INTEGRATION OF THE BLOG INTO AN EFL WRITING CLASS BASED ON THE SCIENTIFIC APPROACH IN INDONESIAN 2013 CURRICULUM

ABSTRACT

A blog is an example of Web 2.0 that can be used to share information and to communicate between users. Features offered by blogs have potentials to help teachers in conducting the classroom activities to be more varied. However, the teachers' performance in using technology could be constrained because of their inability to implement ICT-based language learning. On the other hand, in Indonesia where the 2013 Curriculum is implemented, the teachers are encouraged to be able to operate digital technology. Based on the issues, this qualitative study aims to explore: the teacher's practice in integrating blogs into an EFL writing class based on the scientific approach, the teacher's perceptions in using blogs, and students' writing results posted on the blog. The data were collected through classroom observations, semi-structured interview, and documents in the form of students' writing posted on the blog. The findings showed that using blogs in EFL writing classes could support students learning activities which were based on the scientific approach in 2013 Curriculum. The teacher's perceptions assumed that challenges faced by teachers came from the unfamiliarity with the blog's features, being hesitant to start using new teaching strategy, preparing the richer materials, and maintaining good Internet connection. On the other hand, the blogs offered benefits: accessible learning materials, a systematic platform to give instruction for students, fun atmosphere for the digital natives, a place to display students' works, as an online drive to avoid the data lost, and a broad space to share a lot of teaching materials. In conclusion, blogs helped teachers to provide richer materials in the real communication and authentic learning environments for students.

Keywords: blog, ict-based, perception, scientific approach, web 2.0, writing

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ABSTRAK

Fitur-fitur blog berpotensi membantu guru melaksanakan variasi kegiatan kelas. Namun, kinerja guru dalam menggunakan teknologi menjadi terbatas karena ketidakmampuan mengimplementasikan Teknologi Informasi dan Komunikasi (TIK). Penelitian ini bertujuan untuk mengeksplorasi praktik guru, persepsi, dan hasil tulisan siswa yang diposting di blog. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan dokumen dalam bentuk tulisan siswa yang diposting di blog. Temuan menunjukkan bahwa blog dapat mendukung kegiatan belajar siswa. Persepsi guru mengasumsikan bahwa tantangan dapat berasal dari ketidaktahuan para guru tentang fitur blog, ragu menggunakan teknologi digital, menyiapkan bahan yang lebih kaya, dan menjaga koneksi Internet yang baik. Di sisi lain, blog menawarkan manfaat: materi pembelajaran mudah diakses, platform sistematis, suasana menyenangkan, tempat menampilkan karya siswa, sebagai penyimpanan online untuk menghindari hilang data, dan ruang berbagi bahan ajar. Sebagai kesimpulan, blog membantu guru menyediakan materi serta mendorong para siswa menggunakan bahasa untuk berkomunikasi secara nyata di lingkungan belajar otentik.

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