THE IMPLEMENTATION OF PERSONAL ICT- BASED PUBLISHING AND INTERMEDIATE EFL STUDENTS' MOTIVATION, LEARNING AUTONOMY, PERCEPTION, AND WRITING ACHIEVEMENT

(A Thesis)

By
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ABSTRACT

THE IMPLEMENTATION OF PERSONAL ICT-BASED PUBLISHING AND INTERMEDIATE EFL STUDENT'S MOTIVATION, LEARNING AUTONOMY, PERCEPTION AND WRITING ACHIEVEMENT

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Nina Fatriana

This research aimed at finding out which types of motivational orientation (MO) drove the digital native students, seeking the correlation between their MO, learning autonomy (LA), and writing achievement WA), measuring how the MO and LA influenced their WA, and tracking their perceptions in engaging with the personal weblog publishing activity as the final stage of the internet- based writing process instruction. This one group pre test- post test research applied both offline and blended writing processes with personal weblog publishing as the treatment. The subjects were 46 students of English literature major whose drafts to be measured, and whom were   given the computer literacy, The MO, the LA , and the perception questionnaires to respond to.

The result of data analysis showed that the subjects were slightly more extrinsically motivated (total mean, 28.89) than intrinsically motivated (27.72) when engaging with personal weblog publishing activity. It was all the extrinsic motivation types also that correlated positively with their LA and WA, in that the EM external correlated with LA (0.252) and WA (0.099), the EM identified with LA (0.372) and WA (0.137), and the EM introjected   with LA (0.226) and WA(0.327). Further, the students' MO and LA contributed as much as 32.8% to their WA, and they perceived this personal weblog publishing activity positively.

Finally, it could be concluded that the success of CALL-based instruction, especially the internet-based writing process instruction such as this personal weblog publishing case relied very much on the state of the students' computer literacy. This was because it determined: 1) the students' types of motivation involved; 2) the intensity of their learning autonomy; 3) their perception towards the process of the instruction; and 4) their writing achievement in the end. However, the setting up of competition among the students contributed to some variations of the above points of determinations.

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A Thesis

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CURRICULUM VITAE

The writer's name is Nina Fatriana. She was born on September 9, 1972   in Bandar Lampung. She is the second child of four children of the late Mr. Enjun Ahmuddipura and Mrs. Maryamah Enjun Ahmudipura.

She graduated from State Elementary School 1 Sawah Lama in 1985. Then she continued her study at State Junior High School 2 Bandar Lampung and graduated in 1988. After that she entered State Senior High School 2 Bandar Lampung and graduated in 1991. In the same year she was accepted at English Education study program at Lampung University and graduated in 1996. In 2014, she was registered as a student of the 1st batch of Master of English Education at Lampung University.

She started teaching English at Teknokrat English course in 1993, and she has been teaching at STBA Teknokrat since 2000. In the same year, she was serving the country as a civil servant teacher at SMKN 2 Kalianda up to the present time.

Bandar Lampung, July 2016

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessings to me, I would proudly dedicate this piece of work to:

- My two beloved mothers, Mrs. Maryamah Enjun Ahmudipura and Hj. Siti Choiriah Syaifuddin Dahlan
- My most beloved husband, Fikri Hamidy, S.E., S.Kom.,M.S.Ak
- My most beloved lovely daughter, Raihanidya Salma
- My fabulous friends of the 1st batch of Master of English Education.
- My Almamater, Lampung University.

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9. Her beloved mothers, Mrs. Maryamah Enjun Ahmuddipura and Hj.Siti Choiriah Syaifuddin Dahlan who have always prayed and supported the writer.

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12. Her brothers and her sisters in law, for their prayers.

13. Her beloved niece, Siska Puspitalia for her support and assisstance

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15. All lovely friends of the 1st batch of Master of English Education, for their solidarity, care, cooperation, togetherness, craziness, and irreplaceably unforgettable happy moments.

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, 28 July 2016
The writer,

Nina Fatriana

"Balance means : we pursue our worldly accomplishments as if we would live eternally, and we compete doing heavenly services as if we would die tomorrow"

- Prophet Muhammad (Peace be upon Him) -

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I. INTRODUCTION

This chapter describes the background of the problem which elaborates the urgency for conducting the research, the implementation of process approach in the writing instruction in Indonesia, and publication media for students' writing products, as well as the trend in using information technologies as the possible media for students' writing product publication. This chapter also describes the research questions, objectives of the research, uses of the research, and scope of the research.

1.1 Background

Compared to the other three English skills, writing skill is the last skill taught in the EFL classrooms in Indonesia. That is because Indonesian students commonly think that studying English means studying vocabulary and grammar, and the observable evidence that students have learned English is that they can communicate in English. In other words, they comprehend (listening skill) and produce English (speaking skill). Only later, then will they think of reading and writing. They will think of reading, and at last, writing, when it is the time to deal with academic context.

The phenomenon above is quite acceptable and natural since vocabulary and grammar are the elements of language. These two elements, inseparable with the sound (pronunciation), initiate the stage of students' language learning either in the first language or second language/foreign language context, along with the gradual learning to communicate (listening and speaking) with others. Thus, the first stages of receptive and productive skills are carried out. Then, when it deals with getting science and knowledge, and thanks to the invention of letters as well as text structures or organizations of ideas, students began learning reading and writing (the further receptive and productive skills).

Beginning in the 1970s, the paradigm for teaching writing changed from a focus on the product to a focus on the underlying process of writing used by professional authors (Bowen et al 2014). Murray (1978) pioneered the idea of using the more authentic process approach to writing in the class room that begins with substantial prewriting, then drafting, revising, editing and publishing. This process approach to the teaching of writing, popularized by Graves (1983) is the prefered method of teaching writing in many English as L1 and L2/FL classrooms nowadays including in Indonesia.

There have been many studies concerning the teaching of writing as a whole process approach that is, 1) the prewriting stage which includes generating ideas, and organizing ideas or outlining, 2) the drafting stage or developing ideas and ;3) the editing , revising and final drafting stage (Graves, 1983; Murray, 1980; Daiute, 1985, 2000; Goldstein and Carr, 1996; Pritchard and Honeycutt, 2005;).

In Indonesian EFL case however, it seems that less practices deal with what the teacher and the students should do with the final products , or 4) publishing stage. Merely, the writing process will result in a final draft that will be scored later by the teacher. This scoring stage is a backstage activity, unseen by students. At last, they just find out their score as excellent, or fair, or bad in a short moment of test distribution time.Those who get excellent score do enjoy the victory, but it's only a lapse moment, and then they will keep their work in the drawer of their study table. Even if it can be re enjoyed, they can only re enjoy it alone. Just like what happened in the institution where this research was conducted, students had been used to the treatment of process approach in writing since they learned the basic paragraph writing course. They did improve their writing after they had gone through the process writing stages- the pre writing, first drafting, editing, revising and final drafting. They indeed showed their increasing achievement in writing from the compared scores of their first drafts and their final drafts. Yet, the stages merely stopped in final drafting phase, and then scoring by the teacher and result distribution at the end. In other words, no more follow ups were done on the students' final drafts.

Actually, students need publication media for exposing and magnifying their victory, for sharing their thought, and for gaining respects and inputs or comments from others so that it is hoped to increase their motivation to write more and better in the future, as Oxford and Searin (1994 in Dornyei 1998)) elaborated on motivation as the need of emotional security and reinforcement .

In this cybernetic era, most students are savvy users of technology. They grew up with the internet~the social networks and web or blogs~ that provide an instant dynamic multimedia delivery system. They enjoy blogging and communicating by using electronic communication. This is the life of students today (Bowen et al, 2014). Available technology allows students to choose the writing form that best present their thoughts as well as the vehicle to deliver to their chosen audience (Prensky, 2001). Furthermore, blogs provides students a venue to publish their writing and get immediate feedback, which will help students improve their writing skills (Davis and McGrail, 2009). In other words, facilitating successful lesson that involve the use of technology can create a positive learning experience. Therefore, it can increase students' motivation toward education (Knezek, Miyashita, and Sakamoto, 1993).

Several studies have spotted interests on the use of ICT for motivation in language learning, (Bullock, 2001; Passey, Rogers, Machell, McHugh). Some are focusing on the use of Weblogs , Nings, Wikis, podcasts, and other powerful webtools in teaching the process of writing in and out of the classroom (Richardson, 2006; Boas, 2011). Some others are on the paedagogical potential of weblogs in developing the students' writingskill, just as a study conducted by Sampath and Zalipour (2010), which was aimed at exploring the possibilities of using weblog as paedagogical tool in developing the writing skills of ESL learners, and the impacts these activities can have on students' motivation to write in English as independent learners.This was highlighted also in the study by Prichard (2008) who analyzed the potential audience of publishing L2 learners'

writing on sites with user generated content. He found out that Blogs may be best for practicing fluency and building community since they have smaller audience , (and could be made private by changing the privacy setting).

Likewise, Weider (2012) conducted case study on how far online publishing and authentic audience could improve student writing. The research revealed that students perceived writing for the teacher in a vastly different way thanwriting for an authentic audience of peers. The research revealed that students likedwriting for an audience other than the teacher and cared more about their writing because they wanted others to view them as good writers. They also came to understand the need to know who their audience was when writing. They wanted to write using themes that would be of interest to their audience of readers.

Other studies suggested that using computer and internet in language teaching especially the writing skill, promote motivational aspects on the students as they are the digital natives of this present era (Warschauer, 1996; Mahmood, Halim and Ghani, 2013). Similar ideas on the motivational aspects of learning writing with computer were proposed by a group of researchers (Bowen, Moore, Niemeyer and Holmes ; 2014). One study by Blackstone, Spiri and Naganuma (2007) reports on innovative approach on the implementation of a cycle blogging activities within different level of courses in an English for academic purposes composition program in an English medium university in Japan. It demonstrated that students had extremely positive attitudes towards both blogging and *blogging buddy* system. The researchers found out that when a student's

audience includes his or her classmates, the teacher and potentially anyone with an internet connection, motivation to engage in meaningful written communication appears to increase.

Now that we are acknowledged with the fact that blog publishing has positive nature on the researchers' or teachers' point of views. It will be fair to know how students view and feel about the blog publishing . Some studies have spotted on this area, such as was conducted by Wan and Tan (2011). The study found out that students were aware of their audience when they blogged and that they geared their writing towards their audience. In addition, they also interacted with others through the use of comment - feature on their weblogs. Furthermore, the majority of the students enjoyed blogging and found weblogs useful for English language learning. This study found that weblogs are promising interactive tools for English language learning.

Similarly, Dujsik (2012) in his study reported that student bloggers: 1) enjoyed blogging due to their perceived reading and writing incentives, the exchange of cultural knowledge, and networking; 2) employed the writing process to complete their written assignment. The findings suggested that weblogs can foster EFL learners' motivation, development of reading skills, and development of cultural knowledge, as well as facilitate their writing process via cyberspace.

Other similar attitudes were reported by Kizil and Arslan (2012) who conducted a study that explored the students' perception towards blog use as ameans of

writing. The students were given a Post Instruction Perception Questionaire divided into four categories: students' perception towards effect of a) blog on overall writing performance; b) blog use on the component of writing; c) blog use on the feedback and revision; d) effect of blogging on interest, motivation and technology use. The result showed that students had positive perception of blog use in their writing course and they believed that carrying on the the writing activities through blog software especially contributed to the improvement of the content and organization of their writing.

In Indonesia EFL context to add the list, there was one study conducted by Sari (2014) which was aimed at investigating student bloggers' attitudes towards the application of class blog in an informal learning situation. Blogging was certainly seen as a fun writing activity by the student bloggers. It resulted from the fact that contrary to school learning, while blogging, the students experienced on autonomous learning, getting direct feedback from readers, and most importantly, a complete freedom in writing. Some of blogging contributions for EFL writing are multi literacy,direct feedback from readers, motivation, autonomous learning, critical thinking and language awareness, networking, freedom to write and self confidence.

It is interesting to know that autonomous learning appeared to be one of the positive effects of blogging and writing. More findings on the students' learning autonomy, there were some studies one of which was by Hayta and Yaprak (2013), which investigated autonomous language learning activities

performed by EFL students, including the use of computer technology in their self-regulated langauge learning process with the result showing that students made use of a good amount of autonomous learning activities and they benefited from technology in their language learning process to a certain extent. Foroutan, Noordin and Hamzah (2013), also reported on the effect of weblog on the students learning autonomy. The findings revealed that students enjoyed the process of publishing their writings, and exchanging their experience on the weblog. Students also acknowledged weblog as a tool which provides more opportunities to publish and share their writing freely, extend their interaction with their peers outside the class setting, enable them to publish and share interesting videos, give them the chance to look for the appropriate materials in the world wide web,and check their sentences in the Google simultaneously. Students enjoyed some features which cannot be found in conventional modes of teaching and learning, such as experiencing unlimited time and place, more independency in publishing and exchanging comments.

These previous studies apparently were the advanced improvement of CALL researches on writing instructions subject to L1 and L2 context, which mostly implemented the overall aspects of online writing instruction. In EFL context in Indonesia, it might be somewhat risky to do all over instructions on line. Indonesian writing teachers willing to use webolg in his writing instruction should be aware of students' proficiency level aspect, so that students publish the proofread, minimum mistakes-edited and originaly- guaranted drafts. Thus, Indonesian EFL writing teachers should conduct the writing process in a blended

learning situation. It means that there must be off line process and on line process in the writing process instruction. This research will then further investigate the use of students' personal ICT based publishing (weblogs) as the final stage of their writing process (on line), after going through preliminary steps of the writing process (off line).

In summary, based on those previous studies it can be concluded that weblog publishing promotes motivation as well as learning autonomy, and it increases students' writing achievement. The fact that writing process does improve the students writing achievement~ students write first draft (their pre test) and they edit and revise it and then they produce better final draft (post test) ~ is obvious. However, none of those previous studies specified which type of motivation was affected by students' webolg publishing. As a matter of fact, according to Valerand et al (2000) there are seven sub scales in the motivational orientation inventory including amotivation, extrinsic motivation external (EME), extrinsic motivation introjected (EM Introjected), extrinsic motivation identified (EM identified), Intrinsic motivation knowledge (IMK), intrinsic motivation accomplishment (IMA), and the last, intrinsic motivation stimulation (IMS).

Further, none of these studies had tried competitiveness on the students' weblog publishing and their perception if such competition were actually set up. In addition, these previous studies did not elaborate in particular how students performed autonomous language learning activities through weblog publishing their writing products. As Holec (1981) has defined, learning autonomy is the

ability to take charge of one's own learning, while Little (2006) suggests several tenets which are fundamental for improving autonomy in language learner: learner involvement, learner reflection, and appropriate target language use.

With the blended off line and on line scenario in the instruction of wriitng process, this   present study will try to find out: 1) which specific type of motivation is affected by the EFL students' personal weblog publishig; 2)what perceptions the students have in mind if competitiveness is conditioned through the selection of the best writing product to be published on the class blog; 3) how far this blog publishing affects the students' writing achievement; 4) in what ways this blog publishing promotes students' learning autonomy.

1.2 Research Questions

Based on the background described previously, there appear four enquiries:

1) Does personal weblog publishing affect students' motivational orientation?

2) Is there any   corelation between students' motivational orientation, learning autonomy, and writing achievement in the process of personal weblog publishing activity?

3) Do both   students' motivational orientation and learning autonomy contribute to their writing achievement?

4). What are   the students'   perceptions on the personal weblog and class bulletin blog publishing activity?

1.3 Objectives

The objectives of this research are:

1. To find out whether personal weblog publishing activity affects the students motivational orientation.

2. To find out whether there is corelation between the students' motivational orientation , learning autonomy, and writing achievement in the process of publishing their writing on their personal weblogs.

3. To find out whether both students' motivational orientation and learning autonomy involved in publishing their writing work on their personal weblogs contribute to their writing achievement.

4. To explore what perceptions the students have on their personal weblog and class bulletin blog publishing activity.

1.4. Uses

The uses of this research are:

1. Theoretically, the result of this research can be used as a reference for the next researcher who will concentrate on the teaching of writing skill with process approach by using ICT.

2. Practically, to inform the readers, English teachers, language researchers, other practitioners of how to improve the students' motivation to write more and better by implementing each stage on writing process with the aid of information technology facilities.

1.5 Scope

This research is a quantitative research with pre experimental - one group pre test post test - design. It collected information on a particular type of motivation, their learning autonomy, their writing achievement , and their perception in relation with this personal weblog publishing. The data were collected from questionnaires on students' computer literacy, motivations , learning autonomy, and on students' perceptions. The writing achievement was seen from their first drafts and final drafts scores .

1.6 Definition of Terms

1.Publishing

To publish is to make content available to the general public. While specific use of the term may vary among countries, it is usually applied to text, images, or other audio-visual content on any traditional medium, including paper (newspapers, magazines, catalogs, etc.). The word *publication* means the act of publishing, and also refers to any printed copies .

2.ICT Based Publishing

ICT based publishing is the act of publishing by means of Internet and Computer Technology equipment.

3. Personal Weblog

The term weblog as initiated by Barger in 1997 refers to a personalized webpage which is arranged according to the reverse chronological diary form. Aaron Campbell (2003) suggests that blogs can be used for personal, educational, journalistic and commercial purposes . In terms of blogs in education, Campbell states that there are three types of blogs that can be used in ESL classrooms: the tutor blog, the learner bog and the class blog.

3. Motivation

Motivation is a theoretical construct used to explain behavior. It represents reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior or vice versa. Vallerand et al (2000) divide motivation into seven sub types, namely amotivation, extrinsic motivation external (EME), extrinsic motivation introjected (EM Introjected), extrinsic motivation identified (EM identified), Intrinsic motivation knowledge (IMK), intrinsic motivation accomplishment (IMA), and the last, intrinsic motivation stimulation (IMS).

5. Autonomous Learning

Holec (1981) defines autonomous learning as the ability to take charge of one's own learning, and considering both goals and content, Nunan (1995) proposes several stages for students to develop autonomy: awareness, involvement, intervention, creation and transendence while Little (2006) suggests several

tenets which are fundamental for improving autonomy in language learner: learner involvement, learner reflection, and appropriate target language use.

6. **Student Perception**

To percept, to interpret, to reflect and to concept are all acts through which people give 'meaning' to their surrounding world. In the literature on students' perceptions about learning, all these concepts are used to identify students' ideas, beliefs, opinions, images, and preferences about their educational context and their educational activities.

Students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. Students' perceptions are the result of direct experiences in the educational context. These experiences can be very different from teachers' experiences or parents' experiences of the educational context. Students in this respect, construct their own world. But not all students experience the same educational context. Thus, students' perceptions can differ between different groups of students. And because of diverse personal characteristics and different individual histories, not every student experiences the same educational context in the same way, so individual differences in students' perceptions can occur (Entwistle, 1997; Perkins, 1992).

7. CALL (Computer Assisted Language Learning)

According to Levy (1997), CALL is the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the 'traditional' behavioristic CALL, the drill-and-practice programs that characterized CALL in the 1960s and 1970s (Taylor 1980) to communicative CALL (Underwood, 1984) which varies in three types that is, the computer as tutor (Taylor 1980), computer as stimulus (Taylor and Perez, 1989) and the computer as a tool or workhorse softwares (Brierley & Kimbel: 1991) to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning. .

In Summary, this study was a CALL- based genre, particularly the internet- based process approach writing instruction which tried to investigate the impacts of the implementation of personal weblog publishing and class bulletin blog publishing as the final stage of writing process instruction, on the students' type of motivation based on Vallerand's seven sub types of motivation, the intencity of students' learning autonomy involved in performing the stages of this internet - based writing process instruction, the correlations between them as well as their contribution to the students' writing achievement. Last but not least, Students' perceptions as the subjects of this study, and altogether as digital natives in this digital era would contribute very valuable inputs to examine their opinions on the treatment of this study and for further exploration on this field .

II. LITERATURE REVIEW

This chapter describes the concepts which are related to the research, such as CALL-computer assisted language learning, internet/communication technology in language learning, the concepts of writing skill, process apporach writing, publication, self actualization need, motivation, students' perception, and learning autonomy. This chapter also discusses the support of communication technology towards the students' motivation, writing achievement, and writing autonomy through elaborations of previous related researches, and ends with theoretical assumptions and formulation of hypotheses.

2.1 Process Approach in Writing

Goldstein and Carr (1996), authors of the summary report of National Assessment of Educational Project NAEP describe a process in which writers make multiple decisions. Process writing refers to a broad range of strategies that include pre writing activities such as defining audience, using a variety of resources, planning the writing, as well as drafting and revising. These activities collectively refered to as "process oriented instruction" approach writing as problem solving.

Teachers should therefore plan their instruction to encompass all the stages of the writing process: brainstorming for ideas that are related to students' lives and

about which they will have something to say; pre-writing that uses graphic organizers and outlines to show students how to plan their writing; drafting, revising, and asking for feedback through peer review; and using assessment rubrics that are shown to students before they produce their texts to make expectations clear. Instructors should always keep in mind that writers do not perform these stages linearly, but rather like in a pinball game (Campbell 1998), in which the ball moves back and forth.

Relating to the process writing on the internet, Boas (2011) implemented writing process instruction on various types of essay writing through blogs and Nings. This research exemplified how web and social networking tools offered excellent opportunities to conduct pre writing, drafting, peer review, and revising steps in the writing process, beside advancing students' digital literacy.

Another study about the writing process was conducted by Blackstone, Spiri and Naganuma (2007). This study was a blended learning type combining half of the writing process off line (pre writing, first drafting, editing and revising) with the blogging buddy or peer editing techniques before the students publish their final draft on the blogs (on line). The study demonstrated that students had extremely positive attitudes towards both blogging and *blogging buddy* system. The researchers found out that when a student's audience includes his or her classmates, the teacher and potentially anyone with an internet connection, motivation to engage in meaningful written communication appears to increase.

To sum up, teaching writing as a process is a must, in order to give insight to the students on how a professional writer work in stages to produce writing product. Further, teacher plays important role in each stage as a guide and an editor for the students to pass thorugh each stage of writing process.

2.2 Computer Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) is succinctly defined in a seminal work by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the 'traditional' behavioristic CALL, the drill-and-practice programs that characterized CALL in the 1960s and 1970s (Taylor 1980) to communicative CALL (Underwood, 1984) which varies in three types that is, the computer as tutor (Taylor 1980), computer as stimulus (Taylor and Perez, 1989) and the computer as a tool or workhorse softwares (Brierley & Kimbel: 1991) to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning. It also extends to the use of corpora and concordancers, interactive white boards, Computer-mediated communication (CMC), language learning in virtual worlds, and mobile-assisted language learning (MALL) (Warschauwer, 2000).

Bullock (2001), gave an example of the third type of CALL as a tool or workhouse software in langauge teaching. He found out that the majority of students found using ICT for English activities helpful (in terms of planning and

amending work) and interesting. Further, the very nature of ICT often lends itself to group work, which enhanced their enjoyment of the tasks. Interestingly, the nature of these tasks also enabled students to work more independently as they were sometimes away from the classroom environment and were therefore less reliant on the teacher. Further, coupled with the ability to work in pairs and small groups, there was a significant improvement in the motivation of the majority of the students involved in this case study. In particular, the group had been more enthusiastic to begin tasks and this enthusiasm had been sustained for their duration. As for writing skills, the students' willingness to redraft and the quality of the presentation that can be achieved using ICT had resulted in writing that is of a higher standard, and had seen more interesting, involving writing, possibly as a result of working in pairs and being able to share ideas.

In other words, facilitating successful lesson that involves the use of technology can create a positive learning experience. Therefore, it can increase students' motivation toward education, no matter what the culture of the students' country is (Knezek, Miyashita, and Sakamoto, 1993) because based on their study in three countries for four years, there was no indications that the impact of computer use in the school environment is restricted to or strongly influenced by any particular culture.

Further, Bowen, Moore, Niemeyer and Holmes (2014) proposed ways to use technology to motivate students' writing. They underlined that because writing would continue to develop due to constant evolving of technology, teachers must

find innovative techniques to help their students grow in creativity and originality. They proposed some websites for publishing students' writing as a great motivational tools for students and the Core Curriculum College and Career Readiness Anchor Standards for Writing (2011) as well as the National Technology Standards along with the sample of lesson plan and rubric to serve as a guide for teachers who need assistance in incorporating technology into their classroom.

In short, in line with the progressive improvement of information and communication technologies, CALL or computer assisted language learning will always improve to facilitate the comfort of language learning .

2.2.1 Computer Mediated Communication

Computer-mediated communication (CMC) has been defined as "synchronous or asynchronous electronic mail and computer conferencing, by which senders encode in text messages that are relayed from senders' computers to receivers (Walther, 1992). CMC has also been described as "any communication patterns mediated through the computer" (Metz, 1992). Walther and Burgoon (1992) argue that, "for many of us, CMC is no longer a novelty but a communication channel through which much of our business and social interaction takes place, and this transformation is expected to continue". They note, "CMC produces much different affective and relational patterns than do other types of communication, due to the reduction and types of cues available to participants"

Computer Mediated Communication (CMC), which has existed in primitive form since the 1960s but has only became wide-spread in the last five years, is probably the single computer application to date with the greatest impact on language teaching. For the first time, language learners can communicate directly, inexpensively, and conveniently with other learners or speakers of the target language 24 hours a day, from school, work, or home. This communication can be asynchronous (not simultaneous) through tools such as electronic mail (email), which allows each participant to compose messages at their time and pace, or it can be synchronous (synchronous, "real time"), using programs such as MOOs, which allow people all around the world to have a simultaneous conversation by typing at their keyboards. It also allows not only one-to-one communication, but also one-to-many, allowing a teacher or student to share a message with a small group, the whole class, a partner class, or an international discussion list of hundreds or thousands of people.

Computer Mediated Communication allows users to share not only brief messages, but also lengthy (formatted or unformatted) documents - thus facilitating collaborative writing - and also graphics, sounds, and video. Using the World Wide Web (WWW), students can search through millions of files around the world within minutes to locate and access authentic materials (e.g. newspaper and magazine articles, radio broadcasts, short videos, movie reviews, book excerpts) exactly tailored to their own personal interests. They can also use the Web to publish their texts or multimedia materials to share with partner classes or with the general public.

To conclude, CMC is written communication by means of computer and internet connection which can be a direct contact (synchonuous) or an indirect contact (asynchronuous) between one to one or one to many computer users. This CMC has many advantages in various types of business, not to mention in education. It becomes a very valuable means for language learners to practice communicating in the target language.

One related study on CMC in Indnesian EFL context   was conducted by Lie (2013) which explored the use of social media in a content course for digital natives. Thus, the researcher arrived at the conclusion that based on the research, 1)she was able to facilitate and inspire student learning and creativity,2) she was able to design digital age learning experiences and assessments,3) she was able to model digital age work and learning.

Another study that implemented CMC was conducted by Sampath and Zalipour (2010). The researchers show an interest in looking into the possibilities of using Information and Communication Technology (ICT) tools for language teaching and learning. Their study discusses the application of the latest ICT tool, which is known as weblog as an effective tool in ESL classrooms. The aim of their study is to explore the pedagogical potentials of weblog in developing the writing skills of ESL learners.

In particular, this study wished to identify and discuss the characteristics of weblogs as an appropriate and effective tool in assisting the learners in various ways to improve their writing skills. This study further highlighted the benefits of

blogging activities and the impacts of these activities on students' motivation to write in English as autonomous learners.

These previous studies apparently were the advanced improvement of CALL researches on writing instructions subject to L1 and L2 context, which mostly implemented the overall aspects of online writing instruction. In EFL context in Indonesia, it might be somewhat risky to do all over instructions on line. Indonesian writing teachers willing to use webolg in his writing instruction should be aware of students' proficiency level aspect, so that students publish the proofread, minimum mistakes-edited and originaly- guaranted final drafts. Thus, Indonesian EFL writing teachers should conduct the writing process in a blended learning situation. It means that there must be off line process and on line process in the writing process instruction. This research would then further investigate the use of students' personal ICT based publishing (weblogs) as the final stage of their writing process(on line), after going through some preliminary steps of the writing process (off line).

In short, digital natives are those generations born in the nineties up to present time who can adapt easily with the digital products and the digital languages because they were surrounded by those stuffs from their early life, while the digital immigrants were those generations born before the nineties who took much longer time to adapt with the digital products and their languages.

2.2.2 Digital Native and Digital Immigrant

Today's students – kindergarten through college – represent the first generations to grow up with digital technology. They have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Computer games, email, the internet, cell phones and instant messaging are integral parts of their lives. It is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors (Prensky,2001). Further, he said that our students now are *Digital Natives.* Our students today are all 'native speakers' of the digital language of computers, video games and the Internet. While those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are called *Digital imigrants*. The importance of the distinction is this: As Digital Immigrants learn – like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their "accent," that is, their foot in the past. The 'digital immigrant accent' can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a program rather than assuming that the program itself will teach us to use it.

In short, digital natives are those generations born in the nineties up to present time who can adapt easily with the digital products and the digital languages

because they were surrounded by those stuffs from their early life, while the digital immigrants were those generations born before the nineties who took much longer time to adapt with the digital products and their languages.

2.2.3. Weblog Technology in Teaching Writing

The term weblog as initiated by Barger in 1997 refers to a personalized webpage which is arranged according to the reverse chronological diary form. Campbell (2005) in Milliner (2015) suggests that blogs can be used for personal, educational, journalistic and commercial purposes. In terms of blogs in education,Campbell states that there are three types of blogs that can be used in ESL classrooms: the tutor blog, the learner bog and the class blog. He suggests various positive and possible uses of these weblogs. The integration of blogs in English classes report that web publications provide the learners with a realaudience and a collaborative environment where students interact by proving and receiving feedback andthus, enhancing their writing skills. In short, weblog in writing class is not a new thing anymore, and it certainly can enhance students' experience in writing (Boas, 2011; Mahmood and Halim, 2014; Sampath and Zalipour, 2010; Prichard 2008;Weider, 2012; Blackstone, Spiri and Naganuma, 2007; Hayta and Yaprak, 2013; Wan and Tan, 2011; Djusik, 2012; Kizil and Arslan, 2012; Sari, 2014; Foroutan, Nurdin and Hamzah, 2013).

This research then, implemented the personal blog for students to publish their writing works and the class bulletin blog created by the writing teacher to publish the selected students' writing works to set up the competition among them.

2.3. Publication

To publish is to make content available to the general public. While specific use of the term may vary among countries, it is usually applied to text, images, or other audio-visual content on any traditional medium, including paper (newspapers, magazines, catalogs, etc.). The word *publication* means the act of publishing, and also refers to any printed copies .

'Publication' is atechnical term in legal contexts and especially important in copyright legislation. An author of a work generally is the initial owner of the copyright on the work. One of the copyrights granted to the author of a work is the exclusive right to publish the work.

With the increasing importance attributed to digital technologies, the digital media fit in the dichotomy between alternative and mainstream media. Blogs, Facebook, Twitter and other similar sites, while not necessarily created to be information media, increasingly are being used to spread news and information, potentially acting as alternative media as they allow ordinary citizens to bypass the gate keepers of traditional, mainstream media and share the information and perspectives these citizens deem important. Additionally, digital media provide an alternative space for deviant, dissident or non-traditional views, and allow for the creation of new, alternative communities that can provide a voice for those

normally marginalized by the mainstream media. However, some have criticized the weaknesses of the Web. First, for its ability to act as both "alternative and a mass medium brings with it the tension of in-group and out-group communication.' Second, the Web 'rarely lives up to its potential' with constraints to access.

This research attempted to use internet especially weblog as a medium to publish students' writing works so that they could share their ideas as their works were accessible by anyone connected with the virtual world, and they are open for likes, comments, critics and compliments, as well.

2.3.1 The Urgency of Publishing Students' Writing Products

Publishing is probably the least used aspect of the writing process in schools. Publishing emphasizes finishing a complete work and producing a quality product. Publishing emphasizes that writing is a social process – an exchange of ideas between authors and readers, not just a performance for the teachers.Having feedback from readers provides motivation for writing and emphasizes higher level thinking such as creativity and organization (Olthouse, 2010). The way is by giving students examples of child writers who published best selling works and it is possible to do.Caution that instant success is not probable: Children should begin with small goals such as publishing for family and friends, and later progress to publishing online and entering contests. Students and teachers should never pay to enter contests and should never buy more copies of self-published books than they are willing to distribute.

Actually, there is a real pride in authorship. Students are proud to see themselves in print and will work harder at their writing than at times when publishing is not a part of their Writing class. There are more advantages of publishing students writing products (Bridges, 1984)

1. It creates a positive,student centered climate for writing.The teacher who publishes student writing in whatever form says to her students, in 3effects, that she valued both writing and the writer; this statement can only enhance the classroom environment.

2. The writing students do become real rather than existing in a vacuum, rather than being read only by the teacher for a grade. Published writing has a real audience beyond the teacher.Thus, students gain a sense of themselves as real writers, not just journeymen practicing at writing by doing more English assignment.

3. Peer group asumed increased importance.Students engaged in publishing project should read each other's writing throughout the project, and as they interact with each other moving toward a common goal of publication.They reinforce and contribute to each others' success.

4. Publishing focuses more on the process of writing than on the product.At first, this may seem a curious contradiction, since the ultimate purpose of publishing is the production of a finished piece of writing, a product.But in writing for publication,students engage fully in the dynamics of the writing process;as they consider the needs of a real audience beyond the teacher, they take more care with their writing and come to understand

the necessity of substantial prewriting and of repeated drafting, of revising for more than cosmetic reasons. The result is better writing.

5. Publishing helps to decrease writing apprehension. Often, the students were met in our classes are writing apprehensives who have had but little sucess. By entering actively into a publishing project, the apprehensive writer achieves success as a writer, and in learning to write and to produce good writing, that writer begins to develop self confidence and self esteem. Success in writing works to create a more positive attitude toward writing in particular and learning in general. The writer grows, thereby validating our work in teaching writing.

6. Publishing reinforces learning. As a student works to say it right, he focuses tightly on content;in preparing a piece of writing for publication, he tends to probe a subject ever more deeply until that subject becomes his. And as he works through the final stages of the process, he considers correctness; so his understanding and use of grammar and mechanics are reinforced.

7. Publishing helps make the English or language arts class fun.It is an active rather than passive enterprise, as such, it engages the students attention and interest more fully than other less active,less student centered activities can.

In conclusion, teachers can help students to choose the appropriate publishing for their students' writing work by considering the features, economicality and students' needs.

2.3.2 Students' Writing Product Publishing Media

There are at least 15 paid and free On line Publishing media for our students writing products. Writing teacher may select the appropriate one for their students (Olthouse, 2010), namely :

1. TOONTASTIC APP, aniPad app that allows children to create animated stories using a puppet-theater interface.
2. COMICBOOK APP, a1.99 iphone and ipad app that allows you to create comic books from photos and images.
3. STORYBIRD.COM, a website where students compose storybooks based on collections of original artwork.
4. SCRIBBLE PRESS.COM AND APP, a website and iPad app that students can use to create books which they can pay to have printed as hardcover.
5. BOOK CREATOR APP, an iPad app that allows children to create multimedia ebooks that can be read in iBooks and can be shared via dropbox.
6. GLOGSTER.COM, a website that allows students to create and share multimedia collages.
7. KIDBLOG.COM, a teacher moderated blogging website.
8. CLASS WEBSITE, which keep parents and students up to date by publishing writing on a class website or blog.
9. FIGMENT.COM, a website where can write fiction, post their fiction with a cover imagine, comment, discuss, and collaborate with other writers, and enter contests.
10. WRITINGKID.COM, a free website and email listserve that keeps track of publishing opportunities for young writers.

11. SELF-PUBLISHING, a Web-based companies that offer self-publishing and editing services in hard copy and ebook.

12. WATTPAD APP, a mobile app for writing and sharing ebooks.

13. NANOWRIMO.COM, a web-based free project encouraging students to write a 50,000 word book in one month.

14. PRINT PUBLICATIONS, an Imagine Magazine John Hopkins CTY Themed writing by youth .Stone Soup Stories and Art by 8-13 year olds

15.FASTWEB.COM, a web-based free search engine for finding essay and scholarship contests.

2.3.3 Weblog: Forms and Features

The weblog is commonly known as a blog. The term "blog" is a contraction of two words: web and log. Weblog, or blog for short, is used as both a noun and a verb. Blogs are a fairly new tool for written communication and interaction and appear in many different languages (Galien and Bowcher, 2010). The rise in popularity has resulted in new words being added to the English language, such as: blog, blogging, bloggers, and blogosphere (Ross, 2002).Weblogs are defined simply as "online diaries; logs of thoughts, reflections; a space for individuals to write whatever they choose with an option for readers to comment on what they have read" (Eastment, 2005). Similarly, Efimova and Fiedler (2003) characterize blogs as"personal diary-like-format websites enabled by easy to use tools and open for everyone to read" (p. 490). A weblog (or blog) is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet (Zhang, 2009).

2.3.4 Types of Blogs

Three types of blogs have been described by Campbell (2003): the tutor blog; the learner blog; and the class blog. The tutor blog is run by the tutor for the learner, and its purpose is to give reading practice to the learners, promote exploration of English websites, encourage online exchange by use of comment buttons, provide class or syllabus information, and serve as a resource of links for self-study. Learner blogs are run by individual learners themselves. Learner blogs are best suited for reading and writing classes. The class blog is the result of the collaborative effort of an entire class. It can be used for posting messages, images, and links related to classroom discussion topics. Class blogs could also be used as a virtual space for an international classroom language exchange (Campbell, 2003).

This present research however, was trying to make use of two kinds of weblogs , the students' personal weblogs as a media for publishing their writing works, and a class weblog maintained by teacher to publish the selected students' best writing products. It was actually an adaptation of number 8, the class website.

2.4 Motivation

Motivation is a theoretical construct used to explain behavior. It represents reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior or

vice versa. Vallerand et al (1992, 2000) divide motivation into seven sub types, namely: amotivation, extrinsic motivation external (EME), extrinsic motivation introjected (EM Introjected), extrinsic motivation identified (EM identified), Intrinsic motivation knowledge (IMK), intrinsic motivation accomplishment (IMA), and the last, intrinsic motivation stimulation (IMS).

a. Intrinsic Motivation.

In general, intrinsic motivation refers to the fact of doing an activity for itself, and the pleasure and satisfaction derived from participation (Deci,1975; Deci and Ryan, 1985). An example of IM is the student that goes to class because he or she finds it interesting and satisfying to learn more about certain subjects. Deci and Ryan (in Dornyei, 1998) posit that IM stems from the innate psychological needs of competence and self-determination.Thus activities that allows individuals toexperience in such feeling will be engaged in again freely out of IM. Further, this IM is divided into three types:

First, Intrinsic motivation –to know (knowledge). This type of IM has a vast tradition in educational research. It relates to several construct such as exploration, curiosity, learning goals, intrinsic intellectuality, and IM to learn. Thus, IM to-know (knowledge) can be defined as the fact of performing an activity for the pleasure and the satisfaction that one can experience while learning or exploring when trying to understand something new. For instance, students are intrinsically motivated to know when they read a book and the sheer pleasure that they experience when learning something new.

Second, IM toward Accomplishment (to accomplish things). This second type of IM has been studied in developmental psychology as well as in educational research as mastery motivation (Harter, 1981). In addition, other authors had postulated that individuals interact with the environment in order to feel competent, and to create unique accomplishment (Deci'1975; Deci and Ryan, 1985, 1991). Finally, to the extent that individuals focus on the the process of achieving rather than on the outcome, achievement motivation can be seen as being subsumed under the umbrella of IM to accomplish things. Thus, IM to accomplish things can be defined as the fact of engaging in an activity for the pleasure and satisfaction experienced when one attempt to accomplish or create something. Students who extend their work beyond the requirements of a term paper in order to experience pleasure and satisfaction while attempting to surpass themselves display IM toward accomplishment.

Third, Intrinsic motivation to experience stimulation (IM to experience stimulation). This type of IM is operative when someone engages in an activity in order to experience stimulating sensation (e.g. sensory pleasure, aesthetic experiences as well as fun and exitement) derived from one's engagement in the activity. Students who go to class in order to experience excitement of a stimulating class discussion, or who read a book for the intense feeling of cognitive pleasure derived from passionate

and exciting passages represent examples of individuals who are intrinsically motivated to experience stimulation in education.

b. Extrinsic Motivation.

Contrary to IM, extrinsic motivation (EM) pertains to a wide variety of behaviors which are engaged in as a means to an end, and not for their own sake. Deci and Ryan (1985, 1991) have proposed three types of EM that can be ordered along a self continuum, from the lower to higher levels of self determinations, they are : external regulation, introjected, and identification. Beginning in the external regulation type of EM, behavior is regulated through external means such as rewards and constraints. For instance, a student might study because his parents force him to. Next, with introjected regulation, the individual begins to internalize the reason for his action. However, this form of internalization , while internal to the person, is not truly self determined since it is limited to a past external contingency. Thus a student might study because he thinks it is what a good student is supposed to do. The highest continuum, the EM identification happens to the extent that the behavior becomes valued and judged as important for the individual, and especially that it is perceived as chosen by oneself. The individual might study because it is important for him.

c. Amotivation.

Individuals are amotivated when they do not perceive contingencies between outcomes and their own actions. They are neither intrinsically not extrinsically motivated. When amotivated individuals experience feelings

of incompetence and expectancies of uncontrolability, they perceive their behaviors as caused by forces out of their control. They feel undeceived and start asking themselves why in the world they go to school. Eventually, they may stop participating in academic activities.

Gardner and Lambert (1972, cited in Crookes and Schmidt, 1991) introduced the notions of instrumental and integrative motivation. In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. In later research studies, Crookes and Schmidt (1991), and Gardner and Tremblay (1994 in Dornyei 1998) explored four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal,(c) positive attitude towards the learning situation and (d) effortful behavior.

As many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one, Oxford and Shearin (1994 in Dornyei 1998) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning. The six factors include attitudes (i.e., sentiments toward the learning community and the target language), beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety), goals (perceived clarity and relevance of learning goals as reasons for learning), involvement (i.e.,

extent to which the learner actively and consciously participates in the language learning process), environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support and personal attributes (i.e., aptitude , age, sex, previous language learning experience; Ngeow, 1998).

Further, in focusing why and how motivation can change, Rogoff (1990, 1995) builds on Vygotsky's (1978) two planes of analysis, which asserted that all learning appears first on the social plane, and then on the psychological plane. Like Vygotsky and activity theorists, and Dewey before them, Rogoff emphasizes the mutuality of individual and environment. She uses the term *participation* to bridge the individual and the environment—individuals participate with others in communities.This participation plays out on three planes: personal, interpersonal, and community (Rogoff, 1995), with the cognitive and the social infused in each. The *personal plane* focuses on how individuals change through their participation in an activity . The *interpersonal plane* focuses on the ways in which activities (and materials) are communicated and coordinated among individuals and how they facilitate or hinder certain types of participation .The *community plane* focuses on institutional practices and cultural values which have developed over time . Each plane acts on and is acted on by the others. For example, it would be difficult to understand the norms and interactions in one's group (interpersonal level) without understanding the participants' roles in coconstructing them (personal level) and the classroom and school policies and values (community level) (Turner & Patrick, 2008).

To conclude, motivation is the drive that causes a person to have a behaviour and to want to repeat that behavior . This drive could come from inner side of a person (intrinsic or integrative) or from outer side of a person (extrinsic or instru/mental). In learning a language, students could have different kinds of drive, depending on some factors such as age, gender, language proficiency, anxiety, etc).

This research used the seven sub- types of motivation proposed by Vallerand et al (2000), especially on which specific type of motivation would be   dominantly affected by the students personal weblog publishing.

2.4.1   Maslow's Hierarchy of Needs and Motivation

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in *Psychological Review*. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. Maslow used the terms "physiological", "safety", "belongingness" and "love", "esteem", "self-actualization" and "self-transcendence" to describe the pattern that human motivations generally move through.

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-

actualization at the top. While the pyramid has become the de facto way to represent the hierarchy, Maslow himself never used a pyramid to describe these levels in any of his writings on the subject.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met – with the exception of the most fundamental (physiological) need – there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term "meta motivation" to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment.

Why this present research bases this idea of publishing students' writing works on their personal weblogs is actually to give way to their fulfillment of self actualization need, so that hopefully, motivation to write in whicever subtype later on will be increased.

2.4.2 Information and Communication Technology and Students' Motivation in Writing English

According to Warchauer (1996), the motivating aspects of learning with computers have been widely accepted and there is vast literature dealing with this issue (Chapelle and Jamieson,1986, 2009; Peterson and Sellers, 1992; Wu, 1992). The most frequently-cited motivating aspects of computer-assisted instruction

include (a) the novelty of working with a new medium (b) the individualized nature of computer-assisted instruction (c) the opportunities for learner control and (d) the opportunities for rapid, frequent non-judgmental feedback . Further, Computer-Mediated Communication (CMC) is any form of communication between two or more individual people who interact and/or influence each other via separate computers through the Internet or a network connection - using social software. CMC does not include the methods by which two computers communicate, but rather how people communicate using computers. Computer-mediated communication has features that it is text-based and computer-mediated, many-to-many, time and place-independent, long distance, and distributed via hypermedia links.

Computer-mediated communication was first used by teachers for teaching L1 composition, used computer conferencing for teaching collaborative writing and then this same technique was then used by L2 teachers for the teaching of writing (Sullivan 1996) or for language learning and teaching in general (Chun 1994; Kern 1993). The advent of the electronic mail makes learning more global where communication happens not only within classes but worldwide. This enhances students' motivation as e-mailing is considered to be a less threatening means of communication (Wang , 1993).

Further, the emergence of Web 2.0 concepts has created a potential educational environment where students have access to a widely distributed, authentic audience with a simple click of the mouse. This study examines the impact that

targetting an authentic audience within a task based, computer mediated environment may have on L2 learner motivation toward English as a second language writing.

2.4.3. Weblog Publishing and Motivation to Write

Weblogs can motivate students to write and get them to understand that there is an audience for them, and that their communication through words needs to be effective because their peers and the world are reading. Blogs can remedy student disengagement with academic writing. Other study has also shown that blogs motivate many students to write well in the target language (Rodzvilla, 2002). Through blogs, one can write and also comment on what one writes in expectation of a little discussion and a quest for common interests and individual differences. By responding on blogs, students can get feedback from other audiences throughout cyberspace. Students have an opportunity to read things in which they are interested and write things they truly wish to write, thereby determining their own texts in language education and combining text with conversations in a very personal and stimulating way. Another study conducted by Kavaliauskien and Vai nien (2006) indicated that the experience of writing on blogs (for an audience) provides opportunities to help students improve their knowledge of English. Abubakar (2007) found that blogs let students compose writing with specific purposes that can encourage them to enhance their writing in the language constructively. Abu Bakar, Latif and Ya'acob (2010) also indicate that through blogging, students are able to express and share thoughts, ideas and information with the wider public. Blogs are user-friendly websites which are easy to maintain and frequently updated by their owners. Furthermore, blog provides a safer and

more relaxed environment for language learners, especially for the shy or less confident ones (Hanson-Smith, 2001).

Blog also enables individuals to express their thoughts at their own pace and in their own space so that, in contrast to traditional classroom settings, blog learners do not have to compete with their classmates for the instructor's attention. Blogs expand the opportunities for student interaction and the horizons of that "learning space" (Blackstone, Spiri and Naganuma; 2008) exponentially, and provide student writers with a far greater audience both within and outside the classroom. To illustrate, Pinkman (2005) writes that blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers' posts, and as writer-readers who, returning to their own posts, react to criticism of their own posts. (2004) reaffirms this by stating that blogging gives a learner the chance to "maximize focused exposure to language in new situations, peer collaboration, and contact with experts"

There are at least six previous related studies on weblog publishing on students' writings and its impacts on motivation. First of which was the study by Mahmood, Halim and Gani (2014). They inquired on motivational aspects of using computers for writing among the Malaysian ESL Students. This research found out that that the Malaysian ESL learners, regardless of whether they are male or female, skilled or unskilled at typing and using computers, have a positive attitude toward using computers for writing and communication in the English language classroom. The factors that influence these ESL learners' positive

attitude toward computers include enhancement of learning opportunities, the benefits of computer mediated communication, and the feeling of empowerment. Second, a research conducted by Dilani Sampath and Arezou Zalipour (2001). The researchers show an interest in looking into the possibilities of using Information and Communication Technology (ICT) tools for language teaching and learning. This paper discusses the application of the latest ICT tool, which is known as weblog as an effective tool in ESL classrooms. The aim of this study is to explore the pedagogical potentials of weblog in developing the writing skills of ESL learners. In particular, this paper wishes to identify and discuss the characteristics of weblogs as an appropriate and effective tool in assisting the learners in various ways to improve their writing skills. This study will further highlight the benefits of weblogging activities and the impacts of these activities on students' motivation to write in English as autonomous learners (International Confrence ICT for Language Learning 3rd edition)

Third, Wan and Tan (2011), investigated how students perceived the use of weblogs for English language learning. They conducted a mix quantitative and qualitative study by administering a questionnaire which was made up of both close ended and open ended questions on 29 participants who were students of private university in Malaysia. The study found out that students were aware of their audience when they blogged and that geared their writing towards their audience. In addition, they also interacted with others through the use of comment feature on their weblogs. Furthermore, the majority of the students enjoyed

blogging and found weblogs useful for English language learning. This study found that weblogs are promising interactive tools for English language learning.

Fourth, Dujsik (2012) similarly conducted an exploratory study on EFL students' blogging experience in the Thai-Japanese weblog exchange subject. This study took 32 participants from Japanese and Thai university. The results of the study showed that student bloggers: 1) enjoyed blogging due to their perceived reading and writing incentives, the exchange of cultural knowledge, and networking; 2) employed the writing process to complete their written assignment. The findings suggested that weblogs can foster EFL learners' motivation, development of reading skills, and development of cultural knowledge, as well as facilitate their writing process via cyberspace.

Fifth, Kizil and Arslan (2012) conducted a study that explored the students' perception towards blog use as a means of writing. 27 intermediate level university students were instructed according to the principles of process approach and they were required to carry on stages of writing process through blog software. The study lasted for 16 weeks and at the end of the course, the students were given a Post Instruction Perception Questionnaire divided into four categories: students' perception towards effect of a) blog on over all writing performance; b) blog use on the component of writing; c) blog use on the feedback and revision; d) effect of blogging on interest, motivation and technology use. The result showed that students had positive perception of blog use in their writing course and they believed that carrying on the writing activities

through blog software especially contributed to the improvement of the content and organization of their writing.

Lastly, In Indonesia EFL context to add the list, there was one study by Sari (2014) which was aimed at investigating student bloggers' attitudes towards the application of class blog in an informal learning situation. This descriptive case study was conducted to get more information on blogging contribution to students bloggers' EFL writing both for the process and the product of writing. The subjects were the student bloggers of a language course whose blogging activity was intense. The data gathering was employed by probing interview and observation. Findings gathered from the interview depicted the benefit and positive contributions of blogging for student-bloggers' EFL writing. Blogging was certainly seen as a fun writing activity by the student bloggers. It resulted from the fact that contrary to school learning, while blogging the students experienced on autonomous learning, getting direct feedback from readers, and most importantly, a complete freedom in writing. Some of blogging contributions for EFL writing are multi literacy, direct feedback from readers, motivation, autonomous learning, critical thinking and language awareness, networking, freedom to write and self confidence.

2.5 Learning Autonomy

Holec (1981) defines learning autonomy as the ability to take charge of one's own learning, and   considering both goals and content. Likewise, Benson (2006)

refers to autonomy in learning as something about people taking more control over their learning in classrooms and outside them, and autonomy in language learning is about people taking more control over the purposes for which they learn languages and the ways in which they learn them. In addition to new technology, Benson and Chik (2010) state that the most recent generations of new technologies, however, especially those involving the internet, user generated web 2.0 content, and mobility appear to be having a fundamental impact on the landscape of autonomous language learning. Further, Nunan (1995) proposes several stages for students to develop autonomy: awareness, involvement, intervention, creation and transcendence, while Little (2006) suggests several tenets which are fundamental for improving autonomy in language learner: learner involvement, learner reflection, and appropriate target language use.

The first principle of learner involvement refers to affective and metacognitive aspects of language learning, encouraging learners to be involved actively in their learning process. Learner reflection, another principle, is associated with meta cognitive aspect of language learning: learners should be encouraged to become critical thinkers to develop awareness about learning process and learning content. Lastly, appropriate language use is related with the communicative and the metacognitive aspects, proposing that students should use the target language both for communicative purposes and metacognitive activities such as planning, monitoring, evaluating, etc (Hayta and Yaprak , 2013) . Further, they elaborate that acheiving the conditions of autonomous learning partially relies on the following factors: self-esteem (the evaluation the learner makes of herself with

regard to the target language or learning in general) and motivation (the combination of effort plus desire to achieve the goal of learning plus favourable attitudes towards learning), (Joshi, 2011). For the characteristics of autonomous learners, Dickinson (1993) attributes some characteristics to autonomous learners:

-being able to recognize and maintain interest in the topic taught in the class

-being able to set their learning goals in cooperation with their teachers

-being able to choose and use learning strategies that appeal to learning goals

-being able to regulate their learning in terms of using learning strategies and revise when necessary.

To sum up, autonomy in language learning is the learner's ability to take control of his own learning when he learns a certain language in terms of place, time, purpose and ways of learning it.

2.5.1 Weblog Publishing and Learning Autonomy

Relating to the contribution of computer technology to autonomous learning, Godwin and Jones (2011) state that computer technology has contributed much to the concept of autononous learning in terms of facilitating learner autonomy through enabling a vast amount of materials for self learning. Similarly, Schemenk (2005) claims that the popularity of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide". Therefore, Godwin-Jones (2011) emphasize that students should be encouraged to develop and use meta-cognitive strategies which help to improve learner autonomy thorough the use of computer technology. Further, about the computer technology that

facilitates autonomous learning , Cord-Mounory (1999), and Kartal (2005) classified functions of web based materials in the following way: firstly, they facilitate and encourage communication thorough searching for a topic, chatting etc. Secondly, they asserted that these kinds of tools contribute to both cooperative and independent learning, and finally internet provides a wealth amount of sources both for teachers and students such as online books, journals, dictionaries, exercises etc.

It is interesting that autonomous learning appeared to be one of the positive effects of blogging and writing, and more on the blogs' effect on the students' learning autonomy. There was a recent study by Foroutan , Noordin and Hamzah (2013) which was conducted by observing and interviewing on EFL students' experience and perception in applying weblog throughout a semester in a writing class in Malaysia. The findings revealed that students enjoyed the process of publishing their writings, and exchanging their experience on the weblog.

Students also acknowledge weblog as a tool which provides more opportunities to publish and share their writing freely, extend their interaction with their peers outside the class setting, be able to publish and share interesting videos, have the chance to look for the appropriate materials in the world wide web, and check their sentences in the Google simultaneously. Students enjoyed some features which cannot be found in conventional modes of teaching and learning, such as experiencing unlimited time and place, more independency and in publishing and exchanging comments. To conclude, with the empirical data presented in their

study, weblog can be applied as a suitable instructional tool to promote autonomy among language learners.

In addition, some previous related studies could not see separation between learning autonomy and motivational impacts of weblog publishing . In other words, motivation and autonomy seem to work together when they relate to computer technology implementation in language learning, not to mention the use of weblog to publish students' writing works (Hayta nad Yaprak, 2013; Sampath and Zalipour, 2010; Sari, 2014). Some other researchers connect learning autonomy with students' perception in learning writing , such as:

First, Prichard (2008) analyzed the potential audience of publishing L2 learners' writing on sites with user generated content. This study took 40 students at all grades at Ferris Women's University in Yokohama. He found out that blogs, public wiki sites, and sites with user reviews all provided students a platform for publishing their work. However, based on an analysis of user responses to the students' works , each project could serve a specific purpose. Blogs may be best for practicing fluency and building community since they have smaller audience , (and could be made private by changing the privacy setting). On the other hand, having students publish on popular sites with UGC provides students a larger audience and a more meaningful voice. Wikipedia or other public wiki sites and sites with user reviews offer intermediate and advanced students meaningful platform to publish their writing. This study shows that their contributions are welcome, constructive, and accessed by web users outside of the class.

Second, Weider (2012), who conducted case study on how far online publishing and authentic audience could improve student writing. The focus of this investigation was on the experiences of City X High School students as they developed writing assignments for a teacher audience and a grade, as well as writing using technology, a classroom blog, and an authentic audience of readers. This study investigated everyday experiences, events, thoughts and perceptions of students throughout their experiences with their writing assignments. The research revealed that students perceived writing for the teacher in a vastly different way than writing for an authentic audience of peers. During interviews, students discussed their previous experiences of writing for the teacher as an audience. They indicated they did not feel as invested in, or care as much about writing assignments written for the teacher. In support of this, the researcher noted that during observations of the writing process the only time students had to be reminded to get back on task was during the two observation sessions when students were writing for the teacher as an audience. In contrast, the research revealed that students liked writing for an audience other than the teacher and cared more about their writing because they wanted others to view them as good writers. They also came to understand the need to know who their audience was when writing. They wanted to write using themes that would be of interest to their audience of readers.

2.6   Student Perception

According to Struvyen (2013), perception as the awareness of things that we have by means of our senses, especially the sense of sight, refers to the cognitive

psychological movement. Learning is then described as a simple information processing model. The human memory is compared to the processing of information by a computer. A short term working memory sorts out incoming perceptions and relates them to previous knowledge, and the long term memory stores experiences and conceptual knowledge. In this way, information processing conceptual hierarchies are developed. Memory involves logically ordered sets of concepts, stored in terms of increasing generality. This emphasis may apply to everyday objects whose defining features are readily deducted, but abstract concepts, or those which have no agreed formal definitions cannot be stored in this way. They are built up from sets of experiences which are only partially shared with others. Learning thus becomes a matter of personal construction of meaning (Entwistle, 1997). As also sated by Perkins (1992):

> *"Central to the vision of constructivism is the notion of the organism as 'active'- not just responding to stimuli, as the behaviourist rubric, but engaging, grappling and seeking to make sense of things. In particular, learners do not just take in and store up given information. They make tentative interpretations of experience and go on to elaborate and test those interpretations".*

People are trying to make sense of their surrounding world, not only by cognitive logical thinking and reasoning, but also by emotional and affective feeling, social sharing and motivational engagement, in which their biological and cultural self, their former experiences and their social environment have an important influence on what is truly meaningful. In this movement of constructivism, perception is more than an observation, much more than the awareness of things by means of the senses .

Students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. Students' perceptions are the result of direct experiences in the educational context. These experiences can be very different from teachers' experiences or parents' experiences of the educational context. Students in this respect, construct their own world. But not all students experience the same educational context. Thus, students' perceptions can differ between different groups of students. And because of diverse personal characteristics and different individual histories, not every student experiences the same educational context in the same way, so individual differences in students' perceptions can occur.

In short, student's perception is his/her awareness of things happening while learning, by means of his senses, especially the sense of sight and feeling, that changes his cognitive state (from not knowing to knowledgeable).

2.6.1 Weblog Publishing and Students' Perception

Students nowadays are savvy users of Information and communication technology; thus, they have positive perception towards the assignment of blog writing and commenting activities on each others' weblog publishing. This is supported by some studies on students' positive perceptions towards blogging and writing English.One out of many is the study conducted by Aljumah (2011) which elaborated on the high percentage of the students responding positively to using the blog. They agreed that having their own blog encourages them to write

better.This finding goes in line with the results reached by Miranda Bella (2005) who concludes that weblogs can enhance students' writing skills and abilities. The students are aware that their written work is published online for the whole world to see, and this becomes an effective motivator. They realize that anyone can read their writing, especially their parents, other family, and friends. The presence of a real audience encourages them to produce high-quality work. The students also like the idea that their work will be published instantly. This is rewarding for them. They understand that all their hard work and effort is worth the end results. When asked if their writing skills have been improved since they began blogging, they agreed to the view.

Further, all of the students felt that using blogs in the class as a writing tool was a good idea. The students benefited a lot from this activity. They indicated that when using blogs they were able to write better because they were more aware of the need to check their writing before posting and when writing on papers, some of them did not carefully check their grammar most probably, they realized that when writing online, the web site is open for everyone to read, and they tried their best to write using correct grammar and sentence structure.When asked if "they enjoy the blog project, the majority of the students agreed with the view. This finding supported the results of Pinkman (2005) who highlighted that all of the learners interviewed responded that they enjoyed the blog project overall.

2.7 Writing Achievement

Achievement levels/Proficiency levels are descriptions of an individual's competency in a particular area of knowledge or skill, usually defined as ordered categories on a continuum, often labeled from "basic" to "advanced," that constitute broad ranges for classifying performance. The exact labeling of these categories may vary from one assessment or testing program to another.

Achievement test is a test designed to measure the extent to which a person has acquired certain knowledge and/or skills that have been taught in school or as a part of some other planned instruction or training

On the process approach writing instruction, the improvement gained from the first draft and the final draft can provide data of students' writing achievement.Writing achievement can be measured holistically and analytically, both of which having strengths and weaknesses.

2.7.1   The Holistic Scoring

An efficient and increasingly popular approach to writing assessment is holistic scoring, which aims to rate the overall proficiency levelreflected in a given sample of student writing. In a typical holistic scoring session, each writing sample is read quickly and then judged against arating scale, or scoring rubric, that outlines the scoring criteria. Holistic scoring rubrics generallyconsist of 4 to 10 levels or bands, each of which corresponds to a score and a set of descriptors.These descriptors in the rubric can be either general or fairly specific. The existence of a

scoringrubric distinguishes holistic scoring from its predecessor, general impression marking, in whichcriteria are never explicitly stated.Holistic scoring is more economical than analytic scoring since readers are required tomake only one decision (i.e., a single score) for eachwriting sample. For this reason, holisticscoring is commonly used in large-scale assessment of writing.

The major disadvantage of holistic scoring emerges from the limitations of the singlescore, which gives useful ranking information but no details. That is, holistic scoring cannotprovide useful diagnostic information about a person's writing ability, as a single score does notallow raters to distinguish between various aspects of writing such as control of syntax, depth ofvocabulary, organization, and so on. This is especially problematic for second-language writerssince different aspects of writing ability may develop at different rates for different L2 learner.Hence, the same holistic score assigned to two different texts may represent two entirelydifferent distinct sets of characteristics,even if the raters' scores reflect a strict and consistentapplication of the rubric.Despite the drawbacks mentioned above, researchers in both L1 and L2 writing generallyagree that holistic scoring is reliable, provided guidelines pertaining to rater training and ratingsession administration are faithfully adhered to (Perkins, 1983; White, 1994). Opinions on thevalidity of the procedure, however, tend to vary. Charney (1984), for example, states that "thevalidity of holistic scoring remains an open question"(p.67), while Perkins (1983) claims that"holistic scoring has the highest construct validity when overall attained writing proficiency is the construct assessed.

2.7.2 The Analytic Scoring

Analytic scoring procedures involve the separation of the various features of composition into components for scoring purposes. Depending on the purpose of the assessment,texts might be rated on such features as content, organization, cohesion, register, vocabulary,grammar, or mechanics. Analytic scoring schemes thus provide more detailed information abouta test taker's performance in different aspects of writing.

Analytic scoring is preferred over holistic schemes by many writing specialists for anumber of reasons. First, as mentioned above, it provides more useful diagnostic informationabout students' writing abilities. That is, it provides more information about the strengthsand weaknessesof students,and thus allow instructors and curriculum developers to tailor instructionmore closely to the needs of their students. Second, analytic scoring is particularly useful for L2 learners, who are more likely to show a markedor uneven profileacross different aspects ofwriting (e.g., some L2 learners may have excellent writing skills in terms of content andorganization,but may have much lower grammatical control; others may have an excellentcontrol of sentence structure,but may not know how to organize their writing in a logical way). Third, it is easier to train raters to use analytic scoring schemes, by virtue of such schemes'explicit criteria in separate components, than to train raters to use holistic rubrics (Cohen 1994; McNamara, 1996). For example, inexperienced raters may find it easier to work with an analyticscale than a holistic rubric because they can evaluate specific textual features. Finally,

the explicitness of analytic scoring guides offers teachers a potentially valuable tool for providingwriters with consistent and direct feedback.

The major disadvantage of analytic scoring is that it takes longer than holistic scoringsince readers are required to make more than one decision for every writing sample. Critics ofanalytic scoring also point out that measuring the quality of a text by tallying accumulatedsubskill scores diminishes the interconnectedness of written discourse, and gives the falseimpression that writing can be understood and fairly assessed by analyzing autonomous textfeatures (Hillocks, 1995; White, 1994). Consequently, component scales may not be usedeffectively according to their internal criteria, resulting in a halo effect in which one componentscore may influence another. An additional problem with some analytic scoring schemes is thateven experienced essay judges sometimes find it difficult to assign numerical scores based oncertain descriptors (Hamp-Lyons, 1989). Thus, qualitative judgments about coherence, style, and so on are not always easily accommodated by analytic scoring methods.

2.7.3 Weblog Publishing and Students' Writing Achievement

A process approach writing instruction, there must be   stages of process developing a final draft of students' writing works, those of which are the pre writing, the first drafting, the editing, the revising, the final drafting and the publishing. Before the students actually publish their work on their personal webolg, they have gone through the first drafting, editing (which can be done

alone of self correcting, and by peer or peer editing/feedback depending on the teacher's setting), revising, and final drafting based on the editing checklist. Then, when they feel sure that their work deserved to be published (in terms of content and grammatical mistakes) they will proceed to publishing stage.

Aljumah (2011) exposed in his study that all of the students felt that using blogs in the class as a writing tool was a good idea . The students benefited a lot from this activity. They indicated that when using blogs they were able to write better because they were more aware of the need to check their writing before posting, and when writing on papers, some of them did not carefully check their grammar. Most probably, they realized that when writing online, the Web site is open for everyone to read, and they tried their best to write using correct grammar and sentence structure. Twenty nine of the students like to write a draft of what they wanted to say before they submitted the blog response. High percentage of students checks the dictionary while they were writing their blog responses. The majority of students still engaged in typical tasks associated with writing, such as drafting and checking the dictionary. This indicates that the students valued the task and wanted to post something that reflected their skill in writing. For the item of"Using web logs for writing can increase my productivity,"almost two thirds of students expressed their agreement. This finding is supported by Galien and Bowcher (2010) in Aljumah (2012) who state that there was significant improvement in the writing quality of each paragraph as students progressed through the editing process .

2.8. Theoretical Assumptions

Based on the literature review above, some theoretical assumptions could be
drawn as following:

First, as Blackstone, Spiri and Naganuma (2007) posited, when a student's
audience includes his or her classmates, the teacher and potentially anyone with
an internet connection, motivation to engage in meaningful written
communication appears to increase, and as the fact that students who were born
in the nineties were digital natives, in that they have spent their entire lives
surrounded by and using computers, videogames, digital music players, video
cams, cell phones, and all the other toys and tools of the digital age so that
computer games, email, the internet, cell phones and instant messaging are
integral parts of their lives as a result of this ubiquitous environment and the sheer
volume of their interaction with it (Prensky, 2001), It is assumed that webblog as
one of the internet tools available, is a motivating facility for the implementation
of writing process instruction in general, and publishing stage in particular. Thus,
it could further be assumed that when students deal with internet activities
particularly the webblog publishing activities, their inner drive or intrinsic
motivation seems to stimulate them to get involved (Valerand et al , 2000).

Second, according to Warchauer (1996), the motivating aspects of learning with
computers have been widely accepted and there is vast literature dealing with this
issue (Chapelle and Jamieson, 1986; Peterson and Sellers, 1992,; Pratt and
Sullivan, 1996; Wu, 1992). The most frequently-cited motivating aspects of

computer-assisted instruction include (a) the novelty of working with a new medium, (b) the individualized nature of computer-assisted instruction, (c) the opportunities for learner control, and (d) the opportunities for rapid, frequent non-judgmental feedback. Further, relating to the contribution of computer technology to autonomous learning, Goldwin and Jones (2011) state that computer technology has contributed much to the concept of autononous learning in terms of facilitating learner autonomy through enabling a vast amount of materials for self learning. Similarly, Schemenk (2005) claims that the popularity of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide". In addition, some previous related studies could not see separation between learning autonomy and motivational impacts of webblog publishing. In other words, motivation and autonomy seem to work together when they relate to computer technology implementation in language learning, not to mention the use of webblog to publish students' writing works (Foroutan , Noordin and Hamzah, 2013;Hayta and Yaprak, 2013; Sampath and Zalipour, 2010; Sari, 2014). This way, it could be assumed that there might be positive correlation between motivation and learning autonomy when students are engaged in internet interactions, particularly the webblog publishing interactions.

Third, Aljumah (2011) exposed in his study that all of the students felt that using blogs in the class as a writing tool was a good idea . The students benefited a lot from this activity. They indicated that when using blogs they were able to write better because they were more aware of the need to check their writing before

posting, and when writing on papers, some of them did not carefully check their grammar. Most probably, they realized that when writing online, the Web site is open for everyone to read, and they tried their best to write using correct grammar and sentence structure. This indicates that the students valued the task and wanted to post something that reflected their skill in writing. This finding is supported by Galien and Bowcher (2010) who state that there was significant improvement in the writing quality of each paragraph as students progressed through the editing process. Davison (2007), have claimed that students' writing skills improve when they blog. Another study conducted by Kavaliauskien and Vai nien (2006) indicated that the experience of writing on blogs (for an audience) provides opportunities to help students improve their knowledge of English. Abubakar (2007) found that blogs let students compose writing with specific purposes that can encourage them to enhance their writing in the language constructively. Abu Bakar, Latif and Ya'acob (2010) also indicate that through blogging, students are able to express and share thoughts, ideas and information with the wider public. Blogs are user-friendly websites which are easy to maintain and frequently updated by their owners. Furthermore, blog provides a safer and more relaxed environment for language learners, especially for the shy or less confident ones (Hanson-Smith, 2001). Blog also enables individuals to express their thoughts at their own pace and in their own space so that, in contrast to traditional classroom settings, blog learners do not have to compete with their classmates for the instructor's attention (Bloch, 2004). Blogs expand the opportunities for student interaction and the horizons of that "learning space" (Blackstone, Spiri and Naganuma, 2008; Ellison and Wu, 2008) exponentially, and provide student

writers with a far greater audience both within and outside the classroom. To illustrate, Pinkman (2005) writes that blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as writers who write and post, as readers/reviewers who respond to other writers' posts, and as writer-readers who, returning to their own posts, react to criticism of their own posts. Dieu (2004) reaffirms this by stating that blogging gives a learner the chance to "maximize focused exposure to language in new situations, peer collaboration, and contact with experts". Hence, it could be assumed that blog writing, or to be more specific, the motivation that drives students to publish writing on blogs and the situation that entails the students' learning autonomy in blog publishing activities might contribute positive influence on the quality of their writing production.

Fourth, students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. Students' perceptions are the result of direct experiences in the educational context. These experiences can be very different from teachers' experiences or parents' experiences of the educational context. Students in this respect, construct their own world. Thus, students' perceptions can differ between different groups of students. Not every student experiences the same educational context in the same way, so individual differences in students' perceptions can occur (Struvyen, 2013; Entwistle, 1997; Perkins ,1992; and Tynjälä, 1997. Further, students nowadays are savvy users of Information and communication technology; thus, they have

positive perception towards the assignment of blog writing and commenting activities on each others' weblog publishing. This is supported by some studies on students' positive perceptions towards blogging and writing English. One out of many is the study conducted by Aljumah (2011) which elaborated on the high percentage of the students responding positively to using the blog. They agreed that having their own blog encourages them to write better. This finding goes in line with the results reached by Miranda Bella (2005) who concludes that weblogs can enhance students' writing skills and abilities. The students are aware that their written work is published online for the whole world to see, and this becomes an effective motivator. They realize that anyone can read their writing, especially their parents, other family, and friends. The presence of a real audience encourages them to produce high-quality work. The students also like the idea that their work will be published instantly. This is rewarding for them. They understand that all their hard work and effort is worth the end results. When asked if their writing skills have been improved since they began blogging, they agreed to the view. Further, all the students felt that using blogs in the class as a writing tool was a good idea (Arikan and Bakla, 2011). The students benefited a lot from this activity. They indicated that when using blogs they were able to write better because they were more aware of the need to check their writing before posting whereas, when writing on papers some of them did not carefully check their grammar. Most probably, they realized that when writing online, the website is open for everyone to read, and they tried their best to write using correct grammar and sentence structure. When asked if "they enjoy the blog project, the majority of the students agreed with the view. This finding supported the results of Pinkman

(2005) who highlighted that all of the learners interviewed responded that they enjoyed the blog project overall. This way, it could be assumed that students involved in blog writing and publishing activities for personal use (general) and for competition (particular) might perceive positively on those activities.

2.9 Hyphotheses

Based on the elaborations of previous studies   involving   students' personal weblog publishing and their motivation to write, their learning autonomy, their writing achievement and their perception, the writer has four presuppositions to be formulated as hypotheses of this research:

1. Students are more intrinsically   motivated   by their personal weblog publishing.

2. There is positive correlation between students' motivational orientation , learning autonomy , and writing achievement in the process of publishing their writing on their personal weblogs

3. Students' motivational orientation and learning autonomy have positive contribution to   their writing achievement.

4. Students perceive positively on the personal weblog and class bulletin blog publishing acitivity.

In short, those four hyphotheses are drawn based on the elaboration of the supporting theories, assumptions and   some previous related studies. Those hypotheses would be tested by using the the method and instruments discussed in chapter three.

III. METHOD

This chapter discusses the method in doing the research, such as the research design, the variables of the research, the subjects of the research, data collecting instruments, and data analysis.

3.1 Research Design.

This study was a pre experimental design, especially the one group pre test- post test design. It was a design with a primary purpose of testing the existence of causal relationship among two or more variables and in which the data were collected from one group. The participants in the study were not selected randomly but through predetermined criteria of selection. The participants were also given 'treatments' through some predetermined conditions set for the study. In addition, the study was not a true experimental design because it did not apply any control goup for comparisons (Gall, et al , 1999; Yufrizal, 2006).

The folowing is the illustration of the research design:

$$T1 \quad X \quad T2$$

T1   : stages of writing process off line (pre writing: generating ideas, organizing ideas, outlining; first drafting, peer editing, revising, final drafting).

X   : Treatment - the on line activities : publishing first draft on students' blogs, peer editing on student's blogs; publishing revised draft on students' blogs, ten- student- circle group reading and commenting/ editing activities on each other's blog within group, revising and final drafting on students' blogs),

T2   : Blended mode of writing process, the off line activities (pre writing: generating ideas, organizing ideas, outlining; first drafting) and the on line activities (publishing first draft on students' blogs, peer editing on student's blog; publishing revised draft on students blogs, ten- student- circle group reading and commenting activities on each other's blog, revising and final drafting on students' blogs).

3.2 Research Variables

As a pre experimental design, the research consisted of independent and dependent variables.

3.2.1 The Dependent Variables

The dependent variables of this present research were:

a. The students' writing achievements of their first essay, and that of their second essay which was published through personal weblog .

b. The students' motivational orientation on personal weblog publishing

c. The students' learning autonomy on personal weblog publishing

d. The students' perception on the class bulletin blog publishing

3.2.2 The Independent Variable

The independent variable of this present research was the students' personal weblog publishing .

3.3 Data and Data Sources

The data of this present research were taken from two sources.The students' writing products and the students' responses.

3.3.1 Students' Writing Poducts

The primary data of this research were the students' final drafts of their two essays. The data elicitations were in the forms of list of instructions to do two projects, namely the off line cause-effect or process analysis essay writing project under the theme of either public scrutiny or natural disaster, and the second blended mode of comparison-contrast essay or classification essay under the single or combined themes of education, culture and technology (see appendix 10).

3.3.2 Students' Responses

The students' responses were taken from one questionnaire given before their writing works were published, such as the computer literacy questionnaire, and from those after their writing works were published, such as the weblog publishing motivational orientation scale as an adaptation of academic motivation scale questionnaire of Valerand et al (2000), learning autonomy questionnaire (Arikan and Bakla, 2011) , and the students' perception questionnaire on the selection for the best writings to be published on the class bulletin blog.

3.4 The Subjects of the Research

The subjects of the research were the students taking writing 5 course on essay writing at STBA Teknokrat. These students had passed the prerequisite writing 1 through 4, so they got the ability to write sentences and paragraphs . The subjects were those who had computer literacy (digital natives) since they were accustomed to studying through SCELE (Student Center E –Learning Environment). Initially, there were 77 students registered in the regular and extension classes of Writing 5 course. However, there were only 46 students who participated completely on every stage of the treatments (computer literacy, motivation, learning autonomy, and perception on personal weblog publishing, and two final drafts of essays on diferent themes).

3.5 The Instruments

The   instruments used in this research were four questionnaires comprising of one prerequisite computer literacy questionnaire, and three research question-related questionnaires.

3.5. 1 Questionnaires

1. Students' computer literacy questionnaire was a prerequisite instrument for   collecting the data on the students' readiness to interact with computer, internet, email and weblogs. This questionnaire   was an adaptation of Murray and Blyth (2011).

Table 3.1
Computer Literacy Questionnaire

No	Questions	Yes	No
1	Do you have access to computer ?		
2	Do you have a computer connected to the internet at home?		
3	Do you use a computer connected to the internet at university?		
4	Do you have a non-university and non-mobile phone email account?		
5	Do you find it easy to learn something by reading it from a computer screen?		
6	Do you understand the basic functions of computer hardware components?		
7	Do you use a computer for studying?		
8	Do you use an online mail service like hotmail, gmail, or similar?		
9	Do you use keyboard shortcuts? (eg: ctrl + v)		
10	Do you have a personal homepage on the internet?		
11	Do you use email software like Windows Live, Thunderbird, or similar?		

Types of Software Used
0 = never
1 = almost never
2 = 1-2 times a month
3 = 1-2 times a week
4 = 3-4 times a week
5 = almost every day

Table 3.2
Types of Software Used

No	Questions	0	1	2	3	4	5
12	Do you use cellphone mail?						
13	Do you use internet?						
14	Do you use multimedia?						
15	Do you use blog?						
16	Do you use chat?						
17	Do you use PC mail?						
18	Do you use video chat?						
19	Do you use internet games?						
20	Do you use file sharing?						
21	Do you use graphics?						
22	Do you use wiki?						
23	Do you use word processing?						
24	Do you use data base?						
25	Do you usecomputer presentation?						
26	Do you use forums?						
27	Do you use spread sheet?						
28	Do you use website design?						

2.   Motivational orientation scale was the questionnaire for collecting the data of students' type of motivation relating to their personal weblog publishing activity. This instrument was an adaptation of academic motivation scale from Noels, Pelletier, Clement and Vallerand (2000). Picture 3.1 is the screen shot of the blank personal weblog motivation scale.

Picture 3.1
Students' Motivational Orientation on Personal Weblog Publishing

APPENDIX 5

**Questionnaire on Motivation to Publish the students' Essays
on the Students' Personal Blog
Question: Why do you publish your writing on your blog?**

No	Variables	Completely Diagree (1)	Disagree (2)	Agree (3)	Completely agree (4)
1	I cannot come to see why I should publish my writing through my blog, and I fankly don't give a damn				
2	Honestly, I don't know, I truly have the impression of wasting my time in publishing my writing through blog				

3. Learning autonomy questionnaire was the questionnaire to collect the data of students' learning autonomy on their personal weblog publishing activity. This instrument was an adaptation of Arikan and Bakla (2011). Picture 3.2 is the screen shot of the learning autonomy questionnaire on personal weblog publishing activity.

Picture 3. 2
Learning Autonomy Questionnaire on Personal Weblog Publishing

Table 7: Learners' View of the Blogging Experience and Their Learning Autonomy

Items	Strongly Agree (5)	Agree (4)	No Idea (3)	Disagree (2)	Strongly Disagree (1)
This blogging experience helped me to work autonomously on the internet.					
This blogging experience helped me to write in english autonomously on the internet.					
I became more self confident about learning English on the internet.					
I became ore self confident about writing in English on the Internet.					
I believe that with the help of this blogging work, I took a few steps in learning English on my own.					
I believe that with the help of this blogging work, I took a few steps in learning to write in English on my own.					

4. Students' perception questionnaire was the questionnaire to collect the data of students' perception on the class bulletin blog publishing for the best writings, and students' general perception on blogging activities. This instrument was an adaptation of Arikan and Bakla (2011) .

Picture 3.3
Students' Perception on the Class Bulletin Blog Publishing

No	Interview questions	Yes	No	Comments
	APPENDIX 3			
	Students' Perception on the Competitiveness of Class Bulleting Blog			
1	1. Do you feel satisfied knowing that you have your own blog?			
2	Are you aware that your work will be read by people other than your teacher?			
3	Do you hope to be the chosen one published on the class blog?			
4	Do you feel proud tobe the chosen one?			
5	Do you feel sad not to be the chosen one?			

3.5.2 Students' Writing Scores

The students' writing scores were taken from the students' final drafts scores from their first essays, and the students' personally- weblog-published final drafts of their second essays. These essays were developing various types of idea organizations/ generic structures, namely:

1. Essay on social scrutiny and or natural disaster theme, with the cause-effect analysis or process analysis idea organization types.

2. Essay on education, culture or technology theme, with the classification or comparison and contrast idea organization types.

These drafts were scored holistically. To maintain the reliability, these drafts were scored by three raters who were the researcher's fellow lecturers at STBA Teknokrat Lampung.

3.6   Validity and Reliability Tests

Validity test were carried out in order to find out how far the   the   research instruments could measure what needed to be measured (Cooper and Schindler, 2003). Internal validity consists of content validity and construct validity. Testing the validity quantitatively could be done through the help of SPSS TM for windows software, which described the construct validity (Ghozali, 2005).This construct validity showed how good the result gained from the use of an instrument was in relation to the theories that define a construct(Hartono, 2004).

Reliability test was the tool to show the accuracy and concistency of the instrument (Hartono, 2004). Consistency was how good the question items could measure concepts to build up a construct. A questionnaire was said to be reliable if the answer to the question was consistently the same from time to time (Cooper and Schindler 2003). In this present research, the reliability tests were done by using Cronbach Alpha computation through the help of SPSS TM for windows software.

3.6.1 Validity of Students' Motivational Orientation Questionnaire

Computed separately based on the seven subscales of motivational orientation of which each scale was represented by three questions, It could be seen from the

table that three questions of amotivation scale were valid since the r values were between 0.600 and 0.800 (0.771; 0.761; 0.695).

Further, the extrinsic motivation scale consisted of three subscales with the details as followed: two of the extrinsic motivation- external regulation scale questions were highly valid since the values ranged between 0.800 and 1.000 (0.898 and 0.906). Meanwhile, one question had low validity with the r value between 0.200 and 0.400(0.351). Next, two questions of extrinsic motivation – indentified were highly valid since they fell between 0.800 and 1.000 (0.810; 0.827) while one question was valid (0.14). The last sub scale, the extrinsic motivation -introjected had two valid and one highly valid questions (0.652; 0.758; 0.818).

The last scale, the intrinsic motivation scale also consisted of three sub scales with the details following: for the intrinsic motivation-accomplishment subscale questions, one question was highly valid (0.848), one question was valid (0.610), and one other had medium validity (0.532). Next, the intrinsic motivation- knowledge subscale had all of the tree questions the medium validity since they were in the area between 0.400 and 0.600 (0.539; 0.545; 0.590). The last was intrinsic motivation- stimulation subscale. It had two valid questions and one highly valid question (0.720; 0.724; and 0.802). Thus, it can be said that all of the questions of students' motivational orientation on the personal weblog publishing had validly developed the construct of Valerand's et al (2000) theory on motivational orientation.

Table 3.3
Validity of Amotivation Items

Validity

		X111	X112	X113	Amotivation
X111	Pearson Correlation	1	,274	,396**	,771**
	Sig. (2-tailed)		,065	,006	,000
	N	46	46	46	46
X112	Pearson Correlation	,274	1	,346*	,761**
	Sig. (2-tailed)	,065		,019	,000
	N	46	46	46	46
X113	Pearson Correlation	,396**	,346*	1	,695**
	Sig. (2-tailed)	,006	,019		,000
	N	46	46	46	46
Amotivation	Pearson Correlation	,771**	,761**	,695**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3.4
Validity of EM External Regulation Items

Validity

		X121	X122	X123	External
X121	Pearson Correlation	1	,174	,164	,351*
	Sig. (2-tailed)		,247	,276	,017
	N	46	46	46	46
X122	Pearson Correlation	,174	1	,678**	,898**
	Sig. (2-tailed)	,247		,000	,000
	N	46	46	46	46
X123	Pearson Correlation	,164	,678**	1	,906**
	Sig. (2-tailed)	,276	,000		,000
	N	46	46	46	46
External	Pearson Correlation	,351*	,898**	,906**	1
	Sig. (2-tailed)	,017	,000	,000	
	N	46	46	46	46

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.5
Validity of EM Identified Items

Validity

		X131	X132	X133	Identified
X131	Pearson Correlation	1	,587**	,372*	,810**
	Sig. (2-tailed)		,000	,011	,000
	N	46	46	46	46
X132	Pearson Correlation	,587**	1	,310*	,827**
	Sig. (2-tailed)	,000		,036	,000
	N	46	46	46	46
X133	Pearson Correlation	,372*	,310*	1	,714**
	Sig. (2-tailed)	,011	,036		,000
	N	46	46	46	46
Identified	Pearson Correlation	,810**	,827**	,714**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 3.6
Validity of EM Introjected Items

Validity

		X141	X142	X143	Introjected
X141	Pearson Correlation	1	,222	,266	,652**
	Sig. (2-tailed)		,139	,074	,000
	N	46	46	46	46
X142	Pearson Correlation	,222	1	,501**	,758**
	Sig. (2-tailed)	,139		,000	,000
	N	46	46	46	46
X143	Pearson Correlation	,266	,501**	1	,818**
	Sig. (2-tailed)	,074	,000		,000
	N	46	46	46	46
Introjected	Pearson Correlation	,652**	,758**	,818**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.7
Validity of IM- Acomplishment Items

Validity

		X151	X152	X153	Accomplishment
X151	Pearson Correlation	1	,472**	-,236	,610**
	Sig. (2-tailed)		,001	,114	,000
	N	46	46	46	46
X152	Pearson Correlation	,472**	1	,246	,848**
	Sig. (2-tailed)	,001		,100	,000
	N	46	46	46	46
X153	Pearson Correlation	-,236	,246	1	,532**
	Sig. (2-tailed)	,114	,100		,000
	N	46	46	46	46
Accomplishment	Pearson Correlation	,610**	,848**	,532**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.8
Validity of IM Knowledge Items

Validity

		X161	X162	X163	Knowledge
X161	Pearson Correlation	1	-,111	-,109	,590**
	Sig. (2-tailed)		,464	,470	,000
	N	46	46	46	46
X162	Pearson Correlation	-,111	1	,155	,539**
	Sig. (2-tailed)	,464		,305	,000
	N	46	46	46	46
X163	Pearson Correlation	-,109	,155	1	,545**
	Sig. (2-tailed)	,470	,305		,000
	N	46	46	46	46
Knowledge	Pearson Correlation	,590**	,539**	,545**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.9
Validity of IM Stimulation Items

Validity

		X171	X172	X173	Stimulation
X171	Pearson Correlation	1	,459**	,237	,720**
	Sig. (2-tailed)		,001	,113	,000
	N	46	46	46	46
X172	Pearson Correlation	,459**	1	,333*	,802**
	Sig. (2-tailed)	,001		,024	,000
	N	46	46	46	46
X173	Pearson Correlation	,237	,333*	1	,724**
	Sig. (2-tailed)	,113	,024		,000
	N	46	46	46	46
Stimulation	Pearson Correlation	,720**	,802**	,724**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

3.6.2 Reliability of Students' Motivational Orientation Questionnaire

From the calculation of the reliability of the motivational orientation instrument, it showed that the Cronbach Alpha value was 0.885 which was higher than the minimum r value of 0.800. Thus, it could be said that the instrument was reliable. Table 3.10 showed the result of the calculation.

Table 3.10
Reliability of Motivational Orientation Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,885	,913	3

3.6.3 The Validity of Learning Autonomy Questionnaire

Having been calculated, it was found that from the six questions of learning autonomy involvement in weblog publishing activities, four of them were highly

valid (0.829; 0.830; 0.829; and 0.811), and two of of them were valid (0.691;

and 0.654).

Table 3.11
Validity of Learning Autonomy Questionnaire

Validity

		X21	X22	X23	X24	X25	X26	Learning Autonomy
X21	Pearson Correlation	1	,809**	,375*	,285	,673**	,717**	,829**
	Sig. (2-tailed)		,000	,010	,055	,000	,000	,000
	N	46	46	46	46	46	46	46
X22	Pearson Correlation	,809**	1	,400**	,264	,684**	,703**	,830**
	Sig. (2-tailed)	,000		,006	,076	,000	,000	,000
	N	46	46	46	46	46	46	46
X23	Pearson Correlation	,375*	,400**	1	,815**	,297*	,298*	,691**
	Sig. (2-tailed)	,010	,006		,000	,045	,044	,000
	N	46	46	46	46	46	46	46
X24	Pearson Correlation	,285	,264	,815**	1	,394**	,255	,654**
	Sig. (2-tailed)	,055	,076	,000		,007	,087	,000
	N	46	46	46	46	46	46	46
X25	Pearson Correlation	,673**	,684**	,297*	,394**	1	,814**	,829**
	Sig. (2-tailed)	,000	,000	,045	,007		,000	,000
	N	46	46	46	46	46	46	46
X26	Pearson Correlation	,717**	,703**	,298*	,255	,814**	1	,811**
	Sig. (2-tailed)	,000	,000	,044	,087	,000		,000
	N	46	46	46	46	46	46	46
Learning Autonomy	Pearson Correlation	,829**	,830**	,691**	,654**	,829**	,811**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	
	N	46	46	46	46	46	46	46

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

3.6.4 The Reliability of Learning Autonomy Questionnaire

From the calculation of the reliability of the learning autonomy in blog publishing

instrument, it showed that the Cronbach Alpha value was 0.931 which was higher

than the minimum r value of 0.800. Thus, it could be said that the instrument was

reliable. Table 3.12 showed the result of the calculation.

Table 3.12
Reliability of Learning Autonomy questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,931	,989	3

3.7 Hypothesis Test

Hypothesis tests were done to find out whether the hypotheses were accepted or rejected. Table 3.13 showed the hypotheses of this research that were tested, through the help of SPSSTM for windows software.

Table 3.13
The Hypotheses of the Research

H1	Students are more intrinsically motivated by their personal weblog publishing.
H2	There is positive corelation between students' motivational orientation , learning autonomy, and writing achievement in the process of publishing their writing on their personal weblogs
H3	Students' motivational orientation and learning autonomy have positive cintribution to their writing achievement.
H4	Students have positive perception towards personal weblog publishing and class bulletin blog publishing

Correlation analyses were done to see the relationship between students motivational orientation, learning autonomy and writing achievement with the Spearman Product Moment Correlation Analysis. Repeated Measures t-test was also done to test the difference between two writing achievement scores. Meanwhile, Regression Analysis was done to see whether students' motivational orientation and learning autonomy altogether contributed to students' writing achievement.

Descriptive statistics were also used to describe the students' motivational orientation and general perception on the weblog publishing activities, namely on the aspects of enjoyment, difficulties, interest, usefulness, creativity, constructiveness, as well as their perception on the competition for the selected works to be published on the class bulletin blog.

3.8 The Procedure of the Research.

This section describes the step by step process of the research. The procedure comprises of preliminary stage (spreading computer literacy questionaire), then the treatment stages consisting of the offline writing process activities and the blended offline-online writing process activities where students' personal weblog publishing was involved. Next, was data collecting stage (spreading motivation orientation questionnaire, learning autonomy questionnaire, scoring students' writing works to measure their achievement, and perception questionnaire), then data processing and analyzing stages (measuring validity, reliability, correlation, t-test, and regression among variables), and conclusion drawing stage to wrap up the procedure.

3.8.1 Administering Prerequisite Computer Literacy Questionaire

There were four major results gained from the data collecting instruments, with each treating the respective research question. However, this research used ICT

or information and communication technology a lot, especially computer, internet, email and weblog so that it was highly needed to get the data of the students' readiness to deal with ICT before carrying out the actual treatments. Thus, the writer administered the computer literacy questionnaire to 77 subjects, all of whom were the fifth semester students of English Literature major at STBA Teknokrat Lampung, and who were present on the very first meeting of the writing 5 course. This number of subjects however, was decreased to 46 subjects who represented those students who completely participated in all the stages of the research and who responded to all the instruments given .

3.8.2 Conducting Off Line Treatment of Writing Process

The next step done after getting the information about the students' computer literacy state was giving the off line treatment of writing process. This treatment was carried out in four meetings in October 2015. This was the conventional writing process the students and the teacher did on the attempt to produce the first essay. The stages involved in this process were:

1. Pre writing stage.

   In this stage the teacher explained about the theme of this first writing: the public scrutiny (things that became hot discussion among public currently), and the recent occurrences of natural disasters.The teacher also explained about the types of idea organization that could be employed to write this first essay, either the cause analysis, effect analysis, cause-effect analysis, or the process analysis (chronological organization of

ideas). Students were also given some samples of writing products elaborating the respective themes and idea organizations.

2. Outlining stage.

In this stage the students, guided by the teacher, tried to develop and organize their ideas step by step, by using the upside - down pyramid chart to help them narrow down their ideas, and outlined their essay into three parts, introduction, discussion and conclusion. Followings are the examples of one student's upside –down pyramid chart to narrow down the ideas, and the outline of the essay.

3. First Drafting .

The teacher also let the students know the rhetorical choices of the layer of information in introduction part of the essay, such as the attention trapper layer, the background of information layer and the thesis statement layer. This was done in order to train the English Literature students to write an essay with journalistic style particularly the feature writing style to provision them to be a writer as an alternative profession once they graduated from the institution as bachelor of English literature. Besides, the teacher explained about the way how to document sources (quotation and references), and summarized the essence of the essay with an abstract and key word as the last stage of the process, to be presented on the front of the essay. The students wrote their first draft at home.

4. Editing.

In this stage, the teacher conducted peer editing session. The students were instructed to exchange   their first draft, and proof read their friend's first draft. The teacher guided the students to edit their peer's work by giving step by step intructions beginning from checking the title of the essay up to the appropriate writing of references, and marking the comments and suggestions on their peer's first drafts.
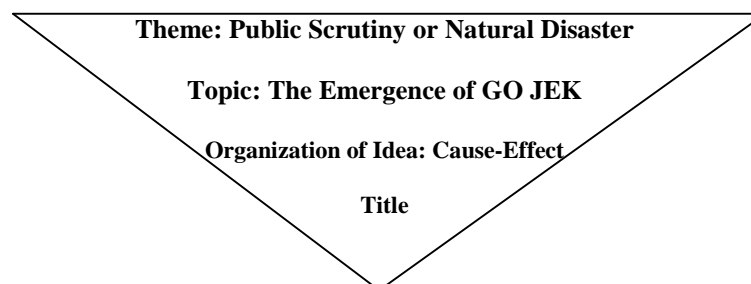
5. Revising and final drafting.

 In this stage the students revised their first draft based on their peer's comments and suggestions in the previous peer editing activity. After revising, the students wrote their final drafts. These two stages were also done at home.

6. Submitting final drafts.

In this stage students submitted their final drafts to the teacher. Then the teacher scored the drafts holistically. To maintain the reliability (inter rater reliability), the final drafts were also scored by two other raters. Thus, the final score of the first essay was the average score from the three raters.

Picture 3.4

Example of Upside Down Pyramid Chart of Narrowing Down Ideas

Theme: Public Scrutiny or Natural Disaster

Topic: The Emergence of GO JEK

Organization of Idea: Cause-Effect

Title

Example of Outline

Abstract
Key words:
 1. **Introdiction:**
      a.Attention Trapper   **: quotation (Cinta Laura;2008)**
      b. Background   **:**Concept; History of Go-Jek
      c. Thesis statement   **:** There are four causes and four efects of GO- JEK
2. **Discussion:**
      a.   **Causes:**
         a.   Traffic jam in Jakarta
         b.   Limitation of time
         c.   The development of technology
         d.   Economic condition of riders
     b.   **Effects:**
         a.   More practical than private cars
         b.   Inexpensive
         c.   Secure
         d.   More profit for the riders of Go-Jek
    3.   **Conclusion:**
Make summary and put provoking questions
References
Appendix

3.8.3 Conducting Blended Off line – On line Writing Process

1. Setting up personal blog. At the the beginning phase of the course, after responding to the computer literacy questionnaire, the students were instructed to set up their personal weblog . It was done out of the class, and those students who had finished setting up their personal weblogs reported to the teacher and registered their names and weblog addresses to the teacher. This activity was done gradually, not at a time. Meanwhile, the teacher set up the class bulleting blog , and set up the ten group cycle blog link for the peer editing activity later on. Picture 3.5 is the example of student's personal weblog. Picture 3.6 is the front page of the class bulletin blog set up by the teacher. Picture 3.7 is the grouping of ten students' blog cycle link, while picture 3.8 is the pattern of interaction for peer editing activities on the later stage.

Picture 3.5
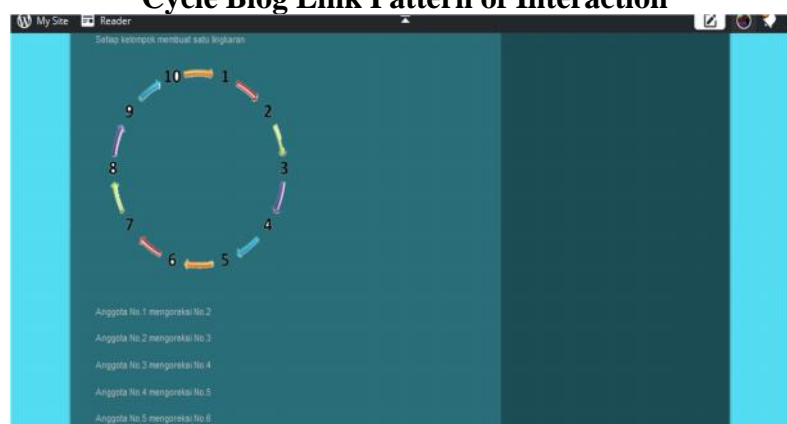**Example of Sudent's Personal Weblog**

Picture 3.6
Class Bulletin Blog
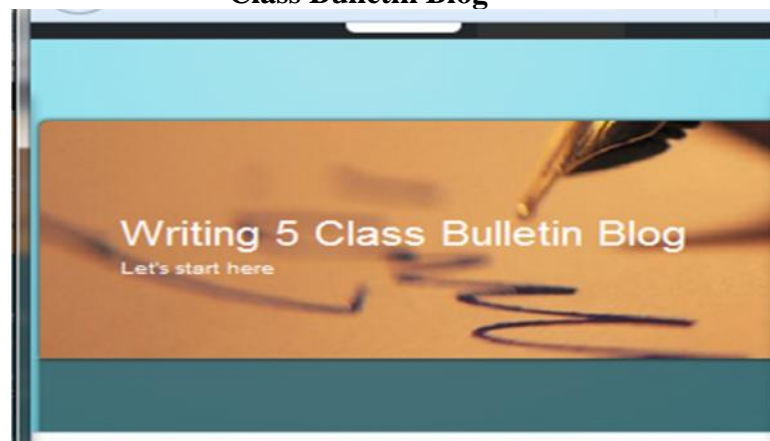
Picture 3.7
Students's Cycle Blog Link

Picture 3.8
Cycle Blog Link Pattern of Interaction

2. Pre writing stage (off line).Just like the previous pre writing stage on the first essay, in this stage, the teacher explained about the theme and the idea organization of the second essay, namely the education, culture and technology themes, and the comparison-contrast and classification organization of ideas. The students were also given examples of essays on either similarities or differences , or both of them, and classification to be proof read and comprehended.

3.Outlining (off line) and first drafting (on line).In this stage, the students made an outline by initially narrowing down the ideas using the up side down pyramid chart. First drafting. The students made the first draft of
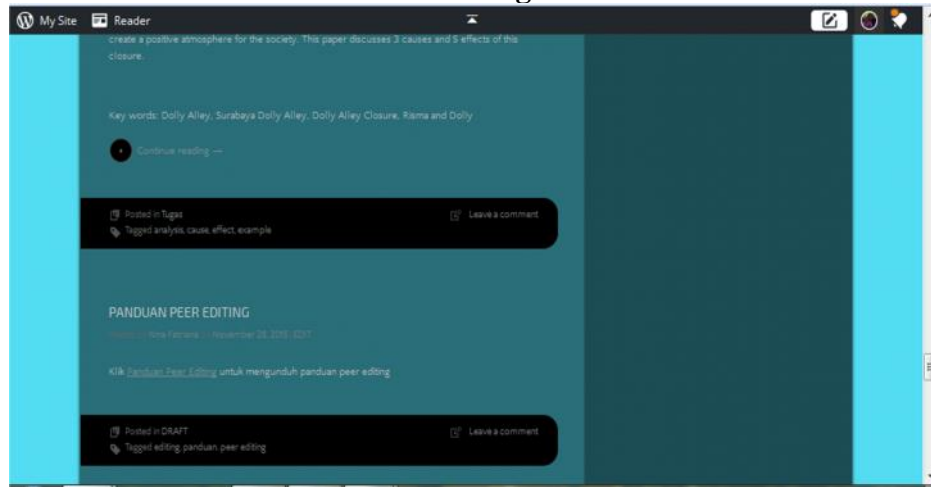
the essay and uploaded it on each own's blog. Picture 3.9 is the example of one student's uploaded first draft on her weblog.

Picture 3.9
Example of Student's Uploaded First Draft

4.   Peer editing on line stage . the sociocultural theory (vygotsky, 1978) provides the basis for peer writing revision since it emphasizes the role of scaffolding and assistance offered more capable learners to less capable learners or mutual scaffolding to reach a particular level of learning. Further, the potential of online peer review in prividing ESL/EFL learners with interactive environment where they can enhance their writing through revision . The value of online peer review is even higher especially when it is combined with good paedagogical practices including training and explicit instruction provided to learners by instructor (Razak and Saeed, 2015). This could be done through accessing the cycle blog link then students did it by using peer editing rubric provided on the class buleting blog. Picture 3.10 is the page that provides the downloadable peer editing rubric. Picture 3.11 is the downloaded version of the peer editing rubric. Picture 3.12 is the answer sheet of the peer editing rubric, while picture 3.13 is an example of the a peer comment on one student's weblog from the comment facility.

Picture 3.10
On Iine Peer Editing Rubric

Picture 3.11
Peer Editing Rubric

Peer Editing Checklist

1. Read your friend's work in 5 minutes! Check the completeness of the assignment: cover, abstract, keywords, introduction, discussion, conclusion, references, appendix.
2. What is the title of the work?
3. How many words are there present on the title?
4. Is the title a phrase or a sentence?
5. Is there abstract of the work?
6. How many words are there on the abstract?
7. How many paragraphs are there on the abstract?
8. Does the abstract discuss about the topic, the thesis stetement ,and the idea development of the work?

17. What type of information is given as the background layer in the introduction section?
   a. Definition
   b. Concept
   c. History
   d. Facts
   e. Statistics
   f. Laws
   g. Description
   h. Holy book
   i. Or combination of them

18. Is the thesis statement located at the end or near the end of the last paragraph in the introduction section?

Picture 3.12
Answer Sheet of Peer Editing Rubric

The Answer Sheet of Peer Editing Checklist

Author:..........................   Editor:...............................

No	Items of Editing Checklist	Comments / Evidence
1	The parts of the work: cover, abstract, introduction, discussion, conclusion, reference, appendix	
2	The title of the work	
3	The number of words on the title	

Picture 3.13
Example of Peer Comment on a Student's Blog
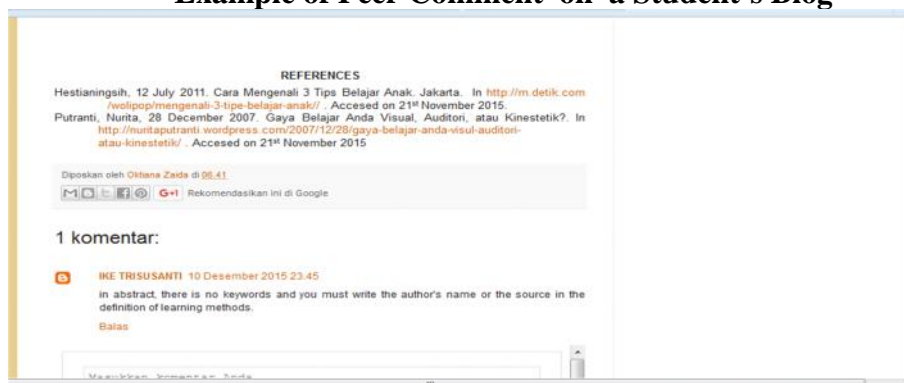
5. Revising based on peer comments and suggestions. This stage was done out of class. In other words, students did it autonomously.

6. Publishing stage. Students Uploaded the revised final draft of essay 2. This is done online, out of class, and autonomously too. Picture 3.14 is the example of one student's final draft published on her personal weblog.
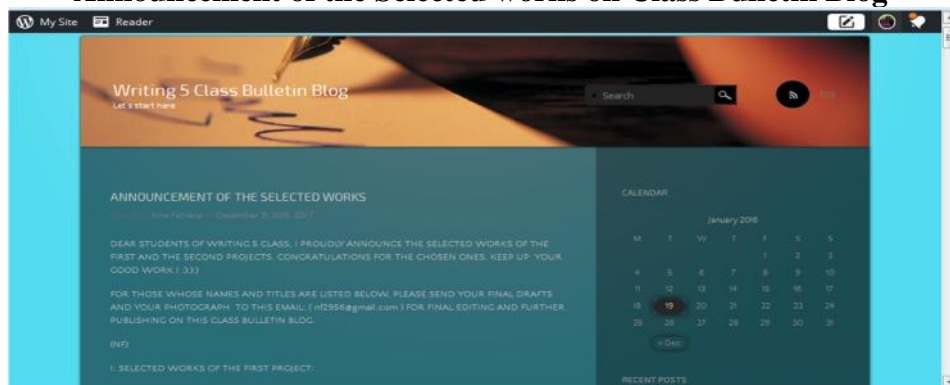
Picture 3.14
Example of Student's Final Draft Published on Personal Weblog

7. Spreading Motivational Orientation and Learning Autonomy Questionnaires.

8. Scoring students' writing works and selecting best writing works.

9. Announcing the selected works on the Class Bulleting Blog

10. Publishing the selected writing works on the class bulleting blog

11. Spreading Perception Questionaire

12. Tabulating The Data

13. Processing and analyzing the Data.

14.   Drawing Conclusion

Picture 3.15
Announcement of the Selected works on Class Bulletin Blog

Picture 3.16
Lists of the Selected Writing Works on Class Bulleting Blog

Picture 3.17
Example of the Selected Writing Work

Picture 3.15 is the announcement page of the selected works on the class bulletin Blog. Picture 3.16 is the list of the selected works page on the class bulletin blog, and picture 3.17 is the example of the selected work which was published on the class bulletin blog.

To sum up, though it took longer time and more efforts to carry out the blended ofline - online writing process treatment, it chalenged the students to manage their learning autonomy, for they created their personal weblog publishing, uploaded their drafts, interacted with their peers when they gave comments on each other's work, and revised their first drafts into final drafts all alone without the teacher's interference, out of the classroom's walls, and at anytime they wanted to do.

V. CONCLUSION

This chapter discusses the conclusions that can be drawn from this research . This section ends with some suggestions for future research on the same field of interest.

5.1 Conclusion

Based on the findings and discussion , it could be concluded that the success of CALL based instruction , especially the internet based writing process instruction such as the personal weblog publishing case this study was attempting to carry on relied very much on the state of the students' computer literacy. This was because it determined: 1) the students' types of motivation involved; 2) the intencity of their learning autonomy; 3) their perception towards the process of the instruction; and 4) their writing achievement in the end. However, the setting up of competition among the students contributed to some variations of the above points of determinations.

1. Based on the findings of this research, the students' were extrinsically motivated by their personal weblog publishing since they found blogging and web designing as new experience for them, and they had to engage in the activity because they wished to get good score and to pass the course.

It might result in oposite trend of motivation if blogging and web designing were something familiar for all of them.

2. The students' learning autonomy and their speed when engaging with internet based writing process, especially with their personal weblog publishing activity was determined by their weblog and web designing literacy. For those students who had their own blog long before they took this writing course, they perform each stage of this internet based writing process (uploading first draft, proof reading and commenting on peer's work , editing and uploading final draft) somewhat more smoothly in the class or out of the class, at the course period or perhaps in the middle of the night alone. Meanwhile, those beginner blogger students stumbled over the algorithmic stages of computer and internet interactions when performing this internet based writing process activity, and they were forced to rely on someone else to help them. However, the latter also lead to good impact as there was cooperative learning among them since those senior blogger would help the beginner the way how to do it .

3. Both the beginner blogger students and the ' real blogger' students perceived this personal and class bulletin blog publishing activities positively, because they were all digital natives who understand the urgency to possess the weblog and web designing skill for their lives in this 21st century, not to mention the awareness of being the digital/ virtual community as they realize that their writing work would be read by any person in the virtual world.Thus, it would fulfill their self actualization need.

4. The internet based writing instruction especially   in the form of this personal weblog publishing activity   promoted the positive correlation between intertwinning elements of   students' motivational orientation, learning autonomy and writing achievement.   Further, the two former elements proved to give contribution to the students' writing achivement. In addition, when competition was set up, the two former elements proved to give much higher contribution to their writing achievement.

5.2 Suggestion

This section proposes some suggestions as reflections on the limitations faced by this research.

5.2.1 Suggestion for Researcher/ Writing Teacher

This research was conducted in a short time (3 months from October to December 2015). It is suggested that in order to get firmer outcomes, future research on this field should be carried out longer to train those beginner bloggers with some blogging skills. This way, it would minimize technical problems such as those faced by this research's subjects, and thus will retain the number of subjects to participate actively on every stage of writing process up to the final publishing phase.

This research made use of the teacher's personal weblog tobe a class bulletin blog as an online publishing media for the students' selected best works. Then it

is a much better idea to collect all writing teachers in one college to work together to create and manage a bulletin blog as a free publishing media for their students' best works, so that the effect of self-actualization contented feeling on the students' sides could be magnified, as the competition is tighter, and the audience size is wider.

There was limitation faced by the resercher when trying to conduct interview for collecting the data of students' perception. In the completion of the set of students' activities from pre writing up to the publishing the selected works on the class bulletin blog, it was already at the end of December 2015, or the end of academic period for the odd semester. The students would have examination and it was hard to collect the students for the interview session. Consequently, the researcher decided to shift the interview intrument to the open ended questionnaire to record their comments . All the respondents did show their positive or negative perceptions, but not all students wrote their comments on why they said yes or no. Hence, the categorizing of their comments was not exactly picturizing their perceptions. This would not have happened if they had been interviewed. All their answers could have been recorded, transcribed, grouped, coded and thus the elaboration of students' perception would have been more representative. The researcher then suggests the writing teachers or researchers who are interested to conduct research on similar genre, to collect the data of the students' perception by using interview instrument instead of a questionnaire.

5.2.1 Suggestion for Intermediate EFL Students

Once a weblog was set up, it will remain its existence on the virtual world literally forever, unless it is removed by the owner. Thus, it is very recommended that students kept writing on their blogs in the future, eventhough they have passed the writing course or even have graduated from the college. This way, students have a life long free personal media to publish their thoughts, ideas, dreams, and hopes in English, the world's most used language for international communication. Thus, it will keep them write productively.

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