CHAPTER I

INTRODUCTION

This chapter presents background of the problem, research problem, definition of the key terms, significant of the research, scope and limitation of the research.

1.1 Background of the Research

English has very important function for the human's life since the globalization era. With the spread and development of English around the world, it is accepted as an international language and used by many people to communicate. English gives people opportunities to catch and learn knowledge from all over the world. English is a second language in Indonesia. So, the Indonesian goverment includes English as an obligatory subject and local content at junior high school level. There are four major language skills that must be taught in the teaching learning of English as a foreign language, those are listening, speaking, reading and writing.

Writing is one of the ability in English which is very important and useful. According to Harmer (2001:79) by far most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. This is means that, for students having the skill to write good English is not only an option but it is necessity. Moreover, Hadriana (2017:61) states that effective writing skill is very important for academic success

in a school system around the world. It means that learn writing skill for the students can leads to academic success. But, creating a good writing skill for students to reach success in academic is not an easy task. Likes Evmenove (2006:3) states that writing is a very complex skill and students may experience difficulties with any of its aspects: from mechanics to written content expression. Because, academic writing is different from creative writing and personal writing.

Meanwhile, According to Oshima (2007:3) academic writing is formal, so in writing a paper should take care to write complete sentences, organization, grammar, and contents in a certain way. From the statement can explain that writing requires students to think, argue, organize, and process ideas before it turns into a complete discourse. Further, Hadiana (2017:62) states that students need to master the structure of an essay; for example, drafting the outlines, paragraphs, and conclusion. Its mean that's, students think writing it is a difficult task and do not have enough materials to write. As result, they are not interested to practice their writing skills, unless their teacher tells them to do. However, Hadiana (2017:61) states that the main problem faced by English teachers is how to motivate students to enjoy writing a paper because the ability of students to write a paragraph is still considerably unsatisfactory in writing English. A good teacher must continuously do the best to help students learn and create a communicative class and try to use a variety of teaching methods to help students improve their writing skills in English. The new era assigns new challenges and duties on the modern teacher. Computer assisted writing instruction also proposed an alternative method to the traditional ones.

The information on the actual use of technology to support students specifically with high incidence disabilities is limits. It is true that technology provides so many options, in the form of software and programs making teaching more interesting and making teaching English more productive. But, know days an interesting teaching strategy that allows teacher to combine English and technology. According to Amirsheibani (2014:259) later generation of CALL viewed the computer as a tool controlled by the learner rather than an expert controlled environment for the learner. These is mean that computer base instruction has been challenging traditional teaching and learning process. Moreover, Amirsheibani (2014:259) states that computer provides the correct of the erroneous word and structure that students have produced to make their writing is more error free and cohesive sentences and texts can produce by using computer. The statement means that the learners will also become aware of mistakes they have made just as they type the sentences. further, Amirsheibani (2014:259) states that the use of computer software is carefully modeled, it can offer students both assistances and autonomy in the writing process. It explains that the learner can readly correct mistakes as soon as his/her attention is draw to them. In addition, Naeem (2007:82) states that the term Computer-Assisted Language Learning (CALL) refers to the uses both standard software applications, such as word-processors, email packages and Web browsers, as well as software that are designed specifically for language learning, such as grammar, listening, reading, pronunciation, vocabulary, writing, and comprehension.

Blog Classroom Program is one of CALL Program form in teaching and learning field. Like Artyianti (2013:60) states that one of the features that the

Internet provides is blog which can be used in ESL classroom, because Blogs can be effectively integrated the understanding of learner needs, the educational setting, available resources, syllabus, and teaching learning goals. Further, Dudeney (2008:90) states that a simple blog project that can used with learners of all levels is to get the students to set up their own student blogs to discuss an assignment along in class room with their classmate and blog postings can be used for evaluation. For the last, according to McGrail (2011:416) blogging brings outside school literacy practices into the classroom and has the potential to become a literacy, because such technology capitalize on the strengths of authentic writing, the power of the writing process, and the engagement of collaborative writing. From those statements, its explain that the use of technology especially Blog Classroom Program through teaching is helpfully students to get more better experience in writing.

On the other hand, The low uses of technology in teaching writing still many in a lot of school. They more capable with traditional ones when taugh writing especially in village. the students only know that web is just for resourcing and *googling*, blogs is to read to the blogger product, and word processors is for typing and printing. Because, they just know what they learn from the teacher that is just the appearance and the basic function of those but they unfamiliar with those program and software features. Likes Evmenove (2006:3) states that the area of assistive technology for students with mild disabilities is still not fully develop. Especially, for those school which is locates in restricted area or villages. For the final, the programs may be useful in teaching English in Indonesia that

have been changing to use computer in the curriculum for teaching and examination.

Some studies have suggested the use of writing software application students' text may be positively correlated with the text quality or proficiency. So, for the efficiency of the technology, the teacher must advance the way how they teach to their students through CALL by its software application and program. And based on Dudeney (2008:87) states that a simple blog project that can use with learners of all levels is to get the students to set up their own student blogs to discuss an assignment along in class room with their classmate. Moreover, McGrail (2011:415) states that blogging is an approach to writing and its formative assessment in this work give meaning to the act of writing and help students to develop new habits of thought about writing and its role in their lives. In addition, Artyianti (2013:66) states that the use of classroom blog is an effective medium for writing, it can be seen regarding the students' choice of more various languages in writing, the addition of new perspectives to their thoughts, and the motivational aspects in writing.

Based on all reasons aboved the researcher interested to do the research with entitle "The influence of using Blog Classroom Program for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017 / 2018 academic year".

1.2 Problem of the Research

Based on the research study, the research problem are formulated as follow "Is there any influence on students' writing skill who were taught by Blog Classroom Program than those who were taught by customary teaching for seventh grade at SMP Negeri 1 Ambulu in 2017 / 2018 academic year?"

1.3 Objective of the Research

This experimental research is intended to investigate whether there is or not influence of using Blog Classroom Program for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017 / 2018 academic year.

1.4 Operational Definition of the Term

Operational definition is the guidelines to notice the concept of the research problem. From the explanation, it can be concluded that it is necessary for the researcher to define some terms used in this thesis, so both the researcher and reader have mutual understanding. There are two terms, those are writing skill and Blog Classroom Program.

1. Writing Skill

Writing ability in this research is focused on the process of writing; pre-writing, drafting, revising, editing and publishing. the students will apply the writing process in learning descriptive text accordance with the text organization and for the test scores are vocabulary, content, mechanic, and language use.

2. Blog Classroom Program

Blog Classroom Program in this research means the use of blog program in writing by tutor blog, student blog, and class blog. In addition, to have better product in writing text, students will allowed to use Word Processors application including software that helps the students set goals such Office and its features such as spelling, word prediction, capitalization, punctuation, spelling and grammar checkers, thesaurus, track change, speech recognition and speech synthesis.

1.5 Significances of the Research

Every research must have its own significance to know why this research is made. This result's expected to be benefical both theoritically and particlly.

1. Theoretical Significances

The result of the research is expected to be useful for the reader about Blog Classroom Program and Writing skill. And the research can make the reader know about the influence of using Blog Classroom Program for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017 / 2018 academic year.

2. Practical Significances

Practically, this research is able to give distribution for English teacher to know the influence of using Blog Classroom Program toward the writing skill student in the class. And for the student, this research can differentiate an information, and for the actions given to the students are useful to be creative writing by using Blog Classroom Program to increase their skill.

For future researchers, the result of the research is expected to be useful as a reference to conduct the same research design on the influence of the students writing or another English skill by using Blog Classroom Program.

1.6 Scope of the Research

This research only focus on the use of Blog Classroom Program in educational areas such as tutor blog, student blog, and class blog to teach English writing skill for seventh grade students' writing skill at SMP Negeri 1 Ambulu in 2017 / 2018 academic year.