

# **THE USE OF BLOG (WEBLOG) IN TEACHING WRITING SKILL FOR EFL CLASS**

(Pre-Experimental Research at Eleventh Grade of MAN 10 Jakarta)

## **A PAPER**

Submitted to the English Education Department as a Partial Fulfillment of the  
Requirements for the *Sarjana* Degree



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2018 A.D./1440 A.H.  
STATEMENT OF ORIGINALITY**

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the *Sarjana* degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance with the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, December 19<sup>th</sup>, 2018

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## Abstract

**IntanAzkiyah.152301892.** 2018. The Useof Blog (Weblog) in Teaching Writing Skillfor EFL Class (Pre-Experimental Research at Eleventh Grade of MAN 10 Jakarta). Advisers: As'ari, S.S., M.Si.and Dr. Hj. Anita, S.S., M.Pd.

The aims of this research are 1) to describe the students' writing skill of analytical exposition text before and after using blog. 2) to describe teaching and learning of writing analytical exposition text using blog. 3)to analyze the impact of blog in writing analytical exposition text. This research conducted at the 11<sup>th</sup> grade of MAN 10 Jakarta. This research uses a pre-experimental research method. The data isgathered through observation and test. The use of observation is to describe teaching and learning using blog. The tests are Pre-Test and Post-Test of writing analytical exposition text. The sample of this research is 21 students from the 11<sup>th</sup> grade of MAN 10 Jakarta. The calculation of this research conducted through SPSS and Microsoft Excel. The research finding shows that 1) all of the average score percentages of students' writing analytical exposition text in the pre-test is 67.15%, high categories. Meanwhile, all of the average score percentagesof students' writing analytical exposition text in the post-test is 78.27%, high categories. 2) all of the score percentage of teaching and learning analytical exposition text using blog in the first meeting is 66.68%, high categories. Meanwhile, all of the score percentage of teaching and learning analytical exposition text using blog in the second meeting is 67.16%, high categories. 3) the impact of blog in writing analytical exposition text. The result of this research shows that the students' writing skill of analytical exposition text in the post-test higher than the pre-test. It means blog has an impact on students' writing analytical exposition text.

Keywords: analytical exposition text; blog; writing skill.

## **THE ADVISERS' APPROVAL**

This is to certify

That the undergraduate research paper of IntanAzkiyah entitled “**THE USE OF BLOG (WEBLOG) IN TEACHING WRITING SKILL FOR EFL CLASS (Pre-Experimental Research at Eleventh Grade of MAN 10 Jakarta)**” has been approved by the research paper advisers for further approval by the Board of Examiners.

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## **DEDICATION**

This Research Paper dedicated to:

The writers' beloved parents as her first respected teachers:

**Dr. Supardi, M.Pd., Ph.D.**

**And**

**Siti Maryam, S.Pd.I**

## MOTTO

مَنْ عَرَفَ بُعْدَ السَّفَرِ اسْتَعَدَّ

“Barangsiapayang tahujauhnyaperjalanan, makabersiap-siaplahia”



## **A Brief Biography**

The writer, IntanAzkiyah, was born in Jakarta, on September 6<sup>th</sup>, 1997. She is the first child, out of four of Dr. Supardi, M.Pd., Ph.D. and Siti Maryam S.Pd.I. She finished her elementary education at SDN Joglo 08 Pagi Jakarta in 2009, whereas her junior high education were respectively finished at SMP N 206 Jakarta in 2012 and in 2015 she was graduated from senior high education at Daar el-Qolam Islamic Boarding School, Pangkat, Jayanti, Tangerang, Banten. Three years later, i.e. in 2015, she continued her education program of English Education Department, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin Banten.

## ACKNOWLEDGEMENT

*In the name of Allah, the most Gracious and the most Merciful.*

There is no valuable word to be said but all praises to be Allah, the almighty God, who has sent Muhammad, Peace be upon him, to be His prophet and messenger for people all over the world. The writer realizes and feels very sure that without His blessing, mercy and guidance, it would be possible for me myself to finish the paper.

Herewith I would like to express her profound gratitude, more than she can express, to:

1. The Rector of the State Islamic University Sultan Maulana Hasanuddin Banten, Prof. Dr. H. Fauzul Iman, M.A.
2. The Dean of Education and Teacher Training Faculty, Dr. H. Subhan, M.Ed.
3. The Head of English Education Department, Dr. H. Abdul Mu'in, S.Ag., M.M.
4. My Advisers, As'ari, S.S., M.Si, and Dr. Hj. Anita, S.S., M.Pd, who have spent their valuable time for giving the motivation, correction, and invaluable criticism in conducting the research.
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8. All of my family especially for my beloved parents, my siblings and all of those who have helped her, who are not mentioned personally here, without their patience, guidance and motivation this paper could never be written.

Serang, December 19<sup>th</sup>, 2018

The Writer

# TABLE OF CONTENTS

STATEMENT OF ORIGINALITY .....	ii
ABSTRACT .....	iii
THE ADVISERS' APPROVAL .....	iv
THE ADVISERS' ACKNOWLEDGMENT .....	v
THE BOARD OF EXAMINERS' APPROVAL .....	vi
DEDICATION .....	vii
MOTTO .....	viii
BRIEF BIOGRAPHY .....	ix
ACKNOWLEDGEMENT .....	x
TABLE OF CONTENT .....	xii
LIST OF TABLES .....	xv
LIST OF APPENDIX TABLES .....	xx
LIST OF APPENDIX .....	xxiv

## CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Identification of the Problem .....	4
C. Limitation of The problem .....	5
D. Research Question .....	5
E. Objectives of The Study .....	5
F. Significance of The Study .....	6
G. Hypotheses of The Research .....	6
H. Writing Organization .....	6

## CHAPTER II THEORETICAL FOUNDATION

A. Theoretical Framework.....	8
1. Writing Skill .....	8

2. Analytical Exposition Text.....	16
3. ICT in English Language Teaching and Learning.....	17
B. Relevant Research Study.....	24
C. Conceptual Framework .....	28

### **CHAPTER III RESEARCH METHOD**

A. Research Method .....	30
B. Place and Time of Research .....	32
C. Population and Sample .....	32
1. Population .....	32
2. Sample .....	32
D. Research Instrument .....	33
1. Pre-test .....	33
2. Post-test .....	33
E. Technique of Data Collecting .....	34
1. Observation .....	34
2. Test .....	34
F. The Technique of Data Analyzing .....	35

### **CHAPTER IV RESULT AND DISCUSSION**

A. Data Description .....	38
1. Writing Skill of Analytical Exposition Text.....	38
2. Teaching Learning Analytical Exposition Text Using Blog.....	52
B. Analysis Data .....	135
1. Test of Normality .....	135
2. Test of Homogeneity .....	138
C. Test of Hypothesis .....	141
D. Data Interpretation .....	145
1. Writing Skill Pre-test and Post-test Teaching Learning Using Blog	145

2. Teaching Learning Analytical Exposition Text Using Blog .....	157
3.The Impact of Teaching Learning Writing Analytical Exposition Text Using Blog .....	150
 <b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	153
B. Suggestion .....	156
 <b>BIBLIOGRAPHY .....</b>	
<b>APPENDIXES .....</b>	<b>160</b>

## LIST OF TABLES

Table 2.1	The Criteria and Score of Content for Assessing Writing .....	13
Table 2.2	The Criteria and Score of Organization for Assessing Writing .....	13
Table 2.3	The Criteria and Score of Vocabulary for Assessing Writing .....	14
Table 2.4	The Criteria and Score of Language Use for Assessing Writing .....	15
Table 2.5	The Criteria and Score of Mechanics for Assessing Writing .....	15
Table 3.1	One Group Pretest-Posttest Design .....	31
Table 4.1	Students' Content Score of Pre-Test .....	39
Table 4.2	Students' Organization Score of Pre-Test.....	40
Table 4.3	Students' Vocabulary Score of Pre-test.....	41
Table 4.4	Students' Language Use Score of Pre-Test .....	42
Table 4.5	Students' MechanicsScore of Pre-test.....	44
Table 4.6	All of The Students' Score of Pre-Test.....	45
Table 4.7	Students' Content Score of Post-Test.....	46
Table 4.8	Students' Organization Score of Post-Test.....	47
Table 4.9	Students' Vocabulary Score of Post-test.....	49

Table 4.10	Students' Language Use Score of Post-Test.....	50
Table 4.11	Students' MechanicsScore of Post-test.....	51
Table 4.12	All of The Students' Score of Post-test .....	52
Table 4.13	Orientation of Introduction Activity Teaching-Learning First Meeting (Students' Observation).....	53
Table 4.14	Orientation of Introduction Activity Teaching-Learning FirstMeeting (Teachers' Observation) .....	55
Table 4.15	Apperception Activity Teaching-Learning Introduction (Students' Observation) .....	56
Tabel 4.16	Apperception Activity Teaching-Learning Introduction (Teachers' Observation) .....	57
Table 4.17	Motivation Activity Teaching-Learning Introduction (Students' Observation) .....	58
Table 4.18	Motivation Activity Teaching-Learning Introduction (Teachers' Observation) .....	59
Table 4.19	Giving Reference Teaching Learning Activity Part Indtroduction (Students' Observation) .....	60
Table 4.20	Giving Reference Teaching Learning Activity Part Indtroduction (Teachers' Observation) .....	61
Table 4.21	Pre-test Activity Teaching-Learning Introduction (Students'	



	Observation) .....	62
Table 4.22	Pre-test Activity Teaching-Learning Introduction (Teachers' Observation) .....	64
Table 4.23	Simulation of Main Teaching Learning Activity in The First Meeting (Students' Observation) .....	65
Table 4.24	Simulation of Main Teaching Learning Activity in The First Meeting (Teachers' Observation) .....	68
Table 4.25	Problem Statement Main Activity Teaching and Learning First Meeting (Students' Observation) .....	69
Table 4.26	Problem Statement Main Activity Teaching and Learning First Meeting (Teachers' Observation) .....	70
Table 4.27	Data Collection Teaching Learning Main Activity in The First Meeting (Students' Observation) .....	71
Table 4.28	Data Collection Teaching Learning Main Activity in The First Meeting (Teachers' Observation) .....	74
Table 4.29	Data Processing of Main Activity Teaching Learning in The First Meeting (Students' Observation).....	75
Table 4.30	Data Processing of Main Activity Teaching Learning in The First Meeting (Teachers' Observation) .....	76

Table 4.31	Verification of Main Activity Teaching and Learning in The First Meeting (Students' Observation) .....	77
Table 4.32	Verification of Main Activity Teaching and Learning in The First Meeting (Teachers' Observation) .....	79
Table 4.33	Generalization Through Communication Main Activity of Teaching Learning in The First Meeting (Students' Observation) .....	80
Table 4.34	Generalization Through Communication Main Activity of Teaching Learning in The First Meeting (Teachers' Observation) .....	82
Table 4.35	Generalization Through Creativity Main Activity of Learning and Teaching in The First Meeting (Students' Observation) .....	83
Table 4.36	Generalization Through Creativity Main Activity of Teaching Learning First Meeting (Teachers' Observation) ....	85
Table 4.37	Last Part Activity Teaching-Learning(Students' Observation) .....	86
Table 4.38	Last Part Activity Teaching-Learning (teachers' Observation) .....	88

Table 4.39	All of The Main Activity Teaching Learning in The First Meeting (Students' Observation) .....	90
Table 4.40	All of The Main Activity Teaching Learning in The First Meeting (Teachers' Observation) .....	92
Table 4.41	Orientation of Activity Teaching Learning Introduction second Meeting (Students' Observation) .....	94
Table 4.42	Orientation of Activity Teaching Learning Introduction Second Meeting (Teachers' Observation) .....	95
Table 4.43	Apperception Teaching Learning Activity Introduction Second Meeting (Students' Observation) .....	96
Table 4.44	Apperception Teaching Learning Activity Introduction Second Meeting (Teachers' Observation) .....	97
Table 4.45	Motivation Activity Learning and Teaching Second Meeting (Students' Observation) .....	98
Table 4.46	Motivation Activity Learning and Teaching Second Meeting (Teachers' Observation) .....	99
Table 4.47	Giving Reference Teaching Learning Activity Part Indtroduction (Students' Observation) .....	100
Table 4.48	Giving Reference Teaching Learning Activity Part Indtroduction (Teachers' Observation) .....	

		102
Table 4.49	Simulation of Main Teaching Learning Activity in The Second Meeting (Students' Observation) .....	103
Table 4.50	Simulation of Main Teaching Learning Activity in The Second Meeting (Teachers' Observation) .....	105
Table 4.51	Problem Statement Main Activity Teaching and Learning Second Meeting (Students' Observation) .....	107
Table 4.52	Problem Statement Main Activity Teaching and Learning Second Meeting (Teachers' Observation) .....	107
Table 4.53	Data Collection Teaching Learning Main Activity in The Second Meeting (Students' Observation) .....	108
Table 4.54	Data Collection Teaching Learning Main Activity in The Second Meeting (Teachers' Observation) .....	111
Table 4.55	Data Processing of Main Activity Teaching Learning in The Second Meeting (Students' observation) .....	113
Table 4.56	Data Processing of Main Activity Teaching Learning in The Second Meeting (Teachers' observation) .....	114
Table 4.57	Verification of Main Activity Teaching and Learning in The Second Meeting (Students' Observation) .....	115

Table 4.58	Verification of Main Activity Teaching and Learning in The Second Meeting (Teachers' Observation) .....	117
Table 4.59	Generalization Through Communication Main Activity of Teaching Learning in The First Meeting (Students' Observation) .....	118
Table 4.60	Generalization Through Communication Main Activity of Teaching Learning in The First Meeting (Teachers' Observation) .....	120
Table 4.61	Generalization Through Creativity Main Activity of Learning and Teaching in The First Meeting (Students' Observation) .....	121
Table 4.62	Generalization Through Creativity Main Activity of Learning and Teaching in The First Meeting (Teachers' Observation) .....	123
Table 4.63	Closing of Last part Activity Teaching Learning Second Meeting (Students' Observation) .....	124
Table 4.64	Closing of Last part Activity Teaching Learning Second Meeting (Teachers' Observation) .....	126
Table 4.65	Post-test Activity Teaching Learning (Students' Observation) .....	

		128
Table 4.66	Post-test Activity Teaching Learning (Teachers' Observation) .....	130
Table 4.67	All of The Main Activity Teaching Learning Second Meeting (Students' Observation) .....	131
Table 4.68	All of The Main Activity Teaching Learning Second Meeting (Teacher Observation) .....	133
Table 4.69	Summary of Analysis Data Normality Test with Error Estimates .....	135
Table 4.70	Summary Analysis Normality Test Data with Error Estimates .....	136
Table 4.71	Summary Variance Homogeneity Test $X_1$ on $X_2$ .....	138
Table 4.72	Summary Variance Homogeneity Test $X_1$ on $X_2$ .....	139
Table 4.73	Hypothesis Test Results and Pre-Test Score Significance Test and Post-Test of Learning Process Using Blog .....	141
Table 4.74	The Average and Level of Achievement Percentage Persentase Pre-Test and Post-Test Writing Analytical Exposition Text Using Blog in The Teaching .....	142
Table 4.75	Comparing of Score and Percentage Pre-test – Post-Test Writing Skill An Analytical Exposition Text .....	

### **LIST TABLES OF APPENDIX**

Table A.3.1	The Students' Score of Pre-test .....	191
Table A.3.2	The Students' Score of Post-Test .....	192
Table A.3.3	Data of Teaching and Learning Using Blog First Meeting (Students' Observation) .....	193
Table A.3.4	Data of Teaching and Learning Using Blog Second Meeting (Students' Observation) .....	194
Table A.3.5	Data of Teaching and Learning Using Blog First Meeting (Teacher's Observation).....	

		195
Table A.3.6	Teaching Learning Using Blog Second Meeting Data. (Teachers' Observation) .....	201
Table A.6.1	Regression Model Calculate Helper Writing Skill of Analytical Exposition Text .....	222
Table A.6.2	Normality Data of Writing Skill Analytical Exposition Text .....	223
Table A.6.3	Test of Normality Data of Writing Skill Analytical Exposition Text .....	224
Table A.6.4	Regression of Model Calculate Helper Teaching Learning Writing Skill An Analytical Exposition Text Using Blog ..	225
Table A.6.5	Data of Normality Teaching Learning Writing Skill of An Analytical Exposition Text Using Blog .....	226
Table A.6.6	Test of Normality Data Teaching Learning Writing Skill Analytical Exposition Text Using Blog .....	227
Table A.6.7	Homogeneity Test of Wrting Skill Analytical Exposition Text Pre-Test – Post-test Data .....	228
Table A.6.8	Homogenity Calculation of Writing Skill Analytical Exposition Text Pre-Test – Post-test .....	229
Table A.6.9	Homogeneity Test of Teaching Learning Wrting Skill Analytical Exposition Text Using Blog Data .....	231



Table A.6.10	Homogeneity Calculation of Teaching Learning Writing Skill Analytical Exposition Text Using Blog First Meeting – Second Meeting.....	232
Table A.7.1	Helping Test Of Hypotetic Impact Teaching Leraning Using Blog of Writing Skill Analytical Exposition Text ....	234
Table A.8.1	The vast under the curves normal standard from O to Z (The number in the list expressed the decimal) .....	236
Table A.8.2	Critical Value of L To Liliefors Test .....	237
Table A.8.3	Critical Value of L To Liliefors Test .....	238
Table A.8.4	Percentil Value To t Distibution .....	239

## LIST OF APPENDIX

Appendix 1	Lesson Plan Activity .....	160
Appendix 2	Research Instrumen.....	181
Appendix 3	Research Data .....	191
Appendix 4	Example of Students' Writing Analytical Exposition Text and Scoring .....	196
Appendix 5	Example of Check List Observation Teacher and Students .....	198
Appendix 6	Test of Classic Assumption.....	222
Appendix 7	Test Of Hypotetic Impact Teaching Leraning Using Blog of Writing Skill Analytical Exposition Text .....	234
Appendix 8	Statistic Table .....	236
Appendix 9	Guidance Paper Task Letter .....	240
Appendix 10	Research Permit Letter .....	242
Appendix 11	Consultation Book .....	243
Appendix 12	Information of Research Activity Letter .....	248

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is an international language that is used as a mutual language for communication, learn, and express argument between the informants and the listener or the readers. Learning English is a complex thing for the English as a foreign language class. They are not accustomed to use English in their daily lives. Therefore, students must master all of the language skills in learning English. There are four kinds of language skill: Writing, Listening, Speaking and Reading. From these four language skills, writing is an ability related to other abilities. If we don't have the skill in listening, reading and speaking we cannot express our ideas in writing. Harmer stated that "Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English".<sup>1</sup>

Writing is a progression that takes time. To make a good writing is not an easy way. Before completing a final draft, a writer should pass some procedures (writing process), such as: Prewriting, Writing (outlining, developing outline, proofreading) and Rewriting (revising and final drafting).

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<sup>1</sup> Jeremy Harmer, *How to Teach Writing*. (Longman: Pearson Education Limited, 2004), 31.

Writing is fun learning activity. However Akhid Luthfian stated that:

“... in the learning process, writing becomes a problem for the students of the first grade of senior high school observed. In SMA N 7 Purworejo, there are some problems that relate to the English writing process. The students have low competency in writing; their understanding about aspects of writing is poor. Their knowledge of grammar, diction, and cohesion and coherence are not used appropriately. Students’ sentences often contain a lot of grammatical errors, especially in using tenses. Learners need to improve their knowledge on diction. They have difficulties in taking words to the context when developing sentences, so they cannot compose a good paragraph”.<sup>2</sup>

Therefore an English teacher has to use the best method in the learning process of writing. Especially in this globalization era we can more easily explore the internet. We can download, upload, research and collect educational information in many teaching and learning situations, and most sites in English more available than ever before. One of the features that the Internet provides is blog which can be used in English as a foreign language class. Many theories and research proves the effectiveness of Blog (Weblog) in teaching writing skill. The result of research conducted by Akhmad Fauzan showed that the blogging strategy has proven that it can help students improve writing skills.<sup>3</sup>

Galien and Bowcher stated that “Blog is a fairly new tool for written communication and interaction and appear in many different languages”.<sup>4</sup> Many

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<sup>2</sup> Akhid Luthfian, “Improving Student’s Writing Skill Through English Web Blog Among Year X Students of SMA Negeri 7 Purworejo in The Academic Year of 2010/2011”, (Tesis Magister, Yogyakarta State University, 2011), p. 1.

<sup>3</sup> Akhmad Fauzan, “Increasing Student’s Writing Skills by Utilizing Blogs”, (A Lecturer of University of Palangka Raya, 2012), p. 9.

<sup>4</sup> Patricia Galien and Wendy L. Bowcher, “Using Blogs in ESL/EFL Teaching and Teacher Training”, *Asian EFL Journal. Professional Teaching Articles*, Vol. 42, (February, 2010), 6.

kinds of blog for example research blog, academic blog and so on. Blog is an alternative to students in the learning process because blog is the computer literacy. Meanwhile, Stuart A. Selber stated that “Computer literacy is certainly a worthwhile project for teachers of writing and communication”.<sup>5</sup> Teachers obligated to prepare the students for facing the digital ages. So, writing will be not just paper and pencil/pen only. Zhang described that:

“... the combination of several factors that have created the uniqueness of the blog as follows: Blogs do not require any sophisticated software, blog offer several security options, many blogs are written by only one author, blog disregard the status of users, blog entries are generally written like a letter to someone, blogs has an auto-archiving feature and blog content can be distributed via subscriptions (RSS)”.<sup>6</sup>

This paper conducted in MAN 10 Jakarta at Joglo, Kembangan, Jakarta Barat. In the learning English as a foreign language students have the difficulties, especially in writing. Based on the English teacher statement in this school, students have the difficulties in developing their writing because of the students’ limited vocabulary and tenses. It may cause of many factors, such as students condition, teaching media, the environment, etc. Therefore, the writer is motivated to conduct the research about teaching writing using blog. Students can use blog as an electronic device that can simply and obviously show the development of their writing. With online blog publishing, students can have the occasion to write for readers outside of their classmates around the world who can also provide input on

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<sup>5</sup> Stuart A. Selber, *Multiliteracies for a Digital Age*, (Southern Illinois University Press, 2004), 4.

<sup>6</sup> Di Zhang, “The Application of Blog in English Writing”, *Journal of Cambridge Studies*, Vol. 4, No. 1, (2009), 65-66.

the writings. Besides this school supported the facilities such as the language laboratory that is connected to the internet which will make it easier for the writer and students in the learning process.

Referring to the description above, the writer conducted a research entitled: **THE USE OF BLOG (WEBLOG) IN TEACHING WRITING SKILL FOR EFL CLASS (Pre-Experimental Research at Eleventh Grade of MAN 10 Jakarta)**. The writer optimisms blog can be facilitate students for interactive learning and can advance students' motivation in writing skill.

## **B. Identification of the Problem**

Based on the background of the study about the use of blog in teaching writing skill, the writer identified some conditions that promote the research problem there are:

1. Writing becomes a problem for the students of English Foreign Language.
2. Traditional teaching method still used which focuses only on teacher's performance.
3. They have difficulties in taking words to the context when developing sentences because of their limited vocabulary.

### **C. Limitation of The problem**

The writer limits the discussion on teaching writing skill using blog at eleventh grade of MAN 10 Jakarta. Joglo, Kembangan, Jakarta Barat in Academic year 2018/2019.

This research is trying to teach writing skill especially in teaching writing *Analytical Exposition Text*. The writer intends to know whether the impact of blog in teaching writing skill.

### **D. Research Question**

The problems of this research are formulated as the follows:

1. How is students' writing skill at the eleventh grade of MAN 10 Jakarta?
2. How is Weblog applied in teaching writing skill?
3. How is the impact of Weblog in teaching writing skill?

### **E. Objectives of The Study**

The objectives of this research are:

1. To describe the students' writing skill at the eleventh grade of MAN 10 Jakarta.
2. To describe Weblog applied in teaching writing skill.
3. To analyze the impact of Weblog in teaching writing skill.

## **F. Significance of The Study**

### 1. Theoretically

It becomes source information for English teacher, particularly about Blog in teaching writing skill.

### 2. Practically

It can give students a lot of new experiences to be a good writer in order that they will be more interested and enjoy in learning writing skill.

## **G. Hypotheses of The Research**

Based on the research question above, the hypotheses of this research are as follows:

1. Null Hypotheses ( $H_0$ ): There is no significant impact of teaching writing analytical exposition text using blog (weblog).
2. Alternative Hypotheses ( $H_1$ ): There is a significant impact of teaching writing analytical exposition text using blog (weblog).

## **H. Writing Organization**

In order to make this research easy to follow, the writer organizes it as follows:

In the first chapter, this research consists of introduction that concludes about the background of study, identification of the problem, limitation of the



problem, research question, objective of the study, significance of the study, hypotheses of the research and writing organization.

In the second chapter, this research consists of; review of the related theories, literature review and conceptual framework. It concludes of an overview of writing, analytical exposition text and ICT in English Language Teaching and Learning: the history of blog, definition of blog, parts of blog, advantage and disadvantage of blog, the use of blog in the learning process.

In the third chapter, this research consists of; methodology of research, which concludes of place and time of the research, method and research design, population and sample, instrument of the study, technique of collecting the data and data analysis technique.

In the fourth chapter, this research consists of; the result of the research, which consists of description of the data research, analysis data, test of hypothesis and interpretations of the data research.

In the last chapter, the writer will provide the conclusion and suggestion.

# CHAPTER II

## THEORETICAL FOUNDATION

### A. Theoretical Framework

#### 1. Writing Skill

##### a. Definition of Writing

Writing is one of the four language skills: reading, writing, listening and speaking. Writing is one of English skill that takes time to understand. By writing, we can deliver our idea, argument or opinion to everyone. Harmer stated that “Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English”.<sup>7</sup>

In addition, Iin Kurnia stated that “Writing is a way of thinking; express the ideas in written form in order to create an act of communication between the writer and the reader. It is a way to create information and images in a reader’s mind.”<sup>8</sup>

To sum up, writing is a process that must be well prepared, starting from prewriting, writing and rewriting. To be a good writer, the writer should follow some accomplishments from doing the writing process and practice it repetitively.

Even though writing is an essential skill to acquire by students, they still have difficulties in mastering it. In this case, it is quite difficult to master writing, especially for EFL students in Indonesia, since there are some differences between

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<sup>7</sup> Jeremy Harmer, *How to Teach Writing* (Longman: Pearson Education Limited, 2004), 31.

<sup>8</sup> Iin Kurnia, “The Effectiveness of Blog Towards Student’s Accuracy and Complexity in Writing Narrative Text”, (Skripsi, State University of Jakarta, 2015), p. 7.

*Bahasa* and English such as structural and grammatical terms and styles. In addition, the students need an ability to translate or transform the meaning from *Bahasa* to English context in order not to make the result of the writing awkward, and to enable the text make sense when it is read by people especially native speakers.<sup>9</sup> EFL Student's need the guidance from the teacher in learning writing skill based on the right segments that valued in writing. Students will understand what they have written and know the message of their written by teacher guidance.

## **b. The Kinds of Writing**

Thomas Kane said that there are four kinds of writing:<sup>10</sup>

### 1) Exposition

Exposition is the writing that explains the information and understanding meanings. It includes editorials, essay, informative and instructional material.

### 2) Description

Description is the writing that describe the things. It may also to produce a visual image of people, places, times of day, or reasons.

### 3) Narration

Narration is the form of writing used to relate the story of fact or events. Such as novels, short stories.

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<sup>9</sup> Ariyanti, "The Teaching of EFL Writing in Indonesia", *Dinamika Ilmu*, Vol. 16, No. 2, (December, 2016), 264.

<sup>10</sup> Thomas Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley books, 2000), 6-7.

#### 4) Persuasion

Persuasion is the writing that includes the authors' opinion. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof.

Based on the explanation above that writing has many kinds, but in this research paper, the writer took about Writing Exposition Text. Such as editorials, essay, informative and instructional material.

#### **c. The Process of Writing**

Writing is a process. To produce a good writing is not an easy way. Before completing a final draft, the writer should pass some procedures, such as; pre-writing, writing, and re-writing (writing process). According to Andrew P. Johnson said that there are five steps to the writing process.<sup>11</sup>

##### 1) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

##### 2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve

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<sup>11</sup>Andrew P. Johnson. *Teaching reading and writing, A Guidebook for Tutoring and Remediating Students* (USA: 2008), 179-180.

just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

### 3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stages like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

### 4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: the quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

One last thing about the editing phase: real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

## 5) Publishing and sharing

This is where students' writing has shared an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspaper, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

Based on the statement above, we must follow all the writing process to write a good paragraph. They are; prewriting, writing (drafting, revising and editing) and rewriting (publishing and sharing). In this process, the students allowed making their written as good as possible and then they could have produced it.

### **d. Criteria for Assessing Writing**

The teacher needs assessing scoring to know students writing skill and also as a gift of their struggle. Sara Causing Weigle stated that scoring profile based on Jacob *et. Al* (1981), as follows: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and mechanics (2-5).<sup>12</sup>

Every score from the criteria for assessing writing showed: Table 2.1, Table 2.2, Table 2.3, Table 2.4 and Table 2.5.

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<sup>12</sup> Sara Causing Weigle. *Assesing Writing* (Cambridge: Cambridge University Press, 2002), 116.

**Table 2.1**

**The Criteria and Score of Content for Assessing Writing**

<b>Level</b>	<b>Criteria</b>
30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic
26-22	GOOD TO AVERAGE; some knowledge of subject, adequate range, limited development of thesis, relevant to assigned topic, but lacks detail
21-17	FAIR TO POOR; limited knowledge of subject, little substance, inadequate development of topic.
16-13	VERY POOR; does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

**Table 2.2**

**The Criteria and Score of Organization for Assessing Writing**

<b>Level</b>	<b>Criteria</b>
20-18	EXCELLENT TO VERY GOOD; fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
17-14	GOOD TO AVERAGE; somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13-10	FAIR TO POOR; non-fluent, ideas confused or disconnected,

	lacks logical sequencing and development
9-7	VERY POOR; does not communicate, no organization, or not enough to evaluate

**Table 2.3**

**The Criteria and Score of Vocabulary for Assessing Writing**

<b>Level</b>	<b>Criteria</b>
20-18	EXCELLENT TO VERY GOOD; sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
17-14	GOOD TO AVERAGE; adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	FAIR TO POOR; limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
9 – 7	VERY POOR; essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate

**Table 2.4**

**The Criteria and Score of Language Use for Assessing Writing**

<b>Level</b>	<b>Criteria</b>
25-22	EXCELLENT TO VERY GOOD; effective complex constructions, few errors of agreement, tense, number, word



	order/function, articles, pronouns, prepositions
21-18	GOOD TO AVERAGE; effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
17-11	FAIR TO POOR; major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
10-5	VERY POOR; virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

**Table 2.5**

**The Criteria and Score of Mechanics for Assessing Writing**

<b>Level</b>	<b>Criteria</b>
5	EXCELLENT TO VERY GOOD; demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
4	GOOD TO AVERAGE; occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	FAIR TO POOR; frequent errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
2	VERY POOR; no mastery of conventions, dominated by errors

	of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
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Score: Content + Organization + Vocabulary + Language use + Mechanics.<sup>13</sup>

Based on the explanation above, the criteria for assessing writing will help the teacher to make the calculation as a result of students' assignment in the learning process. The five categories consist of contents (30 points), organization (20 points), vocabulary (20 points), the language use (25 points) and mechanics (5 points).

## 2. Analytical Exposition Text

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.<sup>14</sup> The social function of analytical exposition text is to argue the readers to investigate an issue with our perception. The argument and the perception should be supported by proofs and significant information. An analytical exposition text has a function to encouragement readers' thinking. It also collaborate the writer's idea about the phenomenon surrounding. This type of text can be found in speeches, editorials, newspaper articles, essay, political leaflets, letters, and legal defenses.

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<sup>13</sup> Sara Causing Weigle, *Assessing Writing*, 116.

<sup>14</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Machmillan Education Malaysia, 1997), 2-3.

### **a. The Generic Structure of Analytical Exposition Text**

There are three generic structures according to Anderson. Those are as follows:<sup>15</sup>

#### 1) Introductory Statement in Title

Tell about the topic of the essay and the point of view of the authors.

#### 2) Series of Arguments to Convince Audience

Arguments serve to convince the readers, each paragraph must begin with a different argument that related to the previous paragraph and to the thesis statement.

#### 4) Conclusion Reinforces the Authors' Point of View

Restates the thesis statement and reviews what has been stated in the text.

### **b. The Language Features of Analytical Exposition Text**

The language features that are usually found in an analytical exposition text according to Anderson, as follows:<sup>16</sup>

1) The use of words that show the authors' attitude (modality).

2) The use of words that express feelings (emotive words).

3) The use of words to link cause and effect.

## **3. ICT in English Language Teaching and Learning**

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<sup>15</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, 124.

<sup>16</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, 124.

In this globalization era ICT (Information Communication and Technology) become the important things in our live. J.S. Daniels (2002) in Soni Srivastava stated that:

“...ICT’s have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy”.<sup>17</sup>

The computers play significant role in the learning process especially in learning language. Furthermore technology developed rapidly, with the development of technology E-learning arise and bring the innovation to make students and teacher improving language communication in the learning process. E-Learning is a broad set of applications and processes which include web based learning, computer-based learning, virtual and digital classrooms. Much of this is delivered via the internet, intranets, audio and videotape, satellite broadcast, interactive TV, and CD-ROM. The definition of e-learning varies depending on the organization and how it is used but basically it is involves electronic means communication, education, and training.<sup>18</sup>

E-learning can be viewed as computer assisted learning, and as pedagogy for student-centered and collaborative learning. Early developments in e-learning focused on computer assisted learning, where part or all of the learning content is delivered digitally. More recently the pedagogical dimension of e-

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<sup>17</sup> Soni Srivasta, “ICT implementation for Education and Learning”, *IOSR Journal of Research & Method in Education (IOSR-JRME)*. Vol. 6, Issue 4 Ver. IV, (July – Augustus, 2016), [40](#).

<sup>18</sup> Rusman, Deni Kurniawan and Cepi Riyana, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi* (Jakarta: PT Raja Grafindo Persada, 2012), 263.

learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems whether networked learning or not, serve as specific media to implement the learning process”.<sup>19</sup>

Hartoyo also asserted that English language teaching has been shaped by the search for the ‘one best method’ of teaching the language method that is developing is Computer Assisted Language Learning (CALL). Some experts and practitioners of education learning language in CALL, strongly supports the utilization of ICT in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied. In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two sides of the coin inseparable.<sup>20</sup>

#### **a. The History of Weblog**

Blog (Weblog) have been around for over 10 years, but have become more popular since hosting websites such as *Blogger.com* introduced itself in 1999. Blogs function mostly as online journals and their content is traditionally personal. Blogs can be updated at any time using software that allows users with little or no

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<sup>19</sup> Oludare Jethro Olojo, “E-Learning and Its Effects on Teaching and Learning in a Global Age”, *International Journal of Academic Research in Business and Social Sciences*, Vol. 2, No. 1, (2012), 203.

<sup>20</sup> Hartoyo. *Individual Differences in Computer-Assisted Language Learning*. (Semarang: Pelita Insani 2008).

technical background to create, design and maintain the blog.<sup>21</sup> To create a blog, everyone just needs to sign up or register and then they can create a blog without needing special knowledge about language HTML program. At the end of 2002, a blog service called Blogger was acquired by Google. Since then, Blogger services have enabled it to be developed by anyone. Blogger's success as a hosting blog that provides free blogging services is an inspiration for other companies to make similar services.<sup>22</sup>

## **b. Definition of Weblog**

Blog (Weblog) is a website that everybody can make it by themselves. We can create our own blog, add some photos or videos and we can write everything in blog. Galien and Bowcher stated that “blog is a fairly new tool for written communication and interaction and appear in many different languages”.<sup>23</sup> Mynard also gave a description that “a blog (or weblog) is a kind of online diary that has been reported to be a useful tool for language learners for a number of reasons”.<sup>24</sup> From two descriptions above, it can be concluded that a blog (weblog) is an online tool for communication which can be used in learning process for many different language.

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<sup>21</sup> Pinkman, “Using Blogs in the Foreign Language Classroom: Encouraging Learner Independence”, *The JALT CALL Journal*, Vol. 1, No. 1, (2015), 14.

<sup>22</sup> Nandhita, Arie, *Bikin Blog dari Nol Hingga Populer*, (Yogyakarta: Cakrawala, 2012), 12.

<sup>23</sup> Patricia Galien and Wendy L. Bowcher, “Using Blogs in ESL/EFL Teaching and Teacher Training”, *Asian EFL Journal. Professional Teaching Articles*, Vol. 42, (February, 2010), 6.

<sup>24</sup> Jo Mynard, “A blog as a Tool for Reflection for English Language Learners”. *Asian EFL Journal. Professional Teaching Articles*, (November, 2007), 1.

Blog can make students interactive so it allows the students to communicate with their friends, their teacher and another person. There are many features that can be used to support the teaching and learning process. Ali Zaki stated the parts of web blog. They are as follows.<sup>25</sup>

1. Weblog Post

It is the basic features of web blog. Everyone can share everything such as short writing, link, picture, video etc. It is displayed in chronological order.

2. Weblog Comment

The teacher can use it to make many kinds of comments from the material and ask the students to make comments. It is a tool for interaction in weblog.

3. Subscription / RSS

This part provides entry subscriber by giving notifications if there is something new. RSS gives up to date news for the people.

4. Archive and Explore

It is useful to organize and classify the blog content. It usually will be grouped by month and year date. While *explore* is a part that useful to look for blog posts based on entered keywords by the user.

5. Trackback / Pingback

Trackback is a link to a blog or other site that refers to that entry. By using blog will be easier to blogging without having the technical ability as writing HTML code and web programming.

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<sup>25</sup> Ali Zaki, *Optimasi Blogging*, (Jakarta: Elek Media Komputindo, 2008), 7-9.

### **c. Advantages Weblog**

The advantages of blog in an EFL writing class as follows:<sup>26</sup>

1. The use of blog is a supplemental aid to the teacher. The amount of time students use their weblogs is at the discretion of the teacher. Students can use it once a semester to submit a paper, weekly for class assignments and notes, or anything in between.
2. Computers in the classroom are not a prerequisite for the use of blog. Thanks to the affordability of today's computers and high speed Internet access, most students have Internet access at home. Many universities have computer classrooms and computer areas for students to access now.
3. All of the teacher's notes will be viewable together in chronological order. This is very convenient when preparing lessons that build upon previous material taught in the class.
4. It is simple to edit class material if the text can be improved or if something new needs to be added.
5. All student writing samples are kept in one place and can be read from any computer connected to the Internet at any time.
6. Teachers can give collective feedback to the class when a recurring mistake is found by adding entries to a "Writing Feedback" class blog. Additionally, individual feedback can be given to individual student blogs.

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<sup>26</sup> Andrew Johnson, "Creating a writing course utilizing class and student blogs", *The Internet TESL Journal*, 10 (8), 2004. Retrieved December 28, 2018.



7. In order to save time when giving feedback, save a copy of the messages at an additional teacher-only blog. If a class is taught for several years with different students, teachers might be able to recycle these messages. From this blog, the teacher can select the appropriate message to send to a student regarding their feedback to their homework and writing samples.

#### **d. Disadvantages of Blog**

Based on the advantages of the weblog (blog) above, the use of weblog in the teaching and learning process also has the disadvantages. The disadvantages of weblog (blog) in learning as follows:<sup>27</sup>

1. Students can be easily distracted when they can connect to the weblog, because they have access to the virtual world, and the students can forget the task that they are doing.
2. Not all the skills in the language can be applied weblog. Because, learning English using weblog is only conducted in writing skill. It will lack of listening and speaking skill training. Writing may be more casual than traditional assignment.

#### **e. The Use of Blog in The Learning Process**

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<sup>27</sup> Muhammad Fahreza, Zulfadli A. Aziz and Nurul Inayah, "The Use of Weblog in Improving Students' Writing Skill", *Research in English and Education (READ)*, Vol. 2, No. 3, (August, 2017), 20.

Except for the learning method, Media are an important aspect of the learning process. Learning writing using a blog will be a new experience for students. Blog could be a useful tool for students to build communication between student and student and also student and teacher. Students and teacher can build the interaction not only in the class when the learning process but they can interact outside the classroom whenever they wanted.

When students start writing by using blog, blog present, organize, and protect students work as digital portfolios. Because blog archived the old entries and the student's writing progress may be analyzed well. Additionally, students realized their writing will be published; they are typically more motivated to produce better writing. Weblog (blog) basically has a large enough role and is very important for education development. But this also needs to be supported by supporting infrastructure, as well as the readiness of education and students to adapt to internet technology.

## **B. Relevant Research Study**

This research has gotten the inspiration from the previous researcher about teaching writing by using blog as follows;

1. Iin Kurnia has conducted the research from Faculty of Tarbiyah and Teacher's Training by the title "THE EFFECTIVENESS OF BLOG TOWARDS STUDENTS' ACCURACY AND COMPLEXITY IN WRITING NARRATIVE TEXT". The objective of this research was to see the

effectiveness of blog toward students' accuracy and complexity in writing narrative text. The population in this research was Grade XI students of senior high school. The samples were two classes of Grade XI at SMA (Islamic Boarding School) Daar El-Qolam Tangerang. They were classes XI IPA A and XI IPA B. This research used quasi experimental method employing the pre-tests and post-tests to the experimental and control groups. The researcher manipulated the experimental group by using a particular treatment which was the use of weblog, while the control group did not use it. Finally, the researcher measured the dependent variables' effect after the treatments were completely given by using statistical analysis. The data were analyzed using the t-test formula and the result of the study showed that sig. 2 tailed (p) values which were 0.005 for complexity and 0.001 for accuracy. In other words,  $p < \alpha$ . It meant that the  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. It proved that using blog in writing was effective.<sup>28</sup>

2. Akhid Lutfian has conducted the research from Faculty of Languages and Arts by the title "IMPROVING STUDENTS' WRITING SKILL THROUGH ENGLISH WEB BLOG AMONG YEAR X STUDENTS OF SMA NEGERI 7 PURWOREJO IN THE ACADEMIC YEAR OF 2010/2011". The research aimed to identify the steps of using web blog in writing and to investigate the students' writing skill improves significantly through blogging activity. The population in this research was Grade X students of senior high school. The

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<sup>28</sup> In Kurnia, "The Effectiveness of Blog Towards Student's Accuracy and Complexity in Writing Narrative Text", (Skripsi, The State University Syarif Hidayatullah, Jakarta, 2015), p. 49.

sample was one class of Grade X at SMAN 7 Purworejo. They were class X-6 this research used action research. A t-test was used to find out whether the improvement in students' writing skill was significant or not. From the calculation using the SPSS 16.0, the t value was -6.09237 for pair 1 (pretest score and posttest score in Cycle 1) and -4.982 for pair 2 (posttest score in Cycle 1 and posttest score in Cycle 2). All the values were significant at  $p < 0.05$ . The results show that students' writing skill improves significantly through blogging activity.<sup>29</sup>

3. Yunita Lukitasari has conducted the research from Sebelas Maret University by the title "UTILIZING BLOG TO IMPROVE STUDENTS' WRITING SKILL". This research focused on writing skill about recount text. The research aims are to (1) to know how blog can be used effectively in improving student's writing skill and (2) to know to what extent blog can improve students' writing skill. The method used in this research was action research. The result of this research show that (1) the implementation of blog could be effective by taking some consideration: giving more practice in grammar, guiding in full-writing, giving enough feedback, giving clear and firm instruction, focusing more on process rather than product, and giving clear explanation of utilizing blog. (2) The implementation of blog could improve students' writing skill and classroom situation. The improvement of students'

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<sup>29</sup> Akhid Lutfian, "Improving Student's Writing Skill Through English Web Blog Among Year X Students of SMA Negeri 7 Purworejo in The Academic Year of 2010/2011", (Skripsi State University of Yogyakarta, Yogyakarta, 2010), 89-90.

writing skill was viewed from the improvement of students' mean score. The mean score increased from 61.93 in the pre-test, while in the post-test 1 was 69.31 and 72.03 in the posttest 2. The improvement of classroom situation could be seen from students' participation in the class which was more active and enthusiastic so that the classroom situation was conducive.<sup>30</sup>

4. Hendra Arighi has conducted the research from The State Islamic University Syarif Hidayatullah Jakarta by the title "IMPLEMENTASI PENGGUNAAN *BLOG* SEBAGAI MEDIA PEMBELAJARAN EKONOMI PADA SISWA KELAS XI SMAN 34 JAKARTA". This research conducted to review the implementation of blog use as a learning media for class XI students in economic subjects. The method used in this research was descriptive qualitative. The result of this research showed that the implementation of blog as a learning media at SMA 34 was good enough because it can transfer learning subjects from teacher to students. Because the response to the benefits of using blogs by students is felt to be quite positive. Teachers have been helped by the existence of a blog that become a supplement to the teaching and learning.<sup>31</sup>

From all the previous research the similarities between all relevant research and this research are the variable about teaching writing and the purpose of the

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<sup>30</sup> Yunita Lukitasari, "Utilizing Blog to Improve Students' Writing Skill", (Thesis. Sebelas Maret University, 2015), p. vi.

<sup>31</sup> Hendra Arighi, "Implementasi Penggunaan *Blog* Sebagai Media Pembelajaran Ekonomi Pada Siswa Kelas XI SMAN 34 Jakarta", (Skripsi, The State Islamic University Syarif Hidayatullah Jakarta, 2017), p. 120.

research is to see the impact of using blog in teaching writing. In contrast, the differences are the population and the sample of the research and the research method. In the first research concern on using blog towards student's accuracy and complexity in writing narrative text towards student's accuracy and complexity in writing narrative text and this research concern on using blog in improving students' writing skill only. And then the similarity with the second research is the research formula of research that using t-test formula; the difference is the population and the sample of research. The third previous research the similarity is the media of using blog; the differences are the population and the sample of the research and the research method. The last research was concern on blog implementation as a learning media of economic subject. And then the similarity with the last research is the media that use blog; the differences are the language, method, population and the sample of the research.

### **C. Conceptual Framework**

English is one of the main subjects that is taught in Indonesia's curriculum. Although English is one of the main subjects in Indonesia's curriculum, they still face the problem in learning English because English is a foreign language. English Foreign Language students must learn all the language skills. One of the difficult skills is writing. When students start to begin writing they are not only just writing. They must pay attention to the diction, grammar, punctuation, cohesion, and coherence. To be a good writer, the students have to master all of the writing

aspects. As an EFL student's they still confused in using the grammar because the systematic rule in Indonesian Language Writing different from the systematic rule in English Language Writing.

Everybody can learn everything on the internet in this globalization era. Therefore the writer conducted the research using blog in teaching writing skill. Blog is an online journal everybody can make their own blog. The students can write, comment and subscribe in blog. Because everybody in this world can read and comment on the student's written in blog they are motivated to write better. By using blog, students will be more interactive and build their critical thinking. And then blog can build student's teamwork because their classmate can comment and correct their written friends. In conclusion, blog is needed to teaching student's writing skill.

# CHAPTER III

## RESEARCH METHOD

### A. Research Method

This research uses the experimental research to answer the question of the research question because the writer wants to know how far the impact of blog on students' writing skill in analytical exposition text. An experimental design is a traditional approach to conducting quantitative research.<sup>32</sup> This research called quantitative research because it used numbers or statistics. There are some designs for quantitative research such as; Descriptive, Correlational, Causal–Comparative / Quasi–Experimental and Experimental Research. The writer conducted an Experimental Method. Whereas, there are four kinds of experimental design; pre-experimental, true-experimental, factorial-experimental and quasi-experimental. The writer used pre-experimental design with one group pre-test and post-test in this research. This research was categorized as pre-experimental design because it was little or no control of minor variables. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed to a treatment of some sort but also before.

There were two variables in this research; independent variable and dependent variables. Independent in this research was referred to as the

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<sup>32</sup> John W. Creswell, *Educational research : planning, conducting, and evaluating quantitative and qualitative research*. (Pearson, 2002), 294.



experimental variable (the treatment). The writer would have one group as an experiment class which received treatment. The research would have pre-test and post-test to measure the impact of blog towards students' writing skill in analytical exposition text.

The experiment conducted in one class. The group who received the treatment is called the experimental class. The experimental class involved in this design; the class would have given a pre-test after that the class would have received treatment. And then a post-test would have given after treatment. The test result scored by using an analytic scale. The means score of the two tests would have determined. Finally, the two tests compared by applying t-test formula. T-test used to differentiate what if the student's test result of writing skill in analytical exposition text using blog would have been effective or not. According to Ary *et al.* The pretest-posttest diagrammed as shown below:<sup>33</sup>

**Table 3.1**

**One Group Pretest-Posttest Design**

Pre-test	Independent	Post-test
$Y_1$	X	$Y_2$

Where:

X = Treatment

$Y_1$  = Students' writing skill (before treatment)

$Y_2$  = Students' writing skill (after treatment)

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<sup>33</sup> Ary, *et al.* *Introduction to Research in Education.* (Wadsworth: 2010), 304.

## **B. Place and Time of Research**

This study was conducted at MAN 10 Jakarta which located at Jl. Joglo Baru No. 77, RT.5/RW.6, Joglo, Kembangan, Kota Jakarta Barat, Daerah Khusus Ibu Kota Jakarta 11640. This school was chosen because this school supported the facilities such as the language laboratory that is connected to the internet that can help the writer to conduct the research. The research was conducted in November 2018.

## **C. Population and Sample**

### **1. Population**

A population is a group of individuals who have the same characteristic.<sup>34</sup> The population in this research is the students of the eleventh grade of MAN 10 Jakarta in academic year 2018/2019. There are five classes of eleventh grade; XI MIPA I; 34 students, XI MIPA II; 36 Students, XI IIS I 34; Students, XII IIS II; 21 Students and XII Agama; 25 Students. Total of the population is 150 Students.

### **2. Sample**

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>35</sup> The technique of the sample is cluster sampling. This sampling technique is used through two cycles, first determining the sample area and second determining the random sample from the

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<sup>34</sup> John W. Creswell, *Educational research : planning, conducting, and evaluating quantitative and qualitative research*. (Pearson, 2002), 142.

<sup>35</sup> Creswell, *Educational research : planning, conducting, and evaluating quantitative and qualitative research*, 142.

regional sample area.<sup>36</sup> The sample of this research is the XI IIS 2 class with 21 students.

#### **D. Research Instrument**

The instrument used in this research was test. The test divided into two tests, pre-test and post-test. The test is a subjective test which asked students to write an analytical exposition text into several paragraphs. This research used the test as an instrument to collect data as follow:

##### **1. Pre-test**

This test is to know how far students writing skill. The writer asked the students to write an analytical exposition text about “The benefit of the internet for students” in Microsoft Word, the students must write in at least 100 words minimal.

##### **2. Post-test**

In post-test the writer asked the students to write an analytical exposition text about “Natural Disaster” by using blog, the students must write in at least 100 words minimal. Finally, the writer would have seen the students’ writing skill differences before and after using blog.

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<sup>36</sup> Sugiyono, *Statistika Untuk Penelitian*. (Bandung: Alfabeta, 2015), 65.

## **E. Technique of Data Collecting**

In the technique of data collecting the writer used some techniques to get valid data and objective information. Some techniques used in data collecting of this research are:

### **1. Observation**

Observation is the first technique to know the situation and condition in the learning process of MAN 10 Jakarta. This observation conducted to observe the English learning process in the real classroom activities at the eleventh grade of MAN 10 Jakarta.

The writer used participant observation in this research. The writer asked the participant observer to observe the teaching activity in the learning process of English subject. The participant observer is the eleventh grade English teacher of MAN 10 Jakarta.

### **2. Test**

To collect and know how far students' writing skill the writer conducted a test about analytical exposition text to all respondents. The test was pre-test and post-test. A pretest–posttest design to assess the effect of changes in an educational environment (e.g., the introduction of a new teaching method) or in the work environment (e.g., using work teams on an assembly line). The design can also be used to test the effects of an experimental manipulation on behavior.<sup>37</sup>

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<sup>37</sup> Kenneth S. Bordens and Bruce B. Abbott, *Research Design and Methods: A Process Approach, Eighth Edition*, (New York: McGraw-Hill, 2011), 344.

a. Pre-test

In the pre-test, the writer asked students to write an analytical exposition text. A pre-test conducted to know students' writing skill in analytical exposition text before using blog.

b. Post-Test

In the post-test, the writer asked students to write an analytical exposition text using blog. After the post-test was conducted, the writer gave the score of pre-test and post-test score. The results of pre-test and post-test were collected and compared to know the effectiveness of blog in teaching analytical exposition text writing.

## **H. The Technique of Data Analyzing**

To analyze the data, the writer did several steps. They are as follows:

1. Formulate the research hypothesis about the supposed difference in certain variables before and after treatment or their differences from each other due to the interconnected.
2. The writer assessed the students' analytical exposition text used Jacobs *et al* to measure the student's writing skill. Student's writing project will be scored in pre-test and post-test.

3. The writer used SPSS to calculate the mean, standard error and standard deviation on each item. It compared in each cycle to do hypothesis testing as follows:<sup>38</sup>

- a. Find the mean of difference = MD of the difference between pre-test and post-test

$$M_D = \frac{\sum D}{N}$$

- b. Find the standard error from the mean of different ( $SE_{MD}$ )

$$SE_{MD} = \frac{SD_{MD}}{N-1}$$

- c. Find the standard deviation ( $SD_D$ ) of pre-test and post-test

$$SE_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}$$

4. After getting the score of pre-test and post-test, the next thing to do is analyze the data. The writer analyzes the data by using t-test formulation. And the t-test used to approve the comparative hypothesis of two correlated samples.

$$t_o = \frac{M_D}{SE_{MD}}$$

Where:

$t_o$  = the value of t-test

D = mean of differences pre-test and post-test

N = number of cases

Then, the result of  $t_{\text{observation}}$  must be compared with the calculation of  $t_{\text{table}}$  of 5% alpha level. If  $t_{\text{observation}}$  higher than  $t_{\text{table}}$ , it means that the difference students' writing skill before and after teaching by using blog was significant. So

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<sup>38</sup> Supardi, *Statistik Penelitian Pendidikan*, (Depok: Rajawali Pers, 2017), 276.

$H_1$  is accepted and  $H_0$  is rejected. On the other hand, if  $t_{\text{observation}}$  less than  $t_{\text{table}}$ , so  $H_1$  is rejected and  $H_0$  is accepted.

# **CHAPTER IV**

## **RESULT AND DISCUSSION**

### **A. Data Description**

In the following description, it would be presented research finding. This research was held at MAN 10 Jakarta in November 2018. The subject of this research was the eleventh grade students. The data description was obtained from the students' score, frequencies, percentage, score percent grade, and score categories. Data description included students' writing skill of analytical exposition text and teaching and learning using blog.

#### **1. Students' Writing Skill of Analytical Exposition Text**

To find out the impact of blog in writing analytical exposition text the writer recognized some results: students' pre-test and post-test score to know the impact of blog toward students' writing skill of analytical exposition text. The maximum score is 100 that consist of content (30), organization (20), vocabulary (20), language use (25) and mechanics (5).

##### **a. Pre-Test**

To know students' writing skill of analytical exposition text, the writer recognized the result of post-test. The students' score of post-test shows as follows:



### 1) Students' Content Score

The maximum score of content is 30. Score, frequencies, percentage, score percent grade and score categories writing skill content criteria of analytical exposition text before using blog see Table 4.1.

**Table 4.1**  
**Students' Content Score of Pre-Test**

No	Score	Frequencies	Percentage	Score Percent Grade	Score Categories
1	15	2	9.52	50.00	Medium
2	17	1	4.76	56.67	Medium
3	18	1	4.76	60.00	Medium
4	20	3	14.29	66.67	High
5	21	3	14.29	70.00	High
6	22	6	28.6	73.33	High
7	23	3	14.3	76.67	High
8	24	1	4.57	80.00	High
9	25	1	4.29	83.33	Very High
Total	185	21	100	616.67	
Mean	20.55			68.52	High

Table 4.1 shows the students' content score of pre-test. The first score is 15, frequencies 2, percentage of frequencies 9.52%; score percent grade 50.00%; and the score categories is medium. The second score is 17, frequencies 1, percentage

of frequencies 4.76%; score percent grade 56.67%; and the score categories is medium. The third score is 18, frequencies 1, percentage of frequencies 4.76%; score percent grade 60.00%; and the score categories is medium. The fourth score is 20, frequencies 3, percentage of frequencies 14.29%; score percent grade 66.67%; and the score categories is high. The fifth score is 21, frequencies 3, percentage of frequencies 14.29%; score percent grade 70.00%; and the score categories is high. The sixth score is 22, frequencies 6, percentage of frequencies 28.6%; score percent grade 73.33%; and the score categories is high. The seventh score is 23, frequencies 3, percentage of frequencies 14.3%; score percent grade 76.67%; and the score categories is high. The eighth score is 24, frequencies 1, percentage of frequencies 4.57%; score percent grade 80.00%; and the score categories is high. The last score is 25, frequencies 1, percentage of frequencies 4.29%; score percent grade 83.33%; and the score categories is very high.

## 2) Students' Organization Score

The maximum score of organization is 20. Score, frequencies, percentage, grade percent and score categories writing skill organization criteria of analytical exposition text before using blog see Table 4.2.

**Table 4.2**  
**Students' Organization Score of Pre-Test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
----	-------	-------------	------------------------	------------------------	---------------------

1	10	3	14.29	47.62	Low
2	11	1	4.76	52.38	Medium
3	13	2	9.52	61.90	High
4	14	6	28.57	66.67	High
5	15	7	33.33	71.43	High
6	16	2	9.52	76.19	High
Total	79	21	100	376.19	
Mean	13.17			62.70	High

Table 4.2 shows the students' organization score of pre-test. The first score is 10, frequencies 3, percentage of frequencies 14.29%; score percent grade 47.62%; and the score categories is low. The second score is 11, frequencies 1, percentage of frequencies 4.76%; score percent grade 52.38%; and the score categories is medium. The third score is 13, frequencies 2, percentage of frequencies 9.52%; score percent grade 61.90%; and the score categories is high. The fourth score is 14, frequencies 6, percentage of frequencies 28.57%; score percent grade 66.67%; and the score categories is high. The fifth score is 15, frequencies 7, percentage of frequencies 33.33%; score percent grade 71.43%; and the score categories is high. The last score is 16, frequencies 2, percentage of frequencies 9.52%; score percent grade 76.19%; and the score categories is high.

### 3) Students' Vocabulary Score

The maximum score of vocabulary is 20. Score, frequencies, percentage of frequencies, score percent grade and score categories writing skill vocabulary criteria of analytical exposition text before using blog see Table 4.3.

**Table 4.3**  
**Students' Vocabulary Score of Pre-test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	11	2	9,52	52,38	Mediun
2	13	1	4,76	61,90	High
3	14	6	28,57	66,67	High
4	15	2	9,52	71,43	High
5	16	8	38,10	76,19	High
6	17	2	9,52	80,95	High
Total	86	21	100	409,52	
Mean	14,33			68,25	High

Table 4.3 shows the students' vocabulary score of pre-test. The first score is 11, frequencies 2, percentage of frequencies 9.52%; score percent grade 52.38%; and the score categories is medium. The second score is 13, frequencies 1, percentage of frequencies 4.76%; score percent grade 61.90%; and the score categories is high. The third score is 14, frequencies 6, percentage of frequencies 28.57%; score percent grade 66.67%; and the score categories is high. The fourth score is 15, frequencies 2, percentage of frequencies 9.52%; score percent grade 71.43%; and the score categories is high. The fifth score is 16, frequencies 8, percentage of frequencies 38.10%; score percent grade 76.19%; and the score

categories is high. The last score is 17, frequencies 2, percentage of frequencies 9.52%; score percent grade 80.95%; and the score categories is high.

#### 4) Students' Language Use Score

The maximum score of language use is 20. Score, frequencies, frequencies percent, score percent grade and score categories writing skill language use criteria of analytical exposition text before using blog see Table 4.4.

**Table 4.4**  
**Students' Language Use Score of Pre-Test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	11	2	9.52	44	Low
2	15	1	4.76	60	Medium
3	16	2	9.52	64	High
4	17	5	23.81	68	High
5	18	2	9.52	72	High
6	19	6	28.57	76	High
7	20	3	14.29	80	High
Total	116	21	100	464	
Mean	16.57			66.29	High

Table 4.4 shows the students' language use score of pre-test. The first score is 11, frequencies 2, percentage of frequencies 9.52%; score percent grade 44%;

and the score categories is low. The second score is 15, frequencies 1, percentage of frequencies 4.76%; score percent grade 60%; and the score categories is medium. The third score is 16, frequencies 2, percentage of frequencies 9.52%; score percent grade 64%; and the score categories is high. The fourth score is 17, frequencies 5, percentage of frequencies 23.81%; score percent grade 68%; and the score categories is high. The fifth score is 18, frequencies 2, percentage of frequencies 9.52%; score percent grade 72%; and the score categories is high. The sixth score is 19, frequencies 6, percentage of frequencies 28.57%; score percent grade 76%; and the score categories is high. The last score is 20, frequencies 3, percentage of frequencies 14.29%; score percent grade 80%; and the score categories is high.

##### **5) Students' Mechanics Score**

The maximum score of mechanics criteria is 5. Score, frequencies, frequencies percent, score percent grade and score categories writing skill language use criteria of analytical exposition text before using blog see Table 4.5.

**Table 4.5**

**Students' Mechanic Score of Pre-test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	3	13	61.90	60	Medium
2	4	8	38.10	80	High
Total	7	21	100	120	
Mean	3.5			70	High

Table 4.5 shows that the writing skill language use criteria of analytical exposition text. The first score is 3, frequencies 13, percentage of frequencies 61.90%; score percent grade 60%; and the score categories is medium. The second score is 4, frequencies 8, percentage of frequencies 38.10%; score percent grade 80%; and the score categories is high.

**6) All of The Students' Criteria Score of Pre-Test**

The maximum score of all the criteria for assessing writing analytical exposition text is 100. Score, frequencies, frequencies percent, score percent grade and score categories writing skill of analytical exposition text before using blog see Table 4.6:

**Table 4.6**  
**All of the Students' Score of Pre-Test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	50	2	9.5	50	Medium
2	62	2	9.5	62	High
2	67	1	4.8	67	High
4	68	2	9.5	68	High
5	69	1	4.8	69	High
6	72	1	4.8	72	High
7	73	4	19.0	73	High
8	74	1	4.8	74	High
9	75	1	4.8	75	High
10	76	3	14.3	76	High
11	77	1	4.8	77	High
12	79	2	9.5	79	High
Total	842	21	100	842	High
Mean	70.17			70.17	High

Table 4.6 shows the result of students' pre-test score on the writing criteria of an analytical exposition text. The data shows that maximum score is 79 and



minimum score is 50. There are two students who got the maximum score and two students who got the minimum score. The mean score of pre-test is 70.17 (High).

**b. Post-Test**

To know students' writing skill of analytical exposition text, the writer recognized the result of post-test. The students' score of post-test shows as follows:

**1) Students' Content Score**

The maximum score of content is 30. Score, frequencies, percent, grade percent and score categories writing skill content criteria of analytical exposition text after using blog see Table 4.7.

**Table 4.7  
Students' Content Score of Post-Test**

No	Score	Frequencies	Percent	Score Percent Grade	Score Categories
1	15	1	4.76	50.00	Medium
2	19	1	4.76	63.33	High
3	20	3	14.29	66.67	High
4	21	1	4.76	70.00	High
5	22	2	9.52	73.33	High
6	23	2	9.52	76.67	High
7	25	3	14.29	83.33	Very High
8	26	1	4.76	86.67	Very High

9	27	6	28.57	90.00	Very High
10	28	1	4.76	93.33	Very High
Total	226	21	100	753.33	
Mean	22.60			75.33	High

Table 4.7 shows that the writing skill content criteria of analytical exposition text. The first score is 15, frequencies 1, percentage of frequencies 4.76%; score percent grade 50.00%; and the score categories is medium. The second score is 19, frequencies 1, percentage of frequencies 4.76%; score percent grade 63.33%; and the score categories is high. The third score is 20, frequencies 3, percentage of frequencies 14.29%; score percent grade 66.67%; and the score categories is high. The fourth score is 21, frequencies 1, percentage of frequencies 4.76%; score percent grade 70.00%; and the score categories is high. The fifth score is 22, frequencies 2, percentage of frequencies 9.52%; score percent grade 73.33%; and the score categories is high. The sixth score is 23, frequencies 2, percentage of frequencies 9.52%; score percent grade 76.67%; and the score categories is high. The seventh score is 25, frequencies 3, percentage of frequencies 14.29%; score percent grade 83.33%; and the score categories is very high. The eighth score is 26, frequencies 1, percentage of frequencies 4.76%; score percent grade 86.67%; and the score categories is very high. The ninth score is 27, frequencies 6, percentage of frequencies 28.57%; score percent grade 90.00%; and the score categories is very

high. The last score is 28, frequencies 1, percentage of frequencies 4.76%; score percent 93.33%; and the score category is very high.

## 2) Students' Organization Score

The maximum score of organization is 20. Score, frequencies, percent, grade percent and score categories writing skill organization criteria of analytical exposition text after using blog see Table 4.8.

**Table 4.8**  
**Students' Organization Score of Post-Test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	13	1	4.76	65	Medium
2	14	1	4.76	70	High
3	15	6	28.57	75	High
4	16	5	23.81	80	High
5	17	2	9.52	85	High
6	18	4	19.05	90	High
7	19	2	9.52	95	High
Total	112	21	100	560	High
Mean	16			80	High

Table 4.8 shows that the writing skill organization criteria of analytical exposition text. The first score is 13, frequencies 1, percentage of frequencies 4.76%; score percent grade 65%; and the score categories is medium. The second score is 14, frequencies 1, percentage of frequencies 4.76%; score percent grade 70%; and the score categories is high. The third score is 15, frequencies 6, percentage of frequencies 28.57%; score percent grade 75%; and the score categories is high. The fourth score is 16, frequencies 5, percentage of frequencies 23.81%; score percent grade 80%; and the score categories is high. The fifth score is 17, frequencies 2, percentage of frequencies 9.52%; score percent grade 85%; and the score categories is high. The sixth score is 18, frequencies 4, percentage of frequencies 19.05%; score percent grade 90%; and the score categories is high. The last score is 19, frequencies 2, percentage of frequencies 9.52%; score percent grade 95%; and the score categories is high.

### **3) Students' Vocabulary Score**

The maximum score of vocabulary is 20. Score, frequencies, frequencies percent, score percent grade and score categories writing skill vocabulary criteria of analytical exposition text post-test teaching learning using blog see Table 4.9.

**Table 4.9**  
**Students' Vocabulary Score of Post-test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	14	1	4.76	70	High
2	16	2	9.52	80	High
3	17	9	42.86	85	Very High
4	18	6	28.57	90	Very High
5	19	3	14.29	95	Very High
Total	84	21	100	420	Very High
Mean	16.8			84	Very High

Table 4.9 shows that the students' writing skill vocabulary criteria of analytical exposition text. The first score is 14, frequencies 1, percentage of frequencies 4.76%; score percent grade 70%; and the score categories is high. The second score is 16, frequencies 2, percentage of frequencies 9.52%; score percent grade 75%; and the score categories is high. The third score is 17, frequencies 9, percentage of frequencies 42.86%; score percent grade 85%; and the score categories is very high. The fourth score is 18, frequencies 6, percentage of frequencies 28.57%; score percent grade 90%; and the score categories is very high. The last score is 19, frequencies 3, percentage of frequencies 14.29%; score percent grade 95%; and the score categories is very high.

#### 4) Students' Language Use Score

The maximum score of language use is 20. Score, frequencies, frequencies percent, score percent grade and score categories writing skill language use criteria of analytical exposition text after using blog see Table 4.10.

**Table 4.10**  
**Students' Language Use Score of Post-Test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	18	1	4.76	72	High
2	19	2	9.52	76	High
3	20	8	38.10	80	Very High
4	21	5	23.81	84	Very High
5	22	1	4.76	88	Very High
6	23	4	19.05	92	Very High
Total	123	21	100	492	
Mean	20.5			82	Very High

Table 4.10 shows that the students' writing skill language use criteria of analytical exposition text. The first score is 18, frequencies 1, percentage of frequencies 4.76%; score percent grade 72%; and the score categories is high. The second score is 19, frequencies 2, percentage of frequencies 9.52%; score percent grade 76%; and the score categories is high. The third score is 20, frequencies 8, percentage of frequencies 38.10%; score percent grade 80%; and the score

categories is very high. The fourth score is 21, frequencies 5, percentage of frequencies 23.81%; score percent grade 84%; and the score categories is very high. The fifth score is 22, frequencies 1, percentage of frequencies 4.76%; score percent grade 88%; and the score categories is very high. The last score is 23, frequencies 4, percentage of frequencies 19.05%; score percent grade 92%; and the score categories is very high.

### 5) Students' Mechanics Score

The maximum score of mechanic is 5. Score, frequencies, frequencies percent, score percent grade and score categories writing skill mechanic criteria of analytical exposition text after using blog see Table 4.11.

**Table 4.11**  
**Students' Mechanic Score of Post-test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	3	5	23.81	60	Medium
2	4	16	76.19	80	High
Total	7	21	100	120	
Mean	3.5			70	High

Table 4.11 shows that the students' writing skill mechanic criteria of analytical exposition text. The first score is 3, frequencies 5, percentage of frequencies 23.81%; score percent grade 60%; and the score categories is medium. The second score is 4, frequencies 16, percentage of frequencies 76.19%; score percent grade 80%; and the score categories is high.

**6) All of The Students' Criteria Score of Post-Test**

The maximum score of all the criteria for assessing writing analytical exposition text is 100. Score, frequencies, frequencies percent, score percent grade and score categories writing skill of analytical exposition text after using blog see Table 4.12.

**Table 4.12**  
**All of the Students' Score of Post-Test**

No	Score	Frequencies	Frequencies Percent	Score Percent Grade	Score Categories
1	64	1	4.76	64	High
2	73	1	4.76	73	High
3	76	2	9.52	76	High
4	77	1	4.76	77	High
5	78	2	9.52	78	High
6	80	2	9.52	80	High
7	81	3	14.29	81	Very High
8	83	1	4.76	83	Very High
9	84	1	4.76	84	Very High



10	85	1	4.76	85	Very High
11	87	1	4.76	87	Very High
12	88	1	4.76	88	Very High
13	89	1	4.76	89	Very High
14	90	1	4.76	90	Very High
15	92	2	9.52	92	Very High
Total	842	21	100	1227	
Mean	70.17			81.8	Very High

The table above shows the result of students' post-test score on the criteria in writing analytical exposition text. The data shows that maximum score is 92 and minimum score is 64. There are two students who got the maximum score and one students who got the minimum score. The mean score of post-test is 81.8 (Very High).

## **2. Teaching Learning Analytical Exposition Text Using Blog**

### **a. Teaching and learning Analytical Exposition Text Using Blog in The First Meeting**

Teaching and learning analytical exposition text using blog described: introduction, main activity and closing.

#### **1) Introduction**

Teaching and learning introduction using blog in the first meeting included: orientation, apperception, motivation, giving reference, and pre-test.

**a) Orientation**

Teaching and learning introduction activity of analytical exposition text using blog part orientation by student observation shows that Table 4.13 below:

**Table 4.13  
Orientation of Introduction Activity Teaching and learning  
(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with greeting and praying	0 0.0	6 28.6	5 23.8	9 42.9	1 4.8	3.24 64.80	Good High
2.	Teacher checking students' attendance as a discipline	0 0.0	6 28.6	5 23.8	9 42.9	1 4.8	3.62 72.40	Good High
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	0 0.0	5 23.8	6 28.6	5 23.8	5 23.8	3.45 69.00	Good High
							3.43 68.73	Good High

Table 4.13 shows that orientation of introduction activity teaching and learning (students' observation). Teacher starts the learning process with greeting and praying at score 2 frequencies 6, percentage 28.6%. At score 3, frequencies 5, percentage 23.8%. At score 4, frequencies 9, percentage 42.9%. At score 5, frequencies 1, percentage 4.8%. The whole mean score is 3.24, good categories. Percentage all 64.8%, high categories.

Teacher checking students' attendance as a discipline at score 2 frequencies 6, percentage 28.6%. At score 3, frequencies 5, percentage 23.8%. At score 4, frequencies 9, percentage 42.9%. At score 5, frequencies 1, percentage 4.8%. The mean is 3.62, good categories. Percentage all 72,4%, high categories.

Teacher preparing the students' physical and psychological to start teaching in the learning process at score 2 frequencies 5, percentage 23.8%. At score 3, frequencies 6, percentage 28.6%. At score 4, frequencies 5, percentage 23.8%. At score 5, frequencies 5, percentage 23.8%. The mean is 3.45, good categories. Percentage all 69%, high categories.

All orientation teaching and learning activities, mean 3.44, good categories. Average percentage 68.73%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Teaching and learning introduction activity of analytical exposition text using blog part orientation by teacher observation shows at Table 4.14 below:

**Table 4.14**  
**Orientation of Introduction Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Interpretation
1.	Teacher starts the learning process with greeting and praying	4 80	Good High
2.	Teacher checking students' attendance as a discipline	4 80	Good High
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	4 80	Good High
		4 80	Good High

Table 4.14 shows that orientation of introduction activity teaching and learning (teachers' observation). Teacher starts the learning process with greeting and praying; score 4, good categories. Percentage is 80%, high categories. Teacher checking students' attendance as a discipline; score 4, good categories. Percentage is 80%, high categories. Teacher preparing the students' physical and psychological

to start teaching in the learning process; score 4, good categories. Percentage is 80%, high categories. All orientation of introduction activity teaching and learning (teachers' observation); mean 4, good categories. Percentage is 80%, high categories.

## b) Apperception

Teaching and learning introduction activity of analytical exposition text using blog part apperception by students' observation shows at Table 4.15 below:

**Table 4.15**  
**Apperception Activity Teaching and learning Introduction**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associates material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities before.	0	5	6	8	2	3.33	Good
5.	Teacher remember the students essential material with asking	0.0	23.8	28.6	38.1	9.5	66.60	High
		1	0	9	7	4	3.52	Good
6.	Teacher asks questions that are related to the lessons	4.80	0.0	42.9	33.3	19.0	72.40	High
		0	7	4	6	4	4.00	Good
		0.0	33.3	19.0	28.6	19.0	80.00	High
							3.65	Good
							73.00	High

Table 4.15 shows that the apperception of teaching and learning activity. Teacher associatest material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 6, percentage 23.6%. Score 4

frequencies 8, percentage 38.1%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.33 good categories. Percentage all 66.6%, high categories.

Teacher remember the students essential material with asking score 1 frequencies 1, percentage 4.8%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 7, percentage 33.3%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.62 good categories. Percentage all 72.4%, high categories.

Teacher asks questions that are related to the lessons score 2, frequencies 7, percentage 33.3%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 4, percentage 19.0%. The mean is 4.00 good categories. Percentage all 80%, high categories.

All apperception activity teaching and learning, mean 3.65, categories good. Average percentage 73.00%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Teaching and learning introduction activity of analytical exposition text using blog part apperception by teacher observation shows at Table 4.16 below:

**Table 4.16**  
**Apperception Activity Teaching and learning Introduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
4.	Teacher associates material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities before.	4 80	Good High
5.	Teacher remember the students essential material with asking	4 80	Good High
6.	Teacher asks questions that are related to the lessons	3 60	Good High
		3.67 73.33	Good High

Table 4.16 shows that Apperception Activity Teaching and learning Introduction (Teachers' Observation). Teacher associatest material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before; score 4, good categories. Percentage is 80%; high categories. Teacher remembers the students' essential material with asking; score 4, good categories. Percentage is 80 %; high categories. Teacher asks questions that are related to the lessons; score 3, good categories. Percentage is 60%; high categories. The mean of all apperception activity teaching and learning is 3.67, good categories. The mean percentage is 73.33%; high categories.

**c) Motivation**

Teaching and learning introduction activity of analytical exposition text using blog part motivation by students shows at Table 4.17 below:

**Table 4.17**  
**Motivation Activity Teaching and learning Indtroduction**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0	5	4	5	7	3.67	Good
		0.0	23.8	19.0	23.8	33.3	73.40	High
8.	Teacher delivers the learning objectives at the meeting	0	1	3	15	2	3.86	Good
		0.0	4.8	14.3	71.4	9.5	77.20	High
9.	Teacher asks questions	0	3	10	5	3	3.38	Good
		0.0	14.3	47.6	23.8	14.3	67.60	High
							3.64	Good
							72.73	High

Table 4.17 shows that the motivation of teaching and learning activity. Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 7, percentage 33.3%. The mean is 3.67 good categories. Percentage all 73.4%, high categories.

Teacher delivers the learning objectives at the meeting score 2 frequencies 1, percentage 4.8%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 15, percentage 71.4%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.86 good categories. Percentage all 77.2%, high categories.

Teacher asks questions score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 10, percentage 47.6%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.38 good categories. Percentage all 67.6%, high categories.

All motivation activity teaching and learning, mean 3.64, categories good. Average percentage 72.73%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Teaching and learning introduction activity of analytical exposition text using blog part motivation by teacher observation shows at Table 4.18 below:

**Table 4.18**  
**Motivation Activity Teaching and learning Introduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Interpretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4 80	Good High
8.	Teacher delivers the learning objectives at the meeting	4 80	Good High
9.	Teacher asks questions	4 80	Good High
		4 80	Good High

Table 4.18 shows that Apperception Activity Teaching and learning Introduction (Teachers' Observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life; score 4, good categories. Percentage is 80%; high categories. Teacher delivers the learning objectives at the meeting; score 4, good categories. Percentage is 80 %; high categories. Teacher asks questions; score 3, good categories. Percentage is 60%; high categories. The mean of all motivation activity teaching and learning is 4.00, good categories. The mean percentage is 80%; high categories.

**d) Giving Reference**

Teaching and learning introduction activity of analytical exposition text using blog part giving reference by student observation shows at Table 4.19 below:



**Table 4.19**  
**Giving Reference Activity Teaching and learning Indtroduction**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the material subject that will be discussed at the meeting	1	0	5	11	4	3.81	Good
		4.8	0.0	23.8	52.4	19.0	76.20	High
11.	Teacher shows KI, KD, Indikator and KKM in the meeting	0	2	6	10	3	3.67	Good
		0.0	9.5	28.6	47.6	14.3	73.40	High
12.	Teacher distributest group of study	0	0	7	8	6	3.92	Good
		0.0	0.0	33.3	38.1	28.6	78.4	High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	0	3	9	6	3	3.42	Good
		0.0	14.3	42.90	28.6	14.3	68.40	High
							3.71	Good
							74.10	High

Table 4.19 shows that the giving reference of teaching and learning activity. Teacher delivers the material subject that will be discussed at the meeting score 1 frequencies 1, percentage 4.8%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 11, percentage 52.4%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.81 good categories. Percentage all 76.2%, high categories.

Teacher shows KI, KD, Indikator and KKM in the meeting score 2 frequencies 2, percentage 9.5%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 10, percentage 47.6%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.67 good categories. Percentage all 73.4%, high categories.

Teacher distributest group of study score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 6, percentage 28.6%. The mean is 3.92 good categories. Percentage all 78.4%, high categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 6, percentage 28.6%. Score

5, frequencies 3, percentage 14.3%. The mean is 3.42 good categories. Percentage all 68.4%, high categories.

All giving reference teaching and learning activities, mean 3.71, good categories. Summary teaching learning activity of analytical exposition text using blog is good. Average percentage 74.10%; high categories.

Teaching and learning introduction activity of analytical exposition text using blog part giving reference by teacher observation shows at Table 4.20 below:

**Table 4.20**  
**Giving Reference Activity Teaching and learning Indtroduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
10.	Teacher delivers the material subject that will be discussed at the meeting	3 60	Good High
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting	4 80	Good High
12.	Teacher distributes group of study	4 80	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		3.75 75	Good High

Table 4.20 shows that Giving Reference Activity Teaching and learning Introduction (Teachers' Observation). Teacher delivers the material subject that will be discussed at the meeting; score 3, good categories. Percentage is 60%; high categories. Teacher shows KI, KD, Indikator and KKM in the meeting; score 4, good categories. Percentage is 80 %; high categories. Teacher distributest group of study; score 4, good categories. Percentage is 80 %; high categories. The mean of all giving reference activity teaching and learning is 3.75, good categories. The mean percentage is 75%; high categories.

e) **Pre-test**

Teaching and learning introduction activity of analytical exposition text using blog part pre-test by students' observation shows at Table 4.21 below:

**Table 4.21**  
**Pre-test Activity Teaching and learning Indtroduction**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher notifies students to do pre-test	0	1	7	6	7	3.90	Good
		0.0	4.8	33.3	28.6	33.3	78.00	High
15.	Teacher gives the related topic	0	2	12	4	3	3.38	Good
		0.0	9.5	57.1	19.0	14.3	67.60	High
16.	Teacher delivers the number of words that will be made by	0	5	9	3	4	3.28	Good
		0.0	23.8	42.9	14.3	19.0	65.60	High
17.	Teacher delivers the test-taking technique	1	6	7	5	2	3.05	Good
		4.8	28.6	33.3	23.8	9.5	61.00	High
18.	Teacher delivers time of the test	0	4	10	7	0	3.14	Good
		0.0	19.0	47.6	33.3	0.0	62.80	High
19.	Teacher asks students to do pre-test in writing analytical exposition text	0	9	5	6	1	2.95	Good
		0.0	42.9	23.8	28.6	4.8	59.00	High
						3.28	Good	
						65.67	High	

Table 4.21 shows that the pre-test of teaching and learning activity. Teacher notifies students to do pre-test score 2 frequencies 1, percentage 4.8%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 7, percentage 33.3%. The mean is 3.90 good categories. Percentage all 78%, high categories.

Teacher gives the related topic; score 2 frequencies 2, percentage 9.5%. Score 3 frequencies 12, percentage 57.1%. Score 4 frequencies 4, percentage 19.0%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.38 good categories. Percentage all 67.6%, high categories.

Teacher delivers the numbers of words that will be made by students score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.28 good categories. Percentage all 65.6%, high categories.

Teacher delivers the test-taking technique score 1 frequencies 1, percentage 4.8%, score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.05 good categories. Percentage all 61%, high categories.

Teacher delivers time of the test score Score 2 frequencies 4, percentage 19.0%. Score 3 frequencies 10, percentage 47.6%. Score 4 frequencies 7, percentage 33.3%. The mean is 3.14 good categories. Percentage all 62.8%, high categories.

Teacher asks students to do pre-test in writing analytical exposition text Score 2 frequencies 9, percentage 42.9%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 1, percentage 4.8%. The mean is 2.95 good categories. Percentage all 59%, high categories.

All giving reference activity teaching and learning, mean 3.28, categories good. Average percentage 65.67%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Teaching and learning introduction activity of analytical exposition text using blog part pre-test by teacher observation shows at Table 4.22 below:

**Table 4.22**  
**Pre-test Activity Teaching and learning Indtroduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
14.	Teacher notifies students to do pre-test	4 80	Good High
15.	Teacher gives the related topic	4 80	Good High
16.	Teacher delivers the number of words that will be made by students	3 60	Good High
17.	Teacher delivers the test-taking technique	4 80	Good High
18.	Teacher delivers time of the test	4 80	Good High
19.	Teacher asks students to do pre-test in writing analytical exposition text	3 60	Good High
		3.67 73.33	Good High

Table 4.22 shows that pre-test activity teaching and learning introduction (teachers' observation). Teacher notifies students to do pre-test; score 4, good categories. Percentage is 80%; high categories. Teacher gives the related topic; score 4, good categories. Percentage is 80 %; high categories. Teacher delivers the number of words that will be made by students; score 3, good categories. Percentage is 60 %; high categories. Teacher delivers the test-taking technique; score 4, good categories. Percentage is 80%; high categories. Teacher delivers time of the test; score 4, good categories. Percentage is 80%; high categories. Teacher asks students to do pre-test in writing analytical exposition text; score 3, good categories. Percentage is 60 %; high categories. The mean of all giving reference activity teaching and learning is 3.67, good categories. The mean percentage is 73.33%; high categories.

## 2) Teaching and learning Main Activity of Analytical Exposition Text Using Blog in The First Meeting

Teaching and learning main activity of analytical exposition text using blog included: simulation through literacy activities, problem statement through critical thinking, data collection, data processing, verification, generalization through communication, generalization through creativity.

### a) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Included: Simulation Through Literacy Activities

Teaching and learning main activity of analytical exposition text using blog part simulation through literacy by students' observation shows at Table 4.23 below:

**Table 4.23**  
**Simulation Through Literacy of Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
20.	Teacher shows text from the blog with the relevant text	0 0.0	10 47.6	9 42.9	2 9.5	0 0.0	2.62 52.4	Medium Medium
21.	Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer	0 0.0	4 19.0	12 57.1	5 23.8	0 0.0	3.05 61.00	Good High
22.	Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog	0 0.0	10 47.6	7 33.3	3 14.3	1 4.8	2.76 55.20	Medium Medium
23.	Teacher gives chance for students to read material from book package or book others expressions give and ask information related advice and offer	0 0.0	6 28.6	8 38.1	7 33.3	0 0.0	3.05 61.00	Good High
24.	Teacher trains sincerity , accuracy , and looking for information through activity listening material expressions give and ask information related advice and offer through the web blog	0 0.0	10 47.6	5 23.8	5 23.8	1 4.8	2.86 57.20	Medium Medium
							2.87 57.36	Medium Medium

Table 4.23 shows that the main activities of teaching and learning. Teacher shows text from the blog with the relevant text score 2 frequencies 10, percentage 47.6%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 2, percentage 9.5%. The mean is 2.62 medium categories. All of the Percentage is 52.4%, medium categories.

The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers score 2 frequencies 4, percentage 19.0%. Score 3 frequencies 12, percentage 57.1%. Score 4 frequencies 5, percentage 23.8%. The mean is 3.05 good categories. All of the Percentage is 61%, high categories.

Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog score 2 frequencies 10, percentage 47.6%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 1, percentage 4.8%. The mean is 2.76 medium categories. All of the Percentage is 55.2%, medium categories.

The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 8, percentage 38.1%. Score 4 frequencies 7, percentage 33.3%. The mean is 3.05 good categories. All of the Percentage is 61%, high categories.

Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions score 2 frequencies 10, percentage 47.6%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 5, percentage 23.8%. The mean is 2.86 medium categories. All of the Percentage is 57.2%, medium categories.

All main activities teaching and learning, mean 2.86, medium categories. Average percentage 57.36%; medium categories. Summary activity teaching learning analytical exposition text using blog is medium.

Teaching and learning main activity of analytical exposition text using blog part simulation through literacy by teacher observation shows at Table 4.24 below:

**Table 4.24**  
**Simulation Through Literacy of Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
20.	Teacher shows text from the blog with the relevant text	3 60	Good Medium
21.	Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer	4 80	Good High
22.	Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog	4 80	Good High
23.	Teacher gives chance for students to read material from book package or book others expressions give and ask information related advice and offer	4 80	Good Good
24.	Teacher trains sincerity , accuracy , and looking for information through activity listening material expressions give and ask information related advice and offer through the web blog	4 80	High High
		3.80 76	Good Good



Table 4.24 shows that simulation through literacy of main activity teaching and learning (teachers' observation). Teacher shows text from the blog with the relevant text; score 3, medium categories. Percentage is 60%; medium categories. Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer; score 4, good categories. Percentage is 80%; high categories. Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog; score 4, good categories. Percentage is 80%; high categories. Teacher gives a chance for students to read material from book package or book others expressions give and ask information related advice and offer; score 4, good categories. Percentage is 80%; good categories. Teacher trains sincerity, accuracy, and looking for information through activity listening material expressions give and ask information related advice and offer through the web blog; score 4, high categories. Percentage is 80%; high categories. The mean of all simulation through literacy activity teaching and learning is 3.80, medium categories. The mean percentage is 76%; medium categories.

**b) Teaching and learning Main Activity of Analytical Exposition text using blog through problem statement**

Teaching and learning main activity of analytical exposition text using blog through problem statement by students' observation shows at Table 4.25 below:

**Table 4.25**  
**Problem Statement Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
25.	Teacher gives chance to student for identify as much as possible question about expression give and ask information related advice and offer on the blog	0	8	5	6	2	3.09	Good
		0.0	38.1	23.8	38.6	9.5	61.80	Good

Table 4.25 shows that the problem statement main activity of teaching and learning. Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog score 2 frequencies 8, percentage 38.1%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.09 good categories. All of the Percentage is 61.8%, good categories.

Teaching and learning main activity of analytical exposition text using blog through problem statement by teacher observation shows at Table 4.26 below:

**Table 4.26**  
**Problem Statement Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
25.	Teacher gives chance to student for identify as much as possible question about expression give and ask information related advice and offer on the blog	4 80	Good High

Table 4.26 shows that problem statement main activity teaching and learning (teachers' observation). Teacher gives chance to student for identify as much as possible question about expression give and ask information related advice and offer on the blog; score 4, good categories. Percentage is 80%; high categories.

**c) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Part Data Collection**

Teaching and learning activity of analytical exposition text using blog data collection by students' observation shows at Table 4.27 below:

**Table 4.27**  
**Data Collection Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
26.	Carefully observe the material expressions of giving and asking information related advice and offering on the blog	0	8	11	2	0	2.71	Good
		0,0	38.1	52.4	9.5	0.0	54.2	Medium
27.	Read the other sources of expressions of giving and asking information related advice and offering	0	9	8	3	1	2.81	Good
		0,0	42.9	38.1	14.3	4.8	56.20	Medium
28.	Question and answer to the teacher about how to express of giving and asking information related advice and offering on the	0	5	9	7	0	3.09	Good
		0.0	23.8	42.9	33.3	0.0	61.80	High
29.	The teacher makes a group to discuss how to express giving and asking information related advice and offering	0	8	9	2	2	2.90	Good
		0,0	38.1	42.9	9.5	9.5	58.00	Medium
30.	The teacher facilitates students to record and collect information on how to express of giving and asking information related advice and offering on the blog	0	7	9	2	3	3.05	Good
		0,0	33.3	42.9	9.5	14.3	61.00	Medium
31.	The teacher facilitates students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog	0	5	10	4	2	3.14	Good
		0.1	23.8	47.6	19.0	9.5	62.80	Medium
32.	Teacher facilitates students to exchange information on how to express of giving and asking information related advice and offering on the blog	0	10	3	7	1	2.95	Good
		0.0	47.6	14.3	33.3	4.8	59.00	Medium
						2.95	Good	
						59.00	Medium	

Table 4.27 shows that the Data Collection Main Activities of Learning and Teaching Fisrt Meeting. Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog score 2 frequencies 8, percentage 38.1%. Score 3 frequencies 11, percentage 52.4%. Score 4 frequencies 2, percentage 9.5%. The mean is 2.71 good categories. All of the Percentage is 54.2%, medium categories.

Read the other sources of expressions of giving and asking information related advice and offering score 2 frequencies 9, percentage 42.9%. Score 3

frequencies 8, percentage 38.1%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 1, percentage 4.8%. The mean is 2.81 good categories. All of the Percentage is 56.2%, medium categories.

Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 7, percentage 33.3%. The mean is 3.09 good categories. All of the Percentage is 61.8%, high categories.

The teacher makes a group to discuss how to express giving and asking information related advice and offering score 2 frequencies 8, percentage 38.1%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 2, percentage 9.5%. Score 5 frequencies 2, percentage 9.5%. The mean is 2.90 good categories. All of the Percentage is 58%, medium categories.

The teacher facilitatest students to record and collect information on how to express of giving and asking information related advice and offering on the blog score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 2, percentage 9.5%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.05 good categories. All of the Percentage is 61%, medium categories.

The teacher facilitate students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 10, percentage 47.6%. Score 4 frequencies 4, percentage 19.0%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.14 good categories. All of the Percentage is 62.8%, medium categories.

Teacher facilitate students to exchange information on how to express of giving and asking information related advice and offering on the blog score 2 frequencies 10, percentage 47.6%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 7, percentage 33.3%. Score 5 frequencies 1, percentage 4.8%. The mean is 2.95 good categories. All of the Percentage is 59%, medium categories.

All main activities teaching and learning, mean 2.95, good categories. Average percentage 59%; medium categories. Summary activity teaching learning analytical exposition text using blog is medium.

Teaching and learning activity of analytical exposition text using blog data collection by teacher observation shows at Table 4.28 below:

**Table 4.28**  
**Data Collection Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
26.	Carefully observe the material expressions of giving and asking information related advice and offering on the blog	4 80	Good High
27.	Read the other sources of expressions of giving and asking information related advice and offering	4 80	Good High
28.	Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog	4 80	Good High
29.	The teacher makes a group to discuss how to express giving and asking information related advice	3 60	Good Medium
30.	The teacher facilitates students to record and collect information on how to express of giving and asking information related advice and offering on the blog	4 80	Good High
31.	The teacher facilitates students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog	3 60	Good Medium
32.	Teacher facilitates students to exchange information on how to express of giving and asking information related advice and offering on the blog	4 80	Good High
		3.71 74.29	Good High

Table 4.28 shows that data collection main activity teaching and learning (teachers' observation). Carefully observe the material expressions of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories. Read the other sources of expressions of giving and asking information related advice and offering; score 4, good categories. Percentage is 80 %; high categories. Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80 %; high categories. The teacher makes a group to discuss how to express giving and asking information related advice and offering; scores 3, good categories. Percentage is 60%; medium categories. The teacher facilitate students to record and collect information on how to express of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories. The teacher

facilitate students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog; score 3, good categories. Percentage is 60%; medium categories. Teacher facilitate students to exchange information on how to express of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories. The mean of all data collection main activity teaching and learning (teachers' observation) is 3.71, good categories. The mean percentage is 74.29%; high categories.

**d) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Data Processing**

Teaching and learning activity of analytical exposition text using blog part data processing by student observation shows at Table 4.29 below:

**Table 4.29**  
**Data Processing Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
33.	Discuss material about expressions giving and asking information related advice and offering	0	8	5	4	4	3.19	Good
		0.0	38.1	23.8	19.0	19.0	63.80	High
34.	Process of information : material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help	0	11	4	5	1	2.81	Good
		0.0	52.4	19.0	23.8	4.8	56.20	Medium
35.	Students do some question on the web blog about the material expressions giving and asking information related advice and	0	2	7	8	4	3.67	Good
		0.0	9.5	33.3	38.1	19.0	73.40	High
							3.22	Good
							64.47	High

Table 4.30 shows that the Data Processing of Main Activities Teaching Learning in The Fisrt Meeting. Discuss material about expressions giving and asking information related advice and offering score 2 frequencies 8, percentage



38.1%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 4, percentage 19.0%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.19 good categories. All of the Percentage is 63.8%, high categories.

Information Process: material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet score 2 frequencies 11, percentage 52.4%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 1, percentage 4.8%. The mean is 2.81 good categories. All of the Percentage is 56.2%, medium categories.

Students do some question on the web blog about the material expressions giving and asking information related advice and offering score 2 frequencies 2, percentage 9.5%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.22 good categories. All of the Percentage is 64.47%, high categories.

All main activities teaching and learning, mean 3.22, good categories. Average percentage 64.47%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Teaching and learning activity of analytical exposition text using blog part data processing by teacher observation shows at Table 4.30 below:

**Table 4.30**  
**Data Processing Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
33.	Discuss material about expressions giving and asking information related advice and offering	3 60	Good Medium
34.	Process of information : material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet	4 80	Good High
35.	Students do some question on the web blog about the material expressions giving and asking information related advice and offering	4 80	Good High
		3.67 73.33	Good High

Table 4.30 shows that data processing main activity teaching and learning (teachers' observation). Discuss material about expressions giving and asking information related advice and offering; score 3, good categories. Percentage is 60%; high categories. Process of information : material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet; score 4, good categories. Percentage is 80%; high categories. Students do some question on the web blog about the material expressions giving and asking information related advice and offering; scores 4, good categories. Percentage is 80 %; high categories. The mean of all data processing main activity teaching and learning (teachers' observation) is 3.67, good categories. The mean percentage is 73.33%; high categories.

**e) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Verification**

Teaching and learning main activity of analytical exposition text using blog part verification by students' observation shows at Table 4.31 below:

**Table 4.31**  
**Verification Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
36.	The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and	0	7	2	9	3	3.38	Good
		0.0	33.3	9.5	42.9	14.3	67.60	High
37.	Teacher facilitates students in discussion to develop sincerity, accuracy , disciplined and obey rules , work hard , ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice	0	5	4	9	3	3.47	Good
		0.0	23.8	19.0	42.9	14.3	69.40	High
38.	Student and teacher discuss students' analytical exposition text during the pre-test	0	7	3	8	3	3.33	Good
		0.0	33.3	14.3	38.1	14.3	66.60	High
							3.39	Good
							67.87	High

Table 4.31 shows that the Verification of Main Learning and Teaching Activities in the first Meeting. The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 2, percentage 9.5%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.38 good categories. All of the Percentage is 67.6%, high categories.

Teacher facilitate students in discussion to develop sincerity, accuracy, disciplined and obey rules, work hard, ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice and offering score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.47 good categories. All of the Percentage is 69.4%, high categories.

Student and teacher discuss students' analytical exposition text during the pre-test score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.33 good categories. All of the Percentage is 66.6%, high categories.

All main activities teaching and learning, mean 3.39, good categories. Average percentage 67.87%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Teaching and learning main activity of analytical exposition text using blog part verification by teacher observation shows at Table 4.32 below:

**Table 4.32**  
**Verification Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
36.	The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering	4	Good
		80	High
37.	Teacher facilitates students in discussion to develop sincerity, accuracy, disciplined and obey rules, work hard, ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice and offering	4	Good
		80	High
38.	Student and teacher discuss students' analytical exposition text during the pre-test	3	Good
		60	Medium
		3.67	Good
		73.33	High

Table 4.32 shows that data verification main activity teaching and learning (teachers' observation). The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Teacher facilitate students in discussion to develop sincerity, accuracy, disciplined and obey rules, work hard, ability apply procedure and ability think inductive and deductive in prove about expressions giving and

asking information related advice and offering; score 4, good categories. Percentage is 80 %; high categories. Student and teacher discuss students' analytical exposition text during the pre-test; score 3, good categories. Percentage is 60%; high categories. The mean of all verification main activity teaching and learning (teachers' observation) is 3.67, good categories. The mean percentage is 73.33%; high categories.

**f) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Generalization Through Communication**

Teaching and learning activity of analytical exposition text using blog generalization through communication by student observation shows at Table 4.33 below:

**Table 4.33**  
**Generalization Through Communication Main Activity Teaching and learning (Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
39.	Students discuss to conclude about how to express giving and asking information related advice and offering	0	3	3	12	3	3.71	Good
		0.0	14.3	14.3	57.1	14.3	74.20	High
40.	Students present the results of group discussions on how to express giving and asking information related advice and offering	0	6	4	7	4	3.42	Good
		0.0	28.6	19.0	33.3	19.0	68.40	High
41.	Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering	0	1	5	13	2	3.72	Good
		0.0	4.8	23.8	61.9	9.50	74.40	High
42.	Group presentation provide the opportunities for students from	0	6	5	9	1	3.25	Good
		0.0	28.6	23.8	42.9	4.8	64.60	High
							3.52	Good
							70.40	High

Table 4.33 shows that the Generalization Through Communication Activity Learning and Teaching Main in The First Meeting. Students discuss to conclude about how to express giving and asking information related advice and offering score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 12, percentage 57.1%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.71 good categories. All of the Percentage is 74.2%, high categories.

Students present the results of group discussions on how to express giving and asking information related advice and offering score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 7, percentage 33.3%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.42 good categories. All of the Percentage is 68.4%, high categories.

Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering score 2 frequencies 1, percentage 4.8%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 13, percentage 61.9%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.72 good categories. All of the Percentage is 74.4%, high categories.

Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 9, percentage 42.9%. Score 5

frequencies 1, percentage 4.8%. The mean is 3.52 good categories. All of the Percentage is 70.4%, high categories.

All main activities teaching and learning, mean 3.52, good categories. Average percentage 70.4%; high categories. Summary activity teaching learning analytical exposition text using blog is medium.

Teaching and learning activity of analytical exposition text using blog generalization through communication by teacher observation shows at Table 4.34 below:

**Table 4.34**  
**Generalization Through Communication Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
39.	Students discuss to conclude about how to express giving and asking information related advice and offering	4 80	Good High
40.	Students present the results of group discussions on how to express giving and asking information related advice and offering	4 80	Good High
41.	Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering	4 80	Good High
42.	Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering	3 60	Good Medium
		3.75 75	Good High

Table 4.34 shows that generalization through communication main activity teaching and learning (teachers' observation). Students discuss to conclude about how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Students present the results of group discussions on how to express giving and asking information related advice

and offering; score 4, good categories. Percentage is 80 %; high categories. Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering; score 4, good categories. Percentage is 80 %; high categories. Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering; score 3, good categories. Percentage is 60%; high categories. The mean of all generalization through communication main activity teaching and learning (teachers' observation) is 3.75, good categories. The mean percentage is 75%; high categories.

**g) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Generalization Through Creativity**

Teaching and learning activity of analytical exposition text using blog generalization through communication by students' observation shows at Table 4.35 below:

**Table 4.35  
Generalization Through Creativity Main Activity Teaching and learning  
(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
43.	Conclude important points that appear in learning activities about how to express giving and asking information related advice and	0	3	4	10	4	3.71	Good
		0.0	14.3	19.0	47.6	19.0	74.20	High
44.	Students ask about things that have not been understood about how to express giving and asking information related advice and	0	5	4	8	4	3.52	Good
		0.0	23.8	19.0	38.1	19.0	70.40	High
45.	Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering	0	7	4	9	1	3.19	Good
		0.0	33.3	19.0	42.9	4.8	63.80	High
							3.47	Good
							69.47	High



Table 4.35 shows that the Generalization With Creativity Main Activity of Teaching Learning in The First Meeting. Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 10, percentage 47.6%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.71 good categories. All of the Percentage is 74.2%, high categories.

Students ask about things that have not been understood about how to express giving and asking information related advice and offering score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.52 good categories. All of the Percentage is 70.4%, high categories.

Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 1, percentage 4.8%. The mean is 3.19 good categories. All of the Percentage is 63.8%, high categories.

All main activities teaching and learning, mean 3.47, good categories. Average percentage 69.47%; high categories. Summary activity teaching learning analytical exposition text using blog is medium.

Teaching and learning activity of analytical exposition text using blog generalization through communication by teacher observation shows at Table 4.36 below:

**Table 4.36**  
**Generalization Through Creativity Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
43.	Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering	4 80	Good High
44.	Students ask about things that have not been understood about how to express giving and asking information related advice and offering	4 80	Good High
45.	Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering	3 60	Good Medium
		3,67 73,33	Good High

Table 4.36 shows that generalization through creativity main activity teaching and learning (teachers' observation). Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Students ask about things that have not been understood about how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80 %; high categories. Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering; score 3, good categories. Percentage is 60 %; high categories. The mean of all generalization through creativity main activity

teaching and learning (teachers' observation) is 3.67, good categories. The mean percentage is 73.33%; high categories.

### 3) Teaching Learning Last Part Activity of Analytical Exposition Text Using Blog in The First Meeting

Teaching and learning last part activity of analytical exposition text using blog activity in the first meeting by students' observation shows at Table 4.37 below:

**Table 4.37**  
**Last Part Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
46.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers	0	3	5	13	0	3.48	Good
		0.0	14.3	23.8	61.9	0.0	69.60	High
47.	Students are given homework for subject matter about expressions of giving and asking for information related to	0	3	6	11	1	3.48	Good
		0.0	14.3	26.5	52.4	4.8	69.56	High
48.	Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home	0	5	7	3	6	3.58	Good
		0.0	23.8	33.3	14.3	28.6	69.60	High
49.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers	0	5	4	8	4	3.53	Good
		0.0	23.8	19.0	38.1	19.0	70.60	High
50.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation	0	6	3	10	2	3.38	Good
		0.0	23.6	14.3	47.6	9.5	67.60	High
							3.47	Good
							69.40	High

Table 4.37 shows that the Generalization Through Creativity Main Activity of Teaching Learning in The Firts Meeting. Students make a resume with teacher

guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 13, percentage 61.9%. The mean is 3.48 good categories. All of the Percentage is 69.6 %, good categories.

Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 11, percentage 52.4%. Score 5 frequencies 1, percentage 4.8%. The mean is 3.48 good categories. All of the Percentage is 69.6 %, good categories.

Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 6, percentage 28.6%. The mean is 3.48 good categories. All of the Percentage is 69.6 %, good categories.

Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.53 good categories All of the Percentage is 70.6 %, good categories.

Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 10, percentage 47.6%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.38 good categories All of the Percentage is 67.6 %, good categories.

All main activities teaching and learning, mean 3.47, good categories. Average percentage 69.4%; good categories. Summary activity teaching learning analytical exposition text using blog is medium.

Teaching and learning last part activity of analytical exposition text using blog activity in the first meeting by teacher observation shows at Table 4.38 below:

**Table 4.38**  
**Last Part Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
46.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers	3 60	Good
47.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers	4 80	Good
48.	Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home	4 80	Good
49.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers	4 80	Good
50.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation	4 80	Good
		3.80 76	Good High

Table 4.39 shows that last part activity teaching and learning (teachers' observation). Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers; score 3, good categories. Percentage is 60%; good categories. Students given homework for subject matter about expressions of giving and asking for information related to suggestions and offers; score 4, good categories. Percentage is 80 %; good categories. Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home; score 4, good categories. Percentage is 80%; good categories. Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers; score 4, good categories. Percentage is 80%; good categories. Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation; score 4, good categories. Percentage is 80%; good categories. The mean of all last part activity teaching and learning (teachers' observation) is 3.8, good categories. The mean percentage is 76%; good categories.

#### **4) All of The Teaching and learning Activity Analytical Exposition Text Using Blog in The First Meeting**

All of the teaching and learning activity analytical exposition text using blog in the first meeting by students' observation shows at Table 4.39 below:

**Table 4.39**  
**All of The Teaching and learning Activity in The First Meeting**  
**(Student Observation)**

No	Element	Ideal Score	Average of Score Result	Percentage	Categories
<b>I. Introduction</b>					
1	Orientation	5	3.44	68.73	High
3	Apperception	5	3.65	73.00	High
4	Motivation	5	3.64	72.73	High
5	Guide Reference	5	3.71	74.10	High
6	Pre-test	5	3.28	63.67	High
<b>II. Main</b>					
7	Simulation	5	2.87	57.36	Medium
8	Problem Statement	5	3.09	61.80	High
9	Data Collection	5	2.95	59.0	High
10	Data Processing	5	3.22	64.47	High
11	Verification		3.39	67.87	High
12	Generalization Through Communication	5	3.53	70.40	High
13	Generalization Through Creativity	5	3.47	69.47	High
<b>III. Last Part</b>					
14	Closing	5	3.47	69.47	High
	Mean		3.53	66.88	High

Table 4.39 shows that activity teaching learning analytical exposition text using blog first meeting shows: part indroduction: orientation score average 3.44;

percentage 68.73%: high categories. A perception score average 3.65, percentage 73.00%, high categories. Motivation average score 3.64; percentage 72.73%; high categories. Guide reference score average 3.71; percentage 74.10%; high categories. Pre-test score average 3.28; percentage 63.67%; high categories.

Table 4.39 shows that activity teaching learning analytical exposition text with blog first meeting part main: simulation score average 2.87; percentage 57.36%; medium categories. Problem statement score average 3.09; percentage 61.80%; high categories. Data collection score average 2.95; percentage 59.00%; high categories. Data processing score average 3.22; percentage 64.47: high categories. Verification score average 3.39; percentage 67.87%; high categories. Generalization through communication score average 3.53; percentage 70.40%; high categories. Generalization with creativity score average 3.47; percentage 69.47; high categories.

Table 4.39 shows that activity teaching learning analytical exposition text with blog first meeting part last part closing losing average score 3.47; percentage 69.47%; high categories. All activity teaching learning analytical exposition text with blog first meeting score average 3.53; percentage 66.88%; high categories.

All of the teaching and learning activity analytical exposition text using blog in the first meeting shows at Table 4.40 teachers' observation below:



**Table 4.40**  
**All of The Teaching and learning Activity in The First Meeting**  
**(Teacher Observation)**

No.	Criteria	Score	Percent	Inter Pretation
<b>1. Introduction</b>				
1	Orientation	4	80	High
3	Apperception	3.67	73.33	High
4	Motivation	4	80	High
5	Guide Reference	3.75	75	High
6	Pre-test	3.67	73.33	High
<b>II. Main</b>				
7	Simulation	3.80	76	High
8	Problem Statement	4	80	High
9	Data Collection	3.71	74.29	High
10	Data Processing	3.67	73.33	High
11	Verivication through Collaboration and Critical Thingking	3.67	73.33	High
12	Generalization Through Communication	3.75	75	High
13	Generalization Through Creativity	3.67	73.33	High
<b>III. Last Part</b>				
14	Closing	3.80	76	High
<b>Mean</b>		<b>3.78</b>	<b>75.61</b>	<b>High</b>

Table 4.40 shows that activity teaching learning analytical exposition text using blog first meeting shows teacher obsevation: part indrduction: orientation score average 4; percentage 80: high categories. Motivation average score 4; percenrtage 73.33; high categories. Guide refference score average 3.75; percentage 75%; high categories. Pre-test score average 3,67; percentage 73.33%; high categories.

Table 4.40 shows that activity teaching learning analytical exposition text with blog first meeting part main: simulation score average 3,80; percentage 76;

medium categories. Problem statement score average 4; percentage 80%; high categories. Data collection score average 3.71; percentage 74.29%; high categories. Data processing score average 3.67; percentage 73,33: high categories. Verivication score average 3,67; percentage 73.33%; high categories. Generalization through communication score average 3.75; percentage 75%; high categories. Generalization with creativity score average 3.67; percentage 69.47; high categories.

Table 4.40 shows activity teaching learning analytical exposition text with blog first meeting part last part closing losing average score 3.80; percentage 76%; high categories. All activity teaching learning analytical exposition text with blog first meeting score average 3.58; percentage 75.64%; high categories.

## **b. Teaching and learning Analytical Exposition Text Using Blog in The Second Meeting**

Teaching and learning analytical exposition text using blog described: introduction, main and closing.

### **1) Introduction**

Teaching and learning introduction using blog in the second meeting included: orientation, apperception, motivation and giving reference.

#### **a) Orientation**

Teaching and learning introduction activity of analytical exposition text using blog part orientation by students' observation shows at Table 4.41 below:

**Table 4.41**  
**Orientation Activity Teaching and learning Introduction**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with greeting and praying	0 0.0	8 38.1	4 19.0	8 38.1	1 4.8	3.09 61.80	Good
2.	Teacher checking students' attendance as a discipline	0 0.0	7 33.3	5 23.8	9 42.9	0 0.0	3.09 61.80	Good
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	0 0.0	6 28.6	6 28.60	3 14.30	6 28.6	3.42 68.40	Good
							3.30 64.00	Good High

Table 4.41 shows that the orientation activity teaching and learning. Teacher starts the learning process with greeting and praying at score are 2 frequencies 8, percentage 38.1%. At score 3, frequencies are 4, percentage 19.0%. At score 4, frequencies are 8, percentage 38.1%. At score 5, frequencies 1, percentage 4.8%. All score average 3.09; categories good. All percentage 61.8%, good categories.

Teacher checking students' attendance as a discipline score are 2 frequencies 7, percentage 33.3%. At score 3, frequencies are 5, percentage 23.8%. At score 4, frequencies are 9, percentage 42.9%. All score average 3.09; categories good. All percentage 61.8%, good categories.

Teacher preparing the students' physical and psychological to start teaching in the learning process score are 2 frequencies 6, percentage 28.6%. At score 3, frequencies are 6, percentage 28.6%. At score 4, frequencies are 3, percentage 14.3%. At score 5 frequencies 6, percentage 28.6%. All score average 3.42; categories good. All percentage 68.4%, good categories.

All orientation activity teaching and learning, mean 3.20, categories good. Average percentage 64.00%; high categories. Summary activity teaching learning analytical exposition text use blog are good.

Teaching and learning introduction activity of analytical exposition text using blog part orientation by teacher observation shows at Table 4.42 below:

**Table 4.42**  
**Orientation Activity Teaching and learning Introduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
1.	Teacher starts the learning process with greeting and praying	5 100	Good Very High
2.	Teacher checking students' attendance as a discipline	4 80	Good High
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process	3 60	Good Medium
		4 80	Good High

Table 4.42 shows that the orientation of introduction activity teaching and learning (teachers' observation). Teacher starts the learning process with greeting and praying; score 5, good categories. Percentage is 100%, high categories. Teacher checking students' attendance as a discipline; score 4, good categories. Percentage is 80%, high categories. Teacher preparing the students' physical and psychological to start teaching in the learning process; score 3, good categories. Percentage is 60%, high categories. All orientation of introduction activity teaching and learning (teachers' observation); mean 4, good categories. Percentage is 80%, high categories.

## b) Apperception

Activity teaching learning analytical exposition text using blog introduction part apperception second meeting by students' observation shows at Table 4.43 below:

**Table 4.43**  
**Apperception Activity Teaching and learning Introduction**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associates material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities before.	0	6	6	4	5	3.38	Good
5.	Teacher remember the students essential material with asking	0,0	28.6	28.6	19.0	23.80	67.60	High
6.	Teacher asks questions that are related to the lessons	0,0	14.3	57.1	28.6	0,0	62.8	High
		0,0	23.8	19,0	28.6	28.6	72.30	High
							3.38	Good
							67.53	High

Table 4.44 shows that the Apperception Activity Teaching Learning Introduction Second Meeting. Teacher starts the learning process with greeting and praying at score 2 frequencies 6, percentage 28.6%. At score 3, frequencies 6, percentage 28.6%. At score 4, frequencies 4, percentage 19.0%. At score 5, frequencies 5, percentage 23.8%. The whole mean score is 3.38, good categories. Percentage all 67.6%, high categories.

Teacher remember the students essential material with asking at score 2 frequencies 3, percentage 14.3%. At score 3, frequencies 12, percentage 57.1%. At score 4, frequencies 6, percentage 28.6%. The mean is 3.14, good categories. Percentage all 62.8%, high categories.

Teacher asks questions that are related to the lesson at score 2 frequencies 5, percentage 23.8%. At score 3, frequencies 4, percentage 19.0%. At score 4, frequencies 6, percentage 28.6%. At score 5, frequencies 6, percentage 28.6%. The mean is 3.61, good categories. Percentage all 72.2%, high categories.

All apperception activity teaching and lerning, mean 3.38, categories good. Average percentage 67.53%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Activity teaching learning analytical exposition text using blog introduction part appercepttion second meeting by teacher observation shows at Table 4.44 below:

**Table 4.44**  
**Apperception Activity Teaching and learning Introduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
4.	Teacher associates material/ themes / learning activities that will be carried out with the experience of students with previous material / themes / activities before.	4 80	Good High
5.	Teacher remember the students essential material with asking	5 100	Good High
6.	Teacher asks questions that are related to the lessons	3 60	Good Medium
		4 80	Good High

Table 4.44 shows that Apperception Activity Teaching and learning Introduction (Teachers' Observation). Teacher associatest material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before; score 4, good categories. Percentage is 80%; high categories. Teacher remember the students essential material with asking; score 5,

good categories. Percentage is 100 %; high categories. Teacher asks questions that are related to the lessons; score 3, good categories. Percentage is 60%; high categories. The mean of all apperception activity teaching and learning is 4, good categories. The mean percentage is 80%; high categories.

**c) Motivation**

Activity teaching learning analytical exposition text using blog introduction motivation second meeting by students’ observation shows at Table 4.45 below:

**Table 4.45  
Motivation Activity Teaching and learning Indtroduction  
(Students’ Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0	7	5	5	4	3.29	Good
		0.0	33.3	23.8	23.8	19.0	65.80	High
8.	Teacher delivers the learning objectives at the meeting	0	3	4	13	1	3.57	Good
		0.0	14.3	19.0	61.9	4.8	71.40	High
9.	Teacher asks questions	0	4	7	3	7	3.62	Good
		0.0	19.0	33.3	24.3	33.3	72.40	High
							3.49	Good
							69.90	High

Table 4.46 shows that the motivation of teaching and lerning activity. Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.29 good categories. Percentage all 65.8%, high categories.

Teacher delivers the learning objectives at the meeting score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 13, percentage 61.9%. Score 5 frequencies 1, percentage 4.8%. The mean is 3.57 good categories. Percentage all 71.4%, high categories.

Teacher asks questions score 2 frequencies 4, percentage 19.0%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 7, percentage 33.3%. The mean is 3.62 good categories. Percentage all 72.4%, high categories.

All motivation activity teaching and learning, mean 43.36 categories good. Average percentage 69.9%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Activity teaching learning analytical exposition text using blog introduction motivation second meeting by teacher observation shows at Table 4.46 below:

**Table 4.46**  
**Motivation Activity Teaching and learning Introduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	5 100	Good Very High
8.	Teacher delivers the learning objectives at the meeting	3 60	Good High
9.	Teacher asks questions	4 80	Good High
		4 80	Good High

Table 4.46 shows that the motivation activity teaching and learning introduction (teachers' observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life; score 5, good categories.



Percentage is 100%; high categories. Teacher delivers the learning objectives at the meeting; score 3, good categories. Percentage is 60 %; high categories. Teacher asks questions; score 4, good categories. Percentage is 80%; high categories. The mean of all motivation activity teaching and learning is 4, good categories. The mean percentage is 80%; high categories.

#### d) Giving Reference

Teaching and learning activity an analytical exposition text using blog introduction of giving reference by students' observation shows at Table 4.47 below:

**Table 4.47**  
**Giving Reference Activity Teaching and learning Indtroduction**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the material subject that will be discussed at the meeting	0	5	7	8	1	3.23	Good
		0.0	23.8	33.3	38.1	4.8	64.6	High
11.	Teacher shows KI, KD, Indikator and KKM in the meeting	0	3	7	8	3	3.52	Good
		0.0	14.3	33.3	38.1	14.3	70.40	High
12.	Teacher distributes group of study	0	7	3	6	5	3.34	Good
		0.0	33.3	14.3	28.6	23.8	68.60	High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	0	5	8	5	3	3.29	Good
		0.0	23.8	38.1	23.8	14.3	65.8	High
							3.37	Good
							67.35	High

Table 4.47 shows that the giving reference of teaching and learning activity. Teacher delivers the material subject that will be discussed at the meeting score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 7, percentage 33.3%. Score 4

frequencies 8, percentage 38.1%. Score 5 frequencies 1, percentage 4.8%. The mean is 3.23 good categories. Percentage all 64.6%, high categories.

Teacher shows KI, KD, Indikator and KKM in the meeting score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.37 good categories. Percentage all 67.35%, high categories.

Teacher distributest group of study score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 5, percentage 23.8%. The mean is 3.43 good categories. Percentage all 68.6%, high categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps scores 2 frequencies 5, percentage 23.8%. Score 3 frequencies 8, percentage 38.1%. Score 4 frequencies 5, percentage 23.8%. Score 5, frequencies 3, percentage 14.3%. The mean is 3.29 good categories. Percentage all 65.8%, high categories.

All giving reference activity teaching and lerning, mean 3.37, categories good. Summary activity teaching learning analytical exposition text using blog is good. Average percentage 67.35%; high categories.

Teaching and learning activity an analytical exposition text using blog introduction of giving reference by teacher observation shows at Table 4.48 below:

**Table 4.48**  
**Giving Reference Activity Teaching and learning Introduction**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
10.	Teacher delivers the material subject that will be discussed at the meeting	4 80	Good Tinggi
11.	Teacher shows KI, KD, Indikator and KKM in the meeting	4 80	Good High
12.	Teacher distributes group of study	5 100	Good Very High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good Good
		4.25 85	Good Very High

Table 4.48 shows that Giving Reference Activity Teaching and learning Introduction (Teachers' Observation). Teacher delivers the material subject that will be discussed at the meeting; score 4, good categories. Percentage is 80%; high categories. Teacher shows KI, KD, Indikator and KKM in the meeting; score 4, good categories. Percentage is 80 %; high categories. Teacher distributest group of study; score 5, good categories. Percentage is 100 %; high categories. Teacher explains the mechanism for applying the learning experience according to the learning steps; score 4, good categories. Percentage is 80%; good categories. The mean of all giving reference activity teaching and learning is 4.25, good categories. The mean percentage is 85%; very high categories.

## 5) Main Activity of Teaching Learning Analytical Exposition Text With Blog in The Second Meeting

Main activity of teaching learning analytical exposition text using blog included: simulation through literacy activities, problem statement through, data collection, data processing, verification, generalization with communication, generalization with creativity.

### a) Main activity teaching learning analytical exposition text with blog included: simulation through literacy activities

Main activity of teaching learning analytical exposition text using blog simulation through literacy activities by students' observation show at Table 4.49 below:

**Table 4.49**  
**Simulation Through Literacy Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher shows the text from the blog with relevant text	0	2	6	9	4	3.71	Good High
		0.0	9.5	28.6	42.9	19.0	74.2	
15.	The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers	0	2	9	6	4	3.57	Good High
		0.0	9.5	42.9	28.6	19.0	71.4	
16.	Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog.	0	6	7	6	2	3.19	Good High
		0.0	28.6	33.3	28.6	9.5	63.80	
17.	The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts	0	3	9	6	3	3.42	Good High
		0.0	14,3	42,9	28,6	14,3	68.40	
18.	Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions	0	3	6	9	3	3.42	Good High
		0.0	14.3	28.6	42.9	14.3	68.40	
							3.46	Good
							69.24	High

Table 4.49 shows that the main activities of teaching and learning. Teacher shows text from the blog with the relevant text score 2 frequencies 2, percentage 9.5%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.71 good categories. All of the Percentage is 74.2%, high categories.

The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers score 2 frequencies 2, percentage 9.5%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.57 good categories. All of the Percentage is 71.4%, high categories.

Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.19 good categories. All of the Percentage is 63.8%, high categories.

The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 6, percentage 28.6%. Score 5

frequencies 3, percentage 14.3%. The mean is 3.42 good categories. All of the Percentage is 68.4%, high categories.

Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.42 good categories. All of the percentage is 68.4%, high categories.

All main activities teaching and learning, mean 3.46, good categories. Average percentage 69.24%; high categories. Summary activity teaching learning analytical exposition text using blog is medium.

Main activity of teaching learning analytical exposition text using blog simulation through literacy activities by teacher observation shows at Table 4.50 below:

**Table 4.50**  
**Simulation Through Literacy Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
14.	Teacher shows the text from the blog with relevant text	4 80	Good High
15.	The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers	4 80	Good High
16.	Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog.	4 80	Good High
17.	The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts	4 80	Good High
18.	Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions	4 80	Good High
		4 80	Good High

Table 4.50 shows that simulation through literacy of main activity teaching and learning (teachers' observation). Teacher shows text from the blog with the relevant text; score 4, good categories. Percentage is 80%; high categories. Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer; score 4, good categories. Percentage is 80%; high categories. Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog; score 4, good categories. Percentage is 80%; high categories. Teacher gives a chance for students to read material from book package or book others expressions give and ask information related advice and offer; score 4, good categories. Percentage is 80%; high categories. Teacher trains sincerity, accuracy, and looking for information through activity listening material expressions give and ask information related advice and offer through the web blog; score 4, good categories. Percentage is 80%; high categories. The mean of all simulation through literacy activity teaching and learning is 4, good categories. The mean percentage is 80%; high categories.

**b) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Through Problem Statement**

Teaching and learning main activity of analytical exposition text using blog through problem statement by student observation shows at Table 4.51 below:

**Table 4.51**  
**Problem Statement Through Critical Thinking Main Activity Teaching and learning (Students' Observation)**

	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog	0	5	5	9	2	3.80	Good
		0.0	23.8	23.8	42.9	9.5	76.00	High

Table 4.51 shows that the problem statement main activity of teaching and learning. Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.8 good categories. All of the Percentage is 76%, high categories.

Teaching and learning main activity of analytical exposition text using blog through problem statement by student observation shows at Table 4.52 below:

**Table 4.52**  
**Problem Statement Through Critical Thinking Main Activity Teaching and learning (Teachers' Observation)**

	Statements	Score and Percent	Inter Pretation
19.	Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog	4 80	Good High

Table 4.52 shows that the problem statement main activity teaching and learning (teachers' observation). Teacher gives chance to student for identify as



much as possible question about expression give and ask information related advice and offer on the blog; score 4, good categories. Percentage is 80%; high categories.

**c) Teaching and learning Main Activity of Analytical Exposition Text Using Blog Data Collection**

Teaching and learning activity analytical exposition text using blog data collection by students' observation shows at Table 4.53 below:

**Table 4.53**

**Data Collection Through Literacy and Collaboration Main Activity Teaching and learning (Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
20.	Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog		4	9	5	3	3.33	Good
		19,0	42,9	23,8	14,3	66.60	High	
21.	Read the other sources of material for disclosure from each context in the use of transactional interaction texts		3	6	6	6	3.71	Good
		14.3	28.6	28.6	28.6	74.20	High	
22.	Question and answer to the teacher about how to disclose from each context the use of transactional interaction texts found on		4	6	6	5	3.57	Good
		19.0	28.6	28.6	23.8	71.5	High	
23.	The teacher makes a group to discuss how to disclose from each context the use of transactional interaction texts		5	4	10	2	3.43	Good
		23.8	19.0	47.6	9.5	68.6	High	
24.	The teacher facilitates students to record and collect information on how to disclose from each context the use of transactional interaction texts on the blog		4	5	10	2	3.47	Good
		19.0	23.8	47.6	9.5	69.4	High	
25.	The teacher facilitates students to represent the results of the discussion on how to disclose from each context the use of transactional interaction texts displayed on the blog		5	7	6	3	3.33	Good
		23.8	33.3	28.6	14.3	66.6	High	
26.	Teacher facilitates students to exchange information on how to disclose from each context the use of transactional interaction texts through the web blog		6	6	8	1	3.19	Good
		28.6	28.6	38.1	4.8	63.8	High	
							3.43	Good
							68.66	High

Table 4.53 shows that the Data Collection Main Activities of Learning and Teaching Second Meeting. Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog

score 2 frequencies 4, percentage 19.0%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.33 good categories. All of the Percentage is 66.6%, high categories.

Read the other sources of expressions of giving and asking information related advice and offering score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 6, percentage 28.6%. The mean is 3.71 good categories. All of the Percentage is 74.2%, high categories.

Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog score 2 frequencies 4, percentage 19.0%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 5, percentage 23.8%. The mean is 3.57 good categories. All of the Percentage is 71.4%, high categories.

The teacher makes a group to discuss how to express giving and asking information related advice and offering score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 10, percentage 47.6%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.43 good categories. All of the Percentage is 68.6%, high categories.

The teacher facilitate students to record and collect information on how to express of giving and asking information related advice and offering on the blog score 2 frequencies 4, percentage 19.0%. Score 3 frequencies 5,

percentage 23.8%. Score 4 frequencies 10, percentage 47.6%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.47 good categories. All of the Percentage is 69.4%, high categories.

The teacher facilitate students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.33 good categories. All of the Percentage is 66.6%, high categories.

Teacher facilitate students to exchange information on how to express of giving and asking information related advice and offering on the blog score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 1, percentage 4.8%. The mean is 3.19 good categories. All of the Percentage is 63.8%, high categories.

All main activities teaching and learning, mean 3.43, good categories. Average percentage 68.66%; medium categories. Summary activity teaching learning analytical exposition text using blog is medium.

Teaching and learning activity analytical exposition text using blog data collection by teacher observation shows at Table 4.54 below:

**Table 4.54**

**Data Collection Through Literacy and Collaboration Main Activity Teaching  
and learning (Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
20.	Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog	4 80	Good High
21.	Read the other sources of material for disclosure from each context in the use of transactional interaction texts	4 80	Good High
22.	Question and answer to the teacher about how to disclose from each context the use of transactional interaction texts found on the blog	4 80	Good High
23.	The teacher makes a group to discuss how to disclose from each context the use of transactional interaction texts	4 80	Good High
24.	The teacher facilitates students to record and collect information on how to disclose from each context the use of transactional interaction texts on the blog	4 80	Good High
25.	The teacher facilitates students to represent the results of the discussion on how to disclose from each context the use of transactional interaction texts displayed on the blog	4 80	Good High
26.	Teacher facilitates students to exchange information on how to disclose from each context the use of transactional interaction texts through the web blog	4 80	Good High
		4 80	Good High

Table 4.54 shows that data collection main activity teaching and learning (teachers' observation). Carefully observe the material expressions of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories. Read the other sources of expressions of giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories.

The teacher makes a group to discuss how to express giving and asking information related advice and offering; scores 4, good categories. Percentage is 80%; high categories. The teacher facilitate students to record and collect information on how to express of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories. The teacher facilitate students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories. Teacher facilitate students to exchange information on how to express of giving and asking information related advice and offering on the blog; score 4, good categories. Percentage is 80%; high categories. The mean of all data collection main activity teaching and learning (teachers' observation) is 4, good categories. The mean percentage is 80%; high categories.

**d) Main Activity of Teaching Learning Analytical Exposition Text Using Blog Data Processing**

Activity teaching learning analytical exposition text using blog data processing by students' observation shows at Table 4.55 below:

**Table 4.55**  
**Data Processing Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
27.	Discuss material on how to disclose from each context the use of transactional interaction texts	0	5	4	9	3	3.47	Good
		0.0	23.8	19.0	42.9	14.3	6.94	High
28.	Processing information: material on how to disclose from each context the use of transactional interaction texts that have been collected from the results of previous activities as well as the results of observing and gathering information in the meeting	0	6	4	9	2	3.33	Good
		0.0	28.6	19.0	42.9	9.5	66.6	High
29.	Leamers work on a number of questions on the web blog, how to disclose material from each context of the use of transactional interaction texts	0	3	8	8	2	3.43	Good
		0.0	14.3	38.1	38.1	9.5	68.60	High
						3.41	Good	
						70.40	High	

Table 4.55 shows that the Data Processing Main Activities of Learning and Teaching second Meeting. Discuss material on how to disclose from each context the use of transactional interaction texts score 2 frequencies 5, percentage 32.8%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.47 good categories. All of the Percentage is 69.4%, high categories.

Process of information: material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.33 good categories. All of the Percentage is 66.6%, high categories.

Learners work on a number of questions on the web blog, how to disclose material from each context of the use of transactional interaction texts score 2 frequencies 3, percentage 14.3%. Score 3 frequencies 8, percentage 38.1%. Score 4 frequencies 8, percentage 38.1%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.43 good categories. All of the Percentage is 68.60%, high categories.

All main activities teaching and learning, mean 3.41, good categories. Average percentage 68.2%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Activity teaching learning analytical exposition text using blog data processing by teacher observation shows at Table 4.56 below:

**Table 4.56**  
**Data Processing Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
27.	Discuss material on how to disclose from each context the use of transactional interaction texts	4 80	Good High
28.	Processing information: material on how to disclose from each context the use of transactional interaction texts that have been collected from the results of previous activities as well as the results of observing and gathering information in the meeting with the help of questions on the worksheet	4 80	Good High
29.	Learners work on a number of questions on the web blog, how to disclose material from each context of the use of transactional interaction texts	4 80	Good High
		4 80	Good High

Table 4.56 shows that data processing main activity teaching and learning (teachers' observation). Discuss material about expressions giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Process of information : material about expressions giving

and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet; score 4, good categories. Percentage is 80 %; high categories. Students do some question on the web blog about the material expressions giving and asking information related advice and offering; scores 4, good categories. Percentage is 80 %; high categories. The mean of all data processing main activity teaching and learning (teachers' observation) is 4, good categories. The mean percentage is 80%; high categories.

**e) Main Activity Teaching and learning Analytical Exposition Text Using Blog Verification Second Meeting**

Activity teaching learning analytical exposition text using blog verification by students' observation shows at Table 4.57 below:

**Table 4.57**  
**Verification Main Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
30.	Teacher adds to the extensiveness of the theory and into the processing of information that is looking for solutions from various sources that have different opinions to the conflicting ones on how to disclose from each context the use of	0	8	4	5	4	3.23	Good
		0.0	38.1	19.0	23.8	19.0	64.60	High
31.	The teacher facilitates students in the discussion to develop students' sincerity, accuracy, discipline and obey the rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving how to express from each context the use of transactional interaction texts	0	7	5	6	3	3.25	Good
		0.0	33.3	23.8	28.6	14.3	64.60	High
32.	Students and teacher discuss the students' analytical exposition	0	7	3	7	4	3.28	Good
		0.0	33.3	14.3	33.3	19.0	65.60	High
							3.25	Good
							64.93	High



Table 4.57 shows that the Verification through Collaboration and critical thinking. The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering score 2 frequencies 8, percentage 38.1%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.23 good categories. All of the Percentage is 64.6%, high categories.

Teacher facilitate students in discussion to develop sincerity, accuracy, disciplined and obey rules , work hard , ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice and offering score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 6, percentage 28.6%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.23 good categories. All of the Percentage is 64.6%, high categories.

Student and teacher discuss students' analytical exposition text during the pre-test score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 7, percentage 33.3%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.28 good categories. All of the Percentage is 65.6%, high categories.

All main activities teaching and learning, mean 3.25, good categories. Average percentage 64.93%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Activity teaching learning analytical exposition text using blog verification by teacher observation shows at Table 4.58 below:

**Table 4.58**  
**Verification Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
30.	Teacher adds to the extensiveness of the theory and into the processing of information that is looking for solutions from various sources that have different opinions to the conflicting ones on how to disclose from each context the use of transactional interaction texts	4	Good
		80	High
31.	The teacher facilitates students in the discussion to develop students' sincerity, accuracy, discipline and obey the rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving how to express from each context the use of transactional interaction texts	4	Good
		80	High
32.	Students and teacher discuss the students' analytical exposition text that have been made during the pre-test at the first meeting	4	Good
		80	High
		4	Good
		80	High

Table 4.58 shows that data verification main activity teaching and learning (teachers' observation). The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Teacher facilitatest students in discussion to develop sincerity, accuracy, disciplined and obey rules, work hard, ability apply procedure and ability think inductive and deductive in prove about expressions giving and

asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Student and teacher discuss students' analytical exposition text during the pre-test; score 4, good categories. Percentage is 80%; high categories. The mean of all verification main activity teaching and learning (teachers' observation) is 4, good categories. The mean percentage is 80%; high categories.

**f) Teaching and learning Main Activity Analytical Exposition Text Using Blog Generalization Through Communication in The Second Meeting**

Activity teaching and learning analytical exposition text using blog generalization with communication by students' observation shows at Table 4.59 below:

**Table 4.59  
Generalization Through Communication Main Activity Teaching and learning (Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
33.	Students discuss to conclude about how to disclose from each context the use of transactional interaction texts	0	5	6	9	1	3.28	Good
		0.0	23.8	28.6	42.9	4.8	65.60	High
34.	Students present the results of group discussions on how to	0	6	6	3	6	3.43	Good
		0.0	28.6	28.6	14.3	28.6	68.60	Tinggi
35.	Every group presentation expressed their opinions on group responses through the disclosure of each context in the use of transactional interaction texts	0	7	7	5	2	3.09	Good
		0.0	33.3	33.3	23.8	9.5	61.80	High
36.	Group presentation provide the opportunities for students from the other groups to answer questions about how to disclose from each context the use of transactional interaction texts	0	5	7	5	4	3.38	Good
		0.0	23.8	33.3	23.8	19.0	67.60	High
							3.30	Good
							65.90	High

Table 4.59 shows that the Generalization With Communication Main Activity Learning and Teaching in The Second Meeting. Students discuss to conclude about how to express giving and asking information related advice and offering score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 1, percentage 4.8%. The mean is 3.28 good categories. All of the Percentage is 65.6%, high categories.

Students present the results of group discussions on how to express giving and asking information related advice and offering score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 6, percentage 28.6%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 6, percentage 28.6%. The mean is 3.43 good categories. All of the Percentage is 68.6%, high categories.

Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 2, percentage 9.5%. The mean is 3.09 good categories. All of the Percentage is 61.8%, high categories.

Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering score 2 frequencies 5, percentage 23.8%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 5, percentage 23.8%. Score 5

frequencies 4, percentage 19.0%. The mean is 3.38 good categories. All of the Percentage is 67.6%, high categories.

All main activities teaching and learning, mean 3.30, good categories. Average percentage 65.90%; high categories. Summary activity teaching learning analytical exposition text using blog is medium.

Activity teaching and learning analytical exposition text using blog generalization with communication by teacher observation shows at Table 4.60 below:

**Table 4.60**  
**Generalization Through Communication Main Activity Teaching and learning (Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
33.	Students discuss to conclude about how to disclose from each context the use of transactional interaction texts	4 80	Good High
34.	Students present the results of group discussions on how to disclose from each context the use of transactional interaction texts	4 80	Good High
35.	Every group presentation expressed their opinions on group responses through the disclosure of each context in the use of transactional interaction texts	4 80	Good High
36.	Group presentation provide the opportunities for students from the other groups to answer questions about how to disclose from each context the use of transactional interaction texts	4 80	Good High
		4 80	Good High

Table 4.60 shows that generalization through creativity main activity teaching and learning (teachers' observation). Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Students ask about things that have not been understood about how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Teacher gives a few questions for

students to answer related to the material on how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. The mean of all generalization through creativity main activity teaching and learning (teachers' observation) is 4, good categories. The mean percentage is 80%; high categories.

**g) Main Activity Teaching Learning Analytical Exposition Text Using Blog Generalization Through Creativity Second Meeting**

Activity teaching learning analytical exposition text using blog generalization with communication by students' observation shows at Table 4.61 below:

**Table 4.61  
Generalization Through Creativity Main Activity Teaching and learning  
(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
37.	Conclude important points that appear in learning activities about how to disclose from each context the use of transactional	0	7	5	5	4	3.28	Good
		0,0	33.3	23.8	23.8	19.0	65.60	High
38.	Students ask about things that have not been understood about how to disclose from each context the use of transactional	0	8	5	5	3	3.14	Good
		0,0	38.1	23.8	23.8	14.3	62.8	High
39.	Teacher gives a few questions for students to answer related to the material on how to disclose from each context the use of transactional interaction texts	0	7	4	10	0	3.14	Good
		0	33.3	19.0	47.6	0.0	62.8	High
						3.19	Good	
						63.73	High	

Table 4.61 shows that the Generalization With Creativity Main Activity Learning and Teaching in The Second Meeting. Conclude important points that

appear in learning activities about how to express giving and asking information related advice and offering score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 4, percentage 19.0%. The mean is 3.28 good categories. All of the Percentage is 65.6%, high categories.

Students ask about things that have not been understood about how to express giving and asking information related advice and offering score 2 frequencies 8, percentage 38.1%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.14 good categories. All of the Percentage is 62.8%, high categories.

Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 10, percentage 47.6%. The mean is 3.14 good categories. All of the Percentage is 62.8%, high categories.

All main activities teaching and learning, mean 3.19, good categories. Average percentage 63.73%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Activity teaching learning analytical exposition text using blog generalization with communication by teacher observation shows at Table 4.62 below:

**Table 4.62**  
**Generalization Through Creativity Main Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
37.	Conclude important points that appear in learning activities about how to disclose from each context the use of transactional interaction texts	4 80	Good High
38.	Students ask about things that have not been understood about how to disclose from each context the use of transactional interaction texts	4 80	Good High
39.	Teacher gives a few questions for students to answer related to the material on how to disclose from each context the use of transactional interaction texts	4 80	Good High
		4 80	Good High

Table 4.62 shows that the egeneralization through creativity main activity teaching and learning (teachers' observation). Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. Students ask about things that have not been understood about how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80 %; high categories. Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering; score 4, good categories. Percentage is 80%; high categories. The mean of all generalization through creativity main activity teaching and learning (teachers' observation) is 4, good categories. The mean percentage is 80%; high categories.



**2) Last Part Main Activity Teaching Learning Analytical Exposition Text  
Using Blog Second Meeting**

**a) Closing of Last Part Main Teaching Learning Analytical Exposition Text  
Using Blog Second Meeting**

Activity teaching learning analytical exposition text using blog last part main second meeting by students' observation shows at Table 4.63 below:

**Table 4.63  
Closing of Last part Activity Teaching and learning  
(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
40.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers	0	7	4	9	1	3.19	Good
		0.0	33.3	19.0	42.9	4.80	63.8	High
41.	Students are given homework for subject matter about expressions of giving and asking for information related to	0	6	9	6	0	3.00	Good
		0.0	28.6	42.9	28.6	0.0	60.00	High
42.	Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home	0	6	3	7	5	3.53	Good
		0.0	28.6	14.3	33.3	23.8	70.6	High
43.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers	0	10	5	5	1	2.86	Medium
		0.0	47.6	23.8	23.8	4.8	57.2	Medium
44.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation	0	7	10	4	0	2.86	Medium
		0.0	33.3	47.6	19.0	0.0	57.20	Medium
							3.09	Good
							61.76	High

Table 4.63 shows that the Closing of Last part Activity Teaching Learning Second Meeting. Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers score 2 frequencies

7, percentage 33.3%. Score 3 frequencies 4, percentage 19.0%. Score 4 frequencies 9, percentage 42.9%. Score 5 frequencies 1, percentage 4.8%. The mean is 3.19 good categories. All of the Percentage is 63.8%, high categories.

Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 9, percentage 42.9%. Score 4 frequencies 6, percentage 28.6%. The mean is 3.00 good categories. All of the Percentage is 60 %, high categories.

Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home score 2 frequencies 6, percentage 28.6%. Score 3 frequencies 3, percentage 14.3%. Score 4 frequencies 7, percentage 33.3%. Score 5 frequencies 5, percentage 23.8%. The mean is 3.53 good categories. All of the Percentage is 70.6 %, high categories.

Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers score 2 frequencies 10, percentage 47.6%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 5, percentage 23.8%. Score 5 frequencies 1, percentage 4.8%. The mean is 2.86 low categories. All of the Percentage is 57.2%, medium categories.

Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and

cooperation score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 10, percentage 47.6%. Score 4 frequencies 4, percentage 19.0%. The mean is 2.86 low categories. All of the Percentage is 57.2 %, medium categories.

All main activities teaching and learning, mean 3.09, good categories. Average percentage 61.76%; high categories. Summary activity teaching learning analytical exposition text using blog is medium.

Activity teaching learning analytical exposition text using blog generalization with communication by students' observation shows at Table 4.64 below:

**Table 4.64**  
**Closing of Last part Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
40.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers	4	Good
		80	High
41.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers	4	Good
		80	High
42.	Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home	4	Good
		80	High
43.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers	4	Rendah
		80	High
44.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation	5	Good
		100	Very High
		4.20	Good
		84	Very High

Table 4.64 shows that last part activity teaching and learning (teachers' observation). Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving

and asking for information related to suggestions and offers; score 3, good categories. Percentage is 60%; good categories. Students given homework for subject matter about expressions of giving and asking for information related to suggestions and offers; score 4, good categories. Percentage is 80 %; good categories. Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home; score 4, good categories. Percentage is 80 %; good categories. Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers; score 4, low categories. Percentage is 80%; good categories. Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation; score 5, good categories. Percentage is 100%; good categories. The mean of all last part activity teaching and learning (teachers' observation) is 4.20, good categories. The mean percentage is 84%; high categories.

**f) Post-test**

Teaching and learning activity analytical exposition text using blog post-test by student observation shows at Table 4.65 below:

**Table 4.65**  
**Post-test Activity Teaching and learning**  
**(Students' Observation)**

No.	Statements	Criteria, Score, Frequencies and Percent					Mean of Score and Percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
45.	Teacher informs the post-test	0	7	8	3	3	3.09	Good
		0.0	33.3	38.1	14.3	14.3	61.8	High
46.	Teacher gives a problem limitation	0	7	8	1	5	3.19	Good
		0.0	22.2	38.1	4.80	23.8	63.80	High
47.	Teacher delivers the number of words that will be made by	0	9	5	2	5	3.14	Good
		0.0	42.9	23.8	9.5	23.8	62.80	High
48.	Teacher delivers the test-taking technique	0	4	10	2	5	3.38	Good
		0.0	19.0	47.6	9.5	23.8	67.6	High
49.	Teacher delivers time of the test		10	1	3	7	3.33	Good
		0.0	47.6	4.8	14.3	33.3	66.60	High
50.	Teacher asks students to do post-test in writing analytical	0	8	7	3	3	3.05	Good
		0.0	38.1	33.3	14.3	14.3	61.00	High
							3.20	Good
							63.93	High

Table 4.65 shows that the post-test of teaching and learning activity. Teacher informs the post-test score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 8, percentage 38.1%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.09 good categories. Percentage all 61.8%, high categories.

Teacher gives a problem limitation score 2 frequencies 7, percentage 33.3%. Score 3 frequencies 8, percentage 38.1%. Score 4 frequencies 1, percentage 4.8%. Score 5 frequencies 5, percentage 23.8%. The mean is 3.19 good categories. Percentage all 63.8%, high categories.

Teacher delivers the numbers of words that will be made by students score 2 frequencies 9, percentage 42.9%. Score 3 frequencies 5, percentage 23.8%. Score 4 frequencies 2, percentage 9.5%. Score 5 frequencies 5, percentage

23.8%. The mean is 3.14 good categories. Percentage all 62.8%, high categories.

Teacher delivers the test-taking techniques score 2 frequencies 4, percentage 19.0%, Score 3 frequencies 10, and percentage 47.6%. Score 4 frequencies 2, percentage 9.5%. Score 5 frequencies 5, percentage 23.8%. The mean is 3.38 good categories. Percentage all 67.6%, high categories.

Teacher delivers time of the test score Score 2 frequencies 10, percentage 47.6%. Score 3 frequencies 1, percentage 4.8%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 7, percentage 33.3%. The mean is 3.33 good categories. Percentage all 66.6%, high categories.

Teacher asks students to do post-test in writing analytical exposition text using blog Score 2 frequencies 8, percentage 38.1%. Score 3 frequencies 7, percentage 33.3%. Score 4 frequencies 3, percentage 14.3%. Score 5 frequencies 3, percentage 14.3%. The mean is 3.05 good categories. Percentage all 61%, high categories.

All giving reference activity teaching and learning, mean 3.20, categories good. Average percentage 63.93%; high categories. Summary activity teaching learning analytical exposition text using blog is good.

Teaching and learning activity analytical exposition text using blog post-test by teacher observation shows at Table 4.66 below:

**Table 4.66**  
**Post-test Activity Teaching and learning**  
**(Teachers' Observation)**

No.	Statements	Score and Percent	Inter Pretation
45.	Teacher informs the post-test	4 80	Good High
46.	Teacher gives a problem limitation	5 100	Good Very High
47.	Teacher delivers the number of words that will be made by students	4 80	Good High
48.	Teacher delivers the test-taking technique	4 80,0	Good High
49.	Teacher delivers time of the test	4 80	Good High
50.	Teacher asks students to do post-test in writing analytical exposition text using blog	4 80	Good High
		4.17 83.33	Good Very High

Table 4.66 shows that post-test activity teaching and learning introduction (teachers' observation). Teacher informs the post-test; score 4, good categories. Percentage is 80%; high categories. Teacher gives a problem limitation; score 5, good categories. Percentage is 100 %; high categories. Teacher delivers the number of words that will be made by students; score 4, good categories. Percentage is 80%; high categories. Teacher delivers the test-taking technique; score 4, good categories. Percentage is 80%; high categories. Teacher delivers time of the test; score 4, good categories. Percentage is 80%; high categories. Teacher asks students to do post-test in writing analytical exposition text using blog; score 4, good categories. Percentage is 80%; high categories. The mean of all post-test activity teaching and learning is 4.17, good categories. The mean percentage is 83.33%; high categories.

### 3) All of The Main Teaching and learning Analytical Exposition Text Using Blog Second Meeting

All activity teaching and learning analytical exposition text using blog second meeting by students' observation shows at Table 4.67 below:

**Table 4.67**  
**All of The Main Activity Teaching and learning Second Meeting**  
**(Students' Observation)**

No	Element	Ideal Score	Average of Score Result	Percentage	Categories
<b>I. Introduction</b>					
1	Orientation	5	3,20	64,00	High
2	Apperception	5	3,38	67,53	High
3	Motivation	5	3,36	69,90	High
4	Guide Reference	5	3,37	67,35	High
<b>II. Main</b>					
5	Simulation	5	3,46	69,24	High
6	Problem Statement	5	3,80	78,00	High
7	Data Collection	5	3,43	68,66	High
8	Data Processing	5	3,41	68,20	High
9	Verification	5	3,25	64,93	High
10	Generalization Through Communication	5	3,30	65,90	High
11	Generalization Through Creativity	5	3,19	63,73	High
<b>III. Last Part</b>					
12	Closing	5	3,09	61,76	High
13	Post-Test	5	3,20	63,93	High
Mean			3,43	67,16	High



Table 4.67 shows that activity teaching learning analytical exposition text using blog in the second meeting shows: part introduction: orientation score average 3.20; percentage 64.00%; high categories. Aperception score average 3.38, percentage 67.53%, high categories. Motivation average score 3.36; percentage 69.90; high categories. Guide reference score average 3.71; percentage 74.10%; high categories.

Table 4.67 shows that main activity teaching learning analytical exposition text using blog second meeting: simulation score average 3,46; percentage 69,24%; high categories. Problem statement score average 3.80; percentage 78.00%; high categories. Data collection score average 3,43; percentage 68,66%; high categories. Data processing score average 3,41; percentage 68,2:0% high categories. Verivication score average 3,25; percentage 67,87%; high categories. Generalization with communication score average 3,30; percentage 65,90%; high categories. Generalization with creativity score average 3,19; percentage 63,73%; high categories.

Table 4.67 shows that activity teaching learning analytical exposition text with blog second meeting last part closing average score 3,09; percentage 61,76%; high categories. Activity teaching learning analytical exposition text with blog second meeting last part post-test average score 3,20; percentage 63,92%; high categories. All activity teaching learning analytical exposition text with blog first meeting score average 3,53; percentage 66,88%; high categories.

All activity teaching and learning analytical exposition text using blog second meeting by teacher observation shows at Table 4.68 below:

**Table 4.68**  
**All of The Teaching and learning Activity in The Second Meeting**  
**(Teacher Observation)**

No.	Criteria	Score	Percent	Inter Pretation
<b>1. Introduction</b>				
1	Orientation	4	80	High
2	Apperception	4	80	High
3	Motivation	4	80	High
4	Guide Reference	4	80	High
<b>II. Main</b>				
5	Simulation	4	80	High
6	Problem Statement	4	80	High
7	Data Collection	4	80	High
8	Data Processing	4	80	High
9	Verivication through Collaboration and Critical Thingking	4	80	High
10	Generalization Through Communication	4	80	High
11	Generalization Through Creativity	4	80	High
<b>III. Last Part</b>				
12	Closing	4.20	84	Very High
13	Post-test	4.17	83.33	Very High
Mean		4.05	80.56	Very High

Table 4.68 shows that activity teaching learning analytical exposition text using blog in the second meeting shows:part indroduction: orientation score average 4; percentage 80%: high categories. Aperception score average 4, percentage 80%, high categories. Motivation average score 4; percerntage 80%; high categories. Guide reference score average 4; percentage 80%; high categories.

Table 4.68 shows that main activity teaching learning analytical exposition text using blog second meeting: simulation score average 4; percentage 80%; high categories. Problem statement score average 4; percentage 80%; high categories. Data collection score average 4; percentage 80%; high categories. Data processing score average 4; percentage 80% high categories. Verification score average 4; percentage 80%; high categories. Generalization through communication score average 4; percentage 80%; high categories. Generalization through creativity score average 4; percentage 80%; high categories.

Table 4.68 shows that activity teaching learning analytical exposition text with blog second meeting last part closing average score 4.20; percentage 84%; very high categories. Activity teaching learning analytical exposition text with blog second meeting last part post-test average score 4.17; percentage 83.33%; high categories. All activity teaching learning analytical exposition text with blog first meeting score average 4.05; percentage 80.56%; very high categories.

## **B. Analysis Data**

The data analysis included: test of normality and test of homogeneity.

### **1. Test of Normality**

#### **a. Writing Skill of Analytical Exposition Text**

Test of normality was calculated in both of the data  $X_2$  (score of writing skill at post-test teaching learning) and  $X_1$  (score of writing skill at pre-test teaching learning) conducted to determine the data distribution information of each

variables do not deviate from the characteristics of normal distributed data. The tests of normality in this paper performed on each variable to find out whether the data is normally distributed by using the  $X_2$  estimation error technique on  $X_1$ . By using the analysis technique, the  $L_{\text{test}}$  value is obtained less than the  $L_{\text{table}}$  value. Thus, it can be concluded that the data score on writing skill post-test and pre-test teaching learning using blogs is normally distributed. In order to make clear the results of the calculation of the normality test can be seen in Table 4.69 as follows:

**Table 4.69**  
**Summary of Analysis Data Normality Test with Estimated Error**

NO	Estimated Error	N	$\alpha$	$L_{\text{count}}$	$L_{\text{table}}$	Decision	Conclusion
1	$X_2$ on $X_1$ Post-Test Writing Skill Score on Pre- Test Writing Skill Score	21	0.05	0.131	0.173	$H_0$ accepted	Normal

Table 4.69 Summary of Analysis Normality Test Data to Estimate Error found  $L_{\text{count}} = 0.131$ , while  $L_{\text{table}}$  with  $\alpha = 0.05$ ; dk 10 = 0.171. Because  $L_{\text{count}} = 0.131 < 0.171 = L_{\text{table}}$  so variable data score writing skill post-test on pre-test score of teaching learning using blog had Normal distribution data.

#### **b. Using Blog in Teaching Learning**

The tests of normality both of data  $X_2$  (Teaching Learning Using Blog Second Meeting) on  $X_1$  (Teaching Learning Using Blog First Meeting) conducted

to know whether the data distribution of each variable does not deviate from the characteristics of normal distribution data. Test of normality in this study conducted on each variable to find out whether the normal distributed data by using error estimation data technique  $X_2$  on  $X_1$ . By using error estimation data technique, obtained the value of  $L_{test}$  less than the value of  $L_{table}$ . Thus, it can be concluded that the data score of teaching and learning using blog second meeting and first meeting was normally distributed. In order to make clear the results of the calculation of the normality test can be seen in Table 4.70 below:

**Tabel 4.70**  
**Summary Analysis Normality Test Data with Error Estimatest**

NO	Error Estimatest	N	A	$L_{count}$	$L_{table}$	Decision	Conclusion
1	$X_2$ on $X_1$ Score Teaching and Learning Using Blog Second Meeting on Teaching and Learning Using Blog First Meeting	21	0.05	0,115	0.171	$H_0$ Accepted	Normal

Tabel 4.67 Summary Analysis Normality Test Data with Error Estimatest shows  $L_{count} = 0.115$ , Teaching Learning Using Blog Second Meeting on Teaching Learning whereas  $L_{table}$  on  $\alpha = 0.05$ ; dk 10 = 0.171. Because  $L_{count} = 0.115 < 0.171 = L_{table}$  then the data variable teaching and learning using blog second meeting on teaching and learning using blog first meeting had normal data distribution.

## 2. Test of Homogeneity

### a. Writing Skill

Test of homogeneity was calculated using Chi Square using formula Bartlett formulation intended to test whether the data group variation homogeneity or not. The term of the test was homogeneous data group variant if  $H_0$  accepted and not homogeneity if  $H_0$  rejected.

Test of hypotheses are:

$H_0$  : Group variants of homogeneity data

$H_1$  : Group variants not homogeneity data

Test of criteria:  $H_0$  rejected if  $F_{\text{count}} > F_{\text{table}}$ , and  $H_0$  accepted if the value of  $F_{\text{count}}$  less from  $F_{\text{table}}$ .

Test of variants homogeneity was the test for testing of variants homogeneity between the groups of dependent variable score (Y) grouped by similarity value of the independent variable (X). Tests conducted by the homogeneity of variance Bartlett's test. The criteria of test was:  $H_0$  accepted if  $\chi^2_{\text{count}} \leq \chi^2_{\text{table}}$ .  $H_1$  accepted if either  $\neq$  (not equal to).

The first testing process was made a group Y based on similarity X. The next step was calculated the value of  $dk$ ,  $1/dk$ , variant  $s_i^2$ ,  $\log s_i^2$ ,  $(dk) \log s_i^2$ ,  $(dk) s_i^2$ . From these values are calculated  $\chi^2$ , and the result was  $\chi^2_{\text{count}}$ . The results of testing homogeneity of data as shown in Table 4.71 as follow:

**Table 4.71**  
**Summary Variance Homogeneity Test  $X_1$  on  $X_2$**

No.	Variance pretest scores on Grouping	Number of Sampels	Dk	$\chi^2$		Result
				$\chi^2_{\text{count}}$	$\chi^2_{\text{table}}$	
1	Writing Skill Pre-Test ( $X_1$ ) – Post Test ( $X_2$ )	21	19	7.95*	30.01	Homogeny

Table 4.71 shows that the result calculation for testing homogeneity of variance score pre-test ( $X_1$ ) on post-test score ( $X_2$ ) obtained  $\chi^2_{\text{count}} = 30.95$ . The value  $\chi^2$  with dk 19 on  $\alpha = 0.05$   $\chi^2_{\text{table}}$  in the amount of = 36.1 and on  $\alpha = 0.01$  in amount of 30.1. Because  $\chi^2_{\text{count}} = 7.95 < 30.01 \chi^2_{\text{table}}$ , then  $H_0$  accepted and  $H_1$  rejected, so it can be concluded that the variance groups pre-test scores ( $X_1$ ) on pre-test score ( $X_1$ ) was homogeneous.

#### **b. Teaching and Learning Using Blog**

The test of homogeneity with the Chi Square Test using the Bartlett formula conducted to know whether variations in the data group are homogeneous or not. The terms of testing was the variance of the homogeneous data group if  $H_0$  accepted and is not homogeneous if  $H_0$  rejected.

The hypothesis tested is

$H_0$ : Variance of the data group is homogeneous

$H_1$ : variance data groups are not homogeneous

Test Criteria:  $H_0$  rejected if  $F_{count} > F_{table}$ , and  $H_0$  accepted if the value of  $F_{count}$  less than  $F_{table}$ . The test of homogeneity of various variants to test homogeneity variations between groups of dependent variable scores (Y) grouped by similarity value of the independent variable (X). The homogeneity test of variance conducted using the Bartlett test. The testing criteria was:  $H_0$  accepted if  $\chi^2_{count} \leq \chi^2_{table}$ .  $H_1$  accepted if either  $\neq$  ( does not equal).

The testing process taken was first of all make the grouping Y based on the similarity of X. Then calculated the values of dk,  $1/dk$ , variance  $s_i^2$ ,  $\log s_i^2$ ,  $(dk) \log s_i^2$ ,  $(dk) s_i^2$ . From the calculated values  $\chi^2$ , and the result called  $\chi^2_{count}$ . The results of testing homogeneity of data as shown in Table 4.72 as follows:

**Table 4.72**  
**Summary Variance Homogeneity Test  $X_1$  on  $X_2$**

No.	Varians Score Pre-Test on Grouping	Number of Samples	Dk	$\chi^2$		Decision
				$\chi^2_{count}$	$\chi^2_{table}$	
1	Teaching Leaning Using Blog	21	19	4.88*	30.01	Homogeneous

Tabel 4.72 shows that the result of the calculation for testing homogeneity of variance Teaching Learning Using Blog Second Meeting ( $X_1$ ) on Teaching Learning Using Blog First Meeting ( $X_2$ ) obtained  $\chi^2_{count} = 4.88$ . The value of  $\chi^2$  with dk 19 on  $\alpha = 0.05$   $\chi^2_{table}$  in the amount of = 36.1 and on



$\alpha = 0.01$  in the amount of 30.1. Because  $\chi^2_{\text{count}} = 4.88 < 30.01 \chi^2_{\text{table}}$ , then  $H_0$  accepted and  $H_1$  rejected, so it can be concluded that the variance groups of Teaching and Learning Using Blog Second Meeting ( $X_1$ ) on Teaching and Learning Using Blog First Meeting ( $X_2$ ) was homogeneous.

### **C. Test of Hypothesis Effect of Teaching Learning Blog on Writing Skill Analytical Exposition Text**

Test of hypothesis impact of using blogs in learning on text analytical exposition writing skill based on the research hypothesis proposed:

$H_0$  : There is no significant impact of writing analytical exposition text using blog (web log).

$H_1$  : There is significant impact of writing analytical exposition text using blog (web log).

Statistical hypothesis being tested was:

$H_0$  :  $\mu_1 = \mu_2$

$H_1$  :  $\mu_1 \neq \mu_2$

Hypothesis testing conducted by: the result of calculating the number of variable scores was the score pre-test writing analytical exposition texts ( $X_1$ ) and score of post-test writing analytical exposition text ( $X_2$ ) in the learning using blog,

incorporated into the t-test formula, to compare the two scores. The results of calculations using the test "t" as shown in Table 4.73 below:

**Tabel 4.73**

**Hypothesis Test Results and Pre-Test Score Significance Test and Post-Test of Learning Process Using Blog**

Impact	Significance Test						
	n	$\alpha$	Df	T <sub>count</sub>	t <sub>table</sub>	Decision	Result
$\mu_1$ and $\mu_2$	21	0.05	19	4.01	1.73	H <sub>1</sub> accepted	Significant influence

Table 4.73 shows that the results of hypothesis testing using the "t" test comparison of two scores between the pre-test score ( $X_1$ ) with post-test score ( $X_2$ ) writing analytical exposition texts teaching writing skill using blog obtained  $t_{count} = 4.01$ . To find out the significance of the average, consulted with  $t_{table}$  with degrees of freedom  $N = 21 - 2$  obtained  $t_{table}$  in amount of 1.73. Because  $t_{count} = 4.01 \geq 1.73 = t_{table}$ , then  $H_0$  rejected and  $H_1$  accepted, it means that there is a significant impact of writing analytical exposition text using blog (web log).

The impact of using blog in the learning writing analytical exposition text can be seen from the comparison of the average pre-test and post-test writing analytical exposition text scores as shown in Table 4.74 below:

**Tabel 4.74**

**The Average and Level of Achievement Percentage Persentase Pre-Test and Post-Test Writing Analytical Exposition Text Using Blog in The Teaching**

Variable	Mean	Ideal Maximum Score	Percentage of Achievement	Result
X <sub>1</sub>	70.17	100	70.17%	$\mu_1 < \mu_2$
X <sub>2</sub>	81.80	100	81.80%	$\mu_2 > \mu_1$

Table 4.74 shows that the level of pre-test writing analytical exposition text score 70.17 and the percentage reached 70.17% from the ideal maximum score 100. The level of post-test score writing analytical exposition text reach score 81,80 and the percentage reached 81.80% from the ideal maximum score 100. The average difference between the scores of post-test writing analytical exposition text higher than the pre-test scores writing analytical exposition text. There was a difference between the value of 11.73 or reached 11.63% compared to the ideal score 100. So, it can be interpreted that the average score of the post-test writing analytical exposition text was higher than the pre-test writing analytical exposition text score.

The partial different of score and percentage pre-test and post test of teaching learning use blog shows at Table 4.75.

**Table 4.75**  
**Comparing of Score and Percentage Pre-test – Post-Test Writing Skill An**  
**Analytical Exposition Text**

No	Element	Ideal Score	Result Average of Score			Percentage and Categories			
			Pre-Test	Post-Test	Gave	Pre-Test	Post-Test	Post-Test	Post-Test
1	Content	30	20.55	22.60	2.05	68.52	75.33	6.81	High
2	Organization	20	13.17	16.00	2.83	62.70	80.00	17.30	High
3	Vocabulary	20	14.33	16.80	2.47	68.25	84.00	15.75	High
4	Language Use	25	16.57	20.50	3.93	66.29	82.00	15.71	High
5	Mechanic	5	3.50	3.50	0	70.00	70.00	0.00	High
Total		100	68.12	79.40	11.28	335.76	391.33	55.57	
						67.15	78.27	11.11	High

Table 4.71 shows that comparing score and percentage writing skill an analytical exposition text. Writing skill content criteria at post-test 22.60, the biggest 2.05 from content component the first meeting 20.55. Percentage writing skills conten component at post-test 75.33%, the biggest 6.81% from content component the first meeting 68.52%.

Score writing skills organization component at post-test 13.70, the biggest 2.83 from organization component the first meeting 16.00. Percentage writing

skills organization component at post-test 80.00%, the biggest 17.30% from organization component the first meeting 62.70%.

Score writing skills vocabulary component at post-test 16.80, the biggest 2.47 from vocabulary component the first meeting 14.33. Percentage writing skills vocabulary component at post-test 84.00%, the biggest 15.75% from vocabulary component the first meeting 68.25%.

Score writing skills language use component at post-test 20.50, the biggest 3.93 from language use component the first meeting 16.57. Percentage writing skills language use component at post-test 82.00%, the biggest 17.30% from language use component the first meeting 66.29%.

Score writing skills mechanic component at post-test 3.50, the same as 3.50 from mechanic component the first meeting. Percentage writing skills mechanic component at post-test 70.00%, the same as 70.00% from mechanic component the first meeting.

All total score writing skills an analytical exposition text at post-test 79.40 the biggest 11.28 from mechanic component the first meeting 68.12. All percentage writing skills an analytical exposition text at post-test 78.27%, the biggest 11.11% from mechanic component the first meeting 67.15%.

## **D. Data Interpretation**

### **1. Writing Skill Pre-Test and Post-Test Teaching Learning Use Blog**

This result research shows, all score of writing skills analytical exposition text pre-test conten component average 20.55 form ideal score 30, percentage 68.52%, high categories. All score of writing skills analytical exposition text pre-test organization component average 13.77 form ideal score 20, percentage 62.70%, high categories. All score of writing skills analytical exposition text pre-test vocabulary component average 14.33 form ideal score 20, percentage 68.25%, high categories. All score of writing skills analytical exposition text pre-test language use component average 16.57 form ideal score 25, percentage 66.29%, high categories. All score of writing skills analytical exposition text pre-test mechanic component average 67.12 form ideal score 5, percentage 70%, high categories. All score of writing skills analytical exposition text pre-test average 67.15 form ideal score 100, percentage 67.15%, high categories.

All score of writing skills analytical exposition text post-test conten component average 22.60 form ideal score 30, percentage 75.33%, high categories. All score of writing skills analytical exposition text post-test organization component average 16.00 form ideal score 20, percentage 80.00%, high categories. All score of writing skills analytical exposition text post-test vocabulary component average 16.80 form ideal score 20, percentage 84.00%, high categories. All score of writing skills analytical exposition text post-test language use component average 20.50 form ideal score 25, percentage 82,00%, high categories. All score of writing skills analytical exposition text post-test mechanic component average 67.12 form ideal score 5, percentage 70%, high categories.

The grade score average All score of writing skills analytical exposition text pre-test average 67.15 form ideal score 100, percentage 67.15%, high categories. The grade all score of writing skills analytical exposition text post-test average 78.27 form ideal score 100, percentage 78.27%, high categories. This reserach different with Jannah, shows the average score sudents' procedure text writing ability of experimental class in pre-test is 55.9 and post-test 68. While, the average score of controlled class in pre-test is 50.3 and post-test are 53.9.<sup>39</sup>

This research as same as with idea of Hughes, he said writing skills included: grammar, vocabulary, mechanic, fluency and organization.<sup>40</sup> The writing skills analytical expositon text is used in giving information, making explanation, and interpreting meanings. It includes editorials, essay, informative and instructional material.<sup>41</sup>

## **2. Teaching Learning An Anyltical Exposition Text Using Blog**

The result of reserach activity teaching learning analytical exposition text with blog first meeting shows: part indroduction: orientation score average 3.44; percentage 68.73: high categories. Aperception score average 3.65, percentage 73.00%, high categories. Motivation average score 3.64; percerntage 72.7; high

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<sup>39</sup> Eva Miftahul Jannah, 2017, "*The Influence of Project-based Learning toward Students' Procedure Textt Writing Ability*" at MA Al-Rahmah Lebakwangi. Undergraduate Research Paper, Department of English Education, Faculty of Education and Teacher Training. The State Institute for Islamic Studies "Sultan Maulana Hasanudin Banten". 2017. p..59.

<sup>40</sup> Arthur Hughes, *Testing for Language Teachers*, (London: Cambridge University Press, 1989), 91.

<sup>41</sup> Thomas Kane, *The Oxford Essential Guide to Writing*, (Berkley books: New York, 2000), 6-7.

categories. Guide reference score average 3.71; percentage 74.10%; high categories. Pre-test score average 3.28; percentage 63.67%; high categories.

Activity teaching learning analytical exposition text with blog first meeting part main: simulation score average 2.87; percentage 57.36; medium categories. Problem statement score average 3.09; percentage 61.80%; high categories. Data collection score average 2.95; percentage 59.00%; high categories. Data processing score average 3.22; percentage 64.47: high categories. Verivication score average 3.39; percentage 67.87%; high categories. Generalization through communication score average 3.53; percentage 70.40%; high categories. Generalization through creativity score average 3.47; percentage 69.47; high categories.

Acitivity art last part closing losing average score 3.47; percentage 69.47%; high categories. All activity teaching learning analytical exposition text with blog first meeting score average 3.53; percentage 66.88%; high categories.

Activity teaching learning analytical exposition text with blog second meeting shows:part indrduction: orientation score average 3.20; percentage 64.00%: high categories. Aperception score average 3.38, percentage 67.53%, high categories. Motivation average score 3.36; percerntage 69.90; high categories. Guide refference score average 3.71; percentage 74.10%; high categories.

The result of reserach shows activity teaching learning analytical exposition text using blog second meeting main part: simulation score average 3.46; percentage 69.24%; high categories. Problem statement score average 3.80;



percentage 78.00%; high categories. Data collection score average 3.43; percentage 68.66%; high categories. Data processing score average 3.41; percentage 68.20% high categories. Verification score average 3.25; percentage 67.87%; high categories. Generalization through communication score average 3.30; percentage 65.90%; high categories. Generalization through creativity score average 3.34; percentage 67.16%; high categories.

Activity teaching learning analytical exposition text using blog second meeting last part closing average score 3.09; percentage 61.76%; high categories. Activity teaching learning analytical exposition text with blog second meeting last part post-test average score 3.20; percentage 63.92%; high categories. All activity teaching learning analytical exposition text with blog second meeting score average 3.34; percentage 67.16%; high categories.

The grade all score of activity teaching learning analytical exposition text using blog first meeting average 66.68 form ideal score 100, percentage 66.68%, high categories. The grade all score of activity teaching learning analytical exposition text using blog second meeting average 67.16 form ideal score 100, percentage 67.16%, high categories.

Said, *et al.* Stated that, the participants believed that writing on the blog made them to be more careful with the grammar.<sup>42</sup> Blogs provide access to students to express their writing ideas and share their writing skills online.<sup>43</sup>

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<sup>42</sup> Said, Nur Ehsan Mohd, et.al. Blogging to Enhance Writing Skills: A Survey of Students' Perception and Attitude. *Asian Social Science*; Vol. 9, No. 16; 2013. 95-101

Alsamadani, *et al*<sup>44</sup>. shows With the teacher operating through a well-organized instructional design in the classroom or in a virtual platform, a blog is definitely a good starting point for EFL teachers to make EFL learners depart from traditional methods of writing in favor of a much more interactive, writerly and readerly approach.

### **3. The Impact of Teaching Learning Writing Skill Using Blog**

The research result shows the impact of teaching learning using blog (web log) on students' writing skill of an analytical exposition text for the eleventh grade of MAN 10 Jakarta. Comparing score and percentage writing skill an analytical exposition text the biggest percentage was 2.05 from content criteria in the first meeting. The biggest percentage was 6.81% from the first meeting. Score organization component the biggest percentage was 2.83 from the first meeting. Percentage at post-test the biggest percentage was 17.30% from the first meeting. Score vocabulary component at post-test the biggest percentage was 2.47 from the first meeting. Percentage at post-test the biggest percentage was 15.75% from the first meeting. Score writing skill language use component at post-test the biggest percentage was 3.93 from the first meeting. The biggest percentage was 17.30% from the first meeting. Score of mechanic component at post-test, as same as with the first meeting. The same percentage from the first meeting. All total score writing skill an analytical exposition text at post-test the biggest percentage was 11.28 from the first meeting 68.12. All of the percentage writing skill an analytical

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<sup>43</sup> Nepomuceno, M. (2011). Writing Online: Using Blogs as an Alternative Writing Activity in Tertiary ESL Classes. *TESTOL Journal*, 5, 92-105.

<sup>44</sup>Hashem A. Alsamadani. The Effectiveness of Using Online Blogging for Students' Individual and Group Writing. *International Education Studies*; Vol. 11, No. 1; 2018. 44-51

exposition text at post-test the biggest percentage was 11.11% from the first meeting.

The result of this research similar with Lutfian, shows the improvement of students' writing skill was viewed from the improvement of students' mean score. The mean score increased from 61.93 in the pre-test, while in the post-test 1 was 69.31 and 72.03 in the posttest.<sup>45</sup> This research had the similarity with Iin Kurnia. This research shows using blog towards student's accuracy and complexity in writing narrative text towards student's accuracy and complexity in writing narrative text and this study concern on using blog in improving students' writing skill only.<sup>46</sup>

Said, *et al.* suggested that the participants had positive perception on the use of blog to polish their writing skills and they had also portrayed a positive attitude in using blog to improve writing skills. Most of the participants agreed to varying degrees that writing on blog had made them use academic writing style and register correctly, apart from training them to choose the correct sentence and paragraph structure, decide on their word choice and spelling cautiously, check on their grammar and revise their style of presenting their arguments in writing. Obviously, the students perceived blogging as an effective tool in teaching writing in English which helped to improve and their writing and keep them motivated. It is suggested

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<sup>45</sup> Yunita Lukitasari, "Utilizing Blog to Improve Students' Writing Skill", (Thesis. Sebelas Maret University, 2015), p. vi.

<sup>46</sup> Iin Kurnia, "The Effectiveness of Blog Towards Student's Accuracy and Complexity in Writing Narrative Text", (Skripsi, State University of Jakarta, 2015), p. 120.

for further research to emphasize on the challenges of integrating blogging for teaching and improving writing as well as obtaining data from the lecturers.<sup>47</sup>

Aslamadani discover that: Blogging is a user-friendly platform that helps EFL teachers and learners to improve many of their writing skills. Generally, participants shows noticeable improvement in several writing components, such as content development, language mechanics, style, voice, word choice and other writing sub-skills.<sup>48</sup>

A study conducted by Kavaliauskiene & Vaiciuniene (2006) indicated that the experience of writing on blogs (for an audience) provides opportunities to helps tudents improvet heir know ledge of English.<sup>49</sup>

The impact of using blog in teaching learning to writing skills analytical exposition text has the same idea , he said teachers can easily use the blog to organize a collaborative learning environment in which students can peer edit others' postings (Dieu, 2004; Mitchell, 2003). Students should be encouraged to

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<sup>47</sup>Said, Nur Ehsan Mohd, et.all. Blogging to Enhance Writing Skills: A Survey of Students' Perception and Attitude. *Asian Social Science*. Vol. 9, No. 16; 2013. 95-101

<sup>48</sup> Hashem A. Alsamadani. The Effectiveness of Using Online Blogging for Students' Individual and Group Writing. *International Education Studies*; Vol. 11, No. 1; 2018. 44-51

<sup>49</sup> Kavaliauskienė, G., & Vaičiūnienė, V. Communication Interaction Using Information and Communication Technology. *Studies about Languages (Kalbų Studijos)*, 8, 2006, pp. 8894-8899.

comment their partner's postings, which can also be shared by other classmate.<sup>50</sup>

And so wu said both teachers and students know clearly when students turned in their assignments. On the other hand, the automatic archive of past posts by date or theme can help teachers and students easily locate the message they are searching.<sup>51</sup>

Summmary of this research: There is the impact of teaching learning using blog (web log) on students' writing skill of an analytical exposition text. Score writing skills content, oraganization, vocabulary, language use and mechanic at pre-test higher from the pre-test. Percentage writing skill content, oraganization, vocabulary, language use and mechanics at pre-test higher from the pre-test.

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<sup>50</sup> Wen-shuenn Wu. *Using blogs in an EFL writing class*. (Department of Foreign Languages & Literature, Chung Hua University), 427.

<sup>51</sup> Wen-shuenn Wu. 427.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusions

Based on the descriptions and analyzes of chapter four that held in MAN 10 Jakarta, the writer could conclude some points as follows:

1. Students' writing skill analytical exposition text pre-test content criteria percentage 68.52%, high categories, Organization criteria percentage 62.70%, high categories. Vocabulary criteria percentage 68.25%, high categories. Language use criteria percentage 66.29%, high categories. Mechanic criteria percentage 70%, high categories. All of the students' writing skill analytical exposition text pre-test score percentage 67.15%, high categories.

Writing skill analytical exposition text post-test content criteria percentage 75.33%, high categories. Organization percentage 80.00%, high categories. Vocabulary criteriapercentage 84.00%, high categories. Language use criteria percentage 82,00%, high categories. Mechanic criteria percentage 70%, high categories. All of the grade score of students' writing skill analytical exposition text post-test percentage 78.27%, high categories.

2. Activity of teaching learning analytical exposition text using blog first meeting part introduction: orientation percentage 68.73: high categories. Apperception percentage 73.00%, high categories. Motivation percentage 72.7%; high categories. Guide reference percentage 74.10%; high categories. Pre-test

percentage 63.67%; high categories. Main activity: simulation percentage 57.36; medium categories. Problem statement percentage 61.80%; high categories. Data collection percentage 59.00%; high categories. Data processing percentage 64.47; high categories. Verification percentage 67.87%; high categories. Generalization through communication percentage 70.40%; high categories. Generalization through creativity percentage 69.47%; high categories. Last part: closing percentage 69.47%; high categories. All activity teaching learning analytical exposition text using blog first meeting percentage 66.88%; high categories.

Activity teaching learning analytical exposition text using blog second meeting part introduction: orientation percentage 64.00%: high categories. Apperception percentage 67.53%, high categories. Motivation percentage 69.90%; high categories. Guide reference percentage 74.10%; high categories. Part main: simulation score average 3.46; percentage 69.24%; high categories. Problem statement score average 3.80; percentage 78.00%; high categories. Data collection percentage 68.66%; high categories. Data processing score percentage 68.2:0% high categories. Verification percentage 67.87%; high categories. Generalization through communication percentage 65.90%; high categories. Generalization through creativity percentage 67.16%; high categories. Last part closing percentage 61.76%; high categories. Post-test percentage 63.92%; high categories. All activity teaching learning analytical exposition text with blog second meeting percentage 67.16%; high categories.

3. There is the impact of teaching learning using blog (web log) on students' writing skill of an analytical exposition text for the eleventh grade of MAN 10 Jakarta. Percentage writing skill content criteria at post-test 75.33%, the biggest percentage is 6.81% from content criteria in the first meeting 68.52%. Percentage of writing skill organization criteria at post-test 80.00%, the biggest percentage is 17.30% from organization criteria in the first meeting 62.70%. Percentage writing skill vocabulary criteria at post-test 84.00%, the biggest percentage is 15.75% from vocabulary criteria in the first meeting 68.25%. Percentage writing skill language use criteria at post-test 82.00%, the biggest percentage is 17.30% from language use criteria the first meeting 66.29%. Percentage writing skill mechanic criteria at post-test 70.00%, 70.70% from mechanic criteria in the first meeting 66.29%. All of the percentage writing skill an analytical exposition text at post-test 78.27%, the biggest score is 11.11% from all percentage in the first meeting 67.15%.

## **B. Suggestions**

Based on this research, the writer proposed to give some suggestions which may be suitable for the school, the teachers and also the students.

1. For the school of MAN 10 Jakarta, the writer suggests to utilize the facilities well because the language laboratory is occasionally used for learning activities, especially in English subject.



2. For the teachers of MAN 10 Jakarta, would be updated with the teaching technique/media to improve their students' writing skill and the writer suggested to use blog (weblog) because it made students interactive and creative in the learning process.
3. For the students of MAN 10 Jakarta, ought to study hard and the writer suggested to master vocabulary, grammar and exercise more and more to improve their writing skill.

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## Appendix 1 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 10 Jakarta  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Materi Pokok : Teks Interaksi Transaksional, Informasi Terkait Saran dan Tawaran  
Alokasi Waktu : 2 Minggu x 2 Jam Pelajaran @45 Menit

#### A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleransi, damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- **KI-3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
4.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	<ul style="list-style-type: none"><li>• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</li><li>• Mengidentifikasi perbedaan cara</li></ul>

meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsure kebahasaan should, can)

pengungkapan dari masing-masing konteks

4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- Menanggapi saran dan tawaran yang diajukan kepadanya

### D. Materi Pembelajaran

Analytical Exposition Text(*Pre-Test*)

➤ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
  - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
  - Nomina singular dan plural dengan atau tanpa *a, the, those, my, their,* dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 

Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

### E. Metode Pembelajaran

- 1) Pendekatan : Sainifik
- 2) Model Pembelajaran : Discovery Learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan penugasan

### F. Media Pembelajaran

#### 1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar Penilaian
- ❖ Web Log

#### 2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & Infocus

### G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
- ❖ Modul Pengayaan Bahasa Inggris Kurikulum 2013 Kelas XI Semester 1, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

### H. Langkah-langkah Pembelajaran

#### 1. Pertemuan Pertama (2 x 45 Menit)

#### Kegiatan Pendahuluan (10 Menit)

**Guru :**

**Orientasi**

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

### **Apersepsi**

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingatkan kembali materi prasyarat dengan bertanya
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

### **Motivasi**

1. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
2. Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  - *Ungkapan-ungkapan member dan meminta informasi terkait saran dan tawaran*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

### **Pemberian Acuan**

1. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
2. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
3. Mengerjakan *Pre-Test*
  - Analytical Exposition Text about “The benefit of internet for students”.

### **Kegiatan Inti (70 Menit)**

**Sintak Model  
Pembelajaran**

**Kegiatan Pembelajaran**



Stimulation  
(stimulasi/pemberian  
rangsangan)

### **KEGIATAN LITERASI**

Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Ungkapan- ungkapan meberi dan meminta informasi terkait saran dan tawaran* dengan cara :

❖ **Melihat** (Tanpa atau dengan Alat)

Menayangkan teks dari blogdengan teks yang relevan.

❖ **Mengamati**

➤ Lembar kerja materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*.

➤ Pemberian contoh-contoh materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung).

Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*.

❖ **Mendengar**

Pemberian materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* oleh guru.

❖ **Menyimak**

Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :

➤ *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*

untuk melatih kesungguhan, ketelitian,

mencari informasi.

Problem Statemen  
(pertanyaan/identifikasi  
masalah)

**CRITICAL THINKING (BERPIKIR KRITIK)**

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :

❖ **Mengajukan pertanyaan** tentang materi :

- *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*

Yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.

Data collection  
(pengumpulan data)

**KEGIATAN LITERASI**

Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:

❖ **Mengamati obyek/kejadian**

Mengamati dengan seksama materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.

❖ **Membaca sumber lain selain buku teks**

Mencari dan membaca berbagai referensi dari berbagai sumber guna pengetahuan dan pemahaman tentang materi *Ungkapan-*

*ungkapan memberi dan meminta informasi terkait saran dan tawaran yang sedang dipelajari.*

❖ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang telah disusun dalam daftar pertanyaan kepada guru.

### **COLLABORATION (KERJASAMA)**

Peserta didik dibentuk dalam beberapa kelompok untuk:

❖ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran.*

❖ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

❖ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* sesuai dengan pemahamannya.

❖ **Saling tukar informasi** tentang materi :

➤ *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*

Dengan ditanggapi aktif oleh peserta didik

dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data processing  
(pengolahan Data)

**COLLABORATION (KERJASAMA) dan  
CRITICAL THINKING (BERPIKIR  
KRITIK)**

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

- ❖ **Berdiskusi** tentang data dari Materi :
  - *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*
- ❖ **Mengolah informasi** dari materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
- ❖ Peserta didik mengerjakan beberapa soal mengenai materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*.

Verification  
(pembuktian)

**CRITICAL THINKING (BERPIKIR  
KRITIK)**

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

- ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :
  - *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*

**antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

Generalization  
(menarik kesimpulan)

### **COMMUNICATION (BERKOMUNIKASI)**

Peserta didik berdiskusi untuk menyimpulkan

- ❖ Menyampaikan hasil diskusi tentang materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
- ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
  - *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*
- ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi *Ungkapan-*

*ungkapan memberi dan meminta informasi terkait saran dan tawaran* dan ditanggapi oleh kelompok yang mempresentasikan.

- ❖ Bertanya atas presentasi tentang materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

### **CREATIVITY (KREATIVITAS)**

- ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :  
Laporan hasil pengamatan secara tertulis tentang materi :
  - *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*
- ❖ Menjawab pertanyaan tentang materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang akan selesai dipelajari
- ❖ Menyelesaikan uji kompetensi untuk materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

**Catatan :** Selama pembelajaran *Ungkapan-ungkapan memberi dan meminta*

informasi terkait saran dan tawaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: *nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan*

### **Kegiatan Penutup (10 Menit)**

#### **Peserta Didik :**

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

#### **Guru :**

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja materi pelajaran *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

## **2. Pertemuan Kedua (2 x 45 Menit)**

### **Kegiatan Pendahuluan (10 Menit)**

#### **Guru :**

#### **Orientasi**

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai

pembelajaran

- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

### **Apersepsi**

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingat kembali materi prasyarat dengan bertanya
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

### **Motivasi**

3. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
  4. Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
    - *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
  - ❖ Mengajukan pertanyaan

### **Pemberian Acuan**

4. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
5. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
6. Pembagian kelompok belajar
7. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

### **Kegiatan Inti (70 Menit)**

#### **Sintak Model Pembelajaran**

Stimulation

#### **Kegiatan Pembelajaran**

#### **KEGIATAN LITERASI**



(stimulasi/pemberian rangsangan)

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* dengan cara :
  - ❖ **Melihat** (Tanpa atau dengan Alat)  
Menayangkan teks dari blog dengan teks yang relevan.
  - ❖ **Mengamati**
    - Lembar kerja materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*.
    - Pemberian contoh-contoh materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
  - ❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung).  
Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*.
  - ❖ **Mendengar**  
Pemberian materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* oleh guru.
  - ❖ **Menyimak**  
Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :  
  
*Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*  
  
untuk melatih kesungguhan, ketelitian,

mencari informasi.

Problem Statemen  
(pertanyaan/identifikasi  
masalah)

### **CRITICAL THINKING (BERPIKIR KRITIK)**

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :

❖ **Mengajukan pertanyaan** tentang materi :

- *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*

Yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.

Data collection  
(pengumpulan data)

### **KEGIATAN LITERASI**

Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:

❖ **Mengamati obyek/kejadian**

Mengamati dengan seksama materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.

❖ **Membaca sumber lain selain buku teks**

- Mencari dan membaca berbagai referensi dari berbagai sumber guna pengetahuan dan pemahaman tentang materi *Cara*

*pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional yang sedang dipelajari.*

❖ **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaitan dengan materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang telah disusun dalam daftar pertanyaan kepada guru.

**COLLABORATION (KERJASAMA)**

Peserta didik dibentuk dalam beberapa kelompok untuk:

❖ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*.

❖ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

❖ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* sesuai dengan pemahamannya.

❖ **Saling tukar informasi** tentang materi :

➤ *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi*

*transaksional*

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

Data processing  
(pengolahan Data)

**COLLABORATION (KERJASAMA) dan  
CRITICAL THINKING (BERPIKIR  
KRITIK)**

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

- ❖ **Berdiskusi** tentang data dari Materi :
  - *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*
- ❖ **Mengolah informasi** dari materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
- ❖ Peserta didik mengerjakan beberapa soal mengenai materi *Cara pengungkapan dari masing-masing konteks penggunaan teks*

*interaksi transaksional.*

Verification  
(pembuktian)

**CRITICAL THINKING (BERPIKIR KRITIK)**

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :

➤ *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*

**antara lain dengan :** Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

Generalization  
(menarik kesimpulan)

**COMMUNICATION (BERKOMUNIKASI)**

Peserta didik berdiskusi untuk menyimpulkan

❖ Menyampaikan hasil diskusi tentang materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :

- *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*
- ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* dan ditanggapi oleh kelompok yang mempresentasikan.
- ❖ Bertanya atas presentasi tentang materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

### **CREATIVITY (KREATIVITAS)**

- ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :  
Laporan hasil pengamatan secara tertulis tentang materi :
  - *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*
- ❖ Menjawab pertanyaan tentang materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang akan selesai dipelajari
- ❖ Menyelesaikan uji kompetensi untuk materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi*

*transaksional* yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

**Catatan :** Selama pembelajaran *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: ***nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan***

### **Kegiatan Penutup (10 Menit)**

#### **Peserta Didik :**

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

#### **Guru :**

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja materi pelajaran *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.
- ❖ Meminta siswa untuk mengerjakan post-test

- Analytical Exposition Text about “Natural Disaster”.

## **H. Penilaian**

### **1. Instrumen**

#### **a. Pre-test**

Name :

Class :

Write your argument by the topic “The Benefit of the Internet for Students”.

Write in 100 words and make sure you use in analytical exposition text.

Tips for writing analytical exposition text:

- Use all generic structures of analytical exposition text (Title, Introduction, Arguments and Conclusion).
- Use present tense (Simple Present, Present Continuous, Present Perfect Continuous).
- Use connecting words (Firstly, Secondly, Furthermore).
- Use conjunction (Because, But, Due to, Yet).



**b. Post-test**

Name :

Class :

Write your argument by the topic “Natural Disaster”. Write in 100 words and make sure you use in analytical exposition text.

Tips for writing analytical exposition text:

- Use all generic structures of analytical exposition text (Title, Introduction, Arguments and Conclusion).
- Use present tense (Simple Present, Present Continuous, Present Perfect Continuous).
- Use connecting words (Firstly, Secondly, Furthermore).
- Use conjunction (Because, But, Due to, Yet).

## 2. Pedoman Penilaian

Nilai Maksimal : 100  
Skor ideal siswa : Content+Organization+Vocabulary+Language  
Use+Mechanics

## 3. Rubrik Penilaian

Element	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5

### Standar of each element:

#### a. Contents

Level	Criteria
30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic
26-22	GOOD TO AVERAGE; some knowledge of subject, adequate range, limited development of thesis, relevant to assigned topic, but lacks detail
21-17	FAIR TO POOR; limited knowledge of subject, little substance, inadequate development of topic.
16-13	VERY POOR; does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

#### b. Organization

Level	Criteria
20-18	EXCELLENT TO VERY GOOD; fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing,

	cohesive
17-14	GOOD TO AVERAGE; somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13-10	FAIR TO POOR; non-fluent, ideas confused or disconnected, lacks logical sequencing and development
9-7	VERY POOR; does not communicate, no organization, or not enough to evaluate

### c. Vocabulary

Level	Criteria
20-18	EXCELLENT TO VERY GOOD; sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
17-14	GOOD TO AVERAGE; adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	FAIR TO POOR; limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured
9 – 7	VERY POOR; essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate

### d. Language use

Level	Criteria
25-22	EXCELLENT TO VERY GOOD; effective complex constructions, few errors of agreement, tense, number, word

	order/function, articles, pronouns, prepositions
21-18	GOOD TO AVERAGE; effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
17-11	FAIR TO POOR; major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
10-5	VERY POOR; virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

**e. Mechanics**

<b>Level</b>	<b>Criteria</b>
5	EXCELLENT TO VERY GOOD; demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
4	GOOD TO AVERAGE; occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	FAIR TO POOR; frequent errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
2	VERY POOR; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Jakarta, 19 November 2018

Guru Bidang Studi

Guru Peneliti

**Yuniati, S.Pd**

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**Intan Azkiyah**

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## Appendix 2 Research Instrumen

### A. Observation Sheet

#### OBSERVATION SHEET

#### (FIRST MEETING)

#### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>FIRST MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					

<b>Pre-test</b>						
14.	Teacher notifies students to do pre-test					
15.	Teacher gives the related topic					
16.	Teacher delivers the number of words that will be made by students					
17.	Teacher delivers the test-taking technique					
18.	Teacher delivers time of the test					
19.	Teacher asks students to do pre-test in writing analytical exposition text					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						
<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>						
20.	Teacher shows text from the blog with the relevant text					
21.	Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer					
22.	Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog					
23.	Teacher gives chance for students to read material from book package or book others expressions give and ask information related advice and offer					
24.	Teacher trains sincerity , accuracy , and looking for information through activity listening material expressions give and ask information related advice and offer through the weblog					
<b>Problem Statement (Questioning/Problem Identification) through Critical Thinking</b>						
25.	Teacher gives chance to student for identify as much as possible question about expression give and ask information related advice and offer on the blog					
<b>Data collection through Literation and Collaboration</b>						
<b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>						
26.	Carefully observe the material expressions of giving and asking information related advice and offering on the blog					
27.	Read the other sources of expressions of giving and asking information related advice and offering					
28.	Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog					
29.	The teacher makes a group to discuss how to express giving and asking information related advice and offering					

30.	The teacher facilitates students to record and collect information on how to express of giving and asking information related advice and offering on the blog					
31.	The teacher facilitates students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog					
32.	Teacher facilitates students to exchange information on how to express of giving and asking information related advice and offering on the blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>						
33.	Discuss material about expressions giving and asking information related advice and offering					
34.	Process of information : material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet					
35.	Students do some question on the web blog about the material expressions giving and asking information related advice and offering					
<b>Verivication through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>						
36.	The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering					
37.	Teacher facilitates students in discussion to develop sincerity, accuracy , disciplined and obey rules , work hard , ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice and offering					
38.	Student and teacher discuss students' analytical exposition text during the pre-test					
<b>Generalization through Communication and Creativity</b>						
<b>Communication</b>						
39.	Students discuss to conclude about how to express giving and asking information related advice and offering					
40.	Students present the results of group discussions on how to express giving and asking information					



	related advice and offering					
41.	Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering					
42.	Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering					
<b>Creativity</b>						
43.	Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering					
44.	Students ask about things that have not been understood about how to express giving and asking information related advice and offering					
45.	Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering					
<b>III LAST PART</b>						
46.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
47.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
48.	Students schedule the material or projec /product /portfolio/performance tasks that must be learned at the next meeting outside school hours or at home					
49.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
50.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					

## .OBSERVATION SHEET

### SECOND MEETING

#### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>SECOND MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						

<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>					
14.	Teacher shows the text from the blog with relevant text				
15.	The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers				
16.	Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog.				
17.	The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts				
18.	Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions				
<b>Problem Statement (Questioning/Problem Identification) Through Critical Thinking</b>					
19.	Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog				
<b>Data collection through Literacy and Collaboration activities</b>					
<b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>					
20.	Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog				
21.	Read the other sources of material for disclosure from each context in the use of transactional interaction texts				
22.	Question and answer to the teacher about how to disclose from each context the use of transactional interaction texts found on the blog				
23.	The teacher makes a group to discuss how to disclose from each context the use of transactional interaction texts				
24.	The teacher facilitates students to record and collect information on how to disclose from each context the use of transactional interaction texts on the blog				

25.	The teacher facilitates students to represent the results of the discussion on how to disclose from each context the use of transactional interaction texts displayed on the blog					
26.	Teacher facilitates students to exchange information on how to disclose from each context the use of transactional interaction texts through the web blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>						
27.	Discuss material on how to disclose from each context the use of transactional interaction texts					
28.	Processing information: material on how to disclose from each context the use of transactional interaction texts that have been collected from the results of previous activities as well as the results of observing and gathering information in the meeting with the help of questions on the worksheet					
29.	Learners work on a number of questions on the web blog, how to disclose material from each context of the use of transactional interaction texts					
<b>Verivication through Collaboration and critical thinking</b>						
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>						
30.	Teacher adds to the extensiveness of the theory and into the processing of information that is looking for solutions from various sources that have different opinions to the conflicting ones on how to disclose from each context the use of transactional interaction texts					
31.	The teacher facilitates students in the discussion to develop students' sincerity, accuracy, discipline and obey the rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving how to express from each context the use of transactional interaction texts					
32.	Students and teacher discuss the students' analytical exposition text that have been made during the pre-test at the first meeting					
<b>Generalization through Communication and Creativity</b>						
<b>Communication</b>						
33.	Students discuss to conclude about how to disclose from each context the use of transactional interaction texts					
34.	Students present the results of group discussions on how to disclose from each context the use of transactional interaction texts					

35.	Every group presentation expressed their opinions on group responses through the disclosure of each context in the use of transactional interaction texts					
36.	Group presentation provide the opportunities for students from the other groups to answer questions about how to disclose from each context the use of transactional interaction texts					
<b>Creativity</b>						
37.	Conclude important points that appear in learning activities about how to disclose from each context the use of transactional interaction texts					
38.	Students ask about things that have not been understood about how to disclose from each context the use of transactional interaction texts					
39.	Teacher gives a few questions for students to answer related to the material on how to disclose from each context the use of transactional interaction texts					
<b>III LAST PART</b>						
40.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
41.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
42.	Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home					
43.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
44.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					
<b>Post – test</b>						
45.	Teacher informs the post-test					
46.	Teacher gives a problem limitation					
47.	Teacher delivers the number of words that will be made by students					
48.	Teacher delivers the test-taking technique					
49.	Teacher delivers time of the test					
50.	Teacher asks students to do post-test in writing analytical exposition text using blog					

## **B. Instrument of Students' Writing Analytical Exposition Text**

### **1. Pre-test**

Name :

Class :

Write your argument by the topic "The Benefit of the Internet for Students".  
Write in 100 words and make sure you use in analytical exposition text.

Tips for writing analytical exposition text:

- Use all generic structures of analytical exposition text (Title, Introduction, Arguments and Conclusion).
- Use present tense (Simple Present, Present Continuous, Present Perfect Continuous).
- Use connecting words (Firstly, Secondly, Furthermore).
- Use conjunction (Because, But, Due to, Yet).

## 2. Post-test

Name :

Class :

Write your argument by the topic “Natural Disaster”. Write in 100 words and make sure you use in analytical exposition text.

Tips for writing analytical exposition text:

- Use all generic structures of analytical exposition text (Title, Introduction, Arguments and Conclusion).
- Use present tense (Simple Present, Present Continuous, Present Perfect Continuous).
- Use connecting words (Firstly, Secondly, Furthermore).
- Use conjunction (Because, But, Due to, Yet).

## Appendix 3 Research Data

### A. The Students' Score of Pre-test

**Table A.3.1**  
Students' Score Pre-test Data

NO.	CRITERIA, SCORE, AND VALUE					TOTAL
	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	23	16	15	19	3	76
2	21	14	17	20	4	76
3	22	15	16	17	3	73
4	15	10	11	11	3	50
5	18	10	13	18	3	62
6	25	15	16	19	4	79
7	23	15	17	18	3	76
8	22	15	16	20	4	77
9	20	15	16	19	4	74
10	22	14	16	19	4	75
11	17	11	16	15	3	62
12	23	16	16	20	4	79
13	22	14	15	19	3	73
14	24	15	14	16	3	72
15	22	14	14	19	4	73
16	21	13	14	17	3	68
17	15	10	11	11	3	50
18	21	13	14	17	3	68
19	22	15	16	17	3	73
20	20	14	14	17	4	69
21	20	14	14	16	3	67



**B. The Students' Score of Post-test**

**Table A.3.2**  
**Students' Score Post-test Data**

NO.	CRITERIA AND SCORE					TOTAL
	Content	Organization	Vocabulary	Language Use	Mechanics	Score
1	23	16	18	19	4	80
2	25	16	17	20	3	81
3	27	16	16	21	4	84
4	27	19	19	23	4	92
5	21	17	17	20	3	78
6	19	14	17	19	4	73
7	20	15	17	21	4	77
8	22	15	18	21	4	80
9	25	16	18	20	4	83
10	23	15	17	20	3	78
11	27	18	18	23	4	90
12	20	15	17	20	4	76
13	20	15	17	21	3	76
14	28	18	17	20	4	87
15	27	18	16	20	4	85
16	27	17	18	22	4	88
17	27	19	19	23	4	92
18	26	18	18	23	4	89
19	25	16	17	20	3	81
20	22	15	19	21	4	81
21	15	13	14	18	4	64

C. Data of Teaching and Learning Using Blog (First Meeting)

**Table A.3.3**

**Data of Teaching and Learning Using Blog First Meeting (Students' Observation)**

No. Resp.	Instrumen Item																																																		Total		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50			
1	3	3	3	2	3	2	4	4	4	4	4	3	3	3	3	2	3	3	3	3	3	2	4	4	4	3	4	4	4	3	4	3	5	4	4	4	3	4	5	5	4	5	5	5	4	4	3	5	4	4	181		
2	4	4	5	4	3	4	3	4	2	3	3	3	3	3	3	3	4	2	3	2	3	2	3	3	4	3	2	3	2	3	3	2	3	3	2	3	2	3	2	3	4	3	5	3	2	3	2	4	4	3	4	5	156
3	2	4	4	4	3	2	4	4	3	3	3	3	3	3	3	3	3	4	4	3	3	3	4	5	4	3	3	3	5	3	3	5	3	5	4	5	5	5	4	4	5	5	4	4	4	5	4	4	4	186			
4	3	4	4	4	4	2	4	4	4	5	4	4	2	4	3	3	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	5	2	4	147		
5	5	4	2	3	3	2	4	4	3	5	3	5	5	5	5	4	2	4	2	2	3	2	4	2	3	2	2	3	2	3	3	2	2	3	3	5	5	3	4	4	4	4	5	5	4	3	4	2	3	2	168		
6	4	4	5	4	4	4	5	4	4	4	3	5	4	4	3	3	1	3	2	3	2	3	2	3	2	3	2	3	2	3	4	3	3	3	2	2	4	2	4	2	4	2	3	3	2	3	4	4	4	4	161		
7	3	3	2	3	1	2	4	3	3	4	4	3	3	5	4	3	3	3	2	3	2	3	2	3	2	3	2	3	2	3	5	5	5	4	5	4	5	4	4	4	5	5	4	4	5	4	4	5	2	3	176		
8	4	4	4	4	4	5	5	4	5	5	4	5	4	4	5	2	2	3	2	3	2	3	3	2	3	3	2	3	3	2	2	3	2	3	2	4	3	2	4	4	3	3	4	3	4	3	4	3	3	4	167		
9	2	2	3	2	3	3	2	4	3	4	4	4	2	3	2	3	2	3	2	3	2	3	2	3	2	3	4	4	4	3	5	4	4	4	4	3	4	4	4	5	4	4	4	5	3	5	4	4	3	4	5	170	
10	4	4	2	2	4	2	2	4	5	1	5	5	5	5	3	5	4	4	3	2	4	2	2	4	5	2	3	2	2	5	2	2	4	2	4	2	4	2	4	4	4	4	2	3	4	3	2	3	3	5	3	166	
11	2	4	3	3	3	4	3	3	3	3	4	3	4	3	3	4	5	4	5	3	3	5	4	2	2	4	5	4	3	3	3	4	4	4	3	4	4	2	4	2	4	4	4	4	4	4	3	4	3	4	2	174	
12	3	3	2	4	3	5	5	4	5	5	5	5	3	5	3	5	3	3	2	2	3	2	2	4	2	2	3	2	3	2	2	4	2	2	4	4	4	3	2	4	4	4	2	4	2	2	4	2	3	4	4	162	
13	2	4	2	2	3	5	2	4	2	3	2	4	3	3	3	3	4	4	4	4	4	2	4	4	3	2	2	4	3	2	3	4	2	2	5	5	4	5	4	5	4	3	5	4	3	4	2	4	3	4	168		
14	2	5	5	5	3	3	3	4	2	4	5	4	3	4	3	3	2	2	2	2	3	3	3	2	4	2	2	4	3	4	2	4	4	2	3	4	3	2	4	3	4	3	2	4	4	4	5	5	3	167			
15	2	4	3	3	4	4	5	4	3	4	4	4	4	4	4	4	3	4	3	2	3	4	3	2	4	3	3	2	3	3	3	2	5	2	5	2	5	2	5	4	4	5	4	4	2	4	2	4	2	4	2	171	
16	4	3	5	3	5	3	5	3	3	4	3	3	3	5	3	2	3	3	4	2	3	4	4	4	2	3	2	4	2	2	3	4	2	2	4	4	2	4	4	2	4	4	2	4	4	3	2	5	2	163			
17	3	2	3	3	5	2	5	5	3	3	2	3	3	2	2	5	2	3	2	4	3	3	2	3	2	3	3	3	2	2	2	2	2	2	3	4	3	2	4	3	2	3	2	4	2	4	2	2	2	2	142		
18	4	4	4	5	4	4	2	4	3	4	4	4	2	3	4	2	4	3	2	3	4	4	2	2	2	2	3	3	3	2	3	4	2	2	4	3	4	2	4	4	2	3	4	2	4	2	4	3	4	2	4	160	
19	4	4	4	2	5	4	3	5	3	4	4	4	5	5	4	3	5	3	4	2	4	2	4	2	5	2	3	4	2	2	3	2	5	2	3	2	4	2	2	3	4	2	3	4	2	4	2	5	2	4	167		
20	4	3	3	4	4	3	2	2	4	4	3	4	4	4	3	2	2	4	4	3	2	2	4	3	2	2	3	4	3	3	5	2	3	2	4	2	2	5	4	2	3	4	4	4	2	4	4	2	5	2	160		
21	4	4	5	4	5	5	5	4	4	4	4	5	4	5	5	5	4	2	4	2	4	2	3	2	4	2	2	2	2	4	4	2	3	2	5	2	4	2	4	2	4	2	4	2	4	3	3	3	3	4	173		

**D. Data of Teaching and Learning Using Blog (Second Meeting)**

**Table A.3.4**

**Data of Teaching and Learning Using Blog Second Meeting (Students' Observation)**

No.	Instrumen Item																																																		Total		
Resp.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50			
1	3	3	3	2	3	5	4	4	5	5	4	4	5	4	3	4	4	5	4	3	3	4	4	4	3	4	3	3	4	4	4	5	5	5	5	5	5	5	4	4	4	3	4	2	3	3	3	4	3	4	2	190	
2	4	2	5	4	3	4	3	4	2	3	3	2	3	4	3	3	4	2	5	4	2	4	3	3	4	2	4	4	2	4	2	4	2	3	4	3	4	3	2	4	4	3	5	3	5	5	5	5	4	4	173		
3	5	4	5	3	3	5	4	4	5	3	3	5	4	3	5	3	3	5	4	3	5	3	3	4	4	5	5	5	4	4	5	4	4	5	3	5	2	4	4	5	4	5	3	3	4	4	2	4	3	4	199		
4	2	4	4	2	4	2	4	4	2	2	4	4	2	4	2	4	3	4	2	4	4	5	5	3	3	5	3	3	2	3	3	4	5	4	2	3	3	2	4	2	4	2	2	3	4	2	5	2	3	2	2	152	
5	2	4	2	3	3	2	4	2	3	2	3	2	2	4	3	2	2	4	4	5	5	3	3	5	3	3	3	2	3	3	4	5	4	2	3	3	2	4	2	4	3	3	2	2	3	2	2	3	2	3	149		
6	4	4	5	4	4	4	2	4	4	4	3	2	4	4	3	3	4	4	4	4	5	4	4	3	4	4	5	4	2	4	3	4	4	5	4	4	4	5	4	4	3	5	2	3	2	3	3	3	2	3	183		
7	3	3	2	3	4	2	4	3	5	4	5	5	5	5	4	4	5	5	3	5	3	3	4	5	3	4	4	5	3	5	5	3	3	3	3	2	2	4	3	4	4	2	4	2	4	2	4	2	3	3	2	5	181
8	4	2	4	4	3	3	3	2	3	3	2	3	2	4	3	5	3	3	2	3	5	3	3	2	3	3	4	3	3	2	2	4	2	4	4	3	3	3	2	3	3	4	2	3	2	2	2	2	2	3	147		
9	2	2	3	5	3	3	5	4	2	4	4	4	2	3	4	3	5	3	4	3	5	3	5	4	4	2	4	4	5	5	4	2	2	3	3	3	3	5	4	4	4	5	2	4	2	5	2	5	5	5	181		
10	4	4	2	2	4	2	2	4	5	3	5	2	5	2	4	4	4	4	3	3	4	3	2	4	5	2	4	4	4	2	5	4	4	2	2	4	5	2	4	3	3	4	2	3	3	2	3	5	5	3	170		
11	2	4	3	3	3	4	3	3	3	3	4	3	4	3	5	4	3	4	3	4	3	4	4	5	4	3	5	4	5	4	3	5	4	3	5	5	4	3	3	4	4	2	2	4	2	3	2	3	2	2	175		
12	3	3	2	5	3	5	2	4	5	2	3	2	3	5	3	2	3	3	2	4	3	5	2	4	3	2	3	2	3	2	4	3	3	5	2	3	2	5	2	4	2	2	3	2	2	3	3	4	2	2	5	154	
13	2	4	2	5	3	5	2	4	5	3	5	5	3	3	5	3	4	4	5	5	5	5	5	4	3	3	4	3	3	2	3	2	4	2	3	3	5	2	4	2	3	5	2	4	2	2	3	2	3	2	2	168	
14	2	2	3	2	3	3	2	4	2	4	2	4	3	4	3	2	3	2	3	3	3	5	3	4	2	4	4	4	3	5	2	5	3	5	2	3	3	4	4	2	2	4	2	2	2	2	2	2	2	2	2	148	
15	2	4	5	5	4	4	5	4	5	4	4	4	3	4	4	4	2	4	2	2	4	4	2	4	2	4	4	2	2	2	4	5	2	4	4	4	2	4	4	3	2	3	3	3	2	5	5	4	2	172			
16	4	3	5	3	2	3	5	3	3	4	3	5	3	5	3	2	3	3	2	3	4	4	4	4	2	3	3	4	4	2	4	4	3	2	3	5	3	2	3	2	2	4	4	3	3	2	5	5	5	2	166		
17	3	2	3	3	2	2	5	2	3	3	2	3	3	2	4	3	2	4	4	2	2	2	2	4	2	4	2	2	4	2	2	3	2	3	3	2	2	2	2	2	2	3	3	5	2	2	5	3	5	3	5	3	145
18	4	2	4	2	2	4	2	4	3	2	4	2	3	3	2	2	3	3	2	3	2	3	2	4	2	4	3	3	2	3	2	3	2	4	2	2	2	2	2	3	2	2	4	4	4	2	3	5	3	3	5	4	144
19	2	4	2	5	3	4	3	3	3	4	4	2	2	3	4	3	5	3	4	2	4	2	4	3	2	3	2	2	4	3	3	2	4	4	2	2	4	3	3	2	2	5	4	4	3	5	2	2	5	3	158		
20	4	3	5	4	4	5	2	5	4	4	3	4	4	4	5	5	3	4	4	3	3	2	4	2	2	4	4	2	5	2	2	2	3	2	4	4	2	2	2	2	3	4	3	3	5	3	5	3	5	3	171		
21	4	2	3	2	3	5	3	4	4	2	4	5	4	5	3	2	4	2	4	3	4	5	2	3	4	4	2	4	3	3	4	2	4	3	4	2	3	2	4	3	3	2	3	3	4	3	3	4	2	2	162		

**Table A.3.5**  
**Data of Teaching and Learning Using Blog First Meeting**  
**(English Teacher's Observation)**

Intrument Number	Score	Intrument Number	Score	Intrument Number	Score	Intrument Number	Score	Intrument Number	Score
1	4	11	3	21	4	31	3	41	4
2	4	12	3	22	4	32	4	42	3
3	4	13	3	23	4	33	3	43	4
4	4	14	4	24	4	34	4	44	4
5	4	15	4	25	4	35	4	45	3
6	4	16	3	26	4	36	4	46	3
7	4	17	3	27	4	37	4	47	4
8	4	18	3	28	4	38	3	48	4
9	4	19	3	29	3	39	4	49	4
10	3	20	3	30	4	40	4	50	4

**Table A.3.6**  
**Data of Teaching and Learning Using Blog Second Meeting**  
**(English Teacher's Observation)**

Intrument Number	Score	Intrument Number	Score	Intrument Number	Score	Intrument Number	Score	Intrument Number	Score
1	5	11	4	21	4	31	4	41	4
2	4	12	5	22	4	32	4	42	4
3	3	13	4	23	4	33	4	43	4
4	4	14	4	24	4	34	4	44	5
5	5	15	4	25	4	35	4	45	4
6	3	16	4	26	4	36	4	46	5
7	5	17	4	27	4	37	4	47	4
8	3	18	4	28	4	38	4	48	4
9	4	19	4	29	4	39	4	49	4
10	4	20	4	30	4	40	4	50	4

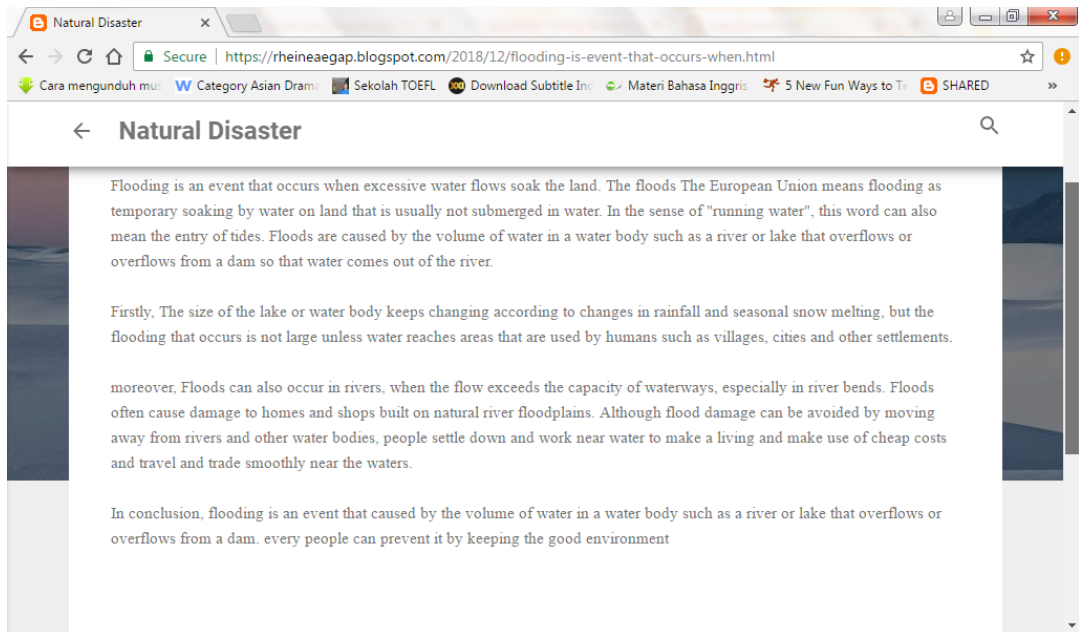
## Appendix 4 Example of Students' Writing Analytical Exposition Text and Scoring

### A. Pre-test

<b>GEMA AWAL HAQIQI</b> <b>XI IIS 2</b>
<b>benefit of the internet for students</b>
<p>The growth of the Internet in the world provides many opportunities to many people around the world in many different ways. When students are considered, the use of the Internet is mainly for social and entertainment purposes. However, it is very obvious that the Internet provides not only social connection and entertainment, but also academic and scientific information as well.</p> <p>Additionally, the Internet can be used as a tool to learn the latest news all around the world as well as getting any kind of information that serves different purposes such as learning more information about a hobby or health.</p> <p>Therefore, it can be said that the Internet is the source of spreading information quickly to a large audience and of going beyond the limitation of time and space. In the light of the above information, it is vitally important to encourage students to use this invaluable source to get any kind of information they need in their academic studies. in the school lessons I think also need a cellphone, because if you only rely on books in the present time, the scope is not broad enough.</p>

Name : Amanda Salsa Susiana
Class : XI IIS 2
<b>The Benefit Of The Internet For Students</b>
<p>The internet is very usefull for the smooth process of learning today, in Corresponding with a determined curriculum. From the internet we can know something that is not in the book and our knowledge can be boarder, but there are many negative things that we find on the internet.</p>

## B. Post-test



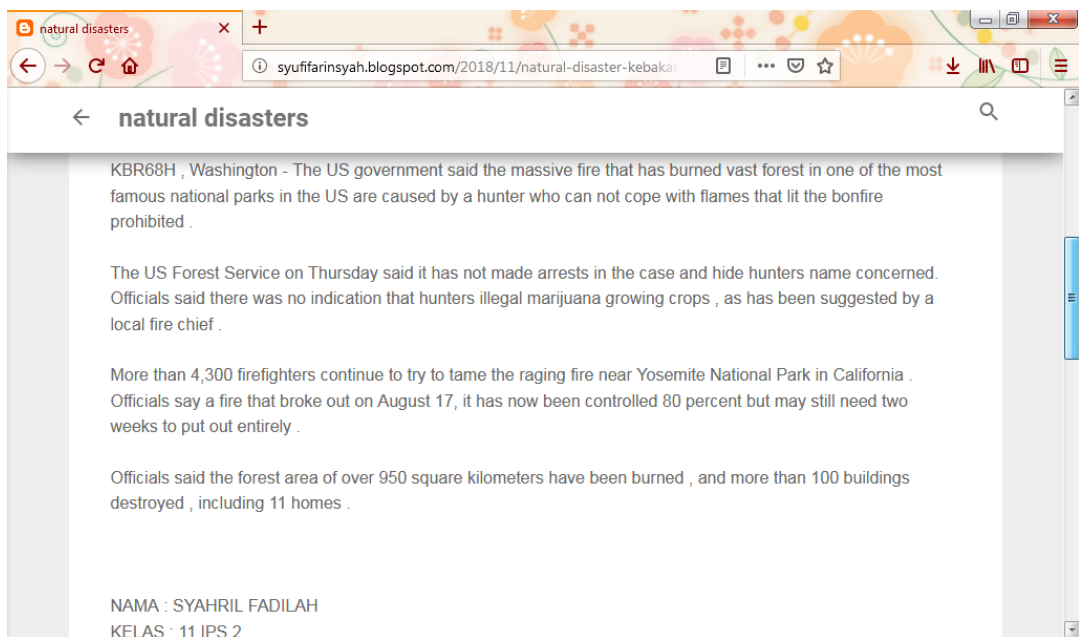
**Natural Disaster**

Flooding is an event that occurs when excessive water flows soak the land. The floods The European Union means flooding as temporary soaking by water on land that is usually not submerged in water. In the sense of "running water", this word can also mean the entry of tides. Floods are caused by the volume of water in a water body such as a river or lake that overflows or overflows from a dam so that water comes out of the river.

Firstly, The size of the lake or water body keeps changing according to changes in rainfall and seasonal snow melting, but the flooding that occurs is not large unless water reaches areas that are used by humans such as villages, cities and other settlements.

moreover, Floods can also occur in rivers, when the flow exceeds the capacity of waterways, especially in river bends. Floods often cause damage to homes and shops built on natural river floodplains. Although flood damage can be avoided by moving away from rivers and other water bodies, people settle down and work near water to make a living and make use of cheap costs and travel and trade smoothly near the waters.

In conclusion, flooding is an event that caused by the volume of water in a water body such as a river or lake that overflows or overflows from a dam. every people can prevent it by keeping the good environment



**natural disasters**

KBR68H , Washington - The US government said the massive fire that has burned vast forest in one of the most famous national parks in the US are caused by a hunter who can not cope with flames that lit the bonfire prohibited .

The US Forest Service on Thursday said it has not made arrests in the case and hide hunters name concerned. Officials said there was no indication that hunters illegal marijuana growing crops , as has been suggested by a local fire chief .

More than 4,300 firefighters continue to try to tame the raging fire near Yosemite National Park in California . Officials say a fire that broke out on August 17, it has now been controlled 80 percent but may still need two weeks to put out entirely .

Officials said the forest area of over 950 square kilometers have been burned , and more than 100 buildings destroyed , including 11 homes .

NAMA : SYAHRIL FADILAH  
KELAS : 11 IPS 2

## Appendix 5 Example of the Observation Sheet

### OBSERVATION SHEET FIRST MEETING

#### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>FIRST MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					
<b>Pre-test</b>						
14.	Teacher notifies students to do pre-test					

15.	Teacher gives the related topic					
16.	Teacher delivers the number of words that will be made by students					
17.	Teacher delivers the test-taking technique					
18.	Teacher delivers time of the test					
19.	Teacher asks students to do pre-test in writing analytical exposition text					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						
<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>						
20.	Teacher shows text from the blog with the relevant text					
21.	Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer					
22.	Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog					
23.	Teacher gives chance for students to read material from book package or book others expressions give and ask information related advice and offer					
24.	Teacher trains sincerity , accuracy , and looking for information through activity listening material expressions give and ask information related advice and offer through the weblog					
<b>Problem Statement (Questioning/Problem Identification) through Critical Thinking</b>						
25.	Teacher gives chance to student for identify as much as possible question about expression give and ask information related advice and offer on the blog					
<b>Data collection through Literation and Collaboration</b>						
<b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>						
26.	Carefully observe the material expressions of giving and asking information related advice and offering on the blog					
27.	Read the other sources of expressions of giving and asking information related advice and offering					
28.	Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog					
29.	The teacher makes a group to discuss how to express giving and asking information related advice and offering					



30.	The teacher facilitates students to record and collect information on how to express of giving and asking information related advice and offering on the blog					
31.	The teacher facilitates students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog					
32.	Teacher facilitates students to exchange information on how to express of giving and asking information related advice and offering on the blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>						
33.	Discuss material about expressions giving and asking information related advice and offering					
34.	Process of information : material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet					
35.	Students do some question on the web blog about the material expressions giving and asking information related advice and offering					
<b>Verivication through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>						
36.	The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering					
37.	Teacher facilitates students in discussion to develop sincerity, accuracy , disciplined and obey rules , work hard , ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice and offering					
38.	Student and teacher discuss students' analytical exposition text during the pre-test					
<b>Generalization through Communication and Creativity</b>						
<b>Communication</b>						
39.	Students discuss to conclude about how to express giving and asking information related advice and offering					

40.	Students present the results of group discussions on how to express giving and asking information related advice and offering					
41.	Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering					
42.	Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering					
<b>Creativity</b>						
43.	Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering					
44.	Students ask about things that have not been understood about how to express giving and asking information related advice and offering					
45.	Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering					
<b>III LAST PART</b>						
46.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
47.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
48.	Students schedule the material or project/product /portfolio/performance tasks that must be learned at the next meeting outside school hours or at home					
49.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
50.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					

Jakarta, 19 November 2018

Yuniati, S.Pd  
(EnglishTeacher)

## OBSERVATION SHEET SECOND MEETING

### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>SECOND MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows KI, KD, Indikator and KKM in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						
<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>						
14.	Teacher shows the text from the blog with relevant text					

15.	The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers					
16.	Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog.					
17.	The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts					
18.	Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions					
<b>Problem Statement (Questioning/Problem Identification) Through Critical Thinking</b>						
19.	Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog					
<b>Data collection through Literacy and Collaboration activities</b>						
<b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>						
20.	Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog					
21.	Read the other sources of material for disclosure from each context in the use of transactional interaction texts					
22.	Question and answer to the teacher about how to disclose from each context the use of transactional interaction texts found on the blog					
23.	The teacher makes a group to discuss how to disclose from each context the use of transactional interaction texts					
24.	The teacher facilitates students to record and collect information on how to disclose from each context the use of transactional interaction texts on the blog					
25.	The teacher facilitates students to represent the results of the discussion on how to disclose from each context the use of transactional interaction texts displayed on the blog					
26.	Teacher facilitates students to exchange information on how to disclose from each context					

	the use of transactional interaction texts through the web blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>						
27.	Discuss material on how to disclose from each context the use of transactional interaction texts					
28.	Processing information: material on how to disclose from each context the use of transactional interaction texts that have been collected from the results of previous activities as well as the results of observing and gathering information in the meeting with the help of questions on the worksheet					
29.	Learners work on a number of questions on the web blog, how to disclose material from each context of the use of transactional interaction texts					
<b>Verivication through Collaboration and critical thinking</b>						
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>						
30.	Teacher adds to the extensiveness of the theory and into the processing of information that is looking for solutions from various sources that have different opinions to the conflicting ones on how to disclose from each context the use of transactional interaction texts					
31.	The teacher facilitates students in the discussion to develop students' sincerity, accuracy, discipline and obey the rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving how to express from each context the use of transactional interaction texts					
32.	Students and teacher discuss the students' analytical exposition text that have been made during the pre-test at the first meeting					
<b>Generalization through Communication and Creativity</b>						
<b>Communication</b>						
33.	Students discuss to conclude about how to disclose from each context the use of transactional interaction texts					
34.	Students present the results of group discussions on how to disclose from each context the use of transactional interaction texts					
35.	Every group presentation expressed their opinions on group responses through the disclosure of each context in the use of transactional interaction texts					

36.	Group presentation provide the opportunities for students from the other groups to answer questions about how to disclose from each context the use of transactional interaction texts					
<b>Creativity</b>						
37.	Conclude important points that appear in learning activities about how to disclose from each context the use of transactional interaction texts					
38.	Students ask about things that have not been understood about how to disclose from each context the use of transactional interaction texts					
39.	Teacher gives a few questions for students to answer related to the material on how to disclose from each context the use of transactional interaction texts					
<b>III LAST PART</b>						
40.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
41.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
42.	Students schedule the material or project/product/portfolio/performance tasks that must be learned at the next meeting outside school hours or at home					
43.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
44.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					
<b>Post – test</b>						
45.	Teacher informs the post-test					
46.	Teacher gives a problem limitation					
47.	Teacher delivers the number of words that will be made by students					
48.	Teacher delivers the test-taking technique					
49.	Teacher delivers time of the test					
50.	Teacher asks students to do post-test in writing analytical exposition text using blog					

Jakarta, 20 November 2018

Yuniati, S.Pd  
(EnglishTeacher)

## OBSERVATION SHEET FIRST MEETING

### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>FIRST MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					
<b>Pre-test</b>						
14.	Teacher notifies students to do pre-test					
15.	Teacher gives the related topic					
16.	Teacher delivers the number of words that will be made by students					
17.	Teacher delivers the test-taking technique					

18.	Teacher delivers time of the test					
19.	Teacher asks students to do pre-test in writing analytical exposition text					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						
<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>						
20.	Teacher shows text from the blog with the relevant text					
21.	Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer					
22.	Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog					
23.	Teacher gives chance for students to read material from book package or book others expressions give and ask information related advice and offer					
24.	Teacher trains sincerity , accuracy , and looking for information through activity listening material expressions give and ask information related advice and offer through the weblog					
<b>Problem Statement (Questioning/Problem Identification) through Critical Thinking</b>						
25.	Teacher gives chance to student for identify as much as possible question about expression give and ask information related advice and offer on the blog					
<b>Data collection through Literation and Collaboration</b>						
<b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>						
26.	Carefully observe the material expressions of giving and asking information related advice and offering on the blog					
27.	Read the other sources of expressions of giving and asking information related advice and offering					
28.	Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog					
29.	The teacher makes a group to discuss how to express giving and asking information related advice and offering					
30.	The teacher facilitates students to record and collect information on how to express of giving and asking information related advice and offering on the blog					



31.	The teacher facilitates students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog					
32.	Teacher facilitates students to exchange information on how to express of giving and asking information related advice and offering on the blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>						
33.	Discuss material about expressions giving and asking information related advice and offering					
34.	Process of information : material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet					
35.	Students do some question on the web blog about the material expressions giving and asking information related advice and offering					
<b>Verivication through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>						
36.	The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering					
37.	Teacher facilitates students in discussion to develop sincerity, accuracy , disciplined and obey rules , work hard , ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice and offering					
38.	Student and teacher discuss students' analytical exposition text during the pre-test					
<b>Generalization through Communication and Creativity</b>						
<b>Communication</b>						
39.	Students discuss to conclude about how to express giving and asking information related advice and offering					
40.	Students present the results of group discussions on how to express giving and asking information related advice and offering					
41.	Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and					

	offering					
42.	Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering					
<b>Creativity</b>						
43.	Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering					
44.	Students ask about things that have not been understood about how to express giving and asking information related advice and offering					
45.	Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering					
<b>III LAST PART</b>						
46.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
47.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
48.	Students schedule the material or project/product / portfolio/performance tasks that must be learned at the next meeting outside school hours or at home					
49.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
50.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					

Jakarta, 19 November 2018

Observer

.....  
(Student)

## OBSERVATION SHEET

### FIRST MEETING

#### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>FIRST MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					
<b>Pre-test</b>						
14.	Teacher notifies students to do pre-test					
15.	Teacher gives the related topic					

16.	Teacher delivers the number of words that will be made by students					
17.	Teacher delivers the test-taking technique					
18.	Teacher delivers time of the test					
19.	Teacher asks students to do pre-test in writing analytical exposition text					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						
<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>						
20.	Teacher shows text from the blog with the relevant text					
21.	Teacher gives chance for students to observe work sheet on blog phrases give and ask information related advice and offer					
22.	Teacher gives chance for students to observe gift examples expressions give and ask information related advice and offer on the blog					
23.	Teacher gives chance for students to read material from book package or book others expressions give and ask information related advice and offer					
24.	Teacher trains sincerity , accuracy , and looking for information through activity listening material expressions give and ask information related advice and offer through the weblog					
<b>Problem Statement (Questioning/Problem Identification) through Critical Thinking</b>						
25.	Teacher gives chance to student for identify as much as possible question about expression give and ask information related advice and offer on the blog					
<b>Data collection through Literation and Collaboration</b>						
<b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>						
26.	Carefully observe the material expressions of giving and asking information related advice and offering on the blog					
27.	Read the other sources of expressions of giving and asking information related advice and offering					
28.	Question and answer to the teacher about how to express of giving and asking information related advice and offering on the blog					
29.	The teacher makes a group to discuss how to express giving and asking information related advice and offering					

30.	The teacher facilitates students to record and collect information on how to express of giving and asking information related advice and offering on the blog					
31.	The teacher facilitates students to represent the results of the discussion on how to express of giving and asking information related advice and offering on the blog					
32.	Teacher facilitates students to exchange information on how to express of giving and asking information related advice and offering on the blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>						
33.	Discuss material about expressions giving and asking information related advice and offering					
34.	Process of information : material about expressions giving and asking information related advice and already offer collected from the results activities previous or the results from activities observe and collect information in the meeting with help questions on work sheet					
35.	Students do some question on the web blog about the material expressions giving and asking information related advice and offering					
<b>Verivication through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>						
36.	The teacher adds the extensiveness theory into the processing information that is of a nature looking for solution from various source that has a different opinion to the contrary about expressions giving and asking information related advice and offering					
37.	Teacher facilitates students in discussion to develop sincerity, accuracy , disciplined and obey rules , work hard , ability apply procedure and ability think inductive and deductive in prove about expressions giving and asking information related advice and offering					
38.	Student and teacher discuss students' analytical exposition text during the pre-test					
<b>Generalization through Communication and Creativity</b>						
<b>Communication</b>						
39.	Students discuss to conclude about how to express giving and asking information related advice and offering					
40.	Students present the results of group discussions on how to express giving and asking information					

	related advice and offering					
41.	Every group presentation expressed their opinions on group responses through the expressions giving and asking information related advice and offering					
42.	Group presentation provide the opportunities for students from the other groups to answer questions about how to express giving and asking information related advice and offering					
<b>Creativity</b>						
43.	Conclude important points that appear in learning activities about how to express giving and asking information related advice and offering					
44.	Students ask about things that have not been understood about how to express giving and asking information related advice and offering					
45.	Teacher gives a few questions for students to answer related to the material on how to express giving and asking information related advice and offering					
<b>III LAST PART</b>						
46.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
47.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
48.	Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home					
49.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
50.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					

Jakarta, 19 November 2018

Observer

.....  
(Student)

## OBSERVATION SHEET SECOND MEETING

### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>SECOND MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						
<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>						
14.	Teacher shows the text from the blog with relevant text					

15.	The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers					
16.	Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog.					
17.	The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts					
18.	Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions					
<b>Problem Statement (Questioning/Problem Identification) Through Critical Thinking</b>						
19.	Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog					
<b>Data collection through Literacy and Collaboration activities</b> <b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>						
20.	Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog					
21.	Read the other sources of material for disclosure from each context in the use of transactional interaction texts					
22.	Question and answer to the teacher about how to disclose from each context the use of transactional interaction texts found on the blog					
23.	The teacher makes a group to discuss how to disclose from each context the use of transactional interaction texts					
24.	The teacher facilitates students to record and collect information on how to disclose from each context the use of transactional interaction texts on the blog					
25.	The teacher facilitates students to represent the results of the discussion on how to disclose from each context the use of transactional interaction texts displayed on the blog					
26.	Teacher facilitates students to exchange information on how to disclose from each context					



	the use of transactional interaction texts through the web blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						
<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>						
27.	Discuss material on how to disclose from each context the use of transactional interaction texts					
28.	Processing information: material on how to disclose from each context the use of transactional interaction texts that have been collected from the results of previous activities as well as the results of observing and gathering information in the meeting with the help of questions on the worksheet					
29.	Learners work on a number of questions on the web blog, how to disclose material from each context of the use of transactional interaction texts					
<b>Verivication through Collaboration and critical thinking</b>						
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>						
30.	Teacher adds to the extensiveness of the theory and into the processing of information that is looking for solutions from various sources that have different opinions to the conflicting ones on how to disclose from each context the use of transactional interaction texts					
31.	The teacher facilitates students in the discussion to develop students' sincerity, accuracy, discipline and obey the rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving how to express from each context the use of transactional interaction texts					
32.	Students and teacher discuss the students' analytical exposition text that have been made during the pre-test at the first meeting					
<b>Generalization through Communication and Creativity</b>						
<b>Communication</b>						
33.	Students discuss to conclude about how to disclose from each context the use of transactional interaction texts					
34.	Students present the results of group discussions on how to disclose from each context the use of transactional interaction texts					
35.	Every group presentation expressed their opinions on group responses through the disclosure of each context in the use of transactional interaction texts					

36.	Group presentation provide the opportunities for students from the other groups to answer questions about how to disclose from each context the use of transactional interaction texts					
<b>Creativity</b>						
37.	Conclude important points that appear in learning activities about how to disclose from each context the use of transactional interaction texts					
38.	Students ask about things that have not been understood about how to disclose from each context the use of transactional interaction texts					
39.	Teacher gives a few questions for students to answer related to the material on how to disclose from each context the use of transactional interaction texts					
<b>III LAST PART</b>						
40.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
41.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
42.	Students schedule the material or project/product/portfolio/performance tasks that must be learned at the next meeting outside school hours or at home					
43.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
44.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					
<b>Post – test</b>						
45.	Teacher informs the post-test					
46.	Teacher gives a problem limitation					
47.	Teacher delivers the number of words that will be made by students					
48.	Teacher delivers the test-taking technique					
49.	Teacher delivers time of the test					
50.	Teacher asks students to do post-test in writing analytical exposition text using blog					

Jakarta, 20 November 2018  
Observer

.....  
(Student)

## OBSERVATION SHEET SECOND MEETING

### INSTRUCTIONS:

Observe the teacher learning activity with affixing  $\surd$  on observations sheet!

No.	Statements	Score				
		Very Good	Good	Quite	Bad	Worse
<b>SECOND MEETING</b>						
<b>A. Introduction</b>						
<b>Orientation</b>						
1.	Teacher starts the learning process with greeting and praying					
2.	Teacher checking students' attendance as a discipline					
3.	Teacher preparing the students' physical and psychological to start teaching in the learning process					
<b>Apperception</b>						
4.	Teacher associates material/themes/learning activities that will be carried out with the experience of students with previous material/themes/activities before.					
5.	Teacher remember the students essential material with asking					
6.	Teacher asks questions that are related to the lessons					
<b>Motivation</b>						
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life					
8.	Teacher delivers the learning objectives at the meeting					
9.	Teacher asks questions					
<b>Giving Reference</b>						
10.	Teacher delivers the material subject that will be discussed at the meeting					
11.	Teacher shows <i>KI, KD, Indikator and KKM</i> in the meeting					
12.	Teacher distributes group of study					
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps					
<b>B. MAIN ACTIVITIES</b>						
<b>Simulation through Literacy Activities</b>						
<b>Teacher delivers motivation or stimulation of students to focus on material topics expressions of giving and requesting information related to suggestions and offers by:</b>						
14.	Teacher shows the text from the blog with relevant text					

15.	The teacher gives students the opportunity to observe the worksheet on the blog expressions of giving and asking for information related to suggestions and offers					
16.	Teacher gives students the opportunity to observe the disclosure of examples of ways of discovery from each context of the use of transactional interaction texts on the blog.					
17.	The teacher gives students the opportunity to read material from textbooks or other books, examples of how to disclose from each context of the use of transactional interaction texts					
18.	Teacher trains sincerity, thoroughness, and searches for information through listening to material on how to disclose from each context the use of transactional text web blog interactions					
<b>Problem Statement (Questioning/Problem Identification) Through Critical Thinking</b>						
19.	Teacher gives students the opportunity to identify as many questions as possible about how to disclose from each context the use of transactional interaction texts on the blog					
<b>Data collection through Literacy and Collaboration activities</b>						
<b>Teacher gives chance for student to collect the information for answer question about expression of giving and asking information related advice and offer through:</b>						
20.	Carefully observe the material for disclosure from each context in the use of transactional interaction texts on the blog					
21.	Read the other sources of material for disclosure from each context in the use of transactional interaction texts					
22.	Question and answer to the teacher about how to disclose from each context the use of transactional interaction texts found on the blog					
23.	The teacher makes a group to discuss how to disclose from each context the use of transactional interaction texts					
24.	The teacher facilitates students to record and collect information on how to disclose from each context the use of transactional interaction texts on the blog					
25.	The teacher facilitates students to represent the results of the discussion on how to disclose from each context the use of transactional interaction texts displayed on the blog					
26.	Teacher facilitates students to exchange information on how to disclose from each context the use of transactional interaction texts through the web blog					
<b>Data Processing through Collaboration and Critical Thinking</b>						

<b>The teacher facilitates students in their group to discuss processing the observational data by:</b>					
27.	Discuss material on how to disclose from each context the use of transactional interaction texts				
28.	Processing information: material on how to disclose from each context the use of transactional interaction texts that have been collected from the results of previous activities as well as the results of observing and gathering information in the meeting with the help of questions on the worksheet				
29.	Learners work on a number of questions on the web blog, how to disclose material from each context of the use of transactional interaction texts				
<b>Verification through Collaboration and critical thinking</b>					
<b>The teacher facilitates students to discuss and verify the results of their observations with data or theory in the source book through activities:</b>					
30.	Teacher adds to the extensiveness of the theory and into the processing of information that is looking for solutions from various sources that have different opinions to the conflicting ones on how to disclose from each context the use of transactional interaction texts				
31.	The teacher facilitates students in the discussion to develop students' sincerity, accuracy, discipline and obey the rules, hard work, the ability to apply procedures and the ability to think inductively and deductively in proving how to express from each context the use of transactional interaction texts				
32.	Students and teacher discuss the students' analytical exposition text that have been made during the pre-test at the first meeting				
<b>Generalization through Communication and Creativity</b>					
<b>Communication</b>					
33.	Students discuss to conclude about how to disclose from each context the use of transactional interaction texts				
34.	Students present the results of group discussions on how to disclose from each context the use of transactional interaction texts				
35.	Every group presentation expressed their opinions on group responses through the disclosure of each context in the use of transactional interaction texts				
36.	Group presentation provide the opportunities for students from the other groups to answer questions about how to disclose from each context the use of transactional interaction texts				
<b>Creativity</b>					
37.	Conclude important points that appear in learning activities about how to disclose from each context				

	the use of transactional interaction texts					
38.	Students ask about things that have not been understood about how to disclose from each context the use of transactional interaction texts					
39.	Teacher gives a few questions for students to answer related to the material on how to disclose from each context the use of transactional interaction texts					
<b>III LAST PART</b>						
<b>Closing</b>						
40.	Students make a resume with teacher guidance regarding important points that appear in learning activities about expressions of giving and asking for information related to suggestions and offers					
41.	Students are given homework for subject matter about expressions of giving and asking for information related to suggestions and offers					
42.	Students schedule the material or project / product / portfolio / performance tasks that must be learned at the next meeting outside school hours or at home					
43.	Teacher checks the material presented in the discussion and discussion about the expressions of giving and asking for information related to suggestions and offers					
44.	Teacher gives awards for disclosure speakers from each context using transactional interaction texts to groups that have good performance and cooperation					
<b>Post – test</b>						
45.	Teacher informs the post-test					
46.	Teacher gives a problem limitation					
47.	Teacher delivers the number of words that will be made by students					
48.	Teacher delivers the test-taking technique					
49.	Teacher delivers time of the test					
50.	Teacher asks students to do post-test in writing analytical exposition text using blog					

Jakarta, 20November2018

Observer

.....  
(Student)

## Appendix 6 Test of Classic Assumption

### A. Test of Normality (Students' Writing Skill)

#### 1. Calculation of the Model Regression

**Table A.6.1**  
**Model Regression by Calculation Helper**  
**Students' Writing Skill of Analytical Exposition Text**

Resp	X <sub>1</sub>	Y	x <sub>1</sub>	Y	x <sub>1</sub> <sup>2</sup>	x <sup>2</sup>	x <sub>1</sub> y	Y <sup>2</sup>
1	76	80	5,90	-1,67	34,87	2,78	-9,84	6400
2	76	81	5,90	-0,67	34,87	0,44	-3,94	6561
3	73	84	2,90	2,33	8,44	5,44	6,78	7056
4	50	92	-20,10	10,33	403,82	106,78	-207,65	8464
5	62	78	-8,10	-3,67	65,53	13,44	29,68	6084
6	79	73	8,90	-8,67	79,29	75,11	-77,17	5329
7	76	77	5,90	-4,67	34,87	21,78	-27,56	5929
8	77	80	6,90	-1,67	47,68	2,78	-11,51	6400
9	74	83	3,90	1,33	15,25	1,78	5,21	6889
10	75	78	4,90	-3,67	24,06	13,44	-17,98	6084
11	62	90	-8,10	8,33	65,53	69,44	-67,46	8100
12	79	76	8,90	-5,67	79,29	32,11	-50,46	5776
13	73	76	2,90	-5,67	8,44	32,11	-16,46	5776
14	72	87	1,90	5,33	3,63	28,44	10,16	7569
15	73	85	2,90	3,33	8,44	11,11	9,68	7225
16	68	88	-2,10	6,33	4,39	40,11	-13,27	7744
17	50	92	-20,10	10,33	403,82	106,78	-207,65	8464
18	68	89	-2,10	7,33	4,39	53,78	-15,37	7921
19	73	81	2,90	-0,67	8,44	0,44	-1,94	6561
20	69	81	-1,10	-0,67	1,20	0,44	0,73	6561
21	67	64	-3,10	-17,67	9,58	312,11	54,68	4096
	1472	1715			1345.81	930.67	-611.33	140989
	70.10	81.67						

To find out the regression model  $\hat{Y} = a + bx$ . Starting from finding the value of b

$$b = \frac{\sum x_1 y}{\sum x_1^2} = \frac{-611.33}{1345.81} = 0.45$$

And then find the value of a as follow:

$$a = \bar{Y} - b_1 \bar{X}_1 = 81.67 - 0,45 (70.10) = 81.67 - (-31.54) = \mathbf{113.21},$$

**The model regression;  $\hat{Y} = 113.51 + - 0,45x$**

## 2. Normality Data

**Table A.6.2**  
**Normality Data of Students' Writing Skill Analytical Exposition Text**

<b>Respondent</b>	<b>X</b>	<b>Y</b>	<b><math>\hat{Y}</math></b>	<b><math>Y - \hat{Y}</math></b>
1	76	80	79,31	0,69
2	76	81	79,31	1,69
3	73	84	80,66	3,34
4	50	92	91,01	0,99
5	62	78	85,61	-7,61
6	79	73	77,96	-4,96
7	76	77	79,31	-2,31
8	77	80	78,86	1,14
9	74	83	80,21	2,79
10	75	78	79,76	-1,76
11	62	90	85,61	4,39
12	79	76	77,96	-1,96
13	73	76	80,66	-4,66
14	72	87	81,11	5,89
15	73	85	80,66	4,34
16	68	88	82,91	5,09
17	50	92	91,01	0,99
18	68	89	82,91	6,09
19	73	81	80,66	0,34
20	69	81	82,46	-1,46
21	67	64	83,36	-19,36



### 3. Tes of Normality

**Table A.6.3**  
**Test of Normality Data**  
**Students' Writing Skill Analytical Exposition Text**

No	Error Estimates	z	Table z	F(z)	F(cum)	S(z)	F(z) - S(z)
1	-19,36	-3,34	0,4996	0,0004	1	0,0476	0,0472
2	-7,61	-1,28	0,3997	0,1003	2	0,0952	0,0051
3	-4,96	-0,82	0,2939	0,2061	3	0,1429	0,0632
4	-4,66	-0,76	0,2764	0,2236	4	0,1905	0,0331
5	-2,31	-0,35	0,1368	0,3632	5	0,2381	0,1251
6	-1,96	-0,29	0,1141	0,3859	6	0,2857	0,1002
7	-1,76	-0,26	0,1026	0,3974	7	0,3333	0,0641
8	-1,46	-0,20	0,0793	0,4207	8	0,3810	0,0397
9	0,34	0,11	0,0438	0,5438	9	0,4286	0,1152
10	0,69	0,17	0,0675	0,5675	10	0,4762	0,0913
11	0,99	0,23	0,0910	0,5910	11	0,5238	0,0672
12	0,99	0,23	0,0910	0,5910	12	0,5714	0,0196
13	1,14	0,25	0,0987	0,5987	13	0,6190	0,0203
14	1,69	0,35	0,1368	0,6368	14	0,6667	0,0299
15	2,79	0,54	0,2054	0,7054	15	0,7143	0,0089
16	3,34	0,64	0,2389	0,7389	16	0,7619	0,0230
17	4,34	0,81	0,2910	0,7910	17	0,8095	0,0185
18	4,39	0,82	0,2939	0,7939	18	0,8571	0,0632
19	5,09	0,94	0,3264	0,8264	19	0,9048	0,0784
20	5,89	1,08	0,3599	0,8599	20	0,9524	0,0925
21	6,09	1,12	0,3686	0,8686	21	1,0000	<b>0,1314</b>
Total	-6,31	Because $L_{count} (0,131) < L_{table} (0,173)$ The data was distributed normal					
Mean	-0,300						
STDEV	5,714						
$L_{Count}$	0,131						
$L_{Table}$	0,173						

\*error estimates =  $X_2$  at  $X_1$

## B. Test of Normality Teaching Learning Writing Skill An Analytical Exposition Text Using Blog

### 1. Calculation of the Model Regression

**Table A.6.4**  
**Model Regression by Calculation Helper**  
**Teaching and Learning Writing Skill of Analytical Exposition Text Using Blog**

Respondent	X	Y	X	Y	x <sup>2</sup>	y <sup>2</sup>	Xy	Y <sup>2</sup>
1	181	190	15,05	23,90	226,43	571,44	359,71	36100
2	156	173	-9,95	6,90	99,05	47,68	-68,72	29929
3	186	199	20,05	32,90	401,91	1082,72	659,66	39601
4	147	152	18,95	-14,10	359,19	198,68	267,14	23104
5	168	149	2,05	-17,10	4,19	292,25	-35,00	22201
6	161	183	-4,95	16,90	24,53	285,77	-83,72	33489
7	176	181	10,05	14,90	100,95	222,15	149,76	32761
8	167	147	1,05	-19,10	1,10	364,63	-20,00	21609
9	170	181	4,05	14,90	16,38	222,15	60,33	32761
10	166	170	0,05	3,90	0,00	15,25	0,19	28900
11	174	175	8,05	8,90	64,76	79,29	71,66	30625
12	162	154	-3,95	-12,10	15,62	146,29	47,80	23716
13	168	168	2,05	1,90	4,19	3,63	3,90	28224
14	167	148	1,05	-18,10	1,10	327,44	-18,96	21904
15	171	172	5,05	5,90	25,48	34,87	29,80	29584
16	163	166	-2,95	-0,10	8,72	0,01	0,28	27556
17	142	145	23,95	-21,10	573,72	445,01	505,28	21025
18	160	144	-5,95	-22,10	35,43	488,20	131,52	20736
19	167	158	1,05	-8,10	1,10	65,53	-8,48	24964
20	160	171	-5,95	4,90	35,43	24,06	-29,20	29241
21	173	162	7,05	-4,10	49,67	16,77	-28,86	26244
Σ	3485.00	3488.00			2048.95	4933.81	1994.10	584274.00
	165.95	166.10						

To find out the model regression  $\hat{Y} = a + bx$ . Starting from finding the value of b

$$b = \frac{\sum x_1 y}{\sum x_1^2} = \frac{1994.10}{2048.95} = 0.97$$

And then find the value of a as follow:

$$a = \bar{Y} - b_1 \bar{X}_1 = 166.10 - 0.97 (165.95) = 166.10 - 161.5 = 4.59.$$

**The model regression;  $\hat{Y} = 4.59 + 0.97x$**

1. Data of Normality

**Table A.6.5**  
**Data of Normality Teaching and Learning Writing Skill of Analytical Exposition Text Using Blog**

<b>Respondent</b>	<b>X</b>	<b>Y</b>	<b><math>\hat{Y}</math></b>	<b><math>Y - \hat{Y}</math></b>
1	221	214	215,09	-1,09
2	217	216	214,09	1,91
3	229	213	217,09	-4,09
4	224	219	215,84	3,16
5	218	206	214,34	-8,34
6	209	214	212,09	1,91
7	213	214	213,09	0,91
8	209	204	212,09	-8,09
9	224	217	215,84	1,16
10	212	205	212,84	-7,84
11	212	219	212,84	6,16
12	211	212	212,59	-0,59
13	219	221	214,59	6,41
14	211	211	212,59	-1,59
15	222	211	215,34	-4,34
16	211	215	212,59	2,41
17	213	217	213,09	3,91
18	225	220	216,09	3,91
19	207	214	211,59	2,41
20	216	218	213,84	4,16
21	217	212	214,09	-2,09

## 2. Test of Normality

**Table A.6.6**  
**Test of Normality Data Teaching and Learning Writing Skill Analytical Exposition Text Using Blog**

No	Error Estimates	z	Tabel z	F(z)	F(Cum)	S(z)	IF(z) - S(z) I
1	-8,3	-1,87	0,4693	0,0307	1	0,0476	0,0169
2	-8,1	-1,82	0,4656	0,0344	2	0,0952	0,0608
3	-7,8	-1,76	0,4608	0,0392	3	0,1429	0,1037
4	-4,3	-0,98	0,3365	0,1635	4	0,1905	0,0270
5	-4,1	-0,92	0,3212	0,1788	5	0,2381	0,0593
6	-2,1	-0,47	0,1808	0,3192	6	0,2857	0,0335
7	-1,6	-0,36	0,1406	0,3594	7	0,3333	0,0261
8	-1,1	-0,25	0,0987	0,4013	8	0,3810	0,0203
9	-0,6	-0,14	0,0557	0,4443	9	0,4286	0,0157
10	0,9	0,20	0,0793	0,5793	10	0,4762	0,1031
11	1,2	0,26	0,1026	0,6026	11	0,5238	0,0788
12	1,9	0,42	0,1628	0,6628	12	0,5714	0,0914
13	1,9	0,42	0,1628	0,6628	13	0,6190	0,0438
14	2,4	0,54	0,2054	0,7054	14	0,6667	0,0387
15	2,4	0,54	0,2054	0,7054	15	0,7143	0,0089
16	3,2	0,70	0,2580	0,7580	16	0,7619	0,0039
17	3,9	0,87	0,3078	0,8078	17	0,8095	0,0017
18	3,9	0,87	0,3078	0,8078	18	0,8571	0,0493
19	4,2	0,93	0,3238	0,8238	19	0,9048	0,0810
20	6,2	1,38	0,4162	0,9162	20	0,9524	0,0362
21	6,4	1,43	0,4236	0,9236	21	1,0000	0,0764
TOTAL	0,360	Because $L_{count} (0,104) < L_{table} (0,114)$ The sample data was distributed normal					
MEAN	0,017						
STDEV	4,463						
$L_{count}$	0,104						
$L_{table}$	0,173						

\* Error Estimates =  $X_2$  at  $X_1$

**C. Homogeneity Test of Writing Skill Analytical Exposition Text Pre-Test – Post-test Data**

1. Test of Homogeneity of Writing Analytical Exposition Text Pret test – Post test Data

**Table A.6.7**  
**Test of Homogeneity of Writing Analytical Exposition Text PreTest – PostTest Data**

<b>Respondent</b>	<b>X<sub>1</sub></b>	<b>Group</b>	<b>Ni</b>	<b>X<sub>2</sub></b>
1	50	1	2	92
2	50			92
3	62	2	2	78
4	62			90
5	67	3	1	64
6	68	4	2	88
7	68			89
8	69	5	1	81
9	72	6	1	87
10	73	7	4	84
11	73			76
12	73			85
13	73			81
14	74	8	1	83
15	75	9	1	78
16	76	10	3	80
17	76			81
18	76			77
19	77	11	1	80
20	79	12	2	73
21	79			76
			21	

**2. Test of Homogeneity of Writing Analytical Exposition Text Pre-Test – Post-test**

**Table A.6.8**  
**The Homogeneity Calculation of Wrting Analytical Exposition Text**  
**PreTest – PostTest**

No	X1	Group	ni	X2	Df	1/df	si <sup>2</sup>	log si <sup>2</sup>	(df) logsi <sup>2</sup>	df.si <sup>2</sup>
1	50	1	2	92	1	1				
2	50			92						
3	62	2	2	78	1	1	72	1,86	1,86	72
4	62			90						
5	67	3	1	64						
6	68	4	2	88	1	1	0,50	-0,30	-0,30	0,5
7	68			89						
8	69	5	1	81						
9	72	6	1	87						
10	73	7	4	84	3	0,33	16,33	1,21	3,64	49
11	73			76						
12	73			85						
13	73			81						
14	74	8	1	83						
15	75	9	1	78						
16	76	10	3	80	2	0,5	4,33	0,64	1,27	8,67
17	76			81						
18	76			77						
19	77	11	1	80						
20	79	12	2	73	1	1	4,50	0,65	0,65	4,50
21	79			76						
			<b>21</b>	-	<b>9</b>	<b>4.83</b>	-	<b>4.06</b>	<b>7.12</b>	<b>134.67</b>

From the table A.6.2 above shows:

$$\sum dk = 9$$

$$\sum \frac{dk}{1} = 4.83$$

$$\sum \log s_i^2 = 4.06$$

$$\sum dk \log s_i^2 = 7.12 \text{ and}$$

$$\sum dk s_i^2 = 134.67$$

From the table above entered into the formula:

$$\chi^2_{\text{count}} = (\ln 10) (B - \sum \log S_i^2)$$

To count  $\chi^2_{\text{count}}$  start from finding the  $s^2$  with finding  $\log s^2$  as follow:

$$s^2_{\text{cum}} = \frac{\sum dks_i^2}{\sum dk} = \frac{134,67}{9} = 14.98$$

$$\log = s^2_{\text{cum}} = \frac{\sum dks_i^2}{\sum dk} = \log (14.96) = 1.18$$

And then find the value of B that count based on the formulation below:

$$B = \left( \sum dk \right) \left( \log_{\text{gab}} s^2 \right) = (1.18) (9) = 10.58$$

The Bartlett test count by statistic  $\chi^2$

$$\begin{aligned} \chi^2_{\text{count}} &= (\ln 10) \{ B - (\sum dk)(\log s^2) \} \\ &= (2,3026) (10.58 - 7.12) \\ &= 2,3026 \times 3.45 \\ &= 7.95 \end{aligned}$$

Because  $\chi^2_{\text{count}} = 7,95 < 30.1 = \chi^2_{\text{table (95:5)}}$  so the variance of the population is homogeneity.

**D. Test of Homogeneity of Teaching and Learning Writing Analytical Exposition Text Using Blog**

**1. Test of Homogeneity Teaching and Learning Writing Analytical Exposition Text Using Blog Data**

**Table A.6.9**  
**Test of Homogeneity Teaching and Learning Writing Analytical Exposition Text Using Blog Data**

<b>Respondent</b>	<b>X<sub>2</sub></b>	<b>Group</b>	<b>ni</b>	<b>Y</b>
1	207	1	1	214
2	209	2	2	214
3	209			204
4	211	3	3	212
5	211			211
6	211			215
7	212	4	2	205
8	212			219
9	213	5	2	214
10	213			217
11	216	6	1	218
12	217	7	2	216
13	217			212
14	218	8	1	206
15	219	9	2	221
16	221			214
17	222	10	1	211
18	224	11	2	219
19	224			217
20	225	12	1	220
21	229	13	1	213
			21	



## 2. Test of Homogeneity Teaching and Learning Writing Analytical Exposition Text Using Blog

**Table A.6.10**  
**Calculation of Homogeneity Teaching and Learning Writing Analytical ExpositionText Using Blog First Meeting – Second Meeting**

No	X <sub>2</sub>	Group	ni	Y	df	1/df	si <sup>2</sup>	log si <sup>2</sup>	(df) logsi <sup>2</sup>	df.si <sup>2</sup>
1	207	1	1	214						
2	209	2	2	214	1	1	50	1,70	1,70	50
3	209			204						
4	211	3	3	212	2	0,5	17,58	1,25	2,49	35,17
5	211			211						
6	211			215						
7	212	4	2	205	1	1	98	1,99	1,99	98
8	212			219						
9	213	5	2	214	1	1	4,5	0,65	0,65	4,5
10	213			217						
11	216	6	1	218						
12	217	7	2	216	1	1	8	0,90	0,90	8
13	217			212						
14	218	8	1	206						
15	219	9	2	221	1	1	24,5	1,39	1,39	24,5
16	221			214						
17	222	10	1	211						
18	224	11	2	219	1	1	2	0,30	0,30	2
19	224			217						
20	225	12	1	220						
21	229	13	1	213						
			<b>21</b>	-	<b>8</b>	<b>6.5</b>	-	<b>8.18</b>	<b>9.43</b>	<b>222.17</b>

FormTable A.6.10 above shows:

$$\sum dk = 8$$

$$\sum \frac{dk}{1} = 6.50$$

$$\sum \log s_i^2 = 8.18$$

$$\sum dk \log s_i^2 = 9.43 \text{ and}$$

$$\sum dk s_i^2 = 221.47$$

From the table above entered into the formula::

$$\chi^2_{\text{count}} = (\ln 10) (B - \sum \log S_i^2)$$

To count  $\chi^2_{\text{count}}$  start from find out the value of  $s^2$  with finding the  $\log s^2$  as follows:

$$s^2_{\text{cum}} = \frac{\sum dks_i^2}{\sum dk} = \frac{221.17}{8} = 27.78$$

$$\log = s^2_{\text{cum}} = \frac{\sum dks_i^2}{\sum dk} = \log (27.78) = 1.44$$

And then find out the value of  $B$  by the formulation below:

$$B = \left( \sum dk \right) \left( \log_{gab} s^2 \right) = (1.44) (8) = 11.55$$

The Bartlett test calculated by the statistic  $\chi^2$

$$\begin{aligned} \chi^2_{\text{count}} &= (\ln 10) \{ B - (\sum dk)(\log s^2) \} \\ &= (2,3026) (11.55 - 9.43) \\ &= 2,3026 \times 2.12 \\ &= 4.89 \end{aligned}$$

Because  $\chi^2_{\text{count}} = 4.89 < 30.1 = \chi^2_{\text{table}} (95:5)$  so the variance of the population is homogeneity.

**Appendix 7 Test of Hypothesis Impact Teaching and Learning Using Blog of Writing Analytical Exposition Text**

**A. Test Of Hypothesis Impact Teaching and Learning Using Blog of Writing Analytical Exposition Text Helping Table**

**Table A.7.1  
Helping Test Of Hypothesis Impact Teaching and Learning Using Blog of Writing Analytical Exposition Text**

Respondent Number	Score		D = (Y-X)	D <sup>2</sup> = (Y-X) <sup>2</sup>
	Before (X)	After (Y)		
1	76	80	4	16
2	76	81	5	25
3	73	84	11	121
4	50	92	42	1764
5	62	78	16	256
6	79	73	-6	36
7	76	77	1	1
8	77	80	3	9
9	74	83	9	81
10	75	78	3	9
11	62	90	28	784
12	79	76	-3	9
13	73	76	3	9
14	72	87	15	225
15	73	85	12	144
16	68	88	20	400
17	50	92	42	1764
18	68	89	21	441
19	73	81	8	64
20	69	81	12	144
21	67	64	-3	9
Total	1472	1715	243	6311

## B. The alculation of Hypothesis Test through *t*-test

At Table 7.1 knows:

$$\sum D = 243$$

$$\sum D^2 = 6311$$

Satistic Formula of *t*-test uses as follows:

$$t_o = \frac{M_D}{SE_{MD}}$$

Calculation Steps

1. Mean of Difference =  $M_D$

$$M_D = \frac{\sum D}{N} = \frac{243}{21} = 11.57$$

2. Deviation Standard ( $SD_D$ )

$$SD_D = \sqrt{\frac{\sum SD^2}{N} - \left(\frac{SD}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{6311}{21} - \left(\frac{243}{10}\right)^2} = \sqrt{300.52 - 133.90} = \sqrt{166.62} = 12.91$$

3. Standar Error Mean of Difference

$$SD_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{12.91}{\sqrt{21-1}} = \frac{12.91}{\sqrt{20}} = \frac{12.91}{4.47} = 2.89$$

4. The calculation of  $t_{\text{observation}}$  through Formula:

$$t_o = \frac{M_D}{SE_{MD}} = \frac{11.57}{2.89} = 4.01$$

5. Comparing  $t_{\text{count}}$  with  $t_{\text{table}}$

Knowing  $t_o = 4.01$ ;  $t_{\text{table}}$  at  $\alpha = 0.05$  with  $DF = N-1 = 21-1 = 20$ ,  $t_{\text{table}} = 1.72$ .

Because  $t_o = 4.01 > 1.72 = t_{\text{table}}$ ;  $t_{\text{observation}}$  significant. It conclude that there is the significant impact of teaching and learning using blog of writing analytical exposition text.

## Appendix 8 Statistic Table

**Table A.8.1**

**The area under the curve normal standard from O to Z (The number in the list expressed the decimal)**

Z	0	1	2	3	4	5	6	7	8	9
0.0	0000	0004	0080	0120	0160	0199	0239	0279	0319	0359
0.1	0398	0438	0478	0517	0557	0596	0636	0675	0714	0745
0.2	0793	0832	0871	091	0948	0987	1026	1064	1103	1141
0.3	1179	1217	1255	1293	1331	1368	1406	1443	1480	1517
0.4	1554	1591	1628	1664	1700	1736	1772	1808	1844	1878
0.5	1915	1950	1985	2019	2054	2088	2123	2157	219	2224
0.6	2258	2291	2324	2357	2389	2422	2454	2486	2518	2549
0.7	258	2612	2642	2673	2704	2734	2764	2794	2823	2852
0.8	2881	2910	2939	2967	2996	3032	3051	3078	3106	3133
0.9	3159	3186	3212	3238	3264	3289	3315	334	3365	3389
1.0	3413	3438	3461	3485	3508	3531	3554	3577	3599	3621
1.1	3643	3665	3686	3708	3729	3749	377	3790	381	383
1.2	3848	3869	3888	3907	3925	3944	3962	3980	3997	4015
1.3	4032	4049	4066	4082	4099	4115	4131	4147	4162	4177
1.4	4192	4207	4222	4236	4251	4265	4279	4292	4306	4319
1.5	4332	4345	4357	437	4382	4394	4406	4418	4429	4441
1.6	4452	4463	4474	4484	4495	4505	4515	4525	4535	4545
1.7	4554	4564	4573	4582	4591	4599	4608	4616	4625	4633
1.8	4541	4649	4656	4664	4671	4678	4686	4693	4699	4706
1.9	4713	4719	4726	4737	4738	4744	475	4756	4761	4767
2.0	4772	4778	4783	4788	4793	4789	4803	4808	4812	4817
2.1	4821	4826	483	4834	4838	4842	4846	485	4854	4857
2.2	4861	4864	4868	4871	4875	4878	4881	4884	4887	489
2.3	4893	4896	4898	4901	4904	4906	4909	4911	4913	4916
2.4	4918	492	4922	4925	4927	4929	4931	4932	4934	4936
2.5	4938	494	4941	4943	4945	4946	4948	4949	4951	4952
2.6	4953	4955	4956	4957	4959	496	4961	4962	4963	4964
2.7	4965	4866	4967	4968	4969	497	4971	4972	4973	4974
2.8	4974	4975	4976	4977	4977	4978	4979	4979	498	4981
2.9	4981	4982	4982	983	4984	4984	4985	4985	4986	4986
3.0	4987	4987	4987	4988	4988	4989	4989	4989	499	499
3.1	499	4991	4991	4991	4992	4992	4992	4992	4993	4993
3.2	4993	4993	4994	4994	4994	4994	4994	4995	4995	4995
3.3	4995	4995	4995	4996	4996	4996	4996	4996	4996	4997
3.4	4997	4997	4997	4997	4997	4997	4997	4997	4997	4997
3.5	4998	4998	4998	4998	4998	4998	4998	4998	4998	4998
3.6	4998	4998	4998	4998	4998	4998	4998	4998	4998	4998
3.7	4999	4999	4999	4999	4999	4999	4999	4999	4999	4999
3.8	4999	4999	4999	4999	4999	4999	4999	4999	4999	4999
3.9	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000

**Table A.8.2****Critical Value of L To Lilliefors Test**

Size Sample	Level of Significant ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	,0315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,394	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,289	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	,0136	0,131
	1,031	0,886	0,805	0,768	0,736
	<u>1,031</u>	<u>0,886</u>	<u>0,805</u>	<u>0,768</u>	<u>0,736</u>
n > 30	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$

**Table A.8.3**  
**Critical Value of Chi Square**

V	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$	$\chi^2$
	0.995	0.99	0.975	0.95	0.90	0.75	0.50	0.25	0.10	0.05	0.025	0.01	0.005
1	7,88	6,63	5,02	3,84	2,71	1,32	0,445	0,102	0,016	0,004	0,001	0,0002	0,000
2	10,6	9,21	7,38	5,99	1,61	2,77	1,39	0,575	0,211	0,101	0,051	0,0201	0,010
3	12,8	11,3	9,35	7,81	6,25	4,11	2,37	1,21	0,584	0,352	0,216	0,115	0,072
4	11,9	13,3	11,1	9,49	7,78	5,39	3,36	1,92	1,06	0,711	0,484	0,297	0,207
5	16,7	15,1	12,8	11,1	9,24	6,63	4,35	2,67	1,61	1,15	0,831	0,554	0,412
6	18,3	18,8	14,4	12,6	10,6	7,84	5,35	3,45	2,20	1,64	1,24	0,872	0,878
7	20,3	18,5	16,0	14,1	12,0	9,04	6,35	4,25	2,83	2,17	1,69	1,21	0,989
8	22,0	20,1	17,5	15,5	14,4	10,2	7,31	5,07	3,49	2,73	2,18	1,65	1,34
9	23,6	21,7	19,0	16,9	14,7	11,4	8,31	5,90	4,17	3,33	2,70	2,09	1,73
10	25,2	23,2	20,5	18,3	16,0	12,5	9,34	6,74	4,87	3,94	3,25	2,56	2,46
11	26,8	24,7	21,9	19,7	17,3	13,7	10,3	7,58	5,58	4,57	3,82	3,05	2,60
12	28,3	26,2	23,3	21,0	18,5	14,8	11,3	8,44	6,30	5,23	4,40	3,57	3,07
13	29,8	27,2	24,7	22,4	19,8	16,0	12,3	9,30	7,04	5,89	5,01	4,11	3,57
14	31,3	29,1	26,1	23,7	21,1	17,7	13,3	10,2	7,79	6,57	5,63	4,66	4,107
15	32,8	30,6	27,5	25,0	22,3	18,2	14,3	11,0	8,55	7,26	6,26	5,23	4,60
16	34,3	32,0	28,8	26,3	23,5	19,4	15,3	11,9	9,31	7,96	6,91	5,81	5,14
17	35,7	33,4	30,2	27,6	24,8	20,5	16,3	12,8	10,1	8,67	7,56	6,41	5,70
18	37,2	34,8	31,5	28,9	26,0	21,6	17,3	13,7	10,9	9,39	8,23	7,01	6,26
19	38,6	36,2	32,9	30,1	27,2	22,7	18,3	14,6	11,7	10,1	8,91	7,63	6,81
20	40,0	37,6	34,2	31,1	28,1	23,8	19,3	15,5	12,4	10,9	9,59	8,26	7,43
21	41,4	38,9	35,5	32,7	29,5	24,9	20,3	16,3	13,2	11,6	10,3	8,90	8,03
22	42,8	40,8	36,8	33,9	30,8	26,0	21,3	17,2	14,0	12,3	11,0	9,54	8,64
23	44,2	41,6	38,1	35,2	32,0	27,1	22,3	18,1	14,8	13,1	11,7	10,2	9,26
24	45,6	43,0	39,4	36,4	33,2	28,2	23,2	19,0	15,7	13,8	12,4	10,9	9,89
25	46,9	44,8	40,6	37,7	31,4	29,3	24,3	19,9	16,5	14,6	13,1	11,5	10,5
26	48,8	45,6	41,9	38,9	35,6	30,4	25,3	20,8	17,3	15,4	13,8	12,2	11,2
27	49,6	47,0	43,2	40,1	36,7	31,5	26,3	21,7	18,1	16,2	14,6	12,9	11,8
28	51,0	48,3	44,5	41,3	37,9	32,6	27,3	22,7	18,9	16,9	15,3	13,6	12,5
29	52,3	49,6	45,7	42,6	39,1	33,7	28,3	23,6	19,8	17,7	16,0	14,3	13,1
30	53,7	50,9	47,0	43,8	40,3	44,8	29,3	24,5	20,6	18,5	16,8	15,0	13,8
40	66,8	63,7	59,3	55,8	51,8	45,6	39,3	33,7	29,1	26,5	24,4	22,2	20,7
50	79,5	76,2	71,4	67,5	63,2	56,3	49,3	42,9	37,3	34,8	32,4	29,7	28,0
60	92,0	88,4	83,3	79,1	74,4	67,0	59,3	52,3	46,5	42,3	40,5	37,5	35,5
70	101,2	100,1	95,0	90,5	85,5	77,6	69,3	61,7	55,3	51,7	48,8	45,4	43,3
80	116,3	112,3	106,6	101,9	96,6	88,1	79,3	71,1	64,3	60,4	57,2	53,5	51,2
90	128,3	124,1	118,1	113,1	107,6	98,6	89,3	80,6	73,3	69,4	65,2	61,5	59,2
100	140,2	135,8	129,6	124,3	118,5	109,1	99,3	90,1	82,4	77,9	74,2	70,1	67,3

**Table A.8.4**

**Percentile Value To *t* Distribution**

V	t <sub>0.995</sub>	t <sub>0.99</sub>	t <sub>0.975</sub>	t <sub>0.95</sub>	t <sub>0.90</sub>	t <sub>0.80</sub>	t <sub>0.75</sub>	t <sub>0.70</sub>	t <sub>0.60</sub>	t <sub>0.55</sub>
1	63,66	81,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,29	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,711	0,569	0,271	0,134
5	4,03	3,36	2,57	2,02	1,48	0,920	0,727	0,559	0,276	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,621	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	,257	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,72	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
§	2,58	2,33	1,96	1,65	1,28	0,842	0,674	0,524	0,253	0,126