

**TEACHING WRITING TO SENIOR HIGH SCHOOL STUDENTS
BY USING COLLABORATIVE WRITING ACTIVITIES
THROUGH BLOG**

PAPER

*Submitted as Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



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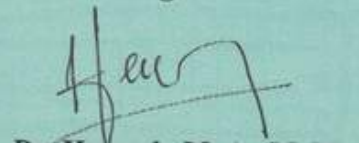
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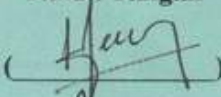
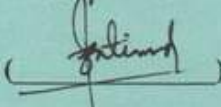
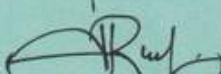
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ABSTRAK

Dina Cintya Sari. 2011. “Teaching Writing to Senior High School Students by Using Collaborative Writing Activities through Blog”. *Makalah.* Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

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Menulis merupakan salah satu keterampilan yang harus dikuasai siswa. Namun kenyataan di lapangan menunjukkan bahwa pengajaran menulis masih belum maksimal. Akibatnya, siswa pun kurang termotivasi untuk menulis dan menganggap sepele keterampilan yang merupakan keterampilan yang paling sulit dikuasai.

Makalah ini bertujuan untuk memperkenalkan cara pengajaran *writing* yang berbasis *collaborative learning* yang akan dikombinasikan dengan penggunaan blog sebagai sarana pembelajaran. Melalui *collaborative writing* guru dapat memerankan perannya sebagai fasilitator untuk menciptakan lingkungan belajar yang aktif (*student-centered*). Di samping itu, pendekatan ini juga menuntut siswa untuk bekerja secara kelompok. Siswa tidak hanya mengembangkan kemampuan komunikasi tapi juga belajar menyelesaikan masalah secara bersama. Penggunaan blog dimaksudkan sebagai sarana bagi guru untuk memonitor kegiatan siswa dan menciptakan lingkungan belajar yang bersinergi dengan perkembangan teknologi. Di samping itu, blog juga dapat memotivasi siswa dalam menulis dan menjadi sarana untuk mempublikasikan hasil tulisan siswa secara luas.

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Finally, she realizes there are some mistakes found in the paper. Therefore, constructive comments, suggestions and criticisms are truly invited from the readers for the improvement of this paper.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is increasingly important in our global live today. It can be seem from the purpose in producing a text. Some people write for making a letter or e-mail. The others type in order to apply for seeking job. Scholars make a paper to complete their study. Even, making a shopping list can be an aim to write. In the past life, the history of a civilization could be recognized from its text. It can be assumed how writing has played a crucial part in human's communication. Writing has taken crucial part in human communication both personal and professional.

Looking at its role, it is clearly understood why government puts writing skill as one of language skills that has to be mastered by the students. The government puts English as one of subjects in the curriculum of education. The newest curriculum, KTSP, provides standard of competencies for writing and the other skills. It becomes an indicator of the success of teaching- learning process. It has also shown that the students are really required to have high competency in writing skill.

However, based on the writer's experience during Teaching Practice, writing is just become a post activity. The students are used to produce a text related with the genre they have discussed before. However, they are not advised how to make a good writing. In fact, students need structure, they need models to

practice, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real purposes and real audiences (Rodrigues in Nunan: 1999, p. 273). Without any guidance, students could find that writing is a daunting task.

On the other hand, teacher seems to ignore the concept in teaching writing itself. Teacher should realize that writing is a language skill that put combination of process and product during its learning process. It means that both process and product are essential components in writing instruction (Tompkins: 2000). The teacher should cover the combination to reach a good writing activity.

The phenomenon above shows that teacher tends to focus the writing skill on the final product itself without continuing with any discussion about the text. However, when concentrating on the product, the teachers are only interested in the aim of a task and in the end of product (Harmer: 2007, p. 325). This attitude will lead the students' understanding of writing itself. The students might realize that writing can be done in short time. Besides, the students have to understand that the difficulty of writing could not be solved only in slight way.

Richards and Renandya (2002, p. 303) states that the difficulty of writing lays not only in generating and organizing ideas, but also in translating the ideas into readable text. In addition, the difficulty could be face during process of writing.

On the other hand, the process of writing itself has five basic stages- prewriting, drafting, revising, editing and publishing. Moreover, it requires a recursive procedure that means it will be a re-prewriting, re-drafting, re-revising,

and re- editing. Of course, this approach views writing as a complex process that requires period of time. Harmer (2007, p. 326) states that process of writing will take much time. He also adds that the teacher will find it is difficult to give enough time to the process.

Surely, there is times when the process is not appropriate, either because the limitation of classroom time or the boredom of students in composing a text. The boredom of students could appear if the teacher does not motivate the students to write. Besides, previous language skills like listening, speaking, and reading requires less process than writing. This possibility could be a reason why teacher just assign the student to write in straight away. These phenomena present how writing has become a daunting task for both teacher and students.

However, teachers have a high responsibility to cover the problems. Besides managing a teaching procedure in writing which has a good writing instruction, teacher also has to provide a tool to increase the students' interest in writing. It is used for revealing a good learning environment for the students in order to solve the problem that they face. Learning environment itself includes the physical facilities, the academic and emotional, atmosphere, and instructional technology (Smaldino, et al: 2008, p 23). Hence, teacher is asked to set up an atmosphere of learning within enhancement of social interaction among the students, and the use of technology.

Graham and Perrin (2007) argue that collaborative writing is one of the eleven element of effective adolescent writing instruction. Since it requires the students to work together, collaborative approach can be used

to face the problems in teaching writing. Collaborative approach takes the students to work together -- for example, when they help each other with homework. Mixed-skill groups can be especially helpful to students in developing their social abilities.

It deals with Harmer (2007: p. 329) who say that writing reviews can be greatly enhanced by having students write in pairs or groups. He also adds that writing in groups can be greatly motivating for students, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment (Harmer :2007, p. 329). Moreover, collaborative learning can take any place.

However, setting a collaborative atmosphere for the student is not easy. Teacher has to set a media that can control the students' active discussion in any place. Harmer (2007: pp 329) suggests that collaborative writing is immensely successful if students are writing on a computer. One of computer technology that can be used is internet. The growth of internet today has increased global access to information and has contributed to the dominance of English as an international language. Therefore, teachers should implement the use of internet in collaborative learning as a dimension in teaching learning.

Also, Braire in Weigle (2004) states that the increase in student-student interaction that is afforded by networked classroom promotes language acquisition can facilitate better writing skill. Student can post their own contributions onto the web so that others can comment and react in writing to what they have to say.

One of internet features which can be used in collaborative writing activities for students is blog. Blog, which is shortened from weblog, are

electronic journals that allow the user to keep records of their writing on a website (Johnson, 2004). The features in blog can promote students interaction in collaborative writing. Students can present their comment to their friends' task on journal. This activity can train the students to do peer editing in writing.

Moreover, students could interact with their real audiences. Audience is essential to the creation of a text and the generation of meaning (Grabe and Kaplan in Raith: 2009, p. 278). Also, teacher can monitor the students' interaction not only in formal class but out of class, too. Moreover, blog can be a media to publish the students writing. This paper will examine possible activities that can be applied in order to create collaborative writing activities via blog.

B. Limitation of the Problem

As it is mentioned above, teacher should find an appropriate tool that may encourage students to learn writing more. Using blog in collaborative writing activities is assumed an effective and attractive media for the students. Here, the writer tries to use blog within collaborative students- working in teaching writing to high school students. Hence, this paper focuses on the use collaborative learning activities via blog in teaching writing to senior high school students.

C. Formulation of the Problem

The study is formulated as follows:

1. How can collaborative writing activities via blog be implemented to teach writing to senior high school?
2. What are the advantages of applying collaborative writing activities via blog in teaching report text?

D. Purpose of the Study

The purpose of the study is to explain:

1. How collaborative writing activities via blog can be applied to teach writing to senior high school
2. The advantages of applying collaborative writing activities via blog in teaching writing to senior high school

E. Significance of the Study

It is expected that this paper may give contribution to the readers about the use of blog in collaborative activities to teach writing. Furthermore, it is hoped that it will be useful for English teacher to creatively use blog as an alternative media in teaching writing. Also, applying collaborative activities is recommended when teaching writing. Next, the writer hopes that this study will be useful for school institutions so they can be responsive to the advance of technology and make use of it for educational purpose. Finally, the writer hopes to enlarge her knowledge about writing by doing this study.