



**HELPING VOCATIONAL HIGH SCHOOL STUDENTS GAIN THEIR
WRITING ABILITY VIA BLENDED LEARNING**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY**

2019



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

BY

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DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, my father Buwono and my mother Sri Sulatri Krusdiani, thank you for your unconditional love, endless support, and unstoppable prayer.
2. My beloved sister Megananda Asri Putri Buana and my brother Kurniawan Alamsyah, thank you for your endless support.
3. My beloved cousins, Norma Ulvatus Putri Alifviani and Barika Isti'anatil Hidayah, thank you for being my roommate for four years and for your endless support.
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MOTTO

“Whoever goes to seek knowledge is considered to be struggling in the path of Allah SWT until he/she returns.”

(HR. Tirmidzi)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is a result of my work which has 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, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, September 2019

The Writer

Dania Asri Rahmadani
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CONSULTANTS' APPROVAL

**HELPING VOCATIONAL HIGH SCHOOL STUDENTS GAIN THEIR
WRITING ABILITY VIA BLENDED LEARNING**

THESIS

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2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
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I do hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and far from being perfect, therefore any suggestion and criticism will be fully appreciated.

Jember, September 2019

The Writer

SUMMARY

Helping Vocational High Students Gain Their Writing Ability Via Blended Learning; Dania Asri Rahmadani; 150210401013; 72 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to help the tenth grade students write recount text to gain their writing ability via blended learning in one of vocational high schools in Jember (SMK Negeri 5 Jember). Based on the preliminary study, it was found that the tenth TKJ 1 grade students had problems in conveying and developing their ideas in the form of written text. It happened because the teacher taught writing only by giving the students some topics to write, giving some examples about the paragraph and the genre of the text, and asking the students to write by applying the structure and some words about how to express their ideas based on the teacher explanation. However, that technique did not seem to be effective to be implemented. It made the students not enthusiastic in writing class. In addition, the students also found difficulties in developing their ideas and the variety of vocabulary. It was proved by looking at the students percentage who achieved the standard score 75.

This study was done in one cycle only which consisted of two meetings. The implementation of the action in the first and second meeting covered two stages in teaching writing recount by using blended learning, they were; (1) Pre-writing activities, in the first online meeting, the researcher provided handout 1 which contained within writing action verbs as one of the features of recount text, and writing a simple orientation about their own holiday experience. Then, asking the students to discuss and revise their works inside the classroom in the first face-to-face meeting; (2) Drafting activities, in the second online meeting, the researcher provided handout 2 which contained within rewriting a text by checking it the capital letter, punctuations, and spellings, and also writing the following structures of recount text those were the events and the reorientation. In this case, the students were asked to write according to the orientation they had

written in the first handout. Then, asking the students to check, discuss, and revise their works inside the classroom in the second face-to-face meeting. Finally, after finishing the revision, asking the students to submit their final version of their work.

The observation finding showed that online meetings were able to help the students to convey their ideas about the topic. The students reacted enthusiastically to answer the leading questions and pictures given by the researcher. There were many students who actively answered the questions and they shared their understanding about recount text quickly and correctly. It proved by looking at their comments in the Facebook group. Besides, the face-to-face meetings were able to help the students to revise their work and produce better quality of writing. The researcher gave them to ask everything about their work. It was aimed to make discussions inside the classroom, then, the researcher gave her feedback to the students' answers. Finally, the researcher gave the students who had the problems to revise their work based on the feedback and suggestions given by other students and the researcher before submitting the final version of their work.

It was also proved by the changes on the students' writing score in which 77.7% of the students could pass the standard score that was 75. Whereas before using blended learning approach in teaching writing, only 52.7% of the students who could get score ≥ 75 . The finding from the interview to the students showed that the students felt happy and helped to improve their writing ability. It proved by the students could produce better quality of writing.

Based on the result above, it can be concluded that blended learning approach gave a good impact to the vocational high school students to gain their writing ability and could make better changes on their writing scores.

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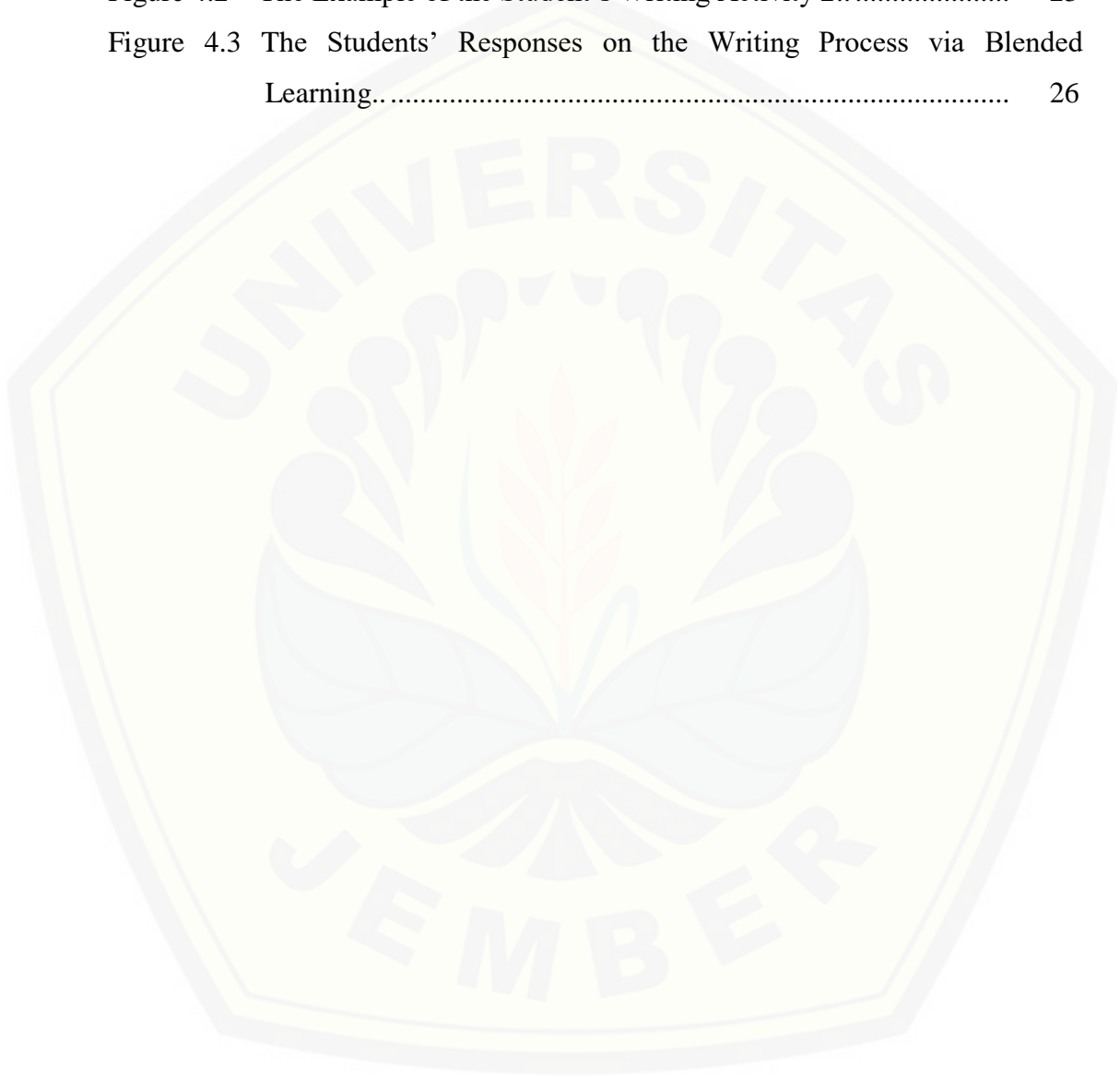
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CHAPTER I INTRODUCTION

This chapter presents the introduction of the research which contains of the research background, research problem, research objective, and research contribution. Those will be discussed below.

1.1. Research Background

The use of technology especially social media was very popular in this modern era. Most of people in this world especially students in secondary level can use it every time and everywhere. However, many students use social media for non-educational purposes. On the other hand, they use social media for their contentment only. Therefore, many researchers in the world had investigated this problem such how social media can be used more appropriate especially in helping students learn. The combination between conventional face to face and technology-mediated instruction was called by blended learning. Blended learning was very popular approach to solve that problem. According to Parsad, Lewis, and Tice (2008), blended learning was an approach which some conventional face to face times for a course was substituted by online activities. They saw blended learning as having the potential to significantly transform higher education, particularly through development of communities of inquiry.

Based on the preliminary study conducted by interviewing the English teacher of SMK Negeri 5 Jember, it was found that the most problematic case in the class was writing. The English teacher taught writing by giving the students some topics to write, giving some examples and asking the students to write by using the structure and some words which represented their opinion based on the teacher explanation. Nevertheless, that technique did not seem to be effective to be implemented during writing activity because the students did not show their enthusiasm during writing activity. Besides, another problem was found that the students had difficulties in using variety of vocabulary and developing their ideas. It can be said that the students only write a text by imitating the teacher's text and

did not develop the text well. It became the main reason for the tenth TKJ 1 students got the lowest percentage (52.7%), from another class (see **Appendix C**). It showed there were many students did not achieve the standard score for English was 75.

Furthermore, in order to solve this problem and help the student's difficulties in terms of writing process, the researcher has decided to implement blended learning approach. The possibility of blending conventional face to face instruction with online instruction via a social networking will be analyzed in this study. Blended learning is believed to be able to help students to gain a good ability in ELT classroom especially to gain writing ability. By using blended learning, students are expected to be able to improve their writing ability. Enabling blends are those whose purpose is to provide better access to learn by being flexible and convenient for students. According to Espinosa (2015), the use of social media in EFL classrooms especially the use of Facebook can motivate students and improve their English language learning. Facebook as an educational tool which can be used by teacher in teaching EFL students. Besides, the teachers need to be more creative and up-to-date with the current technology in order to keep up with the fast-paced society.

In Indonesia, blended learning or combination between conventional face to face and online instruction has been underexplored especially to help students especially vocational high school students gain writing ability. To fill in the gap, this research investigated the way how to help vocational high school students gain their writing ability by applying blended learning.

1.2. Research Question

Based on the research background stated above, this research is presented on answering the following research questions.

1. How pre-writing activity helps vocational high school students understand the features of recount text?
2. How drafting activity helps vocational high school students understand the structure of recount text?

3. How is the students' writing achievement after implementing of the action?

1.3. Research Objective

Based on the research problem above, the aim of this research is expected to help vocational high school students to gain their writing ability via blended learning. Furthermore, this study investigated how pre-writing activity helps students understand the features of recount text, how drafting activity helps students understand the structure of recount text, and also what changes happen in the students' writing achievement after implementing of the action.

1.4. Research Contribution

The findings of this research are expected to give three kinds of contribution: theoretical contribution, empirical contribution, and practical contribution.

1.4.1. Theoretical contribution

This study is expected to consider how blended learning can be used to study innovation.

1.4.2. Empirical contribution

This study can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.

1.4.3. Practical contribution

a. For the English teachers.

By knowing that the blended learning can help students to gain their writing ability, the English teachers can apply it in their teaching and learning process appropriately. They also can be more creative in teaching writing.

b. For vocational high school students.

By realizing that technology-mediated instruction especially social media can help them to gain writing ability, they can apply it for their educational purposes and become greater writers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the research literatures which are applied in analyzing blended learning in helping vocational high school students gain writing ability. It includes the phenomenon-related topic and previous studies.

2.1. Phenomenon-related Topic

2.1.1. Blended learning

The student-centered learning approach is very popular used in the contemporary field of education in this modern era. The student-centered also believe in providing students with self-paced online learning activities along with traditional face-to-face classroom in improving the students' learning performance in the English language. According to Krasnova and Ananjev (2015), the integration of traditional face-to-face classroom learning and online is known by blended learning. Blended learning has a purpose for an innovative idea and educational practice, and changes the roles to be played by the teacher as well as the students. It also means that, blended learning provides student-centered learning. So, students can maximize and improve their ability in learning English.

The definition of blended learning has developed along with the development of information and communication technology. Basically, blended learning leads on how to maximize the use of face-to-face and online learning. Many studies stated that blended learning is regarded as useful, fun, supporting, flexible, and motivating the students. However, when blended learning is only regarded as an application integration system, then it is insufficient to create a successful learning environment. In other words, blended learning can be done successfully when the teacher can use face-to-face and online learning in the classroom effectively. Thus, it becomes necessary to have a lesson plan that is capable to balance the activities between learning face to-face in the classroom and online learning.

There is a variety of recent studies shows the effectiveness of blended learning to improve learning performance. The flexibility of opportunity existing in the blended learning can be used for the improvement of writing skills, which still become a problem of learning outcomes at secondary education. In order to create a positive learning environment, teachers should encourage students to be more participating. In their learning activities, they must find a way that allows them to make more social interactions. On the other hand, students have to find a way how to learn together based on their own learning style through blended learning. Every student has different characteristics and learning styles. However, in this modern era, we can guess that there are so many students too busy and focus with their mobile phone rather than with their teacher and teaching learning process in the classroom. In that case, by applying blended learning, students are expected to maximize their ability in using mobile phone or laptop in order to help them to improve their learning performance especially in writing ability. In conclusion, students will get the benefits of blended learning, feel flexible, and learn easily because they can learn in their joy that is using their sophisticated technologies.

2.1.2. Writing skill

According to Sokolik (2003), writing is described as the mental work, which involves inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to readers. In describing writing, Olshtain (2001), point out that it is the process of documenting thoughts and experiences. It is viewed as a communicative social activity through which one can communicate a variety of messages to a close or distant, known or unknown reader.

Writing skill is an extraordinary ability that allows writers to express their thoughts in the form of meaningful words and of a mental interaction through written messages. Writing skills can help learners to improve their independence, fluency and creativity in writing. Mastery of these skills will make the students communicate better in various ways so that others can understand their ideas.

Writing is producing a sequence of sentences which arranged in a certain order and linked together in a certain way. Therefore, writing becomes a very complex cognitive activity and at the sentence level, the writer should control several aspects that must be considered by the writer to obtain good writing that includes content, organization, word choice or vocabulary, grammatical structure, and mechanics (spelling, capitalization, and punctuation). Besides, in writing, the writer should understand the basic way in writing such as, it consists of a main sentence as the topic and is followed by a series of sentences that support the main sentence.

Furthermore, in writing, the writer also should consider some stages of the writing process. As stated by Harmer (2004), there are four stages in the writing process such as, planning or pre-writing, drafting, revising or editing, and the final version. Planning or pre-writing is the process of developing idea. It means that planning is related to what we are going to write. Drafting is the framework of writing. In drafting, we should make a case and structuring the evidence for that case. Revising or editing is a process of the written form to make a better writing. On the other words, revising or editing is the evaluation stage of the writing process. The last, the final version is the final writing which is ready to be conveyed to the audience or reader.

2.1.3. How Blended Learning Helps Students' Writing Ability

Writing plan is constructed by the researcher and shared with the students as a way of making explicit how the author of the selected text has constructed the text. In this research, the students are given some writing tasks to do and they should download the tasks from one of the social media, and this research uses Facebook. The first task is pre-writing. In this case, the researcher provides pictures and the students are asked to write some appropriate verbs related to the pictures. Then, the students are asked to write some simple sentences about the topic given related to the structure of the text. The second task is re-writing task, this task provides an exercise require in same way, that is re-writing the appropriate capital letters, punctuations, and spellings. Then, the students are

asked to draft their work by continuing their writing related to the structure of the text.

The students' tasks above are provided in the online meeting. Then, they are given a few days to do the tasks at home. All those tasks are discussed inside the classroom on the day of the English subject. It means that the researcher and the students have discussion about the students' works. After that, the students are given to revise or edit their work in that face-to-face meeting, and send the final work to the researcher's Facebook account. Subsequently, the researcher gives the students the writing test through Facebook, so the students should download it and do the test inside the classroom which is given for about sixty minutes to do the test. Then, they have to send it to the researcher's Facebook account.

2.1.4. The Advantages of Blended Learning

Huang, Zhou and Wang (2006) assumed that blended learning has three characteristics. The first is flexibility of providing learning resources. The second is support of learning diversity. As learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen. The third is enrichment of e-learning experience.

Moreover, according to Osguthorpe and Graham (2003), they identified six reasons why one might choose to design or use a blended learning system: (1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost effectiveness, and (6) ease of revision. Graham and Robinson (2007) add three other reasons that encourage people to select the blended learning approach i.e. improved pedagogy, increased access, and flexibility.

Based on the experts above, those are some characteristics of blended learning and also some reasons why we are suggested to apply blended learning. Besides, blended learning has some benefits for teachers and students. According to Al Fiky (2011: 24-26) the benefits of blended learning as follows:

1. Increasing students' interaction and participation.
2. Developing students' learning and performance.

3. Developing independent learners, a source of instant feedback, time saving and motivation to learners.
4. Increasing student learning outcomes and reduce instructional delivery costs.
5. Maximizing classroom space and/or reduce the number of overcrowded classrooms.
6. Reducing paper and photocopying costs. In hybrid courses, all course documents, including syllabi, lecture notes, assignments sheets and other hard copy handouts, are easily accessible to the students on the course web site.

So, we can conclude that blended learning can be used to overcome the students' problems in this modern era. Blended learning is suggested to be applied because it has many benefits for students and also for teachers. Besides, it is intended to help students learn in order to improve their learning performance especially in improving their writing ability.

2.2. Previous Studies

Yunus and Salehi (2012) investigated the students' perceptions on the effectiveness of Facebook groups for teaching and improving writing. An experimental research was conducted to this study. The respondents of this research comprise 43 third year students completing their bachelor's degree in TESL, in the Faculty of Education, University Kebangsaan Malaysia. The students' perceptions were measured through a questionnaire comprising 10 close-ended items and 3 open-ended ones. Respondents were required to participate in a Facebook group created by the researchers. The Facebook group called "Write Out Loud". The findings of this study showed that Facebook group is an effective tool in improving the students' writing ability.

Kestha and Harb (2013), they investigated the effectiveness of using blended learning program on developing Palestinian tenth graders' English writing skill. The respondents of this study consisted of 40 students from Shohadaa' Rafah Basic Schol in Rafah Directorate of Education. The blended learning program was used in teaching the experimental group (20) students, while the traditional method was used with the control one (20) students in the

second term of the school year (2012-2013). The experiment lasted for eight weeks. The findings revealed that there were significant differences in the mean scores of the test in favor of the experimental group. The findings also pointed out that there were statistically significant differences in the participants' achievement level before and after implementing the blended program in favor of the post-application.

Moreover, according to Tananuraksakul (2016), she tested two hypotheses such as blended learning required by an institution can motivate learners extrinsically to learn EFL and it can enhance learners' positive attitudes toward learning EFL. The respondents of this study consisted of 104 participants enrolled in the English Report Writing class. She uploaded all developed teaching materials, which was included course outline, PowerPoint lecture slides and handouts to the e-learning system, so that all of the students could download those materials at anytime and anywhere without printing them. The findings of this study was blended learning can be the best teaching tool for new generation Thais since they appear to relate themselves to social networking such as Facebook better.

Besides, based on Challob, Bakar and Latif (2016), they investigated the effect of collaborative blended learning writing environment on students' writing apprehension and writing performance as perceived by a selected group of EFL students enrolled in one of the international school in Malaysia. A qualitative case study method was employed for the present study. The participants of this study were 12 secondary level ESL male students enrolled in grade 10 in one of the International schools in Malaysia. This study collected data from interviews, observation, and diaries. The result showed that the blended learning approach and collaborative learning gives perceived as effective and trendy approaches in learning writing skills in English. Subsequently, it helped to improve the EFL students' writing ability.

The last was according to Lam, Hew, and Chiu (2018) also had an investigation. They investigated the effectiveness of a blended learning approach on argumentative writing in a Hong Kong secondary school. This study conducted

an experimental research, which three classes of secondary 4 students (16-17 year olds) participated in the 7-week study. The first experimental group (n=22) utilized the blended learning + gamification approach. The second experimental group (n=30) utilized only the blended learning approach. In the control group (n=20), a teacher-led direct-instruction approach on the components of argumentation was employed. This study collected data from students' pre- and post-test written essays, students' online Edmodo postings, and student and teacher interviews. The result showed that blended learning approach was more effective in teaching argumentative essay writing as compared to a teacher-led direct-instruction method.

From all of the research articles, blended learning was an effective approach to help the students to gain their writing ability, especially for secondary school students because the students in secondary level usually use online network for non-educational purposes rather than educational purposes. Thus, in this study, the researcher will conduct an action research about the use of blended learning will help vocational high school students to gain their writing skill.

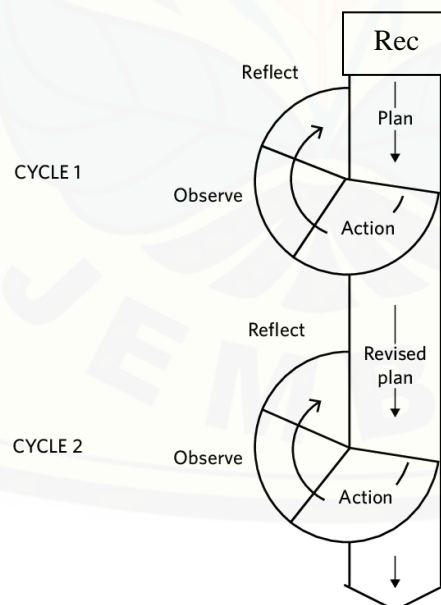
CHAPTER III RESEARCH METHODS

This chapter provides the research methods which are applied in analyzing blended learning in helping vocational high school students gain their writing ability. It consists of research design, research context, research participants, data collection methods, and data analysis method.

3.1. Research Design

In this research, to help vocational high school students to gain their writing ability via blended learning, the researcher used Classroom Action Research design with the cycle model. The cycle model of action research was proposed by Kemmis and McTaggart (1988). It consisted of four steps such as planning, implementing, observing, and reflection. Those four main steps were preceded by reconnaissance or the preliminary study. The diagram of the action research was presented below:

Diagram 3.1: The Cycle Model of Action Research



Note: Rec: Reconnaissance

(Adapted from Kemmis and McTaggart, 1988: 11-14)

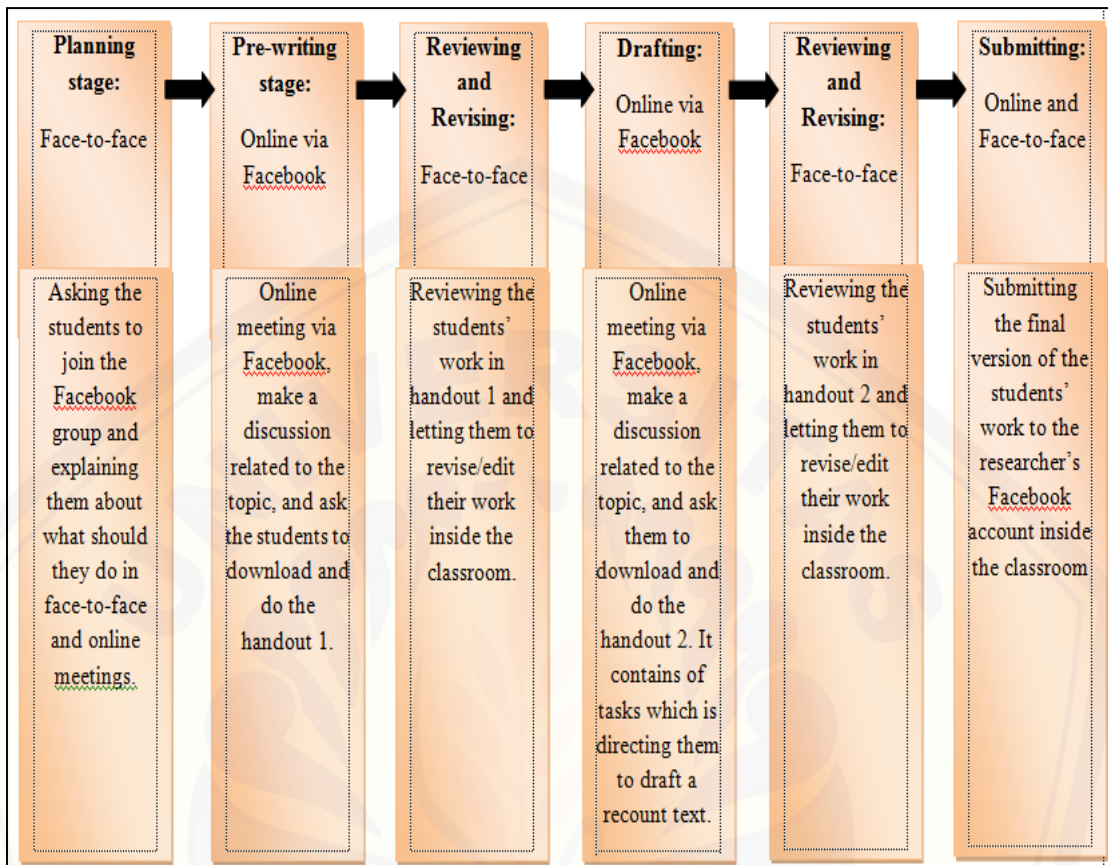
Based on the diagram 3.1 above, before planning the action, the researcher had to conduct reconnaissance or the preliminary study. The preliminary study of this research had been done by interviewing the English teacher of the tenth grade students to get some information about the student's problems in writing and discuss one class to be the place of this study based on the scores of students' writing test of English.

3.1.1. Research Procedure

Step 1 is planning. The first, the researcher prepared one lesson plan for meeting 1 and meeting 2. In planning the lesson plan, the researcher had to adjust the curriculum used in that school. In constructing the lesson plan, the researcher had to identify the learning materials, prepare the learning tasks, media, instruments, and the data collection. Those things should be well-prepared based on the lesson plan. So, based on the explanations above, it could be concluded that planning has a primary goal. The goal or the purpose of planning was to ensure that nothing was left behind which makes the implementation was hampered due to an inappropriate lesson plan and learning instruments.

Step 2 is action. This research conducted directly after planning and preparation had been completed. In implementation, the researcher also had to notice the learning instruments. It means that, the researcher gave the learning instruments to the students in accordance with the written lesson plan. This research was explaining about how to help students gain their writing ability via blended learning. So, the researcher had to ready with the implementation of blended learning. The implementation of blended learning in this research was illustrated as the following figure:

Figure 3.1 The Implementation of Blended Learning



Based on the figure 3.1 above, the researcher had divided the implementation of blended learning in helping students to gain their writing ability.

Step 3 is observation. While implementing the research, it was followed by the observation. It means that the researcher observed the participant based on the actions given through writing tasks. In this step, the researcher implemented actions by uploading some pictures, texts and tasks on Facebook and having discussions with the students. So, it could be regarded as the online meeting. In this case, the researcher did the observation by looking at the active students in the face-to-face and online discussions. After having online meeting, the researcher gave the students times to do the tasks. Then, their works were discussed inside the classroom. So, it can be regarded as the face-to-face meeting.

Step 4 is reflection. Reflection was analyzed from the observations, interviews, the students' process of writing, and the students' product of writing. In this last step, the researcher drew a conclusion to answer the research problem. Besides in this stage, the researcher could make a decision whether Cycle 2 is needed to be continued or not. Also, based on the cycle model above, the researcher planned to conduct this action research for about three weeks.

3.2. Research Context

This research was conducted in one of vocational high schools in Jember. The area of the research was determined by using purposive method. This research was situated at SMKN 5 Jember. It was located on Jl. Brawijaya No. 55, Darungan, Jubung, Sukorambi, Kabupaten Jember, Jawa Timur 68151. Formally, the researcher got the permission from the school principal and the English teachers for conducting this research on April to May, 2019. Besides, for two months, the researcher conducted teaching practicum program in this school. Then, this school had implemented Curriculum 2013 in which "writing a recount text" became one of the basic competencies in the curriculum and English subject was taught only once a week. Moreover, the English teacher never applied the blended learning approach during teaching of writing.

3.3. Research Participants

There were two TKJ classes of the tenth grade. The participants of the research were the students in the TKJ 1 grade students who had problems in writing achievement. It consisted of 36 students of the class. The English teacher said that most of them had the problems in developing their ideas and using variety of vocabularies. The sample of this study was chosen based on the class which has the worst percentage of students for writing score. Besides, the minimum score for writing is 75. In this class, the percentage of students fulfilled the minimum standard for writing score is 52.7% among 100% of students. The purpose of choosing the class of this major was because the students had skills in developing computer system and network. So, it meant that the students in this major had better knowledge about technology. In this case, this research was

expected to be able to help students improve their writing ability via blended learning.

3.4. Data Collection Method

There were three kinds of data collected in the present study: How can blended learning help vocational high school students to gain writing ability?. Data number (1) were collected during the observations which is done by the students during the teaching and learning process of writing. The data number (2) was collected through the students' writing tasks and the students' writing test. The data number (3) was collected through the interview.

3.4.1. Observations

Observations were used to collect data about how blended learning can help vocational high school students to gain their writing ability. The observation was done during the process of the implementation such as doing writing tasks and writing test. During the observation, the researcher made some notes that described how students understood the features of recount text, how students produced their recount text, how students revised their written text to be a good recount text. Observations were conducted in meeting one, two and three.

3.4.2. The Students' Writing Task and Students' Writing Test

To assess the students' writing task and test, the researcher used the analytic scoring rubric of writing in order to know the strengths and weaknesses of the students' writing in each writing aspects. In this study, the researcher used the analytic scoring rubric of writing which is proposed by Cohen (1994: 328). According to Cohen, one of the techniques to assess students' test was using analytic scoring. He added that analytic score assessing five components of the texts covering: content, organization, vocabularies, grammatical structures, and mechanics (capitalization, punctuation, and spelling), (**see Appendix B**). This research applied writing scoring rubric by Cohen because it consisted of complete aspects of writing. It could be concluded that a piece of writing could be seen good or bad by its quality of good writing. Hence, content, organization, vocabulary, grammatical structure, and mechanics were five important aspects to

measure writing quality. The score of the students' writing was gained by the total score in each component divided by the maximum score in the scoring rubric (25) times one hundred (gained score: maximum score x 100).

3.4.3. Interview

By conducting interview to the students after the actions, the researcher can know the students' perceptions on the use of blended learning in teaching writing. This survey was intended to know the students' feelings towards the writing tasks and test. The data were collected by asking the students about their feelings before and after the implementation and compare them toward the writing process. In this study, the researcher conducted interviews to the students in groups of 6.

3.5. Data Analysis Method

There were two kinds of data analysis methods in this research namely quantitatively data analysis and qualitatively data analysis. The researcher obtained the quantitative data by using scoring rubrics to analyze the students' writing tasks and students' writing test. The scoring rubric consisted of form or organization, word choice or vocabulary, content or idea, grammatical structures, and mechanics (capitalization, punctuation, and spelling). Furthermore, the researcher did the observation to obtain the data about what are the obstacles during the implementation of the research and how successful this study to help students gain their writing ability. Then, at the end of a certain period, the students were interviewed about their feelings in gaining writing skill via blended learning as the qualitative data.

3.5.1. Qualitative Data Analysis

Observations and interviews were analyzed as the qualitative data. The researcher did the observations by looking at the interaction between students – students and students – teacher/researcher. The observations were done by having group discussions. In this case, the researcher observed the students' interactions in the online group discussion. Besides, the researcher also observed the students'

interaction inside the classroom while they did the revisions of their work. Moreover, interviews were done at the end of the actions. By having interview, the researcher got the data from the students in order to observe their perceptions before and after having blended learning.

3.5.2. Quantitative Data Analysis

The result of scoring individual students final version of their writing was analyzed quantitatively by counting the percentage of students who achieve the score ≥ 75 (the standard score of writing to be achieved by the students in SMKN 5 Jember). Thus, the students' individual score was computed by using a simple formula which was presented below:

$$\frac{\text{gained score}}{\text{max score}} \times 100$$

Besides, the researcher used descriptive statistics, comprising the following dimension; the percentage of the students who fulfilled the minimum score in order to know whether the class had a good progress or not after teaching and learning process by using this approach. The result was analyzed by using the following formula:

$$\Sigma = \frac{n}{N} \times 100\%$$

Where:

- n = The total number of students passed the standard score
 N = The number of students

(Adopted from Cohen, 2000:326)

If the percentage of students who get ≥ 75 increased at least 75%, the students' writing achievement was considered improving and could solve students' problems in writing. This information was used to determine what should be done (what strategies to use) in order to improve better score of students' writing in the next cycle.

CHAPTER V CONCLUSION

This chapter discusses about the conclusion of this classroom action research and some recommendations to the English teacher and the future researcher.

5.1. Conclusion

Based on the result of the data analysis of the final version of the students' writing recount text, observations during conducting the actions and conducting interviews to the students after the action in Cycle 1, it can be concluded that:

Blended learning approach could help the vocational high school students to gain their writing ability especially in writing recount text. The result showed in the process of pre-writing activity, drafting and developing their ideas, revising their work after getting the feedback from the researcher and the other students in face-to-face meeting, then submitting the final version of their work.

By using blended learning also could improve the tenth grade students' writing score. It was shown by the percentage of the students who achieved the standard score (75) in the pre-action increased from 52.7% to 77.7% in the post-action.

Based on the observations and interviews data, it was revealed that there were many students who actively answered the questions and they shared their understanding about recount text quickly and correctly in online discussions and also in face-to-face meeting. Moreover, the students were happy because blended learning was considered to be able to help them in writing and also considered as modern and trendy approach. These phenomena indicated that the learning atmosphere was comfortable, safe, and non-threatening so that the students felt free to convey their ideas.

Therefore, it proved that blended learning could help the students to gain their writing ability especially in writing recount text so that could make the better changes on the students' score in the teaching and learning process.

5.2. Recommendations

Based on the research results, it is recommended to the English teacher to use blended learning as the alternative way in teaching writing effectively. It is the fact that the result of using blended learning especially through Facebook group discussion which could help the students' to gain their writing ability and the better writing score because blended learning can help the students to convey their ideas by writing comments on Facebook group discussions, doing the tasks and revising their work after getting feedback from the researcher and the other students inside the classroom, and make the students feel easier to develop their ideas to make a better writing.

Furthermore, for the future researchers who have the similar problems or obstacles in the teaching and learning process of writing to use blended learning, since it could help the students easier to convey their ideas by actively giving responses and comments in the online discussions and developing their ideas into a better writing text in face-to-face meetings. Moreover, to conduct the similar research, the future researcher is suggested to prepare the complete instruments before the actions so that there was a pre-test for the writing instruments in conducting blended learning to teach writing based on the theory proposed by Kestha and Harb (2013), perhaps to examine the validity and reliability of the test. It is also suggested to use this research result as an information and reference in conducting the same research by adapting some of the procedures or different research design to make the better changes on the students' writing score.

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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
Helping Vocational High School Students Gain Their Writing Ability Via Blended Learning	How can blended learning help vocational high school students gain their writing ability?	<ol style="list-style-type: none"> 1. Independent Variable: The use of blended learning approach in teaching writing. 2. Dependent Variable: Vocational high school students gain their writing ability. 	<ol style="list-style-type: none"> 1. Teaching writing via blended learning: <ol style="list-style-type: none"> a. Planning/pre-writing. b. Drafting c. Revising/editing. d. The final version. <i>(Harmer, 2004:4)</i> 2. The students' scores of writing test covering: <ol style="list-style-type: none"> a. Content b. Organization c. Vocabularies d. Grammatical structures e. Mechanics <i>(Cohen, 1994: 328)</i> 	<ol style="list-style-type: none"> 1. Research Participant: The tenth grade students majoring in Computer and Network Engineering at SMKN 5 Jember. 2. Informant: The English teacher of the tenth grade students at SMKN 5 Jember. 3. Documents: <ol style="list-style-type: none"> a. The names of the participants. b. The students' previous score of writing test. 	<ol style="list-style-type: none"> 1. Research Design: Classroom Action Research with the cycle model: <ol style="list-style-type: none"> a. Planning b. Action c. Observation d. Reflection <i>(Kemmis and McTaggart, 1988:11-14)</i> 2. Research Area Determination Method: Purposive method. 3. Research Participant: Purposive method 4. Data Collection Method: <ol style="list-style-type: none"> a. Students' writing tasks b. Students' writing test c. Observation d. Interview 5. Data Analysis Method: 	Blended learning can help vocational high school students gain their writing ability.

					<p>a. The students' writing tasks and test scores will be analyzed quantitatively by using the following formula:</p> $\frac{\text{gained score}}{\text{max score}} \times 100$ <p>b. The percentage of the students who fulfilled the minimum score will be analyzed by using the following formula:</p> $\Sigma = \frac{n}{N} \times 100\%$ <p>Notes: Σ = The total number of students who pass the minimum score N = The number of students (Adopted from Cohen, 2000:326)</p>	
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APPENDIX B

Data Instruments

I. The Teacher's Interview Result (Reconnaissance)

No	Questions	Answer
1.	What curriculum is used at SMKN 5 Jember?	We use Curriculum 2013.
2.	How many times is English taught at SMKN 5 Jember?	English is taught once a week for the tenth grade and twice a week for the eleventh and twelfth grade.
3.	What is allocated time in one meeting?	The time allocation in SMKN 5 Jember is 2x45 minutes.
4.	How many classes do you teach?	I teach 2 classes of tenth grade such as X TKJ 1 and X TKJ 2.
5.	What are the students' difficulties in writing a text?	Usually the students have difficulties in developing their ideas because they do not have various of vocabulary to use in developing their ideas.
6.	How do you solve the problems?	To solve the problems, I explain the characteristics of the text first, such as generic structure, the language use of the text and ask them to analyze the text based on my explanation. Besides, when I give an issue to my students to write, but they are not familiar about the topic, so I explain them about the issue first, if they still do not understand, I allow them to search the further information through internet.
7.	Have you ever used a certain approach or technique in teaching writing?	Yes, I have. I usually use conference feedback to my students, while doing their writing task. I move around them then if they have difficulties, they can ask me at that time.
8.	What media do you use for teaching writing?	I do not use certain media to teach writing, but sometimes I use presentation or picture while teaching.
9.	Have you ever used Blended Learning approach to teach writing?	No, I have not, because we have not enough time to do that approach and we still don't have a good internet networking inside the classroom.
10.	Have you ever used Facebook as the media?	No, I have not.

II. The Analytical Scoring Rubric of Writing

Aspects of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak
	2	Poor	Main ideas not clear or accurate, change opinion statement weak
	1	Very Poor	Main ideas not at all clear or accurate, change opinion statement very weak
Organization	5	Excellent	Well-organized and perfectly coherent
	4	Good	Fairly well-organized and generally coherent
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	2	Poor	Ideas disconnected, lacks logical sequencing
	1	Very Poor	No organization, incoherent
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms
	4	Good	Effective choice of words and use of idioms and words forms
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	Poor	Limited range, confused use of words, idioms, and word forms
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms
Grammatical Structures	5	Excellent	No errors. Full control of complex structure
	4	Good	Almost no errors, good control of structure
	3	Average	Some errors, fail control of structure
	2	Poor	Many errors, poor control of structure
	1	Very Poor	Dominated by errors, no control of structure
Mechanics	5	Excellent	Mastery of spelling, punctuation, and capitalization
	4	Good	Few errors in spelling, punctuation, and capitalization
	3	Average	Fair number of spelling, punctuation, and capitalization errors
	2	Poor	Frequent errors in spelling, punctuation, and capitalization
	1	Very Poor	No control over spelling, punctuation, and capitalization

(Adapted from: Cohen, 1994: 328)

III. The Interview Questions for Students

No	Questions
1.	What do you feel before using Blended Learning to learn English?
2.	What do you feel after using Blended Learning to learn English?
3.	Do you find some difficulties during using Blended Learning? What are they?
4.	Do you feel that Blended Learning can help you to improve your writing skill?
5.	Can you think of some ideas for your writing?
6.	Can you put your ideas into writing?
7.	Did you submit the assignments on time?
8.	Are the assignments difficult for you?
9.	Is the test difficult for you?
10.	Are you happy during learning to write in English via Blended Learning?



APPENDIX C

The Percentage of the Tenth Grade Students of the Communication and Network Engineering (TKJ) at SMKN 5 Jember**Achieved the Standard Score (≥ 75) for Writing**

No	Class	The Percentage of students achieved the standard score (≥ 75)
1.	X TKJ 1	52.7%
2.	X TKJ 2	80,5%

APPENDIX D

The Tenth Grade of TKJ Students' Previous Writing Score

No	X TKJ 1		X TKJ 2	
	Students' Initial	Score	Students' Initial	Score
1.	AD	78	AVPIM	78
2.	ABS	68	ASF	79
3.	ASH	79	AIR	70
4.	AM	70	APDF	74
5.	AMS	72	AT	80
6.	BPA	80	ARF	79
7.	CA	78	AAD	79
8.	DAS	74	BNFTP	80
9.	DA	72	BGM	70
10.	DP	79	BPWS	80
11.	ERJ	70	DEF	78
12.	GIRA	80	DAG	79
13.	HRS	78	DRP	79
14.	HAAF	72	DAP	72
15.	HM	79	DN	70
16.	HDNA	79	FAP	79
17.	MFNI	70	HRW	78
18.	MIRW	78	HH	79
19.	MFR	80	KBC	78
20.	MSOB	78	MAAA	78
21.	MAR	70	MNA	80
22.	MAB	68	MKFF	83
23.	MFZH	79	MVAPP	79
24.	MSH	79	MGSP	74
25.	NDP	70	MARJ	79
26.	RAR	72	MCHP	79
27.	RAF	83	MQ	72
28.	RYS	70	MNR	79
29.	RJR	70	MNA	79
30.	RMP	68	MSI	79
31.	RF	80	MW	79
32.	SF	78	RBP	79
33.	SLM	79	ST	79
34.	TAA	74	TAS	80
35.	YHA	79	TU	78
36.	MAA	70	TMF	70
The Percentage of students passing the minimum score (75)	$19/36 \times 100\% = 52.7\%$		$29/36 \times 100\% = 80,5\%$	

APPENDIX E

LESSON PLAN**(Cycle 1)**

School : SMKN 5 Jember
 Class / Semester : X / 2
 Subject : English
 Language Skill : Writing
 Genre : Recount Text
 Main Material : Holiday
 Time Allocation : 3 Meeting (6x45 minutes)

I. CORE COMPETENCE

3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
- 4.a. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian bahasa Inggris.
- b. Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.
- c. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.
- d. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

II. BASIC COMPETENCE

- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai konteks penggunaannya.
- 4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

III. INDICATORS

- 3.7.1 Writing the appropriate action verbs to make a recount text related to the pictures given in pairs.
- 3.7.2 Rewriting the appropriate punctuations and capitalizations based on the recount text in pairs.
- 4.7.1 Writing a simple orientation of recount text in holiday theme correctly.
- 4.7.2 Writing the events of recount text in holiday theme appropriately.
- 4.7.3 Writing an appropriate reorientation of recount text in holiday theme.
- 4.7.4 Making a recount text in holiday theme based on the pictures given correctly.

IV. INSTRUCTIONAL OBJECTIVES

1. Students are expected to be able to write the appropriate action verbs to make a recount text related to the pictures given in pairs.
2. Students are expected to be able to rewrite the appropriate punctuation and capitalization based on the recount text in pairs.
3. Students are expected to be able to write a simple orientation of recount text in holiday theme correctly.
4. Students are expected to be able to write the events of recount text in holiday theme appropriately.
5. Students are expected to be able to write an appropriate reorientation of recount text in holiday theme.
6. Students are expected to be able to make a recount text in holiday theme based on the pictures given correctly.

V. LEARNING MATERIALS

(Enclosed)

VI. LEARNING STRATEGY AND LEARNING METHOD

Approach : Blended learning Approach
 Method : Discovery learning
 Technique : Discussion and individual task

VII. TEACHING LEARNING ACTIVITIES

Meeting 1

(Face-to-face activities)

No	The Teacher's Activities	The Student's Activities	Time
1	Opening: <ul style="list-style-type: none"> • Starting the teaching learning process by greeting and praying. • Checking the student's attendance list. 	Opening: <ul style="list-style-type: none"> • Starting the teaching learning process by responding teacher's greeting and praying. • Raising the hand when the name is called. 	15 minutes
2	Main Activities: <ul style="list-style-type: none"> • Making the Facebook's group. • Asking the students to open their Facebook's accounts and joining the group class which is provided by the teacher. • Ensuring all of the students have joined the Facebook's group. • Telling about the research objective, the materials will be taught and the teaching and learning process. • Explaining the students about what should they do in face-to-face and online meetings. • Making an agreement with the students about the time for having online meeting via Facebook. 	Main Activities: <ul style="list-style-type: none"> • Opening personal account on Facebook and joining the group class which is provided by the teacher. • Paying attention to the teacher's explanations about the research objective, the materials will be taught and the teaching and learning process. • Paying attention to the teacher's explanations about what should do in this teaching and learning process. • Making an agreement with the teacher about the time for having online meeting via Facebook. 	70 minutes
3	Closing: <ul style="list-style-type: none"> • Closing the teaching and learning process by praying and greeting. 	Closing: <ul style="list-style-type: none"> • Praying and responding the teacher's greeting. 	5 minutes

(Online activities)

No	The Teacher's Activities	The Student's Activities	Time
1	Opening: <ul style="list-style-type: none"> Asking the students to open their Facebook's account which is provided by the teacher. 	Opening: <ul style="list-style-type: none"> Opening personal account on Facebook which is provided by the teacher. 	10 minutes
2	Main Activities: A. Observing <ul style="list-style-type: none"> Uploading the learning materials in the form of pictures about holiday. Asking the students to pay attention to the pictures given. 	Main Activities: A. Observing <ul style="list-style-type: none"> Downloading the learning materials in the form of pictures about holiday. Paying attention to the pictures given. 	10 minutes
	B. Questioning <ul style="list-style-type: none"> Guiding the students to ask about the text given. 	B. Questioning <ul style="list-style-type: none"> Asking about the text given. The example of question: - What should we do with these pictures? 	5 minutes
	C. Exploring <ul style="list-style-type: none"> Asking the students to write the appropriate action verbs to make a recount text related to the pictures given. 	C. Exploring <ul style="list-style-type: none"> Writing the appropriate action verbs to make a recount text related to the pictures given. 	15 minutes
	D. Associating <ul style="list-style-type: none"> Asking the students to write a simple orientation of recount text in holiday theme individually. 	D. Associating <ul style="list-style-type: none"> Writing a simple orientation of recount text in holiday theme individually. 	35 minutes
	E. Communicating <ul style="list-style-type: none"> Asking the students to send their works on the Facebook group. 	E. Communicating <ul style="list-style-type: none"> Sending the work on the Facebook group. 	5 minutes
3	Closing: <ul style="list-style-type: none"> Guiding the students to conclude the materials have been taught. 	Closing: <ul style="list-style-type: none"> Concluding the materials have been taught. 	10 minutes

Meeting 2

(Face-to-face activities)

No	The Teacher's Activities	The Student's Activities	Time
1	Opening: <ul style="list-style-type: none"> Starting the teaching learning process by greeting and praying. Checking the student's attendance list. Asking the students to open the Facebook's group. 	Opening: <ul style="list-style-type: none"> Starting the teaching learning process by responding teacher's greeting and praying. Raising the hand when the name is called. 	15 minutes
2	Main Activities: A. Observing <ul style="list-style-type: none"> Asking the students to open their works. 	Main Activities: A. Observing <ul style="list-style-type: none"> Opening the work has been done in first online meeting. 	5 minutes
	B. Questioning <ul style="list-style-type: none"> Guiding the students to ask about the task given. 	B. Questioning <ul style="list-style-type: none"> Asking about the task given. The example of question: - What should we do with our 	5 minutes

		work?	
	C. Exploring	C. Exploring	15 minutes
	<ul style="list-style-type: none"> Asking the students about their difficulties in doing the task. 	<ul style="list-style-type: none"> Telling the difficulties in doing the task to the teacher. 	
	D. Associating	D. Associating	35 minutes
	<ul style="list-style-type: none"> Letting the students to revise their work if it is necessary. 	<ul style="list-style-type: none"> Revising the work if it is necessary. 	
	E. Communicating	E. Communicating	5 minutes
	<ul style="list-style-type: none"> Guiding the students to discuss the result of their works. 	<ul style="list-style-type: none"> Discussing the result of the works with friends and teacher. 	
3	Closing:	Closing:	10 minutes
	<ul style="list-style-type: none"> Guiding the students to conclude the materials have been taught. Closing the teaching and learning process by praying and greeting. 	<ul style="list-style-type: none"> Concluding the materials have been taught. Praying and responding the teacher's greeting. 	

(Online activities)

No	The Teacher's Activities	The Student's Activities	Time
1	Opening:	Opening:	10 minutes
	<ul style="list-style-type: none"> Asking the students to open their Facebook account which is provided by the teacher. 	<ul style="list-style-type: none"> Opening personal account on Facebook which is provided by the teacher. 	
2	Main Activities:	Main Activities:	10 minutes
	A. Observing	A. Observing	
	<ul style="list-style-type: none"> Uploading the learning materials in the form of pictures about holiday. Asking the students to pay attention to the pictures given. 	<ul style="list-style-type: none"> Downloading the learning materials in the form of pictures about holiday. Paying attention to the pictures given. 	
	B. Questioning	B. Questioning	5 minutes
	<ul style="list-style-type: none"> Guiding the students to ask about the text given. 	<ul style="list-style-type: none"> Asking about the text given. The example of question: - What should we do with this text? 	
	C. Exploring	C. Exploring	15 minutes
	<ul style="list-style-type: none"> Asking the students to rewrite the appropriate punctuations and capitalizations based on the recount text given in pairs. 	<ul style="list-style-type: none"> Rewriting the appropriate punctuations and capitalizations based on the recount text given in pairs. 	
	D. Associating	D. Associating	40 minutes
	<ul style="list-style-type: none"> Asking the students to write the events of recount text in the holiday theme individually. Asking the students to write the reorientation of recount text in the holiday theme individually. 	<ul style="list-style-type: none"> Writing the events of recount text in holiday theme individually. Writing an appropriate reorientation of recount text in the holiday theme individually. 	
	E. Communicating	E. Communicating	5 minutes
	<ul style="list-style-type: none"> Asking the students to send their works on the Facebook group. 	<ul style="list-style-type: none"> Sending the work on the Facebook group. 	
3	Closing:	Closing:	5 minutes
	<ul style="list-style-type: none"> Guiding the students to conclude the materials have been taught. 	<ul style="list-style-type: none"> Concluding the materials have been taught. 	

Meeting 3

No	The Teacher's Activities	The Student's Activities	Time
1	Opening: <ul style="list-style-type: none"> Starting the teaching learning process by greeting and praying. Checking the student's attendance list. Asking the students to open the Facebook's group. 	Opening: <ul style="list-style-type: none"> Starting the teaching learning process by responding teacher's greeting and praying. Raising the hand when the name is called. 	15 minutes
2	Main Activities: A. Observing <ul style="list-style-type: none"> Asking the students to open their works. 	Main Activities: A. Observing <ul style="list-style-type: none"> Opening the work has been done in second online meeting. 	5 minutes
	B. Questioning <ul style="list-style-type: none"> Guiding the students to ask about the task given. 	B. Questioning <ul style="list-style-type: none"> Asking about the task given. The example of question: - What should we do with our work? 	5 minutes
	C. Exploring <ul style="list-style-type: none"> Asking the students about their difficulties in doing the task. 	C. Exploring <ul style="list-style-type: none"> Telling the difficulties in doing the task to the teacher. 	15 minutes
	D. Associating <ul style="list-style-type: none"> Letting the students to revise their work if it is necessary. 	D. Associating <ul style="list-style-type: none"> Revising the work if it is necessary. 	35 minutes
	E. Communicating <ul style="list-style-type: none"> Guiding the students to discuss the result of their works. 	E. Communicating <ul style="list-style-type: none"> Discussing the result of the works with friends and teacher. 	5 minutes
3	Closing: <ul style="list-style-type: none"> Guiding the students to conclude the materials have been taught. Closing the teaching and learning process by praying and greeting. 	Closing: <ul style="list-style-type: none"> Concluding the materials have been taught. Praying and responding the teacher's greeting. 	10 minutes

Meeting 4

(Face-to-face activities: Writing Test)

No	The Teacher's Activities	The Student's Activities	Time
1	Opening: <ul style="list-style-type: none"> Starting the teaching learning process by greeting and praying. Checking the student's attendance list. Asking the students to open the Facebook's group which is provided by the teacher. 	Opening: <ul style="list-style-type: none"> Starting the teaching learning process by responding teacher's greeting and praying. Raising the hand when the name is called. Opening the Facebook's group which is provided by the teacher. 	10 minutes
2	Main Activities: A. Observing <ul style="list-style-type: none"> Uploading the test materials in the form of pictures about holiday. Asking the students to pay attention to the pictures given. 	Main Activities: A. Observing <ul style="list-style-type: none"> Downloading the test materials in the form of pictures about holiday. Paying attention to the pictures given. 	5 minutes

	B. Questioning <ul style="list-style-type: none"> Guiding the students to ask about the pictures given. 	B. Questioning <ul style="list-style-type: none"> Asking about the pictures given. The example of question: <ul style="list-style-type: none"> What should we do with these pictures? 	3 minutes
	C. Exploring <ul style="list-style-type: none"> Asking the students to pay attention to the pictures and letting them to take some notes about the pictures given. 	C. Exploring <ul style="list-style-type: none"> Paying attention to the pictures and taking some notes about the pictures given. 	5 minutes
	D. Associating <ul style="list-style-type: none"> Asking the students to make a complete recount text about holiday based on the pictures given. 	D. Associating <ul style="list-style-type: none"> Making a complete recount text about holiday based on pictures given by the teacher. 	60 minutes
	E. Communicating <ul style="list-style-type: none"> Asking the students to send their works to the teacher's Facebook account. 	E. Communicating <ul style="list-style-type: none"> Sending the work to the teacher's Facebook account. 	2 minutes
3	Closing: <ul style="list-style-type: none"> Guiding the students to conclude the materials have been taught. Closing the teaching and learning process by praying and greeting. 	Closing: <ul style="list-style-type: none"> Concluding the materials have been taught. Praying and responding the teacher's greeting. 	5 minutes

VIII. MEDIA AND SOURCES

Media :Pictures, LCD, laptop, online text, and internet network.

Sources :Internet(<http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>)

IX. EVALUATION

A. Process Evaluation

(Meeting 1)

Instruments: Task 1 and Task 2(See handout 1)

Task 1: Look at the pictures carefully. Write the appropriate action verbs will be used based on the pictures to make a good recount text! (Min. 10 action verbs)

Task 2: Write a simple orientation of recount text based on your experience by using your own words!

(Meeting 2)

Instruments: Task 3, 4, and 5(See handout 2)

Task 3: Write the appropriate punctuations and capitalizations in the following text!

Task 4: Write the events of recount text based on your own experience!

Task 5: Write the reorientation based on the events based on the events you have written!

B. Product Evaluation

(Meeting 4)

Instruments: Writing Test 1

Test 1: Look at the pictures carefully. Write a recount text based on the pictures above by using your own words! (Min. 100 words)

Students' Writing Drafts Evaluation

- Instrument: The students' writing drafts

The Analytical Scoring Rubric of Writing

Aspects of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak
	2	Poor	Main ideas not clear or accurate, change opinion statement weak
	1	Very Poor	Main ideas not at all clear or accurate, change opinion statement very weak
Organization	5	Excellent	Well-organized and perfectly coherent
	4	Good	Fairly well-organized and generally coherent
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	2	Poor	Ideas disconnected, lacks logical sequencing
	1	Very Poor	No organization, incoherent
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms
	4	Good	Effective choice of words and use of idioms and words forms
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	Poor	Limited range, confused use of words, idioms, and word forms
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms
Grammatical Structures	5	Excellent	No errors. Full control of complex structure
	4	Good	Almost no errors, good control of structure
	3	Average	Some errors, fail control of structure
	2	Poor	Many errors, poor control of structure
	1	Very Poor	Dominated by errors, no control of structure
Mechanics	5	Excellent	Mastery of spelling, punctuation, and capitalization
	4	Good	Few errors in spelling, punctuation, and capitalization
	3	Average	Fair number of spelling, punctuation, and capitalization errors
	2	Poor	Frequent errors in spelling, punctuation, and capitalization
	1	Very Poor	No control over spelling, punctuation, and capitalization

(Adapted from: Cohen, 1994: 328)

The English Teacher,
Nanda ZulfaLailiyah, S. Pd
NIP. -

Jember,..... 2019

The Researcher,
Dania AsriRahmadani
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Enclosure



Beautiful Day at Jogja

Orientation : Last week, my friends and I went to Jogja. We visited many places.

Events : First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited GembiraLoka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. we looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

Re-orientation : For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.

Recount Text:






1. Definition
Recount text is a text which retells events or experiences in the past.
2. Generic Structure
 - a. Orientation: It gives the readers the background information needed to understand the text, such who was involved, where it happened, and when it happened.
 - b. Events: A series of events, ordered in a chronological sequence.
 - c. Re-orientation: A personal comment about the event or what happened in the end.
3. Language Features
 - a. Using simple past tense
 - b. Using temporal sequence, e.g. On Saturday, On Monday, On Sunday, etc.
 - c. Focus on the specific participant, e.g. I (the writer).
 - d. Using action verbs, e.g. went, stayed, traveled, etc.
4. Social Function
Its goal is entertaining or informing the reader.

(Handout 1)

Activity 1

Task 1: (KD 3)

- I. Look at the pictures carefully. Write the appropriate action verbs will be used based on the pictures to make a good recount text! (Min. 10 action verbs)

NO.	NAME OF LOCATION	PICTURES
1	Batu City	
2	Jawa Timur Park 1	
3	Selecta	
4	BaksoArief	
5	Batu Secret Zoo	

Possible Answer Key:

- | | |
|------------|------------|
| 1. Went | 6. Entered |
| 2. Visited | 7. Ate |
| 3. Bought | 8. Found |
| 4. Took | 9. Tried |
| 5. Played | 10. Felt |

Assessment
(Core Competence 3 - Knowledge)

A. Determination of Score Problem I

The correct answer for each problem is given score 10 and the wrong answer is given score 0.

$$\text{Score Determination} = \text{The Number of the Correct Answers} \times 10$$

B. Final Score Determination

$$\text{Final Score Determination} = \text{Obtaining Score Problem I}$$

C. Criteria Pass

Passing Score (KKM) at least is 75

Activity 2

Task 2: (KD 4)

II. Write a simple orientation of recount text based on your experience by using your own words!**Assessment
(Core Competence 4 - Skill)**

Table 1: Writing Scoring Rubric

Aspects of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak
	2	Poor	Main ideas not clear or accurate, change opinion statement weak
	1	Very Poor	Main ideas not at all clear or accurate, change opinion statement very weak
Organization	5	Excellent	Well-organized and perfectly coherent
	4	Good	Fairly well-organized and generally coherent
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
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	4	Good	Effective choice of words and use of idioms and words forms
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	Poor	Limited range, confused use of words, idioms, and word forms
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms
Grammatical Structures	5	Excellent	No errors. Full control of complex structure
	4	Good	Almost no errors, good control of structure
	3	Average	Some errors, fail control of structure
	2	Poor	Many errors, poor control of structure
	1	Very Poor	Dominated by errors, no control of structure
Mechanics	5	Excellent	Mastery of spelling, punctuation, and capitalization
	4	Good	Few errors in spelling, punctuation, and capitalization
	3	Average	Fair number of spelling, punctuation, and capitalization errors
	2	Poor	Frequent errors in spelling, punctuation, and capitalization
	1	Very Poor	No control over spelling, punctuation, and capitalization

(Adapted from: Cohen, 1994: 328)

Handout 2

(Activity 3)

Task 3: (KD 3)

III. Write the appropriate punctuations and capitalizations in the following text!
visiting way kambas

yesterday my family and i went to way kambas national park to see the elephants and rhinos conserved there. waykambas national park was a national park which used as elephant and rhino sanctuary located in labuhanratu district east lampunglampungindonesia.

when we got there we saw some elephant performances such as playing football sitting greeting the visitors and other entertaining performances.unfortunately we could not see the sumatran rhinoceros because visitors must have a special permit in advance to see them. visitors or ordinary tourists could not see the sumatran rhino s natural breeding.in the afternoon we saw some animals which were being fed.

when we returned home we were tired but we were happy because we had so much fun in way kambas.

Answer Key:**Visiting Way Kambas**

Yesterday my family and I went to Way Kambas National Park to see the elephants and rhinos conserved there. Way Kambas National Park was a national park which used as elephant and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia.

When we got there, we saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourists could not see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed.

When we returned home we were tired but we were happy because we had so much fun in Way Kambas.

Assessment**(Core Competence 3 - Knowledge)****A. Determination of Score Problem I**

The correct answer for each problem is given score 2,6 and the wrong answer is given score 0.

$$\text{ScoreDetermination} = \text{TheNumberoftheCorrectAnswers} \times 2,6$$

B. Final Score Determination

$$\text{FinalScoreDetermination} = \text{ObtainingScoreProblemI}$$

C. Criteria Pass

Passing Score (KKM) at least is 75

Activity 4

Task 4: (KD 4)

IV. Write the events of recount text based on your own experience!

Activity 5

Task 5: (KD 4)

V. Write the reorientation based on the events based on the events you have written!

**Assessment
(Core Competence 4 - Skill)**

Table 1: Writing Scoring Rubric

Aspects of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak
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	1	Very Poor	No organization, incoherent
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	3	Average	Fair number of spelling, punctuation, and capitalization errors
	2	Poor	Frequent errors in spelling, punctuation, and capitalization
	1	Very Poor	No control over spelling, punctuation, and capitalization


(Adapted from: Cohen, 1994: 328)

Activity 6

Writing Test 1: (KD 4)

- I. Look at the pictures carefully. Write a recount text based on the pictures above by using your own words!(Min. 100 words)
- II. Write an appropriate title for your recount text based on the pictures!

“Going to Pandawa Beach”

NO.	NAME OF LOCATION	PICTURES
1	Pandawa Beach	
2	Banana Boat	
3	Sand Castle	
4	OmahNdeso Restaurant	
5	Inna Bali Hotel	

**Assessment
(Core Competence 4 - Skill)**

Table 1: Writing Scoring Rubric

Aspects of Writing	Range	Score	Criterion
Content	5	Excellent	Main ideas stated clearly and accurately, change opinion very clear
	4	Good	Main ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main ideas somewhat unclear or inaccurate, change opinion statement somewhat weak
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	4	Good	Few errors in spelling, punctuation, and capitalization
	3	Average	Fair number of spelling, punctuation, and capitalization errors
	2	Poor	Frequent errors in spelling, punctuation, and capitalization
	1	Very Poor	No control over spelling, punctuation, and capitalization

(Adapted from: Cohen, 1994: 328)

APPENDIX F

The Online Group Discussion through Facebook

Facebook group post titled "Beautiful Day at Jogja" by Dania Asri Rahmadani, dated 24 April. The post includes a text description of a trip to Jogja and several photos of a beach and a night scene. The post has 13 likes and 136 comments. A comment from Dania Asri Rahmadani says: "Look at the first picture! There are 4 pictures, right".

A list of comments from the Facebook group. Comments include:

- Rio Javier: "about holidays"
- Dania Asri Rahmadani: "Yes, you're right."
- Dania Asri Rahmadani: "Do you like holiday?"
- Berliana Putri Anastasya: "really really like it"
- Muhammad Syahrul Habibi: "everyone likes holidays"
- Sfebri Muhammad Syahrul Habibi: "Yes, you are right"
- Dania Asri Rahmadani: "Great, so do I. So, what do you usually do in holiday?"
- David Arrozaqi: "I like holidays with family"
- Sfebri Sleep: "Sleep"
- Dania Asri Rahmadani: "Where do you usually go for holiday?"

A thread of messages in the Facebook group:

- Alif Abdilla: "my family"
- David Arrozaqi Beach: "Beach"
- Dania Asri Rahmadani: "Going to the beach? What is the name of beach?"
- Ahmad Syarif Go to beach: "Go to beach"
- Fariz Tuner: "I don't like holidays, like to hang out at night and drink coffee"
- David Arrozaqi Papuma: "Papuma"
- Qiya Dania Asri Rahmadani papuma mis: "papuma mis"
- Dania Asri Rahmadani Fariz Tuner oh I see: "oh I see"

A thread of messages in the Facebook group:

- Hilda Dyah Nurli Arifah Dania Asri Rahmadani payangan beach: "payangan beach"
- Dania Asri Rahmadani Papuma? Payangan? Great!: "Papuma? Payangan? Great!"
- Hani Retno Susanti Cycling: "Cycling"
- Dania Asri Rahmadani Rio Javier Woww: "Woww"
- Ahmad Syarif you really have it: "you really have it"
- Dania Asri Rahmadani Hani Retno Susanti Nice!: "Nice!"
- Dania Asri Rahmadani Have you ever gone to the museum?: "Have you ever gone to the museum?"

A thread of messages in the Facebook group:

- Ahmad Syarif Dania Asri Rahmadani have been to the museum: "have been to the museum"

X TKJ 1 SMKN 5 Jember 2019
Grup tertutup

Tentang

Diskusi

Obrolan

Anggota

Acara

Foto

File

Moderasi Grup

Kualitas Grup

Cari di grup ini

Pintasan

X TKJ 1 SMKN 5 Jember 2019

Dania Asri Rahmadani Ahmad Syarif You have to go to some museums because it's wonderful and it will give you knowledge
Suka · Balas · 7m

Mhmd Alghifari Dania Asri Rahmadani Oh of course, because by looking at the beach I feel calm
Suka · Balas · 7m

Dania Asri Rahmadani Rio Javier How many times you go there?
Suka · Balas · 7m

Ahmad Sya Rabu, 24 April 2019 pada 19.56
Suka · Balas · 7m

Mhmd Alghifari Ahmad Syarif Don't drink coffee too often, go to the museum, because life is not just looking for inspiration but requires extensive knowledge
Suka · Balas · 7m

Fariz Tuner when the brain needs inspiration, let's drink coffee
Suka · Balas · 7m

Dania Asri Rahmadani Mhmd Alghifari Excellent! I agree with you boy
Suka · Balas · 7m

X TKJ 1 SMKN 5 Jember 2019
Grup tertutup

Tentang

Diskusi

Obrolan

Anggota

Acara

Foto

File

Moderasi Grup

Kualitas Grup

Cari di grup ini

Pintasan

X TKJ 1 SMKN 5 Jember 2019

Dania Asri Rahmadani Rabu, 24 April 2019 pada 20.01 second picture!
Suka · Balas · 7m

Dania Asri Rahmadani Can you see the example of text class?
Suka · Balas · 7m

Dania Asri Rahmadani What is the text about?
Suka · Balas · 7m

Dania Asri Rahmadani Please look at the example of text entitled Beautiful Day at Jogja
Suka · Balas · 7m

Dania Asri Rahmadani How about this text?

Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis Beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blow across to us. We also saw a lot of people in that beach. There were many kinds of seagulls flying in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Grambling Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Maliboro. We really enjoyed it, and I hope I could visit Jogja again.

Suka · Balas · 7m

Dania Asri Rahmadani Class, what kind of text is it?

X TKJ 1 SMKN 5 Jember 2019
Grup tertutup

Tentang

Diskusi

Obrolan

Anggota

Acara

Foto

File

Moderasi Grup

Kualitas Grup

Cari di grup ini

Pintasan

X TKJ 1 SMKN 5 Jember 2019

Hani Retno Susanti Recount text
Suka · Balas · 7m

Dania Asri Rahmadani Hani Retno Susanti great!
Suka · Balas · 7m

Daffa Afifi F Rabu, 24 April 2019 pada 20.15
Suka · Balas · 7m

Dania Asri Rahmadani So, what do you know about recount text?
Suka · Balas · 7m

Daffa Afifi Maybe, text that tells of events in the past?
Suka · Balas · 7m

Dania Asri Rahmadani Daffa Afifi Yeah, you're right!
Suka · Balas · 7m

Hani Retno Susanti Recount text is text that tells experience
Suka · Balas · 7m

Dania Asri Rahmadani Hani Retno Susanti Almost right! Recount text is a text which telling about past experience.
Suka · Balas · 7m · Diedit

X TKJ 1 SMKN 5 Jember 2019
Grup tertutup

Tentang

Diskusi

Obrolan

Anggota

Acara

Foto

File

Moderasi Grup

Kualitas Grup

Cari di grup ini

Pintasan

X TKJ 1 SMKN 5 Jember 2019

Dania Asri Rahmadani Class, do you know the generic structure of recount text?
Suka · Balas · 7m

Hani Retno Susanti Generic structure of recount text is orientation, event, reorientation
Suka · Balas · 7m

Dania Asri Rahmadani Hani Retno Susanti Excellent! There are 3 generic structures of recount text
Suka · Balas · 7m

Dania Asri Rahmadani How about language features?
Suka · Balas · 7m

Dania Asri Rahmadani Is there anyone of you know?
Suka · Balas · 7m

Hani Retno Susanti Recount text using verb 2
Suka · Balas · 7m

Dania Asri Rahmadani That's right! Any else?
Suka · Balas · 7m

Hani Retno Susanti Is it true, miss??
Suka · Balas · 7m

Dania Asri Rahmadani Hani Retno Susanti Yes

X TKJ 1 SMKN 5 Jember 2019
Grup tertutup

Tentang

Diskusi

Alif Abdillah Sorry to bother miss, but is there any task do we have to do?
Suka · Balas · 7m

Dania Asri Rahmadani Alif Abdillah Yes, I will upload the task after this discussion
Suka · Balas · 7m

The screenshot displays a Facebook group interface for 'X TKJ 1 SMKN 5 Jember 2019'. The group is closed and has a sidebar menu with options like 'Diskusi', 'Obrolan', and 'Anggota'. The main content area shows a post from 'Dania Asri Rahmadani' dated April 24, 2019, at 20:38. She uploaded a document titled 'Handout 1.docx'. Below the post, there are several comments from group members, including 'Alif Abdillah', 'Dania Asri Rahmadani', 'Mhmd Alg...', 'Rayza Arris', 'Dania Asri Rahmadani', 'Sfebbri Thanks', 'Adhi Frexy', 'Giovani Ilham', and 'Faiz Fzh'. The interface includes a search bar, a search button, and a list of shortcuts at the bottom of the sidebar.

X TKJ 1 SMKN 5 Jember 2019
Grup tertutup

Tentang

Diskusi

Obrolan

Anggota

Acara

Foto

File

Moderasi Grup

Kualitas Grup

Cari di grup ini

Pintasan

X TKJ 1 SMKN 5 Jember...

Dania Asri Rahmadani mengunggah file.
24 April · Tambahkan Topik

24/04/19 20:38
Handout 1.docx
Dokumen

Faiz Fzh, Aditian Bima Saputra dan 9 lainnya · 19 Komentar · 32 kali dilihat

Suka · Komentari

Dania Asri Rahmadani In this handout, I provide 2 tasks. The first is, you have to write the appropriate action verbs related to the pictures! The second task is, you have to write an orientation of recount text about your own holiday experience! Please, do it by yourself! Don't cheat! I will know if you're cheating because everybody has their own holiday experience.
Suka · Balas · 12m

Dania Asri Rahmadani Do you understand, class?
Suka · Balas · 12m

Dania Asri Rahmadani Please tell me if you have some questions.
Suka · Balas · 12m

Dania Asri Rahmadani DONT FORGET! You have to submit your work individually by sending it to my Facebook account (In Inbox), and max submission is on Saturday night (12 P.M)
Suka · Balas · 12m

Alif Abdillah Understood
Suka · Balas · 12m

Dania Asri Rahmadani Great! Good Luck!
Suka · Balas · 12m

Mhmd Alg... Rabu, 24 April 2019 pada 20:54
Suka · Balas · 12m

Rayza Arris understand
Suka · Balas · 12m

Dania Asri Rahmadani Nice! Good luck guys!
Suka · Balas · 12m

Sfebbri Thanks
Suka · Balas · 12m

Adhi Frexy Thanks miss
Suka · Balas · 12m

Giovani Ilham Thanks
Suka · Balas · 12m

Faiz Fzh thank you miss
Suka · Balas · 12m

APPENDIX G

The Sample Result of the Student's Writing Activity 1

(Handout 1)





Name/Number : AMS / 05

Activity 1

Task 1: (KD 3)

Total Score
= (100+80)/2 = 90

I. Look at the pictures carefully. Write the appropriate action verbs will be used based on the pictures to make a good recount text! (Min. 10 action verbs)

NO.	NAME OF LOCATION	PICTURES
1	Batu City	
2	Jawa Timur Park 1	
3	Selecta	
5	Batu Secret Zoo	

Answers:

1. Went, drove ✓
2. Visited, paid ✓
3. Saw, picked ✓
4. Ate, drank ✓
5. Fed, played ✓

SCORE TASK 1
= 100

Activity 2

Task 2: (KD 4)

II. Write a simple orientation of recount text based on your experience by using your own words!

Answers:

It needs a punctuation (comma)

It should be "My family and I"

Visited Sea World

When I was kid I was invited to go on vacation with my family. Me and my family visited one of beautiful place namely "sea world ancol" in Jakarta. It was located in North Jakarta.

It should be "one of beautiful places", because it is plural.

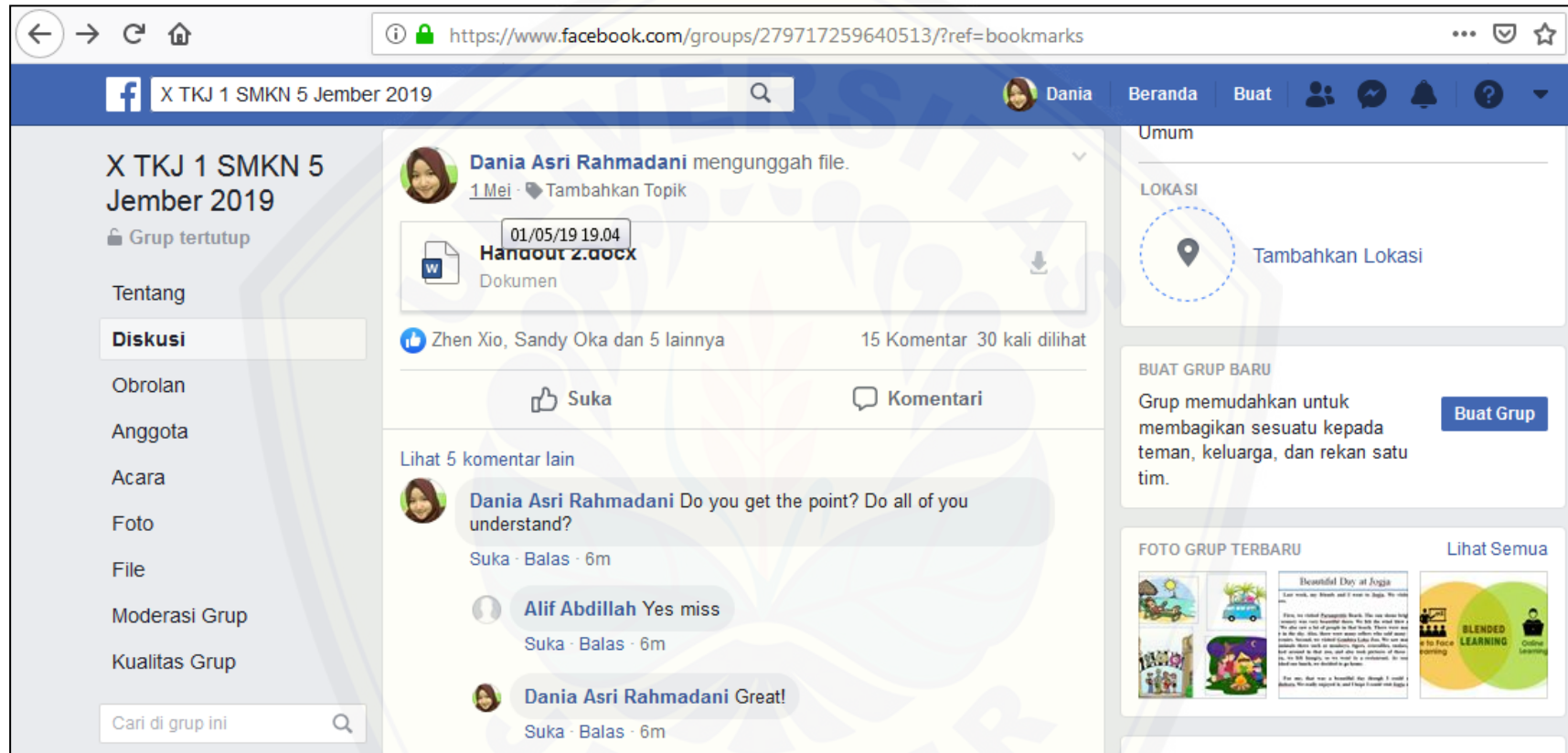
It should be written in capital because it is the name of place. It should be "Sea World Ancol"

Content	= 5
Organization	= 4
Vocabulary	= 4
Grammar	= 4
Mechanics	= 3

SCORE TASK 2
= 20/25x100
= 80

APPENDIX H

The Second Distribution of the Students' Writing Activity through Facebook



APPENDIX I

The Sample Result of the Student's Writing Activity 2

(Handout 2)

<p>Name / Number : AMS / 05</p> <p>(Activity 3)</p> <p>Task 3: (KD 3)</p> <p>III. Write the appropriate punctuations and capitalizations in the following text!</p> <p style="text-align: center;"><u>visiting way kambas</u></p> <p><u>yesterday</u> my family and i went to way <u>kambas</u> national park to see the elephants and rhinos conserved there. <u>waykambas</u> national park was a national park which used as elephant and rhino sanctuary located in <u>labuhanratu</u> district east <u>lampung lampung indonesia</u>.</p> <p><u>when</u> we got there we saw some elephant performances such as playing football sitting greeting the visitors and other entertaining performances.unfortunately we could not see the <u>sumatran</u> rhinoceros because visitors must have a special permit in advance to see them. <u>visitors</u> or ordinary tourists could not see the <u>sumatran</u> rhino s natural breeding.in the afternoon we saw some animals which were being fed.</p> <p><u>when</u> we returned home we were tired but we were happy because we had so much fun in <u>way kambas</u>.</p>	<table border="1" style="margin: auto;"> <tr> <td>Total Score</td> </tr> <tr> <td>= (96+80+76)/3</td> </tr> <tr> <td>= 84</td> </tr> </table>	Total Score	= (96+80+76)/3	= 84
Total Score				
= (96+80+76)/3				
= 84				

Answers:

(V)isiting (W)ay (K)ambas

(Y)esterday my family and (I) went to (W)ay (K)ambas (N)ational (P)ark to see the elephants and rhinos conserved there. (W)ay (K)ambas (N)ational (P)ark was a national park which used as elephant and rhino sanctuary located in (L)abuhan (R)atu (D)istrict, (E)ast (L)ampung, (L)ampung, (I)ndonesia.

(W)hen we got there, we saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. (U)nfortunately, we could not see the (S)umatran rhinoceros because visitors must have a special permit in advance to see them. (V)isitors or ordinary tourists could not see the (S)umatran rhino's natural breeding. (I)n the afternoon we saw some animals which were being fed.

(W)hen we returned home we were tired but we were happy because we had so much fun in (W)ay (K)ambas.

Miss the comma!

Score Task 3 = 37 x 2,6 = 96
--

Activity 4

Task 4: (KD 4)

IV. Write the events of recount text based on your own experience!

Answers:

The first, I saw all sorts of sea fish and animal under water. There was turtles, sharks, and beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit.

Then, I watched the performance of sea animals. Me and my family was in a big outdoor swimming pool. There was two dolphins and two sea lions, and they did some fantastic actions in the water. After that, I had lunch in one of the restaurant there.

Annotations:

- it should use "were", because it refers to plural
- it should use "were", because it refers to plural
- it should be "My family and I"
- it should be "one of restaurants", using "s", because it is plural.

Content	= 5
Organization	= 4
Vocabulary	= 4
Grammar	= 3
Mechanics	= 4

Score Task 4
= 20/25x100
= 80

Activity 5

Task 5: (KD 4)

V. Write the reorientation based on the events based on the events you have written!

Answers:

That was the most beautiful experience I ever had. I wish I can went there with my family for once again.

Annotations:

- I should be followed by "had". So, it should be "I had ever had"
- Auxiliary should be followed by verb I.

Content	= 4
Organization	= 4
Vocabulary	= 3
Grammar	= 3
Mechanics	= 5

Score Task 5
= 19/25x100 =
76

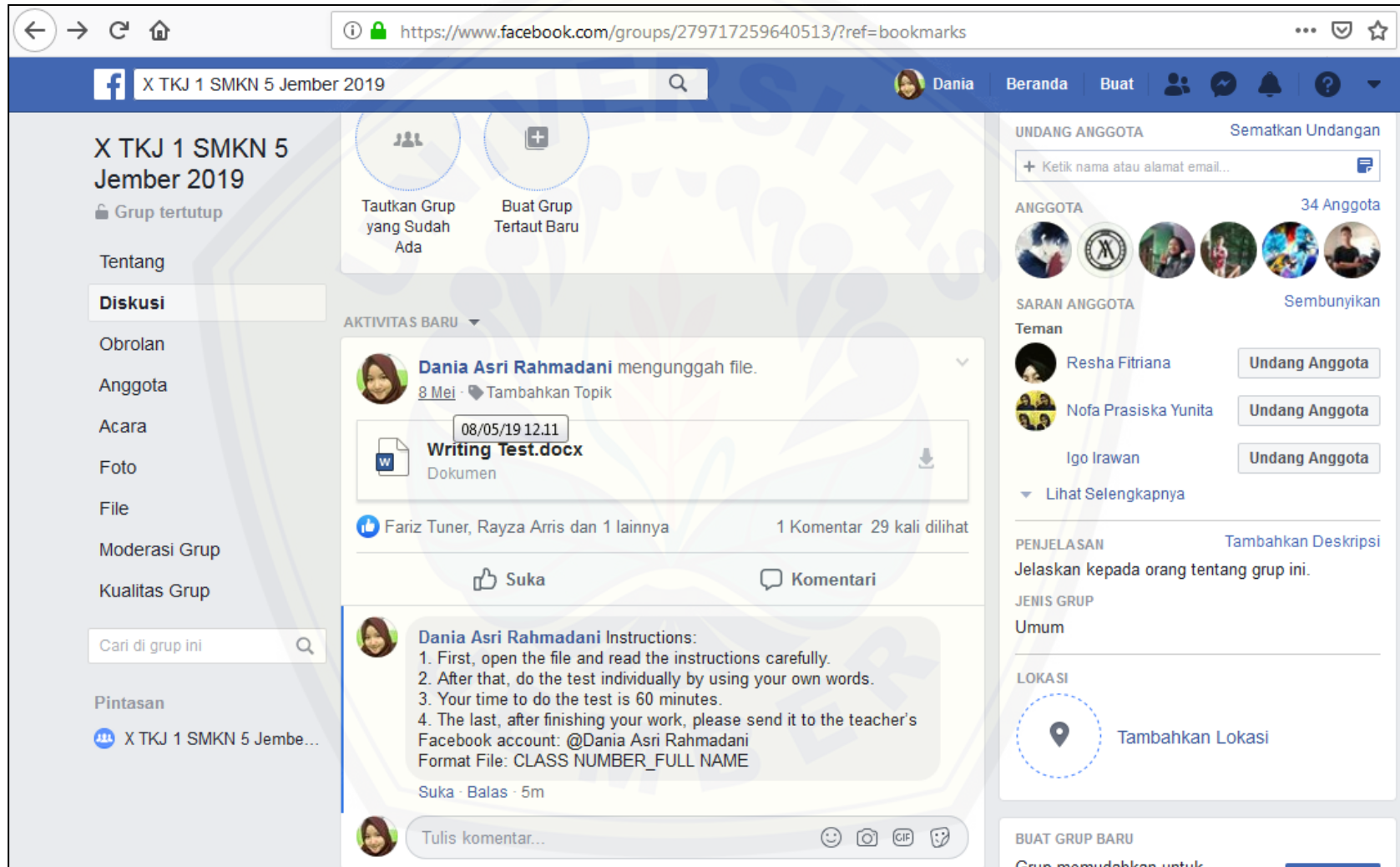
APPENDIX J

The Face-to-face Meeting (Discussion inside the Classroom)



APPENDIX K

The Students' Writing Test through Facebook



APPENDIX L






The Sample Result of the Student's Writing Test

Writing Test 1

Instructions:

1. First, open the file and read the instructions carefully.
2. After that, do the test individually by using your own words.
3. Your time to do the test is 60 minutes.
4. The last, after finishing your work, please send it to the teacher's Facebook account:
@Dania Asri Rahmadani
5. **Format File:** CLASS NUMBER_ FULL NAME

© DO YOUR BEST ©

NO.	NAME OF LOCATION	PICTURES
1	Pandawa Beach	
2	Banana Boat	
3	Sand Castle	
4	Omah Ndeso Restaurant	
5	Inna Bali Hotel	

I. Look at the pictures carefully. Write a recount text based on the pictures above by using your own words!(Min. 100 words)

II. Write an appropriate title for your recount text based on the pictures!

Pandawa Beach

My last ~~years~~ vacation, ~~me and my family~~ was visited ~~pandawa beach~~ by car, Pandawa Beach is located in Bali, so we ~~have to cross the sea~~ from the port of Ketapang.

When we arived in Bali, we went to Pandawa Beach immediately, then we enjoyed the beauty of that beach. My parents rent the banana boat and we rode it together. After that, I made a sand castle with my sister. After a long time playing, I was hungry. So, we ate in the one of Halal restaurants, namely "Omah Ndeso".

After eating, we immediately took a break in one of the popular hotels, namely "Inna Bali Hotel". In the next day, we prepared to go home.

Content = 5
 Organization = 5
 Vocabulary = 4
 Grammar = 3
 Mechanics = 5

SCORE
 = 22/25x100
 = 88

Name/Number : AMS/05

APPENDIX M

The Scores of The Students' Writing Text Final Draft in Cycle 1

No	Students' Initial	Rater 1						Rater 2						The Students' Final Test	The Students' Final Scores
		Content	Organization	Vocabulary	Grammar	Mechanics	Student's Scores	Content	Organization	Vocabulary	Grammar	Mechanics	Student's Scores		
1	AD	4	5	4	3	4	80	4	4	4	3	5	80	84	81
2	ABS	4	4	4	3	4	76	3	4	3	3	4	68	72	72
3	ASH	4	4	3	4	5	80	5	3	4	3	5	80	84	81
4	AM	4	4	4	3	5	80	5	5	3	4	4	84	88	84
5	AMS	5	4	4	4	3	80	5	4	4	3	4	80	88	83
6	BPA	4	5	3	4	4	80	4	4	4	4	4	80	84	81
7	CA	5	4	3	4	4	80	5	4	3	4	5	84	88	84
8	DAS	4	5	3	3	5	80	4	5	4	3	4	80	84	81
9	DA	3	4	3	5	4	76	4	4	4	2	4	72	72	73
10	DP	4	4	3	4	5	80	5	5	4	3	5	88	88	85
11	ERJ	3	4	4	3	5	76	5	4	4	3	5	84	84	81
12	GIRA	4	4	3	4	4	76	4	5	4	3	5	84	88	83
13	HRS	4	5	3	3	5	80	5	4	4	3	4	80	84	81
14	HAAF	4	4	3	4	4	76	3	4	4	3	4	72	72	73
15	HM	4	5	3	3	5	80	5	4	3	4	5	84	88	84
16	HDNA	4	5	3	3	4	76	4	5	4	3	4	80	80	79
17	MFNI	4	3	4	4	4	76	4	5	3	4	4	80	84	80
18	MIRW	5	3	4	4	4	80	5	4	4	3	4	80	80	80
19	MFR	4	4	3	4	4	76	5	4	3	4	5	84	84	81
20	MSOB	5	3	4	4	5	84	5	4	4	4	5	88	88	87
21	MAR	5	4	3	4	5	84	5	5	4	4	4	88	88	87
22	MAB	4	4	4	3	3	72	4	4	3	2	4	68	76	72
23	MFZH	4	5	4	3	5	84	4	5	4	3	5	84	84	84
24	MSH	4	5	3	3	4	76	4	4	4	4	4	80	80	79
25	NDP	4	3	3	3	4	68	4	4	3	3	4	72	72	71
26	RAR	4	4	4	4	4	80	5	4	3	4	5	84	84	83
27	RAF	4	5	3	3	5	80	5	5	3	4	4	84	84	83
28	RYS	4	5	4	3	5	84	5	4	4	4	5	88	88	87
29	RJR	4	4	4	3	4	76	4	4	4	4	4	80	84	80
30	RMP	3	4	4	3	4	72	4	4	3	3	4	72	72	72

31	RF	4	4	4	4	4	80	5	4	4	4	4	84	84	83
32	SF	4	5	3	3	4	76	4	4	4	4	4	80	84	80
33	SLM	4	4	3	3	4	72	3	4	4	3	4	72	76	73
34	TAA	3	4	3	3	4	68	4	4	3	3	4	72	76	72
35	YHA	3	5	4	3	4	76	4	4	4	4	4	80	84	80
36	MAA	3	5	4	3	5	80	5	4	4	3	5	84	84	83
The Percentage of the Students Achieved the Minimum Score (≥ 75)														28/36x100% = 77.7%	

Notes:

Total score: (the score of content) + (the score of organization) + (the score of vocabulary) + (the score of grammar) + (the score of mechanics)



Writing score: $\frac{\text{Total score from each aspect}}{\text{Maximum score (25)}} \times 100$

Students' final score: $\frac{(\text{Writing score rater 1}) + (\text{Writing score rater 2}) + (\text{Students' final test})}{3}$

The percentage of the students who achieved the minimum score (Σ): $\frac{n}{N} \times 100\%$

APPENDIX N

The Permission Letter of Conducting the Research

	KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI UNIVERSITAS JEMBER FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121 Telepon: (0331)- 330224, 334267, 337422, 333147 * Faximile: 0331-339029 Laman: www.fkip.unej.ac.id	
Nomor	2961UN25.1.5/LT/2019	10 APR 2019
Lampiran	: -	
Hal	: Permohonan Izin Penelitian	
Yth.	Kepala Sekolah SMK Negeri 5 Jember	
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:		
Nama	: Dania Asri Rahmadani	
NIM	: 150210401013	
Jurusan	: Pendidikan Bahasa dan Seni	
Program Studi	: Pendidikan Bahasa Inggris	
Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di dengan judul : "Helping Vocational High School Students Gain Their Writing Ability Via Blended Learning". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.		
Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.		
		 Dekan Wakil Dekan I, Prof. Dr. Suratno, M.Si. NIP. 196706251992031003

APPENDIX O

The Statement Letter of Accomplishing the Research

	PEMERINTAH PROVINSI JAWA TIMUR
	DINAS PENDIDIKAN
	SEKOLAH MENENGAH KEJURUAN NEGERI 5 JEMBER
	Jl. Brawijaya 55 ☎ (0331) 487535, ✉ (0331) 422695 Jember e-mail : smk5jember@yahoo.co.id website : http://www.smk5jember.sch.id
	JEMBER 68151

SURAT KETERANGAN
Nomor : 421.4/0399/101.6.5.24/2019

Yang bertanda tangan dibawah ini :

Nama : **Dra. Hj. KUMUDAWATI, M.Pd**
 NIP : 19630915 198903 2 004
 Pangkat/Golongan : Pembina Utama Muda / IV c
 Jabatan : Kepala Sekolah
 Instansi : SMK Negeri 5 Jember

Dengan ini menerangkan bahwa:

Nama : **Dania Asri Rahmadani**
 NIM : 150210401013
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Perguruan Tinggi : Universitas Jember

Telah selesai melaksanakan penelitian guna penyusunan skripsi dengan judul "HELPING VOCATIONAL HIGH SCHOOL STUDENT GAIN THEIR WRITING ABILITY VIA BLENDED LEARNING" pada tanggal 24 April – 8 Mei 2019 di SMK Negeri 5 Jember.
 Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 4 September 2019
 Kepala Sekolah,

Dra. Hj. KUMUDAWATI, M.Pd
 19630915 198903 2 004

