



**THE COMPARISON BETWEEN WATTPAD AND  
BLOG IN PROJECT BASED LEARNING TO TEACH  
WRITTEN ANALYTICAL EXPOSITION TEXT**

(A Quasi-Experimental Study of the Eleventh Graders of SMA Ibu Kartini  
Semarang in the Academic Year of 2018/2019)

a final project

submitted in partial fulfillment of the requirements

for the degree of *sarjana pendidikan*

in English

by

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2019**



## DECLARATION OF ORIGINALITY

Hereby, I

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declare that the final project entitled "*THE COMPARISON BETWEEN WATTPAD AND BLOG IN PROJECT BASED LEARNING TO TEACH WRITTEN ANALYTICAL EXPOSITION TEXT (A Quasi Experimental Study of the Eleventh Graders of SMA Ibu Kartini Semarang in the Academic Year of 2018/2019)*" is my own work and has not been submitted in any form of another degree or diploma at any university or other institute territory education. Information derived from the published and unpublished work of others acknowledged in this text and a list of references is given in the bibliography.

Semarang, 2 Mei 2019



Fahmi Millati Hanifah

## MOTTO AND DEDICATION

*“Allah does not force anyone to do beyond what is within his capacity. Everyone will get the reward he earns and will be responsible for the evil he does”*

*(QS. Al-Baqarah: 286)*

*“It may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows but you do not know”*

*(QS. Al-Baqarah: 216)*

*“Don’t get tired, you haven’t even walked far to your destination and what if the big obstacles block your steps then just keep walking, try to survive the small obstacles at this time until you can dispel the big obstacles that come later and in the end you arrive at your destination”*

I dedicate this final project to:

- My beloved mom and dad
- My beloved sisters and brother
- My lovely friends

## **ACKNOWLEDGEMENT**

First and foremost, I would like to praise Allah SWT for the blessing in my life especially in completing this final project. Peace and blessing be upon the Prophet Muhammad SAW. I would like to express my gratitude to people who have a great deal in completing this final project.

I would like to express my sincerest gratitude and appreciation to Dr. Dwi Anggani Linggar Bharati, M.Pd., as my advisor who has given her valuable guidance, advice and encouragement so I could complete this final project. My great honor is extended to all lecturers and staff of English Department for the priceless knowledge, lessons, and help they have given to me in making and completing this study.

Furthermore, my thanks go to the principle of SMA Ibu Kartini Semarang, Sumirah Endang Wahyuningsih, S.Pd., M.Pd., who has given an opportunity and permission to conduct the study in SMA Ibu Kartini Semarang, Vita Mariza Fitriana, S.Pd., as the English teacher who has guided and helped me during the research, and also the eleventh graders of SMA Ibu Kartini Semarang for their participation. I dedicate my sincere thanks to my beloved parents, sisters, and brother for their endless support with prayers and advices. In addition, huge thanks to my dear friends who always support me and have given me guidance and inspiration.

I realize, there are many weaknesses in this final project, therefore, suggestions and criticism are always needed for the betterment. Finally, I have a great expectation that my study will be beneficial for anyone who is interested in reading this final project.

Semarang, 2 Mei 2019

Fahmi Millati Hanifah

## ABSTRACT

**Hanifah, Fahmi Millati.** 2019. *The Comparison between Wattpad and Blog in Project Based Learning to Teach Written Analytical Exposition Text*. Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor 1: Dr. Dwi Anggani Linggar Bharati, M.Pd.

**Keywords:** Wattpad, Blog, Project Based Learning, Writing, Analytical Exposition Text

This final project was based on a research which attempts to investigate the use of wattpad and blog combined with project based learning in teaching writing skills. The purpose of the study was to find out which one is more effective between wattpad and blog in project based learning to teach written analytical exposition text. A quasi-experimental study was used as the research design in this study. The sample was the eleventh grade students of SMA Ibu Kartini Semarang that involved 26 students. They were divided into experimental group 1 and experimental group 2. The experimental group 1 was taught using wattpad while the experimental group 2 was taught using blog as the learning media and both of them used project based learning as teaching method.

The pre-test result revealed the mean score of the experimental group 1 was 60.76 and the experimental group 2 was 60.69. It meant that the two groups had similar competence before getting the treatment. The post-test mean scores of experimental group 1 and experimental group 2 were 80.23 and 74.46. The t-test of post-test showed that there was a significant difference between the experimental group 1 and the experimental group 2 since t-value was higher than t-table ( $4.490 > 2.064$ ).

It could be concluded that both wattpad and blog were effective as the learning media to teach writing skills. However, the use of wattpad was more effective than using blog in project-based learning to teach written analytical exposition text. Therefore, it was suggested that the teachers should consider the social media of wattpad and blog were the effective learning media in teaching writing because they allowed the students to express ideas and develop their writing skills.

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# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, hypothesis of the study, significance of the study, limitation of the study, and outline of the study.

### 1.1 Background of the Study

Writing is one of the four skills of language that is important to learn. By writing, we can convey information, persuade or convince readers to be able to agree with our writings, entertain the readers, etc. Unfortunately, it is quite difficult for students to master writing, especially for EFL students in Indonesia. As stated by Handayani (2012) writing is often regarded as the most difficult language skill because it must pay attention to more aspects than others. Writing involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction (Phillip, 2003). Moreover, the grammar and structure of English are different from *Bahasa*. Meanwhile, students must be able to translate words from *Bahasa* into English context in order to enable the text to make sense when it is read by people. In addition, when students learn English writing in the classroom, they seem less motivated to follow the lesson because they do not know how to start writing. They have no idea of what to write, lack of vocabulary, and have difficulty in arranging words into sentences, sentences into a paragraph, and paragraphs into a cohesive and coherent text.

Furthermore, the teacher plays an important role in achieving the learning objectives in the classroom. The most common role is to teach knowledge to the students. There are many teaching ways teachers can apply. Unfortunately, it is still found some teachers using the conventional method, in which the teachers just explain lesson materials by using board marker and whiteboard then ask students to write on a piece of paper or their book. If the teacher only uses this method, the students will feel bored and less enthusiastic in the learning process. Consequently, students cannot understand the lesson materials presented by the teacher well. If they cannot comprehend the materials then they will find it difficult to produce good writing. As a result, the purposes of writing learning will be difficult to achieve optimally.

It also should be understood by teachers that the teaching and learning process of writing consists of several stages. Strömquist (2017) states that the students have to pass the different phases in writing including pre-writing, drafting, and revising. Meanwhile, according to Linse (2005:106), there are five stages in writing, they are pre-writing, draft writing, revise, editing, and publish. They are considered to be the effective way for the students to have better writing ability. However, these stages are quite difficult to implement in class because they require a long time. Therefore, teachers tend to complete the material that must be delivered based on the curriculum without regard to these stages. Clark (2004:43) underlines for emergent and early writers, not all the stages of writing must be done. Above all, the most important aspect of the teaching and learning process is providing feedback. As stated by Graham (2003), in line with what



should be done by the students, the teacher also has to ensure that he or she provides valuable feedback to the students' writing. Yusof (2012) also supports that there are four main stages in the process of writing, they are pre-writing (planning), drafting, feedback and revising (editing).

Media used by the teachers in teaching and learning activities also affect the effectiveness of learning. It will be more interesting if the teachers do not only use the whiteboard, markers, or depend on the student textbook. Teachers have to use media that can make students more interested in the learning process and can effectively make students' writing skills to be better.

Considering we are living in the technological era, where many people cannot be separated from using the internet in daily life, especially social media. Social media is very popular in almost all ages, children, teenagers, to adults, have at least one social media account. Especially for teenagers, they use social media as a practical and efficient communication tool. Besides that social media is also considered can show their existence through posting photos, status, and seen from their many followers. Teenagers now seem to prefer their activities in cyberspace than in the real world. It can be seen when a group of teenagers hangs out in a park for example, unlike in the old days when the internet was not yet popular where they had fun talking to each other but now they are more busy playing their own phones to reply to messages and comment one's status on social media. They are as if addicted to social media.

Based on the statements above the writer assumes that teaching methods and media are very important in supporting the effectiveness of the learning process. Hence, in this study the writer offers teachers to use project-based learning as an alternative teaching method in the writing learning process. According to Larasati (2015), project-based learning can enhance students' motivation in writing, empower students' creativity, and make the interactions between teacher and students become more active. It is similar to what was stated by Fragoulis (2009), project-based learning could draw students' interest, motivation, engagement, and enjoyment of the learning process. In project-based learning, students work collaboratively to solve problems. Project-based learning is related to the learning activity based on real world problems and challenges that require students to work in a team through meaningful activities and producing a final product, Simpson (2011). It can engage students to think critically and allow students to work cooperatively with others. In addition, the writer also offers social media as media can be used in writing learning activity.

The writer chooses social media Wattpad and Blog in this study because it is suitable to be applied in the learning process of writing. Both Wattpad and Blog can improve writing skills. As stated by Vurdien (2013), the use of blogs by teachers helps students to improve their writing skills and write better in specific tasks. Meanwhile, the study about Wattpad which was carried out by Talat (2017) revealed that prospective Turkish teachers evaluated the writing at Wattpad gave advantages as follows, time saving and convenience, interaction and visual

appeal, encouragement, quick feedback and constructive criticism, archiving possibilities and socialization.

Therefore, I decided to find out which one is more effective between Wattpad and Blog in project-based learning to teach writing, especially writing of analytical exposition text. This study was carried out in SMA Ibu Kartini Semarang for eleventh-grade students, where the school applies the curriculum of 2013 which requires the eleventh graders to be able to master analytical exposition text. According to the English teacher of eleventh grade, analytical exposition text is one of the materials that is quite difficult to be mastered by students based on her previous teaching experiences. I hope, the result of this study can be used by teachers as an alternative way to effectively teach writing skills.

## **1.2 Reasons for Choosing the Topic**

I choose the topic *The Comparison between Social Media Wattpad and Blog in Project-Based Learning to Teach Written Analytical Exposition Text* due to the following reasons: taking advantages of social media as interesting media to be used in teaching and learning activity of writing, media used by teacher is considered quite influential on the development of students in writing, Wattpad and Blog are considered as social media that can improve writing skills.

Firstly, currently social media is so widely used by people around the world, especially Indonesian teenagers. Many of them can not be separated from their gadgets to spend time playing social media such as facebook, instagram, and

twitter. They use it to communicate, post things they like, reveal what they are thinking or feeling, etc. Unfortunately, they tend to forget their study time because engrossed in playing social media. It will be better if they also use it as a learning tool. Hence, the writer uses social media as an interesting and effective learning media of writing. It is expected that students are more interested in the learning process and students' writing skills to be better. Indirectly, it also encourages students to use social media positively.

Secondly, the learning method used by teachers is considered influential in the development of students in writing. Teachers need to use an appropriate method with the lesson materials. In this study, I use project-based learning to teach analytical exposition text. It allows the students to think critically and work collaboratively in a group.

Thirdly, Wattpad and Blog are well known as social media used to express thoughts and ideas through fiction and non-fiction writing. There are many people joining them, especially those who like writing and reading. Therefore, I choose Wattpad and Blog as learning media. I compare both of them to know which one is more effective to teach writing skills.

### **1.3 Research Questions**

This study intends to answer the following questions:

1. Is there any difference between the result of using Wattpad and Blog in Project Based Learning to teach written analytical exposition text?

2. Which one is more effective between Wattpad and Blog in Project Based Learning to teach written analytical exposition text?

#### **1.4 Purposes of the Study**

Based on the research question, purposes of the study can be stated as follows:

1. To find out whether there is any difference between the result of using Wattpad and Blog in Project Based Learning to teach written analytical exposition text.
2. To find out which one is more effective between Wattpad and Blog in Project Based Learning to teach written analytical exposition text.

#### **1.5 Hypotheses of the Study**

The hypotheses in this study are :

##### **1.5.1 Alternative hypothesis (Ha)**

There is a significant difference between the result of using Wattpad and Blog in Project Based Learning to teach written analytical exposition text for the eleventh graders of SMA Ibu Kartini Semarang in the academic year of 2018/2019.

##### **1.5.2 Null hypothesis (Ho)**

There is no significant difference between the result of using Wattpad and Blog in Project Based Learning to teach written analytical exposition text for the eleventh graders of SMA Ibu Kartini Semarang in the academic year of 2018/2019.

#### **1.6 Significance of the Study**

The results of this study are expected to be able give the following advantages:

1. Theoretical Significance

Hopefully, this study is able to enrich knowledge of the readers especially the English Department students who are interested to conduct a study about the use of social media to teach English writing skills in Project Based Learning. Moreover, it can give information to teachers about effective methods in teaching writing skills.

## 2. Practical Significance

For teachers, they can apply the result of the study in their language learning classroom. Meanwhile, for students, this study is expected to be able to improve students' writing skills.

## 3. Pedagogical Significance

Teachers can use social media in project-based learning as an effective teaching way to teach writing skills. Consequently, the students can be more enthusiastic to the learning process and their ability in writing can improve.

### **1.7 Scope of the Study**

In this research, I focus on the application of Wattpad and Blog in Project Based Learning to teach written analytical exposition text.

### **1.8 Outline of the Study**

This study consists of five chapters. They are Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 5.

Chapter 1 presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, hypotheses of the study, significance of the study, scope of the study, and outline of the study.

Chapter II elaborates review of related literature. It presents the review of previous studies and the review of theoretical studies, followed by theoretical framework of the present study.

Chapter III discusses the methods of investigation. It deals with research design, object of the study, subject of the study, research variables, type of data, instruments for collecting data, procedures of collecting data, and procedures of analysing data.

Chapter IV describes the data analysis and the discussion of the findings.

Chapter V presents conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is divided into three subsections, namely review of previous studies, review of theoretical studies and theoretical framework.

#### **2.1 Review of The Previous Studies**

Nowadays, social media has been widely used by people around the world, especially among teenagers. Most of them are addicted to social media, they spend their time to use their social media account not only to communicate with others but also to expose their lives through status, give a comment to each other's status, get information about current affairs, etc. Social media can also be useful for education as a learning media. A few researchers had conducted a study about the use of social media to improve students' ability in writing. Meanwhile, there has been no research on the use of social media especially wattpad and blog combined with project based learning to enhance writing skills.

##### **2.1.1 Studies of Social Media to Teach Writing**

Dewi (2017) conducted a quasi-experimental study which attempted to examine social media of Path to improve the students' ability in the writing of recount text. The participants were divided into experimental group and control group. In this study, the experimental group was taught by using social media of Path and the control group was taught by using a powerpoint media. The results revealed that there was a significant difference in using social media of Path compared to the use of powerpoint media in the students' writing ability of



recount text. Social media of Path helped students to express and develop their ideas.

Lutfian (2011) had conducted a study about improving students' writing skill through English web blog for the students of senior high school in Purworejo. The study was action research. The data in this study were qualitative and quantitative. The qualitative data were obtained through observation and interview. Meanwhile, the quantitative data were collected the pre-test and post-test. The results of this study revealed that the use of web blog is effective to improve the students' writing skills. The students also became more enthusiastic and interested in the writing learning process.

Artvianti (2013) conducted a case study that aims to report on the investigation of the implementation of classroom blog in teaching writing to the eight graders. This study also described the challenges and the strengths faced by the students in using classroom blog as a learning tool to write. The data were obtained through observation, interview, and document analysis. The results of the study show the strengths and challenges of the classroom blog. Overall, it can be concluded that the use of classroom blog can positively affect the students' writing fluency. Therefore, classroom blog is recommended to be used by teachers as writing media in the language learning activity.

Another study about the use of blog to teach writing skills was conducted by Wulandari (2016). The purpose of the research is to find out the effectiveness of blog to enhance the students' writing ability in narrative text. This study used pre-experimental design and quantitative method with a convenience sampling

technique. The sample consisted of 37 students of the tenth year in SMAN 3 South Tangerang City. The finding shows that the use of blog is effective to teach writing of narrative text at the tenth year of SMAN 3 Tangerang Selatan.

Akdağ & Özkan (2017) conducted a study of enhancing EFL students' writing skills through blogging. The study aims to find out if writing blogs have an effect on writing skills of high school students. This study was an exploratory case study. The participants were in the ninth grade of a state school which was chosen according to the convenience sampling based on the volunteerism principle. The data was obtained through observations, blog posts, and face to face interviews. The results suggest that the blog is an effective tool to improve the students' English writing skills. In addition, it can foster autonomous writing and enhance the students' eagerness to write.

Nastiti (2012) in her undergraduate thesis had conducted research about the use of blog to improve the students' achievement in writing skills. The purpose of the study is to find out the difference between the students' writing ability of recount text taught by using blog and those taught by using conventional method. This study used an experimental design. The sample consisted of 70 students in which there were 36 students of class XI IPA1 as the experimental group and 36 students of class XI IPA2 as the controlled group. The writer did pre-test, treatments, and post-test to both groups. The results of the tests were analyzed by using *t*-test formula. The result of the study revealed that there was a significant difference between the students' achievement who were taught by

using blog and those who were taught by using conventional method or without using blog.

Afra (2012) conducted the study about teaching writing of recount text by using blog as the learning media. The study aims to find out whether the use of blog in teaching writing of recount text is effective to improve the students' writing ability and to find out if there is any improvement of the students' ability in writing recount text after being taught by using blog. This study is action research that was carried out through pre-test, cycle 1, and cycle 2. The data were collected through writing test, observation checklist, and questionnaires. The findings revealed that the students' writing ability of recount text improved. Moreover, the students' writing skills (punctuation, grammar, content, organization, style and quality of expression) also made good progress. It can be concluded that there was a significant improvement in the students' writing skills of recount text.

### **2.1.2 Studies of Project Based Learning**

The study about the implementation of project based learning had been conducted by Larasati (2015) entitled Improving Students' Writing Skills Through Project Based Learning Technique at Grade XI of SMA N 2 Sleman in The Academic Year of 2014/2015. This research aims to improve the students' writing skills by using project based learning technique. This study was an action research. The data were collected in qualitative and quantitative forms. The results reveal that the use of project based learning can improve the students' writing skills. The students became more enthusiastic and active during the teaching and

learning process of writing. Moreover, the application of project based learning empowered students' creativity due to it allowed students to explore themselves while developing the product. The use of project based learning also gave some significant improvements in the aspects of the students' writing.

Eliyana, Sulistyorini, and Purwanti (2018) in *Innovative Journal of Curriculum and Educational Technology* conducted a study that aims to find out the effectiveness of project based learning and think pair share to improve the English learning outcomes at SMP IT AL-Madani Semarang. This study used quasi experimental design with pre-test and post-test. Two classes were used as the experimental class 1 and the experimental class 2. The experimental class 1 was given treatment by using project based learning and the experimental class 2 was taught by using think pair share learning model. The data were collected through tests (pre-test and post-test) and non-test (questionnaires). The finding showed that project based learning is more effective than think pair share in improving the students' cognitive learning outcomes.

Wachyu and Rukmini (2015) conducted a study about the use of project based learning and problem based learning to teach writing. The purposes of the study are (1) to compare the comparison between project based learning with problem based learning in teaching writing biography texts to highly motivated students, (2) to compare the comparison between based learning with problem based learning in teaching writing biography texts to lowly motivated students, (3) to find out the effectiveness in teaching writing biography texts through control group to highly motivated students, (4) to find out the effectiveness in teaching

writing biography texts through control group to lowly motivated students, (5) to explain the significant difference between students high motivation in writing ability and students low motivation in writing ability taught using project based learning compared to problem based learning, (6) to explain the interaction between learning models, students' motivation, and writing biography texts. This study is a quasi-experimental research. The study used purposive random sampling technique and factorial design because it used more than one independent variable (project based learning or problem based learning and motivation). The results of the study revealed that project based learning and problem based learning are effective to teach highly and lowly motivated students in writing biography texts, there was a significant difference of the use of project based learning and problem based learning to enhance highly and lowly motivated students' writing of biography texts, and there was no significant interaction between learning models, students' motivation and writing of biography texts.

Another study about the implementation of project-based learning in teaching writing had been conducted by Shanti (2016). She carried out a classroom action research that aimed to explain whether project-based learning can improve students' ability in writing descriptive text and which step of project-based learning that can improve students' ability in writing descriptive text. Based on the result of the study, PBL was effective to improve students' ability in writing descriptive text and the step 4 of PBL approach; monitor the students and the progress of project became the best step which improved the students' writing skills.

Based on the previous studies mentioned above, it can be concluded that there are many researchers who conducted the studies about the use of social media as learning media to improve students' writing skills and also the use of project based learning as an effective teaching technique. However, there is no specific research on using social media of Wattpad and Blog combined with project based learning to teach writing skills. Hence, the writer assumed that the use of Wattpad and Blog as the learning media and project based learning as the teaching technique in the writing learning process are potential to be applied in order to improve students' ability in writing. This study compared wattpad and blog to find out which one is more effective to teach writing, especially writing of analytical exposition text.

## **2.2 Review of Theoretical Studies**

This sub chapter presents the review of several theoretical studies based on experts to support the study. They are explained as follows:

### **2.2.1 Writing**

#### **A. Definition of Writing**

Writing is one of four language skills, that is important to learn. There are several definitions of writing according to experts. According to Meyers (2005), writing is a process of finding and developing the ideas, transferring them on paper, editing, and revising them. It means that the writers put their ideas into written form. Writing starts by finding and developing the ideas in which it can be found from what students are thinking about then developing it by finding references. After that their thoughts are put into written form, edited, and revised.

Meanwhile, Thomas (2005: 3) states that writing is a performance of creating text by handwriting or typing. It can be defined that writing can be done on paper or digital media.

Writing is a creative, dynamic, and contextualized process of communicating meaning via text, Juan and Flo (2006: 389). In line with Juan and Flo, Boerner and Holguin-Balogh (2009: 3) state that writing is a process in which the writers find, organize, and communicate their thoughts to readers. It means that writing is a process of communicating writer's thoughts to readers through text.

The process of writing produces a written product. According to Brown (2001), written products would be often produced from the result of thinking, arranging, and revising. A speaker can not develop it naturally. To produce a good written product needs a lot of efforts and practices.

Furthermore, according to Gabrielatos, Chakraverty, and Gautum (2011:1) in Supriyanti (2013) writing is a complex activity because to produce a good writing, it needs a good grammar, organization, syntax, and diction. The writer should be involved in the process of finding a topic, classifying information that support the topic, and structuring the information in a logical sequence.

From all of the definitions of writing above, it can be concluded that writing is the process of transferring the writer's thoughts in written form.

## **B. Writing Process**

Writing is a complex activity that includes several stages. Commonly, as we know to start writing we need to have ideas to convey. After getting ideas, we

make a draft and edit it to reduce errors. The last, the result can be published to readers. These steps can be called the writing process. According to Linse (2005) there are five stages in the writing process, those are (1) prewriting (generating and brainstorming ideas, collecting information, and outlining), (2) writing (expanding the outline), (3) revising (examining and reworking), (4) editing (proofreading) , and publishing (rewriting in a presentable form).

White and Arndt as cited in Harmer (2001) stated process writing is an interrelated set of recursive stages which include drafting, structuring, reviewing, focusing, and generating ideas and evaluation. Seow (2002) proposed the writing process to be an activity that broadly comprises the stages of planning, drafting (writing), revising (redrafting) and editing.

Concerning to stages having been explained above, Clark (2004: 43) underlines for emergent and early writers, not all the stages of writing must be done. Considering they still need a lot of understanding toward the aspects of writing (grammar, punctuation, spelling, structure, etc) so that they need teacher guidance.

### **2.2.2 Analytical Exposition Text**

An analytical text is a text that aims to persuade the readers or audiences to look at an issue based on the writer's point of view by providing pieces of evidence to support his/her argument, (Derewianka and Jones, 2016). An analytical exposition particularly has the following structure: (1) statement of position (issue and background information, thesis or position, preview of arguments), (2) arguments (point, elaboration).



Based on the students textbook of eleventh grade published by Indonesian Ministry of Education and Culture (2017), the social function of analytical exposition text is to persuade the readers or audiences to look at an issue/phenomenon with the writer's perspective. Emilia (2012) states the structures of analytical exposition text are as follows:

- a. Title. It tells about the topic of the essay.
- b. Introduction. In this part, the writer states the topic and constructs the point of view (thesis statement). This can also be added a preview of the points to support the thesis.
- c. Body. It is a series of arguments to convince the readers or audiences. An argument has a main point, reasons for the main point and evidence to support the main point.
- d. Conclusion. It consists of reiteration of the thesis statement. It also summarizes what has been stated in advance.

According to Simon and Schuster (2002), language features of an exposition text are as follows: use thesaurus to find an appropriate word, use the present tense, mental verbs, saying verbs, connecting words, casual conjunctions, use words that express the author's attitude, and use persuasive techniques.

### **2.2.3 Project Based Learning**

The theories of scientific approach suggested in curriculum 2013 is the students learn the knowledge by memorizing it and construct the knowledge through several inquiry steps such as observing, questioning, experimenting, associating, communicating (Kajian Standar Proses Kurikulum 2013: 3).

Scientific approach in language teaching can be realized through several techniques; problem based learning, project based learning and discovery learning. This research will use project based learning as the technique in teaching written analytical exposition text.

According to Klein (2009: 8), Project Based Learning is the instructional strategy of allowing learners to get content knowledge on their own and show their new understandings through a variety of presentation modes. Effective project based learning has the characteristics as follows:

- a. Leads students to investigate important ideas and questions
- b. It is framed around an inquiry process
- c. It is differentiated according to student needs and interests
- d. It is driven by student independent production and presentation rather than teacher delivery of information
- e. Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content
- f. Connects to real world and authentic problems and issues

Klein (2009: 9) states that the use of Project Based Learning results in increasing student engagement for several reasons. First, students thrive when they have the opportunity to become experts with what some researchers call “exportable knowledge”. Students who work on in-depth projects tend to learn even more about the subject than they demonstrate within the confines of their final product. They translate the information they discover to real knowledge and then share (or “export” into conversations) with others. Second, projects usually

present opportunities for authentic investigations and presentations. There is a real reason for students to learn something and for them to present their learning. Students identify real problems to pursue and they find out them through real world sources of information (e.g., primary sources, interviews, magazine articles, internet sites). Because students are doing their own research, they find connections to their own interests. Third, learning is social. Projects lend themselves to students' working and learning collaboratively. Students are highly motivated when they have frequent opportunities to talk over ideas with their peers. Lastly, projects enable students to be active learners. They take charge, question, make decisions, analyze, think critically, create, and they become independent thinkers.

Another definition of project based learning is stated by Poonpon (2011), he states that project based learning is suitable with the English teaching and learning need as project based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or product to develop. Furthermore, Solomon (2003) emphasizes that project based learning focuses on learning through student-center, interdisciplinary, and intergrated activities in real world situations.

In project based learning, students are responsible fully for their own learning. They work collaboratively to solve problems. Project based learning concerns on the laerning activity based on real world problems and challenges that require students to work as a team through meaningful activities and result in a final product, Simpson (2011). Moreover, project based learning fosters students

to think critically. It causes students to get engaged in critical thinking in order to construct their own meaning by applying what they learn (Krauss and Boss, 2013).

From the definitions of project based learning stated by some experts above, it can be concluded that project based learning is a teaching method which gives a problem to students as means of gaining new knowledge or skills. Project-based learning is a student-centred approach as it requires students to be an active learner and gives them a chance to explore knowledge and skills through the given project. It engages students to think critically and also enables students to work cooperatively with others.

#### **2.2.4 General Concept of Social Media**

There are many definitions of social media based on experts. According to (Kietzmaan et al., 2011), social media is web-based applications that provide functionality for conversation, profiles, sharing, relationships and group. Diga and Kelleher (2009) state that social media is referred to as “social media sites”. Social media is defined by (Kapoor et al., 2017; Oestreicher-Singer & Zalmanso, 2013) as a set of information technologies which facilitate interactions and networking.

Moreover, Poore (2016) defines social media as all of the forms of digital technology which were used to communicate and share the information using the internet connection. White and King (2011) also state that social media is a phenomenon that allowed people to connect, communicate, share, and collaborate with each other.

From the definitions of social media above, the writer concludes social media can be defined as a digital technology that provides functionality for communicating, sharing, and collaborating with the others using the internet connection.

#### ***2.2.4.1 Wattpad***

Wattpad is one of the social media that is intended for readers and writers. Wattpad users who have the ability in writing stories can write whatever writing they want and the text will be read by other Wattpad users as readers. The author can develop his writing skills by freely publishing his writing and getting feedback from his readers. There are various genres of writing in Wattpad both fiction and non-fiction.

For prospective Wattpad users who will create an account, they can register first through Facebook or Gmail, while for users who already have an account, they can directly enter by selecting the log-in button.

Wattpad has five main menus at the bottom, they are 1) Home which is marked with an icon in the form of a house. On the home menu, you can find two menus, namely, browse and recommended. The browse menu contains a list of writing genres including action, adventure, fiction, non-fiction, etc. Meanwhile, the recommended menu contains posts that are currently popular. 2) Library marked with books icon. It contains the current reads, archives, and reading lists menus that we have saved. 3) Menu with pencil-shaped icons, where we can start or edit the writing on this menu. 4) Updates, this menu contains a news feed, notification, and message. 5) Account menu that shows the personal information

of the account owner. There is a name, username, number of reading lists, followers, activities, and settings to change e-mail, language, and others.

Writing in Wattpad, the users are required to add the cover of the writing we make. In addition, they can add images, videos and audio so that our stories become more interesting. Readers can appreciate our writing by giving votes or stars, commenting on it and sharing it. With this, it can foster motivation to write and improve writing skills.

#### **2.2.4.2 Blog**

Some experts have given definitions of blog. Galien and Bowcher (2010) state that blog is a tool for written communication and interaction, and appear in many different languages. Mynard (2007) also describes a blog is a kind of online diary that has been reported to be a useful tool for language learners for several reasons. Thus, it can be concluded that a blog is an online tool used for written communication which can be applied in learning process freely. Blog is interactive so it allows the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language.

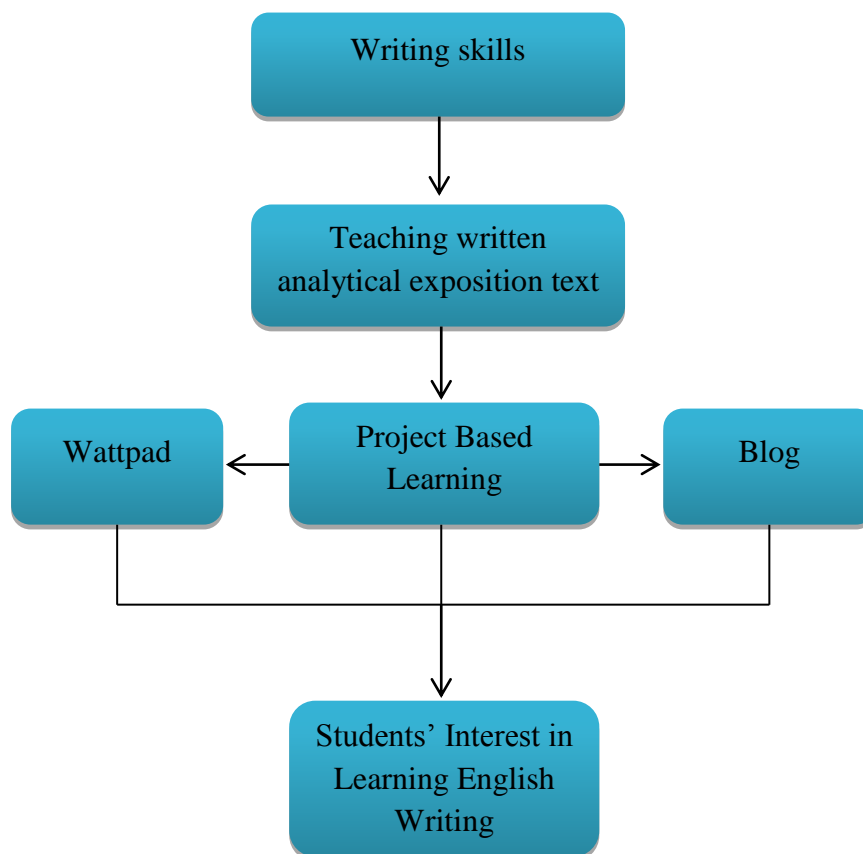
There are several blog platforms, such as blogger, wordpress, tumblr, and blogs. In this study, I used blog wordpress. Wordpress is one of the most populer free blog platforms. This blog can be installed on mobile phone through Google Play (Play Store). There are five main icons on Wordpress mobile, my site, reader, add writing, user, and notifications. The my site icon consists of menus that include user activities. In the reader icon, the users can see the latest articles from Wordpress that can be read to get writing inspiration. The add writing icon is

used to add or write posts whatever users want where they can also add media such as photos and videos, and manage the writing easily, then click publish so that the post can be seen by other users. The user icon is to view user profile and account settings. Meanwhile, the notifications icon is to see notifications of posts or user account.

### **2.3 Theoretical Framework**

In this study, I focus on teaching written analytical exposition text which is the one of materials have to be taught in curriculum 2013 to the eleventh graders. According to Derewianka and Jones (2016), an analytical text is a text that aims to persuade the readers to look at an issue based on the writer's point of view by providing evidences to support his/her argument. Because the analytical exposition text is a text that needs critical thought then I used Project Based Learning as the teaching method. As stated by Poonpon (2011), Project Based Learning is suitable with the English teaching and learning need as it is an instructional approach that contextualizes learning by presenting learners with problems to solve. According to Simpson (2011), Project Based Learning concerns on the learning activity based on real world problems and challenges that require students to work as a team through meaningful activities and result in a final product. In order to make the teaching and learning process interesting, I used Wattpad and Blog as the media where the students put their project/writing.

The theoretical framework is visualized below:



*Figure 2.1*  
Theoretical Framework



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions of the study. The conclusions are based on the results and discussion of the research. Suggestions are also presented to be useful for students in improving writing skills, for teacher in teaching writing, and for next researchers in conducting the similar research.

#### 5.1 Conclusions

The aim of the study was to find out which one is more effective between Watsapp and Blog in Project Based Learning to teach writing of analytical exposition text. The researcher carried out the pre-test to know the students' ability in writing analytical exposition text before getting the treatment. Furthermore, the post-test was conducted to find out the improvement of the students' writing ability after receiving the treatment.

The pre-test results revealed that there was no significant difference in writing ability of analytical exposition text between the students who were taught using watsapp in project based learning (the experimental group 1), and those who were taught using blog in project based learning (the experimental group 2). The mean of their pre-test score was almost the same, the experimental group 1 was 60.76 and the experimental group 2 was 60.69. It meant both groups had the similar competence before getting the treatment.

After the students got the treatment, they conducted the post-test to know how far their writing ability improved and the difference in result between the

experimental group 1 and the experimental group 2. From the post-test results, the experimental group 1 got higher score than the experimental group 2. The mean score of experimental group 1 was 80.23 and the experimental group 2 was 74.46. Moreover, the t-test computation of post-test score showed the t-value was 4.490 while the t-table ( $\alpha = 5\%$  and  $df = 24$ ) was 2.064. Since t-value was higher than t-table ( $4.490 > 2.064$ ) then the post-test result of both groups was stated significantly different. Thus, it could be concluded that Wattpad and Blog were effective as the learning media to teach writing skills. However, the use of Wattpad in Project Based Learning was more effective than the use of Blog in Project Based Learning to teach written analytical exposition text.

## **5.2 Suggestions**

In this study, I offer some suggestions to English teachers, students, and future researchers.

For English teachers, teaching method, strategy, and media used in teaching and learning activities are important to be regarded. The teachers should use interesting teaching method and media in teaching writing, especially in written analytical exposition text. Thus, the students will be excited and enthusiastic to the lesson. They will pay more attention and focus on the materials explained by the teacher and the tasks they have to do. Hence, based on this study, Wattpad that is combined with Project Based Learning can be applied to improve students' writing ability.

For students, they have to read and practice writing a lot. They can enrich vocabulary, and encourage critical and creative thinking by reading then express

their thoughts by writing a lot. They should feel free and enjoy writing without worrying about making mistakes. They can use Wattpad on their phone to practice writing wherever and whenever they are. Teacher can guide them by giving some advice and feedbacks so their writing ability can improve.

For future researchers, they should figure out the problems in teaching and learning activities, especially concerning the teaching strategy and media teachers used. Understanding the characteristics of students is also important to know which strategy and media are appropriate for them. They can use this study as a reference in conducting further research.

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