IMPROVING THE TENTH GRADE STUDENTS' ACHIEVEMENT
OF NARRATIVE WRITING BY USING BLENDED LEARNING
WITH FACEBOOK AT SMA NEGERI 1 SUBOH

THESIS

By:
HERI SETIAWAN
100210401074

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
2014

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Composed to fulfill one of the requirements to obtain the S1 degree at the English
Education Study Program, Language and Art Department, Faculty of
Teacher Training and Education, The University of Jember

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i

DEDICATION

This thesis is honorably dedicated to:

1. My beloved and incomparable parents, Drs, Kusmiadi and Nutfatin Qodariyah for the unconditional love, prayer, and unparalleled support for me all the time to finish this thesis.

2. My beloved little brother, Moh. Aldiyan Dwi Kustianto for the hilarious jokes that always made my day.

3. My lovely aunties, Aunty Endang Pujiarti and Aunty Ninuk Indriani for the love and support.

4. For all my extended families for the encouragement during this thesis writing.

MOTTO

"If you would not be forgotten as soon as you are dead,
Either write things worth reading or
Do things worth writing."
(Benjamin Franklin)

"Sometimes life is like a rollercoaster. It's like you're going along and everything seems fine. You are not exactly looking down but you're not necessarily looking up to see who's really in control. When I was little I was terrified of rollercoaster rides, but you have to face your fears. If you don't get on the ride, you'll never experience the adventure."

(Mariah Carey)

☐ www.brainy**quote**.com/**quotes**/authors/b/**benjamin_franklin**.html *[September, 25th, 2014]*

☐ www.brainy**quote**.com/**quotes**/authors/m/**mariah_carey**.html *[September, 25th, 2014]*

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which had been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed

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The Writer

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100210401074

CONSULTANTS' APPROVAL

IMPROVING THE TENTH GRADE STUDENTS' ACHIEVEMENT
OF NARRATIVE WRITING BY USING BLENDED LEARNING
WITH FACEBOOK AT SMA NEGERI 1 SUBOH

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English

Education Program of the Language and Arts Education Department of the Faculty of

Teacher Training and Education University of Jember

Name	: Heri Setiawan
Identification Number	: 100210401074
Level	: 2010
Place, Date of Birth	: Bondowoso, November 12th, 1992
Department	: Language and Arts
Program	: English Education

Approved By:

Consultant I   Consultant II

<u>Drs. Bambang Suharjito, M. Ed.</u>   <u>Dra. Musli Ariani, M. App. Ling</u>

NIP. 19611025 198902 1 004   NIP. 19680602 199403 2 001

APPROVAL OF THE EXAMINATION COMMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University on:

Date   :

Place   : the Faculty of Teacher Training and Education, University of Jember

Examiners team

The Chairperson   The Secretary

Dr. Budi Setyono, M.A   Dra.Musli Ariani, M. App. Ling
NIP. 19630717 199002 1 001   NIP 19680602 199403 2 001

The Members,
1. Drs. Bambang Suharjito, M. Ed.   1.
    NIP. 19611025 198902 1 004
2. Drs. I Putu Sukmaantara, M. Ed.   2.
    NIP. 19640424 199002 1 003

The Faculty of Teacher Training and Education
The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 195405011983031005

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    I do understand that this thesis has some weaknesses. Consequently, I hope that there will be constructive criticism and suggestions from the readers to make this thesis better.

Jember, … October 2014
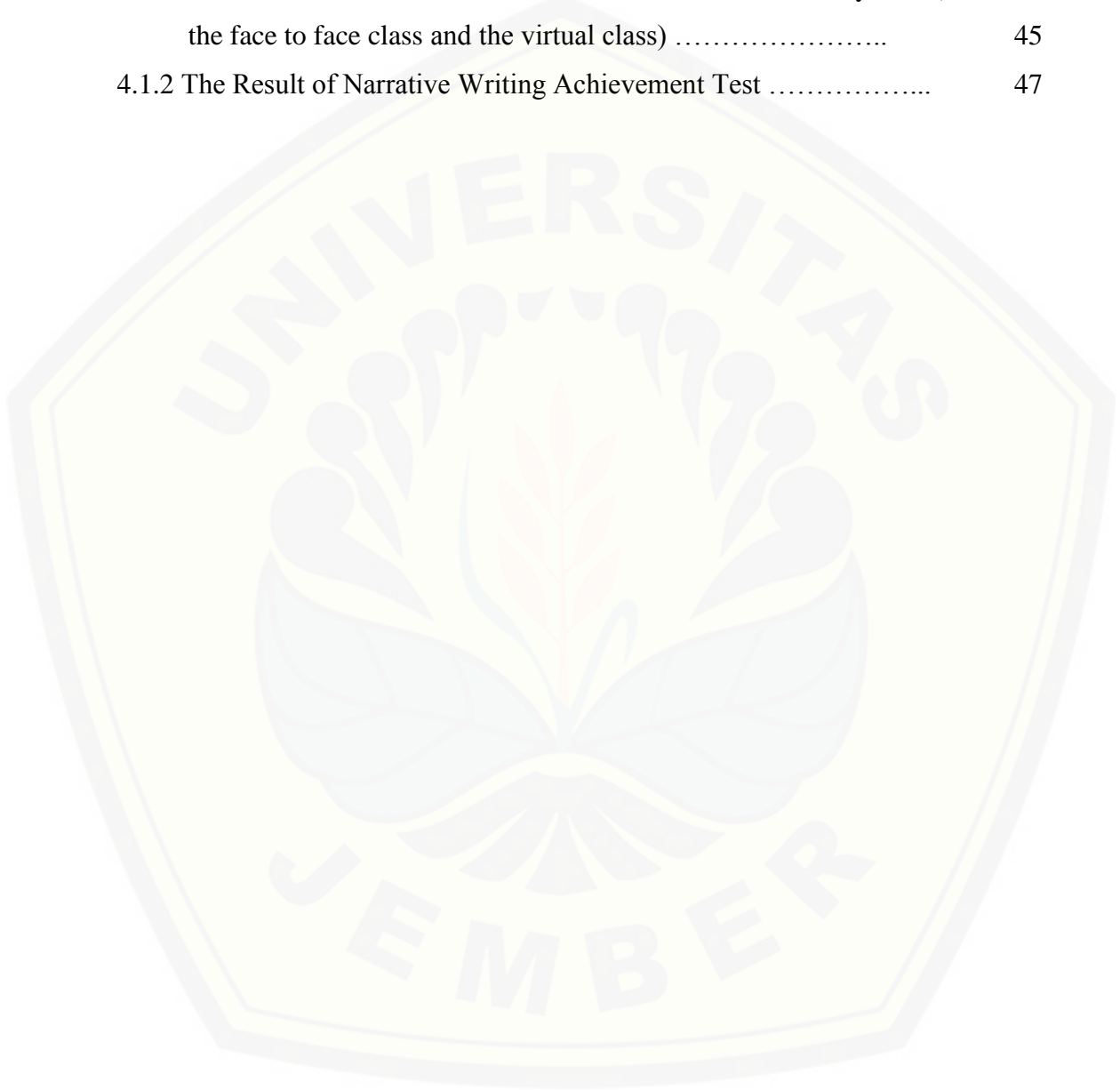
Writer

TABLE OF CONTENTS

Page

THE LIST OF TABLES

THE LIST OF APPENDICES

SUMMARY

Improving the tenth grade students' achievement of narrative writing by using Blended Learning with Facebook at SMA Negeri 1 Suboh; Heri Setiawan, 100210401074; 2014: 126 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research is a classroom action research that was conducted to improve the Narrative writing ability and achievement as well as the active participation of X IPA 1 students at SMA Negeri 1 Suboh, Situbondo by using Blended Learning with Facebook. From the preliminary study, it was found that most of the students in the class X IPA 1 had low achievement and participation in English class, particularly English writing class. Most of the students at X IPA 1 got score below the standard score that is 75. Further, it was also found that the monotonous atmosphere in the classroom whilst they were learning about writing and the way the English teachers in delivering the materials of writing as well as the complexity in acquiring the writing skill the students of X IPA 1 experienced also were assumed as one of the causes that resulted in the less motivation of theirs in learning about English writing. To cope with these problems, Blended Learning with Facebook was applied in the English writing teaching learning activity at X IPA 1 at SMA Negeri 1 Suboh.

The data in this research were derived from the observation during the writing class and Narrative writing achievement test in the end of the cycle. From the observation result, it was known that mostly of the students were active in the writing class. Further, from the Narrative writing achievement test result, it was known that 28 out of 32 students could attain and even surpass the standard minimum score for English Narrative writing, it was 75. This signified that Blended Learning with Facebook had successfully been applied to improve the X IPA 1 students' active participation and achievement of Narrative writing.

Considering the result in the cycle 1, since the gratification had been achieved in the cycle 1, the action was discontinued. And finally, it could be concluded that Blended Learning with Facebook could improve the X IPA 1 students' active participation and achievement of Narrative writing at SMA Negeri 1 Suboh.
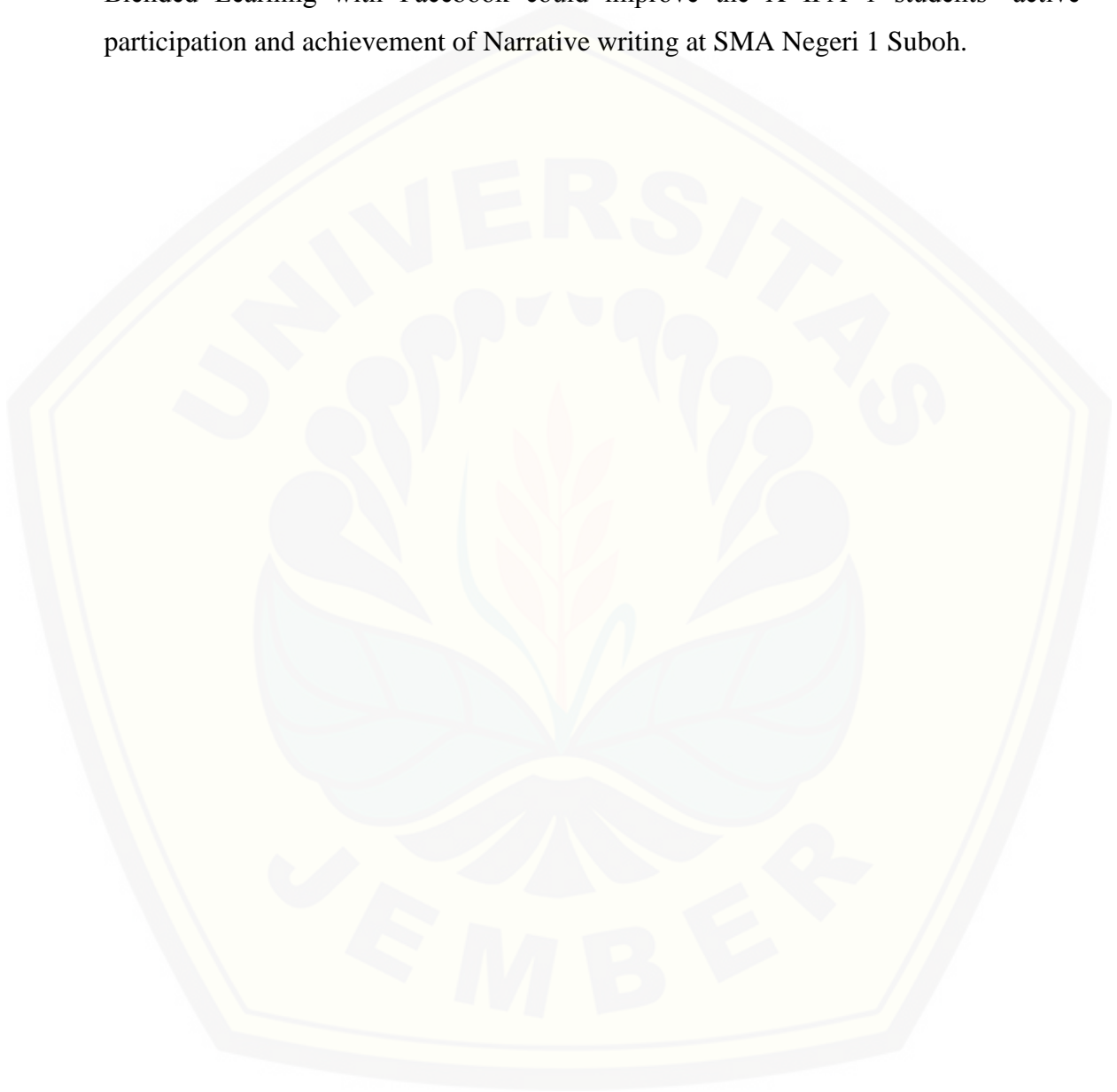
CHAPTER 1. INTRODUCTION

This chapter comprises four parts viz. the background of the research, the problems of the research, the objectives of the research, the significances of the research, and the scope of the research.

1.1 The Background of the Research

Writing is an important skill in human's life. People write every day for different purposes such as writing letters, doing school tasks, writing literature works, and many else. It is in line with Weigle's opinion (2009:1) that contends "writing is also regarded as an important skill for educational, business, and personal reason". Therefore, it is necessary for people to know how to write properly; not only in a matter of the proper use of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text (Richards & Renandya, 2002) in Widodo (2006:173).

As one of the productive skills in English, writing is considered the most difficult English skill to be taught by English teacher, as well as to be mastered by students. Apparently, writing is still becoming a big problem for students, particularly for those who belong to EFL students, due to the writing aspects such as content, organization, vocabulary, language use, and mechanics. Widodo (2006:173) says, "It is generally agreed that writing is the most difficult skill to master for foreign or second-language learners". It is not only due to the difficulties of the students to permeate the materials, but also the complexity in delivering and teaching this skill to students and it heavily depends on the teachers' mastery in at least the writing general components. This is in line with Heaton's statement (1990:135) that says, "the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements".

1

Considering writing holds the same notch of importance in language teaching as other language skills but in fact writing skill is commonly taught the last after the three other language skills have been delivered. The skills are listening, speaking, and reading. The difficulties in teaching and encouraging the students to write are the reasons to impede the motivation for the teachers and students to engage in writing class.

Writing skill is also one of the two productive skills in English that commonly makes most of students frustrated. The monotonous condition in classroom and the way the English teachers in delivering the materials of writing as well as the complexity in acquiring the skill can also contribute to students' frustration. The same opinion is delivered by Al-Buainain (2006:1), an Arabic researcher, in his journal article entitled Students' Writing Errors in EFL: A Case Study "writing is one of the most difficult and therefore frustrating '*subjects*' to teach particularly in an ESL/EFL programme". He found that writing is a hard work in one's own language let alone in a second or even in foreign language. It is especially difficult for nonnative speakers because learners are expected to create written products that demonstrate their ability to organize the content, to address the correct audience as well as to demonstrate their linguistics ability in a foreign language. Considering those things, it can be seen that writing can possibly make the EFL students frustrated.

To commence this research, on August, 6ᵗʰ 2014, the researcher interviewed one of the English teachers at SMA Negeri 1 Suboh, Situbondo. The interview was about the activity prevalently undergone in the English class, the students' achievement and participation during the English classes, curriculum used at the school, her schedule in teaching English at class X IPA 1, etc.

The English teacher conveyed that the main problem most of the students had in English class was that their participation was low to learn English that resulted in the difficulties they got during the English classes, particularly in writing classes.

This was not just because they were lack of vocabulary, grammar, and other writing conventions, but further it was because they were less motivated to write. Amid some classes she taught, grade X IPA 1 was considered to be the class which had the problem in writing skill. It was found from the mean score of their English writing that was less than 75 which was supposed to be the standard score for English subject at the school. According to the English teacher, grade X IPA 1 was supposed to be the best class in grade X but most of the students were inclined to be passive during the English class. The teacher said that there were only five students to have moderate active participation during the class.

In English teaching and learning process in classroom, the teacher taught all four English language skills to the students. She conveyed that the portion of time to teach writing was 8 x 45 minutes per semester. For writing skill practice, the teacher usually got the students to make simple sentences by using certain tenses e.g. present tense, present continuous tense, past tense, etc., depending on the tenses that was taught on that day. Only few students could accomplish the project well while the rest students still had problems in composing the sentences.

She found that the major problems the students had in writing were somewhat related to vocabulary and grammar. The students were either inadequate in finding the proper vocabulary to write or just had no idea what the English words for certain words in Bahasa Indonesia. The problem in grammar the students experienced was found that they were confused in using the grammar itself. It was because English grammar and Bahasa Indonesia, their first language, grammar were distinct each other.

However, this phenomenon is common for EFL students to experience. Their language has its own rule and consensus that differ from English rule and consensus and those make the EFL students have misconception in understanding the English rule in composing words to form sentences. This is in line with what Silva (2006) found that is articulated in Weigle (2009:35-36) that says, "writing in a second and a

foreign language tends to be 'more constrained, more difficult, and less effective' than writing in a first language: second language writers plan less, revise content less, and write less fluently and accurately than first language writers". Moreover, something to keep in mind is, as Saughnessy (1977) in Depew (2011:55) says, "what they do, not because they are slow or no verbal or indifferent to or incapable of academic excellence, but because they are beginners and must, like all beginners, learn by making mistake". Further, he perceives his students' errors not as a deficiency but as evidence of learning. In short, errors and beginners are inextricably linked for it is prevalent to see beginners committing many errors in their work.

The more difficult writing practice the teacher brought to the class was that she occasionally got the students to write a paragraph or short text that she explained. For instance, when she taught descriptive text, she got the students to write a descriptive text by using some topics prepared by the teacher herself. Usually, she showed some examples of the texts and explained their generic structures and social purpose.

New impediment aroused during this activity. The teacher said most of the students did not have dictionary to look for some unfamiliar English words. To make matters worse, only a small number of dictionaries were available on the school library shelves. Again, vocabulary and grammar were the major problems in this practice. Consequently, the students had difficulties in finding the suitable word to delineate their thought concerning the topic to write on a piece of paper and it resulted in their difficulties in developing idea in their writing write.

From the interview with the teacher, it was concluded that motivation was the first key to make the students be willing to write. It was important to find a way firstly to motivate students to write. The difficulties they had in developing ideas to write, the lack of dictionary at school, and the limited vocabulary and English grammar knowledge they had might result in the decrease of their motivation to learn

to write. Therefore, it was required to establish their willingness to write by using something that could stimulate them to write.

The students' problems in writing class needed to be solved immediately by using a certain kind of medium that can be an effective tool to help the students enable themselves to write in a correct way. To cope with the main problems the students experienced that have been described above, Blended Learning was promoted to be a medium to facilitate the writing skill teaching. In Blended Learning in this research, there was a combination of regular teaching with technology. Blended Learning was applied with Facebook that made it possible to conduct two sorts of classes viz. Face to face class and virtual class. It had to be emphasized that the main focus in this research was the Blended Learning rather than Facebook. Facebook was an integral medium to be applied in Blended Learning to teach English writing skill.

The decision to combine Facebook with Blended Learning to teach writing skill was because Facebook was a useful place to exempt students to write something on the Facebook page. Moreover, it gave a new nuance to students to learn how to write without boredom and pressure like it was in the classroom. The result of a research conducted by Blattner and Fiori (2009) in Sabater (2012:83) shows that, Facebook has been studied as a platform to enhance learning. Further, Facebook that currently is the most used global social networking website in the world (McCharty, 2010:730) would be a good place for the students to practice their writing because Facebook has been their own world in this era and it will contribute a good spirit for them. This is also supported by Prensky (2007:41) in McCarthy (2010:729) that opines, "our students are clamouring for these [new] technologies to be used as part of their education, in part because they are things that the students have already mastered and use in their daily lives". In conclusion, Facebook facilitates students to improve their academic achievement, in this case is improving their writing skill, is no longer unsubstantiated.

Furthermore, Facebook that is applied in Blended Learning can help the students to be aware of the grammatical errors or incorrect spellings they might commit in doing the narrative writing task. Once they commit one of them, their writing will be directly red underlined. Red underlines are to indicate possible spelling errors (Microsoft, 2014).

By those features, the occurrence of errors in writing could be prevented and further students could find the writing learning as an easy learning. It was also hoped, by engaging students in class by using Blended Learning applied with Facebook could motivate students to write. However, those features worked if they used personal computers. Therefore, the teacher had to make sure that the students used personal computers when they were engaged in the virtual class on Facebook.

From the interview, it was known that the X IPA 1 students at SMA Negeri 1 Suboh, Situbondo did not have problems with Facebook and personal computer. The English teacher said that every student has a Facebook account to be used to join in the virtual class. It was also quite easy for the students to access personal computers and internet network to join in the virtual class. In short, it was possible to apply blended learning with Facebook in X IPA 1 class at the school. However, it was found that the students of class X IPA 1 were not familiar with Facebook in teaching and learning activity at school. It was because the English teacher never brought Facebook to the classroom to be a medium to teach English.

One of the text genres that should be mastered by the tenth grade students according to Kurikulum 2013 (the current curriculum used in Indonesia) is Narrative. Therefore, the kind of writing that involved in this research was Narrative writing. Narrative writing is not always about narrative text. According to Derewianka (1990) that is cited in Wong and Hew (2010:2), " Narratives are recounts with a twist in them, … Narrative may attempt to teach or inform, to embody the writer's reflection or experience, and to nourish and extend the reader's imagination".

An action research of using Blended Learning with Facebook to teach writing was conducted by Simpson (2012) in South Korea. It was found that Facebook can be a beneficial supplementary medium to assist the students' learning. Another similar research was conducted by Shih (2011) in Taiwan. From the research, it was found that Blended Learning that through Blended Learning the students not only experienced and learned English writing skills and knowledge but also became more attentive and willing to express their own ideas in writing. Further, Singh (2003) in Adas and Bakir (2013) found that students' participation in Blended Learning is 10% better that those in the traditional class.

Considering the background of the study above, to describe how Facebook worked to facilitate students in learning writing, a classroom action research entitled "Improving the tenth grade students' achievement of narrative writing by using Blended Learning with Facebook at SMA Negeri 1 Suboh" was conducted. The researcher was interested in researching the use of Facebook to improve tenth grade students' achievement of narrative writing.

1.2 The Problems of the Research

Based on the background of the research and the rationale above, the problems of the research were formulated as follows:

1. Can the use of Blended Learning with Facebook improve the tenth grade students' achievement of narrative writing at SMA Negeri 1 Suboh, Situbondo?

2. Can the use of Blended Learning with Facebook improve the tenth grade students' active participation in Narrative writing class at SMAN 1 Suboh, Situbondo?

1.3 The Objectives of the Research

Based on the problems of the research, the objectives of this research were:

1. To improve the tenth grade students' achievement of narrative writing at SMA Negeri 1 Suboh, Situbondo by using Blended Learning with Facebook.
2. To improve the tenth grade students' active participation in Narrative writing class at SMAN 1 Suboh, Situbondo by using Blended Learning with Facebook.

1.4 The Significances of the Research

The results of this classroom action research were expected to be useful for the English teacher, the students, and the future researchers.

1.4.1   The English Teacher

The results of the research are expected to be a useful reference for the English teachers particularly at SMA Negeri 1 Suboh, Situbondo and generally at all schools in Indonesia in teaching English, especially in writing class, by using Blended Learning with Facebook. By applying Blended Learning with Facebook, which consequently makes teachers have two kinds of class namely face to face class and virtual class, students will find a new nuance in their class. Moreover, it has been proven by some researchers viz. Simpson (2012) and Shih (2011) that by applying blended learning with Facebook will contribute some benefits in teaching and learning activity as well as will improve students' achievement on writing skill.

1.4.2   The Student of Grade X IPA 1

The results of this research are expected to encourage and motivate the students in order to improve their narrative writing achievement and their active participation in writing class to be better.

1.4.3   The Future Researchers

The results of this research are expected to be beneficial and useful basis and reference for the future researchers that are interested in conducting a research by using Facebook to teach writing or in different language skills or components achievement.

1.5 The Scope of the Research

The scope of the research is needed to mention to circumvent the complicated discussion. The scope of this research is limited to the tenth grade students' achievement of narrative writing by using Blended Learning with Facebook.
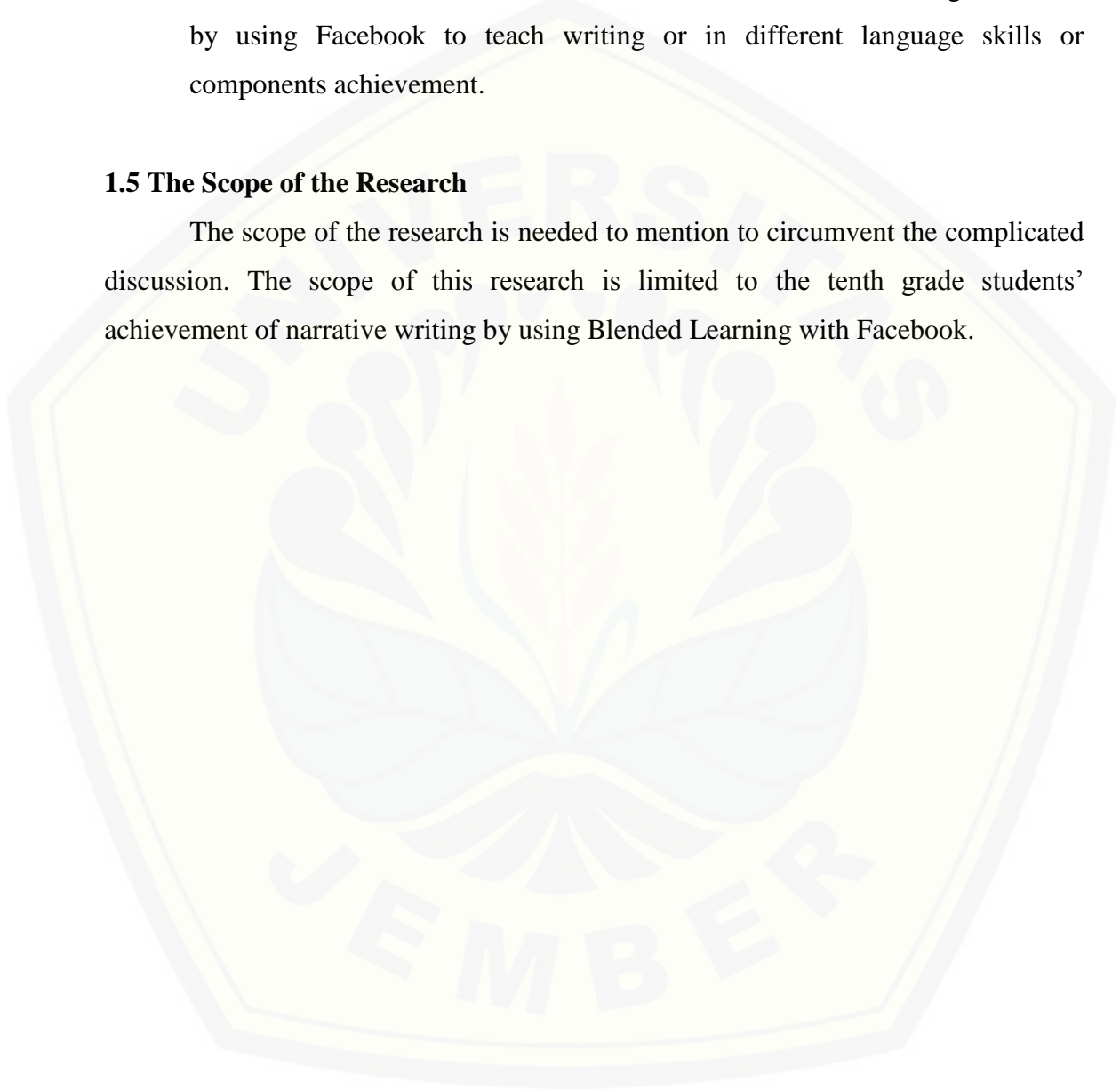
CHAPTER 2. REVIEW OF THE RELATED LITERATURE

This chapter comprises some aspects related with the related literature review viz. writing in foreign language, narrative writing, writing achievement, the use of Facebook in Blended Learning, teaching narrative writing by using Blended Learning with Facebook, previous research and action hypotheses.

2.1 Writing in Foreign Language

Writing is considered one of the English productive skills. According to Sperling (1996:55) in Weigle (2009:19), "writing is a meaning making activity that is socially and culturally shaped and individually and socially purposeful". Hamp-Lyons (1990) in O'Malley and Pierce (1996:136) defines "writing as a personal act in which writers take ideas or prompt and transform them into self-initiated topics".

Ahmed (2010) says that students' writing in an EFL classroom context should show their awareness of their own communicative goals, of the reader, and of the writing context. It is because writing in foreign language is different from writing in first language. Silva (2006) in Weigle's book (2009:35-36) says that, "writing in a second or foreign language tends to be 'more constrained, more difficult, and less effective' than writing in a first language: second language writers plan less, revise content less, and write less fluently and accurately than first language writers". In short, it will be challenging for the EFL students to write in English as a foreign language for them.

However, although English writing is challenging for EFL students, EFL writing was found to be useful for them. Ahmed (2010) says that "EFL writing is useful in two respects: First, it motivates students' thinking, organizing ideas, developing their ability to summarize, analyse, and criticise. Second, it strengthens students' learning, thinking and reflecting on the English language". In conclusion,

10

EFL writing will train students to be able to think something and reflect it in a piece of writing by using English.

From some definitions of writing proposed by some experts above, it can be concluded that writing is a productive act to put ideas together in a written form by considering social and cultural aspects. Further, its product has to be meaningful and readable. It also can be known that in EFL class writing is different from that in class where English is considered the first language. EFL writing is more difficult and challenging for EFL students. EFL students have to be aware and conscious of the aspects of writing in English so that they not only can put words to form a sentence, sentences to form a paragraph, and paragraph to form a text, but also they can put their ideas clearly and delineate them to be a meaningful and purposeful writing.

The form of writing that was the target in this research was paragraph writing. It was determined by considering that they were still at intermediate level in EFL class. The paragraph form was suitable for intermediate EFL students to practice to write in English.

2.2 Narrative Writing

There are many types of writing genres, and Narrative writing is one of them, (Derewianka (1990) in Wong and Hew (2010:2). Further, she says that Narratives are recount with a twist in them. In other word, recount and Narrative that are distinguished and separated in English teaching and learning activity, in fact they are a continuum of Narrative writing.

Narrative writing, according to Biber's (1988) in Weigle (2009:100), is a [writing] tends to involve past tense verbs, perfect aspects verbs, present participle clauses, and third person pronouns. In other words, from Biber's definition of Narrative writing, it can be delineated that it is a kind of writing that always related to the past experiences or stories. However, in fact it is known that Narrative writing is apparently separated from recount in Indonesian curriculum.

From Derewianka (1990) in Wong and Hew (2010:2), it is known that Narrative may also attempt to teach or to inform, to embody the writers' reflections or experience, and to nourish and extend the readers' imagination. From the statement, it can be inferred that Narrative sometimes can be a piece of writing that is contained of the writers' own reflections or experience. However, Derewianka proposes a set of types of writing that can be regarded as a Narrative writing, they are fairy stories, mysteries, science fictions, choose-your-own-adventures, romances, horror stories, heroes, and villains (e.g. TV cartoons), adventure stories, parables, fables and moral tales, myths, and legend (Wong and Hew, 2010:2).

O'Malley and Pierce (1996:137) propose the definition of Narrative writing as a personal or imaginative expression in which the writer produces stories or essays. Further, they added that this type of writing is often based on observation of people, objects, and places and includes creative speculations and interpretations. It may include an autobiographical incident or a reflection in which a writer describes in her or his own life (O'Malley and Pierce, 1996:138).

From Hutchinson's book about Narrative writing (2005), it can be found as well some of the examples of Narrative writing. Even though they are not clearly and firmly stated, it can be reflected from the various task models of Narrative writing within the book. To get some examples or Narrative writing task from the book, here they are:

- Prior to chapter 1 she writes a task of Narrative writing task this way,

  Can you give other people easy-to-follow directions and explanations?

  EXAMPLES: how to tape a TV show

- In chapter 1, friendly letter is taken to be the topic of the Narrative writing task. As it is stated above that recount is also involved in Narrative writing. It is proven by the writing task prompt in that book that says, "When you write a Narrative, you are telling a story. Who's a better audience for your story than a friend? One way we tell our friends stories is by writing letters" (2005). It is obviously known that telling our own experience or story that

has happened in the past is a recount. In conclusion, it is possible to bring recount into account of Narrative writing task.

In this chapter, students are required to make a simple letter or his/ her friend about their own experience. They are supposed to commence writing their letter by using "You won't believe what happened today".

Subsequent examples, some similar topics are employed to be their basis to write a Narrative writing, such as everyday experiences and fantasy (If Animal Could Talk) are also included in the Narrative writing tasks in the book. Therefore, from all definitions of Narrative writing proposed by some of the writing experts, it can be known that a Narrative wring is not always solely about a past story, legends, myths and the likes. But, there are many types of Narrative writings that can be found and delivered to the students in English writing class, including recount text.

The model of the narrative writing used in this research was the O'Malley and Pierce's model. It covers writing that is based on observation of people, objects, and places and includes creative speculations and interpretations. It also includes a story based on the writers' experience in which they describe from their own life.

2.3 Writing Achievement

Achievement is a thing that somebody has done successfully, especially using their own effort and skill (Hornby, 2010:12). So, writing achievement is something (an ability) which successfully gained by somebody in writing by learning writing itself.

To compose a good writing, in this case is Narrative writing, students are required to know or even master the aspects of writing. They cannot be forsaken for they are the things to form a coherent and readable writing. O'Malley and Pierce propose some aspects of writing in in their writing scoring rubrics i.e. composing, style, sentence formation, usage, and mechanics.

The more detailed explanation about the aspects of writing are elaborated below:

2.3.1 Composing

Composing is the writing aspect dealing with the content of the writing. This aspect measures the ability of the students to state and elaborate the idea of their writing as some of the descriptions in the writing scoring rubric taken from O'Malley and Pierce (1996:145), they are:

- Focuses on central ideas with an organized and elaborated text.
- Central idea, but not as evenly elaborated and some digression.

From some of the descriptions above, it can be derived that composing aspect is to measure how good the students to state their idea from their prior knowledge about the writing topic and elaborate it to form a piece of writing.

Moreover, Heaton (1990:135) says that it is a necessity for a good writer to have the treatment of content skill; it is the ability to think creatively and develop thoughts, excluding all relevant information. In conclusion, this ability will foster the ability of the students to separate which idea and information will be used for the writing and which will not and state the idea to be the focus of their writing.

2.3.2 Style

Style is one of the aspects writing that concerned with the ability to choose the vocabulary in writing, vary the sentence and information, and emphasis the voice of writing. This is taken from the analytic scoring rubric for writing in O'Malley and Pierce (1996:145), such as:

- Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader.
- Vocabulary less precise and information chosen less purposeful.

Considering the descriptions above, it is obvious that this component is intended to measure how the students to make their writing interesting and unique by using their own writing style.

2.3.3 Sentence Formation

Sentence formation is the aspect of writing related to the ability to form sentences in standard order. It covers the completeness of sentence, standard word order, standard modifiers and coordinators (O'Malley and Pierce, 1996:145). In short, this aspect will measure the ability of students to form sentences in the right way, no fragments and enjambment.

2.3.4 Usage

Usage is the aspect that deals with the use of the language in writing. Heaton (1990:135) defines language use as the ability to write correct and appropriate sentences. This aspect is closely related to grammar, e.g. standard inflections, agreement, tenses, etc. (O'Malley and Pierce, 1996:145). By mastering appropriate and good grammar, a writer can smoothly write what he is intended to write without any doubt to cause misunderstanding in his writing. Effective complex construction sentence is the top target in this aspect of writing.

2.3.5 Mechanics

Mechanics refers to punctuation and spelling (Heaton, 1990:148). Fairbairn and Winch (2011:84) state, "Punctuation helps us to structure what we write. It holds our words and ideas together and keeps them in order, so that the meanings we want to convey are clear. Poor punctuation has the opposite effect". Further, they contend that using bad punctuation can make your writing difficult to read and may cloud or even alter your intended meanings, especially where it is overused". Based on the oxford dictionary, spelling is the act of forming words correctly from individual letters (Hornby, 2010: 1483). In conclusion, Heaton (1990:135) states that Mechanical skill is the ability to use correctly the mechanics in a piece of writing.

The scoring rubric employed in this research to assess students' writing was an analytic scoring rubric adapted from O'Malley and Pierce (1996:145). The decision to employ this type of scoring rubric was to score the students' narrative writing from each aspect of writing, so that the students' strength and weaknesses in their Narrative writing were identified. There were five aspects that were assessed separately. They were composing, style, sentence formation, usage, and mechanics. The scoring rubric is as follows:

Domain Score*	Composing	Style	Sentence Formation	Usage	Mechanics
4	Focuses on certain ideas and well elaborated.	Purposefully chosen vocabulary and information.	Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments).	Standard inflections (e.g., plurals, possessives, -ed, -ing with verbs, grammar agreement (we were vs. we was) standard word meaning.	Effective use of capitalization, punctuation, spelling, and formatting.
3	Central idea, but not as evenly elaborated and some digressions.	Vocabulary less precise and information chosen less purposef	Mostly standard word order, some enjambment or word fragments.	Mostly standard infections, agreement, and word meaning.	Mostly effective use of mechanics; errors do not detract from meaning.

		ul.			
2	Not a focused idea or more than one idea, and sketchy elaboration.	Vocabulary basic and not purposefully selected, tone flat.	Some non-standard word order, enjambment, and word omissions (e.g., verbs)	Some errors with inflections, agreement, and word meaning.	Some errors with spelling and punctuation that detract from meaning.
1	No clear idea, little or no elaboration.	Not controlled, tone flat, sentences halted or choppy.	Frequent non-standard word order, enjambment, and word omissions.	Shifts from one tense to another; errors in conventions (them/ those, good/ well, double negatives, etc.)	Misspells even simple words; little formatting evident.

(O'Malley and Pierce, 1996:146))

The score 4 was given if student had consistent control in the aspects of writing being accessed in their writing product. Consistent control means that student can fully control every aspect of writing to convey their idea in a piece of writing. The score 3 was given if student had reasonable control in the aspect being assessed. Reasonable control means that student can control mostly each aspect in his or her writing. The score 2 was given if student had inconsistent control in certain aspects. Inconsistent control means that students occasionally do some errors. And lastly, the score 1 was given if student had little or no control in certain aspects. Little or no control means

that student mostly or even completely cannot control each aspect of writing in his or her writing.

2.4 The Use of Facebook in Blended Learning

Blended Learning in this research was applied with Facebook. It meant, there were two classes i.e. face to face class and virtual class. The materials and explanation were delivered as well as initial tasks in the face to face class while other tasks were delivered in the virtual class.

2.4.1 The Definition of Blended Learning

Blended Learning has become an alternative that is gaining popularity among educators (Pazio, 2010). Essentially, Blended Learning is a method to combine at least two kinds of media in teaching and learning activity. Bersin (2004:xv) proposes his definition of Blended Learning as follows:

> Blended Learning is the combination of different training "media" (technologies, activities, and types of events) to create an optimum program for a specific audience. The term "blended" means that traditional instructor led-training is being supplemented with other electronics formats. In the context of this book, blended learning programs use many different forms of e learning, perhaps complemented with instructor-led training and other live formats.

In line with the above definition, Clark (2003:4) in Freisen's (2012) also defines the Blended Learning as follows:

> It is the use of two or more distinct methods of training. This may include combinations such as: blended classroom instruction with online instruction, blending online instruction with access to a coach or faculty member, blending simulations with structured courses, blending on-the-job training with brown bag informal sessions, blending managerial coaching with e-learning activities.

In short, Blended Learning is about a combination of two or more media to work out facilitating teaching and learning activity. Blended Learning allows us to incorporate at least two or more different training media and use them to facilitate the teaching and learning activity. For example, it is possible to combine e-learning with

general class activity. In practice, it can be a combination of brick and mortar class with virtual class by using Facebook.

Furthermore, Friesen (2012:1) says that "Blended Learning designates the range of possibilities presented by combining internet and digital media with established classroom forms that require the physical co-presence of teacher and students". The development of proliferated technologies recently makes it possible to combine the technology with the old fashioned class (face to face class) in education. In conclusion, there will be two sorts of classes in the teaching and learning activities by applying Blended Learning. The instruction and explanation of the materials can be delivered in face to face class, otherwise the task or assignment and assessment can be undergone in the virtual class.

According to Shih (2010:831), it is found that "Blended Learning that integrates online and face to face instruction could create an effective teaching and learning experience for both instructors and students". Additionally, based on the results of the same study, Blended Learning can enhance students' motivation to participate actively in class. In short, the combination of face to face class with virtual class not only can enhance students' performance and achievement, but also it can promote students' activeness in the classroom. Further, it is proven that so far several studies reported that the provision of Blended Learning courses is highly appreciated and positively rated by the students (Delialioglu and Yildrim, 2007; MosavarRahmani and Larson-Daugherty, 2007; Akkonyunlu and Soylu, 2008 in Pazio, 2010:3).

2.4.2 Facebook

Facebook is a social network site that was designed in Harvard University in 2004. The founder of this social network is Mark Zuckerberg. It is currently acclaimed as the most popular social network site in the world, surpassing Twitter, MySpace, and Friendster (McCarthy, 2009:39). It was a network that initially

targeted high-school and college students went global, and is actively gaining in popularity with adults of all ages (Tufekci, 2008 in Blattner and Fiori, 2009:3). By 2013, it now employs 6,337 people. Further, it has 945 million monthly active users who used Facebook mobile products as of December 31, 2013, 757 million daily active users on average in December 2013, 1.23 billion monthly active users as of December 31, 2013 (Facebook, 2013).

2.4.3 The Use of Facebook in Blended Learning

In education world, there is a plethora of positive judgment to Facebook in facilitating teaching and learning activity. Allen (2012:213) points out, that Facebook was a new tool that could be 'repurposed' for education. Eli (2007) in Brady, Holcomb, and Smith (2010:154), opines about Facebook that,

> The creation of social networking around academic topics provides instructors and students great flexibility for teaching and learning, including the ability to join related groups by academic subject or discipline, comment on blog entries, view photos and videos, as well as countless instructional activities created by the creator of the network.

Downes (2007) in Bosch (2009:191-192) argues that "Facebook is distinctive from other social networking sites because it has stronger roots in the academic community, and further proposes that the site has varied and distinctive functions allow it to provide a very different model of how online tools can be used in educational contexts".

Further, Bylth (2010) in Leo (2013:625) says that, "those social networking sites such as Facebook are being utilized in ESL classes. Furthermore, Facebook provides users with prospects and motivation for personal writing, self-reflection, and interactive learning". Godwin-Jones (2008:7) in Leo, (2013:625) also give credit to Facebook as they point out that "Facebook has the potential to find means to link informal and recreational writing with academic writing". Facebook has another benefit to be used in teaching and learning activity as it is stated in VanDoorn and Eklund (2013:1), "social networking [Facebook] helps establish peer to peer,

self-motivated learning". In conclusion, it has been widely known that Facebook is beneficial to be applied in teaching and learning activities at school, such as to boost their motivation to learn, give them good atmosphere to learn, in this case is writing skill.

2.5 Teaching Narrative Writing by Using Blended Learning with Facebook

To be considered as a foreign language in Indonesia, it makes English more difficult to be mastered by Indonesian students. Moreover, the fact that the language consensus of English is distinct from that of Bahasa Indonesia will make it more complicated for Indonesian students to write English.

Another constrain encountered by Indonesian students is that they are inclined to write in the foreign language exactly the same with what they use to write in their first language (their mother tongue). This is in line with Cummin,1989; Kroll, 1990; Krapels, 1990), in Weigle (2009:35) that contends, "second language writers use many of the same writing processes in their second language as in their first". In short, by the facts elaborated above, this matter is going to be a hurdle for students to write in foreign language.

The benefit of using Facebook as the tool to facilitate writing teaching and learning class is it is, by the immense popularity in the world, particularly for the generation Y, a familiar site for the students (McCharty, 2009:39). The generation Y that McCharty means is the young generation. Most of students in senior high school are the digital natives that always spend their time to stay in the virtual world that is Facebook. To be the most popular site in the world and successfully gaining 1.23 billion monthly active users as of December 31, 2013 (Facebook, 2013), it will be beneficial to bring Facebook to the classroom.

As Prensky notes (2007:41), "our students are clamoring these [new] technologies as part of their education, in part because they are things that the students have already mastered and used in their daily lives and in part because they

realize just how useful they can be". What Prensky has noted might be the same with the condition we can find in Indonesian school. Most of Indonesian students are also familiar with Facebook and almost every one of them does possess one or more Facebook accounts. Furthermore, they are inclined to be connected to both internet and Facebook every day. In conclusion, Facebook can surely mediate the writing teaching and learning process since it also will bring new nuance and variation in the style of learning writing, moreover it is a familiar thing for students to engage with.

The application of Blended Learning with Facebook will be significant for Narrative writing class. As it was mentioned before, Blended Learning allows teacher or instructor to combine two or more different media, ways, or instructions to evolve the quality of the teaching and learning process for the main point using the Blended Learning, as Bersin (2004:xv) notes, "it is the combination of different training "media" (technologies, activities, and types of events) to create an optimum program for a specific audience". In this case, the brick and mortar class will be combined with the virtual class that is carried out on the Facebook closed group.

Considering the possible benefits by using Facebook to enhance the quality of the teaching and learning activity, it was assumed that Facebook also contributed a benefit to the Narrative writing class. According to Birch and Volkov (2007) in Shih (2011:831) says:

> online forums can encourage learners, in particular ESL students who may be reluctant to speak up in face to face settings, to engage in discussions. Online discussions can also contribute to assisting students in overcoming their linguistic limitations and expressing their own thoughts".

From the statement, it can be inferred that Facebook can assist students to establish their confidence to write, take the reluctance and worry off, and be free to express their idea. Something that has to be noted is Facebook in this research was only an integral medium combined with face to face class to support the writing teaching and learning activities, not vice versa.

The main idea in Blended Learning is the combination of any instructional technology with face-to-face instructor- led training (Friesen, 2012). So, in this research there were two kinds of class viz. face to face (real) class and virtual class on Facebook. The virtual class was established on Facebook to facilitate students to practice their writing and then to do writing tasks after they got materials delivered in the face to face class (the virtual class can be seen in Appendix M). The teaching approach applied in both classes was Task Based Language Learning approach with Problem-solving Task method.

The face to face class was held 2 x 45 minutes on school schedule, while the virtual class was held 1 x 60 minutes not on the school time. 2 x 45 minutes at the face to face class was used to deliver the materials and to do some writing practice while 1 x 60 minutes at the virtual class was used for practicing writing (initiation) and continued by doing the writing tasks. Feedback for the students' writing was given in the face to face class on the next meeting.

The time to do the virtual class was flexible. It was discussed with the teacher to determine the time to do the virtual class. The prior consideration in determining the time for the virtual class was the availability of all students' time to access the internet to open the Facebook website. This is in line with what Friesen (2012) says that the things that have to be considered in Blended Learning, especially in administering the virtual class, are accessibility and flexibility.

The Facebook feature utilized in this research was 'closed group' feature. The Facebook Closed Group was chosen by considering an opinion of Reid (2011:60) that contends, "Closed-Group pages are more private in the sense that they can only be viewed by members of the group". The use of the Closed Group was inspired by the Facebook class applied by Reid (2011:64) and Blattner & Fiori (2009:4) with some modification in practice.

Initially, students were required to have one Facebook account. The researcher established a Facebook Closed Group and invited all students involved in

class X IPA 1 to the group. The decision to establish a closed group was because the group was more private and only the members of the group who knew the activity within the group. This is exactly the same as what Blattner & Fiori (2009:4) say, "By a click of a button, *Groups* can become private and even secret. Consequently, access to a *Group* can be limited to Facebook members that have been exclusively invited by the course instructor".

On Facebook, the teacher posted an intriguing either posting or picture with caption. The posting or picture was completed with the things that the students have to do in Narrative writing. It was mandatory for the students to do the Narrative writing task directly on the Facebook Closed Group, in the comment box. The correction was delivered in the face to face class on the next meeting. The correction covered the writing aspects; composing, style, sentence formation, usage, and mechanics by using the analytic scoring rubric adapted from O'Malley and Pierce (1996:145).

The usage of English dictionary was allowed and legal. In writing, it is possible to use any English dictionaries to support to compose the writing itself. Even though vocabulary is one of the writing aspects being assessed, but as Weigle (2009:106) notes that, "a broader definition of writing ability, in which one uses all available resources, does not necessarily preclude the use of dictionaries". Further, she emphasizes that students do not always know how to choose and use the appropriate words for their writing from dictionary (2009:106). Those statements are supported by Nesi and Meara, 1991; Bensoussan *et al.* in Weigle, (2009:106), that using a dictionary does not significantly affect the test score.

The role of the English teacher in the Facebook closed group was not just as the instructor. The teacher was also responsible to control the condition and the comfort of the group as well as protect the group from the outside disturbance. Moreover, the teacher also facilitated the students who had difficulties in using certain features of Facebook.

2.6 Previous Research

A classroom action research of using Facebook in Blended Learning to facilitate learners' learning achievement, involving writing achievement, once was conducted by Monique N. Simpson in South Korea (2012:46-47). The result of the research showed that Facebook contributes the same positive and negative attributes as most new teaching tools, and she felt more comfortable to use Facebook to conduct assignments. Hence, she opines that Facebook will not be the final tool to obliterate boredom in the classroom.

Another similar research was conducted by Shih (2011) in Taiwan. From the research, it was found that Blended Learning that through Blended Learning the students not only experienced and learned English writing skills and knowledge but also became more attentive and willing to express their own ideas in writing. As a contribution of applying Blended Learning with Facebook for writing learning, Shih (2011) also notes that "the survey results show that the students were able to improve their organisation, grammar and structure, content, vocabulary, and spelling". Blended Learning with Facebook also contributes something positive in improving students' motivation in learning process.

From the result of Simpson and Shih's research, it could be emphasized that in teaching and learning activity, Facebook cannot stand alone. It is just an integral tool that must be integrated with other media. Therefore, Blended Learning is needed in the application of Facebook as the virtual class in teaching and learning process. Further, it also could be derived that Blended Learning with Facebook is useful to be applied in teaching and learning activity to enhance students' learning achievement as well as their motivation.

2.7 Action Hypotheses

Based on the research problems and the review of related literature above, the action hypotheses of this classroom action research were formulated as follows:

1. The use of Blended Learning with Facebook can improve the tenth grade students' achievement of Narrative writing at SMA Negeri 1 Suboh, Situbondo.

2. The use of Blended Learning with Facebook can improve the tenth grade students' active participation in Narrative writing class at SMAN 1 Suboh, Situbondo.
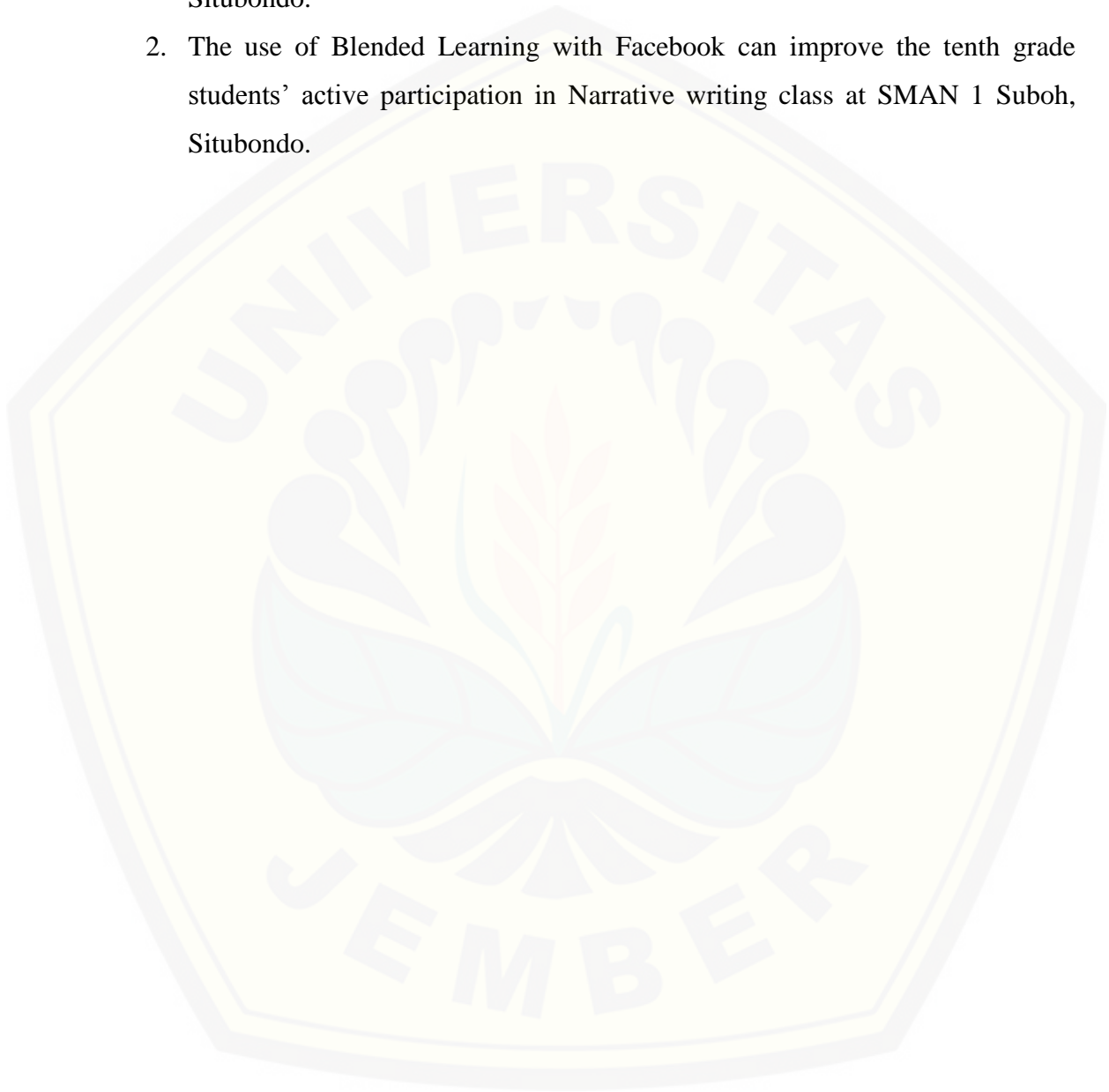
CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents some aspects related to the research method applied in this research. It embraces research design, area determination method, research subject determination method, data collection method, operational definition of the key terms, research procedure and data analysis method.

3.1 Research Design

It is important to decide the research design before conducting the research itself. This research employed the Action Research in its practice. Action research, which in school practice is also called practitioner research, teacher inquiry, or teacher research (Ary *et al*, 2010:513), is

> systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2011, in Creswell, 2012:577).

There are three characteristics of action research, they are:

a. "The research is situated in a local context and focused on a local issue" (*Ary et al., 2010:514).* It means that this kind of research is only conducted and focused in a local problem, not general. Therefore, the result of the action research might probably not work in other context or place.

b. "The research is conducted by and for the practitioner" (*Ary et al., 2010:514).* Action research is undertaken by a practitioner and the result will be for the practitioner as well. In other words, the practitioner works for himself and business by conducting this sort of research.

c. "The research results in an action or a change implemented by the practitioner in the context" (*Ary et al., 2010:514).* After conducting the research, the practitioner will get the result. Subsequently, the result will

be used by the practitioner himself for the betterment of what the practitioner is doing sake.(*Ary et al., 2010:514*)

Classroom action research was chosen to be the design in this action research. Ary *et al*., 2010; Creswell (2012:579) contend that in classroom action research design, teams of teachers are formed to engage in the research to examine and to cope with common issues in the classroom. MacNiff (2003) in McIntosh (2010:37) also points out that, in relation to the way in which action researchers act, there is a central role in enabling choices of identification and collaboration to take place through appreciating another's point of view. From the definitions above, it can be concluded that this research is done collaboratively ad aimed to solve sommon issues that students' experience in the classroom during the teaching and learning activity. In this research, the researcher and the English teacher of the school worked collaboratively at classroom as what Ary et al (2010) and Creswell (2012:579) propose.

There are some benefits that can be derived by applying this research design in education field, some of them are:

a. Professionalizing the work of educators and promoting professional development.
b. Developing knowledge directly related to practice and focusing on improving practice
c. Promoting reflection and use of information for better decision making
d. Encouraging collaboration and the development of learning communities
e. Providing rich sources of data that can be used for school improvement
 (Ary *et al*, 2010:516).

Prior to the administration of the classroom action research, on August, 6th 2014, the interview was conducted with one of the English teachers at SMA Negeri 1 Suboh, Situbondo. From the interview, it was decided to do the research in class X IPA 1. The reasons were, the English teacher acclaimed that most of the students commonly had problems with vocabulary and grammar. They not only got confused how to construct good sentences by using proper grammar, but also they had

difficulties in determining the suitable English word to convey their intention and develop their idea in a piece of writing.

After administering the interview and knowing the X IPA 1 students' problems in writing, a medium to improve the quality of the teaching and learning activity, especially for writing, was proposed. Blended Learning with Facebook was proposed to be a medium to enhance the students' achievement and participation in writing class. Hence, the researcher and the English teacher agreed to conduct a classroom action research to improve the grade X IPA 1 students' achievement of Narrative writing by using Blended Learning with Facebook collaboratively.

This classroom action research employed Ary *et al.*'s model. Actually, it was not different to use whatsoever model to be applied in the classroom action research for each model must have similar or moreover exactly the same function in the application of the research itself. This is in line with what Ary *et al.* (2010:518) opine, "Although the action research models described in the literature differ in some ways, they appear to have common element". The 3 steps in Classroom Action research that Ary *et al.* adapted are look, think, and act (Stringer's model). The "look" phase involves systematically gathering information, and data. In the "think" phase, information is analyzed and reflected upon. In the "act" phase, solutions are devised and implemented.

However, Ary *et al.* describe the process more elaborately, by breaking those three steps into several steps to make it easier to undergo, they are:

a. Reflect. Experience and perceptions are used to identify an area of focus based on a problem. Time is taken to review what is already known about the problem or focus area and to learn more about the problem. This may include a review of the literature. This phase is also referred to as identifying and limiting the topic.
b. Plan. A plan is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice. It is in this phase that the research questions and methods are explicated.
c. Act. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources.
d. Observe. The researcher synthesizes and analyzes the data. Key issues related to the problem are identified. This leads to reflection once more.

e. Reflect. The researcher reflects on and interprets the information and communicates or reports it to others. A new understanding of the nature of the problem is developed. Actions are taken and a new area of focus is identified.

Ary et al. (2010:518-519)

The activities employed in this research were based the steps from Ary *et al.* (2010: 518-519). They are as follows:

a. Conducting an interview with the English teacher to know the common and main problems that the students encounter whilst joining the writing class.

b. Planning the action in the class (face to face and virtual class) by enacting lesson plans, teaching materials, Facebook Closed Group for virtual class, writing tasks, the observation checklist, final Narrative writing test, and score tables.

c. Implementing the action by teaching Narrative writing by using Blended Learning, that was a combination of face to face class and the virtual class on the Facebook closed group named Virtual Writing Class.

d. Observing the students' activeness and participation during the implementation of the action in the classroom; face to face class and virtual class.

e. Delivering the final Narrative writing test.

f. Analyzing the students' scores of the Narrative writing test.

g. Reflecting the result of the students' Narrative writing test collaboratively with the English teacher. Action was ceased while the expected target was acquired already.

h. If the result did not achieve the expected gratification, the action needed repeating with some corrections and improvement in the action.

3.2 Area Determination Method

The area where this research was undertaken was determined purposively. According to Fraenkel, Wallen, and Hyun (2012:100), by using purposive method, researcher does not simply study whoever was available, but the researcher uses his

judgments to select a sample that he believes based on prior information, which in turn will provide the data he needs. Ary *et al*. (2010:156) points out that in purposive method, also referred as judgment method, sample elements judged to be typical, or representative, are chosen from the population. The assumption is that errors of judgment in the selection will counterbalance one another. It can be inferred that in purposive method, prior information holds the main role. From the prior information of a certain thing, then the researcher can use his judgment to determine what should do subsequently. The area of this research was SMA Negeri 1 Suboh located at Jalan Pawiyatan 04, Situbondo sub district. This school was chosen purposively based on these following considerations:

a. It was found that the students of SMA Negeri 1 Suboh, particularly the students of X IPA 1, had problems in writing skill.

b. Facebook, implemented in Blended Learning (face to face and virtual classes), had never been applied in the teaching and learning activity, especially to teach writing skill, at this school. This was based what the English teacher said in the interview. She only used explanation in teaching writing, never used any media.

c. The principal of SMA Negeri 1 Suboh agreed and gave the permission to the researcher to conduct this research at the school.

d. Internet was not a new thing for the students and most of them had been accustomed to engage with internet for their daily life.

3.3 Research Subject Determination Method

Purposive Method was applied to determine the research subject in this research. Fraenkel, Wallen, and Hyun (2012:100) say that this method requires the researcher to use his own personal judgment based on the prior information he gets concerning the research subject. The research subjects in this research were the students of X IPA 1 grade students at SMA Negeri 1 Suboh. The students in this class were chosen to be the research subjects based on the class English teacher's

suggestion dealing with the problems they possessed in writing class and their previous writing scores. The problems were identified from the list of score of their writing from the English teacher of class X IPA 1. Most of them gained low score for writing and had low attention and motivation in learning writing skill. The standard mean score of English subject at this school is 75 while most of them got less than 75 for their writing score.

3.4 Data Collection Method

There were two sorts of data obtained in this research. They were primary and supporting data. The primary data were derived from Narrative writing test and observation, and the supporting data were obtained from interview and documentation.

3.4.1 Writing Test

The writing test was employed to get the primary data. It was used to measure the grade X IPA 1 students' Narrative writing achievement after they did the writing class by using Blended Learning with Facebook. Ary *et al*. (2010:201) point out that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Achievement test was chosen to be the kind of test to measure the grade X IPA 1 students' Narrative writing achievement. The type of achievement test used in this research was researcher made-test (Ary *et al*, 2010:202-203).

In enacting a test, there are some aspects to consider. Creswell (2012:159) says that the instrument in a research should be reliable and valid. Fraenkel, Wallen, and Hyun (2012:154) say that reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Further, Ary *et al.* (2010:201) explain that validity is the extent to which a test measures what it claims to measure.

In this research, content validity of the Narrative writing test was considered. As Hughes (2003:26) notes about content validity that, "a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned". The language skill used in this research was Narrative writing skill, and Narrative writing is one of the basic competences that students should master in the Kurikulum 2013 that is now being used by the X graders in Indonesia. So, the materials involved were appropriate to be delivered and tested to the X IPA 1 students.

Great attention was also paid to the reliability of the test. To ensure the reliability of the test, the researcher employed multiple independent scoring. Inter-rater scoring was used in this research. The researcher and the English teacher worked collaboratively in scoring the X IPA 1 students' Narrative writing test. A further discussion about the final score of the students' Narrative writing test was conducted if there were some far different scores given by both scorers. Lastly, both scores from different scorers were summarized up into one exact score for each student. Another things employed to keep the reliability exist were by providing unambiguous items, ensuring that the tests were well laid out and perfectly legible, and making candidates familiar with format and testing techniques (Hughes, 2003: 44-50).

The process of enacting the Narrative writing test for the students of X IPA 1 and as well as the scoring of the test were described below:

a. Making and preparing an intriguing writing test that made them enthusiastic to write a Narrative writing.

b. Preparing the scoring rubric for the Narrative writing test. The scoring rubric was an analytical scoring rubric adapted from O'Malley and Pierce (1996:145). The scoring rubric has five indicators employed to assess the students' Narrative writing, they are composing, style, sentence formation, usage, and mechanics.

c. Making tables for the students' final score of Narrative writing test. This was aimed to make it easier to compare the final scores of each students derived from both scorers.

d. Asking students to do the Narrative writing posttest in 30 minutes at the face to face class. The form of the writing posttest was paper and pencil test.

e. Submitting the result of the students' Narrative writing performance to the researcher.

f. The scorers scored the students' Narrative writing in different place and time. The scores were documented in the students score list table that later they were compared to the score derived from the other scorer.

g. Discussing if there were distant scores derived by the scorers. The discussion covered the cause of the difference and what to do to make it fixed.

h. After getting the exact scores by combining two scores, then the final scores determined.

The Narrative writing test was held at the face to face class. The narrative writing test was in the form of Paper and Pencil test. This decision made because in this mode of test, control could be fully paid on students to make sure they were doing their own test individually and circumvent any kind of cheating. In doing the Narrative writing tests, the students were required to write at least $6 - 10$ sentences at maximum. The time given to do the writing posttest was 30 minutes.

The scoring rubric used in this Narrative writing test was analytic scoring rubric taken from O'Malley and Pierce (1996:145). However, editing was done to the descriptions for each range of score to be more suitable to the X IPA 1 students' writing ability. This had to be done as Heaton (1990:148) says, "if the analytic method of scoring is employed, it is essential that flexibility is maintained. At the various levels it may become necessary to change either the divisions themselves or the weighting given to them".

3.4.2 Observation

Observation holds a pivotal role in action research project. According to Koshy (2005:98) observation is a natural process where we observe people and incidents all the time and based on the observation, we can make judgment. In short, by using observation in this classroom action research, the researcher could know how the students acted and why they did so. Observation in this research was aimed to record the students' activeness and participation in the class during the Narrative writing teaching and learning process.

The observation instrument used in this research was observation checklist. There were two kinds of observation checklist. They were observation checklist for face to face class and for virtual class. The indicators involved in the checklist for face to face class were:

1. Paying attention to the teacher's explanation.
2. Asking questions when they have problem at the narrative writing class.
3. Doing the writing exercise in the face to face classroom.
4. Making an outline for their narrative writing.
5. Writing a draft for their narrative writing.

The indicators involved in the checklist for virtual class were:

1. Being on line when the time of virtual class comes.
2. Giving immediate response to the researcher's posting on Facebook by posting their answer for the task given.
3. Doing the writing exercise on Facebook completely and well.
4. Posting their narrative writing on immediately on Facebook when the time comes.
5. Doing the narrative writing task completely and well (max. 8 sentences).

The students who fulfilled at least three indicators were classified as active students. Otherwise they, who did not, were classified as passive students in the Narrative writing class.

3.4.3 Interview

According to Koshy (2005:92), the main purpose of doing interview is to gather responses which are richer and more informative than questionnaire data. The type of the interview utilized in this research was One on One interview. Creswell (2012:218) defines this interview as a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time.

A set of questions was constructed for the interview. The interview instrument in this research was used to acquire detailed information concerning, the process of English teaching at the school with the curriculum applied at the school, the teaching schedule of the teacher, the media used in teaching English, and also the common and main problems the students encounter in writing class. The interviewee was the English teacher of grade X IPA 1.

3.4.4. Documentation

Documentation is a corpus of evidence that can be a basis to do a project, in this case to do a classroom action research. This in line with what Koshy (2005:97) states that "documentation can often provide a useful background and context for the project and also can be very illuminating, especially when you are comparing what is claimed and what has happened in practice". Further, she notes that documents can often provide relevant evidence and are very useful for constructing the whole picture.

Documents in this research were the grade X IPA 1 students' names list and their previous score of writing test at SMA Negeri 1 Suboh. The researcher got the students' names list from the administration staff of the school and the students'

previous scores of writing test from the English teacher that the researcher collaborated with in this research. Those documents were used as the basis to do the classroom action research it the class.

3.5 Operational Definition of the Key Terms

According to Creswell (2012:151) an operational definition is "the specification of how you will define and measure the variable in your study". The operational definitions are required to circumvent the ambiguity and misinterpretation in this research. It is pivotal to make the researcher and the readers have the same conception related to the concepts used in this research. The terms that need defining are:

3.5.1 Narrative Writing

Narrative writing in this research was referred to the narrative model proposed by O'Malley and Pierce (1996:137). It was any kinds of paragraph writing involved in Narrative, such as observation of people, objects, and places and includes creative speculations and interpretations, an autobiographical incident or a reflection in which a writer describes in her or his own life.

3.5.2 Virtual Class

Virtual class in this research was referred to the internet class carried out on the Facebook closed group named Virtual Writing Class.

3.5.3 Students' Narrative Writing Achievement

Students' Narrative writing achievement in this research referred to the students' ability in composing a Narrative writing in correct and proper way by

considering some aspects of writing i.e. composing, style, sentence formation, usage, and mechanics. This achievement was measured by using a Narrative writing test conducted at the face to face class.

3.5.4 Students' Active Participation

Students' active participation in this research was referred to the students' activeness and motivation in joining the class i.e. face to face class and virtual class. This covered their willingness in asking and answering questions, paying attention to the teacher's explanation, doing the writing task at the virtual class, etc. The students were regarded as active students if they at least fulfill 3 indicators stated in the observation checklist.

3.6 Research Procedure

There were five stages in this classroom action research i.e. reflect, plan, act, observe, and reflect. The further detailed descriptions are presented below:

3.6.1 Reflect

In this stage, the researcher and the teacher sensed a problem the students encountered in the writing class. The researcher and the teacher observed more profoundly the problem and look for the cause of the problem. As they found the cause, than they proceeded to find a literature to find what others had done to cope with such condition. They reviewed what others had done and planned to adapt them to the class. Eventually, it was found an idea from some other researchers to combine a face to face class with virtual class conducted on the Facebook group (Blended Learning).

3.6.2 Plan

In this stage, the researcher planned what to do to apply the Blended Learning in the classroom. After reviewing a number of literatures, in this stage the researcher

was ready to adapt what others had done and brought it into the classroom. Some things prepared by the researcher were as follows:

a. Enacting lesson plans.

b. Choosing the material to teach Narrative writing.

c. Establishing a new closed group page on the Facebook website.

d. Preparing two observation guides in the form of checklist i.e. for face to face class and virtual class.

e. Preparing the analytic scoring rubric to assess the result of the students' Narrative writing posttest.

f. Constructing some exercises and tasks about Narrative writing.

g. Constructing a Narrative writing posttest to measure the students' writing achievement.

3.6.3 Act

All the things prepared in the second phase previously were applied in this stage. This stage was conducted in the classroom based on the English weekly schedule of the class X IPA 1 at SMA Negeri 1 Suboh. The action was undertaken collaboratively between the researcher and the English teacher.

At the first time, the teacher let the researcher to observe the condition in the classroom as well as to pay attention on the students' enthusiasm in joining the class. The first lesson plan was applied in this first class. Further, as it was stated in the lesson plan that there were two kinds of class, after conducting the face to face class, the class was brought into the virtual class on Facebook. Facebook was used to be a platform where the students did some more writing practice and continued their Narrative writing project that they did in the face to face class. Errors found in the students' writing were corrected and discussed further in the face to face class on the next meeting. There were three meetings, two of them were in face to face class and virtual class, conducted in this stage. The second lesson plan was applied by the

researcher. At that time, the researcher played the role as a teacher whilst the teacher was observing the students, and the students did similar activity to the previous activity,

On the third meeting, a Narrative writing posttest was delivered in the face to face class. The form of test was a paper and pencil test. This decision made because in this mode of test, control can be fully paid on students to make sure they are doing their own test individually and circumvent any kind of cheating during the test.

The assessment of the Narrative writing, both the tasks and the test, was conducted in this phase. Inter-rater mode was employed in the assessment in the research. The researcher collaboratively did the assessment with the teacher in different place and time. The exact scores of the students' were determined by combining the two scores from two different raters into one.

3.6.4 Observe

There were two evaluations in this stage; they were process evaluation and product evaluation. Process evaluation was done during of each meeting and the product evaluation was done at the end of the cycle. In this stage, all data gathered from the previous stage were analyzed. The data were derived from the Narrative writing test and the observation in the classroom. The main purpose of this stage was to look at the final result of the students' performance and their enthusiasm during the class by combining the scores from both scorers; the researcher and the teacher. This stage was done collaboratively.

The criteria to determine the success of the action are:

a. Product evaluation.

60% of the students get score 75 or higher

b. Process evaluation.

70% of the students are actively involved in teaching learning activity.

3.6.5 Reflect

All the things done in all previous stages were discussed and reflected. In this stage the decision was drawn whether the action done was either successful or not. Success in this research meant the end of the cycle and the result was disseminated. Otherwise, if the target of the research was still not achieved satisfactorily, this stage was the initial stage to do the next plan to remedy the action in this research for the betterment sake.

3.7 Data Analysis

Data analysis employed to analyze data obtained from writing test and observation. The main purpose by doing data analysis was to know the improvement of the students in Narrative writing skill after experiencing the Blended Learning with Facebook.

a. Narrative writing test

To find whether the students are successful in Narrative writing test or not, the final scores of the students' Narrative writing test were analyzed by using this formula:

$$E = n/N \times 100\%$$

Notes:

E = the percentage of the students who get the score 75 or higher

n = the total number of the students who get the targeted score 75 or higher

N = the total number of the students

(Ali, 1993:186)

This research is considered successful if the result achieved 60% of the students get $\geq$ 75.

b. Observation

The result of the students' activeness and enthusiasm in the observation checklist is analyzed by using the following formula:

$$E = n/N \text{ x } 100\%$$

Notes:

E = the percentage of students' active participation in the writing teaching learning process by using Blended Learning with Facebook.

n = the total number of the students who were active during the teaching learning process by using Blended Learning method with Facebook

N = the total number of the students

(Ali, 1993:186)

Indicators in the observation were considered successful if the result of percentage of the students who were active and enthusiastic in the writing class reached 70%.