

CHAPTER I

INTRODUCTION

This chapter describes several things encouraging the researcher to conduct this research. The first is the background that elaborates the phenomena and statements related to the reason in conducting the research. The second is formulation of the problems. The third is operational definitions that explain one term related to the topic. The fourth is the aims of the research that will be achieved and the last is the uses of the research that are divided into three parts; theoretical, empirical, and practical use.

1.1 Background

The internet has emerged as a fast-growing means of communication for students and social media is the primary outlet for this communication. The growth of social media has afforded opportunities for the use of social media for educational purposes. Social media is a term used for a collection of internet websites, services and practices that support collaboration, community building, participants and sharing. The primary social media networks, a major category of social media, include blog. A blog is a site or online journal published on the World Wide Web (WWW) for discussion or informational purposes in a reverse chronological order (Blood, 2000; Dyrud et al., 2005; Kajder & Bull, 2004). During recent years, using blogs has emerged as a language learning tool, and accordingly, this technique has come to constitute an important place within the context of EFL. The use of blogs in EFL learning

is mainly supported by the constructivist approach, as their use underscores learner interactions (Kern, 2006), learner-centered and constructivist environments, social interactions, and active and social learning (Ferdig, 2007).

In one of the subjects, blog is used as the medium in Extensive Reading (ER) class as a way to post the task given by the instructor out of the classroom, especially in an English Department at a University in Tasikmalaya, West Java Indonesia. At the beginning of 6th semester, the instructor informed the students that they were required to make their own blog in ER class. She informed me that students should follow her blog. Every meeting she gives a task to students to read topic-specific reading. They read a text from a link provided by her or they can search their own sources. Students read one text a day for six day and they were obligated to post their reading log on the sixth day. Based on this situation, the writer wants to investigate the primary benefits and drawbacks perceived by students in Extensive Reading class through blogging.

Research on the use of EFL blogs quite a lot. One of them is Wu and Wu (2011) who investigated Learners' Perception on the Use of Blogs for EFL Learning. The study was focused on discovering learners' perception on the use of blogs for EFL learning with the participants of the study were 49 first-year university students from Southern Taiwan and were divided into ten groups. Students in a group read the articles posted in a teacher's blog and collaboratively wrote group reflections using their group blog. A post-blogging survey was administered to elicit participants' perceptions on the use of blog.

The research uses survey study. Different from the previous studies, this research specifically focused students' perception about the primary benefits and drawbacks perceived by students in Extensive Reading (ER) class through blogging. The participants were four students consisting of two male and two females. They posted the task given by the instructor on their own blog without writing reflection in previous study. Additionally, this research uses descriptive case study. Thus, this research attempts to know students' perception when they do the task given by the instructor out of the classroom.

1.2 The Formulation of the Problem

The study is guided by the following research question:

What are the primary benefits and drawbacks perceived by students in Extensive Reading (ER) class through blogging?

1.3 The Operational Definitions

Blogging : Blog as a media to post every task given by the instructor such as summary of reading in Extensive Reading class at a University in Tasikmalaya.

- Extensive Reading Class : A class where the students read texts for enjoyment and to develop general reading skills, which means reading in detail with specific learning aims and tasks at a University in Tasikmalaya.
- Students' Perception : Students' feeling and thought of the lecturer's task from their experiences when they do the task given by the instructor out of the classroom at a University in Tasikmalaya.

1.4. The Aim of the Research

This research aims to investigate the primary benefits and drawbacks perceived by students in Extensive Reading (ER) class through blogging.

1.5. The Use of the Research

1.5.1 Theoretical Use

Theoretically, this study will expand the pedagogical approach of digital literacy using blogging in Extensive Reading class.

1.5.2 Empirical Use

The Study will provide empirical insights into the primary benefits and drawbacks perceived by the students in ER class through blogging.

1.5.3 Practical Use

The study will serve that blog can be mediated in EFL reading classroom.