

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It contains the background, the formulation of the problem, the operational definitions, the aims of the study, and the significance of the study.

1.1 Background of Study

Currently, the development of technology is growing so fast. People use technology in various aspects of their lives, from working and studying to participating in a variety of social networking sites (Barton & Carmen, 2013). The use of the internet and media technology nowadays have various purposes in all fields. Digital technology has become the receptacle of communication for people, especially in the educational field. Many various productivity platforms are available online that can be employed for academic reasons.

Using digital media for EFL classroom activities in today's era will make it easy for both students and teachers. As known students in this digital era are pretty well capable of running the technology and digital media platform. As Suwartono and Aniuranti (2018) said, "Using technology advancement can support successful language teaching and learning in this digital era". The simple use of digital media allows students to get a lot of information and more efficient communication and supplementary material in EFL classroom activities.

To take advantage of digital media in this technological era, a teacher in an extensive reading course at one of the universities in Tasikmalaya uses digital media in her classroom activities to provide effective learning tools, and classwork goes paperless. One of the digital media in learning activities used by the teacher who has succeeded in transforming education for the learning process is a blogs. In extensive reading course activity, students are required to read a lot of text individually, and students freely choose any kind of text that they want to read with a theme determined by the teacher. The use of blogs is to help students to make reading logs as a report of their reading material including what students read from the text. The reading logs template is based on what needs to be written according to reading themes. Usually the reading

log is contains of what is the title of the text, the main point of the story, comment, characters, time, page.

Blogs, an online page with a running record of comments, multimedia, and hyperlinks, is referred to by this phrase, with its simplicity of use, informal, conversational style, and teamwork orientation (Armstrong & Retterer, 2008). Blogs now have become a tool for language learning in the EFL context, by using this media in learning activities, especially in extensive reading courses students can get information, in an effective way and paperless works in classroom activities. While the blog's activities in this research are used for the students to make a digital reading log related to what students read from the text chosen. As Lyutaya (2011) mentioned, a reading log is designed to express opinions on a text, think back on their findings, and draw connections between what they already know and what they are learning. Then, the digital reading log is the new form of the reading log. Usually, a reading log is handwritten on paper, or a journal reading book. But now in this case the reading log is made through blogs and becomes a digital reading log form. Accordingly, the writer is interested in exploring students' perceptions of online blogging for digital reading logs in the online extensive reading (ER) course because of this phenomenon.

The previous studies relevant to this research conducted by Fatimah et al (2020), explored the students' voice of blogging in a blended extensive reading classroom. The findings of this study show how incorporating reading through blogs can increase students' motivation and interest in reading, giving a platform for reflection and developing individuality and creativity. Istiqlal et al (2021) in her study mentioned using a reading log activity in the class with media webtoon activity. The findings help students in expressing their opinion toward text and finding new vocabulary. A study by Dincer (2020) focuses on reading practices through reading logs, findings show reading activity using a reading log has a positive impact on students, the research design used action research and collected the data through a survey. However, according to the previous study mentioned, there is a lack of information and not much has been discussed about the use of digital reading logs through blogs. To fill this gap,

this research aims at knowing student's perceptions towards online blogging for digital reading logs in the online extensive reading course at one of the English Education Departments at a University in Tasikmalaya, West Java Indonesia. This present study is taken from the phenomenon that happened in the extensive reading course environment.

1.2 Formulation of the Problem

The problem of this study follows a research question "What are the student's perceptions towards online blogging for digital reading logs in the online Extensive Reading (ER) course?"

1.3 Operational Definition

To avoid misunderstanding the terms set out in this study, the researcher provides the definitions related to this study, such as:

- 1.3.1 Blogging for digital reading log : Blogs as media for creating a digital reading log that requires the students to post every week regarding what students read from the text in an online extensive reading course at a University in Tasikmalaya.
- 1.3.2 Online extensive reading class: A virtual extensive reading class that uses a network in the whole learning process. The class was carried out in a room without meeting physically. The students have free choice to read many texts and develop general reading skills, which means reading in detail with specific learning aims and activities at a University in Tasikmalaya.
- 1.3.3 Students' perception : Students' feeling, belief, and thought from their experiences when they do

online blogging for digital reading log
given by the instructor out of the
classroom at a University in
Tasikmalaya

1.4 Aim of the Research

The study of this research aims to obtain information about the student's perceptions towards online blogging for digital reading logs in the online extensive reading course.

1.5 Significance of the Study

1.5.1 Theoretical Advantage

Theoretically, this study expands digital literacy on students' perceptions towards online blogging for digital reading logs in the online extensive reading course.

1.5.2 Practical Advantage

The study serves as an overview of how blogging can be a medium for digital reading log activity for students in EFL reading courses.

1.5.3 Empirical Advantage

The study provides empirical insight into the researcher regarding the use of online blogging for digital reading logs in the online extensive reading course.