

**TEACHING WRITING WITH TUMBLR  
IN SENIOR HIGH SCHOOL**

**A RESEARCH ARTICLE**

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**TEACHING WRITING WITH TUMBLR**  
**(A Classroom Action Research at the Eleventh Grade Students of**  
**SMA Negeri 3 Pontianak in Academic Year of 2016/2017)**

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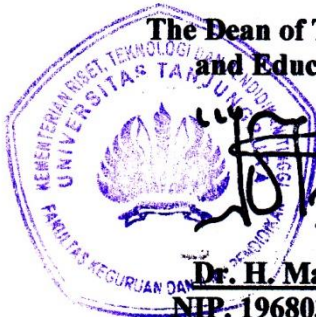
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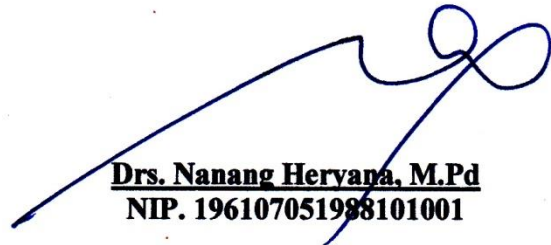
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## **TEACHING WRITING WITH TUMBLR IN SENIOR HIGH SCHOOL**

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**Abstract:** This research aims to investigate the use of Tumblr at the eleventh grade students of SMAN 3 Pontianak. Tumblr was used as the media of teaching and learning writing. Based on the preliminary research, class XI IPA 2 was chosen as the participants of this research in order to find out whether or not using Tumblr can improve students' writing skill. Two cycles of classroom action research were conducted to help the researcher achieve the objective. The data were collected and analyzed in qualitative and quantitative form. The findings showed that there were positive improvements in students' writing competence which could be seen from the mean score of the tests conducted before and after the action. The use of Tumblr was also beneficial in increasing students' motivation, helping the students have more spaces to practice writing in unlimited time and place, and making them become more independent learners. Overall, many students excelled and their writing skills improved after using Tumblr as the new writing platform.

**Keywords:** Tumblr, Teaching Writing, Writing Skill, Blog

**Abstrak:** Penelitian ini bertujuan untuk menyelidiki bagaimana penggunaan Tumblr pada siswa kelas sebelas di SMAN 3 Pontianak. Tumblr digunakan sebagai media mengajar dan belajar menulis. Berdasarkan pada pra-penelitian, kelas XI IPA 2 dipilih sebagai subjek dari penelitian ini untuk mengetahui apakah Tumblr dapat meningkatkan kemampuan menulis siswa atau tidak. Dua siklus Penelitian Tindakan Kelas dilakukan untuk membantu peneliti dalam mencapai tujuan penelitian ini. Data-data penelitian dikumpulkan dan dianalisa dalam bentuk kualitatif dan kuantitatif. Hasil penelitian menunjukkan adanya peningkatan positif pada kemampuan menulis siswa yang dapat dilihat dari nilai rata-rata tes pada sebelum dan sesudah masing-masing siklus. Penggunaan Tumblr juga diketahui bermanfaat untuk meningkatkan motivasi siswa, menyediakan ruang bagi mereka dalam berlatih menulis pada waktu dan tempat yang tidak terbatas dan menjadikan mereka pembelajar yang lebih mandiri. Secara keseluruhan, banyak siswa menjadi mahir dan kemampuan menulis mereka meningkat setelah menggunakan Tumblr sebagai media baru dalam menulis.

**Kata Kunci:** Tumblr, Mengajar Menulis, Kemampuan Menulis, Blog

Writing tends to be neglected area in English language teaching at schools as a basic language skill. The researcher found out the problem dealing with writing skill at the eleventh grade of SMA Negeri 3 Pontianak when she was a private teacher for some students from that school. Based on the pre-test conducted at the eleventh grade students of SMA Negeri 3 Pontianak, the researcher found that the students in learning English had low writing competence. The eleventh grade students of SMA Negeri 3 Pontianak should have at least 78.00 as their minimum score for all skills in English, including writing. It was very different from the fact taken from the results of the students' pre-test, the eleventh grade students of class XI IPA 2 only got 71.2 for the mean of students' writing scores.

Based on the data of the students' pre-test results, the researcher also found some indicators of big problems of students' low competence in writing. Firstly, the students were not able to explore their ideas in writing. Secondly, students were not able to organize the text. They wrote without a good structure. They also wrote their texts without applying the writing strategy. Consequently, the students' writing was lack of cohesion and coherence. Thirdly, students were not able to use grammatically correct sentences. Finally, students were not able to apply the writing conventions such as spelling, punctuation, and capitalization.

Based on the class observation, the researcher got the data of the students' problem in the classroom situation when the writing class was going on. There are five indicators of the problem, they are: (1) students often complained when they were asked to write a text. They said that writing was boring activities and it was difficult for them to explore ideas. (2) Students often asked their friends when they wanted to express a meaning of a word in English. (3) Students often could not finish the text in time. (4) Some students did not pay full attention to the lesson. They preferred talking with their friends or chairmates about other topics to paying attention to the lesson. This condition, of course, created a noisy class. And (5) students often did non-academic activities. The researcher found few students playing games and accessing internet using their cellular phones.

Based on the interview with some students of class XI IPA 2 SMA Negeri 3 Pontianak, the researcher found out some causes of the problems dealing with writing skill. The first reason is the limited time allotment for writing. Teachers spent little or no time teaching students to write. They expected their students to plan and compose their assignments outside class. It means the students have a little practice in writing at school. Another reason is that the teacher uses monotonous technique or media in teaching writing. It makes students bored and unmotivated to learn. In many schools in Indonesia, the teachers still use traditional media in teaching writing such as pieces of papers; although there are various media that can be used by the teachers to help the students in organizing ideas, motivating the students, and lessen their boredom in writing.

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. It sweeps in the world. It gives a space for the students to obtain, assemble, analyze, and communicate information in more details and at much faster pace than ever before. Therefore, it has changed the learners' role in teaching learning process. The role shifts toward learner-

centered instruction in which the learner is proactively engaged with various sources of potential information to gain insights into a problem and its possible solution.

Recently blogging is a popular activity in online networking around students. The schools that freely provide accessing internet give students an opportunity for doing their new hobby, blogging, at school and even in the classroom. It obviously gives the teacher new and alternative media for teaching learning process. Tumblr, as one of the most happening blogging sites, is selected for the students and can be used by teachers in writing class. The teacher can help the students in order to participate in the world's development because the students' blog can be accessed by the people around the world.

Tumblr is a micro-blogging and social networking website founded by David Karp in 2007, and owned by Yahoo! since 2013. The service allows users to post multimedia and other content to a short-form blog. Users can follow other users' blogs. Bloggers can also make their blogs private. For bloggers, many of the website's features are accessed from a "dashboard" interface. Considering all of these features, Tumblr can be used in the classroom, especially for teaching writing. It is easy to introduce the use of Tumblr and allows both the teacher and student to edit the content at any time. This ability enables them to study outside the classroom environment. Tumblr, as one kind of blogs, increases exposure to other students from around the country or the world while improving writing and communication skills.

As a form of online diary writing, Tumblr has become very popular in the society. Many teenagers and young adults in Indonesia have their Tumblogs (Tumblr blogs). Thus, it is an aspect that can motivate the students to write because of their hobbies. It clearly has a close relation between Tumblr and writing. Tumblr is the place to write and share with others while writing is the language skill which is used and needed for blogging on Tumblr. Therefore, Tumblr will be an alternative media for this case. Both the teachers and the students can write anywhere and anytime. It will help the students to make better compositions than before. Thus, by using Tumblr as media in writing class, the researcher aimed to solve the problems the students of class XI IPA 2 of SMA Negeri 3 Pontianak faced in writing class.

## **METHOD**

The method used in this research was the classroom action research. There are some definitions of action research. According to Wallace (1998, p. 4), action research is basically a way of reflecting on a teacher's teaching (or teacher training, or management of an English department, or whatever the teacher does in ELT). It is done systematically by collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what the teacher's future practice should be like.

The subject of this research was the eleventh grade students of class XI IPA 2 of SMA Negeri 3 Pontianak. This class consists of 12 boys and 26 girls. In this research, the classroom action research the researcher would conduct was aimed at overcoming the students' problems in writing by implementing the use of

Tumblr effectively in and outside the classroom. Tumblr blog (tumblog) was used as the media in writing so that the students would be able to communicate with each other and access to the new knowledge. This classroom action research was carried out by the researcher collaboratively with the teacher at the eleventh grade students of SMA Negeri 3 Pontianak.

The model of action research used in this research is one developed by Kemmis and McTaggart (in Burns, 1999, p. 32). According to them, classroom action research is composed of cycles with each of them consisting of four steps namely: planning, acting, observing, and reflecting. The model could be expanded into four steps included in the procedure of action research as follow: (1) Identifying the problem; (2) Fact finding and analysis; (3) Implementing the action research; (4) Doing evaluation.

The procedure of this research is divided into three main parts, they are pre-research, research implementation and result discussion. In pre-research, the researcher conducted three activities as the initial steps to find out the students' problems in writing class. Firstly, the researcher did class observations to observe and identify the problems and techniques used in class XI IPA 2 of SMA Negeri 3 Pontianak. Secondly, the researcher interviewed some students of class XI IPA2 of SMA Negeri 3 Pontianak regarding their problems in writing and the techniques or media used by their English teacher in teaching writing. The researcher also interviewed the English teacher to define the real problems that the students of class XI IPA 2 of SMA Negeri Pontianak faced from teacher's perspective. Lastly, the researcher conducted a pre-test to identify the students' writing competence. The data from these pre-research activities would be used as the preliminary data to implement the classroom action research.

In research implementation, the researcher conducted two cycles of classroom action research in which each cycle consisted of four main activities namely planning, implementing, observing and reflecting. Each cycle used Tumblr blog (tumblog) as teaching media in writing activity. The researcher divided the teaching-learning process into three phases: pre-activity, main activity, and post-activity. The detailed main activities of the research implementation in cycle I can be presented as follows:

**Table 1**  
**Main Activities in Cycle I**

<b>Main Activities</b>	
<b>Topic: <i>Descriptive Text</i></b>	
<i>Meeting I</i>	<i>Meeting II</i>
<ol style="list-style-type: none"> <li>1. Grouping</li> <li>2. Being introduced to Tumblr</li> <li>3. Making own Tumblr blog</li> <li>4. Being remembered about <i>Descriptive Text</i></li> <li>5. Searching for the examples of <i>Descriptive Text</i> on Tumblr</li> </ol>	<ol style="list-style-type: none"> <li>1. Grouping</li> <li>2. Reviewing and commenting the friends' sentences</li> <li>3. Editing their sentences</li> <li>4. Revising the draft</li> </ol>

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6. Writing a draft of *Descriptive Text* about “Having Fun With Tumblr”
  7. Posting the draft on Tumblr
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In cycle II, the researcher also implemented the actions in two meetings. The main activities of the implementation in cycle II can be presented as follows:

**Table 2**  
**Main Activities in Cycle II**

<b>Main Activities</b>	
<b>Topic: <i>Descriptive Text</i></b>	
<i>Meeting I</i>	<i>Meeting II</i>
<ol style="list-style-type: none"> <li>1. Pairing with chairmate</li> <li>2. Writing some sentences of <i>simple present tense</i> and <i>simple past tense</i></li> <li>3. Reviewing and commenting the friends’ sentences</li> <li>4. Practicing writing on Tumblr about the topic given (My Friend and His/Her Characteristics)</li> </ol>	<ol style="list-style-type: none"> <li>1. Reviewing</li> <li>2. Evaluating</li> </ol>

The data were collected in the form of information based on the implementation of using Tumblr blog (tumblog) in teaching learning of English writing class in SMA Negeri 3 Pontianak. The data were taken from three kinds of source, they are: (1) The activity; (2) Informants; (3) Documents.

In this study, the researcher used observational and non-observational techniques for collecting action research data (Burns, 1999, p. 79). Observational techniques were used to find out the situation of the teaching learning process when Tumblr blog (tumblog) was applied in writing class and the students’ responses and feeling toward the learning using tumblog. Observational techniques used in this research were recorded on writing form called as field notes and equipped by photographs. Meanwhile non-observational techniques were in the form of writing tests, interviews, and questionnaires.

After collecting the data, the next step of the research was analyzing the data. The data were analyzed by qualitative and quantitative data analysis. The data of pre-research observation, interviews, and questionnaires were analyzed by qualitative method. In qualitative method, the data are coded to generate categories and hypotheses. Glaser and Strauss (1967, pp. 105-113) also describe the constant comparative method as follow: (1) Comparing incidents applicable to each category; (2) Integrating categories and their properties; (3) Delimiting the theory; (4) Writing the theory.

In analyzing the test result of the written test, a simple statistical technique was used to find the students’ mean score. The data from the test were analyzed in order to prove whether or not teaching writing using Tumblr blog (tumblog) can

improve students' writing skill. In this research, the students' mean score of the post-test one was compared to the students mean score of the post-test two in order to know whether or not there was an improvement of the students' writing skill.

## **RESEARCH FINDINGS AND DISCUSSIONS**

### **Research Findings**

Based on the result of post-test one, using Tumblr in the first cycle has succeeded in enhancing the students' writing skill. It could be seen by comparing the result of pre-test in which the mean score was 71.2 and the result of post-test I in the first cycle was 72.8. It could be concluded that there was a better progress than before. It also showed that the students' achievement in writing was getting improved although it was not satisfactory. The results of using Tumblr to enhance students' writing skill in the first cycle were as follows: a) the students' writing competence was improved but it had not been optimal yet; b) good preparation would create class success in achieving the goal of teaching and learning; c) optimizing Tumblr blog in writing class increased the students' enthusiasm and motivation to write; d) the students were oriented to the lesson; e) in teaching learning, the students became more independent to solve their problems; f) the students' learning progress was monitored closely; g) the students' understanding could be shown clearly; h) the class time for learning was optimized; i) the improvement of the classroom behavior was explicit; j) the classroom routines were smooth and efficient; k) the students became more critical in learning; l) there were positive interactions between the researcher and the students; and m) the students' creativity was increased.

The implementation of using Tumblr in classroom resulted in new problems that had to be anticipated by the researcher. It was the bad connection while the students were accessing the internet by school free WiFi. Therefore, the role of teacher in designing the activities of classroom was crucial. The teacher had to make more planning if the classroom could not optimize Tumblr blog in order to keep the students' enthusiasm in teaching learning process. Furthermore, the influences of using Tumblr to improve students' writing skill have not been able to affect all students' psychological mind maximally. There were some students who felt bored if they were asked to do projects in a long time. It meant the researcher had to make various activities to prevent the students' boredom.

Based on the reflection and analysis of the implementation of the first cycle, it showed that the students' problems were caused by some factors. First, the role of the researcher in managing the class had not been optimal yet. In fact, the researcher should control the classroom by designing the activity. Second, the use of Tumblr blog in the classroom, especially in writing class, was something new for the students. They were not accustomed yet to do it, so it needed time to make them accustomed to do it. Third, the use of Tumblr in writing class was not effective. It was caused by bad connection, so the students could not optimize the tumblog's feature. Therefore, the researcher should have another planning in order to anticipate such problems.



To get a better result, it was necessary to conduct several actions in the second cycle. There were some points which were necessary to be improved and increased in the second cycle as the improvement of the failures of the first cycle. There were: first, the researcher tried to enhance the students' writing ability. She could provide more practice in the writing class. It affected the students' ability in writing. Second, the researcher must provide another planning to anticipate the bad connection that might occur and it should have the same essence like the first cycle. The anticipated planning also had a purpose to keep the students' enthusiasm and motivation in teaching learning process. Third, the researcher should try to explore the students' writing ability by designing the students' activities of writing class in groups. In groups, the students could share and discuss with the others. It made the researcher easy to control the students and the students could enjoy the process of teaching and learning.

After conducting the cycle II and analyzing the observation results, the researcher could overcome the problems faced after the first cycle. Based on the result of post-test two, using Tumblr in the second cycle has been success in improving the students' writing skill. It could be seen by comparing the result of post-test one in which the mean score was 72.8 and the result of post-test two in the second cycle was 78.7. These showed that the students' achievement in writing was improved significantly and satisfactorily. The influences of using Tumblr in enhancing students' writing skill in the second cycle were as follows: a) the improvement of students' writing competence increased; b) the pre-planned teaching learning made class success; c) using the portable hotspot increased the students' enthusiasm and motivation to write; d) the students focused on the lesson; e) in teaching learning, the students became more independent; f) the students' learning progress was monitored closely; g) the mini interview project could show the students' understanding clearly; h) the class time for learning was optimized; i) the improvement of the classroom behavior was explicit; j) the classroom routines were more smooth and efficient; k) the mini interview project created students' critical thinking in learning; l) there were close interactions between the researcher and the students; and m) the mini interview project increased students' creativity.

The reflection after the implementation of cycle I made the researcher design the activities more creatively and also prepare more in cycle II. The result of cycle II showed that the improvements were quite significant, especially in the students' writing competence and effectiveness. In the implementation of using Tumblr, there was an error internet connection that probably occurred. It made the classroom need excellent signal of WiFi for supporting the use of this media. Hence the school had to provide more fund to facilitate the WiFi signal.

The result of the second cycle was quite satisfactory. The mean of students' score in post-test two was 78.7. It means that the students had achieved the minimum standard score for English subject (78.00). The result of cycle II also showed that the effectiveness of class was increased. Hence it could be concluded that the targets of the research were achieved. Therefore, the researcher decided to stop the research action.

The research aims to improve students' writing competence and effectiveness of writing classroom. The research findings show that these aspects were improved after the implementation of using Tumblr in teaching learning of writing. Firstly, using Tumblr is able to improve the students' writing competence. The following table presents the students' score result in each test.

**Table 3**  
**Students' Mean Score Results for the Aspects of Writing**

<b>Aspects</b>	<b>Description (Perfect Score)</b>	<b>Pre-Test</b>	<b>Cycle I</b>	<b>Cycle II</b>
The idea of writing	Content/Background (15)	10.6	11.1	11.8
	Relation between the content and the title (15)	10.8	11.3	11.7
Organization	Draft writing (10)	7.2	7.6	8.2
	Development of the sentences becoming paragraphs (10)	7.2	7.2	7.8
	Arrangement of the paragraphs becoming a descriptive text (10)	7.2	7.3	8.2
Language usage	Effective sentences (10)	7.2	7.4	7.9
	Vocabulary (10)	7	7.3	7.6
Mechanics	Spelling/the writing of a word (10)	7	6.6	7.6
	Punctuation (10)	7.1	7	7.8
Total Score		71.3	72.8	78.6

The table above showed that there was an improvement in the students' writing competence from pre-test up to cycle I and cycle II. The improvements were quite significant. It could be seen by comparing the previous post-test in the first cycle and the post-test in the second cycle. The mean score of the first post-test was 72.8, meanwhile the mean score of the second post-test was 78.7. It means that the result of the second post-test was quite satisfactory.

In addition, the failure of content and organization of the students' writing was decreased. It was caused by making a draft before the students wrote a text. From the reflection of the second cycle, it was also shown that the students could use more vocabulary and more appropriate words in their writings. It means that commenting and reviewing the others' writings improved the students' vocabulary. It also made the students become critical learners.

On the other hand, the students' psychological problem could be overcome, such as the low enthusiasm and the boredom that the students had if there was a bad internet connection. The researcher implemented a mini interview project and provided a portable hotspot from her mobile internet connection. Fortunately, it could make the students interested and enthusiastic in writing class.

Moreover, the implementation of using Tumblr in the classroom did not give any burden to the students. They showed positive attitudes towards the use of Tumblr. These were obtained up from the questionnaire given to the students.

However, these achievements did not mean that the actions done by the researcher were already perfect and final. The use of Tumblr was not the only way to improve the students' writing skill. It can be improved by the teacher as long as he or she is willing to do betterment on his/her teaching. Where there is a will, there is a way. The teacher can make use of any appropriate media to the teaching of writing.

### **Discussions**

The research aims to improve students' writing competence and effectiveness of writing classroom. The research findings show that these aspects were improved after the implementation of using Tumblr in teaching learning of writing. Those findings are discussed by justifying them with other theories. Besides, there were the strengths and weaknesses of implementing Tumblr at the eleventh grade students of SMA Negeri 3 Pontianak.

The improvement of the students' writing competence by using Tumblr involves four aspects. First of all is the students' idea of writing was getting better. Using Tumblr helped the students brainstorm the ideas of their writing they write by optimizing online resources. It could be shown in the first meeting of cycle I. The students could get the online reference of what they would write and also discussed with the others through their notebook. This finding is supported by Tafani (2009, p. 91). She states that Internet is not merely a source of authentic material in English but also a source of information about all sorts of topics which are discussed in the classroom and at the same time a source of professional knowledge for teachers in the form of bibliographies, articles, courses and conferences.

Secondly, the students organized the text easily. Making a draft helped students in organizing the text. It could also prevent the failure of generic structures of text they would write. In this case, the students could show their draft by optimizing the posting, one of features in Tumblr. Furthermore, the students' post in their blog could be also commented by other students. Because of that, they could make communication with the others to give comment, advice, and add information in their post. All features the tumblog provides helped the students to enhance their ability to organize the text well by maximizing the use of the features.

Thirdly, students used more vocabulary in their writing. Using Tumblr can also enrich the students' vocabulary. They can get it by reading their friends' posting and their friends' comments on their tumblog. This finding is supported by Fellner, T. & Apple, M. (2006, p. 17) who utilized student blog in an integrated CALL program for the low proficiency, low motivation of Japanese university language learners. By the end of the CALL program there was an increase of vocabulary of language learners. It is also caused by improving their reading ability as stated by Fellner, T. & Apple, M. (2006, p. 24) that the blogs provided students with real learning opportunities to improve not only their written English but also their reading in English, as students were asked to read their classmates' blogs and respond to them.

Lastly, students had improvement in the mechanics of writing. Tumblog provides a feature for helping students to enhance their writing competence, especially in the spelling and using punctuation. While students were writing on their tumblog, tumblog automatically checked their spelling and punctuation by giving red underline on the wrong words. Then, students could review and made correction for it. Certainly, it would be reasonable for the students to enhance their writing competence in term of the mechanics.

Therefore, it can be concluded that using Tumblr is also able to improve the effectiveness of the writing class. It is caused by some reasons as follows: (1) Using Tumblr was guided by a pre-planned curriculum; (2) Using Tumblr made the students more enthusiastic and motivated; (3) Using Tumblr made the students oriented to lessons; (4) Using Tumblr created the students' independence; (5) Using Tumblr helped the teacher to monitor the students' learning progress closely; (6) Using Tumblr made the class time for learning; (7) Using Tumblr improved the standards classroom behavior; (8) Using Tumblr made the classroom routines smooth and more efficient; (9) Using Tumblr could be designed based on the students' needs to be critical learners; (10) Using Tumblr improved students' creativity; (11) Using Tumblr created positive interactions between teachers and students.

Based on all the explanations above, it could be concluded that using Tumblr in teaching and learning process stimulates the students' motivation, attention, and enthusiasm. The classroom environment is also conducive for studying so that the quality of teaching-learning process will be improved. In addition, accessing Tumblr anywhere and anytime makes students have more practices in writing. Then finally, the writing skill of the students is improved.

The observation results of field notes which are supported by students' questionnaires, interview with some students, and some photographs also show the differences of using Tumblr in writing class. After the researcher conducted the second cycle, the students filled the questionnaires the researcher had given. Besides, the researcher also did an interview with two students of class XI IPA 2. When the researcher asked the students' opinion about implementing Tumblr in writing class, they said that Tumblr is a new way that can enhance their competence in writing and their enthusiasm in joining the writing class.

In general, Tumblr is one of innovative media that is appropriate in writing class. It is supported by the students' mean score in the tests. The students also felt more enthusiastic in using Tumblr in the writing class. Therefore, teachers must not be doubtful to use Tumblr in their writing classes, as Tumblr can improve students' writing skill, especially for the eleventh grade students of SMA Negeri 3 Pontianak.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Tumblr, the media which the researcher used in this study, gives much contribution and helps students in doing the writing activities. By using Tumblr as the media of writing, the students' writing competence can be improved. Tumblr can help students to develop their idea in writing, organize the text more easily,

use more vocabulary in their writings, and improve the use of mechanics in their writings. There are many sources of information that the students can get from the internet. They must not go to other places to get the reference or information so the content of their writing will develop. Tumblog also provides a feature to help the students in enhancing their writing competence, especially in the spelling and using punctuation. While students are writing on their tumblog, it automatically checks their spelling and punctuation by giving red underline on the wrong words. Then students can review and make corrections for the mistakes.

Tumblr can also increase students' motivation, enthusiasm and confidence in teaching learning process. It is proven by the result of the students' questionnaires in which more than 60% answered that the innovative media in teaching learning affects their enthusiasm and motivation in joining the class. Moreover, Tumblr provides the students learning opportunities to expand via collaboration, interaction and communication in the target language. It makes the students become more independent learners.

Although Tumblr contributes significantly to the students' writing competence and activities, it has also some weaknesses. They are: 1) The teacher must be high quality, professional teachers both in controlling the classroom and mastering material and technology. 2) The technical problem in the internet connection probably occurs in the classroom. Therefore, for anticipation of this problem, the teachers should prepare another plan for keeping the students' enthusiasm in learning. 3) It needs the students to solve their problems in an independent way. The students should be the learners who are able to solve their problems independently and have good knowledge in ICT. Consequently, the students need more practices in using Tumblr in classroom. 4) Implementing the use of Tumblr in classroom needs high cost for internet and more notebooks. Some students do not have notebooks. Therefore, the implementation of using Tumblr has to consider these conditions in order to gain a better improvement for the upcoming similar researches.

Based on finding and discussion in the previous chapters, the researcher concludes that teaching writing by using Tumblr can improve students' writing skill and it becomes an appropriate way to overcome the students' writing problems that occurred either inside or outside the class.

### **Suggestions**

Based on the conclusion, the researcher would like to give some suggestions dealing with the teaching of writing. Hopefully, the suggestions will be useful for those who are willing to improve the skill in writing, including teachers, students, school, other researchers, and institution of education. For the teachers, they should be good in choosing the appropriate technique and media that can both change their students' attitudes towards writing and improve the students' writing skill. One of the innovative media they can use is Tumblr blog. Teachers should optimize the features on Tumblr. Furthermore, teachers should be innovative and active in giving guidance to students and controlling them since it will help them a lot. For the students, they should do the teacher's instructions seriously in order to get optimal achievement in teaching learning process. Furthermore, if there are

problems in writing, the students should consult with some competent persons to help them in solving the problems. By implementing the use of Tumblr, the students can learn writing in English at anywhere and anytime.

Besides teachers and students, schools also have to be aware of the limited devices of ICT. It can be a challenge in the future for the school to provide enough funds for facilitating the classroom with modern ICT media such as computers, speakers, LCD projector and also notebooks for English teachers and the students. In optimizing the teaching and learning English, the school should provide more language laboratories in order to fulfill the students' needs as the foreign language learners.

Other researchers can do further researches in the future in order to make a better teaching learning process. The researcher also hopes that other researchers can apply this media in other levels of students. For institutions of education, they should encourage and support the English teachers to improve the quality of teaching learning in the classroom by providing facilities which are needed by both teachers and students so that the teaching and learning process will be running well. Facilitating teachers with notebooks is necessary to improve the standard classroom behavior. In addition, the institutions should hold regular meetings with the English teachers in order to control and discuss the problems they face in teaching and to find out the best solutions.

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