
The Internet as an Aid in Developing Writing Skills

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ABSTRAK

Penelitian ini menjelaskan pemanfaatan internet sebagai alat bantu untuk meningkatkan kemampuan menulis mahasiswa. Hal ini didasari oleh kurangnya internet dimanfaatkan dalam kegiatan belajar mengajar terutama di lingkungan perguruan tinggi. Penelitian ini dilakukan di salah satu perguruan tinggi negeri di Bandung Indonesia, dan yang diteliti adalah kemampuan mahasiswa ITB di kelas Academic Writing. Hasil penelitian menggambarkan manfaat yang akan didapat oleh dosen dan mahasiswa ketika memanfaatkan internet dalam proses pembelajaran Academic writing, sekaligus juga tantangan yang dihadapi. Selanjutnya penelitian ini pun menjelaskan bagaimana perkembangan kemampuan menulis mahasiswa dengan memanfaatkan internet. Systemic Functional Grammar (SFG) yang diperkenalkan oleh Halliday digunakan dalam penelitian ini untuk mengkaji tulisan mahasiswa, sehingga melalui kajian SFG, perkembangan tulisan mahasiswa dapat diketahui.

Kata kunci: internet, *systemic functional grammar*

The use of the internet in writing class is something new in Indonesia. In fact, according to Suryo (2006), Indonesia is in the lowest rank of percentage of population using the internet (AC Nelsen). Based on data from ATJI, there are 14.5 million internet accessories in Indonesia or around 6.6% out of the total population in Indonesia. 8 million out of 14.5 million are customers; those who have account e-mail. While 7.5 million are accessories that have free account e-mail. Thus to make use of the internet for their lives is very rare moreover to use it for teaching and learning activities. This statement is supported by the result of the preliminary research conducted in 2005 by the researcher on five English courses in Bandung. The result showed that none of the five English courses used the internet as a tool of teaching and learning. Most teachers used the internet just to gain information for their personal matter while the internet in fact can be used as a tool of teaching and learning in the writing class.

Based on the researcher's preliminary research, it was found that the students' reactions were very enthusiastic when interacting through the internet. The researcher was stunned by the fact that students never involved in such classes

that used the internet as a medium to teach and learn English. Some teachers and students were familiar with the internet and used the Internet as a medium to gain information related to their idol, to have chatting and send e-mail only. While some others knew the internet but they did not know how to work with it. Using the internet in the teaching and learning English was not a simple endeavour. Especially in Indonesia where not all of the English institutions had internet connection to their computer labs though the use of the internet has already widespread. Some of the teachers and students needed to go to the internet café to have the internet connection.

This finding had motivated the researcher to find out more on the use of the internet in writing class, especially today is a computer-age where other countries use the internet as one of the communication tools in teaching and learning process. Moreover they offer cyber self study and even on-line teaching and learning to the students who are not able to come to the class. Results of number of studies indicate why the internet is important as tool in teaching and learning because the internet is found to contain real language in a meaningful context (Warschauer & Healey, 1998),

and as a result of viewing this material, learners develop into creators of language rather than passive recipients (Brown, 1991 cited in Kenworthy, 2004).

Meanwhile writing class becomes the researcher's concern as there are writing assignments. In the writing class usually students are asked to write paragraphs, essays and papers. Before you write, you need many sources to read in order to have a good and well-informed writing. The researcher believes, somehow, internet can help writers as it encompasses many different ways of communicating and exchanging information (see Table 1).

Kinds of studies show that implementation of technology within the second language writing classroom promotes learner autonomy (Graus, 1999), is an excellent means for teaching foreign culture and language (Osuna & Meskill, 1998), and in general, positively influences students' attitudes which contributes to an overall greater willingness to write (Kern, 1995 cited in Kenworthy, 2004). Further Warschauer & Whittaker (1997) describe there are several possible reasons of using the internet for English teaching, first, it is believed that the internet is able to promote language learning, second it creates optimal conditions for learning to write, since it provides an authentic audience for written communication (see, for example Janda, 1995). A third possible reason is that it can increase students' motivation (Warschauer, 1996c). A fourth possible reason is the belief that learning computer skills is essential to students' future success; it is not only a matter of using the internet to learn English but also of learning English to be able to function well on the internet.

Researcher found that some writing classes in ITB (Bandung Institute of Technology) used the

internet as an aid in the teaching and learning writing. In fact they used the internet to assist writing classes that were considered big as it had more than 20 students and they also had limited computers with the internet facilities. By the time researcher conducted the research in ITB, it was their second attempt to make use of the internet in writing class. Accordingly it was also a new thing for the lecturer and students in ITB. This information convinced the researcher to conduct the research there.

Traditionally the writing class was conducted fully face to face in the classroom. The interaction between the teacher and students are limited to "in class" activities. On the contrarily, as the Internet technologies widespread, some universities offer full on-line writing class. The teacher and the students interact through the internet only, without face to face interaction unlike the traditional one. Seeing the phenomena, the writing classes in ITB integrated traditional writing class and modern one. The lecturer conducted the writing activities with the aid of the internet.

Recently research on internet technology used in writing class is grown as many researchers see the opportunity to make use internet technology in the writing class. Using internet for language teaching is beneficial for a reading and writing activity when the students are asked to find high quality relevant information for the project or topic, and rewrite the information. With a computer network, a lively class discussion about a topic can begin in writing. The text of that discussion can be stored and printed, or the electronic version can be used to spark thought as students write individual pieces, which they can then post on the network for class members to read and critique, again in writing, after which the student can revise. (Peyton cited in Egbert & Hanson-Smith, 1999).

Table 1: Main Internet Features

Feature	Examples	What you can do
Asynchronous computer-mediated communication	E-mail Web bulletin boards	Write a message for others to read later
Synchronous computer-mediated communication	Chat rooms Instant messaging Video conferencing	Communicate in real time with others who are on-line at the same time
Hypertext	World Wide Web	Access and publish multimedia documents with clickable links to other documents

(Warschauer, Shetzer, and Meloni, 2000:3)

Furthermore Healey stated that technology can help in many ways to achieve some goals; improving writers' ability to communicate with their readers, having a sense of audience and writing to the expectations of that audience, using peer review effectively, and revising and editing as needed. She also explained that some learners are quite motivated at the thought of their work being read publicly as their writing posted to a class newsgroup that gives sense of an audience larger than one consisting only of the teacher. Moreover, other real-world tools for writing such as on-line dictionaries, thesauruses, and style and grammar checkers are beneficial for the learners as writers. (cited in Egbert & Hanson-Smith, 1999)

Chun (1994) suggested that the types of sentences being written by students on the computer require not only comprehension of the preceding discourse but also coherent thought and use of cohesive linguistic references and expressions. These skills, which are important components of writing proficiency, are enhanced by CACD (Computers assisted class discussion, Chapelle, 2001)

Furthermore, they explain that electronic communication can assist the writing process; planning, discussing, and revising writing, with the teacher playing the role of an interested and informed reader rather than judge. The teacher can help the students in choosing a topic or explore ideas. Holding writing conferences by electronic communication allows more frequent exchanges, especially if a class meets only once or twice a week, and it provides convenient written record of all drafts and communications. Electronic communication can be excellent for commenting

on a few specific points in a medium that will be accessible to the students for post analysis. Electronic communication can have a role in assessing writing class. Assessment as a form of feedback can be done with the help of computer (Egbert & Hanson-Smith, 1999).

To sum up the previous research concerning the use of the internet in Language teaching specifically writing class, the researcher would like to conclude with some general remarks about successful planning and implementing the internet projects taken from Warschauer and Whittaker's 1997 paper "The internet for English Teaching: Guidelines for Teachers." According to the authors, teachers should carefully consider their goals, since little is gained by adding random on-line activities into the classroom. Clarifying course goals is, thus, an important first step toward the successful use of the internet. If the goal is to teach writing, internet activities should be structured so that they steadily bring about an increase in the types of writing processes and relationships essential to becoming a better writer. The role of the teacher as motivator in terms of being available to help students at times when they are most likely to need it, a resource, and feedback provider is necessary so that the students do not feel lost or overwhelmed by technology and writing genres but the students will have benefit as to have a published writing, create their web, real communication, etc by using internet in the writing class.

Kinds of internet technologies are developed and varied lately. Research on the use of the internet technologies in writing class is on the rise. Teachers are making use of the internet technology to make the writing class interesting to conduct.

Table 2: The difference between traditional text and multimedia

Products of traditional classroom writing ...	Products of multimedia authoring and publishing...
<ul style="list-style-type: none"> • are written texts • are organised in a linear fashion • are self-contained • are usually written for the teacher • are usually created individually • Once completed and turned in, are out of the students' hands and unchangeable. 	<ul style="list-style-type: none"> • May incorporate written text, graphics, images, sounds, and video • may be organised in a nonlinear fashion with content broken up into layered pages that are connected by links • can include links to external multimedia material • are written for public audience on the World Wide Web • are often created collaboratively • once published, are accessible to the student for further changes and updating

(Warschauer, et al., 2000)

There are some internet technologies that were applied in the academic writing class:

a. *Web log*

Weblog (or blog) is electronic journal that allows the user to keep records of their writing on a website. It is a website that consists of dated entries presented in reverse chronological order so that the most recent posts appear first. Entries may consist of straight text, included embedded links and graphics (Brooks-Young, 2005). According to Johnson, the reason of using blog because teacher is capable of creating and storing online supplemental materials for students, post class notes for student review, and give general feedback to the class as a whole and individually. Additionally, students are able to submit assignments online (2004). Each student also created their own personal blog easily by following the instruction in the blogger (Campbell, 2003), in order to have an easy access to the class blog. Through class blogs, the accessor of internet could access or get to know individually to the personal blog (see figure 2). Web log can be created for free at www.blogger.com. (see Figure 1).

Campbell (2003) describes that Blog serves the following purposes :

- (a) It gives daily reading practice to the learners. Sometimes students find assigned reading material too boring, difficult, or hard to relate with. This is because it is often written with another purpose in mind. So who better to write to them than the person who knows them best: the teacher. Entries are kept short, geared towards the learner interest, and linked to related online sources for further reading if desired. Vocabulary used in class can be recycled this way. New vocabulary words can be linked to



Figure 1: Dashboard of www.blogger.com

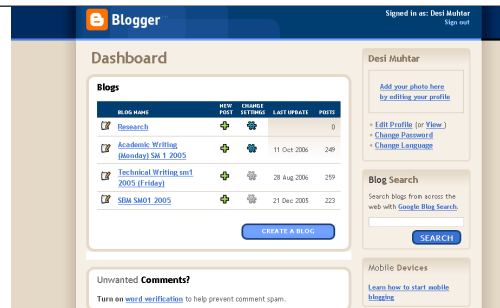


Figure 2: Dashboard of Personal Blog

definitions on other sites found with a search engine. Furthermore, a casual, natural writing style can be used by the tutor to develop learner familiarity with native language patterns.

- (b) Promotes the exploration of English websites. Any entry made by the tutor can and ought to encourage further exploration of the internet in English by linking to related articles, and content based websites. For those learners reluctant to step outside the comfort of exploring the Web in their native language, being led to interesting English language sites will increase their confidence and help to overcome their aversion
- (c) It encourages online verbal exchange by use of comment buttons. At the bottom of each entry, any blog reader can make a comment that can be read and further commented on by all who access the site. Ask your students questions, give them riddles, challenge their views; whatever it takes to encourage them to comment.
- (d) It provides class or syllabus information. Entries in the blog can also serve to remind students about homework assignments and upcoming discussion topics. Links can be provided to sites that introduce relevant topics of discussion. The tutor can also follow up on difficult areas of classroom work that might need review or clarification. In addition, a permanent link to the classroom syllabus and rules can be included on the blog.
- (e) It serves as a resource of links for self-study. In the right and/or left margins of the blog, permanent links can be set-up and organized to aid the learner in self-study, for example links to online quizzes, English news sites, key-pal networks,

audio and video files for listening practice and ESL interactive websites.

Johnson (2004) further gives details on the advantages of using blog both for the teachers and also the students. The advantages of Blogs to teachers are as follows:

- (a) The use of blogs is a supplemental aid to the teacher. The amount of time students use their weblogs is at the discretion of the teacher. Students can use it once a semester to submit a paper, weekly for class assignments and notes, or anything in between.
- (b) Computers in the classroom are not a prerequisite for the use of blogs. Thanks to the affordability of today's computers and high speed internet access, most students have internet access at home. Many universities have computer classrooms and computer areas for students to access now.
- (c) All of the teacher's notes will be viewable together in chronological order. This is very convenient when preparing lessons that build upon previous material taught in the class.
- (d) It is simple to edit class material if the text can be improved or if something new needs to be added.
- (e) All student writing samples are kept in one place and can be read from any computer connected to the internet at anytime. In other word blog is considered as "online file storage" (Dimeropoulos, 2003) in which the access to those files quickly and easily. And it is considered as so called 'Paper less classroom' in which a reduction in the amount of paper produced appeared. (Teeler and Gray, 2000)
- (f) Teachers can give collective feedback to the class when a recurring mistake is found by adding entries to a "Writing Feedback" class blog. Additionally, individual feedback can be given to individual student blogs.
- (g) In order to save time when giving feedback, save a copy of the messages at an additional teacher-only blog. If a class is taught for several years with different students, teachers might be able to recycle these messages. From this blog,

the teacher can select the appropriate message to send to a student regarding their feedback to their homework and writing samples.

Advantages of Blogs to students are as follows:

- (a) Students have access to your complete notes on the internet. Students have the option of previewing the class material before class and reviewing the material after class.
- (b) Because students are connected to the internet, they have access to online English dictionaries. Students can easily look up words they do not understand by cutting the unknown word and pasting it into an online dictionary.
- (c) Because the class material is organized into sections, students can easily find information.
- (d) Students can read comments for the class as a whole and comments directed at them individually. This maximizes feedback and contact with the teacher. Students can observe how their writing has changed over time.

b. E-mail

E-mail is the use of computer systems to transfer messages between users or private mailboxes. Simplicity is the major advantage of using e-mail. Typically, users log in to their e-mail account with a user name and password. Then, users have access to a variety of folders, such as users' Inbox. With the click of a button, users can create new folders. Users can then store messages in those folders and attach files to them. (Teeler & Gray, 2000)

E-mail was used in the academic writing class to invite the students to the class blog. Sometimes the students used e-mail to send their writings when they found difficulties in sending their writings to the class blog.

c. Instant messenger

Instant messenger is one of the internet technologies that is use to send an immediate and short messages. The requirements are both the sender and the receiver should be on-line in order to have an immediate interactions, talk or even chat. The students and lecturer used IM when the students needed to consult their writings to their lecturer, and both were on-line.

d. *World-Wide Web (WWW)*

There are many resources available for students and teachers relating to topics the students need to develop. The students are urged to visit and search some World-wide web to get information, authentic sources and material for their writings. Searching information in the internet is an activity that requires the student to practice several skills, including English reading comprehension, comparing information, and summarizing and reporting in English. It is also an activity that is designed to naturally engage the student's interest. It does this because the student's internet search is directed toward a topic that the student is already interested in (Lee, 2000).

Method

There were three questions addressed in this study:

1. What are the values of the internet in writing class?
2. How do the students respond toward the use of the internet as an aid in writing class?
3. How do the students develop their writing abilities as shown in the text produced by the students over the program?

The research was conducted in ITB and involved the students of ITB enrolled in 2005 and their lecturer. They were voluntarily participated and there were 38 students participated in academic writing class.

This study employed a qualitative research design in the form of descriptive case study in regard to the consideration that the researcher focused on the observing, interpreting, and understanding what the lecturer and students did in writing class that used the internet. This was done to gain an in-depth understanding of the situation and meaning for those involved (Merriam, 1998:19). This study as described by Maxwell attempts to understand the meaning, for participants in the study, of the events, situations, action they are involved with and accounts that they give of their lives and experiences; attempts to understand the particular context within which the participants act, and the influence that this context has on their action. (1996).

This study is considered as case study because of the following reasons:

1. It deals with an examination of a specific phenomenon; a teaching program, an event, a person, a process, an institution, or a social group.
2. It aims to uncover the interaction of significant factors characteristics of the phenomenon
3. It seeks holistic description and explanation (Merriam, 1998:10)

Additionally, the researcher made use of multiple sources of evidence (Yin, 1993:90) such as data derived from questionnaire, observation, interview, and document analysis to understand and draw the picture of the use of the internet in academic writing class because the researcher did not know a priori what the researcher would find and the researcher would like to generate data rich in detail and embedded in context.

Further, the document analysis was done to the students' writing texts that were sent to the class blog. The text analyses used Systemic Functional Grammar, in that the texts were analysed in terms of the schematic structure and then linguistic features, to do with the textual, ideational and interpersonal metafunctions suggested by Systemic Functional Grammar (SFG).

Findings

The values of the internet in academic writing class

With respect to students' activities and familiarity with internet technologies, the data from questionnaires in this study show that all students were familiar with the internet as revealed by the graph in Figure 3. However, all students stated that they had never been involved in a class that used the internet in teaching and learning activities. Hence the academic writing class was the first class that used the internet for them in its teaching and learning activities.

As Figure 3 indicates, most students stated that they did not know Blog. From 37 students, there were only two students who knew Blog. It can be considered that basically Blog was a new internet technology for them.

Meanwhile, concerning the use of the internet technologies in academic writing class, all students were aware of the benefits of using the internet. The most important value the students found from the use of the internet in writing class was that it created

an interesting and different environment for them. According to Gaer, On-line projects accommodate different learning styles and enjoyable (cited in Egbert & Hanson-Smith, 1999). Conspicuous was that the internet use in academic writing class was a breakthrough and enabled the students to be aware of the students' technology literacy and it is in accordance with Warschauer & Whittaker, 1997; Warschauer, 2000 that the use of the internet in English teaching prepares the students' future need and avoid them from technology illiterate.

With respect to the values of the internet in academic writing class, several aspects will be described based on the internet technologies used in academic writing class. Those internet technologies were Blog, e-mail, Instant Messenger (IM), and World Wide Web (WWW).

Regarding Blog, one of the internet technologies used in academic writing class, the lecturer used it relevant to the function of the internet which had been stated by the experts. According to Linder (2004) and Warschauer (2000) the internet can be used for publication or "web publishing" (Krajka, 2000). If the students published their writings in the internet, they would have "real audience/readers" (Healey cited in Egbert & Hanson-Smith, 1999) throughout the world and the students would have "on-line storage" (Dimeropoulus, 2003). Publishing writing in the Blog would enable people throughout the world to see and read it. And this activity for some students was considered challenging, and motivating. Moreover, Johnson (2004) argues that teachers are able to post class notes and writing assignments (Campbell, 2003) for student review, and give general feedback to the class as a whole and individually (Gonglewski, Meloni & Brant, 2000) in the Blog. Additionally, Blog also served as

a resource of links (Dimeropoulus, 2003) for self-study; for example, links to online quizzes, English news sites, key-pal networks, audio and video files for listening practice and ESL interactive websites and storing online supplemental materials for students (Johnson, 2004)

On the other hand, e-mail was used as a medium to invite the students to the blog. It also served as a medium to submit some of students' writings only when they had difficulties in posting their writings into the Blog. It is also served, together with IM, as a medium of consultation for students to ask questions to their lecturer if they had difficulties in writing class. These are relevant to suggestion by Gonglewski, Meloni & Brant (2000) that E-mail served various activities such as a medium to one-on-one communication.

In relation to the use of web browser through World Wide Web (WWW), all students accessed World Wide Web to find related information to their writings as suggested by Teeler & Gray (2000). However, many students complained on difficulties in finding a good website to support their writing. Thus, the lecturer played a role as "resource" (Harmer, 2001:261-262) supplied information on webs that could support the students' writings. He linked the legible web browser through the class Blog. As described by Teeler & Grey (2000) WWW enable the accessory to take information' they need to support their writings as it is considered as the largest library.

On the other hand, despite the positive effects the students experienced with the use of the internet technologies, they also stated things that turned out to be obstacles. First, because ITB only provided small numbers of computers that had internet access, some students should have the internet access at their houses or at the internet

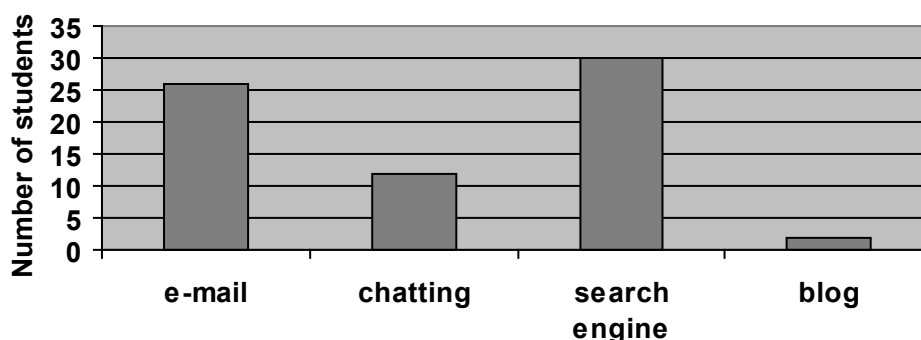


Figure 3: The Internet technologies used by the students

café for those who didn't have internet connection at their houses. Most students stated that they needed more budget to build the connection. This finding is contradictory to what Johnson (2004) argument that the affordability of today's computers and high speed internet access, most students have internet access at home and many universities have computer classrooms and computer areas for students to access now.

Second, many students stated that sometimes they had difficulty in posting their writings to blog as the connection was busy, failure or ran down. It took them much time just to open a page or at worst they could not open the page at all. This finding is against Dimeropoulus (2003) argument that internet is easily accessed.

The students also complained that the use of the internet could get them into virus and irritate their eyes resulted as frequently interacted through computers. In relation to the students self esteem, some students felt ashamed especially if they published less good writings. It is contradictory to what has been described by Gaer S that internet communication increases self esteem (cited in Egbert & Hanson-Smith, 1999), and confidence (Campbell, 2003)

The students' responses toward the use of the internet as an aid in writing class

Generally, most students gave positive responses toward the use of the internet as an aid in writing class. In relation to what the students had learned for the whole semester in academic writing class that used the internet, most students explained that they had learnt many new things in academic writing class, both the internet knowledge and academic writing knowledge as well. In terms of the students' writing abilities, the students stated they learned things in line with the teaching material. The writing class seems to suggest that students basically "are encouraged to reflect on how language is used for a range of purposes and with a range of audiences, and that teachers focus explicitly on those aspects of language that enable students to do this" (Gibbons, 2002:60).

With respect to lecturer's efforts and role in writing class, most students considered that they liked the way the lecturer taught them. The lecturer gave feedback to students' works although not

all, in terms of "internet technologies feedback" (Johnson, 2004) and also "language feedback" (Risinger, 1987; Harmer; 2001; Brown, 2001). In addition, the students also stated that they enjoyed writing stages activities as the lecturer created an "interesting classroom discussion" (Harmer, 2001) through game and group work and lecturer's were available to be contacted anytime as it was not limited by time and space if the students had difficulties in their writing. This comment also seems to support the notion 'teacher as motivator' as argued by Harmer (2001).

Regarding the writing tasks, some students described that their motivation in writing increased as they had many activities in relation to writing simulation. Contrarily, other students considered that they were overwhelmed as there were too many writing tasks with short time: a week. According to Harmer (2001) the teacher should persuade the students of the usefulness of the activity, and encourage the students to make as much effort as possible for maximum benefit.

In relation to the writing tasks that were considered too many for some students, the lecturer commented that the writing materials and tasks were designed in order to "balance the process and product approach of teaching writing" (Brown, 2001; Johns, 2002; Gibbons, 2002). Writing tasks were meant to have lots of practice to develop the students' writing skills as suggested by Gibbons (2002:57). Thus, practicing kinds of genre will encourage the students "to be able to build repertoire" (Guleff, 2002) of writing strategies that they can choose to apply or not to apply in other writing situations. Moreover, in contrast with Johns (1997), writing tasks on kinds of genre were meant to avoid the students are being taught to approach essay assignment in the same way time after time.

The students' development of their writing abilities as shown in the text produced by the students over the program

In relation to writing as a process, the students were asked on the pre- writing activity in terms of making the outline (Brown, 2001) before they made a piece of writing. All students stated that they did the outlining only some students had different way in developing outline. Of the particular interest, it was found on one of the student's opinion about his out lining as he stated:

Saya out liningnya di pikiran aja sekitar sepuluh menitan berpikir dulu mau nulis apa. Baru nanti develop in the process.

(I did the out lining in my head, I think for about 10 minutes then write the passage. Then I develop it in the process)

It can be inferred from the statement, that actually he did some ways to be an effective writer as he thought about and plan his writing, at least in a general way, before he began to write (Gibbons, 2002:52).

Regarding the lecturer's feedback (Harmer, 2001) on their writings, most students were satisfied. From perspective of designing writing techniques argued by Brown (2001, 346-347) point 8 that what the lecturer did is "sensitively apply methods of responding to and correcting students writing".

The document analysis was done mostly to students' writings in order to capture the students' development on their writing abilities through the use of the internet as an aid in academic writing class. The analyses of students' written texts using Systemic Functional Grammar (SFG) revealed that the students' writing abilities significantly improved in that the students could write with clear schematic structure and linguistic features. The students' organisations of ideas are improved as they are able to build explanation to argue a position and not only a short description. This is indicated by the length of texts produced by the students. The linguistic features of the students in exposition writings described the enhanced development. Interpersonally, the students are able to use various verbs, conjunction system, and different references than their first writings. With respect to the Ideational metafunction, the students are able to use various modal and mood system to state their careful thought on the information they share to the readers.

Generally, whether in descriptive and exposition texts, the unmarked topical themes were frequently used. In descriptive report, most texts used mainly of material and identifying processes, and "simple present tense" (Gerot and Wignell, 1994). On the other hand, in exposition, the texts used more varied transitivity system such as material, mental, relational, attributive, and also identifying processes. It was also found that there were the use of verbal processes in some writings. Furthermore, the use of conjunction system was also frequent in exposition texts.

Conclusions

This study sought to investigate the use of the internet in academic writing class. It also investigated the development of students' writing abilities. From the result of the findings and discussion in the previous chapter, it can be drawn conclusion as follows.

The major conclusion of the study is that the use of the internet technologies as an aid in academic writing class is successfully applied in some ways. With respect to the internet use in academic writing, despite its obstacles in holding this activity, it indeed gave benefits to the students as well the lecturer. Though the internet did not use as a tool to teach and learn writing in the classroom, but it is useful as a medium for information collection, publication, and deferred-time communication (Linder, 2004). The students were given a chance to have "real" audiences for that their writing published in the blog that can be read and accessed by people around the globe. Moreover, the students and the lecturer do not worry of losing the writing papers as the students' writings were stored on-line.

In relation to the students' writing skills, it is significantly improved, in that they achieved the target genre. They learned to write at greater length, with a clear schematic structure, indicating students' improvement in constructing text organisation. Linguistically, the students' texts produced were much enhanced than their first writing, despite minor weaknesses, suggesting students' significant development in their competence to exploit various linguistic resources. The students were able to make a cohesion texts as indicated by the conjunction system the students used in their writings after several practices.

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