Chapter One

Introduction

This chapter consists of several parts. The first part is background of the study. The second part is statement of the problem. Then, it is followed by limitation of the problem, formulation of the problem, purpose of the study and the last part is significance of the study.

Background of the Research

Blog becomes a common resource today. Based on the researcher's experience during the class, students of EED UMY commonly used blog to help them finish the assignment. Students used blog as their resources rather than book. This is caused by blogs are easy to be accessed.

Everyone can make their blog and write any information on blog. A blog is personal or professional journal that is frequently updated and intended for general public consumption on the internet (Zhang, 2009). Blogging becomes very popular especially for young people. Blogs are easy to be used and simple websites where people can quickly write thoughts, interact with others, get feedback and post photo (Brown, 2007). People do not need special competences to use and maintain their blog. They just need to connect with internet for blogging.

Blogging activity has correlation with ICT because both of them are related to each other. Blogs are some tools used in ICT-based class. Information and Communication Technologies (ICT) refer to technological tools and resources which are used to communicate, create, disseminate and manage information (Yunus, Nordin, Salehi, Sun, Embi, 2013). ICT tools include radio, television, computers, internet, and social networks. Using ICT tools such as blogs can motivate both learners and teachers in exploring and maximizing the use of technology and internet.

English Education Department UMY has ICT subject. There are ICT offline subject, ICT online subject and ICT in Education. English Education Department of UMY wants to maximize the use of technology in classroom used ICT-based class. It is in line with Cheng (2010) as cited in Tagoe (2012) who found that rapid development of information, communication and technologies (ICT) and Web-based application already developed in universities all around the world. Nunan (1999) in Restuti (2008) added that access to the internet also brings the world into the classroom. Moreover Philips and Vallance (2004) argued that ICT plays positive role in the language teaching.

The researcher focused on ICT Online subject because the researcher found some phenomena based on the experiences. Therefore, this research focused on blogging activities held in ICT Online subject. Blogs is one of features in ICT that frequently used in EED UMY rather than radio or podcast. Moreover, ICT Online subject consisted of blogging, operating the blogs and maintaining the blog. Maintaining the blogs means that students frequently post something in their blogs such as articles, diaries, journals and photos. Students should reply any comments on their blogs. In ICT online class that held in EED UMY, students focused on maintaining their blog during the semester then students get the score based on their blogging activities.

In the beginning of the class, the lecturer gives an explaination about the rules in ICT Online class and also explains about scoring system used. In ICT online class, students will get more score when they post on their blogs often and also actively give any feedback when people comment their blog. Students should be active in ICT online class for get higher score in the end of the class. In the other hands, students get bad score if they do not post articles on their blog.

Based on the reseacher's experiences, there are two types of EED students in bloging activities. The first type is students who post articles, diaries or photos in their blog only in

the class and they do not care about their blog outside the class. The second type is students who maintain and manage their blogs seriously. They always post anything such as articles, journals, diaries or photos in their blogs whenever they can. Some students will not care anymore about the blog after the class end. They only make and manage the blog for score only. They do not have any interest in blog activities.

In other side, some students interests in blogs activities. In spite of the ICT class ended, they kept maintaining their blogs. However, just few students who still maintain their blogs after the class end. Leaving their blog when the class ended is like a habit for English Education Department students. These phenomena happen in all classes and all batches in ICT Online class at English Education Department in UMY. Based on the phenomena above, the researcher is interested in a study of students' perception on the implementation of blogging activities in ICT class at English Education Department Universitas Muhammadiyah Yogyakarta.

Identification of the Problem

Based on the phenomena that have been explained in the background, the researcher find some problems which are faced by students in blogging activities. The first problem is classroom facilities who supported blogging activitiy such as connectivity. Second, plagiarism is the common problems on English teaching and learning process. The third problem is students'low motivation in posting articles on their blog. Students motivation and plagiarism is related each other. Students with lack of motivation on blogging activity will copy and paste articles or journals from other blogs without any citation. Moreover, students with low motivation on blogging activity will leave their blog in the end of the class. And the next problem is teachers communication skills. The way teachers or lecturers deliver the materials during the class is important in helping students understand the materials. The other problem is process of students in maintaining the blog. Then, the advantages issues of

blogging for students becomes some problems on blogging activity itself. Moreover, grammar and vocabulary mastery in writing becomes a problem on blogging activity.

Limitation of the Problem

Besides those problems above, the researcher only focused on assesing students' perception on blogging activity at English Education Department Universitas Muhammadiyah Yogyakarta. The researcher limited the problems into two categories. First is students' perception toward the advantages of blogging activity in ICT online class at EED UMY. Second is the obstacles that students faced on blogging activity at ICT online class.

Formulation of the Problem

There are two questions formulated from the limitation of the problems:

1. What are students' perceptions toward the advantages of blogging activity in ICT Online Class at EED of UMY?

2. What are students' perception toward the obstacles of blogging activity in ICT online class at EED UMY?

Purpose of the Study

Based on the formulation of the problem, the aims of this research are:

1. Exploring the students' perception toward the advantages of blogging activity which conducted in ICT Online Class.

2. Identifiying the obstacles that students faced during the blogging activity in ICT online class.

Significance of Research

This research study can be beneficial for some parties such as the researcher, students, and lecturers.

For the researcher. This research helps the researcher to understand the obstacles in blogging activities. Then, by understanding the obstacles, researcher can think the solution to solve and decrease the obstacles that occur on bloging activies in future.

For the students. The results of this research will give students understanding about the benefit and obstacles that may students faced on blogging activities. Students can prepare the solution to minimize the problems that they faced during blogging activity. Then, students can get better experiences on blogging class, and it can help students to maximize the features on their blog for better knowledge.

For the lecturers. This research encourages the lecturers of English Education Department of UMY providing support for the students in blogging activity. Moreover, the lectures analyzed the problem that students face and try to find the solution. Then lecturers can improves blogging activities in ICT Online Class to be more interested than before. Then, lecturers can rearrange classroom activities on blogging to increase students' participation during the class.