is widely use in a variety of ways for students to develop their writing skill. Edu Blog can be used by students to develop their writing skills in many ways. For instance, Boas states, blogs and ning networks are commonly used online platform that can be researched and adapted to all stages of the process approach

easily.²⁶ The process approach that Boas means is the use of blog to conduct the series of writing process like pre-writing, drafting, peer review, and proof reading. Blogs used in education are known as edublogs. Edublogs cover a wide range of topics related to education, from teaching materials, curricula, teaching method, educational policy and many more.

Edublogs can be used and set up by teachers, individual learners or a group of learning class. Dudeney and Hockly mention that there are 3 kinds of edublog including tutor, students and class blogs.²⁷ A blog set up and maintained by a teacher or tutor is known as tutor blog. The teacher may allow students to comment on that blog. Moreover, some blog hosts allow students' parent see students' activity. Today, there are plenty of hosted blog that elaborate teacher, students and class blog in a blog. The using can be easily set up based on its necessity. Teacher can manage a class blog which students allow to sign in and contribute in an account. This way believed to create effective and efficient learning through blogging. There are plenty of advantages using blog as one of media language learning. The availability in providing feedback, adaptation of authentic materials, and autonomous learning are believed can boost students' writing skill. One of the advantages of blog, it is facilitated people to contribute by providing feedback which is related to background of this research. In learning English, the role of feedback especially from teacher and peer are needed. In particular, blog contains a feature to give feedback for those who access it. It means that people who are registered on that platform or not will be able to read and give comment.

Secondly, authentic materials include anything that is used to communicate. Nepomuceno argued that authentic text is provided by blog for students to observe and analyze, making them aware of the convention of writing, for instance, grammar, mechanics, unity,

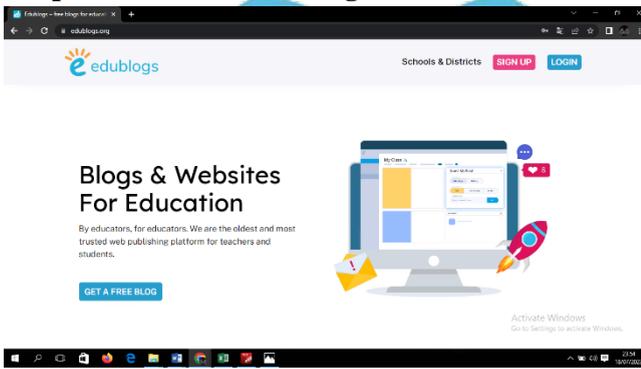
²⁶ Isabela Villas Boas, Process Writing and the Internet: Blogs and Ning Networks in the Classroom, No. 2, *English Teaching Forum*, 2011, p.27.

²⁷ Gavin Dudeney and Nicky Hockly, *How to Teach English with Technology*, (Essex: Pearson Education Limited, 2007),

coherence, etc.²⁸ It can be concluded that the authentic material may affect students' performance. In addition, using authentic material will increase students' anxiety and motivation to develop their learning ways. In addition, blogging stimulate students to be autonomous learners. The notion of autonomous learners has widely known within the language learning context. Autonomous learner refers to the learners who take responsibility of their own learning. This term also can be defined as learners willingness to do self- reflection, take risk, involve in independent action, make decision and do self- directed towards their own learning direction. The learners are demanded to reflect and to enrich different point of views from other learners' entries.

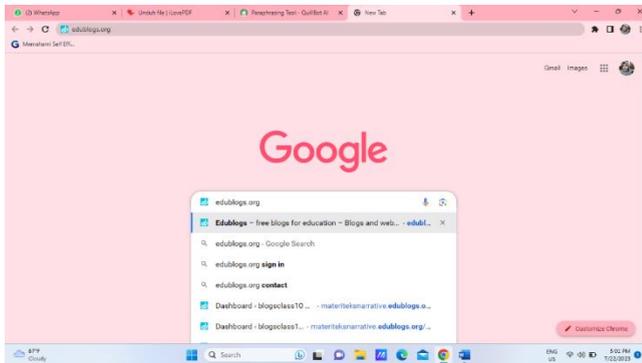
They are stimulated simultaneously to do review and do correction on their own writing. In addition, autonomous learning will create reinforcement to the learners to be responsible and be brave to take risk towards blog contents they have written. The learners will be absolutely involved in independent action which they have to make decision and do self-directed while composing their blog contents.

e. Steps To Create of Edublogs

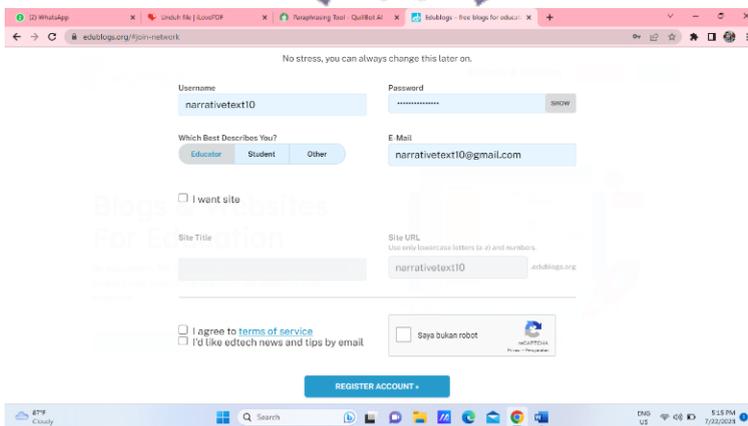
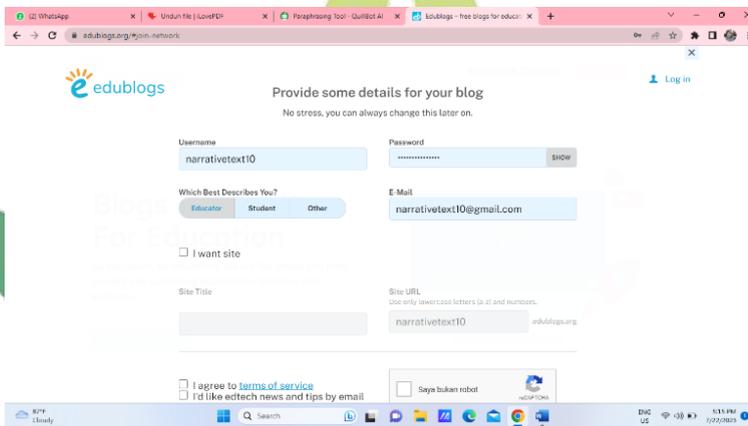


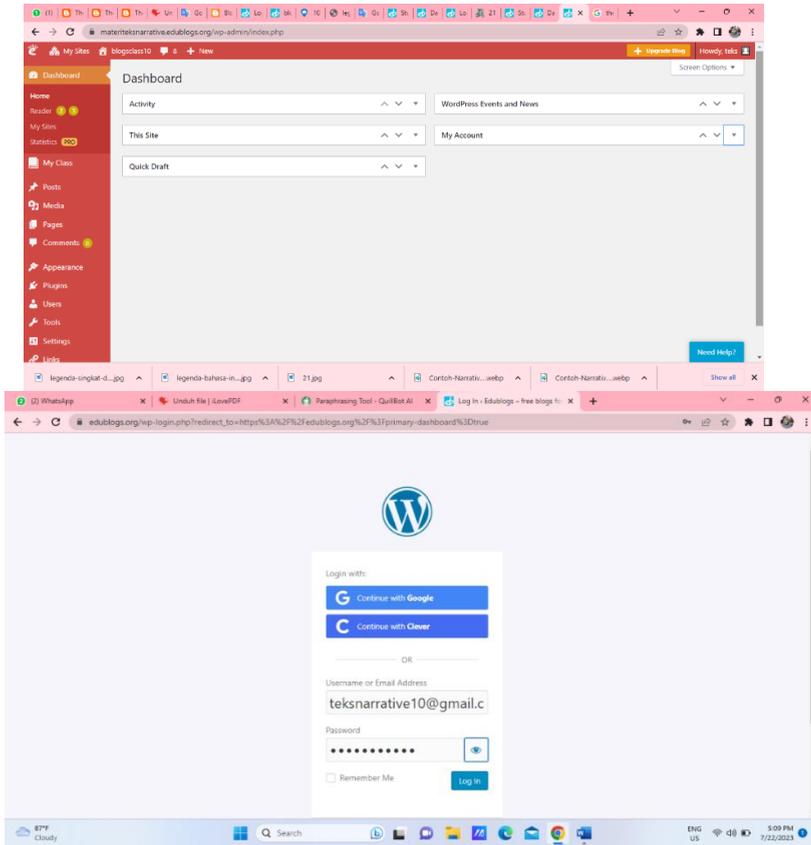
1. [Edublogs.org](https://www.edublogs.org) on Google Open

²⁸ Matthew M. Nepomuceno, Writing Online: Using Blogs as an Alternative Writing Activity in Tertiary ESL Classes, Vol. 5, TESOL Journal, 2011, p. 92-105



2. If you don't have an account yet, create an edublogs account first, then click “Register Account”





3.

Then login usig account was created.

4. This is a display on the Edublogs wall. Edublogs can be directly operated based on guidance from the teacher

5. You can create whatever content you want on the page for a new post. There are settings for the type of font, text style, size, color, layout and others to adjust the writing / content that is made. You can also add link and pictures to posts.

5. Concept of Guide Writing Technique

a. Definition of Guide Writing Technique

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learners some question before writing and guiding them until they finish doing their task. According to Oczkuz, guided writing is a technique that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing.²⁹ It means that guided writing provides an important context for teachers' assessment and guidance of student writing to observe students during specific writing events and provide immediate instructional scaffolding for writing processes targeted to the needs of a specific group of students.

Guided writing is a technique that gives students the opportunity to review a recently taught writing skill in small-group or individuals setting and then to apply the skill taught independent writing.³⁰ The students do the writing, but supported as needed by a teacher who provides instruction through mini-lessons and conference.

Tyner state that Guided Writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice.³¹ Modelled writing requires teachers to demonstrate the steps of writing while in support students contributed their ideas. After these two activities have been done, teacher will guide students to make their own paragraph.

Based on the explanation above, the writer concluded that guided writing is technique to provide material, through modeling, support and practice to help students write toward independent writing.

²⁹ Lori D. Oczkuz, *A Guide to Effective Instruction in Writing* (Ontario, 2007), p. 53.

³⁰ *Ibid.*, 53.

³¹ Tyner, B, *Beginning Writing Instruction and the Small-group Differentiated Writing Model, In Small-Group*, (Newark DE: International Writing Association, 2004), p. 16.

b. Procedure of Guide Writing Technique

Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. through guided writing, students are supported during the different stages of the writing process. Bonner in his book *step into writing* While the students are writing, the teacher moves around, give assistance and guidance as required also gave explanation about several steps into writing by using questions.

There are some procedures can be applied on teaching and learning writing through Guided Writing Technique. According to Tynner to achieve the purpose in writing process through guided writing technique, there are three steps modeling, support and practice³²

a) Modelling

1. The teacher provides explanations and materials about narrative texts and guided writing techniques.
2. Also about some topics about narrative text that they will learn.
3. Then, students are given time to understand the material. After that the teacher asks students to choose a topic about the narrative text they will learn.
4. The teacher gives some questions to students related to the topic.
5. Then the teacher writes examples of narrative texts based on the answers to these questions with students as models for students

³² Tyner, B, *Beginning Writing Instruction and the Small-group Differentiated Writing Model, In Small-Group*, (Newark DE: International Writing Association, 2004),p. 6

b) Support

1. After students are given time to understand the material, the teacher gives topics that students will write about. The teacher gives some questions related to the topic.

c) Practice

1. The teacher asks students to practice writing narrative text using the guided writing technique in the Edublog feature.
2. When students do their work, the teacher as a guide can immediately provide corrections if there are writing errors in narrative text, especially in writing content

c. Procedure of Teaching Writing Narrative Text Using Edublogs

- 1) Open the Google website then enter the Edublogs.org and
- 2) Before the teacher in a real class (at school) tells students that the teacher will implement a Edublog as long as each student must have a personal email using the owner's full name (not using a pseudonym).
- 3) The teacher provides an explanation and material about narrative text and about guided writing technique. Also about the several topic about narrative text that they are going to learn. Then, the students are given time to understand the material. After that the teacher ask the students to choose the topic about narrative text that they are going to learn. The teacher gives the students some questions related the topic.
- 4) Then the teacher write an example of the narrative text based on the answer from the question together with the students as the model for the students. **(Modelling)**
- 5) After students are given time to understand the material, the teacher provides the topics what the students going to write. The teacher provides some questions related the topic. **(Support).**
- 6) The teacher ask the students to practice make a narrative text by using guided writing technique in Edublog. When students do their work, the teacher as the director in Edublog can immediately provide corrections if there is a writing

error in the text narrative, especially in content writing and coherence. And in their post students can also insert links, and images and make their post or comments more interesting and creative. **(Practice)**.

- 7) In addition to giving assignments, the teacher can also give announcements or information related to subject lessons that students will learn in real classes on the page. Students can ask the teacher or other students in the class related to the information conveyed by the teacher.

d. Advantages and Disadvantages of Using Guided Writing Technique in Teaching Writing

The advantages and disadvantages of using guided writing are as technique in English teaching learning process. According to Louis there are some of advantages of using guided writing, they are as follows:

1) Advantages

- a. Teaching is tailored to specific need of the programs.
- b. Build confidence and encourages students to be active participants in writing conferences.³³

In addition, According to Primary National Strategy, there are some benefits of guided writing:

- a. Enables the teacher to tailor the teaching to the needs of the groups;
- b. Facilitates the teaching and learning of individual children. Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group.
- c. Provides the teacher with the opportunity to extend and challenge more-able groups of children;

³³ Louis Meechan, p.7.

- d. Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.³⁴

2) Disadvantages

- a. The teacher should make the guided writing and needs a good preparation.
- b. Less of independent.³⁵

6. Textbook

a. Definition of Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.³⁶ This explains why at all levels of language learning textbook is still taken as important resource among students.

Hutchinson and Torres state that “ the textbook is an almost universal element of (English Language) teaching.³⁷It can be inferred that textbook is a published printed material that serve as a sources and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book or subject book. Textbook is the most frequently used of all printed educational materials. The textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter. According to Richards, “textbooks are used in different ways in language program.

³⁴ Lori D. Oczkuz, p. 6.

³⁵ *Ibid.*,6

³⁶ Jack C Richard. The Role of Textbooks in a Language Program. p.1.

³⁷ Biljana B.Radic Bojanic, Textbook in the EFL classroom : Defining, Assessing, and Analyzing. p.138

From the statement above, that the existence of learning text is so important that it is prioritized and used as a companion for students in developing their own thinking power without books such as texts, students will have difficulty learning, both in class and independently. So, the textbook can be said to be the main guide for students, both from elementary level to tertiary institutions as well as from public or private school not only used by students, textbooks are also used by teachers as educators.

Teacher need the book as a syllabus and the book provides an instructional guide for educators to make it easier for them to teach, if there is no syllabus. Therefore, this type book is also very much needed by educators in Indonesia . A textbook is usually seen an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning

b. The role of Textbook

Textbooks hasulty an important role in educational system, O'Neill added the role of textbook as follows:

1. Firstly , all parts of textbok materials are appropriate for students need
2. Secondly, textbook makes it possible for students to plan for future learning and also review the previous materials or lesson.
3. Textbook provide materials which are well presented, which could be replaced by someone else
4. Finally suitable textbook allow teacher to adapt and improvise the material to meet the students needs and also allow for natural interaction.³⁸

c. The Procedure of Textbook

The procedure of using textbook in the learning process are:

³⁸O'Neill, R. (1990) 'Why Use Textbooks' in Currents of Change in English Language Teaching, ed. Rossner and Bolitho, OUP

1. The first, the teacher will give the theme of learning and give some information about the theme.
2. The teacher will instruct the student to open the textbook that relate with the theme and ask them to write down that relate with theme.
3. The teacher will ask students to name the types of narrative texts to make narrative texts related to topics such as legends, myths, and others..

d. Advantages of Using Textbook

A textbook has many functions. According to Thomson a textbook has many functions as follows:

1. Individualization of instruction A textbook helps students to individualize instruction by enabling them to precede their own rate and to a limited extent, according to what they are interesting in studying
2. Organization of instruction A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbooks give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.
3. Tutorial contribution A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.
4. Improvement of Teaching
Textbook is also regarded as a helpful utility which is used by teachers to improve their skills is teaching. Based on explanation above, textbook is a kind of visual aid in teaching learning process, it means that the function of a textbook is actually as one of the visual aids by teachers, when they are teaching and explaining the teaching materials. Besides, it also helps the students to get a better understanding of materials given by teacher.

e. Disadvantages of textbook

There are some disadvantages of using textbook in teaching Writing especially on Narrative text for English language learner based on O neil as follows :

1. The students sometimes difficult to understand the meaning of the textbook
2. The textbook usually has comparing a corpus of spoken and written activity
3. The students are difficult to comparing the invariably , adjacency pairs of the language used in the textbook
4. As authentic materials the students usually had negative and positive motivation in learning by using textbook.³⁹

f. Identition of Textbook

The textbook used to teach students at SMK Muhammadiyah Rumbia is

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ISBN :978-602-427-107-7

Edition :2017

Writer :Utami Widiati, Zuliati Rohmah, Furaidah

7. Concetual Framework

Some people assume that writing through paper based is a conventional way. They speculate that writing is a boring, unchallenging, and underrated activity. Moreover, in this technology expansion, there are many ways to enhance writing skill in innovatively effective ways. The researcher offers blog as one of language learning media because of many reasons.

³⁹ O'Neill, R. (1990) 'Why Use Textbooks' in Currents of Change in English Language Teaching, ed. Rossner and Bolitho, OUP

Facilitates learners to provide feedback. In writing, feedback is important to boost and monitor the work of writing during teaching and learning process. In this research the researcher emphasized providing feedback through blogging as a way to enhance students writing. The effectiveness of blogging can be seen by assessing students' writing in pre and posttest. Using blog as one of online portfolio can simply facilitate students to receive feedback from their teacher. In traditional portfolio, students gather their work to be assessed by their teacher in particular time which usually in the end of semester. This way simply blocks students to receive feedback from their teacher and other students. In contrast, writing is one of language skills that need two communication ways in both sides either from students to teacher and or students to students. So, using blogs to facilitate both teacher and students are significantly important to provide feedback in order to boost students' writing skill.

Secondly, writing through blogging is extensively used in this technology expansion era. Nowadays, technology expansion surprisingly develops in many sectors including language teaching. Especially in writing, the use of technology is preferred rather than the conventional one. Its efficiency and effectivity are beyond the reasons. Moreover, writing through blogging is an innovative way to enhance writing skills because blog possess many services and features. So, it will stimulate people to be less boring and creative in conducting writing.

8. Research Hypothesis

For testing the statistical hypothesis of this research, the formulation used was *t-test*. The purpose is to see to obtain the empirical evidence about the effect of edublog on writing skills of narrative text at tenth year Students of SMK Muhammadiyah 1 Rumbia.

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