

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

A THESIS

By:

**ENDAH YULIA RAHAYU
NIM : 8212705023**

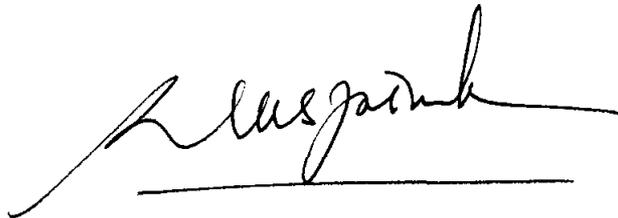


**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS
APRIL 2007**

APPROVAL SHEET

(1)

This thesis entitled **Inkshedding as Strategy to Prompt Students' Ideas to Express their Thoughts in English**, prepared and submitted by Endah Yulia Rahayu (8212705023) has been approved to be examined by the Board of Examiners for acquiring the Master's Degree in Teaching English as a Foreign Language by the following advisor:

A handwritten signature in black ink, appearing to read 'Wuri Soedjatmiko', written over a horizontal line.

Prof. Dr. Wuri Soedjatmiko

Thesis Advisor

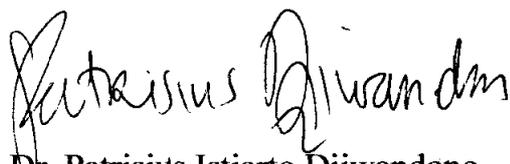
APPROVAL SHEET

(2)

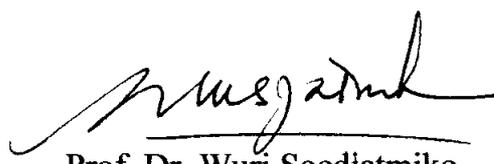
This thesis entitled **Inkshedding as Strategy to Prompt Students' Ideas to Express their Thoughts in English**, prepared and submitted by Endah Yulia Rahayu (8212705023) has been approved to be examined by the Board of Examiners for acquiring the Master's Degree in Teaching English as a Foreign Language by the following Board of Examiners on May 26th, 2007:



Prof. Eugenius Sadtono, Ph.D.
Chairperson



Dr. Patrisius Istiarto Djiwandono
Member



Prof. Dr. Wuri Soedjatmiko
Member



Prof. Dr. Wuri Soedjatmiko
Director of Graduate School

ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

Thank Allah the Almighty, for His blessings and love so that I have been able to overcome all the problems during the completion of this thesis.

My highest appreciation and respect to the Rector of Widya Mandala Catholic University and the Director of Graduate School of Widya Mandala Catholic University, for allowing me to continue my study and providing all the facilities in this beloved university. To all the lecturers of the Master's Degree in Teaching English as a Foreign Language I extend my greatest gratitude and respect because the courses provided have widened my insight about the art and education of Teaching English which really support and contribute to the completion of this thesis. Also to all academic and administration staff I really thank for their good service during my study here.

My deepest gratitude and appreciation are addressed to my advisor Prof. Dr. Wuri Soedjatmiko for her patience, invaluable guidance, endless support, suggestion and accurate correction along the process of writing this thesis. Because of her information, I could be keen on "inkshedding" of which previously I had no idea at all about it. Her dedication in academic inspired me to keep enhancing my academic competence and performance which surely benefits my career as an English Language lecturer.

My respect and deep gratefulness are also addressed to Prof. Eugenius Sadtono, Ph.D. for his sincere support and helpful advice far before the seminar of my thesis until the

completion of this thesis. His genuine contribution really uplifted my view in TESOL and also the research in this field.

A deep appreciation is addressed to Dr. Patrisius Istiarto Djiwandono. His critical comments and questions in the seminar and examination of my thesis had triggered me to internalize more about academic writing, research and statistics. Therefore, in the near future, I will be better prepared and organized to conduct and write academic researches.

A million of thanks are extended to the Dean of STIKOM Surabaya, Dr. Y. Jangkung Karyantoro, MBA and the Vice Dean for Academic Affair, Drs. Antok Suprianto, MM who gave me the opportunity to conduct my research which required high teaching aids and industrious character of the students.

I am also greatly indebted to Kurniwan Jatmika, the President of STIKOM's Student Union who enthusiastically assisted me to organize his classmate to do all the inkshedding assignments I gave and to make a nice and interactive blog. Besides that, I also thank all my students who performed my abundant inkshedding assignments well.

My deepest appreciation to my senior colleague to Drs. Djuwari, M.Hum, for his sincere assistance in contributing his smart ideas in academic writing and research.

A deep respect to the Dean of Perbanas Surabaya Dr. Tatik Suryani for giving me support in pursuing my Master's Degree in Teaching English as a Foreign Language.

Also to Senior Statistic Lecturers of Perbanas Surabaya – Nurmala Ahmar, SE., Ak, M.Si., Diah Pujiati, SE., M.Si., and Pepie Deptyana, SE.,Ak, M.Si. I extend my deepest gratefulness for helping me in comprehending and calculating the statistic I used in my thesis.

I extend my appreciation to Drs. Zein Arifin, M.Pd, the Principal of ILC Surabaya and Nunung Nurjati, M.Pd my 'sister' for advising me to continue my higher education in Widya Mandala Catholic University and contributing assistance in many ways I need.

I am greatly indebted to Drs. Amrin Batubara, M.Pd for proving his precious time to be the triangulator in my research. His brilliant comments about my research and careful scoring, have boosted the quality of my research.

I also extend my appreciation and affectionate for all my classmates in Batch 8, Ersy, Satria, Wina, Shiella, Helen, Bu Mega, Pak Bambang, Pak Edi, Suci, Therestian and Corry for their kindness and togetherness.

Last but not least, my deepest gratitude and respect to my mother, father and brother for their prayers, support and contribution which I cannot compare with any one else. I think I am lucky to be surrounded by them.

Without their involvement and contribution, I have never ever finished this thesis. May God bless them always.

Surabaya, 27 April 2007

The writer

ABSTRACT

ABSTRACT

Rahayu. 2007. *Inkshedding as Strategy to Prompt Students' Ideas to Express their Thoughts in English*. Thesis. Master's Degree Program in Teaching English as a Foreign Language. Education Department, Graduate School. Widya Mandala Catholic 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.

TABLE OF CONTENT

TABLE OF CONTENT

ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	vii
TABLE OF CONTENT.....	ix
LIST OF FIGURE.....	xiii
LIST OF APPENDICES.....	xv
CHAPTER. I INTRODUCTION.....	1
1. 1. Background.....	1
1.1.2. Inkshedding Prompting Ideas.....	3
1.1.3. Some Warning for Inkshedding.....	5
1.1.4. Difference between Inkshedding and Conventional Strategy.....	5
1.2. Research Question.....	8
1.3. Purpose of the study.....	8
1.4. Significance of the study.....	8
1.5. Assumption.....	9
1.6. Scope and Limitation of the study.....	9
1.7. Definition of Key Terms.....	11
1.7.1. Inkshedding	11
1.7.2. Idea	12
1.7.3. Focus.....	12
1.7.4. Content.....	12
1.7.5. Communication.....	12
1.7.6 Leaning Community.....	12

1.7.7. Online learning community	13
1.7.6. Blog.....	13
1.7.8. Mailing List (electronic).....	14
1.7.9. Transactional dialogue	14
1.7.10. Blended learning	15
1.8. Organization of the Study.....	15
CHAPTER II THEORETICAL FRAMEWORK.....	17
2.1. Inkshedding.....	17
2.1.1 Analyzing text for writing.....	23
2.1.2 Dissatisfactions and Warning in Applying Inkshedding.....	25
2.2. Inkshedding Supporting Student’s Learning.....	26
2.3. Electronic Inkshedding.....	29
2.4. Linking Teaching-Learning Activities with Real Life.....	33
2.5. Some Researches on Inkshedding.....	35
2.6. Effectiveness of Inkshedding in Learning Communities.....	36
2.7. Second Language Acquisition.....	38
2.8. Inkshedding: Writing to Learn.....	39
2.9. Blended learning.....	41
2.10. Motivation.....	46
2.11. Importance of Idea in English language discourse.....	47
2.11.1. The Expression Ideas in Oral & Written Discourses.....	47
2.11.2. The Quality of the Focus and Content of Ideas.....	48

CHAPTER III RESEARCH METHOD.....	50
3.1 Case Study Research Design.....	50
3.2 Overview of the Research Project.....	51
3.2.1. Research Subject.....	52
3.2.2. Research Data.....	52
3.2.3. Research Instrument.....	52
3.2.4. Investigator Triangulation.....	53
3.3 Procedure of Collecting Data.....	53
3.3.1 Preparation of Collecting Data.....	53
3.3.2. Blog and Mailing List.....	55
3.3.2.1. Hectic Online Activities.....	56
3.3.3. Collecting Data from Blog and Mailing list.....	57
3.3.3.1. Some Obstacles in Collecting Data	58
3.3.4. Steps Attaining Data.....	59
3.4. Focus and Content Analysis.....	67
3.5. Analyzing Data.....	69
3.6. Preparing the Report.....	72
CHAPTER IV THE ANALYSES AND DISCUSSIONS OF THE FOCUS AND CONTENT.....	73
4.1. Coefficient Correlation of Researcher’s and Investigator’s Assessment.....	73
4.2. Scoring of Focus and Content.....	73
4.2.1. Focus and Content of 13 Students’ Writing.....	76
4.2.1.1. Student 1.....	76
4.2.1.2. Student 2.....	77
4.2.1.3. Student 3.....	78

4.2.1.4. Student 4.....	79
4.2.1.5. Student 5.....	80
4.2.1.6. Student 6.....	81
4.2.1.7. Student 7.....	82
4.2.1.8. Student 8.....	83
4.2.1.9. Student 9.....	84
4.2.1.10. Student 10.....	85
4.2.1.11. Student 11.....	86
4.2.1.12. Student 12.....	87
4.2.1.13. Student 13.....	88
4.2.2 Discussion of findings	88
CHAPTER V CONCLUSION.....	92
5.1 Conclusion.....	92
5.2. Suggestion.....	100
References.....	102

LIST OF FIGURE

	page
Figure 1, Conventional Writing Activities.....	6
Figure 2, Inkshedding Wring Activities.....	7
Figure 3, Focus and Limitation of this study.....	10
Figure 4, Blended Learning.....	42
Figure 5, Inkshedding and Blended Learning.....	43
Figure 6, Blended Learning Experts.....	44
Figure 7, Dale’s Cone of Leaning Experience.....	45
Figure 8, Collecting Data.....	66
Figure 9, Pennsylvania Writing Assessment Domain Scoring Guide.....	67
Figure 10, Focus and Content Assessment Cart.....	71
Figure 11, Level and Score of Focus and Content.....	74
Figure 12, Score and Level Appraisal.....	75
Figure 13, Focus and Content of Student 1.....	76
Figure 14, Focus and Content of Student 2.....	77
Figure 15, Focus and Content of Student 3.....	78
Figure 16, Focus and Content of Student 4.....	79
Figure 17, Focus and Content of Student 5.....	80
Figure 18, Focus and Content of Student 6.....	81
Figure 19, Focus and Content of Student 7.....	82
Figure 20, Focus and Content of Student 8.....	83
Figure 21, Focus and Content of Student 9.....	84
Figure 22, Focus and Content of Student 10.....	85

Figure 23, Focus and Content of Student 11.....	86
Figure 24, Focus and Content of Student 12.....	87
Figure 25, Focus and Content of Student 13.....	88
Figure 26, Focus and Content of 13 Students' Writing.....	89

LIST OF APPENDICES

Appendix 1, Quality of Focus (Correlation Coefficient Computation).....	108
Appendix 2, Quality of Content (Correlation Coefficient Computation).....	113
Appendix 3, Long Article: Lapindo.....	118
Appendix 4, Example of Inkshedding Tasks by Ni Ketut Erika.....	121