# CHAPTER II

# THEORETICAL BACKGROUND

This chapter elaborates the theories from several experts supporting the implementation of the research. It presents the literature regarding blogs.

## 2.1 Blogging as Teaching Platform

A weblog (blog) is an often-updated website that displays entries usually in a reverse chronological order that can be commented on by visitors. Blogs usually combine text, graphics, and topic-related Technology-supported classrooms for collaborative learning hyperlinks. An important consideration is how to use technology so that it supports learning and teaching.

The blog is not a new technological platform but Lomicka and Lord (2009) rightly point out that Web 2.0 "is really an attitude and not a technology" and is about existing technologies being harnessed to do more and different things, a notion that supports this exploration of the blog for enhancing reading rather than writing which would be closer to its original purpose. There are sufficient reasons to support the idea of using the blog as a repository for authentic target-language resources easily sourced from the Internet. Setting up a blog for a class of students to share reading materials requires minimal time and cost.

Blogs provide unlimited opportunities for people to present

publish and express oneself online and communicate, exchange and share knowledge, reflect and to debate with others away from censorship and editorial restrictions. Blogs are easily created, updated, maintained and automated without prior knowledge of HTML programming. They are fiercely flexible, customizable tools that are capable of enriching a wider platform of the internet community and share information on updated news and topics of interest in real-time and free of charge.

## 2.2    Blogging to Support Extensive Reading

Day and Bamford (1998, 2002, as cited in Chew and Lee, 2013) offer 10 principles for ER which deal with the characteristics of ER and the condition and methodology needed for its success. How the blog is able to support each of these principles is explained below:

1.    The reading material must be easy

The reading material would be selected by the students from the students. It can make it easier for students to read the material according to the reading that the student likes. This implies that the materials posted in the blog would be comprehensible to the members.

2.    A variety of reading material on a wide range of topics must be available

The blog members would have the internet as a resource for reading material. The instructor should make a list of sources to facilitate

students to read. It makes it easier for students to find sources when they want to read.

3.  Learner chooses what they want to read

    The thing that makes students want to read when they choose what topic they will read. Students will feel more enthusiastic and motivated to read as they begin to be interested. Students will be more interested in reading when they read what they want to read.

4.  Learners read as much as possible

    The task of sharing reading materials on the blog would ensure that students read for two purposes. First, students have to search for reading material to share. It makes students read as much as possible to share more information with other members. Two, they are instructructed to post the summary of another member who has finished the presentation in front of the class.

5.  The purpose of reading is usually related to pleasure, information and general understanding

    The interest allows for easy access to a wide variety of reading materials. The freedom of choice that the participants are given, they would naturally look for what interests them and gives them pleasure because they can read out of the class.

6. Reading is its own reward

   Function of the blog to facilitate students to read and share what they read so they can read even more. It is believed that learners will derive both pleasure and language benefits from reading the blog posts.

7. Reading speed usually faster

   Reading materials are very influential to the speed of students in reading. When the reading material is interesting and easy to understand, the reader will read faster.

8. Reading is individual and silent

   Participating in this blogging activity requires the students to read outside the classroom at their own place and leisure. Students can arrange reading schedules according to leisure time during their activities.

9. Teacher orient and guide their students

   This study focused on the use of a Web 2.0 tool in ER. Orientation and guidance were provided at the initial stage of the experiment.

10. The teacher as a role model of a reader

   For ER  to be effective, the teacher is expected to blaze the trail for the students. Reading logs as a facilitator to the instructor can easily access what the students are reading and read what they read.

   In sum, Extensive Reading allows the students to reach the quantity of reading focusing on comprehending the text generally by giving them the

freedom for choosing the genre of text. These characteristics can be a guideline for how the ER program is designed & organized. As a result, the implementation of teaching learning process in Extensive Reading classroom will be in line with the basic goal of Extensive Reading approach.

## 2.2    Empirical Studies of Blogging in Extensive Reading Class

In Malaysia, Chew and Lee (2013) has reviewed the studies about using blogs to facilitate extensive reading. The result shows that the blog is a useful and viable platform for supporting an ER programme. Its benefits are derived from allowing easy access to a vast resource of reading materials to cater to the diservisied interest of a group of learners and the convenience and ease with which a group can select reading materials and deposit them in a common space for member to exercise the free will to read, not to read or to read again. The students' favorable perception towards this social networking tool is another important endorsement for this alternative approach to ER. This study confirms that the use of this Web 2.0 tool appeals to this representative group of the Net Generation because it permits them to collaborate with their peers and to share their interests in the form of the text.

In Iran, Dehghanpour and Hashemian (2015) has reviewed the studies about efficiency of using a web-based approach to teach reading strategies to Iranian EFL learners. The result shows that they found out that after Web-based reading strategy instruction, the experimental group performed better with regard to participants' reading tasks. Furthermore the data obtained from

questionnaires showed their higher level of improvement in reading strategy usage. Overall, the experimental group had positive attitudes towards Web-based reading strategy instruction. The main focus of this study was exclusively on exposing the participants to appropriate reading strategies in comprehending English texts in a Web-based condition. Considering the findings of the present study may lead the readers to the great benefits of applying useful reading strategies in a Web-based environment with the aim of improving L2 learners' reading comprehension. The first consideration is that providing L2 learners with online materials enhances their motivation in progressing through different nodes of hypertext. Moreover, a Web-based condition has the advantage of better time-management and provides L2 learners with authentic materials according to their needs and interests.

In Taiwan, Wu and Wu (2011) discovered learners' perception on the use of blogs for EFL. The study investigated students' perceptions of using blogs for EFL learning. The results suggested that most of the students perceived the use of blogs positively after using blogs for four weeks. For example, they felt that blogs were easy to use. They also had positive feelings about using blogs for learning English collaboratively, and they would continue to use group blogs in the future. The results also revealed that blogs have the potential for literacy advance, because students felt that reading and writing blogs helped improve their reading and writing abilities. Nevertheless, in the study, there were still several students who responded to

the use of blogs negatively. Teachers are suggested to post proper reading materials in the blog based on students' English ability.

Research has examined many angles of blogging as an instructional tool. As instructors consider whether to implement blogging in their curriculum, it is worthwhile for them to read about similar projects and their outcomes. While research has identified challenges that are presented when blogs are used in the classroom, the majority of research findings support the use of blogs in order to achieve multiple learning objectives.

## 2.4. Students' Perception

Every human has a different perception based on their own experiences. As Efron (1969) stated that "Perception is man's primary form of cognitive contact with the world around him" (p.137). It means the cognitive process of humans cannot be separated from perception because the cognitive process makes the brain work continuously to interpret the information that humans receive from their environment (Salazar, 2019, "Cognitive processes," para.2). Shaver (1994) as cited in Lewis (2001) stated "A definition of the term perception is an understanding of the world constructed from information obtained by means of the senses" (p.274). In other words, the perception will be based on the information obtained through the mind and humans can understand something using the senses.

"Perception includes five senses; touch, sight, sound, smell and

taste. It also involves the cognitive processes required to process information." (Cherry, 2019, "Perception and perceptual," para.2). In the perception process, our brain perceives the stimulus object felt by sense from the environment. As a result we become consciously aware of the stimuli that make the brain work to categorize and interpret what we are sensing or feel (Chery, 2019, "Perception and perceptual." para. 1). In the same vein with the students, when the lecturer gives them feedback that students will process the feedback from the lecturer, the sense of the students will transfer the stimuli to the brain that will raise the process of cognition thus creating a perception toward the feedback that is given by the lecturer. Therefore, students' perception is the students' way to feel and understand something or students' cognitive interaction with their environment. In the other words, students' perception is the result of direct experiences in an educational context.