

## **Chapter One**

### **Introduction**

This chapter contains the background of the study, identification of the problem, delimitation of the problem, research question, the objective of the research, significance of the research, and organization of the research.

#### **Background of Study**

English is one of the languages that contain many aspects, including listening, speaking, reading, and writing. Writing is an important skill for language production in many ways. As Rao (2019) explains, writing is a fundamental skill for effective communication, particularly in contexts where sharing information and opinions online is common. It means that writing can be applied to a variety of purposes, which are mostly now used as the learning support tool or the communication tool to stay in touch with people.

There are certain issues with writing ability, particularly in academic writing. Nowadays, vast and advanced information and communication technologies can be used to overcome students' problems with writing skills. The issues that Indonesian EFL students face in learning writing skills demand teachers and instructors to come up with more creative techniques to make studying English writing in class more interesting and authentic. One of the methods that can face the problem is integrating technology in the teaching of various language learning skills. The use of internet

blogging, sometimes known as blogs, has grown in popularity in EFL writing classes during the past few years. Blogs can be used for many purposes, one of them used as learning media to overcome the writing skills of the students. There are numerous opportunities for students to assist their writing skills according to the tools that blogs offer.

With blogging activity as learning media, it's become an important learning method for assist students writing skills. According to Arini (2020), with blogging, students can exchange knowledge, discuss course material, share comments on the course material, communicate with classmates and instructors with no limited time. Considering the explanation, blogging has helped students to strengthen their writing abilities. Students can independently write, modify, and share content using blogs and Blogger as the platform. Garcia et al. (2019), asserts it allows students to reflect on ideas outside of the classroom, exchange knowledge with others, and improve their learning. Overall, these factors relate to writing activities, making it clear that using blogging activities will help students' writing abilities.

However, challenges persist when writing in a second language, such as grammar mistake, fear of making mistakes, and inconsistent practice. Sutarsyah (2017) explains that these issues often stem from limited linguistic competence, leading to reluctance in engaging with writing tasks. Blogging, as a less formal and more interactive writing activity, helps mitigate these issues by offering a platform

where students can regularly practice writing and express their ideas freely. It also allows them to receive feedback.

Research supports the effectiveness of blogging in assisting writing abilities. For instance, Sirisrimangkor (2021) found that students who regularly engage in blogging activities exhibit the writing skills due to the consistent practice and awareness of audience that blogging requires. Blogging encourages creativity in content development and motivates students to participate more actively in writing compared to traditional assignments. Additionally, Nadiah and Arina (2019) highlight that successful blogging involves thorough preparation, consistent practice, and creativity in content, all of which contribute to better writing outcomes.

In the English Language Education Department (ELED), blogging is utilized as a learning tool in Computer Literacy Online (CLO) course to help students build on their interests. The researcher has summarized several observations shared regarding blogging activities within CLO course. There are two types of students who engage in blogging activities. The first type only posts their content during class and shows little interest in their blogs outside of class. The second type actively maintains and manages their blogs, posting regularly even after the course ends. However, many students tend to abandon their blogs once the course is over, viewing blogging primarily to earn a grade rather than as a genuine interest.

Based on the phenomena above, this study wants to understand why some students chose to discontinue blogging, despite its potential benefits by assisting

writing skills development, while others continued. The researcher is interested in exposing how blogging assist students' writing skill and explore the obstacles that the students usually face when engaging in blogs. Therefore, the researcher will conduct research with the title "Students' Perception on Blogging Activity in Assisting Students' Writing Skill."

### **Identification of Problems**

Based on initial observations within an Islamic university's English Language Education Department, several challenges related to students' writing skills were identified. The first issue is involving students' perceptions of their writing capabilities. Those who doubt their skills, particularly in vocabulary, grammar, and writing structure, often experience anxiety that hampers their blogging efforts. This lack of self-assurance can demotivate them from writing, while students who feel competent are more inclined to participate actively in blogging, resulting in improved outcomes.

A second problem is the insufficient understanding of the topics they choose to blog about, which significantly affects their writing quality. Students need to research and become familiar with their subjects before posting, and those who possess a solid understanding can articulate their thoughts more effectively. Conversely, students who lack comprehension may struggle with clarity and coherence in their writing.

The third problem is time management, for some students balancing blogging activities with other commitments, especially for part-time bloggers, can be demanding. The struggle lies in efficiently managing limited time resources while juggling responsibilities such as academic or some organization matters. In these matters also can affect into the second problem. With limited time, students are willing to do content theft and plagiarism.

This research, titled "Students' Perception on Blogging Activity in Assisting Students' Writing Skill," aims to examine how blogging activity in assist students' writing skill and the obstacles that they faced in writing blog.

### **Delimitation of the Problems**

From the identification in the previous section, there are many problems in the research topic that the researcher will discuss. However, researchers must provide clear limitations due to it's aware of the constraints of both time and capacity. The researcher limits the problem by focusing only on blogging activities that assist students' writing skills. This research will be limited to interviews with private Islamic university students from the 2021 batch.

**Research Question:**

There are two research questions in this research:

1. What is student's perception on how blogging activities assist their writing skill?
2. What is the student's perception of the obstacles on the use of blogging activity in assist writing skill?

**Objectives of the research:**

The objectives of the research are:

1. To find out students' perception on how blogging activities assist their writing skill.
2. To find out students' perception of the obstacles on the use of blogging activity in assist writing skill.

**Significance of the Research:**

The goal of this research is to be useful for some parties, for the teacher, students, and researcher.

***For students***

This research provides information that helps students know or increase their writing skills through blogging activities. Students can prepare the solution to minimize the problems that they face during blogging activity.

***For teacher***

Teachers can use this research as information about students' perception in the use of blogging activities as learning media to assist writing skills and use this research as a reference. The teacher can examine the issues that the students were facing and try to identify a solution. Teachers can then enhance blogging assignments in Classes to increase students' interest even further.

***For Researcher***

It is hoped that future researchers can use other methods if they are interested in researching the topic blogging activities increase writing skill. Researchers can use quantitative and qualitative methods together or can only use quantitative.

**Organization of the study**

This study is organized into five chapters, namely chapter one, chapter two, and chapter three. The first chapter contains the introduction of why the researcher chooses the blogging topic. This chapter explains the background, the research question, the objectives of this research, identifies the limitation of the research, the problems that the researcher found in the ELED related to blogging activity, the benefits of the research to some parties also the organization of the study. In the second chapter, the researcher will review some articles related to the research topic called a literature review.

The literature review describes the definition of blogs, describes blogging activity, the explanation of how it can assist writing skills, In chapter three, the

researcher will explain how the research will be conducted. Including the method, he uses, the sample, and the number of interviewees. The researcher will explain briefly how the data collection, the procedure, and a discussion part that discusses how the activity assist the student's ability in writing skills.

Chapter four includes the findings of this research and a discussion of the study. This chapter will explain detailed information about data collection from the research conducted. The researcher will also explain the findings from the data collection, explain the context, relate the findings to previous research related to the topic, and explain the implications and limitations of this research. the findings will be based on research questions what is student's perception on how blogging activities assist their writing skill?, and what is the student's perception of the obstacles on the use of blogging activity in assist writing skill?.

The last chapter, chapter five. This chapter explains the conclusion and suggestions from a researcher. The conclusion is written based on the findings in the fourth chapter. Then, the researcher gives suggestions to students, teachers, and other researcher.



