**Abstract:** The use of internet (blog) as the media in classroom is becoming imperative nowadays since students themselves are growing within this digital era. It will be in line with their interest thus it will lead to a more conducive learning atmosphere. This is also one of the emphasis of Indonesia’s latest curriculum, which is curriculum 2013, to promote the computer and information technology in teaching and learning process. In response to this, this article is trying to propose the use of blog, as one of internet application, being a media in teaching English. It is argued that blog can be a place for teacher and students to communicate and discuss the lesson. It, firstly, presents a theoretical basis in the use of Blog and English learning materials for SMK students. Secondly, it discusses the blog contains materials with culture integration in order to make the students to be more aware of culture differences between local culture and target culture. It, next, reviews the sample materials for teaching English. Finally, it concludes how the English materials for the SMK students can be served in Blog.

The current development of internet in this high technology era facilitates students to have activities not only in the classroom but also outside one. Master Base (2010) reveals that the use of web technologies that is characterized by user communities and a wide range of services, including social networks, blogs, wikis groove, RSS, and podcasts. Such applications encourage collaboration and efficient exchange of information among users. Having web technologies in English Foreign Language setting promotes the students contribution to the discussion. By doing so, the students could learn in constructing knowledge process because they have to involve in the online learning community.

Blog is one of examples of web technologies which can be utilized to help the students learn English interactively either to communicate with their classmates or instructor. A blog is an interactive homepage that displays asynchronously developed serial entries, by utilizing simple users interfaces and allowing users to easily maintain content or add new entries, with the features of inserting texts, graphics, video and audio (Deng & Yuen, 2011; Fageeh, 2011; Lai & Chen, 2010). Since the students could have much more time to continue their English lesson discussion in this blog, the instructor has to control the online learning process by responding their questions, encouraging them to practice their English skills such as reading and writing, contributing to add more relevant online learning sources, reflecting what their difficulties in learning English, or suggesting their classmates to overcome the problems. The students, therefore, are trained to be involved in the learner-centered learning process which concerns with their active participation either accepting the knowledge or referring to number of relevant references such as from internet sources or the other ones.

Vocational High School (SMK) learners in Indonesia learn English as one of obligatory lessons. Referring to Permendikbud No. 64 year 2013 of Content Standard is mentioned that Knowledge Competent for tenth and eleventh graders of Vocational High School (SMK) in Indonesia is they understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity of the knowledge, technology, art, culture, humanities, in the perception of human nature, nationality, state, civilization connected with phenomena caused factor and occurrence in the specific work field to overcome the problems. It means that they have to learn English based on their specific major in the schools namely agriculture, information and communication technology, tourism, accounting, fashion, bussiness and administration, etc. Unfortunately, the learners have not got yet the specific English learning materials which are in line with their future specific work field. They learn English that are similar with what have been learned by the Senior High School learners and it leads to demotivation because of its incontextuality.

In addition, culture is a vital element in the teaching and learning of English. By acquiring and comprehending the cultural knowledge, values and skills associated with the different varieties of English, English Foreign Language students could develop their cultural sensivities using English as the medium of instruction despite their resentment motivation (Shaded, 2013:97). To help the Vocational High School learners easily learn English in English Foreign Language (EFL) context especially in Indonesia, it is definitely recommended to facilitate the learner to comprehend the target culture. In this case the English teacher might introduce and discuss various target cultures activities or customs usually used in the real native daily life by referring to some online sources namely youtube, blog, online newspapers or magazines, etc. Cahyono (2012:xiii) states that the teaching of target culture will enable EFL learners to open learners’ horizon in the use of target culture when using English for communication at an international level.

The EFL learners, moreover, are necessary to use their local culture in the teaching of English in Indonesia. This is because they have been living in their own culture and, thus, using their own culture in the teaching of EFL will preserve their cultural identity (Cahyono, 2012:xii). The learners have been familiar with
The available cultural knowledge surrounding them which are valuable used in their English learning materials. They, then, could use English either to comprehend the target culture or to promote their local culture. Shahed (2013:100) reveals that teaching culture in the English classroom is to enable students to take control of their own learning as well as to achieve autonomy by evaluating and questioning the wider context within which the learning of English is embedded.

The previous studies probably do not directly discuss how both blog and culture can be used as English Specific Purposes materials for learners of Vocational Senior High School. Actually, this part seems to be something significant to help the learners use the target language appropriately. This article focuses on how blog and culture are used to teach English. Some related definitions and research findings are presented as a theoretical basis to figure out the blog and culture integration to teach English for SMK learners.

The Use of Blog in Language Teaching

Blogs used in education are known as edublogs. An edublog can be set up by a teacher, by individual learners or by a class. A blog set up and maintained by a teacher is known as a tutor blog. It is used to provide the learners with news and comments on issues, extra reading practice or homework, study tips, online links, and so on. In this kind of blog the teacher may allow learners to write comments in the blog. A blog set up and maintain by students is known as student blog. The student may post personal and family information, photos of their country, regular comments on current affairs and so on. Other students can be encouraged to post comments and reactions to students blog postings. Blogs could be a reflective one when they are used to reflect on what students are learning, or on classes that teachers are teaching. The blog that is used by entire class is known as class blog. In this type of blog all learners post to the same blog. This blog can be used to post comments on certain topics or on any other issue the teacher thinks interesting and relevant to learners.

According to Dudeney and Hockly (2007;90) there are some advantages of using blogs in the classroom. The blogs provide a ‘real-world’ tool for learners with which to practice their written English. Or, if it is used as part of international exchange, it is a way of contacting learners from other parts of the world. Even if a student or class blog is not shared with learners in other parts of the world, a blog is publicly available in the internet. It means anyone can read the blog, although only invited members can be given permission to add comments. Other advantage is dealing with correction-the help that is given to students with their written work. Blog is publicly accessible, so the teacher needs to be prepared to give learners plenty of time for writing, reviewing, redrafting and checking postings before they are added to the blog. To save time, peer review of work in progress can help with this process.

On the contrary, there are some disadvantages reported dealing with the integrating blogs in language teaching and learning. Divitini, Haugalokken, and Morken; Williams and Jacobs in Al Waely (2013) stated that integrating blogs into teaching and learning context has no value in enhancing students’ motivation to become more involved in the learning process. In another study conducted by Xie and Sharma in Alwaely (2013) students showed negative and positive ideas regarding blog use. Blogs is considered helpful for learning and thinking but they gave them feeling of anxiety and insecurity because everyone may read and comments. Based on writers experience and informal observation, if teachers believed that technology does not fulfill their own and their students needs, then they most likely will not attempt to implement it into their classes. Another reason not to use blog in teaching is the unavailability of internet access in the school like many schools in Jambi.

English Learning Materials for SMK (Vocational School) Students

Learning materials for SMK are kinds of ESP materials. One of the key characteristics of ESP materials is that teachers and course developers value the use of authentic texts and tasks. The term ‘authentic’ denotes that the texts were written for purposes other than language teaching and learning.

Harding in Basturkmen (2010: 63) offered some advice dealing the use of authentic texts. They are 1) use contexts, texts and situations from the students’ subject area. Whether they are real or simulated, they will naturally involve the language the students need; 2) exploit authentic materials that students use in their specialism or vocation; and 3) get the students doing things with the material that they actually need to do in their work

The use of blog let the students use the authentic text. The materials posted in blog not only authentic but also culturally integrated. The use of this culturally integrated materials in teaching will increase the students’ awareness of national identity, their own culture, but open and tolerant toward other cultures. At schools the emphasis on the socio-cultural knowledge and intercultural skill should lead students towards achieving a level of socio-cultural competence. Arabski and Wojtaszek (2011;47) stated that teachers of English should not force the learners to admire British and American landmarks, but rather show them that English may become a tool for widening their horizons.

Using Blog that contain materials with culture integration

As reviewed above, there are two main issues discussed in this article, the first is the use of blog as the media in teaching and learning and the second is about integrating culture, both local and target culture, for the English materials. The aims are to familiarize students about culture differences and to have them more
acquainted with the use of computer and technology information. Both are two emphasis in Curriculum 2013
which is currently used in Indonesia. The curriculum itself is under development, so the paper is hoped can
contribute to the development and be useful for the teachers as their reference in teaching later.

In the syllabus of English Lesson for SMK, particularly for eleventh graders, it is stated that the
students are expected to be able to note the culture difference in delivering communication acts, like suggestion,
opinion, hope and wishes. This is the place for the teacher to introduce the culture difference so the student will
be able to perform the task communicatively. The students are told that there is no literal translation from Bahasa
Indonesia to English, not only change the word to its equivalent in another language.

The purpose to integrate culture is to make learning more contextual and reflect to real life of the
students. Students are responsible for their own learning because they are asked to figure out things by
themselves, for example, to notice the different on language feature on delivering opinion in Bahasa Indonesia
and English, to discuss the turn taking between the speakers so they can know the different on politeness
marking on different cultures. Even from one topic, students can obtain the knowledge more than just expected.
They can know how to deliver opinion in different context. The other purpose is to get the language learner
acquainted with the situation in the target culture as well as having a deep knowledge to their own culture.
Besides, the students will also be psychologically closer to the language they are learning.

Blog as the media in the classroom can serve as a helpful place to students who do not or can not
participate in the classroom discussion. Students who are feeling shy to speak might find this as a place for them
to show their ability. There is no basic difference of the blog function if it is culture integrated. But the most
interesting thing is the students can provide their comment with external link to justify what they have written in
the comment space. Talking culture is limitless, it depends heavily on one’s assumption, justification, or
experience. Thus, blog can be a place to a more fruitful discussion for the students.

Types of topics and activities that can be served in the Blog

Based on the overview of English syllabus of the curriculum 2013, there are some possibilities to
integrate culture and to use Blog as the media in teaching process. For the culture itself, for example, it can be
introduced to students when they are learning about delivering communication acts like opinion. The teachers
can introduce culture in two aspects. Firstly, they can introduce the culture difference in farming activities (for
students who are majoring in agriculture) so the students can gain knowledge on farming habits in different
countries. Next, the teachers may also tell the students about different ways in delivering opinion, the common
expression used for the native speakers of English for delivering opinion. The different of turn taking in
conversation may also taught to student. Thus, the notion of politeness can also be addressed.

Blog as the media can surely be a place to topics like the above. The students can do various activity
when they are login in Blog. As have been outlined above, they can discuss the farming activities as well as the
difference in communication acts in the blog forum. They might use the expression of opinion straight away in
their posts and it means they can directly apply the knowledge. Then, before they post their comments or
opinion, they can search for information and this will make the discussion deeper. These activities can trigger
their critical thinking and are able to participate more in the class discussion. They can also do quiz and exercise,
then it will reduce paper and ease the teacher to correct the exercise.
Conclusion

It is unavoidable for teachers to employ internet and its application in the classroom process. The students themselves are growing within this digital era so they will feel that the learning will be more contextual for them. In addition, the culture integration for their English material will add more their knowledge beside the English competency itself. Thus, there will be two aims that going to be achieved in this proposal, they are the English and ICT competency. The blog can serve as an alternative media in the classroom and the introduction of culture can create a love feeling for the students because they know more about the new language that they are learning. The learning process will become more interesting and the comprehensive competence will no longer hard to be achieved.

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