

CHAPTER 5

CONCLUSION

5.1 Conclusion

At the beginning of this study I was asking how the focus and content quality of the students' writing ideas was. Then I conducted the descriptive case study by applying inkshedding strategy in order to see how the students expressed their thoughts in English. In this study I blended my classroom activities with online activities through blog and mailing list because I took my data in the form of written report. My most activities in the classroom were oral and aural because the school policy was emphasized in the oral communication skill.

As the nature of inkshedding was dialogic writing which required active writer-reader roles, in this study, the 38 students in my class were assigned to perform six inkshedding assignments and most of them did the tasks well. However only the 13 of them did all the six tasks. Therefore I examined the written works which each consisted of six comments/inksheddings, based on the focus and content quality assessment. I validated my scoring of my study by asking my colleague Mr. Amrin Batubara to be my investigator triangulation. He examined the quality of focus and content of my 13 students' writings as I did using Pennsylvania Writing Assessment Domain Scoring Guide. Then I measured the coefficient correlation between my scoring and the investigator's by manual calculation and obtained 0.723 or 72.30% for the focus and 0.795 or 79.50% for content. It showed that the scores of the investigator triangulation were very related to the scores of the researcher. This was an indication of the validity of the scoring.

To measure the student's ideas, I divided the ideas' expression achievement level into novice for score 1, basic for score 2, proficient for score 3 and advanced for score 4 , based on the on the Pennsylvania Writing Assessment Domain Scoring Guide.

Therefore, the qualities of the average focus and content were two and three respectively. It meant that quality of the focus and content of the students' writing, when they experienced inkshedding strategy, was basic and proficient respectively. Thus, the quality of the focus of their written ideas was that there was no apparent controlling point but there was evidence of a specific topic. Meanwhile, the quality of the content was that the ideas were sufficiently developed with adequate elaboration and explanation.

In accordance with the research finding that the quality of the students' writing, in term of their focus and content quality was at level basic with score two and level proficient with score three respectively. Thus, I concluded that their feature in expressing their thought was sufficiently improving, after experiencing inkshedding strategy.

It was obvious since the nature of inkshedding required transactional and dialogical writing activities. Thus, the students were obligated to write their thoughts because their peers expected their writings. Therefore their thoughts expression was emerged. In this way, they leant English language maximally because in their learning community class, they read the text, saw the text, talked about the text and last shared about the text in written form through electronic inkshedding, definitely in communicative context. In addition to that since they only had 100 minutes to meet their English lecture, the inkshedding activities were conducted online so that they

could access for 24 hours freely. This virtual learning community plus the electronic inkshedding were a blended learning which managed to improve the students' ideas to express their thoughts in English language discourse.

The nature of inkshedding in this research had positively affected the students' ideas because its dialogical transactional design caused them to express their opinion which then was read by their peers. They also had some times to think about what and how they had to write their comments for their friends asynchronously, as a result their friends would understand their ideas. This effort really helped these students to improve their writing gradually so that their ideas could be 'heard' easily. Although only 13 students completed all the six given inkshedding assignments, most students joining the researcher's class did the required tasks because they had opportunity to express their ideas in written form and surely their ideas were 'listened' by all their friends.

This kind of writing process was an exploratory writing which enables the students to write to learn. The process of this writing to learn was popular in USA teaching writing. It was understandable because inkshedding responded and elicits students' written work, as the consequence, teacher got immediate glimpse about their students' thinking and feeling, students had direct access to what their peer's thinking and surely the diversity of the classroom was reveled.

Although the students were compelled to share their thought in written form they were excited to do it because inkshedding had stimulated their critical thinking. They were at Vygotskian "Zone of Proximal Development" where they could actively participate

in creation of sharing knowledge. In addition to that, their written sharing had empowered their writing quality by continuously produce better writing works, because of their peer's role in reciprocating their written works.

When they were imposed to inkshedding strategy, they read about the given prompted text, heart, saw, saw and heart, discussed, somehow experienced and shared about the prompted text. Here they had learnt the English language in the best way since they totally immersed with the topic with all their senses. It was obvious because in the classroom they saw, read, heart and discussed the given prompted text, while outside the classroom they tried to search the similar topic with the prompted text and might somehow experience it; and they also saw, read and discussed the text in the written form in the internet – blog and miling list. Therefore they always had their words to write as their necessity obligated by their English lecturer, because they had to share their thoughts with their classmates. Their written works were also marked and commented by their lecturer, so that they could gradually refine their foreign language. It was maximal learning method to study foreign language.

As transactional writing strategy, in this research, inkshedding was indeed certainly responded by the students because each of them had committed to do six inkshedding assignments. Most of them did their tasks well in their learning community which surely required experience teacher or lecture to facilitate their learning and also demanded all students to contribute their ideas to foster the learning atmosphere in their community.

Thus, in this study, I had to prompt and initiate my students' participation in threaded discussion in a timely fashion which demonstrated self-motivation. It permitted commentary on whether or not the student was actively and consistently engaging in the course content - topic. I also demanded to deliver post addressed the student's attention to detail in terms being grammatically correct with rare misspelling. I addressed the students who stayed on topic as well as the students who appeared to disengage from the topic. My expression within the post addressed the issue of how well my students' opinions were expressed and how their ideas or comments were presented. This category also allowed me as the facilitator to acknowledge the different writing/expression styles of my students. My contribution to the learning community relied on whether or not my student made an effort to further development of collaborative learning experience. Learning community had provided distinction between the student who seemed relatively indifferent to building process of a learning community and the student who strived to reinforce the learning community as the lesson development.

When the students in this research were required to contribute their ideas to encourage their learning community, positive learning situation was highly entailed. It had to be supported with the following ten principles: 1. The culture of the classroom fostering the development of a community of learners, and all students as part of that community; 2. Good language teaching involving conceptual and academic development; 3. Students' experiential backgrounds providing a point of departure and an anchor in the exploration of new ideas; 4. Teaching and learning focusing on substantive ideas organized cyclically; 5. Contextualized new ideas and tasks; 6. Academic strategies, sociocultural expectations, and academic norms taught

explicitly; 7. Relevant, meaningful, engaging, and varied Tasks; 8. Complex and flexible forms of collaboration maximizing learners' opportunities to interact while making sense of language and content; 9. Students given multiple opportunities to extend their understandings and apply their knowledge; 10. Authentic assessment - an integral part of teaching and learning.

In addition to that, as this research employing electronic inkshedding, individual communication and shared thinking were stimulated through internet media. Therefore the benefits of electronic inkshedding included immediate feedback for teachers and students, everyone sharing in the discussion, students finding out what others thinking, and difficult or conflicting thoughts and emotions being shared without penalty.

As the consequence, in this research, each student was required to log-in the blog and mailing list to be able to read, send and reply any messages about the posted topic. As a result every student could comment and make discussion about the topic interactively in the written form. Each person in the class was invited to read the topics posed by all the others and add comments and suggestions to his or her peers' posting. As the comments were accumulated, the student who posted the topic read the comments; in some cases these led to modifications of the topic.

This learning interaction enabled students to construct their own understanding about the knowledge they were learning and the most important the rhetorical use of language. In certain allotted time, they could automatically repair their oversight in their interlanguage as they learnt the rhetorical use of language. Surely this kind of

activity boosted their learning achievement which had to be preserved as an effective vehicle of pedagogy.

Besides allowing without academic, professional, social and public formality, inkshedding could be directed in idea-focused writing in which the form can follow the function. The students could learn and experiment with their writing in an effort to especially reflect on some of what they read. I admitted that my students were so excited doing both online assignment and face to face task promoting transactional and dialogical writing to deliver their experience, idea and feeling. It was because all these aspects which were essentially-human-need-fulfillment-demand were naturally channeled in virtual and physical learning activities.

Surely electronic inkshedding had aroused the students to share and communicate well their thoughts in the blog and mailinglist. Writing discussion on the two electronic tools enabling the students to read and respond to each other as well as the lecturer. They bounced ideas around that they could carry to their more formal writing later. This writing was surely more careful than a private freewriting and allowed students to fret less over form and attend more to articulating their own thinking.

The online learning community plus the electronic inkshedding in this study were a blended learning enhancing the students' ideas to articulate their thoughts in English language discourse. It included combinations of technology-based materials, face-to-face sessions and print materials.

At the online encounter, asynchronous learning experiences enabled the students to complete their written task individually, at their own speed and on their own time, such as writing comments and questions to the posted articles. The students were also required to collaborate and communicate with others, for example, threaded asynchronous discussions. The assessment here was to measure the student ideas' expression to praise how deep their knowledge about the discussed topic and how they could express it in the written – ideas' focus and content qualities.

Both face to face and online activities in this study were conducted within the same academic term. It was very much helpful for both lecturer and students because some roles of the lecture could be switched into online interaction, and virtual lecture-students and student-student positively enhance physical (offline) interaction in the classroom. All of these interactions really escalated students' learning outcomes since they were reading, hearing, seeing, practicing and sharing at the same time when they learnt their targeted language.

By combining asynchronic discussion in blog and mailing list with face to face activities in the classroom, the students' communication which was the core of language learning, was enhance. In addition to that I acted as their lecturer could expose my students to variety of resources from anywhere in the world, besides bringing me to the latest development of teaching-learning innovation.

Regarding the nature of inkshedding focused on ideas' articulation development during the writing activities, idea's expression was very important for human communication and interaction performed in oral and written form. The transaction of

the oral and written discourse was the same, irrespective of the concrete situation of speech communication. Hence, the most important single fact about "concrete situations of speech communication" was oral and written discourses that were socially constructed. When the situation afforded, a reader or listener took a text as an utterance or a dialogue respectively. If the reader saw the text as an utterance in one dialogue, he or she would tend to expect certain kinds of things from it; if he or she saw other different dialogue, he or she would expect different things from it. In other words, what the reader did was very much affected by how the reader saw the text which was framed by an ongoing dialogue which could be identified as text characteristics.

The qualities of the ideas were overlooked by both teachers and students. To overcome this problem, the importance of quality communication needs to be recognized because it stimulated ideas and concepts in precise and powerful language. For that reason, maintaining good ideas' expressions in written or oral discourses were very important.

5.2. Suggestion

Related to the research conclusion, some suggestions were provided for English teachers and language researchers and me as both English teacher and researcher. Besides good tips for English teacher to create learning community amongst their students, understanding their students more deeply and improving students' ideas qualities, Inkshedding was rich research areas which could invite many more educators and teachers interested in writing to learn, understanding students' mind

framework and motivating English language learners in socially meaningful context based on the progress of students' environment and mental condition.

For the further research, I recommended that inkshedding strategy be done using pencil and paper. It definitely could be applied in most regions in Indonesia as long as they had access to the internet to review the related literature about inkshedding and its application. Having access to the internet was required because when I conducted my research, there was still no reference about inkshedding nor the similar research performed by the people from Indonesian or ASEAN countries.

REFERENCES

References

- (CATTW), C. A. o. T. o. T. W. (2006). Writing in the Knowledge Society
Retrieved 7 December 2006, from
- Anson, C. (2002). New Module. *Teaching Compositon* Retrieved 15 February 2007,
2007, from
- Answer.com. (2006a, 2006). Blended Learning. Retrieved 21 January 2007, from
- Answer.com. (2006c, 2006). Learning Community. Retrieved 21 January 2007, from
- Answer.com. (2006d, 2006). Online Learning Community. Retrieved 21 January
2007, from
- Answer.com. (2007). Communication. Retrieved 11 February, 2007, from
- Besner, N. (1998). Writing about Literature. Retrieved 17 December, 2006, from
- Brent, D. (1996). Creating an Academic Community of Discourse in the Classroom.
*Materials Presented at the The Annual Presidential Workshop on Teaching
and Learning and Writing Across the Curriculum* Retrieved 7 December,
2006, from
- Cook, V. (1988). First and second language acquisition. *Difference between L1 and L2
acquisition* Retrieved 29 September, 2006, from
- Ede, L. *Work in Progress: A Guide to Academic Writing and Revising*. Boston:
Bedford/St.Martin's.

Edelstein, S., & Edwards, J. If you Built It, They Will Come: Building Learning Communities Through Threaded Discussion. Retrieved 29 November 2006, 2006, from

Elbow, P. (1981). How to Get Power Through Voice. *Techniques for Mastering the Writing Proces* Retrieved 17 December, 2006, from

Elbow, P. (2001). Inkshedding on Inkshedding. Retrieved 11 November, 2006, from

English, T. Innovation in Teaching. Retrieved 10 February, 2007, from

Garrett-Petts, W. (1998). How to Present the Writing of Student Literature Papers in a more Legitimate Social Context? Retrieved 17 December 2006, from

Grave, R. (1990, February 1990). Moving From Revolution To Exploration: Changing The Ways We Teach. *Newsletter of the Canadian Association for the Study of Writing and Reading* Retrieved 20 December 2006, from

Guion, L. A. (2002, September 2002). Triangulation: Establishing the Validity of Qualitative Studies. Retrieved 25 February 2007, from

Heinze, A. (2005, 2005). Blended Learning. Retrieved 20 January 2007, from

Hunt, R. A. (1992). Speech Genres, Writing Genres, School Genres and Computer Genres. In A. Freedman & P. Medway (Eds.), *Learning and Teaching Genre*.

Hunt, R. A. (1994). Traffic in Genres, In Classrooms and Out. Retrieved 3 December 2006, 2006, from

Hunt, R. A., & Vipond, D. (1992). First, Catch the Rabbit: The Methodological Imperative and the Dramatization of Dialogic Reading. *Multidisciplinary Perspectives on Literacy Research* Retrieved 12 February 2007, from

- Hunt, R. (2001). What is Inkshedding? [Electronic Version]. *Inkshed*, 19. Retrieved 27 November 2006 from
- Inkshedding: Everything You Wanted to Know about Your Students' Response to Class, But Were Afraid to Ask. *Inkshedding* Retrieved 28 November 2006, 2006, from
- Julkunen, K. (1989, 2003). Situation and Task Specific Motivation in Foreign Language Learning and Teaching. *Computer Mediated Communication in the Foreign Language Classroom* Retrieved 26 February, 2007, from
- McCall, R. B. (1998). *Fundamental Statistics for Behavioral Science* (7 ed.): Pacific Grove: Brooks/Cole Pubs (p.444)
- Kathy. (2002). Inkshedding. Retrieved 15 February 2007, 2007, from
- Kaye, N., & Matson, D. (2000, 2006). From Writing to Speaking: Enhancing Conversation. Retrieved 10 February, 2007, from
- Krashen, S. (2005, 20 August). Stephen Krashen's Theory of Second Language Acquisition. Retrieved 29 September, 2006, from
- Lamonica, C. (2002). Classroom Control. Retrieved 15 February 2007, from
- Learning, A. (2005, 2005). Blended Learning Design: 5 Key Ingredients. Retrieved 20 January, 2007, from
- Levy, C. M. (2005, 2005). The Importance of Diversity in Communication for Collaboration. *Digital Vision Program at Stanford Program* Retrieved 11 February, 2007, from

Mussomeli, C., & Doyle, F. (2006, 12 October). 2006-2007 Cross-Curriculum Literacy Portfolio Grades 6-12. Retrieved 4 March, 2007, from

Pastore, R. S. (2003). Principles of Teaching. Retrieved 17 February 2007, from

Pennsylvania Writing Assessment Rubric. (1999, 9 September). Retrieved 4 March, 2007, from

Reiss, D. (2002a). Inkshedding. Retrieved 15 February 2007, from

Reiss, D. (2002b). Teaching Composition - Inkshedding. Retrieved 28 November 2006, 2006, from

Research Methods Triangulation in Research. *Triangulation in Research* Retrieved 26 February 2007, from

Rinehart, M. Overview of Regression Trend Channel (RTC). *Elliott Wave Rules and Guidelines* Retrieved 10 March, 2007, from

Sadtono, E. (2005). Applied Linguistic, *Selected articles from Microsoft Encarta Reference Library 2004 & Encyclopedia of Applied Linguistic*. Surabaya.

Sargent, M. E., & Paraskevas, C. C. (2005, 28 November 2006). Conversation about Writing: Eavesdropping, Inkshedding and Joining In. *Eavesdropping, Inkshedding, and Joining In*, 1, from

- Schuz, R. (2005). Stephen Krashen's Thory of Second Language Acquisition. Retrieved 29 September 2006, from
- Soy, S. K. (1996, 12 February 2006). The Case Study As A Research Method. Retrieved 25 February 2007, from
- Waiqui, A. (2000). Contextual Factors in Second Language Acquisition. September 2000. Retrieved 29 September, 2006, from
- Walqui, A. (2000). Strategies for Success: Engaging Immigrant Students in Secondary Schools. Retrieved 18 February 2007, from
- What is Blended Learning? (2007). *Blended Learning* Retrieved 20 January 2007, 2007, from
- Wik, D. M. (2005). Using Metaphor in the Writing Classroom to Understand Voice in Writing: The Public, the Private, and the Sabotaging Unconscious. Retrieved 17 February 2007, from
- Wikipedia. (2006, 9 December 2006). Blog. Retrieved 10 December, 2006, from
- Wikipedia. (2007a, 16 February). Blended Learning. Retrieved 17 February 2007, from
- Wikipedia. (2007, 25 February). Mailing List. Retrieved 5 March, 2007, from
- Wikipedia. (2007b, 2 January 2007). Interlanguage. Retrieved 15 February 2007, 2007, from
- Wyche-Smith, S. Everything You Wanted to Know About Your Students' Response to Class, But Were Afraid to Ask Inkshedding. Retrieved 10 February, 2007, from

Yin, R. K. (1994). Case Study Research. Design and Methods. Retrieved 16 March, 2007, from