CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research, which covers the background, scope of study, research questions, aims of study, significance of the study, research procedures, clarifications of key terms, the organization of the paper.

1.1 Background

The economic, political, business and social challenges facing the world today demand ICT media and literacy skill as the basic skill that should be required by the students. In this 21st era, the students must be able to use reading and ICT media to acquire the knowledge, to synthesize information from the sources, or even to elaborate the argument (Partnership for 21st Century Skill, 2008). According to UN (cited in Seamolec Online Course Module 2: 2006), the challenge of the education in this 21st century is developing knowledge-based society who owns:

1. ICT-media and literacy skill

2. Critical thinking skill

3. Creative thinking skill

4. Effective communication skill

5. Collaborative skill

Consequently, the educators have to organize the powerful vision of the 21st framework in teaching and learning activity in order to guarantee every child's success as the citizen and worker in the 21st century era (Partnership for 21st Century Skill, 2008).

In the 21st century skills' framework of education, English literacy is classified as one of the core subjects to be taught in the school (Seamolec Online Course Module 2, 2006). For that reason, learners should be helped to develop the knowledge and proficiency needed for succeeding their effective literacy.

Successful reading instruction of reading may lead the students to have an opportunity to expand their knowledge, comprehension and language.

To this relation, reading course should work on not only in the element of reading skills and the language features required to read, such as phonemic awareness activities, phonics, spelling practices, vocabulary, and grammar study (Nation: 2009) but also in meaning making process (Baker and Brown, 1984). However, reading activity is often taught as a passive activity (Nunan, 1999). Students are often regarded as passive receivers of ideas and knowledge. In today teaching, this model no longer exists and many teachers and educators 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).

In Indonesia, teaching reading comprehension still faces so many challenges. Teachers often pushthe students to understand every word in a text to get the particular idea for the required information, and lead the students to think if they do not understand each and every word they are not completing the task. In getting the entire components of information and acquiring the meaning in a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving (Brown, 2001: 299).

The other problems that may contribute to the unsuccessful teaching and learning literacy in Indonesia are big class sizes and teachers with poor mastery of English (Dardjowidjojo: 2000). In line with Dardjowijojo, Musthafa (2001, in Jati 2010), also demonstrates other reasons for the problem including: 1) limited time allocated for teaching, 2) students limited time to actually to learn English in class because the teacher is more concerned with grammar and syntax 3) the absence of good and authentic materials 4) the absence of social uses of English outside the classroom.

In EFL reading class at tertiary level of education in Indonesia, especially in non-English department which the students are needed to read ample English references, educators have also been challenged by various problems. Alwasilahdiscovers that most students of his respondent mention that they are not

satisfied with English subject (Alwasilah, 2000: 106). Djiwandono (2008) also finds that tertiary students of non-English departments get bored with reading comprehension classes, due to the fact that the process of teaching and learning English are not fun and monotonous.

Meanwhile, the emergence of Internet, web 2.0 tools, such as blogs, wikis, and social networking sites, which seem to be relevant to the needs of 21st century skills, may offer a solution to decrease the above problems. The teachers and lecturers canutilize them to enhance and generate active interactions among learners in and out classroom (Looi&Yusop, 2011), and to find authentic teaching and learning materials (Jati: 2010). For example, Nicholas Borg and Jeff O'Hara, technologist working at a separate area, has developed Edmodo as a secure social learning platform for presenting Virtual Learning Environment (VLE) (Edmodo, 2012). Edmodo is social networking site, which is built with microbloging technology. Microbloging is a kind of blogging activity but it is presented in a smaller size.

Edmodo is a free secure learning network for students and teachers. Unlike other social networking sites, such as Facebook or Twitter, Edmodo is equipped with several features to support learning and teaching activity, for example: features to create collaborative group, send links, notes, files, alerts, assignments, and event in a secure environment (Looi&Yusop, 2011). Edmodo is a private access, so those without access cannot join or view all activities on it.

In the context of teaching and learning, particularly reading comprehension, Edmodo seems to have the potential to facilitate reading interactivity, build autonomous learning, and share and communicate ideas (Abitt, 2007; Bosch, 2009). Therefore, learning process can be presented in an enjoyable way.

Researchers from various Asian countries also find that social networking site seems to have a good impact in encouraging positive attitudes and perception among learners (Kabilan, Ahmad, and Abidin, 2010), and improves learners' performance (Park and Kim, 2011). However, there have not been many studies

discussing the use of Edmodo and social networking in teaching and learning English, particularly reading comprehension.

Nowadays, social networking site, for example Edmodo, is also used by the educators to develop a blended learning. According to Thorne (2003), blended learning is a combination of online and face-to-face classroom learning. In other words, blended learning offers an opportunity to integrate the innovative and technological tool such as: multimedia technology, CD-ROM video streaming, virtual classroom, voicemail, email, and conference call and online text animation, with the participation offered in the traditional classroom.

Regarding those reasons, this present study is aimed to investigate the implementation of blended learning using Edmodo in teaching reading comprehension at tertiary level, the effect of blended learning using Edmodo in enhancing students' reading comprehension proficiency, and the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension.

1.2 Scope of the Study

This present studyis limited to only investigate about the implementation of blended learning method using Edmodo in teaching reading comprehension, the effect of the implementation of blended learning method using Edmodo on the students' reading comprehension, and the students' attitude toward the implementation of blended learning method using Edmodo in teaching reading comprehension.

1.3 Research Questions

This study is proposed to discover:

1. How is blended learning using Edmodo implemented in teaching reading comprehension?

2. What is the effect of the implementation of blended learning using Edmodo on the students' reading comprehension?

3. What is the students' attitude toward the implementation of blended learning Edmodo in teaching reading comprehension?

1.4 Aims of the Study

Based on the research question formulated above, the present research aims to:

1. Investigate the implementation of blended learning using Edmodo in teaching reading comprehension.

2. Discover the effect of the implementation of blended learning using Edmodo on the students' reading comprehension.

3. Find out the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension.

1.5 Significance of the Study

This present research is expected to contribute to three layers covering theoretical aspect, practical element, and if any policy. In theoretical aspect, this research can give a description about the use of blended learning and Edmodo for teaching reading comprehension. In the practical aspect, the data obtained in this research can be used for other researchers to pursue other studies in the area of language learning and social networking site as media for teaching and learning English. This study may also be of benefit to the students and the teachers who can access the internet.

1.6 Clarification of Terms

Educational Technology	:	the application of technological processes and tools which can be used to solve problems of instruction and learning (Seels and Richey, 1994).
VLE	:	Virtual Learning Environment (VLE), which is also known as electronic course management media, is web spaces that allow teachers and learners to organize learning activity electronically (Erben et al, 2009).
Edmodo	:	Edmodo is a free social network for teachers, students, schools, and districts. It was found by

Nicholas Borg and Jeff O'Hara, technologist working at separate area, as a secure social learning platform for students and teachers.Edmodo can be a media for presenting Virtual Learning Environment in teaching and learning (Edmodo, 2012).

Reading Comprehension : the ability to understand information in a text and interpret it appropriately (Grabe and Stoller: 2002).

Reading comprehension skill: as a set of skill that represents the ability to use context and knowledge to interpret meaning from what is read in a text (Hudson, 2007). This study comprises six materials as skills that should be learned by the students in order to enhance their reading comprehension ability. They are outline as follows: 1. Finding main ideas, identifying supporting details, and visualizing; 2. Summarizing; 3. Inferring, predicting, and concluding; 4. Facts and opinion; 5. Comparing and contrasting; 6. Vocabulary knowledgefor effective reading skill (Gunning, 2010; Mikulecky and Jeffries, 1996).

Attitude : An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly and Chaiken, 1993).

Blended Learning : Blended learning is a combination of online and face-to-face classroom learning. In other words, blended learning offers an opportunity to integrate the innovative and technological tool such as: multimedia technology, CD-ROM

video streaming, virtual classroom, voicemail, email, and conference call and online text animation, with the participation offered in the traditional classroom (Thorne, 2003).

1.7 Organization of the Paper

Chapter I consists of an introduction which provides the information on the background of the study, the scope of the study, research question, research methodology, and organization of the paper.

Chapter II focuses on the theoretical foundations, which are relevant to the present study. It covers the elaboration of definition of reading, the purpose of reading, reading comprehension, reading comprehension strategies, and reading comprehension skills. This chapter also proposes some related theories in terms of educational technology and blended leaning such as: technology in language teaching, technology in teaching reading comprehension, blended learning in language teaching, blended learning using Virtual Learning Environment (VLE), instructional design in blended learning,Edmodo (a social networking site for presenting VLE), teaching and learning style on Edmodo, the use of Edmodo to facilitate students' reading comprehension. This chapter also mentions the previous research which is related to the study, the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension.

Chapter III comprises the explanation research procedure. In this part, the writer comprises the methodology to answer the research question formulated above.

Chapter IV discusses the results of the research, discussion of the research findings; the implementation of blended learning using Edmodo in teaching reading comprehension, and the effect of implemented blended learning using Edmodo to the quality of students' reading comprehension, and the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension.

Chapter V presents the conclusion of the study and also provides the implications and suggestions for further study.

1.8 Concluding Remark

This chapter has discussed the background of the study, scope of the study, research questions, aims of the study, and significant of the study. It also described about clarifications of the term and organization of the paper. The next chapter will discuss the theoretical foundation related to this research.