THE EFFECT OF USING BLOG TOWARD STUDENTS' MOTIVATION TO WRITE ANALYTICAL EXPOSITION TEXT AT SMKN 1 BASO CLASS XI

A Thesis

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Written By:

RATNA DEWI
2315.133

Advisor 1:

Syahrul, M.Pd
NIP: 19700325200312100 8

Advisor 2:

Hilma Pami Putri, M.Pd
NIP: 198605112015032003

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF BUKITTINGGI

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ABSTRACT

Ratna Dewi 2315.133. The Effect of Using Blog toward Students' Motivation to Write Analytical Exposition Text at SMKN 1 Baso Class XI

This research was done due to several problems faced by the second grade students at SMKN 1 Baso related to the motivation in writing. They had lack of motivation in writing. Using media is one of the alternative ways to solve the problem about motivation. One of the media is blogThis research was aimed at discovering the effect of using blog toward students' motivation to write analytical exposition text at SMKN 1 Baso class XI.

The design of this research was experimental research. The data were gotten through questionnaire. The population of this research were the second grade students at SMKN 1Baso academic years 2019/2020 consists of 174 students. To determine the sample, the researcher used *purposive sampling* by choosing two class, they were XI OTP 1 and XI OTP 2. 20 students in XI OTP 1 were treated as control class who apply with conventional media in writing while 21 students in XI OTP 2 were treated as experimental class who apply blog in writing. To analyze the data collected, the researcher used t-test formula to test the hypothesis and consult the result into t-table with level significance $\alpha = 0,05$.

Based on the result of the research, , the mean score of the questionnaire after giving the treatment of the experimental class was 72,28 was higher than the mean score of control class was 65,85. Then it was analyzed by using t-test and the result of t-obtained was 4,47 with degree of freedom 39 and the level significance significance $\alpha = 0,05$. through comparing the t-obtained (4,47) to t-table (2,042) on the same degree of freedom and level significance, it was found that the value of t-obtained was higher than the value of t-table. Thus the hypothesis (Ha) is accepted which stated using blog gives better effect on students' motivation to write analytical exposition text.

Key words : Blog, Writing Analytical Exposition Text, Motivation.

ABSTRAK

Ratna Dewi 2315.133. Pengaruh Penggunaan Blog terhadap Motivasi Siswa untuk Menulis Teks Eksposisi Analisis di SMKN 1 Baso Kelas XI

Penelitian ini dilatarbelakangi oleh beberapa permasalahan siswa kelas 2di SMK 1 Baso dalam menulis Bahasa Inggris. Permasalahan tersebut yaitu: kurangnya motivasi siswa dalam menulis. Penggunaan media adalah salah satu cara alternatif untuk menyelesaikan masalah tentag motivasi. Salah satu media yang isa digunakan adalah blog. Oleh sebab itu, penelitian ini dilakukan untuk mengetahui pengaruh pengguaan blog terhadap motivasi siswa unuk menulis teks eksposisi analisis dalam bahasa inggris.

Jenis penelitian ini adalah penelitian eksperimen. Data diperoleh melalui angket. Populasi dari penelitian ini adalah siswa kelas 11 SMKN 1 Baso yang berjumlah 174 orang siswa. Pemilihan sampel dilakukan dengan menggunakan *purposive sampling* yaitu dengan memilih dua kelas yaitu kelas XI OTP 1 dan XI OTP 2. Siswa kelas XI OTP 1 berjumlah 20 orang yang ditentukan sebagai kelas control yang diajarkan menggunakan convensional media sedangkan kelas XI OTP 2 berumlah 21 orang yang ditentukan sebagai kelas eksperimen yang diajarkan menggunakan blog. Untuk menganalisis data peneiti menggunakan rumus t-test untuk mengukur hypothesis dan memeriksa hasilnya ke t-tale dengan level signifikan 0,05

Berdasarkan hasil penelitian, rata-rata dari angket yang diberikan sesudah dilakukan perlakuan didapatkan bahwa rata-rata dari kelas eksperimen (72,28) besar dari pada rata-rata dari kelas kontrol(65,85). Kemudian dianalisis menggunakan uji-t. Hasil dari uji-t adalah 4,47 dengan tingkat kebebasan 0,05. Dengan membandingkan t-hitung (4,47) dengan t-tabel (2,042) dengan tingkat kebebasan dan level signifikan yang sama, diketahui nilai t-hitug lebih besar dari pada nilai t-tabel. Jadi alternative hypothesis (Ha) diterima yang menyatakan bahwa menggunakan blog memerikan dampak yang lebih besar terhadap motivasi siswa dalam menulis.

Kata kunci: Blog, menulis teks eksposisi analisis, dan motivasi

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The Researcher

Ratna Dewi

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CHAPTER I

INTRODUCTION

A. Background of the Problems

In learning English, there are four basic skills that must be mastered. They are listening, reading, speaking, and writing. Writing is different from other language skills.

Schewelger in Fatmawaty states that writing is one of the hardest things that people do because it requires thinking.[1] He also says that, there are several components in writing that should be mastered such as grammatical structure, vocabulary, coherence, organization, and content. Those components are related to one another in order to produce a good writing. The absence of one of those components will produce poor result of writing. It will not be achieved if they have no motivation. Because of that students need motivation in writing.

Brown stated that motivation is one of the most important factors to obtain success in learning English.[2]It means the learner have a real purpose in learning English especially in writing for a reason. Motivation to write is an important factor in writing competence. Students who lack of motivation to write will not readily engage in writing activities. These students may exhibit high anxiety about writing, low self-efficacy for

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[1]Fatmawaty. *Increasing the students' writing proficiency through think- TalkWrite method.* (Skripsi Makassar: fakultas Keguruan dan Ilmu Pendididkan universitas Muhammadiyah Makassar,2009), p.1

[2] H. Douglas Brown, *Strategies for Success: A practical Guide to Learning English*,(New York: Addison Wesley Longman Inc, 2002), p.17

writing, and a lack of self-regulation and self-determination when writing. Motivation is a very large and well-studied field.

In this millennium, social media is popular among people especially the students. Soto attract students' attention in writing, teachers can take advantage of one of the social media such as whatsapp, facebook, blog, twitter and others. All of the social media have advantages and disadvantages in writing.

Among the famous media, blogs has many advantages in writing rather than other media social. By using blogs the writer can edit and publish their writing anytime and the other people easily to access them. Besides, the blogs provides features that can be used for writing such as images, videos and so on. Whereas if the writer uses other social media such as whatsapp which is also famous among the students, the students will find the difficulties if they write long texts and limited of audiences. Then by using whatsapp, the writer cannot combine their writing with pictures and videos. Because of that the researcher wants to use blogs in this research.

Blogs is one of social media where learners can write whatever they think is interesting, edit it, and publish it. According to Ahluwalia, “A blog is a viable option when a public space is required to display the students’ work or where students can share experiences, opinions or

creations that reflect the best of their learning."[3]It is believed that writing by using a blog can provide a real and potential audience for better improvement of learner writing, innovation, exploration and creation.

Blogs also provide more dynamic interactions, better literacy skills, and even work in team development. The interaction between writer and audience in blog can help students see real value in their academic writing and take that writing more seriously. Blogs can help students practice more integrative learning, finding connections among their personal, professional, and academic experiences.

Based on the preliminary research by using observation at SMKN 1 BASO, the researcher found some problems in writing. The first problem is motivation. The students were low of motivation. Some of the indicator are they did not do the homework, some of them looked sleepy, doodling, daydreaming, and did not pay attention to the teaching and learning process. So that, they can't catch the material clearly and they didn't understand what they have learnt at that time.

The second problem is the teacher only uses the textbooks and whiteboard in teaching and learning process. So, the students bored with the media. This condition made the students lazy to write. Therefore, teacher has to provide and prepare an interesting media to increase students' motivation and support them in doing their writing exercise.

[3]Gurleen, Ahluwali, et al, "*The Use of Blogs in English Language Learning: A Study of Student Perceptions"*, Bogotá, Colombia , Vol. 13, No. 2, October 2011. ISSN 1657-0790., p. 30

The last problem is the students found that writing was difficult and at the same time stressing. They did not feel confident in their writing and did not encourage themselves to develop their ability in writing. Hence, they did not frequently practice this skill unless the teacher asked them to.

Based on the explanation above the researcher wants to know how to improve students' motivation in writing. The researcher will conduct a research under the title **The Effect of Using Blog toward Students' Motivation to Write Analytical Exposition Text by the Class XISMKN I BASO.**

B. Identificationn of the Problems

Based on the background of the problems above the researcher found some problems occurred toward students' problems in writing at SMKN 1 BASO which can be identified as follows:

1. Students had low of motivation
2. The teacher only uses text book and whiteboard in teaching and learning process.
3. The students found that writing was difficult and at the same time stressing

C. Limitation of the Problems

Based on the problems above the researcherlimits the problem on the Effect of Using Blog toward Students' Motivation to Write Analytical Exposition Text by the Class XI SMKN 1 BASO

D. Formulation of the Problems

Based on the limitation of the problem above, the problem is formulated into the following questions:

1. Is there any significant effect of using blog toward students' motivation to write analytical exposition?
2. Is there any significant different of the students' motivation to write analytical expositionin experimental class and controlled class?
3. Is the Students' motivation to write analytical exposition by using blog is better than students' motivation to write analytical exposition without use blog?

E. Purpose of the Research

The purposes of this research are:

1. To find out whether there is a significant effect of using blog toward students' motivation to write analytical exposition text
2. To find out whether there is a significant difference of students' motivation to write analytical exposition text before and after using blog.
3. To find out the Students' motivation to write analytical exposition by using blog is better than wtudents' motivation to write analytical exposition without use blog

F. Significant of the Research

The researcher hopes that the research finding will give contribution to some figures in education aspect as below:

1. For the students, it can be improve their ability in writing
2. For the English teacher, it can be used as reference to teach the students in other to improve the students' writing mastery.
3. For the collage, it can be used as the reference for the next researcher
4. For the researcher, it can get more knowledge and experience thought the research.

G. Definition of the Key Terms

Some words that are used in this study become key word. In order, to have better understanding and avoid misinterpretation about the terms used in this study. They are:

1. Motivation is some kind of internal drive which pushed someone to write in order to achieve something.
2. Writing is a process of sharing idea in analytical exposition text by using blog.
3. Analytical Exposition is a text elaborates the writer's idea about the phenomenon surrounding
4. Blog is the media that can be used in teaching writing and to share writing to the public.

CHAPTER II

REVIEW OF LITERATURES

A. Review of Related Theories

1. The Nature of Blog

a. Definitions of Blog

There are many definitions of blog. Nasrullah said that blog is a social media that allows users to upload daily activities, comment on each other, and share, both other web links, information and so on.[4] It means that blog is the media that can be used to upload the writing such as information, daily activity and so on and the other can comment on it.

Holtz in Abeer Madani says, "A blog is web publishing software which allows user to create and edit the content of webpage with minimal technical expertise."[5]It means that blog is one type of website whose content contains the thoughts of one or several authors. In addition, Musburger defines blog as a diary of a person's thoughts, opinion sand activity with web link accessible to certain people setup by blogger.[6]Thus, the writer can share their thought and activity with using blog and the other can access it.

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[4] Rully Nasrullah, *Media Sosial*, (Bandung: Simbiosa Rekatama Media, 2017), p.41

[5]Abeer Madani, *The Effect of Using Blogs to Enhance the Writing Skill of English Language Learners at a Saudi University*, (Global Journal of Educational Studies ISSN 2377-3936 2018, Vol. 4, No. 1) ,p. 17

[6] Robert B Musburger, *An Introduction to Writing for Electronic Media*, (Burlington: Elsevier Inc,2007), p.259

Based on the explanation above, the researcher concludes that blog is a social media that provides writing that contains about narrative text. The results of the writing can be viewed via internet. In addition, the visitors can provide comments on the blog.

b. Creates a Blog

Creating a blog is not difficult because it only requires a simple understanding of accessing the internet, as easy as making and sending e-mails. Creating a blog does not require an understanding of programming languages because everything has been done by the system. All you have to do is writing and publish it directly.

There are two famous blog platforms namely blogger and word press. There are several steps to create blog in wordpress.com as follows: typing the address http://wordpress.com, click the **Sign Up Now,** click **Next**, click the **Sign Up**. Then click **Sign Up,** click **Save Profile**. Check the incoming message on the e-mail, then find a message from wordpress, click **View Your** click the **Login**.[7]

Furthermore, blog also can create by using blogger.com. There are several steps to created blog with blogger: type **www.blogger.com**, Click **Create a Blog**, then fill in all the data, then click the **Continue**, next fill in the data and address of the blog, then click the **Continue**, then select the template you want to

[7] Andi, *Cepat dan Mudah jago nge blog dengan wordpress*, (yokyakarta: Sartiamaya Community, 2010),p. 1-12

use, then click **Continue**, Click the **Start Blogging**, the last is click **View Blog**.[8]

Create a blog with word press and bloggers are both easy. In this research, the researcher will create a blog by using blogger.com. It is because the use of blogger.com easier rather than wordpress.com.

c. The Advantages of B**log**

Using blog in language classroom has some advantages. Tseng said that there are four advantages of using blog that are easy to use, means for discussion, students can observe their writing over time, teacher can correct students' writing at school or at home as long as they access the internet.[9]

The first advantage of using blog is easy to use. It means that by using blog the students can write text easily. Students can get many ideas from the internet if they lack of ideas.

The second advantage of using blog is means of discussion. In this case by using blog in writing the audience can read their and giving suggestion or correction about their writing. So that, it can be make them easy to develop and make the good writing.

[8]Andi, *jago nge blog dengan blogger*, (yokyakarta: Satriamaya Community, 2010), p.2-9

[9] Min-Chen Jane Tseng, *The Uses of Blog in Classes for Medicine- Related Majors*, (Chang Gung Journal of Humanities and Social Sciences 1:1 April 2008)

The next advantage is students can observe their writing overtime. By using blog, wherever and whenever they are, they can monitor their writing and see input or comment from audience to develop their writing. So that it's easier to the students to observe their writing.

The last advantage based on Tseng is teacher can correct the students writing at school or at home as long as they access the internet. So it's easier way for teacher to check up the students writing without face to face at school. The students didn't need to wait to meet teacher to cross check their writing at school.

Meanwhile, Dippold explains the advantages of blog use in writing instruction as: "they allow writers to reach a much wider audience than just a tutor, encourage and facilitate the exchange of resources and thoughts, and enable students' work to bee valuated and assessed by peers."[10]So that, by using blog the students can develop their ideas to write and also get direct feedback from many audiences about their writing.

From the statements above, it can be concluded that there are many benefits of using blog in writing. The researcher will exploit these benefits to support this research.

[10] Doris Dippold, *Peer Feedback Through Blogs: Student and teacher perceptions in an advanced German class,*(ReCALL, 21(1), 2009), p.19

d. The kinds of blog

There are two experts who divide the blog into several groups. The first is Campbell. Campbell divides blog based on pedagogical purpose. The second is Wulandari. She divides blogs based on goals of use.[11]

Campbell said that there are three kinds of blog for use in English writing that are the tutor blog, learner blogs and class blog.[12]First, the tutor blog is run by the tutor for the learner. Its purpose is to give reading practice to the learner, promote exploration of English website, encourage online exchange by use of comment buttons provide class or syllabus information, and serve as resource of links for self-study.

Second, learner blogs are run by individual learners. Learner blogs best suited for English reading and writing. The students can share their writing through blog, and will be easy to receive feedback.

The last, the class blog is a joint effort between students and teacher. It may therefore be seen as a way to foster a feeling of community between the members of a class. It can be used for posting message, images, and links related to classroom discussion

[11] Nurwalita Wulandari, *The Effectiveness of Using Blog in Writing Narrative,* (Jakarta: Syarif Hidayatullah State islamic institute, 2016), p

[12] Di ZHANG, *The Application of Blog in English Writing*, (Journal of Cambridge studies, Vol.4, No.1,2009), p.68

topic in English. Class blogs could also be used as a virtual space for an international classroom language exchange.

Additionally, Wulandari divides the blog into the goal of use. She said that there are five kind of blog based on the goal of use are personal blog, community blogs, journalism blogs, education and research blogs, and also knowledge blogs.[13] First, personal blog usually contains posts of daily activity, experiences, ideas, knowledge, feelings, personal information and so on. Second, community blogs manage by some people included in particular community they belong. Third is journalism blog, which provides community critiques and commentary on current journalism and news. Fourth, Education and research blog also known as edublog is present advance tool to user as learner. The last is knowledge blogs. It can be used to store and codify knowledge into a virtual online storage.

In this study the researcher will use the tutor blog and the learner blog. The researcher uses the learner blog because it will be easy to students to receive feedback from the audiences. The researcher also uses the tutor blog because by using tutor blog, the teacher can provide extra material for students. Additionally by using tutor blog the teacher will be easy to access the students' blogs.

[13] Nurwalita Wulandari, *The Effectiveness of Using Blog in Writing Narrative,* (Jakarta: Syarif Hidayatullah State islamic institute, 2016), p.

e. The advantages of using media in the teaching and learning

There are some advantages of using media in a classroom teaching-learning process, such as: encouraging the teachers and the learners in delivering the subject materials, helping the learners to understand the subject materials, facilitating the learners in learning activities, and avoiding the learners bored.

The advantages of using media in teaching learning process as said by Sukartiwi in Urip Tanggoroare as follows: the first is to increase the learners' motivation. The second isto avoid the learners bored. The third is to make the learners easy to understand the instructional material. The fourth is to make the teaching learning process more systematic[14] so t

2. The Nature of Students' Motivation

Motivation has important role for students in language learning. Students with high motivation would have more desire to gain the learning target. They would have strong encouragement and more spirit in learning person.

Motivation is a complicated problem in teaching English in the world because most educators agree that motivating students is one of the critical tasks of teaching. In order to learn, students must be cognitively, emotionally, and behaviorally engaged in productive class activities.

[14] Urip Tanggoro, THE USE OF INSTRUCTIONAL MEDIA TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH, Vol. 3 No.1 March -August 2015 ,p. 105

a. Definitions of Students' motivation

There are some experts who define about the motivation. Harmer defines motivation as some kind of internal drive which pushed someone to do things in order to achieve something.[15] It means motivation is something that encourages a person to achieve his desires. In addition Brown stated that motivation is one of the most important factors to obtain success in learning. [16] It means that success in learning is largely determined by motivation

Finally, motivation is something that encourages someone to success. If they haven't motivation they can get what they want. Because of that motivation is very important factor to make someone success.

b. Types of Motivation

Motivation can be classified in two kinds: intrinsic motivation and extrinsic motivation.

1) Intrinsic motivation

Intrinsic is comes from inside, it is important for encouraging success in the classroom. It means that intrinsic is the process of increasing a competence in an activity or on task. Ushioda in Griffiths stated that intrinsic motivation is doing something as an end itself, for its own self-sustaining

[15] Jeremy Harmer, *The Practice of English language teaching*, (England: Longman,2001), p.51

[16] H.Douglas Brown, ……p. 17

pleasurable rewards of enjoyments, interest, and challenge.[17] In this case, intrinsic factor not only satisfactions, interest and enjoyment about something or material in learning but also challenge as intrinsic factor in learning. Thus, more intrinsically motivated are more involved, interest, enjoyment, and inherent of satisfactions about something or material in learning

The first is interest. It means the students desire toward something in situation being their self. Djamarah stated that interest is someone awareness where an object, someone, a case or a situation have related with their self.[18]In addition schmidt et.al stated that interest can be enhanced by using varied materials, by starting lessons with questions that put the learner into a problem-solving mode, by relating instructional material to topics already of interest to learners and by the use of paradoxes and puzzles.[19] In general interest is fostered by the personalizing material and focusing on the concrete rather than abstract. Based on the explanation about interesting, we know that there are two influence of students' motivation. They are students' excitement feeling that approve of their self in

[17] Carol Griffiths, *Lesson from Good Language Learners*, (Cambridge: Cambridge University Press, 2008), p.28

[18]Syaiful Bahri Djamarah, *Psikologi Belejar*, (Jakarta , Rineka Cipta : 2006), p.116

[19]R.Schimct,et.al, *Foreign Language Motivation*, (Honolulu: Universitas of hawai'i: 1996), p.14

learning language and interesting material which encourage their interest in learning activity.

The second is enjoyment. Enjoyment is a feeling that someone enjoys and relaxes in doing something. In addition, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties, helping them to increase their expectation of students.[20] Thus, enjoyment increases the students' expectation of themselves.

In addition enjoyment can be changed negatively because of each factor. For example someone enjoy because of enviromental factors,the the motivation is extrinsic motivation. But when someone enjoy in doing activity because of the activity itself, then the motivation is intrinsic motivation.

The third is satisfaction. Satisfaction of the students in learning is one of intrinsic factor influencing students' motivation. Intrinsic motivation one's inherent as satisfaction of students in learning process. Ryan and Decy stated that intrinsic motivation is the doing of an activity for its inherent satisfaction rather than for some separable consequence.

[20] Abbas Pourhosein Gilakjani et.al, *A Study on the Role of Motivation in Foreign Language Learning and Teaching* (Iran: Published Online)

[21]Intrinsic motivation exits in the nexus between a person and a task, some authors have define intrinsic motivation in terms of the task being interesting and others have defined it in terms of the satisfaction a person gains from intrinsically motivate task engagement of them.

In addition, vallerand in dornyei have recently posited the existence of three subtypes of intrinsic motivation related to satisfaction.[22] The first is to learn. It means, engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's coriosity. The second is toward achievement. It means engaging in an activity for the satisfaction of surpassing oneself, coping with challanges and accomplising or creating something. The last is to experience stimulation. It means engaging in an activity to experience pleasant sensations.

The fourth is challenge. Vockell in Moskovsky say challenge is based on the assumption that learners are likely to be intrinsically motivated by difficult tasks when they themselves set and try to achieve clearly defined objectives these objectives are not perceives as either extremely hard or as extremely easy, learner are provided with constructive and

[21] Richard M, Ryan & Edward L, Decy, *Intrinsic and Extrinsic motivation: Classic Definitions and New Directions*, Contemporary Educational Psychology **25,** 54–67 (2000) p.56 https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf

[22]dornyei zoltan, motivation in second and foreign language learning, cambridge university press, 1998. (language teaching/ volume 31/ issue 03/ july 1998)p.121

encouraging feedback about their progress, and learners feel confident and competent after completing these task.[23]It means challenge is to identify this intelligence in individual learners and then to determine appropriate realistic instructional task in response when: first, the learner try to achieve clearly devined objectives. Second, these objectives are not perceived as either extremely hard or as extremely easy. Third, learners are provided with constructive and encouranging feedback about their progress. The last, learners feel confidence and competent after completing these task.

In concluding, the intrinsic motivation is the motivation that come from inside of students' themselves. The factors of intrinsic motivation are interest, enjoyment, satisfaction and challenge.

2) Extrinsic motivation

In contrast extrinsic motivation means the individual are motivated by factor outside itself, as opposed to within, as is the case with intrinsic motivation. Extrinsic motivator can be physical items such as food, money, or tokens. They can also be intangible such as praise, applause, or grade. The motivator can be positive or negative. They accept the term that students

[23] Christo Moskovsky Y & Fakeh Alrabai, *Intrinsic Motivation in Saudi Learners of English as a Foreign Language*, (Australia: Bentham Open, 2009), p.1

are happy to receive whatever reward they achieve and know they can always go elsewhere if they ever feel that the reward is less than the loyalty is worth.

Ryan and Deci stated that there are some forms of extrinsic motivation: external regulation, introjections, identification and integration. First is external regulation. Ryan and Deci stated that autonomous forms of extrinsic motivation, a category we label external regulation. Such behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency.[24] In addition, external regulation refers to actions that are external to the individual. However, the motivation comes strictly from outside sources, from reward to avoidance of punishment.

Moreover, external regulation may also be fueled by a desire for rewards. Reward may in form of money, prizes, praise, and grades. Brown adds typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.[25] For example, students may work hard at school in order to receive a prize promised by their parents. In this case the motivation is still extrinsic and no self-determined, but the instigating factor is the desired reward. In addition, external regulation occurs when behavior is externally regulated. For

[24] Richard M.Ryan &Edward L. Deci, *Intrinsic and Extrinsic Motivation*,…p. 61
[25] H. Douglas Brown, *Principles of Language Learning and Teaching*,…..,p.164

example, students may participate in activities because they feel urged to do so by the teacher.[26]

The second is interjection. Ryan and Deci stated that interjected regulation was positively related to expending effort.[27] Interjection describes a type of internal regulation that is still quite controlling because people perform such actions with feeling or pressure in order to avoid guilt or anxiety or to attain ego-enhancement or pride. In addition interjection means ego-involvement and focus on approval from self or other. Ego-involvement is the students find it important to succeed in learning in order to maintain and promote their own positive self image. It indicates that students engage in a task because they think that they should and they will feel guilty if they do not. They also may be doing the task to please others (teacher and parent).

The fourth is integration. Ryan and Deci stated that integration occurs when identified regulations have been fully assimilated to self. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs. However, the more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined.

[26] Robert J. Vallerand & Robert Blssonnete, *Intrinsic, Extrinsic and Amotivational Styles as Predicators of Behavior: A Prospective Study*, (Montreal : Duke University Press, 1992), p.600
[27]Richard M.Ryan &Edward L. Deci, *Intrinsic and Extrinsic Motivation*,…p. 61

the focus is on how the chosen extrinsically motivated behavior fits in with the rest of the person's life activities and valued goals. to the extent that there is harmony between the behavior and the individual's other factors of his or her self, there is integration. For instance, a student might say “i have decided to study for this exam and for other interesting activities because doing well in school is important for me as a person." When there is conflict, however, the behavior is not integrated. It should be noted that it is at this stage of integration that the individual experiences the greatest level of self-determination for extrinsically motivated behavior as students' awareness. Furthermore, integration means awareness as common reason

It can be concluded that kinds of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that comes from inside students’ themselves. Extrinsic motivation is the motivation that comes from outside of students’ themselves.

c. Criteria of Motivation

Hidayat in Suparyanto stated that criteria of motivation categorized into strong motivation, medium motivation, and weak motivation.[28] The first is strong motivation. Motivation is said to be strong if in a person in daily activities have positive

[28]http://dr-suparyanto.blogspot.com/2014/06/pengukuran-motivasi.html

expectations, have high expectations, and have high confidence that the sufferer will complete his treatment at the appointed time. The percentage of strong motivation is between 67% - 100%.

The second is medium motivation. Motivation is said to be moderate if human beings have a positive desire, have high expectations, but have low confidence that they can socialize and be able to solve the problems at hand. The percentage of medium motivation is between 34% - 66%.

The third is weak motivation. Motivation is said to be weak if in human beings have low expectations and beliefs, that they can achieve. For example for a person the urge and desire to learn new knowledge and skills is the quality of his life and fill his spare time to be more productive and useful. The percentage of weak motivation is between 0% - 33%.

In conclusion, there are three criteria of motivation. They are strong motivation, medium motivation and weak motivation. The students have strong motivation if their motivation between 67%-100%. The students have moderate motivation if the motivation between 34%-66%. And the last the students have low motivation if their motivation 0%-33%.

Table 2.1 : criteria of motivation

Criteria	Percentage
Strong motivation	67%-100%

Medium motivation	34%-66%
Low motivation	0%-33%

3. The Nature of Writing

a. Definitions of Writing

In general, there are two ways in communication namely spoken and written. In spoken, someone can express his/ her ideas orally, while in written someone can write the ideas, throught and feeling on the written language. There are some theories about the definition of writing. Writing is the mental work of inventing ideas, thinking about how to express them, and organize them into statements and paragraph that will be clear to a reader.[29]Through writing activity, the students will learn how to convey and expand their idea into written text. They can express their ideas which are meaningful and valuable by reader.

Randal states that writing is anability to make a form of words that in general it may have a highertruth value than the fact that it has set it down.[30] It means that theproduct of writing should be truly acceptable by the readers. Besides, It must contain meaningful values so that the readers can get thebenefits from the writing.

In addition, harmer stated "… writing is used as a practice tool to help students' practice and work with language they have

[29] David Nunan, (2003). *Practical English Language Teaching*. (New York: Mc Craw Hill), p. 88

[30] Randal Holme, *literacy an introduction*,(Edinburgh: Edinburgh University, 2004), p.160

been studying".[31] Through writing activity, the students will learn how to convey and expand their ideas into written text. They can express their ideas which are meaningful and valuable by reader.

From the experts' definition about writing, the researcher concludes that writing is a process of expressing knowledge, feeling, thinking, and experience in the written form. Through writing, the students can create good interaction, give information, share feeling to other. Writing is also process of thinking of invent ideas, thinking how to express into a good writing and arranging the ideas into statement and paragraph clearly. It is indicated that the writers are expected to explore the ideas and compose those ideas into a good paragraph even essay.

b. Purpose of Writing

The process of writing will be easy when the students know the purpose of writing. When they know it, they will be easy to focus on what to write. Reinking and Hart classified some general of writing which are to inform, to persuade, to express self and to persuade.[32]To inform means that a piece of writing that informs offers exactly what the writer's thinking: information. To persuade means that the goal of a persuade piece is to get the audiences to think a certain way, agree with writer, do something. To express

[31] Jeremy Harmer, *How to Teach English*, New Edition, (England: Pearson Education Limited, 2007), p.112

[32] James A Rainking and Andrew W Hart, *Stategy for successful Writing*, (New York: Pearson, 2017), p. 3

self means that when the writer texts a friend, the writer chooses words and phrases to show off who the writer is. To entertain means when the writer writes to entertain, the writer's goal is to provide an emotional experience for the audience.

In line with Rainking and hart, Bance and Root state that there are three most common purposes for writing; to entertain, to inform, and to persuade.[33] It means that, by writing someone can inform something, can entertain, and also can persuade someone.

Additionally, Penny Ur Stated that purpose of writing in principle is the expression of idea, the conveying of a message to the reader, so they should arguably be seen as the most important aspect of writing.[34] Through writing, the writer can convey the ideas of information to the reader. The ideas or information that will convey should be clear and easy to be understood by the reader.

It can be concluded that main purpose of writing is to convey expand and share the ideas to the reader and also to persuade and entertain the reader. The purpose of writing narrative text is to entertain the reader. Every writings should be clear in order the reader can read easily and catch the meaning of the written.

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[33] Karen Blanchard and Root, *Ready to Write from Paragraph to Essay*, (New York: Longman, 2004), p. 5

[34] Penny Ur,…… p.70

c. The Writing Process

The following are the writing process that every teacher should consider while planning a course according to Oshima and Hongue" there are four main stages in the writing process: prewriting, planning, writing, and revising drafts, and writing the final copy to hand in."[35] In prewriting, the writers plan what writers are going to write. The writers choose the topic, identify the audience and purpose, brainstorming ideas, and organize the information. Planning, in this stage, the writers start to write the writers' ideas in sentences and paragraph. In the writing the writers write the rough draft and then revise it. After revising the draft, the writer may write the final copy.

Sarwoni and purwanto stated that there are five process of academic writing those are pre-writing, writing, revising, editing and publishing.[36] In the pre-writing, the writer should find the idea or topic that the writer want or write and narrowing the topic specifically then generate the topic by using brainstorming. In writing, the writer begins to write down what the writer have done on the first step. In the revising, the writer needs to correct their writing, because there are any possibilities that writer make mistake when they are writing. In editing, the writer should rewrite

[35] Alice Oshima, Ann Hague, *Writing Academic English,* (New York: Longman, 1988), p.3

[36] Jonathan Sarwoni and Yudhy Purwanto, *English for Academic Purpose a successful way to learn scientific English,* (Yokyakarta: CV Andi Offset, 2013), p.61

the writing that has been revised into new form. The last is publishing. In this step the writer publishes their writing to the public in order the reader can read the writing that have been made. It can infer that process of writing is needed to guide the writer when doing the writing. The process includes pre-writing, writing, revising, editing and publishing.

Ricard and Renandya divide the writing process into four stages namely pre-writing, drafting, revising and editing.[37] Pre-writing means the preparation before writing. Drafting means that arranging the ideas into hierarchical order. Revising means correct the product of writing in order to be more perfect and more understandable. Editing means that re-write the writing that had been revising.

From the statements above, it can be concluded that the process of writing can be divide into three important steps writing activities that are before writing, when writing and after writing. First, before writing includes pre-writing or planning. Second, when writing includes writing, revising and editing. The last, after writing includes publishing. Meanwhile, the process of writing by using Blog are making an outline, making a draft, revision, and publishing in the blog.

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[37] Jack Richards and Willy Renandya, *methodology in language teching, and Anthology of current practice*, (New York: Cambridge University Pres, 2002, p.215

4. Analytical Exposition text

a. Definitions of Analytical Exposition Text

Djuharie states that analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.[38] It can be said that while having the text, the writer's opinion is involved. In addition, Gerot and Wignell state that the social function of analytical exposition is to persuade the reader or listener that something is the case.[39] To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

b. Generic Structure of Analytical Exposition Texts

Gerot and Wignel reveal that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.[40]

The first is thesis. In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

The second is argument. In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The

[38]Otong Setiawan Djuharie, *Essay Writing*, (Bandung:CV. Yrama Widya, 2009)p. 161

[39]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p.197

[40]Ibid, pp.197-198

more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

The last is part of analytical exposition text is reiteration. Reiteration contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

c. Grammatical Feature of Analytical Exposition Text

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, Gerot and Wignell state that significant grammatical features of analytical exposition text are focus on generic human and non-human participants, use of simple present tense, use of relational process, use of internal conjunction to stage argument, reasoning through causal conjunction or normalization.[41]

Based on the statement above, an analytical exposition is a kind of text that highlights the writer's ideas about a certain case and is aimed to persuade the readers to agree with the proposed idea.

5. The Procedures of Using Blog in Writing

The blog here is not used to teach writing but the use of blogs is more focused on exercises. It is expected that using a blog will make them more active in writing. Santosa said that there are five process of using blog in writing. There are: making a blog, making an outline, making a

[41] Ibid., p.198

draft, revision and publish in the blog.[42]In making a blog, the teacher will show the steps to create a blog for students. After making a blog, teacher gives the students some topic that related to their material. And then, teacher asks the students to make an outline of the topic selection. After completing the outline, the teacher asks students to peer correction. If the outline is good, students can continue making drafts. The draft they have made must be uploaded to their blog. Each of them can comment on their friends' draft. After making the draft, students are asked to make a revision. In this process, the student's writing is given back to their classmates to jointly correct the draft of the writing that has been made. After making revision, students can share the results of their writing on the blog.

In line with Santosa, Boas said that there are several procedures of using blog in the classroom: topic selection, pre-writing activities, drafting the introductory paragraph, peer-review of the introductory paragraph, drafting and revising the paragraph, sharing written production.[43] Thus, these steps according to Boas can be used by the teacher in writing activities

Based on the procedures explain above, the role of teacher during the activity is to be the facilitator who prepare students to apply blog in writing. Teacher monitors and controls students' work. Furthermore, the

[42] Made Hari Santosa, *Pemanfaatan Blog (Jurnal Online) dalam Pembelajaran Menulis*, (ResearchGate, 2018),p. 23

[43] Issabella Villas Boas, *Process Writing and the Internet: Blog and Ning Networks in the Classroom*,(Brazil: English Teaching Forum, 2011), p.28-30

teacher gives comment and advice to the students' writing. In this research, the researcher will use the Santosa's theory because it is more complete rather than Boas theory.

B. Review of Related to Study

Considering the important of teaching, there were many studies that had been done by using ICT blog. First, dealing with the study a research about using blog it has been conducted by Abeer Ahmed Madaniin (2010) writing. He conducted about *The Effect of Using Blogs to Enhance the Writing Skill of English Language Learners at a Saudi University*. The problem in this study is the majority people difficult with their writing. This research is quasi experimental were using blog as independent variable and enhance the writing skill as dependent variable. The research findings proved that blog can improve students writing skill.

Second, a research had been conducted by Ghasa Awada (2014). He conducted about *Effect of Using the Blog Educational Tool on Writing Achievement and Motivation for Legal Writing.* He found that the blog proved the credibility of study assumptions.

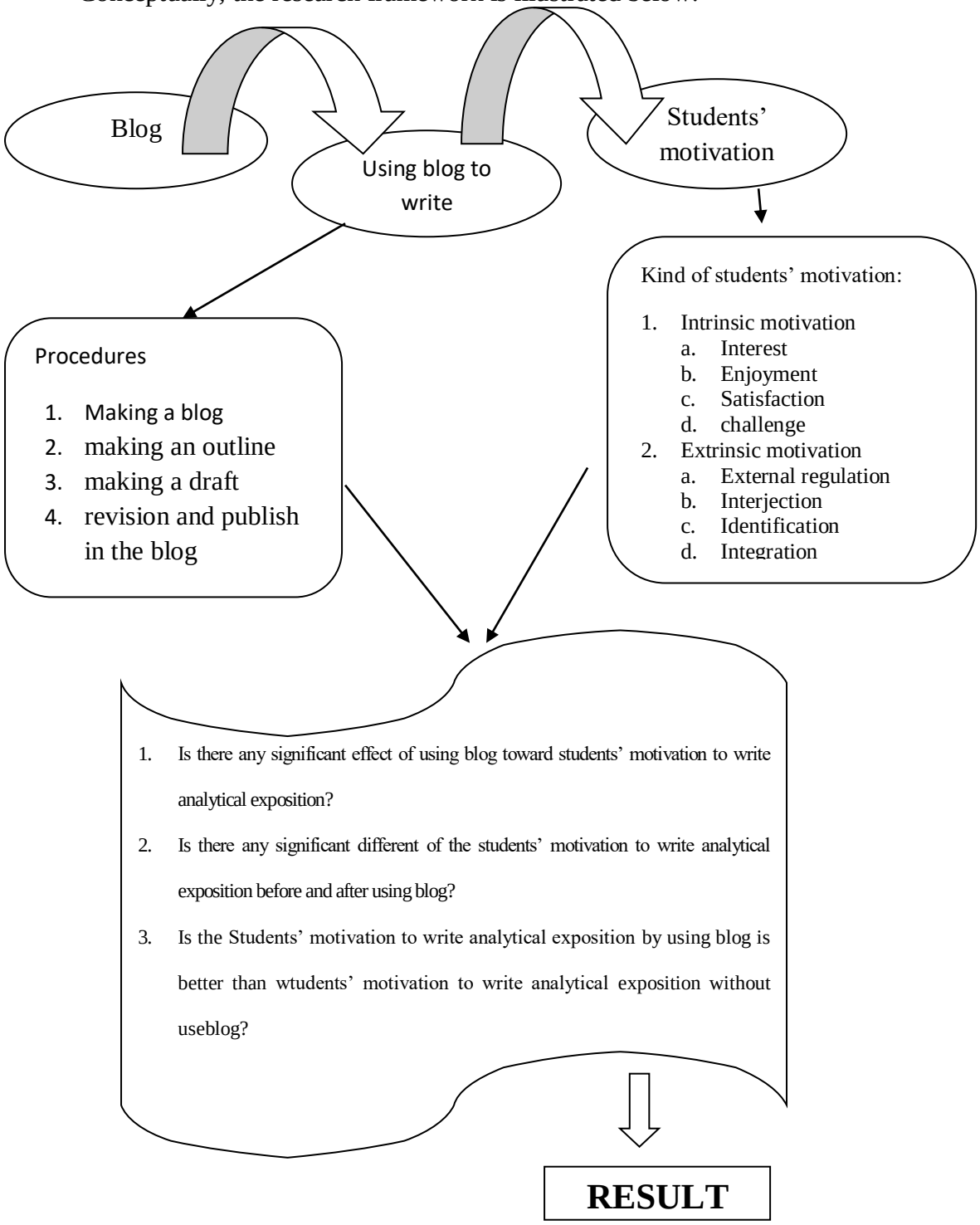
Third, a research had been conducted by Zaini Amir (2011). He conducted about *Blog in Language Learning: Maximizing Students' Collaborative.* He found that blog can contribute to the development to the students' writing.

The review of the related finding above showed that using blog could increase the students' achievement. In doing the same research, the

researcher conducted a research to the second grade students of SMK Negeri 1 Baso. This research is to know the effect of using blog toward students' motivation to write analytical exposition text. The researcher wants to know the significant different and better result in students' motivation to write in using blog than without blog.

C. Conceptual Framework

Conceptually, the research framework is illustrated below:



The scheme above describes the relationship between two variables that will be used in this research they are students' motivation to write analytical exposition text and blog.

D. Hypothesis

Based on several theories in the review of the related theories, the hypothesis of the research is as follow:

1. H_a: there is significant effect between using blog and without blog toward students' motivation to write analytical exposition text at SMKN 1 BASO

   H_o: There is no significant effect between using blog and without blog toward students' motivation to write analytical exposition text at SMKN1BASO

2. H_a: there is significant different of students' motivation to write analytical exposition in experimental class and controlled class at SMKN 1 BASO

   H_o: There is no significant different of students' motivation to write analytical exposition in experimental class and controlled class at SMKN1BASO

3. H_a:Students' motivation to write analytical exposition by using blog is better than students' motivation to write analytical expositionwithout using blog at SMKN 1 BASO

H_o: Students' motivation to write analytical exposition by using blog is better than students' motivation to write analytical exposition without using blog at SMKN 1 BASO.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research, the researcher used the quantitative approach. The quantitative research is a kind of research that collects the data in form of the number. According to Margono, the quantitative research is a process to find knowledge which uses the numeral data, in other word, the data is used as a tool to find information that will be found by the researcher.[44] Quantitative research can be defines in the form of correlation or causal comparative and experimental research.

Experimental research is the research that tries to observe cause effect relationship. Arikunto says experimental research is the research to know whether any causes or not from the treatment that is given to the subject.[45]Two existing classes were used as experimental class and the controlled class. The purpose of experimental research is to observe the possible of cause effect relationship by giving treatment to the experimental class a comparing the result to those who do not use in the controlled class.[46]

In this research, the experimental class treated by using blog in writing analytical exposition text, while the control class will treated by using textbook. These two classes treatedby using different technique,

[44]Margono, *Metodologi Penelitian Pendidikan*,(Jakarta: RinekaCipta, 2007), p. 105
[45]Suharsimi, Arikunto, *Manajemen Penelitian*, (Jakarta: RiekaCipta, 2007), p.272
[46]Sumadi, Suryabrata, *Metode Penelitian*, (Jakarta :RinekaCipta, 2007), p.88

whereas the topic, the length of time and the pretest (Questionnaire) and posttest (Questionnaire) those given are the same. The research design is Randomized Control – Group Pretest – Posttest Design.[47] This research is described as the following table:

Table 3.1: design of experiment pretest posttest

Group	Pre-test	Treatment	Post-test
Experimental Class	T 1	X	T2
Control class	T1	-	T2

Where:

X = the treatment is given to experiment class by using blog.

T1 = Pretest (Questionnaire)

T2 = Posttest (Questionnaire)

Based on the research design above, special treatment is only given to the experimental class. The pre-test administered before the implementation of blog as the special treatment for the students in the experimental class. The post-test conducted after giving the treatment to the experimental class and itwas given in order to observe students' motivation to write analytical exposition text in both classes

[47] Sumadi Suryabrata, Metodologi Penelitian,….., p.105

B. Population and Sample

1. Population

Population refers to the object of an investigation. McMillan states that "population is a group of elements or cases, whether individuals, objects, that conform to specific criteria and to which we intend to generalize the results of the research".[48] It means the population is a group which is chosen that the result of the study can be generalized to this group. The population of this research is all of first grade students (X) that are divided into several majors of SMK Negeri 1 Baso in 2019/2020 period. The population is described in the following table:

Table 3.2. The Total Population of the First Grade Students in SMK Negeri 1 Baso 2019/2020

No	Class	Students' Totality
1	XI OTP 1	20
2	XI OTP 2	21
3	XIAKL	31
4	XI PKM	27
5	XI TKJ	32
6	XI TBSM	24
Students' totality		174

[48]James H.McMillan, *Education Research: Fundamentals for the Consumer*,(New York: Harper Collin College Published, 1996), p. 85

The table above showed that the populations of this research are 175 students and totality of students of six classes of first grade students of SMKN 1Baso in Academic Year 2019/2020

2. Sample

Sample is part of population. According to Gay, sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected.[49]It means that the sample is part of population which is taken in certain ways from the population itself. A good sample is the one that becomes the representative of the population. Gay states that "the purpose of the sampling is to gain information about a population; rarely is a study conducted that includes the total population of interest as subject".[50] It means that, in doing research the researcher should determine the sample. Based on the research problem and the research design which are used, the researcher needs a class to do the treatment.

There are some sampling techniques to determine the sample. The sample will determined by using purposive sampling technique. According to Sugiyono purposive sampling is the process of selecting a sample which is used for certain purpose or not based on the probability.[51] It means that purposive sampling is a sample that is

[49]L.R.Gay, *Educational Research: Competencies for Analysis and Application,6th ed*, (New York: Prentice –Hall, 2000),p.121
[50] Ibid.,
[51]Sugiyono, *Metodologi Penelitian Pendidikan*, (Bandung: Alfaberta, 2009), p. 124

taken because of some purposes. The sample of this research is students of XI OTP of SMKN 1 Baso.

The researcher chooses class XI OTP 1 and XI OTP 2 classes as the sample because there are same considerations: First, both of the classes are taught by the same teacher. Second, both of the classes have the same characteristics, levels and conditions.

C. Instrumentation

The data in this research will collect by questionnaire. Questionnaire is a set of written question is given to the respondent in order to collect the data.[52] It means that questionnaire is an instrument in collecting data or information about the using of blog. In this research, the researcher used questionnaire because it was an appropriate way to collect the data related to the focus of the research and gave some advantages for the researcher. As gay added," in addition, for example, a questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection of data from a much larger sample".[53] It is clear that using questionnaire is more efficient and appropriate in collecting data in this research that is about the using blog toward students' motivation to write in analytical exposition.

The questionnaire was made by the researcher by using close questionnaire type. It means that the respondent only answer based on the available respond. The questionnaire was written based on the indicators

[52]Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta,2007),p. 199

[53]L.R.Gay. op. cit., p. 281

of motivation. To avoid the misunderstanding and to make it clear for them, the researcher considered making the questionnaire in Indonesian. It's expected that the students as the sample will give spontaneous and accurate answer and also to make the researcher easier in analyzing the data. The questionnaire was used likert scale (always, often, sometimes, seldom, never)

Table 3.3: likert scale model for positive statement

Likert Scale	Score
Always (Selalu) / S	5
Often (sering) / Sr	4
Sometimes (Kadang-kadang) / Kd	3
Seldom (Jarang) / Jr	2
Never (Tidak pernah) / Tp	1

Table3.4: likert scale model for negative statement

Likert Scale	Score
Always (Selalu) / S	1
Often (sering) / Sr	2
Sometimes (Kadang-kadang) / Kd	3
Seldom (Jarang) / Jr	4
Never (Tidak pernah) / Tp	5

Students' motivation score = $\frac{achieving\ score}{maximum\ score}$ X 100

1. Validity

The researcher validated the questionnaire to the experts to test the list of questionnaire items. The purpose of the validity focused on the content and the instrument function. This questionnaire was analyzed by using construct validity. Sugiyono states that construct validity is to test the validity by using judgment experts.[54]In this case, after the researcher make the instruments that is questionnaire about the aspects will be measured then it will be consulted with the experts. The experts ask their opinion about the instrument and they give the decision such as this instrument can be used without revise, it should be revised, or it should be changed.

2. Reliability

Reliability is stability of the test score from one day to another, from one score to another score. According to Gay, reliability is the degree to which a test consistently measure whatever it measure.[55] If the test gave the current result as the same asthe previous test that had been conducted. It means that the test has high reliability.

D. **The procedure of experimental research**.

1. Pretest in experimental class and control class

The researcher gave the pretest (questionnaire) to the sample class before teaching that consists of 14 items. The questionnaire was

[54]Sugiyono, op.cit,… p. 123

[55]L.R. Gay, Educational Research.....,p.135

gavefor the eleven grade students of SMKN 1 baso. The researcher done the following instruction:

b. Distributing the items and answer sheet to the students;
c. Limiting the time while the students answer the items;
d. Collecting the answer after doing the items;
e. Analyze the students answer, the researcher conduct the following procedure to analyze them.
    1) Edit, the researcher checked and read the respondents' answers.
    2) Code, the respondents' answer was coded by the researcher based on their answer.
    3) Tabulate, the researcher accounted the data and described it in the table.[56]
    4) The researcher calculatedthe frequencies, percentage, means of the score obtained students' answers. To find the percentage of each items, the researcher used the formula that is proposed by sudijono:[57]

    $P = \frac{f}{n} \times 100\%$

    P: the percentage of the result

    f: the frequency each item

    n: the total subject

[56]Suharsimi Arikunto, *op. cit.*, p. 348

[57]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008) , p. 43

5) Determine the mean of the result from percentage each item. To find the mean of item the researcher used the formula as followed

$$\bar{x}=\frac{achieving\ score}{maximum\ score}\ \text{X}\ 100$$

2. Treatment

a. Experimental class

The researcher used blog in teaching and learning. In this activity the researcher used blog that is began with example to the role or explanation. For the first the teacher explained the analytical exposition text by using blog. For the second the teacher asked the students to make a blog. For the third the teacher asked the students to make a short paragraph about analytical exposition text in their blog.

b. Control class

The teacher will use the usual treatment in teaching and learning. For the first the teacher gives the example of the material. For the second the teacher explains about the material. For the third the teacher asks students to make a short paragraph about the analytical exposition.

3. Posttest in the experimental class and control class

After teaching the researcher gave the questionnaire for the students in 30 minutes as the comparison and as the evaluation of the

students' motivation after the treatment that will be done. The researcher done the following instructions:

a. Distributing the items and answer sheet to the students;
b. Limiting the time while the students answer the items;
c. Collecting the answer after doing the items;
d. Analyze the students answer, the researcher conduct the following procedure to analyze them.
    1) Edit, the researcher check and read the respondents' answers.
    2) Code, the respondents' answer was coded by the researcher based on their answer.
    3) Tabulate, the researchers accounted the data and describe it in the table.[58]
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    P= $\frac{f}{n}$ x 100%

    P: the percentage of the result

    f: the frequency each item

    n: the total subject

[58]Suharsimi Arikunto, *op. cit.*, p. 348

[59]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008) , p. 43

5) Determine the mean of the result from percentage each item. To find the mean of item the researcher used the formula as followed:

$$\bar{x}=\frac{achieving\ score}{maximum\ score}\ \text{X}\ 100$$

E. Technique of the Data Collection

In line with the research design above, the data was taken from the questionnaire. The pretest will give to the experimental and control class before giving the treatment. The studentswere asked to fill the questionnaire that has been provided. The pretest was used to know the students' motivation in writing at the beginning. The posttest was used to know the students' motivation in writing at the ending. The scores of the students on these tests collected in order to be used as the data.

F. Technique of the Data Analysis

To analyze the data, the researcher taken the t-test to compare the difference of percentage between two classes: the control class and the experimental class. Sugiyono stated that if the researcher is compared between 2 groups and the hypothesis is tested by using t-test.[60]The researcher used the t-test as suggested by gay. the following formula will used to analyze the data in this research:

$$t = \frac{\bar{X}_1+\bar{X}_2}{\sqrt{\left(\frac{SS_1+SS_2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

60

note:

for hypothesis 1:

t = the score of t- obtained

$\bar{X}_1$ = mean score of posttest of experimental class

$\bar{X}_2$ = mean score of pretest of experimental class

SS_1 = sums of squares of posttest of experimental class

SS_2 =sums of squares of pretest of experimental class

n_1 = number of experimental class of posttest

n_2 = number of experimental class of pretest

For hypothesis 2:

t = the score of t- obtained

$\bar{X}_1$ = mean score of posttest of experimental class

$\bar{X}_2$ = mean score of posttest of control class

SS_1 = sums of squares of posttest of experimental class

SS_2 =sums of squares of posttest of control class

n_1 = number of experimental class of posttest

n_2 = number of control class of posttest

6) Drawing the conclusion.

After determine the mean of result the researcherclassified the students' motivation based on predetermined criteria.0% -33% is a criterion for students who have weak motivation. 34% -66% is a criterion

for students who have moderate motivation. Finally 67% -100% is the criterion for students who have high motivation

Table 3.5: Data interpretation of rating scale

Strong	67%-100%
Medium	34%-66%
Weak	0%-33%

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The last the researcher saw the changes in students' motivation before and after being given treatment. The way is by comparing the first questionnaire and the last questionnaire. If the first questionnaire betters then the last questionnaire, it means that the use of media does not give effect to the student motivation in writing. If the second questionnaire better than the first questionnaire means using media has an effect on student motivation in writing.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The research findings include the students' motivation in writing analytical exposition text from both control and experimental classes and the analysis of the students' motivation. The first, there is significant effect of using blog toward students' motivation to write analytical exposition text. The second,there is significant different of the students' motivation to write analytical exposition by using blog and without using blog. The third, students' motivation to write analytical exposition by using blog is better than students' motivation to write analytical exposition without use blog.

1. Description of the data

The data of this research were collected based on the research that was done by the researcher at the second grade of SMKN1 Baso. The score of motivation of the students in writing were collecting the pretest in the form of questionnaire in the beginning of the research and the post test (questionnaire) at the end of the research, both the experiment and the control classes were used as the data of this research.

There were 41 students who were involved in the pre-test: 21 students in the experimental class and 20 in the control class. There were 42 students who were involved in the post-test: 21 students in the experimental class and 20 students in the control class. The description of the data in both of experimental and control class will be explained below.

a. Data from the pre-test (questionnaire before giving the treatment) of experimental and control classes.

Pre-test (questionnaire) is the data analysis that had been given by the researcher at the first meeting before conducting the treatment for experimental class by using blog and for control class by using text book.

1) Experimental class

The questionnaire result of experimental class shown by the table below:

Table 4.1
Questionnaire Score before Giving the Treatment in Experimental Class

No	Nama	Score
1	AI	60
2	AA	60
3	CM	58
4	DKN	53
5	HS	63
6	IH	44
7	LAW	72
8	MF	54
9	NSR	42
10	NA	52
11	PZ	56
12	RS	53
13	R	48
14	RF	54
15	RW	56
16	RIS	54
17	RH	51
18	SW	53
19	SR	49
20	TA	42
21	YU	58
Means		53,90
Standard Deviation		6,78
Variant		45,9524571

Max	72
Min	42

The data obtained shows that the lowest score of questionnaire that is gained by the experimental class is 42, the higher score is 72 and the mean score is 53,90. It's found that there are two students who get 42, one student who get 44, one student who get 48, one student who get 51, one student who get 52, three students who get 53, three students who get 54, two students who get 56, two students who get 58, two students who get 60, one student who get 63 and one student who get 72.

2) Control class

The questionnaire result of control class shown by the table below:

Table 4.2
Questionnaire Score before Giving the Treatment in Control Class

NO	NAMA	SCORE
1	AM	50
2	AF1	48
3	AF2	52
4	AP	50
5	AG	49
6	A	50
7	FEP	53
8	FY	56
9	JTR	60
10	IDH	58
11	NAS	63
12	RD	59
13	RRP	54
14	RR	48
15	RA	50
16	RS	48
17	SW	51
18	TJ	64
19	YP	68

20	YR	66
Means		54,85
Standard Deviation		6,48
Variant		42,0289474
Max		68
Min		48

The data obtained shows that the lowest score of questionnaire that is gained by the control class is 48, the higher score is 68and the mean score is 54,85. It's found that there are three students who get 48, one student who get 49, four students who get 50, one students who get 51, 52, 53, 54,56,58, 59, 60, 63, 64, 66, and 68.

After clasifying the data in the questionnaire, the researcher made the result calculation of scores that was gained from the pre-test. This was done by the researcher to know the result of students score including mean, standard deviation, the lowest and higher score as on the table below:

Table 4.3

The Result of Calculating of Score that was Gained from the qustionnaire

Class	N	Mean	Standard Deviation	Variant	The Lowest	The Higher
Experimental Class	21	53,90	6,78	45,9524571	42	72
Control Class	20	54,85	6,48	42,0289474	48	68

The table above shows that the mean of the experimental class questionnaire is 53,90 while the mean score of the control class questionnaire is 54,85 with a slight different of these class score. In order to know whether the mean score difference of both

class is statistically significant at the level of significant 5% (0,05), the degree of freedom (df) (n_1+n_2 -2) (21+20-2)= 39

b. Data from questionnaire score after giving treatment of experimental and control class

1) Experimental class

The questionnaire result of experimental class shown by the table below:

Table 4.4
Questionnaire Score after Giving the Treatment in Experimental Class

No	Nama	Score
1	AI	76
2	AA	76
3	CM	74
4	DKN	70
5	HS	78
6	IH	68
7	LAW	80
8	MF	71
9	NSR	70
10	NA	73
11	PZ	69
12	RS	73
13	R	70
14	RF	68
15	RW	76
16	RIS	78
17	RH	70
18	SW	71
19	SR	68
20	TA	69
21	YU	70
Mean		72,28
Standard Deviation		4,062
Variant		16,50205
Max		80
Min		68

The data obtained shows that the lowest score of questionnaire that is gained by the exerimental class is 66, the higher score is 79 and the mean score is 72,28. It's found that there are five students who get 66, three students who get 67, two student who get 69, three students who get 70, three students who get 71, one student who get 74, one student who get 75, one student who get 76, one student who get 77, and one student who get 79.

2) Control class

The questionnaire result of control class shown by the table below:

Table 4.5
Questionnaire Score after Giving the Treatmentin Control Class

NO	NAMA	SCORE
1	AM	67
2	AF1	68
3	AF2	71
4	AP	76
5	AG	68
6	A	71
7	FEP	74
8	FY	62
9	JTR	70
10	IDH	59
11	NAS	69
12	RD	62
13	RRP	59
14	RR	61
15	RA	59
16	RS	59
17	SW	58
18	TJ	68
19	YP	70

20	YR	66
Mean		65,85
Standard Deviation		5,55
Variant		30,8026316
Max		76
Min		58

The data obtained shows that the lowest score of questionnaire that is gained by the control class is 58, the higher score is 76 and the mean score is 65,85. It's found that there are one student who get 58, four students who get 59, one student who get 61, two students who get 62, one student who get 66, one student who get 67, three students who get 68, one student who get 69, two students who get 70, two students 71, one student who get 74 and one student who get 76.

After clasifying the data in the questionnaire, the researcher made the result calculation of scores that was gained from the questionnaire. This was done by the researcher to know the result of students score including mean, standard deviation, the lowest and higher score as on the table below:

Table 4.6
The result of calculating of score that was gained from the questionaire

Class	N	Mean	Standard deviation	Variant	The lowest	The higher
Experimental class	21	72,28	4,062	16,50205	68	80
Control class	20	65,85	5,55	30,8026316	58	76

The table above shows that the questionnaire mean score of the experimental class is 70,14 while the questionnaire mean score of the control class is 65,85 with a slight different of these class

score.In order to know whether the mean score difference of both class is statistically significant at the level of significant 5% (0,05), the degree of freedom (df) (n_1+n_2 -2) (21+20-2)= 39

After doing the administration before and after giving the treatment the researcher compared both of the result of the questionnaire before and after treatment from the experimental class and control class. The comparison questionnaire result of before and after treatment from the experimental and control classes were showed in the following table:

Table 4.7
The comparison of questionnaire before and after treatment of experimental class and control class

Questionnaire Result / The class	Before Treatment	After Treatment
Experimental class	$\bar{X}$ = 53,90 S = 6,78 S^2 =45,9524571	$\bar{X}$ = 72,28 S = 4,062 S^2 =16,50205
Control class	$\bar{X}$ = 54,85 S = 6,48 S^2 =42,0289474	$\bar{X}$ = 65,85 S = 5,55 S^2 = 30,8026316

Based on the data above, the questionnaire result after treatment of the experimental class is higher that the questionnaire result after treatment of control class. It means that the treatment that has been used by the researcher can help the students to improve their motivation in writing.

2. Testing of hypothesis

The calculation of hypothesis t-test was conducted by using t-test formula. If the value of $t_{obtained}$ is higher than the value of t_{table}, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So that, blog can be used to improve the students' motivation to write analytical exposition text. However, if the value $t_{obtained}$ is the same or less than the value of t_{table},, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. So that, blog can not be used to improve students' motivation to write analytical exposition.

The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis in this research, there is any significant effect of using blog toward students' motivation in writing analytical exposition. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula t-test to find whether (H_o) is accepted or rejected, the value of $t_{obtained}$ was compared with the value of the t_{table},. If the calue of $t_{obtained}$ is the same or less than t_{table}, or $t_{obtained}$ located between - t_{table},. and + t_{table},. the null hypothesis (H_o) is accepted. The calculation can be seen in appendix 7.

From the data, it means that the alternative hypothesis (H_a) is accepted or the null hypothesis (H_o) is rejected because $t_{obtained}$ was higher than + t_{table},.. It can be conclude that there is a

sigificant effect of using blog toward students' motivation to write analytical exposition text.

b. The second hypothesis.

The second hypothesis in this research, there is significant different of students' motivation to write analytical exposition in experimental class and controlled class. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula t-test to find whether (H_o) is accepted or rejected, the value of $t_{obtained}$ was compared with the value of the t_{table}. if the calue of $t_{obtained}$ is the same or less than t_{table} or $t_{obtained}$ located between - t_{table} and + t_{table} the null hypothesis (H_o) is accepted. The calculation can be seen in appendix 8

From the data, it means that the alternative hypothesis (H_a) is accepted or the null hypothesis (H_o) is rejected because $t_{obtained}$ was higher than + t_{table}. It can be conclude that there is a sigificant different of using blog toward students' motivation to write analytical exposition text in experimental class and control class.

c. The third hypothesis

The third hypothesis in this research, students' motivation to write analytical exposition by using blog is better than students' motivation to write analytical exposition without using blog. To measure whether the researcher would accept or reject the

hypothesis, the researcher used the formula t-test to find whether (H_o) is accepted or rejected, the value of $t_{obtained}$ was compared with the value of the t_{table}. if the calue of $t_{obtained}$ is the same or less than t_{table} or $t_{obtained}$ located between - t_{table} and + t_{table} the null hypothesis (H_o) is accepted. The calculation can be seen in appendix 9.

From the data, it means that the alternative hypothesis (H_a) is accepted or the null hypothesis (H_o) is rejected because $t_{obtained}$ was higher than + t_{table}. It can be conclude that Students' motivation to write analytical exposition by using blog is better than students' motivation to write analytical exposition without use blog.

B. Discussion

This section discusses the research finding based on the related study. Writing is process of thinking ideas, prepare the outline, transfer the outline into draft, revise the draft and proof reading the draft to prepare the final outline. As Nunan said writing not natural activity. It means that writing need a process of thinking the ideas to generate the idea in the paragraph. To do the writing, the students should have motivation.

Motivation in writing is some kind of internal drive which pushed someone to write in order to achieve something. To make the students motivated in writing the teacher can use the media. Tanggoro said that using media in the learning process can increase learner's motivation. There are

many media that can be used by the teacher to make the students motivated in writing. One of the media that can be used is blog.

This research was done by giving the questionnaire to the students in the experimantal class and control class. The questionnaire was given in order to see the students' motivation to write analytical exposition . In this research the researcher had found whether there is significant effect of using blog toward students' motivation to write analytical exposition text. there were two classes involved in this research: experimental class and control class. The experimental class was treated by using blog while the control class by using paper. It means one class was treated by using blog and one class by using paper, where lenght of time and the efore and after giving tretment that were given the same.

For the first, both classes were given questionnaire. After that, both the classes were given treatment. Then questionnaire were given to the both classes again. The data of questionnaire before and after giving the treatment of the experimental class were tested by using t-tes and it was obtained in order to find the effect of using blog toward students motivation to write analytical exposition text. the mean score of the questionnaire before giving treatment of the experimental class was 53,90 while the mean score of the questionnaire after giving treatment was 72,28. It indicated that mean score of questioaire after giving treatment was higher than the mean score of questionnaire before giving treatment. Statistically shown that the esult of the before and after of the experimental class had found the $t_{obtained}$ value

10,934, which was higher than the value of t_{table} for df = $(n_1 + n_2 - 2)$ = (21+ 21- 2) = 40 with level significance 0,05 was 2,021. Thus, test result of this research supported the first hypothesis that there is a significant effect of using blog toward students motivation to write analytical exposition text. This result in line with Miriam Tanti, she said that blogs are individual and had been used to provide students with a personalwriting space, blogging was able to increase student motivation and engagement, which in turn, expanded their critical thinking ability. So that, using blog give significance effect to the students' motivation to write.

For the second, the result which was gained by the two classes were different although they got the same length of time, and the questionnaire before and after giving the treatment that were given were the same, except the different treatment. The mean score of the questionnaire of the experimental class was 72,28 while the mean score of the questionnairein control class was 65,85. It indicated that mean score of the questionnairevin experimental class was higher than the mean score of questionnaire in control class. Statistically shown that the result of the questionnaire in experimental class and questionnairein control class had found the $t_{obtained}$ value4,47, which was higher than the value of t_{table} for df = $(n_1 + n_2 - 2)$ = (21+ 20- 2) = 39 with level significance 0,05 was 2,042. Thus, teh result of this research supported the first hypothesis that there is a significant effect of using blog toward students motivation to write analytical exposition text.

Finally,the data of questionnaire score before and after giving the treatment of experimental and control classes were also obtained to indicate the third hypothesis that wanted to know whether the students' motivation to make analytical expsition by using blog better than students' motivation to write analytical exposition without using blog.From the data was obtained, it was found that the mean score of the questionnaire of the experimental class (72,28) was higher than the mean score of the questionnaire in control class (65,85).

The data gotten to prove the hypothesis above was same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two-tailed test and the third hypothesis is the form of one tailed test. From the second hypothesis above, it was found that the the $t_{obtained}$ was4,47 and t_{table} for df = $(n_1 + n_2 - 2)$ = (21+ 20- 2) = 39 with level significance 0,05 was 2,042 through comparing the $t_{obtained}$ (4,47) and t_{table} (1,697).

Finally the data of the experimental class and control class were also obtained to indicate the students' motivation by using blog is better than the students' motivation without using blog. It was found that the use of blog can increase students' motivation to write analyticl exposition text. The test result inline with Graham. He said that blog can motivated shy students to participate.So that, students can be motivated in writing by using blog.

Hence, the result of the research can answer the formulation of the problems as stated in the chapter 1 and the research finds the all of hypothesis

is accepted. It can be said that first, H_a of the first hypothesis is a significant effect of using blog toward students' motivation to write analytical exposition text. Second, H_a of the second hypothesis is accepted where there is significant different of students' motivation to write analytical exposition in experimental class and controlled class. Third, H_a of the third hypothesis is accepted where the students' motivation to write analytical exposition by using blog better than students' motivation to write analytical exposition text without using blog.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been discussed in previous chapter, it can be concluded that students who are taught by using blog have better motivation than they are without using blog. Blog can improve students' motivation to write analytical exposition text.

Writing by using blog gives positive result to students' motivation. The students spend their time to write, they provide special time to write, they feel confidence if the teacher ask them to write and also they usually write 2 until 3 text in a week. So that, blog can used in teaching and learning especially in writing because it can motivate students to write more than usual.

B. Suggestion

Based on the conclusion above, it is approved that there is a significant effect of using blog toward students' motivation to write analytical exposition text. Hence, the researcher would like to suggest as follow:

1. It is suggested to english teacher to use blog to increase students' motivation to write. It is found that it can catch the students' interest in learning.

2. It can be used for students in order to improve their motivation to write. The researcher also expected the students who had had motivation to write in english
3. Since this research is only a beginning research, further research is suggested to be done to see other issues that not have been covered by this research.

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