

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English literacy is seen as an essential part in students' language skill. To achieve students' literacy, Ministry of Education and Cultural Affairs of Indonesia (2015) gives a special emphasis on reading skill. Students in Indonesia are required to understand short functional texts in various genres. Those emphasis can also be seen from the national exam on English language that 80% of it contains reading.

For the past fifteen years, face-to-face class is seen as the only medium for students to learn reading. Students have to come to schools, have a fixed class schedule in a week, listen and study with their subject teacher. As the result, students have limited time not only for learning but also for communicating their learning needs with the teacher. In addition, teachers might have difficulty in increasing their subject quality due to the fact that they only have time to interact

with students in the classroom. Outside the class hour, teachers and students have little time for extra meeting.

However, for the last ten years, the social networking site (SNS) comes to supplement all of the difficulties in the conventional classroom teaching (Stacey & Gerbic, 2007). Because of students' strong interest and frequent engagement toward SNS, it is felt that using an online tool to give supplementary materials for reading class should be in line with the current trend. Social media is chosen as a tool to integrate the activity in reading comprehension class. Its presence helps students to extend learning outside the learning hours at school. Today, many schools have been trying to apply blended learning to make learning more extensive in a way that students like. Blended learning (BL) is a teaching and learning model that combines face-to-face learning with an online (Rosen & Stewart: n.d.). Neumeier (2005) said that the aim of BL is to find the most effective and efficient combination of learning modes for the individual learning subjects, contexts, and objectives. The focus is not to create "the right" or "the best" but to create a learning environment that works as a whole instead. Blending conventional learning (classroom interaction) with online one is not only to solve teachers' problem of insufficient class time but will also make learning more extensive to the learners.

The practices of blended learning have been successfully applied in both Indonesia and America. In America, it is common for the teachers to upload or update the material online (Tremblay, Lalancette, Roseveare, 2012). Students can use the classroom time with small seminars and interactive discussions, and greater time spent with their individual projects. In Indonesia, social media, for

example Facebook, has long been used to integrate teaching and learning. The teacher created a Facebook group and posted the lesson materials of the subjects taught after the class. The extra materials can be in the form of audios, videos, or office docs. Questions and answers were also posted to stimulate the students for online discussion (Fortunasari, 2016). Sibuea (2013) found that Facebook and Blog were beneficial in supporting class activities beyond the limited time and space.

Reading can be defined as an activity to draw information from a printed page and to form an interpretation of that information appropriately (Grabe and Stoller, 2013). Even though it has been taught for some years in Indonesia, teachers still face challenges in teaching it. Djiwandono (2000) found that students get bored with reading comprehension classes, due to the fact that the process of teaching and learning English are not fun and monotonous. Another problem, the teachers only push them to understand every word in a text to get the particular idea for the required information. Besides, reading comprehension is often viewed as a passive activity (Nunan, 1999). Students are often regarded only as passive receivers of ideas and knowledge. In today teaching, this model no longer exists and many teachers believe that students should contribute to the process of meaning making, participate actively in the class, join in interactive class, and become autonomous learners (Yang and Wilson, 2006). By this case, implementing BL can be the solution to reduce these problems.

Several studies on the use of Edmodo in teaching and learning process have been conducted by two researchers. The first previous study is by Pratama (2015). The findings from Pratama's demonstrated that blended learning using Edmodo

successfully enhanced students' interest and motivation in reading comprehension.

The second previous study is by Yagci (2015). His finding demonstrated that using social media tools, such as Edmodo, had really encouraged and motivated them to have reading classes. It also revealed that students reading comprehension skill improved.

In this study, Edmodo (2008) as a social network site that is designed for education, is chosen as a media to implement blended learning approach in teaching reading comprehension. It is a free, private and safe educational learning network. This appearance of the website looks similar to Facebook, but, instead of functioning as social media, it is an educational network. This social media is more private because it requires a group code before finally logging in. No one else can participate or spy on the group except people who have group code (i.e. class teacher, students, parents).

Researchers of education from various Asian countries find that social networking site has a good impact in encouraging positive attitudes among learners (Chin & Yusop, 2011). Attitude itself is a general feeling or evaluation positive or negative about a person, object or issue (Hogg & Vaughan, 2011). Kasschau (2003) states that attitude has three components: (1) a belief or opinion about something (cognitive aspect), (2) feelings about that thing (affective aspect), and (3) a tendency to act toward that thing in certain ways (behavioral aspect). Analyzing students' attitude is significant as it closely affects the students' learning outcome. Positive or negative attitude can change their way in receiving and understanding the lesson.

1.2 Statement of Problem

Based on background of the study, the research questions are formulated as:

1. What are the challenges of blended learning using Edmodo in reading comprehension?
2. What is the students' attitude toward the implementation of blended learning Edmodo in reading comprehension?

1.3 Research Objectives

The purposes of this study are:

1. To find out the challenges of blended learning using Edmodo in reading comprehension.
2. To investigate the students' attitude toward the implementation of blended learning using Edmodo in reading comprehension.

1.4 Research Method

1.4.1 Method

This study applies mixed method. Qualitative is used to answer the second research question which explains the observation report based on the researcher's analysis. Meanwhile, quantitative is used to answer the first research question which describes the number of students attitude into chart and percentage.

1.4.2 Data Source

This study used data from questionnaire and observation. The data would be provided by 35 students from two classes of Intermediate 1 from year 2016-2017 in LBPP LIA Pramuka. All of these students have Edmodo accounts as well as the teacher.

1.4.3 Data Collection and Analysis

To find the challenges in BL, the study used observation. The type of the observation is non-participant and it was done three times for each class to get the clear and exact issues that happened in the classroom. The observation was conducted in both online (on Edmodo) and face-to-face class. In the face-to-face class observation, the researcher came to the class. Then, she videotaped and took note for challenges seen in each session. On Edmodo, the researcher observes by reading the interaction between the teacher and students. Then, the challenges that occur was captured.

Meanwhile, for investigating students' attitude, this study used questionnaires. It was used close-ended and had a three-point Likert scale (Agree, Unsure, Disagree). The statement items were adapted from Pratama (2015). The questionnaires were created on Google Docs and it was distributed directly to the students. It contains fourteen items. The students filled it in the classroom using their mobile phones. Then, it will be described to charts and percentages.

1.4.4 Research Procedure

The procedures to conduct the research are the following:

1. Coming to the class for face-to-face observation.

2. Videotapping and taking notes for any issues happened in the class.
3. Observing the interaction between the teacher and the students on Edmodo.
4. Interpreting the observation data of both face-to-face and Edmodo.
5. Distributing and collecting the questionnaire at the end of the class term.
6. Analyzing data from the questionnaires from each class into statistics and explaining each statement.
7. Drawing conclusion.

1.5 Scope and Limitation

This thesis focuses on the investigation of the students' attitudes toward the implementation of blended learning using Edmodo in reading comprehension and the finding of the challenges in it.

1.6 The Organization of Writing

This thesis consists of four chapters. Chapter I is the background of research, statements of problems, research objectives, scope and limitation, research methodology, and the organization of writing. Chapter II explains the theories that researcher uses in analyzing the data. Chapter III explains the analysis of data. Lastly, Chapter IV is the conclusion of the study.