

HALAMAN PENGESAHAN THESIS

DEVELOPING INSTRUCTIONAL MEDIA APPLICATION OF
WEBLOG TO IMPROVE THE STUDENT ABILITY IN WRITING
DESCRIPTIVE TEXT SMP VIII HKBP SIDORAME MEDAN
DIAJUKAN OLEH

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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula
yang bersangkutan memperoleh gelar
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CHAPTER I

INTRODUCTION

1.1 Background of Study

English stands as one of the most widely utilized global languages, recognized as the primary lingua franca. Within the realm of writing proficiency, English assumes a pivotal role as a tool for expressing ideas, disseminating knowledge, and facilitating communication. The process of writing in English entails a comprehensive understanding of sentence structure, grammar intricacies, and the cultivation of effective vocabulary skills. (Alkhaldi, 2023)

Teaching is a form of interpersonal influence aimed at changing the behaviour of another person. Further, the definition of teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors: those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching). (Rababah, 2022)

Writing is not just about producing words on paper or in digital media. It is a process that involves good planning, thinking, and structuring. Writing activities include choosing the right words, organizing ideas clearly, and developing a cohesive argument or story. This process requires the writer to think critically, analyze information, and design effective wording. Thus, writing involves both thinking skills and language skills.

Types of writing can be categorized into several main categories based on their purpose and style. Some common types of writing include: descriptive writing, narrative writing, argumentative writing, expository writing, persuasive

writing, technical writing, journalistic writing, creative writing . descriptive text writing skills are integral in education, encompassing essential aspects of learning.

Proficiency in this skill aids language development, including grammar, vocabulary, and sentence structure, forming a foundational basis for effective communication in various context .from the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text.

The content is weighted 30% since it can be more worth that the other aspects. the organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. as there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. they are weighted 15% respectively.

Table 1 .1 Students' Writing Descriptive Text Score In Sidorame Medan

Academic Year	Average
2022/2023	52,88
2021/2022	51,00

From the data above, students have not yet reached the minimum passing grade (KKM) of 75, with findings indicating weaknesses, especially in the vocabulary section. The results of observations and scores for descriptive text writing by eighth-grade students at HKBP SIDORAME Junior High School. There is variation in descriptive writing proficiency among students, with some showing satisfactory performance while others need specific attention to improve their writing skills.

Some students' demonstrate excellence in understanding content and identification, but there is still room for further development, especially in the use of vocabulary and writing mechanics. Conversely, other students show a greater need for improvement, particularly in identification and grammar. On the other hand, achieve the highest scores, indicating a profound understanding of content, strong identification skills, and proficient use of vocabulary and writing mechanics. Their success can serve as a benchmark for their classmates.

These problems indicate the importance of expanding and improving teaching approaches in developing students' descriptive text writing skills in grade VIII of HKBP SIDORAME Junior High School. More effective learning strategies and adequate resource support are needed to overcome these challenges and improve students' writing skills in writing descriptive texts.

Students may exhibit weaknesses in writing descriptive texts for various reasons, including a lack of understanding of concepts, insufficient practice, limited observational and detailing skills, vocabulary mastery, grammar skills, creativity in writing, understanding of purpose and audience, as well as minimal encouragement and feedback.

1.2 The Problem of Study

The problem formulations in this study is there any significance improvement of web blog application media on students' ability in writing descriptive text in 8 grade junior high school ?

1.3 The Objectives of Study

The objectives of this research is: To know use the weblog application to improve students' ability in writing descriptive text.

1.4 The Scope of Study

The scope of this study includes the VIII grade students at HKBP SIDORAME Junior High School. Writing is actually a developmental process. Students' try to express their views or ideas in the best writing. some common types of writing include descriptive writing, narrative writing, argumentative writing, expository writing, persuasive writing, technical writing, journalistic writing, creative writing. the scope focused in descriptive text.

1.5 The Significance of the Study

1. For Teachers

The use of learning like blog-based learning materials should be encouraged by teachers. Learning media can help teachers, improve their skills particularly The extend of instructive materials

2. For Student's

Since the teacher's fabric must be retained and caught on, the students' must center and be spurred indeed more amid the instructing and learning prepare.

3. For the Next Researcher

They are counseled to return to or proceed this investigate in different circumstances to find more methodologies to improve pupils' composing gifts. This can be extended to look at the affect of blog-based learning materials on creating comprehension

CHAPTER II LITERATURE REVIEW

2.1 Writing

2.1.1 Definition of Writing

Writing is actually a developmental process. Student try to express their views or ideas in the best writing with teachers guidance. it can be also indicator to show that they have gained the information. it is significant for student to master writing the researcher. It cover many sub skills that can be learn fun.(Du, 2022)

Types of writing can be categorized into several main categories based on their purpose and style. Some common types of writing include : descriptive writing, narrative writing, argumentative writing, expository writing, persuasive writing ,technical writing, journalistic writing, creative writing.

From the above explanation, it is clear that writing is an intellectual process that results in the expression of ideas through visual symbols in a written language intended for communication. when articulating the feeling is an essential component of written language that need to be considered carefully to allow for readers to readily understand and appreciate the product.

Of course, it needs a decent and engaging language to do this. put differently, writing is intimately linked to one's thoughts, emotions, and language everyone form their own ideas about the subject. they will discuss their opinions with one another about a subject. one opinions could differ from those of others. it based on what they believe.

The method of instruction that the instructor uses to attract students' interest in the subject matter being taught. the instructor can perform well and ensure that the teaching and learning process satisfying results by employing the right technique. running dictation is one of the strategies that are provided. it is anticipated that running dictation will help pupils advance their writing skills.(Peng et al., 2023)

2.1.2 Descriptive Text

Descriptive text writing skills are integral in education, encompassing essential aspects of learning. proficiency in this skill aids language development, including grammar, vocabulary, and sentence structure, forming a foundational basis for effective communication in various contexts. noticing figurative language in mentor texts and incorporating it into their own writing help students build critical verbal reasoning skills. (Rababah, 2022)

The purpose of a descriptive text is to provide a detailed description of an object with concrete, touchable components. this can help the learner in developing a concept into a text. students are allowed to write about any individual or thing that they have experienced . a learner can describe the environment and the attractiveness of the scenario in this text.They can then describe the animals they see, such as a cat, a goat, a butterfly, etc.

The students' may also provide a description of the person's appearance. they can provide specific physical characteristics about her or him,such as the color of their skin, eyes, or bodies. to put it another way, descriptive writing describes sense; it describes the way something feels, looks, and smells. this indicates that a descriptive text is one that gives specific information on a person,

thing, or location.

Producing descriptive texts involves more than just providing the reader with details about an object, person, etc.; it also involves the writer's activities to understand the general structure of the text, since this will facilitate the writer's ability to begin producing descriptive texts. according to the explanation given above, the purpose of the descriptive text is to inform the readers about a person, place, event, and object description.

As a result, while selecting a subject, one of them will be written in a descriptive text composition that emphasizes the conclusion, the supporting elements, and the topic phrase.

2.1.3 The Generic of Structure Descriptive Text

Descriptive text can be presented as written or spoken text. in a descriptive text, the written text inform something to the unknown readers or listeners. the descriptive text may come in many forms such as text books, encyclopedia or essay test answer. according to Tiur there are two generic structure of descriptive text, as follows :

- a. Identification, it identifies about the subject or something to be describe.
- b. Descriptive it is part of the paragraph describes parts, qualities characteristics, etc.

2.1.4 The Descriptive Text's Features

The descriptive text has the following linguistic characteristics:

- A. Adjectives
- B. Present Simple Tense

C. Descriptives

D. Feeling and Thinking Verb

E. Verb of Action

2.1.5 Writing Assessment

a. Types of self assessment

According to his classification of self-assessment, they are :

1) Assessment of a specific performance

In this category, a student typically monitors him or herself in either written production and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. Having made a presentation, the student (or a peer) fills out a checklist that rates performance on a defined scale. Or perhaps the student views a video-recorded performance and completes a self-corrected comprehension quiz. (Teng & Wang, 2023)

A journal may serve as a tool for such self-assessment. Peer editing is an excellent example of direct assessment of a specific performance. Today, the availability of media opens up a number of possibilities for self and peer-assessment beyond the classroom. Internet sites such as Dave's ESL offer many self-correcting quizzes and tests. (Solihin et al., 2019)

On this and other similarites, a learner may access a grammar or vocabulary quiz the internet and then self score the result, which may be followed by comparing with a partner. Television and film media also offer convenient resources for self- and peerassessment. Recommended that students in non-english-speaking countries access

bilingual news, films, and television programs and then self-assess their comprehension ability.

He also noted that video versions of movies with subtitles can be viewed first without the subtitles, then with them. as another form of self- and/or peer- assessment.

2) Indirect assessment of (general) competence

Indirect self- or peer-assessment targets larger slices of time with a view to rendering an evaluation of generalability, as opposed one specific, relatively time- constrained performance. the distinction between direct and indirect assessments is the classic competence-performance distinction. self- and peer assessments of performance are limited in time and focus to a relatively short performance.

Assessments of competence may encompass a Jeson over several days, a module, or even a whole term of course work, and the objective is to ignore minor. non repeating performance flaws and thus to evaluate general ability.

3) Metacognitive assessment (for setting goals)

Some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and maintaining an eye on the process to their pursuit. personal goal-setting has the advantage of fostering intrinsic motivation and or providing learners with that extra-special impetus from having set and accomplished one's own goals.

Strategic planning and selfmonitoring can take the form of journal entries

choices from a list of possibilities, questionnaires, or cooperative (oral) pair or group planning.

4) Socio affective assessment

Another type of self- and peer-assessment comes in the form of methods of examining affective factors in learning. such assessment is quite different from looking at and planning linguistic aspects of actesition. it requires looking at oneself through a psychological lens and may not different greatly from self- assessment across a number of subject matter areas or for any ser of personal skills.

When learners resolve to assess and improve motivation, and lower their own anxiety, to find mental or emotional obstacles to learning then plan to overcome those barriers, an all-Important socio affective domain joked.

5) Student-generate tests

A final type of assessment that is not usually classified strictly as sel for peer-assessment is the technique of engaging students in the process of constructing tests themselves. the traditional view of what a test is would never allow students to engage in test construction, but students generated tests can be productive, intrinsically motivating, autonomy building processes.

2.2 KKM Indicator of Writing

The Minimum Mastery Criteria (KKM) in writing is a benchmark used to establish the minimum score that students must achieve to be considered to have reached the desired level of competence in the writing subject. determining the kkm writing involves various indicators that encompass text comprehension, the

ability to organize ideas, the use of appropriate language, analysis and synthesis of information, language style, the use of references, grammar, creativity, and conformity with the genre or type of text requested .

First and foremost, text comprehension is a key indicator in assessing students' abilities. Students' are expected to have a good understanding of the content of the text, including the main ideas, details, and the author's intent. furthermore, the ability to organize ideas is a crucial aspect, where students are expected to be able to structure ideas in a well-organized and logical manner in their writing.

The use of appropriate language is also a focus in kkm writing. students are tested on their ability to convey ideas or information with clear, appropriate, and effective language. additionally, aspects of analysis and synthesis are also assessed, measuring students' ability to analyze information and organize it into coherent writing.

Language style is another consideration in the assessment of kkm writing. students are expected to adapt their language style according to the purpose and type of writing requested. the use of references and evidence is also an indicator, demonstrating students' ability to include support or data that back up the argument or information presented.

Finally, creativity and conformity with the genre or type of text highlight students' expressive and adaptive aspects in writing. this criterion illustrates how students' can present ideas or information in a creative way and in accordance with the type of writing requested in the learning context. overall, the indicators of kkm writing create a holistic guide for evaluating students' writing abilities by

taking into account various essential aspects of writing.

Achieve the minimum mastery criteria (KKM) in essay writing is a process that involves thoughtful thinking and careful composition. firstly, it is essential to fully understand the task or question given, as well as identify the key elements that need to be addressed in the essay. the next step is to create a plan or outline to help organize ideas systematically before starting to write next, pay attention to the essay structure by ensuring the presence of an introduction that introduces the topic, a body that presents main points with evidence or examples, and a conclusion that summarizes the discussed arguments.

It is crucial to maintain unity and coherence between sections in the essay so that the intended message can be clearly understood. use language that is appropriate and precise, avoiding phrases or words that may be unclear or informal. ensure that the grammar and spelling of your essay are correct to convey a professional impression. in developing ideas, provide clear explanations and include relevant support or evidence to strengthen the presented arguments. in-depth analysis of the topic or question can enhance the quality of the essay.

Do not just scratch the surface; strive to provide a more profound and critical perspective. before submitting the essay, review its alignment with the given task and revise and make corrections as needed. Seek feedback from others to gain additional perspectives and address any overlooked mistakes. By utilizing time effectively and planning each writing stage well, you can increase the likelihood of achieving the KKM in essay writing.

2.2.1 Definition of Weblog

A weblog application, often known as a "blog," is a digital platform that allows individuals or groups to create, manage, and publish content online. a blog is a personal or group form of writing that is published regularly in chronological order. Blogging has become one of the important aspects of the digital world, and weblogs allow almost anyone to become a writer and manager of online content.

Weblogs are often used in a variety of contexts, ranging from personal blogging to news blogs, industry blogs, educational blogs and more. personal blogs are often used as a platform to express individual opinions, personal stories and interests, while news blogs provide a platform for the publication of news and editorial views. in education, weblogs are used as tools to support learning, such as writing and reflection projects.

This allows the author to constantly update and add new content, creating a continuous narrative. what's more, blogs often have commenting features that allow readers to participate in discussions or provide feedback on shared content. the use of multimedia can help explain concepts, visualize ideas, and make blogs more engaging.

Blogs have the ability to be accessed globally. with the internet as the medium, blogs can be accessed by anyone around the world with an internet connection. this allows writers to reach a very wide audience, sharing information and views with people from different backgrounds and geographical locations. weblog applications are powerful tools for sharing information, publishing content, and communicating with audiences in the digital age.

Bloggging has changed the way we communicate and share knowledge,

and opens up opportunities in a variety of contexts, from personal to business and education.

2.2.2 Advantages and Disadvantages of Using Weblogs in Education.

The advantages of using weblogs in education involve developing students' writing skills, which can be improved through practice and thinking about the structure of writing. Blogging also motivates students as they see their work published online and receive feedback. In addition, collaboration and interaction are enhanced, with collaborative projects allowing teamwork and social interaction.

Blogs also provide easy access to learning resources. Teachers can use blogs to provide learning materials, links to external sources and other relevant information. In addition, students develop technology skills as they manage their own blogs, learning how to upload images, format text and integrate media. However, the use of weblogs in education also has disadvantages. The quality of blog content can vary, depending on student effort and teacher guidance. Control and supervision is needed to ensure the content complies with school and ethical guidelines, which can take additional time and effort.

There is also the potential for violation of student privacy if personal or sensitive information is inadvertently shared in online learning. In addition, accessibility gaps may arise as not all students have equal access to technology and the internet. Finally, the use of weblogs may require curriculum adjustments to integrate them with existing subject matter, which requires careful planning from teachers.

By understanding these advantages and disadvantages, teachers and educational institutions can effectively manage the use of weblogs in education. Creativity is another significant factor. Students who struggle to create compelling atmospheres in their writing tend to produce monotonous and less engaging texts. Additionally, a lack of understanding of writing purposes and target audiences can influence the focus and effectiveness of the writing.

Lastly, a lack of encouragement from teachers or constructive feedback can hinder students' motivation to enhance their writing skills. To enhance the competency of writing descriptive texts at the middle school level, a focused and comprehensive learning strategy needs to be implemented. Firstly, it is crucial to ensure that students have a solid understanding of the fundamental concepts of descriptive texts, including their general structure involving stages of identification, description, and evaluation.

Integrate regular writing exercises as an integral part of the curriculum. These exercises should be diverse, covering various topics relevant to students' experiences. The goal is to stimulate creative thinking and broaden their perspectives. Providing constructive feedback on students' writing outcomes is an indispensable step. Feedback should not only address errors but also offer insights that enrich and develop students' abilities in using vocabulary, sentence structure, and expressing ideas.

Stimulating creativity in writing is necessary to produce engaging and meaningful texts. Learning should encourage students' to develop their imaginative abilities, create unique atmospheres, and employ appropriate language styles. In-depth analysis of exemplary descriptive texts serves as an

effective learning strategy. through this analysis, students can identify the structural strengths and language styles of successful writing, incorporating these elements into their own compositions.(Bingol, 2023)

Collaboration and discussion among students can be a means to stimulate the exchange of ideas and perspectives. these activities can unearth creativity and provide students with a learning experience through social interaction. the use of multimedia resources such as images, audio, or video can enrich students' experiences in describing objects or situation.

This can serve as a source of inspiration to enhance the quality of their descriptions in writing. a description of the management process previously discussed, weblogs are a helpful tool for knowledge management in higher education. blog features that are helpful for knowledge management are indicated in the table. Process of knowledge management using blogs as a tool for knowledge management :

1. Generating information creating blogs as a means of sharing knowledge
2. Gathering knowledge examining blog posts and extracting information from blog archives three times
3. Classifying blogs and mapping blog relevance
4. Knowledge storage preserving blogs as a source of information
5. Managing information implementing blog posts in a chronological and category order
6. Sharing information publishing one's own or a professional blog in offline and online media and linking to other people's blog entries.

Blog can make students interactive so it allows the students to

communicate with their friends, their teacher and another person. there are many features that can be used to support the teaching and learning process.

1. weblog post It is the basic features of web blog. everyone can share everything such as short writing, link, picture, video etc. it is displayed in chronological order .
2. weblog comment the teacher can use it to make many kinds of comments from the material and ask the students to make comments. it is a tool for interaction in weblog.
3. subscription / rss this part provides entry subscriber by giving notifications if there is something new rss gives up to date news for the people.
4. Archive and explore it is useful to organize and classify the blog content. it usually will be grouped by month and year date. while explore is a part that useful to look for blog posts based on entered keywords by the user.
5. Trackback/Pingback trackback is a link to a blog or other site that refers to that entry. by using blog will be easier to blogging without having the technical ability as writing html.

It is beneficial for educators to read about related projects and their results when they decide whether or not to include blogging in their lessons. while studies have revealed the benefits of the difficulties that come with using blogs in the classroom, the majority of research findings support using blogs to accomplish a variety of learning objectives.

Students' which blog can benefit from the following: a) increased knowledge, b) peer resource sharing, c) interaction with teachers overseas, d) the chance to publish information in person, e) regular communication

organization, and f) participation in local and international forums.

Teachers can also use blogs as a source of instructional materials by using them to communicate their ideas, access new lesson plans or online curriculum with innovative methodologies, and access learning resources that are appropriate for their students. In the meantime, students can swiftly educate themselves via the internet, improving and broadening their knowledge, learning how to communicate, and honing their research skill.

2.2.3 Relevant of The Study

- a. Zaidah's (2022) Application of Inquiry Learning Model to Improve Descriptive Text Writing Ability of Class X Students Mipa 4 Sman 1 Malinau. was conducted at SMA Negeri 1 Malinau while this research focuses on students of SMP VIII HKBP Sidorame Medan. This means the research was conducted in two different locations and faced different challenges and student characteristics. Zaida's research focused on testing the use of the Inquiry model while the research focused on the ability to use weblogs.
- b. Putri, RH (2023), Impact of the use of mind mapping techniques Improved improved writing skills Descriptive text Students' This research focuses on the development of weblog application learning media to improve the.
- c. Ability to write descriptive text. while Putri's research focuses on the use of mind mapping techniques in improving descriptive text writing skills. Both studies have different approaches and focuses in learning descriptive writing.

- d. (Bingol, 2023), the Influence of Writing Prompts on Student Creativity and Expression writing exercises have a far greater impact on students' creativity and self-expression than they originally intended. prompts also nurture criticalthinking abilities, inspire risk-taking and growth.
- e. Improve communication skills, promote empathy and understanding, and enhance innovative thinking, creativity, cultivate personal expression, and aid in overcoming creative obstacles.

It is crucial for educators and instructors to understand the value of writing prompts and include them in their lesson plans. the writing exercise research focuses on the use of exercises and prompts to improve students' writing skills with an emphasis on active student engagement and flexibility. meanwhile the weblog application learning media research utilizes technology in a more structured approach with a carefully planned instructional approach, with a specific focus on the use of weblog applications inthe learning process.

The main difference is the instructional approach and the use of technology that distinguishes the two in an effort to improve students' writing ability. content, as the element with the highest weight in assessment at 30%, reflects students' ability to describe objects or situations in detail and with allure. identification, which pertains to students' response to writing prompts, becomes the focus of assessment in measuring students' understanding of the writing task.

Grammar, with a weight of 20%, plays a central role in determining the quality of writing. evaluation encompasses students' ability to use correct sentence structures and appropriate grammar. vocabulary, although assigned a

lower weight, remains relevant in achieving rich expression and variation in descriptions. writing mechanics, involving aspects such as spelling and punctuation, although assigned a specific weight, significantly contributes to the overall impression of writing.

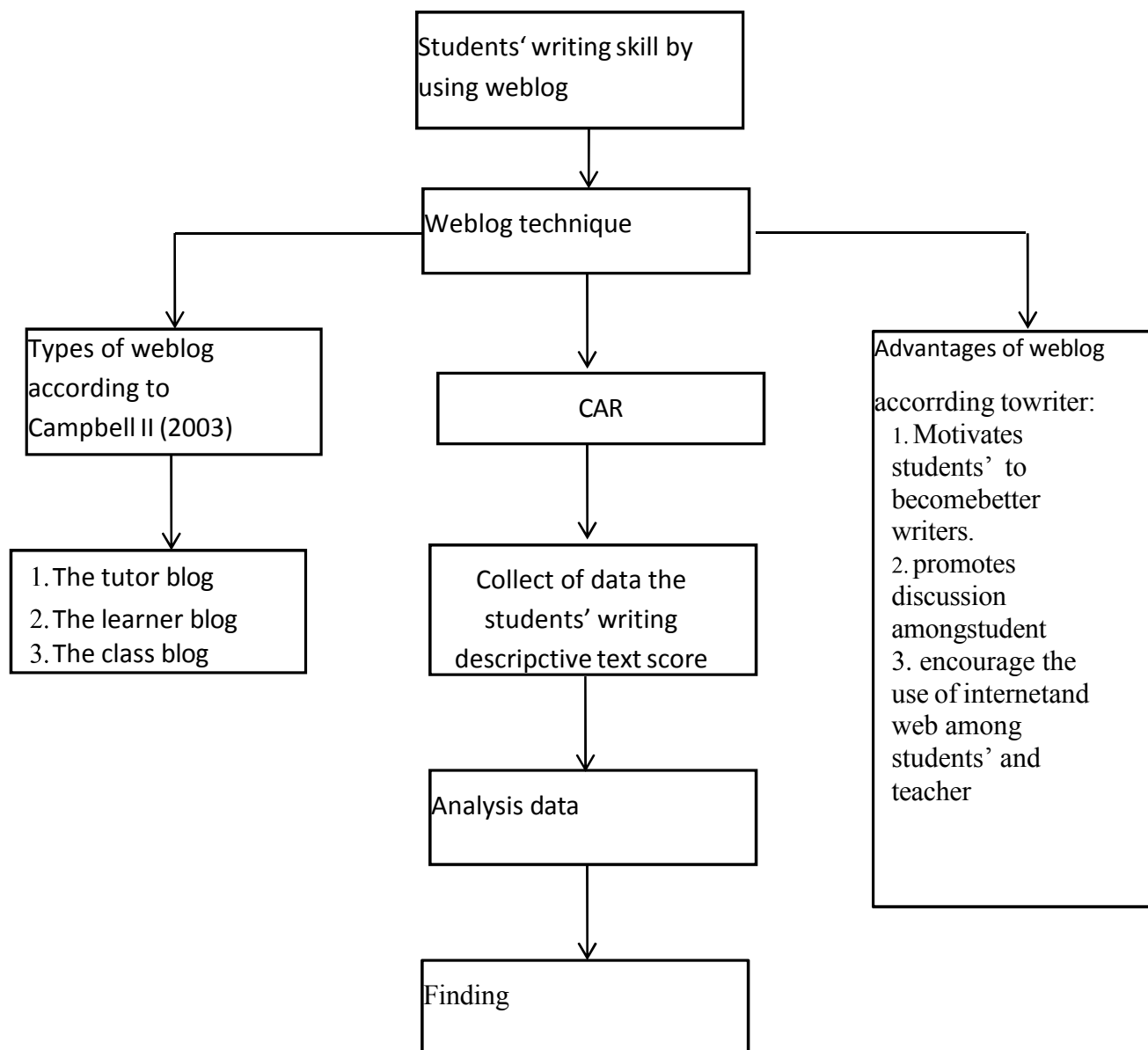
Mechanical errors can diminish the professionalism of the writing and potentially affect reader comprehension the integration of this perspective into the writing assessment framework not only provides clearer focus for students on the assessment elements but also supports efforts to develop their writing skills holistically. thus, emphasis on content, identification, grammar, vocabulary, and writing mechanics creates a solid scientific foundation for enhancing the quality of students' writing assessment.

They propose that assessment should reflect the processes and complexities involved in writing, providing a deeper insight into which parts of the writing process require particular attention. in this context, the key elements in writing assessment include content, identification, grammar, vocabulary, and writing mechanics. in linking the assessment indicators, namely content, identification, grammar, vocabulary, and mechanics, with the strategy for implementing descriptive writing text in Class VIII of HKBP SIDORAME Junior. High School, it can be done by designing learning strategies that holistically incorporate these aspects.

2.3. Conceptual Framework

Applying weblog technique, the writer hopes weblog technique is able to increase students writing skill and make students can write english well by using cycle 1 and cycle 2.

To explain it clearly look at the schema below



CHAPTER III RESEARCH METHODS

3.1 Research Design

The type of research used in this study is Classroom Action Research (CAR). classroom action research is a research method that focuses on developing and improving the learning process in the classroom. this research is conducted iteratively in cycles, which consist of planning, implementation, observation, and reflection. one of the main characteristics of classroom action research is the collaboration between researchers and educational practitioners, namely teachers, in designing the actions to be taken.

Classroom action research is relevant in addressing concrete problems in the learning process, particularly in improving students' ability to write descriptive text. In this research, the main focus is on real actions taken in the classroom, both by teachers and by students. the researcher will collaborate with the teacher in planning and implementing actions that aim to develop weblog application learning media as an effective tool in improving students' descriptive text writing skills.

In addition, classroom action research is reflective, where the results of each action cycle are used to reflect on the success or failure of the actions that have been taken. the results of this reflection become the basis for improvement in the next cycle. this research creates a sustainable approach in developing and improving learning media and learning methods.

Another characteristic of classroom action research is contextual, where the research is conducted in a real learning situation. this allows the results of the research to be reapplied in the everyday context of education. in addition, classroom action research is participatory, involving students in the process of planning, implementing and evaluating actions. this can increase students' motivation and give them an active role in developing their descriptive text writing skills.

With these characteristics, classroom action research is an appropriate type of research in developing weblog application learning media with classroom action method to improve students' ability in writing descriptive text.

3.2 Population and Sample

The population in this study were all seventh grade students at SMP HKBP SIDORAME. the population included all seventh grade students at the school. this population includes all students in grade 8 at the school. in this context, all students amounted to 30 people per class, in other words, there were about people in the population.

In this study, the sampling method used was simple random sampling or stratified sampling method. to determine the number of samples using the based on the formula above the sample in the study can be drawn as follows :

To take a sample of 20 students from the population, a simple random sampling method can be used by randomly students from class thus, a representative sample of the entire population will be obtained thus,a sample that represents the entire population of seventh grade students at SMP HKBP SIDORAME will be obtained.

3.3 Instrumen of Collecting Data

In this study, to collect data related to students' ability to write descriptive text using weblog application learning media, several data collection techniques that can be used are as follows:

a. Descriptive Text Writing Ability Test

The use of test is a common way to measure students' writing ability. students will be asked to write descriptive text using the developed weblog application learning media. the result of the test will be the data that describes the extent of students' ability in writing descriptive text afterusing the learning media.

b. Observation

Direct classroom observation can be used to observe students' reaction when using weblog application learning media. observations can include aspects such as students' level of engagement, interaction with the media, and students' ability to apply what they learn.

c. Documentation

Data collection can also involve analyzing documents, such as students' writing before and after using the weblog app learning media. this allows direct comparison of the development of students' writing ability.

3.4 The Procedure of Collecting Data

The procedure for collecting data using of plan, observation, and revising involves several key steps. the research objectives are clearly define and suitable data collection methods are selected, such as surveys, interviews, or observations. instruments like questionnaires are developed and subjected to testing for refinement.

Cycle 1. The first round of data collection is executed, involving observation, recording, and subsequent analysis of the acquired data. this analysis prompts a reflective phase where adjustments to data collection methods are considered for the subsequent cycle.

a. Planning

The planning stage is to prepare blog-based learning media and compile several research instruments that will be used in action by applying blog-based learning media in delivering descriptive text material. the knowledge and writing abilities of students' should increase with the use of blog-based learning materials.

b. Action

In implementing the action, the researcher delivers descriptive text. The implementation of the first cycle of action consists of two face-to- face (1 hours learning).

c. Observation

Some of the students' in this activity, the students' should check and not correct their pair writing using grammar, spelling, and mechanism correction. the observation activities observed are the activeness of students' and researchers in learning and events that occur during learning. observation findings indicate that the learning process is going fairly well. this method is very suit able because, researchers conduct researchers by observing events that occur at the research location the learning process that uses blog media.

d. Reflection

In this phase, evaluated the learning process the researcher asked the students' about the problem in writing, difficult understand descriptive text. through the reflection was remake the new material or question, make students' focus in study writing.

In the cycle 2 that concluded :

a. Planning

The second cycle was carried out to solve the first cycle in which students still had difficulty producing the words and organizing their ideas into a good descriptive paragraph.

b. Action

When students' use blog or write on blog, they get some benefit. After giving the cycle 2 the student's ability in writing descriptive text improved.

c. Observation

They could make sentences, the paragraphs made by the student's in the following texts were easier to understand because, the content of their writings was complete and relevant to the topic.

d. Reflection

In this step give feed back from data obtained, it was found that there is an improvement relating to the student's average score after the using weblog media It can be seen that there is an improvement in students' achievement of writing descriptive texts during the study with rates for each group.

3.5 Technique of Collecting Data

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a. Descriptive Text Writing Ability Test

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b. Observation

Direct classroom observation can be used to observe students' reactions when using weblog application learning media. Observations can include aspects such as students' level of engagement, interaction with the media, and student's ability to apply what they learn.

c. Documentation

Data collection can also involve analyzing documents, such as student's writing before and after using the weblog app learning media. this allows direct comparison of the development of students' writing ability.

3.6 Data Analysis

Data analysis in classroom action research (CAR) is an important stage in the research process. data that has been collected from various sources such as writing skill tests, observations, interviews, documents, questionnaires, and measurement scales must be carefully analyzed. The data is then processed to facilitate understanding.

Test results are tested for differences before and after the action, while observation notes and student responses are compiled to evaluate the changes that occurred. This involves descriptive analysis that helps in understanding the changes that occur. In addition, qualitative data contained in observation notes, interviews, and student responses were analyzed to identify significant qualitative findings.

This involves a deeper understanding of changes in student behavior, students' feelings towards the learning media, and feedback from teachers data is measured quantitatively, where statistical analysis is required. This helps in measuring significant differences between, however, the core of data analysis is reflection and interpretation.

The results of the analysis should be reflected upon to evaluate the success of the action in improving students' ability to write descriptive text. Interpretation of the data will help in determining the effectiveness of the action and the contribution of weblog application learning media to the improvement. Finally, the results of data analysis are used as a basis for deciding on the next course of action.

If the data indicates success, perhaps only a refinement of the details is required. However, if the data indicates failure, more substantial remedial action may be required, including modification of the learning medium or learning approach. Data analysis is an important step in understanding the impact of the actions taken and planning the next steps in the cycle process.