CHAPTER I
INTRODUCTION

This chapter presents the discussion of research background, research question, research objectives, research significance, terms clarification, and paper organization. In addition, there is concluding remark as the summary of this chapter. In details, the discussion of the points above is presented in the following parts.

1.1 Background of the Study

Nowadays, being proficient in language, especially English is one of the consideration to join a company or even educational institution. Williams, Powers, Kong & Starr (2012) cited in Addow, Abubakar, and Abukar (2013) assume that low language proficiency has been considered as a barrier to learning and academic success at the higher education level. They assumed that learners who have good English proficiency can academically success. Moreover, in Africa English language plays the fundamental roles of being the means of instruction in Nigerian schools from primary to tertiary level (Fakeye & Ogusinji: 2009). In addition, in United States, according to Xu cited in Zhang (2011) English proficiency enables international students adjust to the academic program and overcome adjustment difficulties. However, it does not mean that the only way to gain success is only having good English proficiency since success may vary from a learner to another in learning language due to several factors (Harmer: 2007; De Bot: 2005; Brown: 2001). Thus, having English proficiency drives pro and cons since not all learners are well prepared to have English proficiency, especially in speaking.

Many people find speaking, particularly in public, is difficult or even a nightmare since they will be the center of attentation - the center of making mistake (Anandari, 2015). This anxiety happens even in classroom activity. Brown (2001), Kusmayanti and Predari (2013) assume that producing language can be difficult, especially in large class with heterogenous students. Most of learners are very afraid of making mistakes when they speak in front of the class. This thought is supported by Gebhard's (2009) who assumed that learners, especially young learners do not want to speak in class because they are shy and anxious. They tend to be more discouraged because of their anxiety in choosing the appropriate dictions and finding a correct grammar in producing sentences as well. They think speaking is the most difficult skill to learn since they have to master pronunciation, grammar, and vocabulary as well. It is in line with Brown and Yule (1983) who said that learning to speak in foreign language is often considered being one of the most difficult aspects. Thus, they suffer from a loss of couragement to speak in class.

On the other hand, young learners are different from adult learners in term of confidence. According to Brown (2001), adult learners tend to be more confident in speaking class because they know their objective to learn language and are responsible to reach the objective. They desire to be able to communicate in target language actively thus they are very eager to learn despite the lack of fluency in speaking English. it is inline with Jeon (2010) who stated that Korean students and office workers invest enormous amounts of time and money learning English. The problem faced by adult learners in learning speaking is time for practice. They are fond of learning speaking yet have limited time to practice. Besides having tight schedule in their

work place, adults also have family schedule to care for. In addition, they seek new experience and innovation to facilitate them in learning speaking. Joining only classroom activities might not be enough. Thus, there should be blended learning activity (classroom training and virtual training) to accommodate their need in learning speaking.

Auspiciously, the development of technology enables teachers to create an innovative instruction in teaching speaking. Recently, English class is well developed by inserting technology to various activities in instructional activity. There is a combination between offline learning and online learning called blended learning (Bonk & Graham, 2015). Bersin (2004) defined blended learning as an effective training program by combining various media such as technology, activities, and type of events. It means that blended learning seems to be effective and innovative in teaching learning activity for learners since both teacher and learner might experience new atmosphere in learning process through media combination. It is in line with Dudeney and Hockly (2007) that technology can give more exposure to the learners, enable them to explore knowledge, and also link the teacher to evaluate learners' ability. In this study, blended learning is the combination between face to face teaching-learning activities and online teaching-learning activities. According to Rooney (2003) cited in Giang and Minh (2014), in 2003, the American Society for Training and Development identified blended learning as one of the top ten trends to emerge in the knowledge delivery industry (cited by Rooney, 2003). It is also supported by Alebaikan, 2010 who stated that blended learning has been implemented with various designs and has shown a considerable positive effect on the learning process. Blended learning, which combines the strength of face-to-face and technology-enhanced learning,

is increasingly being seen as one of the most important vehicles for education reform today (Picciano et al, 2013).

In online teaching-learning activity, Edmodo as the learning platform is used as a media for teachers to assist learners in learning speaking beyond the classroom. Both teacher and learners share knowledge and experience in speaking activity through Edmodo. Kongchan (2012) cited in Susilawati (2015) defined Edmodo as an educational technology development designed as friendly as facebook that serves new athmosphere for teacher, learners, and parents to optimize teaching-learning activity.

Edmodo provides a numerous of features to support teaching-learning activity, especially in speaking activity. The teachers can set the speaking task to the learners then the learners are invited to share their speaking practices by uploading them into Edmodo. The teacher can give them a comment and ask their peers to participate in giving their idea on that performances. Edmodo can facilitate introvert learners to practice speaking as well. They only need to record their speaking then upload it into Edmodo. They will experience peers correction without judgement feeling. The experiences and atmosphere are different from learning and teaching activity in classroom, yet are similar to learning and teaching activity using another social networking site (SNS) such as *facebook* and *whatsapp*. Edmodo is considered suitable as blended learning platform due to its purpose which is SNS for educational needs. Giang and Minh (2014) implemented Edmodo for one semester and it revealed that Edmodo has been successfully blended into the curricula of these two classes, opening clear pathways to its prospective use in other similar courses at TayBac University and other higher education

institutions in Vietnam. It means that Edmodo can be new and effective blended learning solution (Giang & Minh, 2014).

Previous studies on the use of Edmodo as the blended learning platform showed that there is positive impact on the improvement of students english skill (Delacruz, 2013; Cankaya, Durak & Yunkul, 2013). There are Susilawati (2015) who studied the use Edmodo in teching writing, Pratama (2015) who studied Edmodo in teaching reading, and Rahman and Chakim (2016) who studied Edmodo in teaching speaking. The analysis shows positive result toward the implementation of Edmodo in teaching and learning activity.

Apart of the good side of Edmodo in teaching and learning activity, there is negative result toward the implementation of Edmodo as well. Based on the result of Karyawati' study (2016) which discussed the implementation of Edmodo in EFL classroom, teacher had a problem using Edmodo. The students are more familiar with facebook than Edmodo. Moreover, they are much comfortable to use facebook than Edmodo. Seeing the negative result, this study is intended to enrich the studies on the use of Edmodo in teaching activity, especially teaching speaking. This study would like to investigate how Edmodo is implemented and facilitate adult learners' engagement. In addition, this study also examine adult learners' attitude toward the implementation of Edmodo in teaching speaking.

1.2 Resesarch Question

1. How is Edmodo implemented in teaching speaking to adult learners?
2. How does Edmodo facilitate adult learners' engagement?
3. How is adult learners perception toward the use of Edmodo in speaking?

1.3 Research Objective

1. To describe the implementation of Edmodo in teaching speaking to adult learners;
2. To observe how Edmodo facilitates adult learners' engagement;
3. To find out adult learners' perception toward the use of Edmodo in speaking.

1.4 Limitation of the Study

This study focuses on three points. The first, this study captures the implementation of Edmodo in teaching speaking to adult learners. The second, this study focuses on how Edmodo facilitates adult learners' engagement. The last, this study is aimed at finding the learners' perception toward the implementation of Edmodo as the blended learning platforms in speaking.

1.5 Significance of the Study

This study is expected to give significant contribution on theoretical, practical, and professional insight.

1. In term of theoretical view, the result of this study will enrich the blended lerning implementation in adults learners context as the English for Specific Purpose (ESP) course design. This

study is expected to give new insight regarding the program that can assist the learners to improve speaking skill.

2. In term of praticality, this study will describe the implementation of Edmodo as the blended learning platform in teaching speaking. In this case, this study can give alternative method to the other English teacher to help the learners improve their speaking skill by following the steps of the program implementation.

3. In term of professionalism, this study will provide information about how Edmodo faciliates learners' engagement. By investigating the learners' attitude toward the implementation of Edmodo as blended learning platform, it is expected that this study provides more evidence regarding the effectiveness of this teching method.

1.6 Terms Clarification

a. Blended learning in the study is defined as the combination between face-to-face teaching and learning activities and online learning activities – using Edmodo as the online learning platform (Bonk & Graham, 2005). The theory will answer the first research question.

b. Edmodo in the study is an online learning platform – network site similar to social media like Facebook, intended for educational purposes (Kongchan, 2012, 2013). This theory will answer the first research question as well.

c. Learners' engagement in the study is the way learners participate, interact, and involve themselves in the proces of teaching and learning (Zake et.al, 2010; Appleton et.al, 2006;

as cited in Susilawati, 2015). This theory will answer the second research question.

d. UGT (Uses and Gratification Theory) in the study is a framework used to examine people's feeling or satisfaction toward Edmodo as the online platform or media that learners use for online learning activities (Mondi, Wood, and Rafi: 2008, and Susilawati: 2015). This theory will answer the third research question.

1.7 Paper Organization

This thesis is organized into five chapters; those are summarized as follows:

Chapter 1   Introduction

In this chapter, there is description of the study including background of the study, research question, research objectives, limitation of the study, research significance, terms clarification, and paper organization.

Chapter 2   Theoretical Review

This chapter presents some theories related to the use of Edmodo as blended learning platform in teaching speaking.

Chapter 3   Methodology

This chapter contains research design, research site and participants, instrument and data collection procedures of the research, and data analysis.

Chapter 4   Finding and Discussion

In this chapter, findings are revealed and then discussed throughly to answer research questions.

Chapter 5   Conclusion

This chapter is the closing of the study including brief summary of the research and suggestion for further study.

1.8 Concluding Remarks

This chapter has discussed background of the study including research question, research objectives, limitation of the study, research significance, terms clarification, and paper organization.