

**INKSHEDDING AS STRATEGY TO PROMPT
STUDENTS' IDEAS TO EXPRESS THEIR
THOUGHTS IN ENGLISH**

A THESIS

By:

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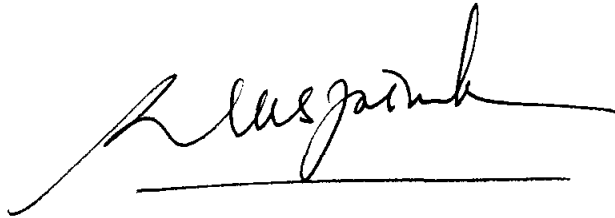


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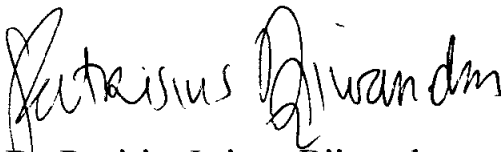
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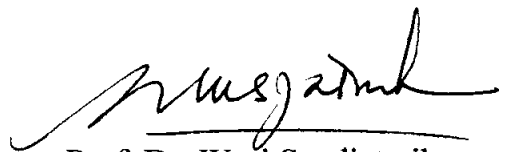
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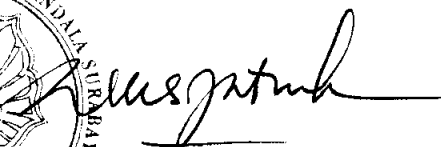
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ABSTRACT

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Rahayu. 2007. *Inkshedding as Strategy to Prompt Students' Ideas to Expresss their Thoughts in English*. Thesis. Master's Degree Program in Teaching English as a Foreign Language. Education Department, Graduate School. Widya Mandala Chatolic University. Advisor: Prof. Dr. Wuri Soedjamiko.

Key words: inkshedding, focus, content, blended learning, learning community, blog, electronic mailing list.

Realizing the oral English expression of my students was limited, I asked them to write their ideas, through inkshedding strategy to improve their expression in English. Inkshedding was a transactional freewriting emphasizing the role of writer and reader in the learning community to enhance the idea development. Since it was a Speaking class, I extended the inkshedding activities through virtual meetings in blog and mailing list. Then I observed the quality of their written ideas, in terms of the focus and the content of what they expressed in these internet tools. Therefore in this descriptive case study research I was curious whether the quality of the focus and the content of their written ideas improved.

One of the propositions of inkshedding was that it could broaden opportunity of everyone's expressing their ideas in written form by inviting others to read and comment on the written ideas. These comments were supposed to assist the writers to improve their writing and to make their ideas easily 'heard'. Therefore, I utilized the idea provocation technique - inkshedding in my research to see the improvement of the focus and content of the written ideas. Focus was the single controlling point made with an awareness of task (mode) about specific topic while content was The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.

I collected the research data from the written comments made by 13 out of the 38 students joining my class who completed all the six inkshedding tasks. Their comments were posted online in the blog and mailing list. In the beginning, the students had difficulties to understand the written instruction and activities due to their insufficient English. Later, they enjoyed doing the inkshedding tasks because they could articulate their thoughts in the classroom meeting better.

After analyzing the written ideas using Pennsylvania Writing Assessment Domain Scoring Guide, the focus of their written ideas was 2.74, ranking at the level "basic" and almost "proficient". So the quality of the focus was that there was apparent controlling point and there was evidence of a specific topic. Meanwhile, the quality of the content was 3.05, already seizing level "proficient" which meant their ideas were sufficiently developed with adequate elaboration and explanation.

To validate my study, I invited my senior colleague Mr. Amrin Batubara to be the investigator triangulator by examining the written ideas, in term of the quality of focus and content using the same assessment rubric as I did. Mr. Batubara's and my

scores were then correlated using Pearson correlation coefficient and the result was 72.30% for focus and 79.50% for content, which meant there was high positive correlation between my scoring and the investigator's. This was an indication of the validity of the scoring.

Thus, besides improving students' ideas qualities, Inkshedding was rich research areas to explore more about 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.

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