



**THE CORRELATION STUDY BETWEEN BLOGGING
HABIT AND STUDENTS' WRITING ABILITY IN
RECOUNT TEXT**

**(The Case of the Tenth Grade of SMK Negeri 3 Semarang
in the Academic Year 2010/2011)**

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by

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**THE CORRELATION STUDY BETWEEN BLOGGING HABIT
AND STUDENTS' WRITING ABILITY IN RECOUNT TEXT**

The Case of the Tenth Grade of SMK N 3 Semarang
in the Academic Year 2010/2011

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,

Yang membuat pernyataan

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Semarang, March 2011

The writer

ABSTRACT

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Key words: blog, blogging habit, writing achievement, recount text

The objectives of this study were to find out the students' blogging habit and their achievement in writing recount text, and also to find out whether or not there was a correlation between students' blogging habit and the students' achievement in writing recount text.

This study was a case study and the population of this study is the tenth grade students of SMK N 3 Semarang in the academic year 2010/2011. The sampling process was administered by applying a purposive sampling technique. There were 10 classes among the tenth grade and I took a class of 34 students as the sample.

The data were collected through a writing recount test and interview with the students. I emphasized students to retell their own experiences about their own experience in the New Year's Eve into a good writing construction. After students did the writing test, I did a small interview with each student about the existences of their blogs, facebook and twitter, as facebook and twitter are categorized as microblogs. From the interview, I found the students' blogging habit.

The result of the research showed that there was a significant correlation between the students' blogging habit and the students' achievement in writing recount text. This result which was obtained from the computation of the correlation between students' blogging habit and their achievement in writing recount text applied to the sample is 0.579. The critical value of the Pearson r with the 5% significant level is 0.339. It means that the result obtained from the computation is greater than its critical value. Therefore, I concluded that the correlation between two variables above is significant.

In line with the result of the research, it is suggested that the teacher can motivate the students to express their ideas, thoughts and feelings through blogging. It proves that students who have high blogging habit will also have a good achievement in writing especially in writing recount text.

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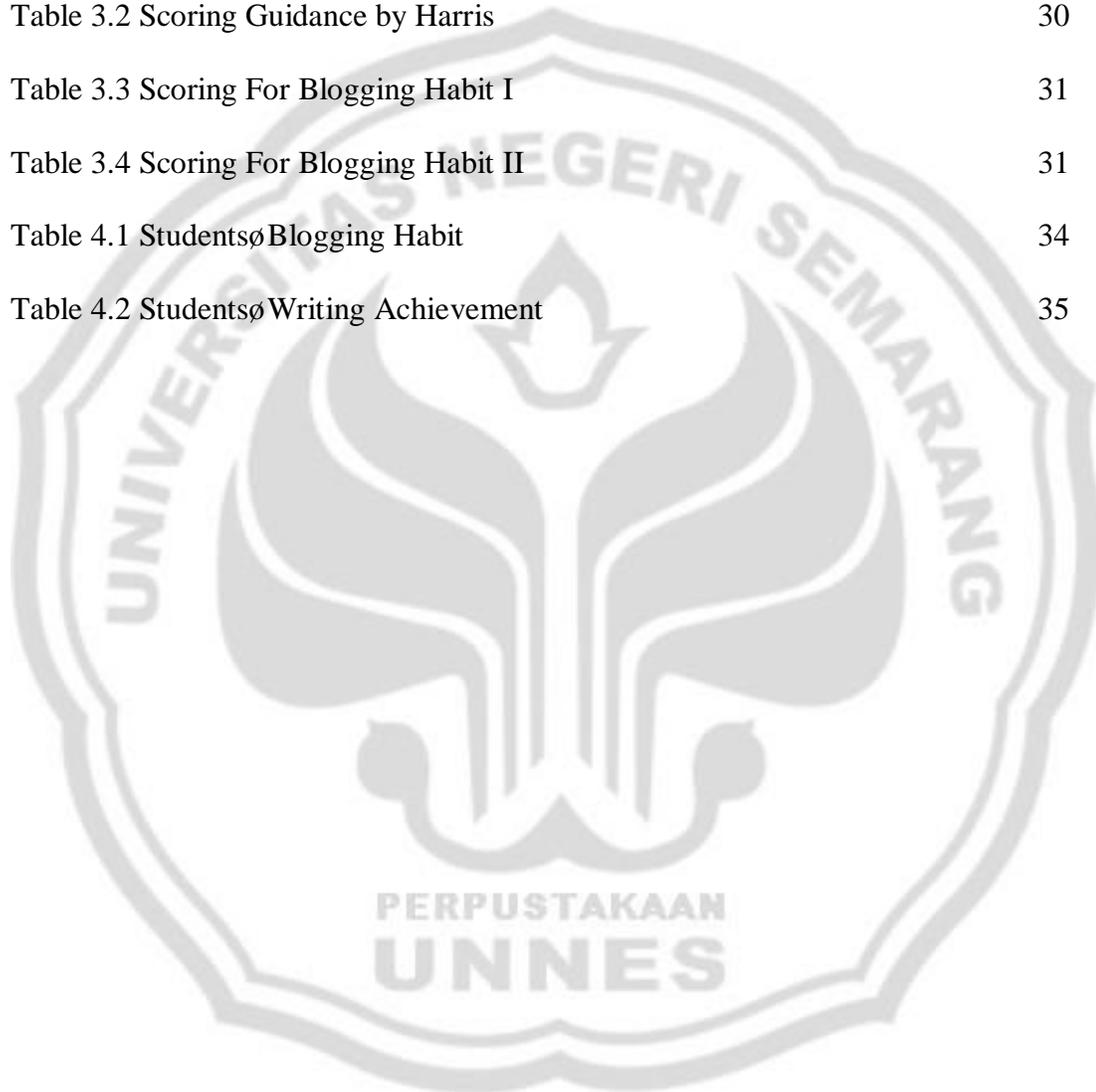
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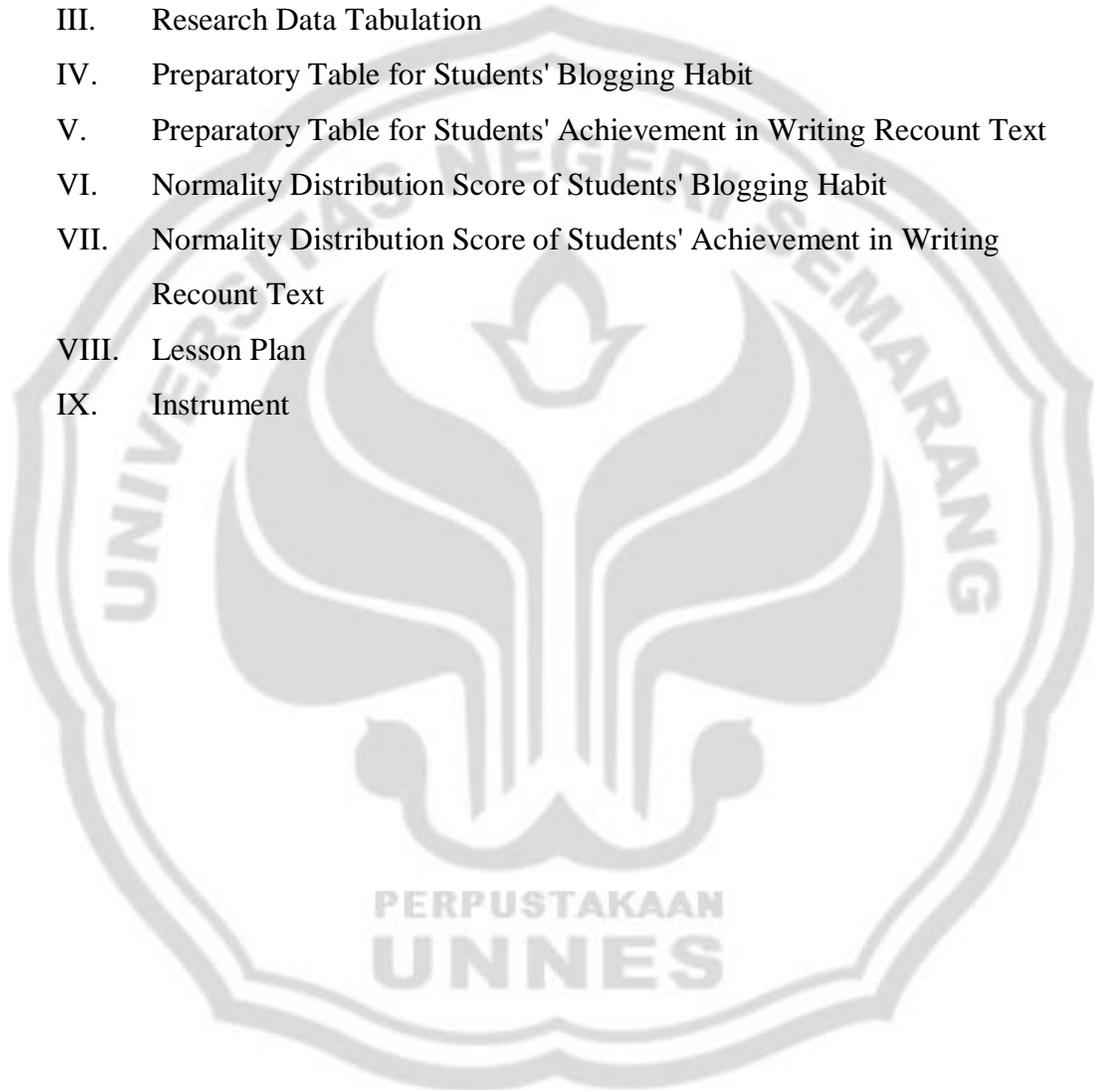
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DEDICATION

This final project I proudly dedicate to

My beloved parent

My great brother

My classmates of ridiculous class A-Reg 06

My besties IRODORI

You are all the best



CHAPTER I

INTRODUCTION

1.1 Background of the Research

Nowadays internet is so familiar among high school students. Blog and social networking websites such as facebook and twitter are the examples of the popular websites which high school students most browse everytime they connect to the internet. In the cyber world, people around the world mostly communicate each other using English. The students should master English in some terms that are related to the website they browse because some websites provides in English only. In short, learning and mastering English are very important to guide people exploring all over the world.

Everywhere around the world people learn English in all educational levels. In Indonesia, English lately has been developing quite significantly. One of the developed things we can see is the existence of the Piloting of International School Level (RSBI). Beside that, there are also immersion classes in some schools, where the teachers and students use English in the teaching and learning process in some of the lessons. Although English is taught in all educational levels, it doesn't mean that Indonesian people use it for daily communication. However, teaching English in school is based on the curriculum which actually has a lot of goals in it. The final goal is students master English well in four skills:

listening, speaking, reading and writing. Since writing is the last skill, a lot of teachers and students think that it's the most difficult aspect to achieve. In fact, writing can be fun when it becomes a habit. People can share their feelings and ideas through writing. And the most popular way is writing through journals, because they can write everything they want without worrying other people will think about it. There are many factors which affect the result of teaching and learning processes such as time allotment, the use of visual aids, methods, teaching materials and other facilities (Ramelan, 1992:3-4). The other facilities mean the media that are used outside the classroom. One of them is called journal.

Outside of the school, people have been keeping written records of their daily experiences for centuries. Bookkeepers call them journals, ships' captains call them logs, and children and adults alike call them diaries; but they all serve the same purpose - a place to record in writing things that have happened to the writers, along with their feelings about those events.

(Palmer, B.C. et al., 1994:225)

According to Palmer, Hafner and Sharp (1994), students should have the opportunity to write material that will not be evaluated (by their teachers) to encourage a positive attitude toward writing. Since a journal is a log of one's thoughts, feelings, reactions, assessments, ideas, or progress toward goals, students can write anything on their journals to keep every moment they have done in the past, or maybe some of them write only for fun.

Writing through the internet can be done by several ways such as writing blog or online journal. As a matter of fact, blog now becomes a trend everywhere, moreover microblogs and social networking like Facebook, Twitter, and MySpace. People start to have their own blogs to write anything that they want to tell. It sounds similar to the diaries, but journals differ from the diaries about its content. As stated in a journal written by Harder in September 2003 titled "Journal Writing", diaries may contain a description of daily events, while a journal may include those descriptions, but it also contains reflections on what took place and expresses emotions and understandings about them.

Communicating with people around the world through the internet surely has some advantages. People use internet as a medium to connect with other people, sharing files, entertainment and lots of other activities that are useful in many terms. People also can get a lot of friends from the internet. It sounds very interesting for the young generation since they like to have some chats and talks to foreigners. Internet also can improve someone's English since the users of internet are people from many countries where English is used to communicate, as the first international language. Since internet and blog are familiar with students, they can be used as a means of an aid for helping the students to improve their writing skills.

1.2 Reason for Choosing the Topic

Nowadays, we see that most of students of high schools prefer sitting before computers than reading or writing. Sadly that their reading and writing habit decrease slightly because most of the time everything is done in front of computers. Moreover the writing habit, almost all students prefer to send SMS or e-mails than sending letters for example. The impact we can see is that students are difficult to write complex sentences, because they have become accustomed with simple sentences they use in SMS. The existence of Facebook and Twitter actually give a good atmosphere for students because they can express their feelings through writing status. Of course not in a complex sentence, but they can create writing habit by updating their Facebook and Twitter status everytime. In fact that many Indonesian students prefer write status in Bahasa Indonesia or another traditional language (Javanese, Sundanese, and others), not a few of them use English in writing. This must be simple sencece, lack of vocabulary and proper grammar, but they can learn how to build sentence with new words.

Some of students are difficult to express their ideas by writing in English because they think that English is a nightmare. As we know that recount text is a kind of text which tells something happened in the past, students can tell their own experiences by writing about it. But in fact, writing is not one of students' regular activities, comparing it with listening, speaking, or even reading. Here blog can help the students to create such a writing habit atmosphere where they can write whatever and whenever they want. To improve students' writing, exercise is surely needed

although daily writing is not always necessary. Therefore, I choose the blogging habit as something that can give a positive for students' writing skills because of some reasons as follows:

1. Students are familiar with the internet. They usually get some accounts in many famous websites, where there are applications for writing blogs. In addition, they also have Facebook and Twitter which belong to microblog.
2. Blog can motivate students to improve their writing habit. They can express their feelings and ideas by writing blogs.
3. Addicted to blog is a kind of fun activity. Rapidly writing blog can improve students' writing skills, not to mention in improving their vocabularies and even grammar skills, especially the ability to write in recount text because many blogs tell about students' own experiences.

1.3 Research Problems

The problems that will be discussed in this study are:

1. How is the students' blogging habit?
2. How is the students' writing ability in recount text?
3. Do the students who have high blogging habit also have a good achievement in writing recount text?

1.4 Objectives of the Research

The research intends to find out whether blogging habit has a good impact on students' writing ability in recount text of the tenth grade students of SMK Negeri 3 Semarang year 2010/2011.

1.5 Limitation of the Research

In order to limit the study in such a way it will be easy to search the data, the writer concerns on three main terms, they are:

1. Students' Blogging Habit

In this study, the writer found out the habituation of blogging of the students of the tenth grade. Usually internet and blog are popular among the students of the tenth grade because they like to write their experiences in their own blogs.

2. Writing Recount Text

Writing is an activity in teaching and learning process in which the students are able to express their idea, thought, opinion and feeling and organize them based on their own experiences. The writer also gave some clues for the students to help them in composing their writing.

3. The students at the eleventh grade of SMK Negeri 3 Semarang year 2010/2011

What is meant by the students at the eleventh grade of SMK Negeri 3 Semarang year 2010/2011 are not all the students but just a part of the

students taken as the research subjects. The writer took one class out of twelve classes as the sample for this study. This class has the students who have high blogging habit than the other classes.

1.6 Hypotheses

- (H1) There is a positive and significant relationship between blogging habit and writing achievement in recount text of the tenth grade students of SMK Negeri 3 Semarang year 2010/2011.
- (H0) There is no positive and significant relationship between blogging habit and writing achievement in recount text of the tenth grade students of SMK Negeri 3 Semarang year 2010/2011

1.7 Significance of the Study

The main aim of this study is to find out whether there is a correlation between student's blogging habit and their ability in writing recount text. The writer expect the students will recognize and realize that high blogging habit, especially if they write in English, is useful to have a good skill in writing, moreover in the recount text writing.

Hopefully, the result of this study is useful for students, teachers, and all the readers. The results will be used for the following:

1. For the writer

By doing the research, the writer hopes that she can study and get more information to identify anything about blog and also about writing comprehension. Besides, the writer will get new experience and knowledge for the future of her life.

2. For the students

The students can take some information to identify their problems of recount text writing. Furthermore, they can also increase their vocabulary, grammar, and knowledge by writing blogs as much as they can.

3. For the teachers

This research is expected to provide students with the information about blog and writing comprehension, in which the teachers will help their students when facing some problems about writing recount text. English teachers can use the result of the study as a feedback, that blog can be used as a media to improve students' writing skill in order that the objectives of the English teaching program (especially writing goals) can be achieved.

4. For the readers

It is expected the reader will get more information about the correlation between blog and students' writing achievement especially in recount text. It is also expected that the readers will have no found any difficulty in the same problems after reading this final project.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Blog

Blog is shortness from the word *web log* which was first introduced by John Barger in 17 December 1997. Around April 1999, Peter Merholz made the word *web log* shorter into *blog*, which was slippery of *öwe blogö*.

People who keep writing on their blogs can be called as a blogger or journalist. They keep running account for their personal lives. In the first time blog was introduced, it was a kind of online-diary where people wrote their own journals and the other people gave comments to the journals. But now the function of blog has improved as the time goes by. People can tell their own stories, reviews, tips, or any text on their blogs, and they are able to communicate with other people by leaving comments each others. In short, blog is a universal thing that can be accessed by the people from the entire of the world, wherever and whenever.

According to WordPress.com, one of the popular blog providers, here are some types of blog which are popular among the bloggers:

1. *Personal Blog*: Includes blogs about personal topics like politics, music, family, travel, health, etc.

2. *Business Blog*: Blogs for professionals who share their expertise with their customers.
3. *Schools Blog*: Teachers and students collaborate on classroom projects through blogs.
4. *Non-profits Blog*: Blogs about foundations, charities, and human rights groups raise awareness and money for their causes.
5. *Politics Blog*: Members of parliament, political parties, government agencies, and activists using blogs to connect with their constituencies.
6. *Private Blog*: Some people make their blogs private to share photos and information within families, companies, or schools.
7. *Sports Blog*: Blog is used to express and share passion for various sports.
8. *How-to, tips and reviews Blog*: There are lots of blogs that share tips and reviews about cooking, games, music, books, movies, and so on.

Based on the types of blog above, blogs which usually popular among students are: Personal Blog and Schools Blog. In some countries, blog is commonly used in the academic such as in schools and universities, where the teachers record the teaching and learning processes and then they upload the record to their blogs (Ariyanto, 2009:2). This is very useful for the students who are less-active in classes so that they can follow the blogs or journals of their teachers to catch the lessons up. Unfortunately, this method is barely used in Indonesia, because some of the teachers themselves don't understand the function of the blog can be mean as a media in the teaching and learning process.

In fact that writing blogs doesn't need to be formal, people may write it in their own words. People are free to express their views on their blogs. Here students, as bloggers, can write article on any topic according to their choices. They can write any number of words or paragraphs. They write on their blogs about something that just happened to get attention and comments from other people who read their blogs.

Blogs can also be categorized as *Text blog*, *Photo Blog*, *Video Blog*, and *Podcast Blog* according to its visualization contain. As stated by Christian Neukirchen's Anarchaia in a blog post on April 12, 2005 on his Tumblr, "Blogging has mutated into simpler forms," social networking websites such as Twitter and Facebook nowadays become so much popular around the world. According to wikipedia, this kind of social networking is a popular concept developed due to the advances of *weblogging* and *micro-blogging*. The study about people's addict of microblogging suggests a link between short bursts of activity and feelings of elation, power and creativity, as we know that a microblog differs from a traditional blog where its content is smaller. It is just about a real-time news updates of something that is happening right now.

As a matter of fact, high school students are more familiar with twitter and facebook rather than "ordinary blog" because writing in twitter and facebook is simpler and easier. Both twitter and facebook belong to *social networking* and also *microboggng* at once, which represent the new way of communicating for people who like to express their activities and share their common interests.

2.2 Habit

According to Wikipedia, habits are routines of behavior that are repeated regularly, tend to occur subconsciously, without directly thinking consciously about them. Other definition as stated in the Oxford Dictionary, habit is a thing that a person does often and almost without thinking, especially something that is hard to stop doing. Thus, habit usually goes unnoticed when undertaking in some routine tasks. In short, habit is a kind of repetition activities which becomes associated with something either positive or negative.

As a stated by Kelly Church in her website (www.articlesnatch.com), there are two kinds of habit: good habit and bad habit. Good habit will be created when someone can get many advantages from the activities that he or she does regularly. He or she understands how to manage time to do their hobbies and activities. As we know that good routines are those that are done in a usual manner and promote good things in life. When it's such a bad habit, sometimes it wastes time and money to do the activities just because people want to satisfy themselves by doing their hobbies. Bad habits affect someone's life in a negative manner just as much as good ones affect his or her life positively. To create an environment of good habit is not that easy. People have to manage their time to make sure that they will not focus on their hobbies as always. By that statement, changing habits from negative ones to positive will definitely take so much time. However, the end result is well worth it.

2.3 Blogging Habit

Reading and writing are very important things in order someone is easy to get success. Blog is one of the elements which can improve someone's writing and reading habit in order to get a discourse analysis and also improve the writer's knowledge in everything.

Some people say that blogging is a kind of wasting-time activity, but it can be proved that it's not true. There are some positive impacts of blogging. Blog can be a writing journal to share someone's feeling and also to interact with other people. In the educational world, blog is usually used by the students as an interactive media outside the classroom. Students of the tenth grade are still in the puberty period, their emotional can be changed every time. They may always want to share their stories to other people, but it will be different if they write their stories in their own blogs.

When someone writes an entry on their blog, it means that they are expressing their own feelings. In general, writing something that just happened or something happened in the past is a kind of recount text. By improving habit in blogging, someone will improve writing skill of recount text too. In journal writing or blog, people can record his or her experiences, or they can write down quotations that are meaningful for them (Oshima & Hogue, 2006:266). They can write anything about our feelings and thought, and also exploring the ideas without worrying what other people will think. Blogging is a powerful writing habit to develop.

But it also has some disadvantages, nevertheless. Someone who has a habit in writing blog will face some difficulties in making complex sentences, because he or she usually writes in simple sentences only. Whatever language students use to post their blog entries, native or others, they have an opportunity to use that language in its natural that is probably in informal way (Graves, 2009:155). The other problem is in the punctuation because usually they ignore the right term of using punctuation in writing blog. A dangerous blogging habit can also create a comfort zone, which can keep someone stuck and comfortable in front of their computers.

Beyond those problems, blog can be a media to improve the students' ability in writing. Here are some explanations of the roles of using blog in teaching and learning process by Graves:

1. To improve students' learning motivation
2. To improve students' motivation in writing
3. To make the teachers are easier to evaluate students' writing ability
4. To make the students to be more active in communicate with other people in the target language.

According to northxeast.com (by anonymous), there are several ways to improve blogging habit, some of them are:

1. *Read other blogs*, because it can help and motivate us to write good blog just like others,

2. *Set a time of writing*, we may write a lot as long as we can manage our time to write,
3. *Get feedback*, it means that the more people read our blog, the more comments we will get. This will give us encourage to write better and better.

2.4 Writing

Writing is generally regarded as the most difficult of the four skills, and for most students it probably is. But actually it can be a lot simpler than often appears, even people can have a lot of fun while learning (Paul, 2003:96). Moreover, Hennings (1990) recommended that õstudents should spend considerable time talking about life, language, and literature before, during, and after reading and writing.ö

2.4.1 The Definition of Writing

Writing is the last skill that has to be mastered as well as the other skills. Writing means that we also apply the other three skills, which are listening, speaking, and also reading. In general, writing is the representation of language in a textual medium through the use of a set of signs or perhaps symbols (here as known as the writing system).

As one of the language skills, writing demands the students to master it well to help them in expressing their thoughts, feelings, ideas and knowledge. Many experts give the definition of writing, Meyers (2005:2) states that õwriting is an action- a process of discovering and organizing

ideas, putting them on paper, reshaping, and revising them. Celce Murcia (2001:213) says that *writing* is a skill which enables the learners to plan and rethink the communication process. As a language skill, *the skill of writing* enjoys special status-it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers (Celce-Murcia, 2001:207). Hornby in Oxford Advanced Learner's University (2000:1382) explains that *writing* is an activity to put information on a sheet of paper or to compose something in written form. Therefore, the writer concludes that writing is a process to express and communicate the idea in a written form.

2.4.2 The Importance of Writing

Writing is a powerful tool to organize overwhelming events and make them manageable (Pennebaker, 1991). On the other hand, it also can be a good habit to communicate with other people to get more information and also knowledge. Writing helps us to express ourself. In fact if we don't write, we definitely cut ourself off from a large community, because it is one of the ways that we translate our thoughts for other people. By writing in blog, we can get feedback from the readers of our blogs. Writing gives an important impact to the human's life and helps people to express themselves. Writing helps us to communicate with other people. When we write in other than our mother tongue, it assists us with other language tasks as well. It helps us to

form language well, how to spell, and not to mention to improve our grammar knowledge.

Thus we can conclude that writing is an important skill set to master because it can convey ideas in a lasting way. It is a skill set, not a singular skill, it's used to convey ideas and it endures over time moreover for students.

2.4.3 Good Writing

Good writing skills are essential for effective communication. Learning to write well will takes time and practice. There are at least five stages in constructing a good written text (Boardman and Frydenberg, 2002: 27-28):

1. establishing topics
2. organizing ideas
3. writing first draft
4. revising first draft
5. proofreading the final draft

Each step has its own purposes, for example is revising. In revising, you can evaluate and change words you think inappropriate yet. You still have an opportunity to open your mind to get the other better ideas.

In accordance with <http://writingcenter.emory.edu> good writing expresses a clearpoint, is tightly structured, grammatically and syntactically correct, substantive, and interesting. To be tightly structured, writing should

contain logical or associative connections and transitions which clearly express the relationship of the ideas described. To be grammatically and syntactically correct, writing should stick to the rules of Standard American English, including proper punctuation and spelling. To be substantive, writing should convey the impression that the writer is informed about the subject. The writer needs not be an authority on the subject but should demonstrate awareness of its significance and its implications within a specified context. To be interesting, writing should engage its readers through original insights and precise, unclipped language expressed in a "human" voice. It should demonstrate the writer's awareness of the specific audience for whom she or he is writing.

Writing is special since many structural features involved and indeed have major impacts on the process of writing. Grammmatical feature is the one of the parts in writing skills affect the sense of writing become either better or bad. Spotting grammatical case and mechanical problems is only a minor concern in writing.

2.5 Text

Mark and Kathy Anderson (1997:1) say that *text* is the words that are put together, whether spoken or written, to communicate a meaning. Derewianka (1990:17-29) tells, *Text* is any meaningful stretch of language whether oral or written. Texts are structured in different ways to achieve their purposes. In a

written text, all information has to be in the text itself because the reader is usually distant in time and space and cannot ask for clarifications or extra details.

2.6 Genre

A genre can be defined as a culturally specific text type which results from using language (written or speaking) to (help) accomplish something (Gerot and Wignell: 17). Genres are culture specific and have particular purposes, stages, and linguistic features. Based on School-Based Curriculum (2006:36), there are many texts taught in senior high school. They are procedure, descriptive, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

2.7 Recount Text

The main social function of recount is to retell events for the purpose of informing or entertaining the readers (Gerot & Wignell, 1995:194). In writing recount texts, someone usually tells his/her own experiences.

2.7.1 The Definition of Recount Text

Recount text is a kind of text which is written in the form of past tense, and it retells about the events that happened in the past. The purpose of this text is just to inform or even to entertain the readers. The prefix *re* means

again, so *to recount* is to state again. There is no complication among the participants and that differentiates from narrative.

Recount text can be occurring in the form of personal recount (such as biography), factual recount, or imaginative recount. The major difference between recount and narrative text is the generic structure. If a passage doesn't have a conflict and it retells past events that is called as a recount text. Derewianka (1990) identified three types of Recount Text: Personal Recount, Factual Recount, and Imaginative Recount. Personal Recount exposes an event in which the author got involved or acted in the event himself or herself. Diaries and journals belong to this personal recount. Factual Recount is a note of an event such as: scientific experiment report, police report, newspaper report, and the like. On the other hand, Imaginative Recount is an unreal event or story.

2.7.2 The Characteristics of Recount Text

Recount text must be written in the form of past tense because it is told about something that just happened or something that happened in the past.

The basic recount text consists of three parts:

1. *setting or orientation* is the background information answering who, when, where, why, what, and how.
2. *events* are the identify in chronological order.

3. *re-orientation* is the comments express a personal opinion regarding the events described.

The grammatical pattern states as the following form:

Orientation → Event(s) → Re-Orientation (Opt)

Gerot and Wignell (1995:194) define the schematics:

1. Orientation: provides the setting, introduces participants
2. Events: tell what happened, in what sequence
3. Re-orientation: optional ó closure of events

2.7.3 The Language Feature of Recount Text

Since recount text tells something that happened in the past, it has some features as follow:

1. the use of (simple) past tense
2. the use of chronological connectives such as: next, then, after that, etc
3. focus on what an individual or a group of people were doing
4. the use of action verb such as: go, visit, look, etc
5. the use of linking verb such as: was, were, saw, heard, etc
6. written in the first or the third person, and introduce the personal participant such as: I, my group, etc.

CHAPTER III

RESEARCH METHOD

Methods of investigation are a significant and important part of all scientific activities. It controlled investigation of the theoretical and applied aspects of mathematics, statistics, measurement, and ways of obtaining and analyzing data (Kerlinger, 1979: 308). According to Arikunto (1998: 11), field research or a field study, such as: an educational research can be carried out at schools, factories or hospitals to achieve educational objectives etc.

In this chapter, the writer discussed the frame related to the method in analyzing the problem of the study. This chapter includes the discussion of research design, source of data, variable, the choice of population, the instrument, the construction of the tests, the scoring technique, the administration of the test, procedure of collecting data and method of analysis.

3.1 Research Design

Before a researcher starts to do her research, firstly she has to make a plan called research design. Research design is a plan or program made by a researcher, as the activity target that will be done (Arikunto, 2002: 45).

There are several types of studies that may be classified as descriptive research design with the type of correctional study, Donald Ary (1985:327) says that:

Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation.

In this case, the writer wanted to correlate between students' blogging habit and their abilities in writing recount text.

3.2 Variable

According to (Arikunto, 2002:98): A variable is defined as something that varies from one case to another. The dependent variable is variable which one observes and measures to determine the effect of the independent variable. Independent variable (the major variable) is the variable which is selected, manipulated, and measured by the researcher. Kerlinger (1979:21) stated that independent variable is a variable that is presumed to influence another variable, while dependent variable is a category that is influenced by another category or that is the consequent. In this research the dependent variable is students' blogging habit (X) and the independent variable is recount text writing (Y).

3.3 The Choice of Population and Sample

3.3.1 Population

The first step in selecting sample is to determine the population. Margono (2003:118) states population as a complete set of individuals or subjects having common observable characteristics. The subjects of the population are

investigated, analyzed, concluded and then the conclusion made will be valid to the whole population. As mention before, the population in this study is the tenth graders of SMK Negeri 3 Semarang in the academic year 2010/2011.

3.3.2 Sample

According to Arikunto (2002:12), if the whole population is more than 100 persons, the researcher may take 10-15 percents or 20-25 percents or even more from the whole population as the sample. The sample must have the characteristics that represent the whole population because the representation of the sample determines the validity of the result. Here the writer took the sample of the study is a class of tenth grade students of SMK N 3 which has the highest number of bloggers among all classes.

3.4 Source of Data

In her efforts to find the solutions to the problems, the writer needed some data. The required data and information would be obtained from two main sources, they are:

3.4.1 Library Research

Library research refers to the activity of using library facilities. The data and information were obtained through source books on related subject matters. The writer tried to explore the cores of the text-books to find out some fundamental theories which support her ideas for this final project.

3.4.2 Field Research

To get empirical data for her findings, without giving any treatment the writer administered a test that is writing text and an interview with each student about his/her blogging habit. After conducting them all, the writer analyzed the data on the basic of the problems and the objectives of the study.

3.5 Instrument

According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work becomes easier and gets a better result, complete and systematic in order to make the data easy to be processed. It is important to use instrument in doing experiment. Before collecting the data, the researcher made a test as the instrument.

3.5.1 Writing Test

In this research, the writer carried out the writing test as the instrument to obtain the data. Writing test can represent students' ability in using a language. Moreover, writing is an appropriate test for measuring the students' mastery of the whole language aspects that has been taught in the teaching and learning process.

To conduct the writing test, the writer mentions an instrument of what the students had to do in order to help collecting the data. The instruction was: "Write a recount text about your activities in the New Year's Eve."

The students were asked to write their own experiences in the New Year's Eve in about 10 sentences.

3.5.2 Interview

When the students submit their works, the writer did a small interview with the students one by one. The interview consists of some questions about:

1. the existence of students' blog, facebook, and twitter,
2. the frequency of students updating blog, facebook and twitter within a week, and
3. students' e-mails of facebook and URLs of blog and twitter (necessary).

From the interview, the writer could give a point for how often the students update their blogs.

3.6 Procedure and Methods of Data Collection

After gathering the data of the writing test, the researcher scored the students' result based on a scoring guidance. The scoring techniques can be described as follows:

3.6.1 Scoring Techniques for Writing Test

To facilitate in analyzing the students' test paper in writing a recount text, the researcher limits to the items as stated by Heaton (1975:138):

1. *Grammar*, refers to appropriate tenses
2. *Vocabulary*, refers to diction
3. *Mechanics*, refers to punctuation and spelling

4. *Relevance*, refers to the content in relation to the task demanded of the students
5. *Fluency*, refers to style and ease of communication

In addition, to score the test papers, the researcher applied the analysis method which is suggested by Heaton (1975:109).

Table 3.1
Scoring Guidance Take From Heaton’s Grid and Categories

| Criteria of Mastery | Score | Criterion of Scoring |
|---------------------|-------|---|
| Grammar | 5 | Excellent: mastery of grammar taught on course, only 1 or 2 minor mistakes. |
| | 4 | Good: a few mistakes only (preposition, articles, etc) |
| | 3 | Fair: only 1 or 2 major mistakes but a few minor ones |
| | 2 | Inadequate: major mistakes, which lead to difficult to understand, lack of mastery sentence construction |
| | 1 | Unacceptable: numerous serious mistakes, no mastery of sentence construction, almost intelligible. |
| Vocabulary | 5 | Excellent: use of wide range of vocabulary taught previously |
| | 4 | Good: good use of new words acquired, fairly |

| | | |
|-----------------------------|---|--|
| | 3 | appropriate synonym, and circumlocutions Fair: attempt to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has to resort to use of synonyms, circumlocution, etc on a few creation |
| | 2 | Inadequate: restricted vocabulary, use of synonyms (but always inappropriate), imprecise and vague, affects meaning |
| | 1 | Unacceptable: very restricted vocabulary, inappropriate use of synonyms seriously hinders communication |
| Mechanics (Spelling) | 5 | Excellent: no error |
| | 4 | Good: 1 or 2 minor errors only |
| | 3 | Fair: several errors, not too hard to understand |
| | 2 | Inadequate: several errors, some interfere with communication, some words very hard to recognize |
| | 1 | Unacceptable: numerous errors, hard to recognize, several words communication made very difficult |
| Relevance (Content) | 5 | Excellent: all sentences support the topic, highly organized, clear progression of ideas well linked, like educated native speaker |

| | | |
|----------------|---|--|
| | 4 | Good: ideas well organized, links could occasionally be clearer but communication not impaired |
| | 3 | Fair: some lack of organization, re-reading required for clarifying ideas |
| | 2 | Inadequate: little or no attempt at connectivity, though reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce |
| | 1 | Unacceptable: lack of organization to serve that communication is seriously imparted |
| Fluency | 5 | Excellent: flow style, very easy to understand, both complex and simple sentences, very effective. |
| | 4 | Good: Quite flowing in style, mostly ease to understand, and a few complex sentences, very affective |
| | 3 | Fair: style reasonably smooth, not too hard to understand mostly (but not all), simple sentence, fairly effective |
| | 2 | Inadequate: bad style, an effort to understand and enjoy, complex sentences, confusing, mostly simple sentences or compound sentences |

| | | |
|--|---|--|
| | 1 | Unacceptable: very hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences, confusing, excessive use of ðandö. |
|--|---|--|

Based on the method above, there are five aspects and each is scored five, so the maximum score is 25. To get the score of each student, the scoring considered the five components above. Each student should be able to write 10 or more sentences related to the students' experiences and explore the sentences more detailed in a recount text. To obtain the final score, total of the students' score were multiplied by 4, so the maximum score is 100.

To assess the students' composition, the researcher uses Harris' suggestion that is placing the score into some categories as follows:

Table 3.2

Scoring Guidance by Harris

| Grade | Criteria of Mastery | Level |
|--------------|---------------------|-----------|
| A | 91 ó 100 | Excellent |
| B | 81 ó 90 | Very good |
| C | 71 ó 85 | Good |
| D | 61 ó 70 | Fair |
| E | 51 ó 60 | Poor |
| Less than 50 | | Very poor |

3.4.2 Scoring Techniques for Blogging Habit

To get the score of students' blogging habit, the writer did a small interview with the students about how often the students update on their blogs in a week. The score is categorized as follows:

Table 3.3

Scoring For Blogging Habit I

| Existence of Account | Score |
|----------------------|-------|
| Blog | 10 |
| Facebook | 10 |
| Twitter | 10 |

Table 3.4

Scoring For Blogging Habit II

| Frequency of Accounts' Update in a Week | Score (For Each Blog, Facebook, Twitter) |
|---|--|
| Almost every time | 10 |
| Almost every day | 8 |
| Seldom | 6 |
| Once or twice | 4 |
| Almost never | 2 |

From the tables above, the maximum points if a student has all three accounts that are blog, facebook and twitter is 30 points. For the table 3.4, maximum score is 10 for each blog, facebook, and twitter. The student gets 10 points when they almost update their blogs more than once in a day. This usually happens with the students who have internet at home and they who browse internet with their mobile phones a lot. They update their facebook status a lot, rather than blogs or twitter. The students get 8 points when they update their blogs almost once per day. Those students think that updating blogs is necessary. When the students barely write blogs in a week, they will obtain 6 points. This happens almost to the students who are barely going to the internet café. The students will get 4 points when the blogs are updated only once or twice within a week. The main reason beside the students are lazy to go to internet café is some of them do not understand how to connect their mobile phones to the internet. The 2 points will be got for the students who have inactive blogsøaccounts. They can be barely go to internet café or have no mobile phones which can be connected to the internet. Thus from the both table, the maximum that a student can obtain is 60 points.

3.7 Technique of Data Analysis

In finding out the correlation between the studentsø blogging habit and their achievement in writing recount text, the writer applied the product-moment correlation. The formula is as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Where:

r_{xy} : coefficient correlation between x and y variable or validity of each item

N : the number of the students/subject participating in the test

\hat{U}_x : the sum of score in each item

\hat{U}_x^2 : the sum of the square score in each item

\hat{U}_y : the sum of total score from each student

\hat{U}_y^2 : the sum of square total score from each student

\hat{U}_{xy} : the sum of multiple of score from each student with the total score in each item

$(\sum X)^2$: the sum of the squared X scores

$(\sum Y)^2$: the sum of the squared Y scores

(Arikunto, 2004:146)

The above formula is very important due to finding out whether or not the (H0) Hypothesis or (H1) Hypothesis is accepted in this research. The result computation indicates whether there is any correlation between two variables or not.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

4.1 Data Analysis

The purpose of the data analysis in this research is meant to measure the significant correlation between the students' blogging habit and their achievement in writing recount text of the tenth grade students of SMK Negeri 3 Semarang in the academic year 2010/2011. Here after, it is important to take the preparatory of measurements.

The following are table for scoring students' blogging habit (X):

Table 4.1

Students' Blogging Habit (X)

| Student | X |
|---------|----|
| B-01 | 50 |
| B-02 | 30 |
| B-03 | 46 |
| B-04 | 30 |
| B-05 | 44 |
| B-06 | 38 |
| B-07 | 30 |
| B-08 | 52 |
| B-09 | 28 |
| B-10 | 30 |
| B-11 | 28 |
| B-12 | 40 |
| B-13 | 24 |

| | |
|------|----|
| B-14 | 26 |
| B-15 | 50 |
| B-16 | 36 |
| B-17 | 24 |
| B-18 | 46 |
| B-19 | 24 |
| B-20 | 56 |
| B-21 | 34 |
| B-22 | 30 |
| B-23 | 52 |
| B-24 | 28 |
| B-25 | 50 |
| B-26 | 50 |
| B-27 | 26 |
| B-28 | 40 |
| B-29 | 24 |
| B-30 | 50 |
| B-31 | 28 |
| B-32 | 28 |
| B-33 | 48 |
| B-34 | 48 |

The following are table for scoring students' achievement of writing recount text (Y):

Table 4.2

Students' Writing Achievement (Y)

| Student | Y |
|---------|----|
| B-01 | 84 |
| B-02 | 72 |
| B-03 | 92 |
| B-04 | 60 |
| B-05 | 80 |
| B-06 | 64 |
| B-07 | 72 |
| B-08 | 80 |

| | |
|------|----|
| B-09 | 76 |
| B-10 | 60 |
| B-11 | 88 |
| B-12 | 92 |
| B-13 | 76 |
| B-14 | 76 |
| B-15 | 80 |
| B-16 | 76 |
| B-17 | 72 |
| B-18 | 92 |
| B-19 | 56 |
| B-20 | 88 |
| B-21 | 64 |
| B-22 | 80 |
| B-23 | 92 |
| B-24 | 76 |
| B-25 | 72 |
| B-26 | 76 |
| B-27 | 52 |
| B-28 | 92 |
| B-29 | 56 |
| B-30 | 72 |
| B-31 | 72 |
| B-32 | 68 |
| B-33 | 80 |
| B-34 | 88 |

The following table is the data of the square and multiplied of X and Y.

| Student | X | Y | X^2 | Y^2 | XY |
|---------|----|----|-------|-------|------|
| B-01 | 50 | 84 | 2500 | 7056 | 4200 |
| B-02 | 30 | 72 | 900 | 5184 | 2160 |
| B-03 | 46 | 92 | 2116 | 8464 | 4232 |
| B-04 | 30 | 60 | 900 | 3600 | 1800 |
| B-05 | 44 | 80 | 1936 | 6400 | 3520 |
| B-06 | 38 | 64 | 1444 | 4096 | 2432 |
| B-07 | 30 | 72 | 900 | 5184 | 2160 |
| B-08 | 52 | 80 | 2704 | 6400 | 4160 |
| B-09 | 28 | 76 | 784 | 5776 | 2128 |

| | | | | | |
|----------|-------------|-------------|--------------|---------------|--------------|
| B-10 | 30 | 60 | 900 | 3600 | 1800 |
| B-11 | 28 | 88 | 784 | 7744 | 2464 |
| B-12 | 40 | 92 | 1600 | 8464 | 3680 |
| B-13 | 24 | 76 | 576 | 5776 | 1824 |
| B-14 | 26 | 76 | 676 | 5776 | 1976 |
| B-15 | 50 | 80 | 2500 | 6400 | 4000 |
| B-16 | 36 | 76 | 1296 | 5776 | 2736 |
| B-17 | 24 | 72 | 576 | 5184 | 1728 |
| B-18 | 46 | 92 | 2116 | 8464 | 4232 |
| B-19 | 24 | 56 | 576 | 3136 | 1344 |
| B-20 | 56 | 88 | 3136 | 7744 | 4928 |
| B-21 | 34 | 64 | 1156 | 4096 | 2176 |
| B-22 | 30 | 80 | 900 | 6400 | 2400 |
| B-23 | 52 | 92 | 2704 | 8464 | 4784 |
| B-24 | 28 | 76 | 784 | 5776 | 2128 |
| B-25 | 50 | 72 | 2500 | 5184 | 3600 |
| B-26 | 50 | 76 | 2500 | 5776 | 3800 |
| B-27 | 26 | 52 | 676 | 2704 | 1352 |
| B-28 | 40 | 92 | 1600 | 8464 | 3680 |
| B-29 | 24 | 56 | 576 | 3136 | 1344 |
| B-30 | 50 | 72 | 2500 | 5184 | 3600 |
| B-31 | 28 | 72 | 784 | 5184 | 2016 |
| B-32 | 28 | 68 | 784 | 4624 | 1904 |
| B-33 | 48 | 80 | 2304 | 6400 | 3840 |
| B-34 | 48 | 88 | 2304 | 7744 | 4224 |
| Σ | 1268 | 2576 | 50992 | 199360 | 98352 |

To interpret research findings, the writer used the Pearson Product Moment Correlation Formula to compute the data that have been obtained as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{34(98352) - (1268)(2576)}{\sqrt{\{34(50992) - (1268)_2\} \{34(199360) - (2576)_2\}}}$$

$$r_{xy} = \frac{3343968 - 3266368}{\sqrt{(1733728 - 1607824)(6778240 - 6635776)}}$$

$$r_{xy} = \frac{77600}{133928.3}$$

$$r_{xy} = 0.579$$

The correlation coefficient of the two variables is 0.579. In order to know whether this correlation coefficient (0.579) is significant or not, it is necessary to find out its significance.

The significance level used in this study is 5% (0.05). The critical value which is found out in the table r product moment with 95% confidence and the number of subjects 34 is 0.339. It means that since the obtained value (0.579) is higher than the table value or the critical value (0.339), the Null Hypothesis explains that there is no positive correlation between the blogging habit and achievement in writing recount text of the tenth grade students of SMK N 3 Semarang in the academic year 2010/2011. In this research there is a positive correlation.

4.2 Discussion

The result of data analysis shows that the correlation coefficient between the two variables is 0.579, while the critical value for 34 samples of 95% confidence level is 0.339. It means that there is a positive correlation between the two variables.

Best (1981: 260) has the criteria that can be used to grade the relationship of the coefficient above.

Table 4.3

The criteria are as follows:

| Correlation coefficient (r) | Relationship |
|-------------------------------|-------------------|
| 0. 00 to 0. 20 | Negligible |
| 0. 21 to 0. 40 | Low |
| 0. 41 to 0. 60 | Moderate |
| 0. 61 to 0. 80 | Substantial |
| 0. 81 to 1. 00 | High to very high |

The value of correlation coefficient obtained is 0.579, while the criteria of the correlation between 0.41 to 0.60 are considered moderate. It means that the level of relationship of the correlation coefficient of the two variables is moderate. In this research the variable Y is influenced too high by the variable X, and the other way the variable is also influenced too high by the variable Y. From the computation above, the writer claims that $r_{xy} = 0.579$ with N 34 are significant. It means that null hypothesis is rejected and H1 hypothesis is accepted, there is a significant correlation study between blogging habit and students' achievement of writing recount text of the tenth grade students of SMK N 3 Semarang in the academic year 2010/2011.

Since the null hypothesis is rejected and the H1 hypothesis is accepted, we can also conclude that students who have high blogging habit also have high achievement in writing recount text. On the other hand, the students who have low blogging habit have lower achievement in writing recount text.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the result of the study, there are some points to be concluded as follows:

1. The blogging habit of the tenth grade students of SMK N 3 Semarang is normal. It can be seen from the result of the interview that most of the students like to update their blogs (especially facebook) more than once in a day. They like to go to the internet cafe or just updating their blogs through mobile phones. Although there are few students who have less blogging habit it is just because they have no internet connection at home or they do not understand how to connect their mobile phones to the internet.
2. The achievement of writing recount text of the tenth grade students of SMK N 3 Semarang is good enough. It can be seen from the computation which the mean score of the students' writing recount text achievement is 75.77. When it is consulted to the table of category level scores by John W. Best (1981:260), the score is categorized fair.
3. There is a significant correlation between students' blogging habit and their achievement in writing recount text. This result is obtained from the computation of the correlation between students' blogging habit and their

achievement in writing recount text applied to the sample is 0.579. The critical value of the Pearson r with $N = 34$ and the 5% significant level is 0.339. It means that the result obtained from the computation is greater than its critical value. Therefore, the writer concludes that the correlation between the two variables above is highly significant.

5.2 Suggestions

Based on the result of the research, the writer would like to offer some recommendations and suggestions to improve the students' achievement in writing recount text. The suggestions are:

1. The students should motivate themselves to practice writing more day by day. They also should learn how to make a good construction of a text. This can be done by writing blog.
2. The students should read as much as possible in order to enrich their vocabularies and support their knowledge. This can be done by reading other people's blogs.
3. It is essential to the teacher to know that one of the factors affect the students' achievement in writing recount text is the students' blogging. In the future, the teacher may use blog as a media to teach students and also to improve students writing skills.

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Research Data Tabulation of Students' Blogging Habit

| Student | Blog | | Facebook | | Twitter | | Total |
|---------|------|---|----------|----|---------|---|-------|
| B-01 | 10 | 6 | 10 | 10 | 10 | 4 | 50 |
| B-02 | 10 | 2 | 10 | 8 | - | - | 30 |
| B-03 | 10 | 4 | 10 | 8 | 10 | 4 | 46 |
| B-04 | 10 | 2 | 10 | 8 | - | - | 30 |
| B-05 | 10 | 6 | 10 | 6 | 10 | 2 | 44 |
| B-06 | 10 | 2 | 10 | 4 | 10 | 2 | 38 |
| B-07 | 10 | 2 | 10 | 8 | - | - | 30 |
| B-08 | 10 | 6 | 10 | 10 | 10 | 6 | 52 |
| B-09 | 10 | 2 | 10 | 6 | - | - | 28 |
| B-10 | 10 | 2 | 10 | 8 | - | - | 30 |
| B-11 | 10 | 2 | 10 | 6 | - | - | 28 |
| B-12 | 10 | 2 | 10 | 6 | 10 | 2 | 40 |
| B-13 | 10 | 2 | 10 | 2 | - | - | 24 |
| B-14 | 10 | 2 | 10 | 4 | - | - | 26 |
| B-15 | 10 | 4 | 10 | 10 | 10 | 6 | 50 |
| B-16 | 10 | 2 | 10 | 2 | 10 | 2 | 36 |
| B-17 | 10 | 2 | 10 | 2 | - | - | 24 |
| B-18 | 10 | 6 | 10 | 8 | 10 | 2 | 46 |
| B-19 | 10 | 2 | 10 | 2 | - | - | 24 |
| B-20 | 10 | 8 | 10 | 10 | 10 | 8 | 56 |
| B-21 | 10 | 4 | 10 | 10 | - | - | 34 |
| B-22 | 10 | 2 | 10 | 8 | - | - | 30 |
| B-23 | 10 | 6 | 10 | 10 | 10 | 6 | 52 |
| B-24 | 10 | 2 | 10 | 6 | - | - | 28 |
| B-25 | 10 | 6 | 10 | 8 | 10 | 6 | 50 |
| B-26 | 10 | 4 | 10 | 8 | 10 | 8 | 50 |
| B-27 | 10 | 2 | 10 | 4 | - | - | 26 |
| B-28 | 10 | 2 | 10 | 6 | 10 | 2 | 40 |
| B-29 | 10 | 2 | 10 | 2 | - | - | 24 |
| B-30 | 10 | 4 | 10 | 10 | 10 | 6 | 50 |
| B-31 | 10 | 2 | 10 | 6 | - | - | 28 |
| B-32 | 10 | 2 | 10 | 6 | - | - | 28 |
| B-33 | 10 | 4 | 10 | 10 | 10 | 4 | 48 |
| B-34 | 10 | 6 | 10 | 8 | 10 | 4 | 48 |

Research Data Tabulation of Student's Recount Text Achievement

| Student | Gram | Voc | Spell | Relv | Flue | Total | Score |
|---------|------|-----|-------|------|------|-------|-------|
| B-01 | 3 | 5 | 5 | 4 | 4 | 21 | 84 |
| B-02 | 3 | 4 | 4 | 4 | 3 | 18 | 72 |
| B-03 | 5 | 4 | 5 | 4 | 5 | 23 | 92 |
| B-04 | 2 | 3 | 5 | 3 | 2 | 15 | 60 |
| B-05 | 3 | 4 | 5 | 4 | 4 | 20 | 80 |
| B-06 | 3 | 3 | 4 | 3 | 3 | 16 | 64 |
| B-07 | 3 | 4 | 5 | 3 | 3 | 18 | 72 |
| B-08 | 3 | 3 | 5 | 4 | 5 | 20 | 80 |
| B-09 | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| B-10 | 2 | 3 | 5 | 3 | 2 | 15 | 60 |
| B-11 | 5 | 4 | 5 | 4 | 4 | 22 | 88 |
| B-12 | 5 | 4 | 5 | 4 | 5 | 23 | 92 |
| B-13 | 3 | 3 | 5 | 4 | 4 | 19 | 76 |
| B-14 | 4 | 4 | 5 | 3 | 3 | 19 | 76 |
| B-15 | 3 | 4 | 5 | 4 | 4 | 20 | 80 |
| B-16 | 3 | 4 | 5 | 4 | 3 | 19 | 76 |
| B-17 | 3 | 3 | 5 | 3 | 4 | 18 | 72 |
| B-18 | 5 | 5 | 5 | 4 | 4 | 23 | 92 |
| B-19 | 2 | 3 | 4 | 3 | 2 | 14 | 56 |
| B-20 | 5 | 4 | 4 | 4 | 5 | 22 | 88 |
| B-21 | 3 | 3 | 4 | 3 | 3 | 16 | 64 |
| B-22 | 3 | 4 | 5 | 4 | 4 | 20 | 80 |
| B-23 | 5 | 4 | 5 | 4 | 5 | 23 | 92 |
| B-24 | 3 | 3 | 5 | 4 | 4 | 19 | 76 |
| B-25 | 3 | 4 | 5 | 3 | 3 | 18 | 72 |
| B-26 | 3 | 3 | 5 | 4 | 4 | 19 | 76 |
| B-27 | 3 | 2 | 3 | 3 | 3 | 13 | 52 |
| B-28 | 5 | 4 | 5 | 5 | 4 | 23 | 92 |
| B-29 | 2 | 2 | 5 | 3 | 2 | 14 | 56 |
| B-30 | 3 | 3 | 5 | 5 | 2 | 18 | 72 |
| B-31 | 3 | 3 | 5 | 4 | 3 | 18 | 72 |
| B-32 | 3 | 3 | 4 | 3 | 4 | 17 | 68 |
| B-33 | 3 | 4 | 4 | 4 | 5 | 20 | 80 |
| B-34 | 4 | 5 | 5 | 5 | 4 | 22 | 88 |

Research Data Analysis

| Student | X | Y | X ² | Y ² | XY |
|--------------|--------------|--------------|----------------|----------------|--------------|
| B-01 | 50 | 84 | 2500 | 7056 | 4200 |
| B-02 | 30 | 72 | 900 | 5184 | 2160 |
| B-03 | 46 | 92 | 2116 | 8464 | 4232 |
| B-04 | 30 | 60 | 900 | 3600 | 1800 |
| B-05 | 44 | 80 | 1936 | 6400 | 3520 |
| B-06 | 38 | 64 | 1444 | 4096 | 2432 |
| B-07 | 30 | 72 | 900 | 5184 | 2160 |
| B-08 | 52 | 80 | 2704 | 6400 | 4160 |
| B-09 | 28 | 76 | 784 | 5776 | 2128 |
| B-10 | 30 | 60 | 900 | 3600 | 1800 |
| B-11 | 28 | 88 | 784 | 7744 | 2464 |
| B-12 | 40 | 92 | 1600 | 8464 | 3680 |
| B-13 | 24 | 76 | 576 | 5776 | 1824 |
| B-14 | 26 | 76 | 676 | 5776 | 1976 |
| B-15 | 50 | 80 | 2500 | 6400 | 4000 |
| B-16 | 36 | 76 | 1296 | 5776 | 2736 |
| B-17 | 24 | 72 | 576 | 5184 | 1728 |
| B-18 | 46 | 92 | 2116 | 8464 | 4232 |
| B-19 | 24 | 56 | 576 | 3136 | 1344 |
| B-20 | 56 | 88 | 3136 | 7744 | 4928 |
| B-21 | 34 | 64 | 1156 | 4096 | 2176 |
| B-22 | 30 | 80 | 900 | 6400 | 2400 |
| B-23 | 52 | 92 | 2704 | 8464 | 4784 |
| B-24 | 28 | 76 | 784 | 5776 | 2128 |
| B-25 | 50 | 72 | 2500 | 5184 | 3600 |
| B-26 | 50 | 76 | 2500 | 5776 | 3800 |
| B-27 | 26 | 52 | 676 | 2704 | 1352 |
| B-28 | 40 | 92 | 1600 | 8464 | 3680 |
| B-29 | 24 | 56 | 576 | 3136 | 1344 |
| B-30 | 50 | 72 | 2500 | 5184 | 3600 |
| B-31 | 28 | 72 | 784 | 5184 | 2016 |
| B-32 | 28 | 68 | 784 | 4624 | 1904 |
| B-33 | 48 | 80 | 2304 | 6400 | 3840 |
| B-34 | 48 | 88 | 2304 | 7744 | 4224 |
| Total | 1268 | 2576 | 50992 | 199360 | 98352 |
| Mean | 19.33 | 75.77 | | | |

Preparatory Table For X (Students' Blogging Habit)

| Y | f | fY | y | fy | fy ² |
|---------------------------|-----------|-------------|--------|--------|-----------------|
| 56 | 1 | 56 | 18.71 | 18.71 | 350.0641 |
| 52 | 2 | 104 | 14.71 | 29.42 | 865.5364 |
| 50 | 5 | 250 | 12.71 | 63.55 | 4038.603 |
| 48 | 2 | 96 | 10.71 | 21.42 | 458.8164 |
| 46 | 2 | 92 | 8.71 | 17.42 | 303.4564 |
| 44 | 1 | 44 | 6.71 | 6.71 | 45.0241 |
| 40 | 2 | 80 | 2.71 | 5.42 | 29.3764 |
| 38 | 1 | 38 | 0.71 | 0.71 | 0.5041 |
| 36 | 1 | 36 | -1.29 | -1.29 | 1.6641 |
| 34 | 1 | 34 | -3.29 | -3.29 | 10.8241 |
| 30 | 5 | 150 | -7.29 | -36.45 | 1328.603 |
| 28 | 5 | 140 | -9.29 | -46.45 | 2157.603 |
| 26 | 2 | 52 | -11.29 | -22.58 | 509.8564 |
| 24 | 4 | 96 | -13.29 | -53.16 | 2825.986 |
| Total | 34 | 1268 | | | 12925.92 |
| Standard Deviation | | | | | 19.33 |

Preparatory Table For Y (Student's Recount Text Achievement)

| X | f | fX | x | fx | fx ² |
|---------------------------|-----------|-------------|--------|--------|-----------------|
| 92 | 5 | 460 | 16.23 | 81.15 | 6585.323 |
| 88 | 3 | 264 | 12.23 | 36.69 | 1346.156 |
| 84 | 1 | 84 | 8.23 | 8.23 | 67.7329 |
| 80 | 5 | 400 | 4.23 | 21.15 | 447.3225 |
| 76 | 6 | 456 | 0.23 | 1.38 | 1.9044 |
| 72 | 6 | 432 | -3.77 | -22.62 | 511.6644 |
| 68 | 1 | 68 | -7.77 | -7.77 | 60.3729 |
| 64 | 2 | 128 | -11.77 | -23.54 | 554.1316 |
| 60 | 2 | 120 | -15.77 | -31.54 | 994.7716 |
| 56 | 2 | 112 | -19.77 | -39.54 | 1563.412 |
| 52 | 1 | 52 | -23.77 | -23.77 | 565.0129 |
| Total | 34 | 2576 | | | 12697.8 |
| Standard Deviation | | | | | 19.50 |

Normality Test of Variable X Data

| | |
|--------------------|------------------------------|
| Maximum score | : 56 |
| Minimum score | : 24 |
| Range | : $56 - 24 = 32$ |
| Class Interval | : $1 + 3.3 \log (34) = 6.05$ |
| Class Width | : $32 : 6.05 = 5.29 \sim 5$ |
| Mean | : 37.29 |
| Standard Deviation | : 19.50 |

| Class Interval | Frequency |
|----------------|-----------|
| 24 ó 28 | 11 |
| 29 ó 33 | 5 |
| 34 ó 38 | 3 |
| 39 ó 43 | 2 |
| 44 ó 48 | 5 |
| 49 ó 53 | 7 |
| 54 ó 58 | 1 |

| Xmin | Zi | PZ | P | Ei | Oi | $\frac{(O_i - E_i)^2}{O_i}$ |
|-----------------------------|-------|--------|--------|--------|----|-----------------------------|
| 23.5 | -0.71 | 0.0388 | 0.2876 | 6.3784 | 11 | 1.698 |
| 28.5 | -0.45 | 0.3264 | 0.0982 | 3.3388 | 5 | 0.552 |
| 33.5 | -0.19 | 0.4246 | 0.0993 | 3.3762 | 3 | 0.047 |
| 38.5 | 0.06 | 0.5239 | 0.1016 | 3.4544 | 2 | 1.058 |
| 43.5 | 0.32 | 0.6055 | 0.0902 | 3.0668 | 5 | 0.747 |
| 48.5 | 0.57 | 0.6957 | 0.1010 | 3.434 | 7 | 0.186 |
| 53.5 | 0.83 | 0.7967 | 0.0554 | 1.8836 | 1 | 0.781 |
| 58.5 | 1.09 | 0.8521 | | | | |
| X² hitung | | | | | | 5.519 |

$$dk = 5 - 3 = 2$$

$$X^2 \text{ tabel} = X^2(5\%)(2) = 5.991$$

Because $X^2 \text{ hitung} < 5.991$ then the test score is said to be normally distributed.

Normality Test of Variable Y Data

Maximum score : 92
 Minimum score : 52
 Range : $92 - 52 = 40$
 Class Interval : $1 + 3.3 \log(34) = 6.05$
 Class Width : $40 : 6.05 = 6.61 \sim 7$
 Mean : 75.77
 Standard Deviation : 19.33

| Class Interval | Frequency |
|----------------|-----------|
| 52 - 58 | 3 |
| 59 - 65 | 4 |
| 66 - 72 | 7 |
| 73 - 79 | 6 |
| 80 - 86 | 6 |
| 87 - 93 | 8 |

| Ymin | Zi | PZ | P | Ei | Oi | $\frac{(O_i - E_i)^2}{O_i}$ |
|-----------------------------|-------|--------|--------|--------|----|-----------------------------|
| 51.1 | -1.26 | 0.1038 | 0.0829 | 2.8186 | 3 | 0.0110 |
| 58.5 | -0.89 | 0.1867 | 0.1114 | 3.7876 | 4 | 0.0113 |
| 65.5 | -0.53 | 0.2981 | 0.1344 | 4.5696 | 7 | 0.8438 |
| 72.5 | -0.17 | 0.4325 | 0.1429 | 4.8586 | 6 | 0.2171 |
| 79.5 | 0.19 | 0.5754 | 0.1369 | 4.6546 | 6 | 0.3017 |
| 86.5 | 0.56 | 0.7123 | 0.1089 | 3.7026 | 8 | 2.3085 |
| 93.5 | 0.92 | 0.8212 | | | | |
| X² hitung | | | | | | 2.8496 |

$$dk = 7 - 3 = 4$$

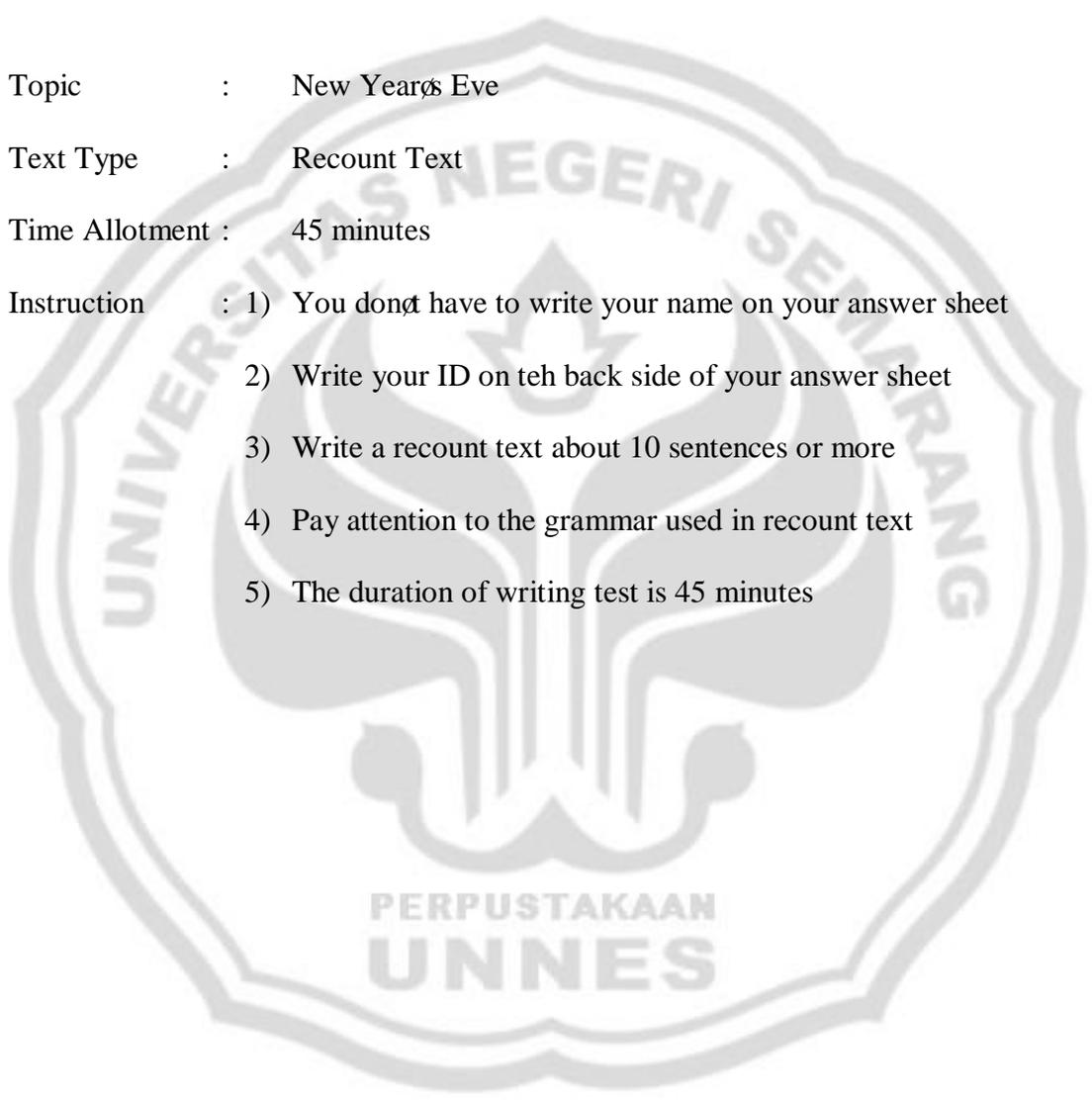
$$X^2 \text{ tabel} = X^2(5\%)(4) = 9.488$$

Because $X^2 \text{ hitung} < 9.488$ then the test score is said to be normally distributed.

INSTRUMENT

WRITING TEST

- Topic : New Year's Eve
- Text Type : Recount Text
- Time Allotment : 45 minutes
- Instruction : 1) You don't have to write your name on your answer sheet
2) Write your ID on the back side of your answer sheet
3) Write a recount text about 10 sentences or more
4) Pay attention to the grammar used in recount text
5) The duration of writing test is 45 minutes



INSTRUMENT

INTERVIEW

Topic : StudentsøBlogs

Time Allotment : -

Questions :

- 1) Apakah anda mempunyai akun blog? (Jika PUNYA: ke pertanyaan 2 &3)
- 2) Di website mana anda membuat blog tersebut?
- 3) Dalam seminggu, berapa kali anda menulis entry di blog anda?
- 4) Apakah anda mempunyai akun facebook? (Jika PUNYA: ke pertanyaan 5)
- 5) Sesering apakah anda mengupdate status di facebook? (dalam sehari / minggu)
- 6) Apakah anda mempunyai akun twitter? (Jika PUNYA: ke pertanyaan 7)
- 7) Sesering apakah anda mengupdate status di twitter? (dalam sehari / minggu)
- 8) Jika hendak menggunakan fasilitas internet, anda memilih menggunakan ponsel atau komputer?
- 9) Apakah anda sering pergi ke warung internet?
- 10) Apakah komputer di rumah anda tersambung dengan koneksi internet?