

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to perceptions, blogging as a teaching platform, blogging in the online extensive reading, and blogging for digital reading log in the online extensive reading course.

2.1 Students' Perceptions

Based on their individual experiences, each individual has their perception. As pointed out by Otara (2011) “perception is the way of describing experiences and is considered as an extraordinary and hard part of human behavior” (p.21). Eventually, the perception is related to the student’s experiences and they will connect all those experiences that happen in the class.

Further, the perception of students can get from their understanding, there are parts of their senses that will produce their perception. According to Rasmitadila et al. (2020), perception is the process of translating the stimuli acquired by the five senses into an understanding. Therefore, perception can be obtained from the sense students get and unite them into an opinion.

Moreover, expectations and prior experiences are also factors that affect perception in addition to objective qualities, students’ perceptions are essential to evaluate the process of implementing lectures (Chamdani et al., 2022). Then, the perception of students is very important to increase and promote the best quality of the learning process.

In addition, Alizamar and Couto (2016) said, “There are six meanings related to perception: knowledge-related information, needs-related response, trust-related beliefs, trait-related values, assumptions-related assumptions, attitudes related thinking and acting toward an” (p.17). Hence, the perception is obtained from many different views and put together to become an understanding. Thus, this becomes a guidelines perception of the discussion on this research.

Furthermore, a student’s perception is needed towards the learning use of digital media and technology use. The student's expression, feelings, beliefs, experience, and understanding from a student's viewpoint are very important

and become a key to the successful use of digital media learning. Students interested in using technology are helping a more successful teaching and learning process (Apriani & Melati, 2018). On the other hand, the positive perception students of digital media learning needed to be better quality increased favorable digital media, and technology learning activities in the educational context. Exploring the student's perception can give a positive outlook for both students and teachers.

2.2 Blogging as a Teaching Platform

In the 21st – century students already live in a time where innovative digital businesses are launching original and creative products. A blogs is an online portal that publishes text-based content, videos, and images. It is often maintained by an individual or small group (Gurer, 2020). It is not unexpected that teachers from a wide range of disciplines are discovering that blogging may be another way to engage students in the subject matter given its simplicity of use, conversational, informal tone, and collaborative nature (Armstrong & Retterer, 2008). Hence, blogs can become a platform applied in classroom activities, and the teaching use of blogs can be a way to succeed in the learning process to increase students' motivation.

Blogging is one activity that can be utilized to inspire kids to write actively and purposefully (Apriani & Melati, 2018). According to Apriani and Melati (2018), blogging is an activity that offers a writer and reader a chance to see their work that has been drafted, edited, and revised. The main activity of blogging is sharing plain text and leaving comments on each other's posts (Oravec, 2002). Therefore, blogging activity can be read each other post, commenting and receiving comments from readers, writing, using a tools that provides by blogs, adding the content of the text, and update the post.

Using blogs as practical tools in the class can create a great opportunity in the EFL environment for teachers (Aydin, 2014). Additionally, the lecturer can publish their materials at any time and from any location (Hamuddin, B. & Dahler, 2018). According to research published by Gurer (2020), blog activities make students more interested and more successful during the course.

In addition, blogs can be used by instructors and students to review the subject matter, work together on a task in the classroom, and reflect on blog postings (Fatimah et al., 2020). Therefore, blogs support both students and also teachers and can be used for learning activities, especially in English foreign language classes. In this context of the study, online blogging in extensive reading activity students used personal blog blogspot platform for making digital reading log templates containing reading material that students read from the text.

2.3 Blogging in the Online Extensive Reading

In order to teach and acquire second language reading, extensive reading (ER) is "a course in which learners read large quantities of books and other materials" (Day & Bambord, 1998). Extensive reading known as the sort of reading involves students reading and referring with large quantities of the material, and chosen by students themselves or reading for pleasure, encourage active and critical reading and allow students to provide insightful feedback on their comprehension (Salsabila et al, 2021). Therefore, by being given free reading choices, students can choose texts according to their wishes, this will make students critical in reading and able to think about understanding the text they read.

The use of blogs in online extensive reading is a good choice for learning activities, since the classroom is carried out online without meeting physically. By using blogs in online extensive reading courses classroom activities still can be held. The flexibility of a blogs can be accessed at any time and any place, and gives the students free to open the blogs flexibility. Additionally, blogging is considered an online activity to increase students' learning, motivation, and engagement (Gurer, 2020). For this reason, blogging activity makes students indirectly interested in learning. In this context, personal blogs are used in extensive reading activity to make reading reports that contain reading log templates filled with the kind of reading material points that students read from the text.

Blogging makes sense to look at for becoming a learning platform for the digital media and technology in this generation that is used as an alternative

platform to encourage students' motivation in the ER (extensive reading) course, therefore the program will be successful (Chew & Lee, 2013). As a result, in this digital era and with the development of technology blogging can be the one of media platforms for classroom activities.

Moreover, the use of technology platforms in EFL learning gives the students a chance to explore educational technology tools. As Fatimah et al (2020) said, "Blogging is one of the technological platforms that are suitable for extensive reading since it is simple to use, provides the ability of readership, and provides a journal of the student's writing". Therefore, blogs can become the technological platform that gives students a chance to use online digital media in extensive reading activities.

2.4 Blogging for Digital Reading Log in the Online Extensive Reading

Course

Reading logs are a common ER activity that usually uses graded books and book reports as a means its integrating reading and writing (Lyutaya, 2011; Tagane et al., 2018). Reading logs are one of the best ways to encourage students of every grade level to read, think, and discuss freely (Rubert & Brueggeman, 1986; Youngblood, 1985, as cited in Dincer, 2020). Then, reading logs as an activity in an extensive reading course that supports integrating students reading and writing, giving a freely thinking discussion for students.

Blogging as a platform for digital reading logs in an online extensive reading course can be an effective platform to share the digital reading log by the students after they read some texts in the online extensive reading course activity. As pointed out by Fatimah et al (2020) blogs are one of the applications that can be empowering students' learning process in class, because blogs facilitate users to get interaction and tools for students to read a report on their blog. Therefore, blogging can be a platform to share students' digital reading logs since blogs have the tools that are qualified to make a digital reading log.

However, blogging for digital reading logs in online extensive reading can be applied in the online extensive reading course, as Munchy (2014) said,

“Blogging can stimulate students’ knowledge, is easier to use, accessible, and free to open at any time”. Besides, it would help improve their reading and writing skills, vocabulary, and general language (Chew & Lee, 2013). Therefore, using blogs for digital reading logs gives students a comfortable platform for making a digital reading log to share their ideas after reading text in extensive reading activities. In this context, the digital reading log is a template for making students report on the blog that is part of the activity in an extensive reading course containing date, title, time, the main point of the story, and comment, depending on the theme of reading material that students read from the text.

Moreover, as Apriani and Melati (2018) said, “Blogs makes students to share their idea in a non-formal way, they will not feel shy to express, teacher also does not give them limitation for them to write their idea and blog help develop students interpretive and critical thinking skills”. Then, blogs are considered a platform for digital reading logs because students will feel free to express their thoughts, and comments on the blog, and it will stimulate their critical thinking skills

2.5 Study of Relevant Research

Many studies that are related to this subject have been conducted. Accordingly, the researcher studied the relevant study on the students’ perception through online blogging for digital reading logs in the online extensive reading course before determining to carry out this study. In the following order, the relevant studies (Apriani & Melati, 2018; Dincer, 2020; Fatimah et al, 2020; Fithriani et al, 2018; Istiqlal et al. 2021) conducted their studies with different focuses.

The research by Apriani and Melati (2018) conducted related research that increased the students' writing skills through blogging. The researcher used part of technology to help students perform well in writing activities. The findings of this research are writing activities using blogs motivated students to write actively and constructively.

Likewise, the study by Fithriani et al. (2018) explored students’ perceptions, integrating an online blogging platform as part of their learning

practices in a creative writing class. Thirty students participated in this research, and the findings show students responded positively to the use of blogging as a learning tool in EFL writing classrooms, students also reported blogging is effective in promoting their writing fluency and increasing students' awareness of writing.

Furthermore, Fatimah et al. (2020), explored the students' voice of blogging in a blended extensive reading classroom. Six students who are enrolled in an extensive reading class are the participants in this study. 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.

The study by Dincer (2020) examined making handwriting reading logs to create reading habits online and extensive reading practices in EFL classrooms. The result of this research is students like reading online materials, and students believe reading log improves their reading comprehension and other language skills, reading log activities bring successful extensive reading practice, and students also can select the content that is liked by them.

In another study, Istiqlal et al., (2021) conducted research related to the reading log strategy in extensive reading activity using chosen material media online comic strips (webtoon). The findings showed this reading activity helps students to make an expression toward the text they have read and improves students' learning and understanding of new vocabulary.

Although a lot of research has been done, it is still important to examine students' perceptions towards online blogging for digital reading logs in the online extensive reading course. Therefore, this research involved three students who have taken an online extensive reading course at the English Education Department of a University in Tasikmalaya.