

AN INSIGHT INTO BLOG USE IN EFL READING CLASS

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Abstract

This study was performed concerning the usage of a blog to ascertain the perceptions of the students regarding the usage of blogs in Extensive Reading (hereafter ER) classes at one of Tasikmalaya's universities. Braun and Clarke's Descriptive Case Study Design and Thematic Analysis techniques were used in this study. The primary data source was semi-structured interviews with four participants, transcribed and analysed using Thematic Analysis. This study discovered that blogging has advantages and disadvantages in the ER class. The advantage of using blogs as media in Extensive Reading classes is that blogging is easy to use and can increase student creativity. Furthermore, blogging can increase student motivation to read, serve as a forum for reflection, and increase learning autonomy. However, based on the findings, it turns out that there are some disadvantages to using blogs as media in Extensive Reading classes, such as limited access to blogs, sluggish connectivity for submitting assignments, and causing time-consuming problems. Finally, the research provides information to lecturers so that lecturers can learn about the benefits and drawbacks of using blogs in ER learning.

INTRODUCTION

The rapid growth of technology motivates teachers, particularly those who teach English as a foreign language, to use it while presenting content and providing instruction in the classroom. This is especially true for those who teach English to students a foreign language (Apriani et al., 2022; Fatimah & Santiana, 2017; Santiana; Santiana et al., 2021; Santiana Santiana & Fatimah, 2017). The internet has emerged as a rapidly growing means of communication for students, with social media persuading as the primary conduit. The spread of social media has created opportunities for the educational use of social media. The term "social media" refers to a combination of websites, services, and

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activities that encourage collaboration, community building, involvement, and sharing. These elements can all be found on the internet. Blogs are one of the primary social media networks (Fatimah et al., 2020).

Technology and the internet play essential roles in the lives of young learners. Technology is now a part of their daily lives and has gotten more affordable. At home, at work, in educational institutions, and by English language teachers, technology is widely employed (Genzola, 2016). As a result, combining technology and writing skills will benefit students. The weblog is an ICT (Information and Communication Technology) tool that has recently propelled EFL writing (Sulistyo et al., 2019). This assistance allows students to use a computer to practise writing skills and is a new technology aid that English language teachers are urged to utilise in the classroom since it promotes communication, discussion, and the sharing of ideas.

A website or online diary that is updated in reverse chronological order and published on the World Wide Web (WWW) for the aim of providing conversation or information is known as a blog (Blood, 2000; Dyrud et al., 2005; Fatimah et al., 2020). A website that is frequently updated and features entries that are presented typically in reverse chronological order and on which users can leave comments is known as a weblog or blog. Text, images, and topic-related links are typically all included in blogs. Classrooms that encourage collaborative learning through the use of technology hyperlinks. One of the most crucial things to think about is how to utilize technology in a way that will help learning and teaching.

Blog use in EFL Learning

In recent years, using blogs has arisen as a language learning tool, and thus, this method has come to form a significant place within the setting of EFL. Blogs may be found online at a variety of websites, including edublogs.com. The constructivist approach is the one that provides the most support for the use of blogs in English as a foreign language (EFL) education. This is because the use of blogs emphasizes learner interactions (Fatimah et al., 2020; Hamuddin & Dahler, 2018; Rahman, 2020), learner-centred and constructivist environments, social interactions, and active and social learning (Ferdig, 2007).

ER in EFL Classroom

In one of the courses, in this case ER course, a blog is used to post the assignment set by the lecturer outside of the classroom, particularly in the English Department of the University of Tasikmalaya in West Java, Indonesia. The lecturer advised students at the beginning of the sixth semester that they were obliged to create their own blog for ER class. ER is an enjoyable reading practice in which the reader reads a vast number of texts without any effort to comprehend every word. It plays a crucial role in the language development of students in terms of vocabulary mastery, reading speed and confidence,

grammatical knowledge, fundamental understanding, and the motivation of language learners, particularly students learning English as a foreign language, are all factors that are examined. Language learners can choose their reading preferences based on their ability to read English texts through ER. In Milliner and Cote (Milliner & Cote, 2015), Day and Bamford suggest students who choose to participate in extensive reading are given the opportunity to read considerable amounts of material that is either below or at their current language level. Students are given the freedom to select the readings that they want to do for this assignment without any interference from the lecturer.

In addition, students as readers who find reading difficult due to the presence of unfamiliar foreign words may not complete their reading. Hence, they can modify their substantial reading activity dependent on their degree of interest and aptitude by altering the source of their reading material. In ER classes where students have a choice of what to read, lecturers still have classroom responsibilities, such as offering a variety of texts for students to choose from, analysing weekly reading logs (posted on a blog), and facilitating class discussions regarding their reading progress. Hence, the majority of classroom activities consist of group conversations about their reading, the evaluation of their reading logs, the reporting of interesting aspects, and the creation of answers to the texts they have read. In conjunction with these activities, students are strongly encouraged to engage in a variety of reading-related extracurricular pursuits. The lecturer recommended her students follow her blog by subscribing. She assigns topic-specific readings at every class meeting. Or, they can undertake independent research. After reading one text every day for six days, students were obliged to upload their reading log on the sixth day and post their reading diary on the sixth day. Four students in the class agreed that blogging in ER possessed both benefits and drawbacks.

To teach ER, teachers must determine how to track the reading progress of students and encourage them to keep reading. Teachers can implement a variety of extended reading exercises. In contrast to intensive reading activities, ER activities are classified as follows: providing reading content, inspiring and encouraging students to read, keeping track of their reading progress, assessing them, and putting together oral reading reports are all facets of this position (Pichette, 2006).

In addition, students have the opportunity to create and participate in role-playing or drama, which typically encourages them to enjoy learning; putting on a play or drama based on what they have read becomes one of the most exciting pastimes for students. Teachers may also offer creative writing tasks, such as revising the story's ending or beginning, writing letters to the character, maintaining a journal, or writing poetry for the character. These activities are extremely beneficial since they influence not only their reading ability, but also their speaking, listening, and writing skills (Fatimah et al., 2020).

Several Research on Blog in EFL Learning

There is a substantial amount of research on EFL blog usage. One of these studies is Wu and Wu's (2011) *Learners' Perceptions of the Use of Blogs for EFL Learning*. The purpose of the study was to determine how learners perceive the use of blogs for EFL instruction. The participants were 49 first-year university students from southern Taiwan, separated into ten groups. Students in a group read the articles posted on the teacher's blog and then wrote collectively on their group blog. The study used a survey methodology. In contrast to earlier research, this study focused on how students in ER classes evaluate the key advantages and disadvantages of blogging. The participants were comprised of two male and two female students. They put the instructor-assigned job on their blog without any remarks on the prior study. In addition, this study used a descriptive case study. Therefore, the purpose of this study is to determine the students' perceptions when completing the assigned work outside of the classroom. Zhou (2015) also provides evidence that blog-assisted EFL process writing considerably enhanced students' writing skills.

In addition, the majority of participants held a good view of this writing model, which was shown to have played an active role in resolving problems that may have arisen in the practice of standard EFL writing instruction. Another study is carried out by Fatimah et al., 2020. A case study is being employed as a research approach in their study. It intends to investigate the student's impression of the usage of blogs in extensive reading. The findings show that the blog is excellent for encouraging students' reading interests, developing autonomy and creativity, and offering a reflecting platform.

The blog has multiple features that allow students to choose a variety of reading materials that are appropriate for their language level and interests. As a result, it is important since it can help students develop responsibility for selecting reading material and reflecting on the development of their learning activities (Fatimah et al., 2020). The blog was used as a form of teaching medium during the sixth semester of the English Education Department's academic year, particularly in ER class. It serves as a platform for students to complete their reading logs by the prerequisites for that class. Students were obliged to write about what they had just read and to link to the lecturer's blog in their posts. For example, students must read at least one story per day. The students must then prepare a reading log to fulfil the assignment criteria and post it on their respective blogs. The required reading log for this assignment consists of the following sections: the day (day 1, day 2, day 3, until day 7), duration (how long students read), title and page (based on what students read), sources (provided by the lecturer or students may use their own resources), characters (characters in fable), the main point of the story (students describe what they have read previously), new vocabulary found (new vocabulary found in fable), and comments (students give their feeling about that fable interesting or not, etc). In light of this occurrence, the researcher seeks to investigate the primary advantages and disadvantages of blogging as seen by students in ER courses. Therefore, the purpose of this study is to examine the primary benefits and drawbacks of blogging as seen by students in ER courses.

METHODS

Research Design

In this area of analysis, the case study technique was used, which tries to engage in-depth research and study of individuals or groups. Case study approaches demand the researcher to comprehend the case in a framework in which information on the case and its setting are gathered over an extended period and with great effort. The descriptive case investigation is the research method employed in this examination. This method's goal is to simply present a thorough and contextualised portrait of a specific phenomenon. To back up the investigation of the issue in question, a descriptive case study has been chosen. Students in this study complete assignments given to them by lecturers by keeping online reading logs in the form of individual blogs. Students and teachers talk about the books they read for the reading logs they are assigned in the following meeting.

Setting and Participants

This research study took place at a university in Tasikmalaya, which is situated in West Java, Indonesia. During the second semester of 2017, four English Education Department students enrolled in Extensive Reading. Two male and two female 20-year-olds are enrolled in ER and they are chosen as a participant. The participants were chosen based on the findings of the preliminary study because they regularly mentioned that blogs had advantages and disadvantages when completing the assignment and publishing it on their own blogs, which were provided by the teacher outside of the classroom. In addition to expressing an interest in being interviewed by signing the consent form before inclusion in the study, participants are chosen because they have signed the form indicating their willingness to be interviewed.

Data Collection Method(s) and Analysis

Using semi-structured interviews, the researcher gathered information about student's perceptions of the advantages and disadvantages of learning Extensive Reading. Semi-structured interviews are appropriate for a variety of useful tasks, especially when more than a few open-ended questions require follow-up inquiries. Consequently, this type of interview was suitable for the design of this research (descriptive case study), which aimed to provide insight into the participants' feelings and thoughts. At the University, the interview was conducted once and recorded via mobile phone. Recorded, transcribed, translated, and analysed was the interview.

The interview data were examined thematically using Thematic Analysis (Braun and Clarke, 2006). It is the process of systematically detecting, organising, and providing insight into meaning patterns (themes) across a dataset. Six phases comprise theme analysis:

Familiarizing with the data

In this phase, the researcher transcribed the recorded interviews so it could be easily identified what students said. The researcher translated all Bahasa Indonesia transcripts into English. Then, the researcher attempted to become acquainted with the data from the interview transcripts by repeatedly reading the transcripts until she truly understood what the data were. Also, the researcher sees the needed points that will be coded.

Generating Initial Code

The researcher codes each data item and concludes this phase by organising all of their stages and pertinent data extraction. During this stage, the researchers coded the data by highlighting the interesting content with a highlight colour and assigning a code to it alongside the text. After that, the researchers titled the code after the type of situation.

Searching for theme

The researchers identified the data code and then categorised it into themes throughout this phase.

Theme Review: Examining the themes in connection to the codes

The researcher attempted to change the themes from the previous phase throughout this phase. Certain themes may need to be broken down into smaller components, while others may need to be combined.

Theme definition and naming

At this point in the process, the researcher analyses the issue using the code. In this stage of the research process, the researcher will try to modify the theme from the previous stage. It is possible that analysing a particular subject will need to break it down into subthemes of increasingly smaller scope, or it is feasible that some themes will be able to be incorporated.

Writing Report

The researcher will use all of the data collected that has been analysed up to this point and write it down as a detailed report during this step of the research process.

FINDINGS AND DISCUSSION

Findings

Following a thematic analysis of the data. The researcher selected five themes that describe the students' perceptions of utilising a blog as a medium to publish the task assigned by the Lecturer in ER class. The themes are divided into the Benefit of Using a Blog: (1) Blogging is Easy to Use, (2) Blogging Can Enhance Students' Creativity, (3) Blogging Increases Students' Motivation to Read; and the Drawback of Using Blog (1) The Restrictions to Access the Blog, and (2) Sluggish Connectivity to Submit the Work.

The Benefit of Using a Blog

Blogging is Easy to Use

Based on the findings of the data analysis, the researcher can conclude that blogging is a useful tool. This can be demonstrated in students' perceptions of using blogs, as stated in the following excerpt.

Excerpt 1:

-
- P1: *When studying Extensive Reading using blogs, I felt it was **practical**. We do not need to do the assignment using paper and then collect it from the college. We just need to stay at home doing assignments at home and then submit them directly. Like that.*
- P2: *The advantage? It is nice ... **easy** and we do not print it out or write a long entry we only type, just that and no need to print it out.*
-

(Interview of Participant)

Figure 1
Example of Blog



The participants came to the conclusion that the blog had a practical application based on the passage that was just presented, which stated that she can browse blogs anywhere using her own laptop and connections. Students have a simpler time gathering their

assignments when they use a blog because they can post it on their own blogs, which results in less time spent on the task overall. In spite of their adaptability, she finds that the absence of the need for paper is one of the aspects of blogging that appeals to her.

Excerpt 2:

P3: *So that, what we are going to read is not restricted only that, like that. **It is not restricted to the available book, like that.***

P4: *There are a lot of advantages. Yes, first we got a lot of stories and also it is instant **we do not need to look for it in the library or anywhere.** So, the first advantage we can get a lot of information and also variative stories. And first, we can read whenever, even though sometimes people think about the connection, that depends on the people itself and Alhamdulillah I am one of those people who got a fast connection. First, we can get a lot of stories then we can read wherever and it is flexible what we want and it is nice to read on a blog.*

(Interview of Participant)

That assertion is consistent with Chew and Lee 2003 (cited in Wu in Wu, 2011), who argue that blogs are becoming increasingly popular in the educational field since they are simple to use for both teachers and students. Putting up a blog for a class of kids to share reading materials takes very little time and money. Various devices, such as laptops, tablet computers, and mobile phones, can be used to browse the blog from any place that has an internet connection.

Yet, learning does not always take place in such a formal learning setting. Incidental learning, often known as informal learning, occurs significantly more frequently than formal learning does. Web 2.0 technologies make it possible to connect or hyperlink to information located all over the world.

It has been demonstrated that blogs are simple to use, as the previous explanation demonstrated. The students can complete their ER assignments regardless of where they are because it is practical for them to do so. They are just able to read the story and cannot have it printed out. Students will spend less money and have more free time as a result of this.

Blogging Can Enhance Students' Creativity

When conducting their research utilising a blog, the researchers questioned each participant and asked them to discuss the benefits of doing so. Three of the participants voiced their opinion that they believe blogging can encourage them to become more creative. This can be observed in how students feel about utilising blogs, as stated in the following excerpt.

Excerpt 3:

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-
- P1: *However, we decorate it beautifully, colourful and it is free of cost, so nice.*
 P2: *Yes, is it not cool at that time I edited and added something like a picture or anything? So, it is more creative and I think that the content of the blog should be beautiful.*
 P3: *When we use a blog, we can design the blog by ourselves.*
-

(Interview of Participant)

P1 concluded the above paragraph that she likes to take responsibility for adequately decorating her blog on her own. In ER class, she has the opportunity to exercise her creative side by using blogs. So, she believes that keeping a blog can stimulate her creative juices. P2 suggested that the material published on the blog ought to be engaging for readers to examine. She creates her own blog by uploading pictures or anything else you may think of. When she uses a blog in ER class, it has the potential to stimulate her creative side. Furthermore, P3 is also able to modify both the layout and the content so that it most accurately reflects his goals and pursuits.

This assertion is consistent with what Fattah has said (2016). The weblog was the progenitor of the blog, which can be thought of as an online journal. The proprietor of the blog is the one who generates and posts the content. Users can verbally convey their emotions, ideas, and opinions to the community. Users can alter the look of the blog and add or replace photographs.

As a result, it can reach the following conclusion: students can imaginatively create the blog as they see fit, depending on their own personal imaginations, which makes the information fascinating for other people to read. Because of this, blogging has the potential to boost their level of creativity.

Blogging Increases Students' Motivation to Read

When conducting the interview, the researchers queried each participant regarding the advantages of using a blog to post the assignment that was provided by the lecturer when they were learning about ER through the use of a blog. Blogging, in line with the opinions of three of the participants, increases students' desire to read, which is a positive educational outcome. This may be shown in the perspective that students have towards the use of blogs, as can be seen in the following excerpt.

Excerpt 4:

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- P2: *Yes. Since I used the blog while filling ... While, what is it? Typing while doing assignments and reading and other. Then, we ask to read more, don't we? Yeah, it is extensive reading so I often read it. When doing an assignment, eh when the course needed to read a lot and the teacher emm... what? Did not ask to stop reading so ya more and more reading.*
-


- P3: *Oh... for emm... for the course itself, I become more interested to read because emm... I can easily and simply compare between my link and the link given by the teacher.*
- P4: *When I am bored it is motivating me because it is easy, sometimes I get em... want to read but I did not know that my friends will have a novel or something like that. Just open the blog, oh I think it is nice then on the blog there is an explanation about the story that makes us feel curious so it is motivating so the first is because it is easy it is motivating to read.*
- (Interview of Participant)

Figure 2
Examples Surface of Blog

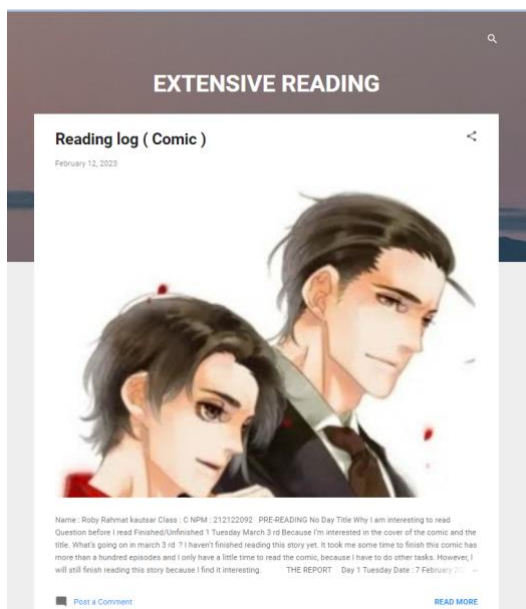
Report

Day 1 Tuesday Date: 28 March 2023	
Time	16.00-16.05
Title	An Honest Woodcutter
Sources	Short Stories App (kids stories)
Characters	A woodcutter and The Mercury
Main points of the story	Tells the story of a poor woodcutter who used to cut down trees in the forest. One day he was chopping wood on the bank of river and his axe fell into the river. Suddenly Mercury, the god of water came to him, and helped to find his axe. Mercury brought a gold and a silver axes but the woodcutter refuse it, because his axe is an iron axe. Then Mercury brought an iron axe and the woodcutter took it gladly. Mercury rewarded the woodcutter with other two axes because his honesty.
New vocabularies found	On the bank of, axe.
Comments	This story is an example that honesty is everything.

Day 1 Tuesday Date: 28 March 2023	
Time	16.30-16.35
Title	The True Friends
Sources	Short Stories App (friendship)



The screenshot shows a Blogger blog page. At the top, there's a 'Reading Log (Biography)' entry for 'Day 1' on Tuesday, February 21, 2023. Below it is a 'Reading Log (Short Story)' entry for 'Day 1' on Tuesday, March 28, 2023, with the identity name 'Tri Shandra Utami NPM : 222722082' and class 'C: Pre-Reading No Day'. Another 'Reading Log (News)' entry is visible for 'Day 1' on Tuesday, March 28, 2023, with the identity name 'Tri Shandra Utami NPM : 222722082' and class 'C: Report Day 1 Tuesday'. The page also features a 'Blog Archive' section with a dropdown menu showing '2023 (4)', 'February (2)', and 'April (2)'. There are links for 'Reading Log (Short Story)' and 'Reading Log (News)'. At the bottom, there's a 'Followers (0)' section with a 'Follow' button.



Based on excerpt 4, P2 stated that she should read a text as a reference for her work. She requires additional references; thus, she reads a lot of text. She assumed she read it frequently. P3 stated that the lecturer provides the link as a resource for reading the content. P3 can look for another link to add to the references. To complete her task, she can compare her URL to the link provided by the lecturer. She believed that matters make blogs more intriguing to read. P4 stated that the blog provided text that he needed to read. Blogs are also more convenient to read. He can read whenever he wants, even if he or his friend does not have a novel to read. It piques his interest and drives him to read a large amount of text.

That statement is in line with Bamford & Day (2004) who stated that given that reading is the primary activity involved in extensive reading, it follows that students will be required to complete reading assignments. Then it is also in line with Fatimah, et al., 2020 who stated that lecturers should encourage students to report back their reading in certain ways to keep up with students' reading, such as by reading a journal. This would allow lecturers to keep track of what the students are reading.

Offering a Platform for Reflection

Students are allowed to reflect on what they read and what they have learned through the usage of blogs. A weblog, often known as a weblog, is a type of electronic journal in which students can record the written work they have completed and readily review what they have accomplished in the past. Based on Johnson (Johnson, 2004), blogs serve the purpose of an online portfolio in which students can review their previous work and track their advancement. Students can effortlessly reflect on the information that they read and get from the book since they can view and check their own work on the blog. In addition,

based on the instructions that have been given on the instructor's blog, the students are required to publish the readings that they have completed, write a synopsis of the readings, and also include any new or unusual words that they come across in the readings. The students can deduce the meaning of the words by looking at the text, even though they are not encouraged to translate all of the terms that are presented in the texts. They will have the opportunity to use a blog to assist them to reflect on what they have learned as a result of this experience. The student's perception is appearing in excerpt 5.

Excerpt 5:

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- P1: *Whenever I finish a book, I like to take some time to **reflect on what I've read and what I've taken away from it.** The use of a **blog can assist me in reflecting** because all I have to do is click at the end of each section of text that I read to track my reading progress on the blog.*
- P3: *I enjoy updating my blog with the number of pages I've read each day. **By using my blog, it is simple for me to reflect on what I have learned;** all I have to do is click the time when I record my reading log.*
- P4: *In my blog, I like to track my reading progress. **It is simple to reflect on what I have learned using my blog;** all I have to do is click the time I report my reading log.*
-

(Interview of Participant)

Based on excerpt 5, P1 states that the usage of a blog can help readers reflect on and take away from their reading because it allows them to track their progress on the blog. Meanwhile, P3 states that she uses her blog to keep track of her reading and to reflect on what she has learnt. In addition, P4 states that using a blog allows him to keep track of what his reading and reflect on what he has learned.

The previous statements demonstrate that blogs have the potential to help students to engage in critical reflection on their reading and learning by allowing them to view their works and communicate with others through comments on their posts. It is in line with Yu (Yu, 2014) who states, there are several advantages for students that may be gained through reading the blog. The student's abilities to communicate, reflect, analyse, and keep records are all improved as a result of this activity. It is beneficial to students since it helps them improve their abilities in communication, reflection, analyse, and keeping records.

In addition, blog members should have the skills to write a blog that involves the use of cognitive skills such as communication, collaboration, self-reflection, and critical thinking, which lends support to this idea by stating that it is important for blog members to have these skills. Because it is one of the aspects that influences the student's performance in learning, cultivating the habit of self-reflection becomes increasingly crucial. The students can evaluate both their strengths and their limitations in terms of

their learning when they regularly reflect on what it is that they have read and studied. The students will be able to increase their sense of responsibility and become more conscious of the process of their own learning if they behave in this manner. Moreover, the blog provides its readers with a more adaptable amount of time and space in which to contemplate and express their feelings. As a direct consequence of this, students develop an increased capacity for free expression of their thoughts and opinions (Fatimah, et al., 2020).

Boosting Students' Learning Autonomy

The blog is made up of several different features that encourage the students' autonomy and help facilitate their creative expression. The use of a blog is rather clearly different from the use of more conventional instruments such as pen and paper. It provides a wealth of insights, including the possibility for students to receive comments and the encouragement to be creative with the content of their blogs (Fatimah, 2019). The responses are shown in excerpt 6.

Excerpt 6:

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- P2: ***I can study on my own with a blog and then look for things that relate to the lecturer's assignments.***
- P3: ***By using a blog, I can study independently of a classroom and then seek out information by myself that is relevant to the assignments given by the lecturer.***
- P4: ***I can do my independent studying using a blog, and then I can search for items online that are relevant to the assignments that the lecturer gives.***
-

(Interview of Participant)

Based on the data from the interview it is shown that using a blog allows students to study independently of a classroom and seek out information relevant to the lecturer's assignments. This allows them to do their own independent studying, search for items online that are relevant to the assignments, and boost their autonomous learning.

This allows students to learn on their own and makes them more motivated to study English as a foreign language. The usage of blogs is one method by that students can become less reliant on the supervision of their lecturers in the classroom and more capable of pursuing their own educational interests independently. As a result, students take a more responsible approach to their education and place a greater emphasis on the efforts they make to achieve their educational goals (Fathy et al., 2016). Students must be involved in their learning process as they usually know what kind of learning suits their needs; known as self-directed learning or autonomous learning (Putri et al., 2023).

The Drawback of Using a Blog

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The Restrictions to Access the Blog

By the use of blogging, the participants in the ER class were able to discover the class's shortcomings. Two of the participants reported that they were unable to access the blog due to restrictions. This may be shown in the perspective that students have towards the use of blogs, and the statement can be seen in the following excerpt.

Excerpt 7:

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- P1: *So, the second is when **the connection is slow**. Then, what is the third disadvantage? Sometimes I am out of date, I will not always be understood and able to do it.*
- P2: *Yes, usually there are deadlines then we **do not have any cellular quota or bad signal**.*
- P3: *Emm... **a little bit influential if it is not too slow**. Indeed, it spends a lot of time, so it annoys us or something like that.*
-

(Interview of Participant)

The students require a reliable connection with a large quota. Blogging may be made much more enjoyable. To access the blog, students must have an internet connection. They must have a cellular quota to enter the blog, complete the task, and submit the task. The slow connection is the second drawback, and the third is that the information may be out of current and difficult to comprehend at times. On the other hand, it can be influential provided that the connection is not overly slow.

Sluggish Connectivity to Submit the Task

Students are expected to be able to complete assignments within the given time limit if they are to make use of the Blog in the classroom. But, occasionally they run into issues with the signal that prevent them from completing their jobs on time. When trying to visit the blog, some of them are met with network issues as well as other difficulties. This viewpoint is discussed in greater detail in excerpt 8.

Excerpt 8:

-
- P2: *When the deadline for submitting assignments is frequently **difficult to access since the server is likely to be overloaded due to other friends submitting assignments**.*
- P4: *Sometimes **connection prevents me from submitting an assignment**.*
-

(Interview of Participant)

Based on the data in excerpt 8, it is assumed that the deadline for submitting assignments can be difficult to reach due to server overload and connection issues. Some students have trouble gaining access to the data that has been provided by the lecturer for the assignment and submitting it.

Time-Consuming Issues

Time management is one of the most essential aspects of running a blog. Blogging requires a significant investment of time. Students are required to devote a significant amount of time to blogging. They have to work with dedication and enthusiasm at all times. Students are required to do as much research and blog writing as they possibly can. When students spend a significant amount of time blogging rather than studying for their classes, it might have a negative impact on their academic performance. This excerpt 9 has information regarding this viewpoint.

Excerpt 9:

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- P1: *I spend a lot of time on the blog doing assignments.*
 P2: *I devote a significant amount of time to blog-related tasks.*
 P3: *I have to spend a significant amount of time completing the tasks associated with the blog.*
-

(Interview of Participant)

The data that was analysed revealed that for students to do the myriad of assignments that were assigned to them by the lecturer, they need a significant amount of time. In addition, in order to finish the tasks that have been assigned to them, they spend a significant amount of time reading blogs. Because of this, students naturally spend a lot of time doing it, to the point that they occasionally ignore other responsibilities.

CONCLUSIONS

The utilisation of a blog in the context of ER activities is extremely valuable because it is simple to use and makes it easier for students to read a considerable number of texts engagingly. Blogs are online diaries that allow students to post their written work and acquire a wide variety of reading sources for use in their reading assignments.

This study demonstrates that frequent blog reading might boost students' reading motivation and enthusiasm. Based on the reviewed data, it is known that blogs offer numerous benefits, such as easy-to-use blogging, which can improve students' creativity, boost students' desire to read, give reflection platforms, and enhance independent student learning. With the availability of numerous reading materials on the internet, students are supported in locating literature consistent with their reading level and interests. Utilising a blog makes it easy for students to record in chronological order what they have read. As

a result, blogs serve as places where students may readily engage in reflective writing and construct visually appealing displays for their blogs.

In addition, they reflect on the outcomes of their autonomous learning through discussion with and input from their peers. Hence, blogs become reflective platforms where students can quickly assess their reading progress and remark on what they have learnt through intensive reading activities. This activity also fosters their inventiveness and independence, which fosters their learning responsibilities. In addition, prolonged reading helps kids strengthen their language skills, such as word recognition, vocabulary growth, grammatical awareness, and reading confidence.

Moreover, there are disadvantages to using blogs as media in ER courses, such as restricted access to blogs, lack of connection for submitting assignments, and time-consuming issues. Although there are disadvantages to using blogs as media in ER courses, such as restricted access to blogs, a lack of connection for submitting assignments, and time-consuming issues, the blog provides students with a positive academic environment and helps them to train their communication skills, both among peers and with lecturers. This current study thought from data analysis that blogs are great resources for reading more. As a result, this study recommended the blog as an effective tool that should be able to broaden ELT in EFL Classroom goals and objectives in a higher education, thereby strengthening the purpose of this study to provide information to lecturers so that they can determine the benefits and drawbacks of using blogs in ER learning.

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