

## **Chapter One**

### **Introduction**

The research is described in this section of the introduction. The study's background discusses why the researcher is interested in the topic. In the identification of the research problem, the research challenge is provided. The formulation of the study has a flaw. The objective emphasizes the purpose of the study. The researcher then explains the significance of the research and its benefits of the researcher. The researcher explains how this study was organized at the end of the chapter.

### **The Background of the Study**

Writing is an essential process in learning activities because writing is an activity that can help students to acquire a language. All students require good writing skills to complete their educational and employment requirements (Chandra et al., 2018). According to Dhanya and Alamelu (2019), writing requires more focus cognition, and diligence (p. 1339). By writing, people can develop their thinking abilities to compile words to make a new paragraph, and naturally, students with writing skills are always successful in expressing their ideas and achieving their objectives (Chandra et al., 2018).

Sometimes, writing becomes complicated because it needs more effort than the other four skills. Learning to write fluently and expressively has been claimed to be the most complicated macro skill for all linguist, regardless of whether the language is it first, second, or foreign (Crookes, 1990, p. 35). In addition, there are some researches that have been conducted by previous

researchers who investigated the issues that arise from Indonesian EFL students in writing activities, some of the problems of writing activities for EFL students in Indonesia are EFL students had problems in terms of linguistic, cognitive, and psychological (Rahmatunisa, 2014). In addition, Ariyanti and Fitriana (2017) stated that Indonesian EFL university students were trouble in using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing.

Writing is the most difficult skill for students, as it not only generates ideas but also translates them into perceived-text (Richards & Renandya, 2002) and requires the integration of neurological, physical, cognitive, and affective competencies (Murray & Moore, 2006). It identified two reasons why EFL students struggled with writing: internal and external factors. The internal factor was their low English writing proficiency, while the external factor was their inadequate quality in mastering the English language. Because English writing employs different patterns than Indonesian composition, it has been regarded as one of the most challenging abilities for English as a Foreign Language (EFL) learners in Indonesia to master (Fitriani et al., 2019). Syntax, verbs, plurals, and the use of active and passive sentences are the differences in English writing patterns. According to Oktariyani and Asra (2018), the complexity of writing lies in the demands made on the ability to organize ideas coherently and logically, and to present them in a variety of written language and writing rules. However, behind the complexity, writing promises such great benefits in initiative and creativity, confidence and courage, as well as habits and skills in discovering, gathering, processing, and organizing information.

Writing can help people to express their feelings, such as by reflecting on experiences that have happened. To be successful in learning writing task, it may take time to practice multiple times so that the writing produced can improve over time. One of the things that can help students develop their writing skills is to use the latest innovations in web technology, namely weblogs.

Weblogs, known as blogs, are one of the most popular Web 2.0 tools among language learners and are being used by an increasing number of people of all ages (Akdag & Ozkan, 2017). Weblogs refer to a web page that contains a running log of commentaries, multimedia, and hyperlinks (Armstrong et al., 2008). Researchers identified bloggings is potential as a tool for improving the writing process, so it its linked to writing (Said et., et al, p.96).

The use of weblogs in educational field is generally used. The teacher will ask students to do some writing tasks using blogs as an assessment as a form of writing exercise (Said et al., 2013). Weblogs are chosen as a medium to learn writing skills because weblogs can help students in writing. Using weblogs enable students to compose writing for specific purposes, which can encourage them to improve their language writing skills.

Blogging is a key to learning, as they share ideas, socialize, communicate, debate, discuss, and better express their ideas when they see their classmates (Alsamadani, 2017, p. 45). Weblogs have gained popularity because they support language learners by allowing interactive communication among users (Fithriani et al., 2019, p. 87).

Based on the researchers' observation in an English Language Education Department (ELED) at a private university in Yogyakarta, and there are two courses utilize Weblogs in the language learning process. The courses are Information, Communication, and Technology (ICT) in Language Teaching and Computer Literacy Online (CLO). In the courses, the lectures have already applied weblog activities in their language learning. The use of weblogs as a medium to improve writing skills is considered adequate because by using weblogs, and the problem that arises from what the researcher has observed is that some students still do not understand the pattern of writing in English, some students show errors in syntax, use of verbs that are adapted to tenses, mechanics and vocabulary.

Practice writing in English is essential because the learners' environment requires them to be able to use English in daily activities. However, sometimes several students still face an obstacle when writing, even when the task is only to tell the experiences or retell the stories. According to a study by Said et al (2013), shows how attached weblogs are to help writing activities. The purpose of the previous study was to determine how weblogs can be used to enhance second language learning and how weblogs can be used to improve writing skills. Data collection was carried out through an online questionnaire survey related to their perceptions and perspectives on the implementation of blogging activities to teach writing skills. And the results show that the participants have positive perceptions and attitudes in using blogs to improve their writing skills, and they believe that blogging is an effective tool for teaching English writing, which helps them improve their writing and keeps them motivated. Therefore, the researcher is

interested in researching the implementation of weblog activities with regard to their writing skill.

From previous research it was found that previous researchers sought progress in writing English from participants through online questionnaires while the current research uses interviews to find data from participants and the aims of the previous study is to find out how weblogs could enhance students' second language learning whereas the importance of this research is to examine that the use of weblogs can help students in their writing activities and to find out the benefits that students can experience from using weblogs in ELED at a private university in Yogyakarta. note

### **Identification of the Problem**

As explained above, this study can be helpful for college students who find the right way to enhance their writing skills. English writing has been considered among the most challenging skills to masters to EFL learners in Indonesia as it deploys different patterns than those in Indonesian composition (Fithriani et al, 2018).

Based on the researcher observation, students in ELED at the private university in Yogyakarta is already utilize weblogs activity on their courses to help students in developing their writing. However, students continue to struggle with writing because their desire to write is not motivated by their own desires. Sometimes students write because it is required by the lecturers. Some of the factors that motivate the researcher to do this research include the observation of the researcher that students frequently make mistakes in their writing activities.

The common mistake is when students are required to conduct independent assessments of one another, some students encounter numerous barriers and problems. Some of these issues are related to writing mechanics. Students, for example, continue to struggle with punctuation marks, capital letters, and spelling. When they have to write some paragraph construction in writing, they sometimes struggle to generate core ideas or main sentences. Students are also struggling with language mastery. Students who do not have a large vocabulary will likewise struggle to develop their ideas. Students are still bouncing back and forth when it comes to language or grammar. Therefore, it is important to conduct the study to determine the influence of weblogs in improving the English writing skills of English Language Education students at a Private University in Yogyakarta.

### **Delimitation of the Problems**

In this research, researchers focus on students' perceptions about using weblogs in their writing activities; the perceptions that arise are general perceptions about weblogs activities in their writing activities so that they can be positive and negative perceptions. In addition, in this study, the researcher also looked for more specific things in terms of the benefits felt by students when they had done weblog activities in their writing activities.

This research took place in the English Language Education Department (ELED) at one of the private universities in Yogyakarta. Then the participants recruited in this study were six active students from the class of 2020. And this research uses qualitative methods to collect data. In this study, the researcher

chose interviews as the instrument to obtain data from the participants. Interviews were used because the researcher wanted to further explore the understanding, perceptions, and benefits that student felt after implementing weblogs on their writing skills.

### **Research Questions**

This study is intended to answer the research question as a guideline. The following question is:

1. What are the students' positive and negative perception on the implementation of weblog activities towards their writing?
2. What are the advantages the students get from doing weblogs activities for their writing skills?

### **Objectives of the Research**

The research aims to answer the research question above; to explore the general students' perception about doing weblogs activity on their writing and to identify the advantages that the students get from doing weblogs activities in term of writing skills.

### **Significance of the Study**

This study aims to share several benefits for EFL students, English language teachers, and other researchers.

#### ***For EFL Students***

This study expected to students they can optimize the benefits of using weblogs to increase their English writing skills. The researcher expected this study could make the students considered the utilization of weblogs can help them in their writing activities.

### ***For English Language Teachers***

The researcher expected this study could make the teachers understands more of their students' needs, especially in improving their writing skills. By using this study, the researcher hope it can be used as a source of learning. By then, the teachers could give suggestions for their students to optimize the usage of weblogs as a medium to help their writing.

### ***For Other Researchers***

This research expected can be a source for the future researcher with the same topics. The researcher expected this study could be used as a reference or literature review for the other researchers to solve the same problems in learning and gain to the next researchers especially in writing skills.

### **Organizations of the Chapter**

The manuscripts consist of five chapters. The introduction is found in Chapter One. In the first chapter, the researcher makes several points to talk about the major issue. This chapter is organized into the study's backdrop, a problem statement, an issue definition, a research question, and some objectives. The opening chapter contains information about the importance of the subject and the chapter's structure.

The review of the literature is in Chapter Two. This chapter includes related research papers on a relevant subject that build on the researchers' viewpoints regarding the currently under review research. For readers to understand this current study, includes the writing skills literature, a definition of



a weblog, blog as a learning media, the benefits of utilizing the blog as a medium to train English writing skills, and connected studies.

The Research Methodology is discussed in Chapter Three. The researcher describes the research design, research environment, research subjects, research instrument, data collection technique, data analysis, and reliability in this chapter. Consequently, gathering the information is essential to support the study's outcomes and conclusions.

The findings and discussion were detailed in chapter four. The research findings are split into two categories about the research questions. First, what do students think of blogs as a tool for writing skills development. Additionally, each finding is well explained.

The epilogue and advice are in chapter five. This chapter provides a summary of the study's findings from chapters one through four as well as some suggestions for various stakeholders. There are four suggestions in total. They are for the department, teachers, students, and aspiring researchers.