

**INVESTIGATING STUDENTS' PERCEPTION OF READING**

**ENGLISH WEBLOG TOWARDS THEIR 4C SKILLS**

**(Reading Weblog and 4c skills : In Sight from a descriptive Research)**



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Assalamualaikum Wraahmatullahi Wabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi mahasiswa IAIN Curup Program Studi Tadris Bahasa Inggris yang bernama Seruni Wardani NIM. 20551066 yang berjudul: "Investigating Students' perception of Reading English Weblog towards their 4c skills" Sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, sekian dan terima kasih.  
Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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## PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“Investigating Students’ Perception Of Reading English Weblog Towards Their 4c Skills”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 18 Juni 2024



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**MOTTO**

***ALLAH SAID “DO NOT FEAR, INDEED IM WITH YOU, I HEAR AND I SEE”***

AT-TAHA : 46



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**ABSTRACT**

**Seruni Wardany, 2024** : **INVESTIGATING STUDENTS’  
PERCEPTION OF READING ENGLISH  
WEBLOG TOWARDS THEIR 4C SKILLS**

**Advisor** : **Dr. Eka Apriani, M.Pd**

**Co-advisor** : **Henny Septia Utami, M.Pd**

This study investigates the perception of students towards reading English weblogs on their 4C skills—critical thinking, creativity, collaboration, and communication. Utilizing a descriptive quantitative approach, the study focuses on students at IAIN Curup to find out what is students’ perception of reading English weblogs towards their 4c skills, as a digital literacy tool that most often used by TBI students. The instrument used in this research was close-ended question. The data from questionnaire were accounted descriptively to discover the students’ perception. The findings revealed that reading English weblog grasped the positive perception from the student. The indicators shown that the average score of each indicators shown that critical thinking got 74.4% of students’ perception, Creativity got 74,6% of students’ perception, Collaboration 73,4%, and Communication 76,7%. The study concludes with recommendations for educators to consider utilizing weblogs as part of their instructional strategies and suggests avenues for further research on the specific aspects of skill improvement through weblog reading activity.

***Keywords:*** *Reading Weblogs, 4c Skills, Students’ perception.*

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Reading ability is a critical skill in the 21st century, influencing individual success and national development. However, Indonesian students' reading proficiency is significantly below the average, with an average score of 371 compared to the OECD's 487. This gap highlights the urgency of improving literacy to enhance job prospects and overall quality of life..<sup>1</sup> This means that literacy in Indonesia is still below average, meanwhile reading skills are very essential for everyone to get a job especially in this century. Reading ability plays an important role in improving an individual's life, proficiency in school, and to support the development of a country..<sup>2</sup>

According to Bernhardt cited in Jefri's reading is an activity in understanding a written text which involves both perception and thought..<sup>3</sup> In today's digital era, literacy extends beyond traditional print media to include digital literacy. Digital literacy involves the ability to navigate, evaluate, and create information using a range of digital technologies. This skill is essential as more written content shifts to digital platforms, making digital literacy a

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<sup>1</sup>Kemendikbud. (2019). *Hasil PISA Indonesia 2018: Akses makin meluas, saatnya tingkatkan kualitas.*

<sup>2</sup>Rintaningrum, R., Aldous, C., & Keeves, J. P. (2017). The influence of student background characteristics on proficiency in English as a foreign language. *International Journal of Education and Development*, P. 112–128.

<sup>3</sup>Jefri, A. (2020). *An analysis of the teacher's strategies in teaching reading at SMA Negeri 12 Banda Aceh.*



crucial competency..<sup>4</sup>

One of the most frequently used literacy media today is weblog, everyone today is looking for answers to their questions through the Google search engine which will direct them to a weblog site. Therefore the weblog is a very interesting media for students in the continuity of the learning process in the classroom, especially in this age that is already attached to technology.

Weblogs, or blogs, have become a prominent digital literacy medium. They are widely used for seeking information and have the potential to transform educational practices. According to Jafar, blogs can significantly enhance the teaching and learning of reading and writing. They motivate students, foster new interests, and promote active learning.<sup>5</sup>

Using learning media in the teaching and learning process may produce new interests, motivate students, promote learning activities, and have psychological effects on students.<sup>6</sup> Researcher found that weblog not only successful in improving students' ability using digital tool properly but also appropriate to develop their ICT skill, increase the knowledge about getting information sources, enhance their digital competence and build positive attitude and perspective about digital usage and transformation<sup>7</sup>.

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<sup>4</sup> Bawden, D. (2001). Information and digital literacies: A review of concepts. *Journal of Documentation*.

<sup>5</sup> Arani, J. A. (2020). Teaching reading and writing through a web-based communicative medium: Weblog. *International Journal of Internet Education*.

<sup>6</sup> Arsyad, A. (2006). *Media pembelajaran*. Jakarta: Rajagrafindo Persada.

<sup>7</sup> Setiawan, H., & Sari, F. (2018). *Developing students' writing and digital literacy using weblog at Tridianti University of Palembang*. *Global Expert Jurnal Bahasa Dan Sastra*, 7(2), December.

To face this super sophisticated world students really need 4c skills to prepare for their future. Due to the transformation of the world to this rapid technological development it is an obligation for educators to be able to help students prepare for their careers in the future, for that their skills and needs are no longer the same. Careers in the future are no longer about teachers, doctors, judges, there are so many new professions that have emerged today such as content creators, social media managers, cyber security consultants, UX designers, data analysts and many more. Therefore, it is very important for teachers to prepare students with 4c skills namely: Critical thinking, Creativity, Collaboration and Communication.

According to Bernie Trilling and Charles Fadel, The world today faces greater challenges than providing a 21st century education for every child, providing opportunities for all children to learn the skills necessary to succeed as 21st century educated workers and citizens especially in Indonesia so as not to become a lagging country. Therefore to create 21st century learning, students must have the "3Rs" skills of Reading, 'Riting and 'Rithmetic and multiply them by the 21<sup>st</sup> century skills.<sup>8</sup> According to the writer's pre-observation TBI students at IAIN Curup are now more attached to weblog learning media as a source of finding information and finding reading material compared to using books or journals.

Based on previous relevant research studies, the researcher has found these two results: First, According to Licenciada Mercedes, blogs are a useful

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<sup>8</sup> Trilling, B., & Fadel, C. (2009). *21st century skills*. Jossey-Bass.

medium in enhancing students' reading skills since they are easy to access and provide features like direct translation to help pupils understand and expand their vocabulary. Following pre and post testing, there was a considerable improvement in pupils' reading skills after reading through the blog medium.<sup>9</sup>Second, since blogs are among the most frequently used literacy media today, they play an important role in achieving students' 4c skills<sup>10</sup>. In this research, researcher desire specifically to investigate what are the students' perception of reading English weblog in achieving 21<sup>st</sup> century skills.

Based on the previously mentioned background, and the researcher's pre-observation, it can be concluded that weblogs allow students to learn independently and continuously because they are easier to access so that learning can be held online and offline. In addition, blogs can also create more open interactions between teachers and students, students and teachers and between students and students through the available comment features so as to create an interactive classroom atmosphere. Then, to form students into a long-life learner there are 4 skills that students must have to prepare themselves in the future. Critical thinking, creativity, collaboration and communication.

However, pre-observation results show that weblogs are the medium

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<sup>9</sup> Mercedes, L. (2019). Academic blogs to develop reading comprehension in students from superior education.

<sup>10</sup> Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *Journal of English Teaching*, 6(1).

they most often use when looking for sources of information and reading materials, but weblogs are still very rarely used as a medium of learning by lecturers, particularly in English Tadris Study Program. For that researchers feel very necessary to investigate further about the students' perception of reading English weblogs in helping students in preparing 21st century skills, namely 4C skills.

Blogs play a crucial role in helping students develop critical thinking skills. Blogs play three roles in developing students' critical thinking. These are: expanding the learning process, providing feedback, and serving as a medium to publish student opinions through comment feature.<sup>11</sup> For instance, Licenciada Mercedes found that blogs improve vocabulary and comprehension, while Fatmawati noted significant improvements in creative thinking through blog discussions.<sup>12</sup> Additionally, Giannikas highlighted blogs' role in fostering collaborative skills.<sup>13</sup> and Bâldea observed enhanced communication between teachers and students through using blogs has greatly improved communication between teachers and students in the architecture design studio. Teachers can now post design tasks, resources, and announcements on the blog, making it easier for students to access important information whenever they need it. This has replaced less effective

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<sup>11</sup> Rahman, R. F. (2020). *Using blog as media to enhance students' critical thinking in EFL writing*. Bogor English Student and Teacher (BEST) Conference.

<sup>12</sup> S Fatmawati (2018). *Enhancing students' creative thinking skills through web blogassisted cooperative integrated reading and composition (CIRC) learning*. International Conference on Mathematics and Science Education (ICMScE)

<sup>13</sup> Giannikas, C. N. (2015). *Enhancing literacy and collaborative skills through blogging: The teenage language learner*. Cyprus University of Technology

methods like verbal messages and emails. The blog also allows for continuous updates and quick communication, ensuring that students are always informed. Overall, blogs have made it much simpler and more efficient for teachers and students to share and receive information..<sup>14</sup>

Despite the benefits, weblogs are underutilized in the English Tadris Study Program at IAIN Curup. Preliminary observations indicate that while students frequently use blogs for information, their potential as a learning medium remains untapped. This research aims to explore students' perceptions of reading English weblogs towards their 4C skills.

This study seeks to investigate how reading English weblogs influences students' 4C skills at IAIN Curup. By integrating weblogs into the curriculum, educators can better prepare students for future challenges and opportunities in the 21st century.

For this reason, this research aimed to explore the students' perception of reading English weblog in improving students' 4c skills needs. To accomplish this purpose, through the weblog learning medium, it is expected that students can achieve 4cs skills in preparing themselves for the 21st century. Finally, throughout the aforementioned explanation, the researcher conducted a study entitled: **“Investigating The Students’ Perception Of Reading English Weblog Towards Students' 4cs Skills.”**

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<sup>14</sup> Maja Bâldea et al. / Procedia - Social and Behavioral Sciences 191.

## **B. Research Questions**

As the forgoing issues found in the background, the researcher summarized the issues based on the background into the following research questions:

1. What is the students' perception of reading English weblogs Toward their Critical Thinking skills?
2. What is the students' perception of reading English weblogs Toward their Creativity skills?
3. What is the students' perception of reading English weblogs Toward their Collaboration skills?
4. What is the students' perception of reading English weblogs Toward their Communication skills?

## **C. Purpose of The Research**

In carrying out the study, the researcher aims to achieve specific objectives as the primary goals of this research paper. The purpose of the Study is to describe the students' perception of Reading English Weblog on students 4C skills namely Critical Thinking Skills, Creative Thinking Skills, Collaboration Skills, and Communication Skills.

#### **D. Significance of the Research**

This research were expected to give a contribution to the teaching and learning of English for Practical benefits:

##### 1. For students

This study exposed that Weblogs is one of a way to help student improving their 4C skills that is needed in 21<sup>st</sup> Century. When students facing problem with improving their 4C skills, this result of this study could help them to consider using weblog as one way to improve their 4C skills.

##### 2. For Educators

This study provides a certain outcome on how reading English weblogs on students 4C skills. The Result of this research could be a consideration for teacher to use a weblog as tools to improve students' 4C skills, so educators could have a various ways and tools when teaching subject related to 4C skills.

##### 3. For Researcher

This Research will open a new research opportunity for a wider range of ways to improve students' 4C skills. Further researcher could use this research to investigate more about improving Students' 4C skills.

## **E. Operational Definitions**

### **1. Perception**

According to Assael in Marselina claimed that each person perceives things differently depending on person's goals, needs, or reasons, which lead to either a positive or negative perception. Consequently, the result of this study could be a positive or negative perception.

In this study, the researcher wants to know students' perceptions of Reading English Weblog towards their 4c skills.

### **2. Reading English Weblog**

A blog is a website that performs similar with kind of journal, the distinction is that the visitors or the other users can remark on what the blog owner has written and contribute with their own comments along with pictures, gifs, links, videos, and another media.

In this study, researcher focus on educational blogs about learning English, such as Fluent, English Club, and BBC Learning English, measured by some factors such as Credibility and Reputation, Diverse Content, User-Friendly Interface and etc. In this study, specifically to the activity of Reading English Weblog not merely reading ability.

### **3. 4C skills**

The 4C skills—critical thinking, creative thinking, collaboration, and communication—are essential in the 21st-century curriculum



because they prepare individuals to adapt to rapid changes, excel in the workforce, and engage in lifelong learning. These skills enable innovative problem-solving, effective teamwork, and clear communication, which are crucial in today's interconnected and fast-paced world. They also foster global competence and personal growth, ensuring that individuals can navigate complex challenges and opportunities in both their professional and personal lives. By emphasizing the 4Cs, education systems aim to equip learners with the abilities needed to thrive in diverse and dynamic environments.

Although the focus of the Indonesian curriculum is now on the development of 6C skills rather than 4C skills, despite the government's efforts to support the implementation of 6C skills through various trainings and policies, the challenges show that evenly implemented throughout Indonesia still requires hard work and continuous support. that is why in this study the researcher focused on measuring 4C skills rather than 6C skills.

## **F. Organization of the Research**

This thesis is structured into five main chapters, each addressing a specific aspect of the research study. The organization of the thesis is as follows:

**Chapter I Introduction,** This chapter introduces the research topic, provides background information, and sets the context for the study. It outlines the research problem, objectives, questions, significance of the study, and the scope and limitations.

**Chapter II Literature Review,** The literature review chapter examines existing studies and theories relevant to the research topic. It provides a comprehensive overview of the 4C skills (Critical Thinking, Creativity, Collaboration, and Communication) and the role of weblogs in enhancing these skills. This chapter also identifies gaps in the current literature that the present study aims to fill.

**Chapter III Research Methodology,** This chapter details the research design and methodology used in the study. It includes the research approach, population and sample, data collection techniques, and data analysis methods. The chapter also discusses the instruments used for data collection and the procedures followed to ensure the reliability and validity of the research.

**Chapter IV Findings and Discussion,** The findings and discussion chapter presents the results of the data analysis. It provides detailed insights into the students' perceptions of reading English weblogs on their 4C skills.

**Chapter V Conclusion and Suggestion,** The final chapter summarizes the key findings of the study and draws conclusions based on

the research objectives. It offers practical recommendations for educators, policymakers, and future researchers. The chapter also discusses the limitations of the study and suggests areas for further research.

Each chapter is designed to build upon the previous one, ensuring a logical flow and coherence throughout the thesis. This structure facilitates a comprehensive understanding of the research problem, methodology, findings, and their implications.

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher provides the theoretical reviews and related finding of the study. It consists of broad definition of Reading, English Weblog, and Perception. This chapter also provide brief review of previous related studies.

#### A. Review of The Related Literatures

##### 1. Reading

Reading is an activity that applies some of abilities to process reading text in order to comprehend the content of what we read<sup>15</sup>. Therefore, reading can be defined as an activity that involves receiving information or a message in written form. The readers can receive the information through books, newspaper, magazine, blog article, etc.

In the contemporary educational landscape of the 21st century, there is a notable shift among students away from traditional book reading towards more frequent consumption of blog articles as a primary source of new knowledge acquisition. This trend is driven by several factors, including the accessibility and diversity of content available on blogs compared to traditional printed materials<sup>16</sup>. Blogs often provide real-time updates and diverse perspectives on topics ranging from academic subjects

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<sup>15</sup> Dewi, R. S., Hasanah, U., & Wahyudi, A. (2020). Reading interest and reading comprehension. *Talent Development & Excellence*, 12(1), 241–250

<sup>16</sup> Jones, A. (2022). The rise of blog reading among students in the 21st century. *Journal of Educational Technology*, 15(2), 78-92.

to current events and personal interests, catering directly to the immediate informational needs of students.

In conclusion, reading remains essential for understanding information from books, newspapers, magazines, and blogs. The trend among students toward blogs reflects a shift to digital media in education. Educators should support this evolution by balancing traditional and digital reading materials to help students develop strong skills for our interconnected world.

## **2. English Weblog**

According to Arani, a blog is a website that has the same function as a journal, which is to disseminate information and knowledge. The difference is that readers are given access to be able to provide comments supported by photo, link or video features on what is written by the blogger.<sup>17</sup> compared to journals, a weblog usually tends to be more informal in terms of language and design, weblog writers or commonly referred to as bloggers can also design their blog pages as creatively as possible, for example by adding pictures, videos, sounds and even interesting quizzes. Arguably, a weblog is like a newspaper or magazine that can be read over the internet from a computer, laptop or smartphone.

As language teachers in this era, it is important for us to equip our students with communication skills consequently, we should be more

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<sup>17</sup> Arani, J. A. (2020). *Teaching reading and writing through a web-based communicative medium: Weblog*. *International Journal of Internet Education*, 19(1), 5–15.

aware of the presence of blogs as a new medium that provides a lot of opportunities in the learning process. Blog-assisted language learning provides several benefits for both teachers and learners, for teachers blogs are an interesting innovation for teachers in a communicative language learning approach. For learners, blogs become a new reading tool that is not boring.

Askari concluded in his research that blog has a good capacity to be a transformational medium in learning to write and read on the condition that universities must be able to provide blog facilities and also the learning management system.<sup>18</sup> when compared to journals, of course journal articles are much more academic than blog articles, but students more often utilize blogs as a source of information because of their much easier access and much more varied appearance, but the disadvantage of blog articles is that they are less valid sources because anyone can have their own website page, based on this, blogs are a new tool that is effectively used in learning process.

Duffy et al stated that an educational blog consists of ten major parts<sup>19</sup>, First and foremost, it begins with the choosing of a brief and distinct blog title. In addition, there are separate pages for the blogger's CV or other public information that they want to post without archiving. The

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<sup>18</sup> Askari Arani, J. (2020). Teaching reading and writing through a web-based communicative medium: Weblog. *International Journal of Internet Education*.

<sup>19</sup> Al-Sagaby, A. S. A., & Allamankhrah, A. Y. A. (2014). The effectiveness of the design pattern of the educational blog in enhancing sixth graders' reading comprehension skills. *American International Journal of Contemporary Research*, 4(12).

blog is mostly made up of dated entries that are ordered in reverse order from the most recent to the oldest, allowing users to readily find the most recent content. Fixed links, sometimes known as bookmarks, are used to guide readers to long-term titles. Furthermore, educational blogs encourage a two-way interaction by including a comments section where readers may share their thoughts on blog topics and the author can respond. An archive area is included to make navigating easier, providing a record of past entries enabling readers to view prior posts.

Additionally, RSS (Really Simple Syndication) is used, allowing users to stay up to current on blog content without having to visit the site on a frequent basis. Finally, educational blogs have a search engine, allowing visitors to quickly find certain topics within the content. Labels or tags are used as keywords to organize items, allowing readers to find content that is relevant to their interests. Finally, the trackback feature enables other users to trace references to the blog's topics in other blogs or webpages, so increasing the interconnection of educational content.

According to Yang, blogs can encourage reading and increase motivation to learn. Through the interactive nature of blogs, the use of blogs in learning provides an excellent opportunity to read in a variety of languages, not merely the mother tongue.<sup>20</sup> In keeping with the 21st century, the idea of using blogs to shape students' understanding through

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<sup>20</sup> Yang, S. H. (2009). Using blogs to enhance critical reflection and community of practice. *Journal of Educational Technology & Society*, 12(2).

the classroom allows students to become responsive learners as they participate in social activities that incorporate technology. Because reading comprehension is achieved from meaningful text, in short, someone can be said to be able to read if he is able to translate symbols into words but someone can only be claimed to comprehend if he is able to give meaning to a word.

As Apriani said that to participate in society, students need to have not only literacy skills, but also technical skills that include the knowledge and skills that necessary for the activities required to function effectively in society in this century.<sup>21</sup> Because it has entered the 21st century, it is important for teachers in this century to prepare students with the skills needed in the 21st century where these skills have been updated from 4c skills (critical thinking, creative thinking, collaboration, and Communication)

### **3. Reading English Weblog**

Reading English blogs is an activity that students frequently use to find new knowledge in this 21<sup>st</sup> century era.<sup>22</sup> With the vast array of blogs available online, students have access to an endless supply of information on virtually any topic imaginable. From scientific discoveries and technological advancements to cultural trends and personal development

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<sup>21</sup> Apriani, E. (2016). A new literacy: The role of technology to develop student's character. *Journal of Islamic Education*, 21(1).

<sup>22</sup> Smith, J. (2020). The role of blogs in modern education. *Journal of Educational Technology*, 12(3), 45-57.



tips, blogs provide up-to-date content that caters to diverse interests and academic needs. This readily accessible resource helps students stay informed about the latest developments in their fields of study and beyond, promoting continuous learning and intellectual growth.

According to Yang, Reading English Weblogs involves exploring and analyzing blogs written in English. This activity is helpful for understanding how people share information and opinions online. When researchers read these blogs, they look at what topics are being discussed, how the blogs are written, and what kind of impact they have on readers. By examining a variety of blogs, researchers can learn about current trends and popular subjects, see how different styles of writing affect readers, and find out how people interact with online content. This approach is valuable for studying how digital communication works and how it shapes public understanding and conversations on various topics<sup>23</sup>.

Based on the research from Herring, it mentioned that engaging in the activity of reading English weblogs offers a comprehensive look at how digital content shapes and mirrors public discourse. This approach involves a detailed analysis of various English-language blogs to uncover patterns in language use, thematic focus, and reader interaction. By examining how bloggers present information, address current issues, and engage with their audience, researchers can gain valuable insights into the

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<sup>23</sup> Yang, D. S. H. (2018). *Exploring digital narratives: Analyzing English-language weblogs for trends and communication patterns*. *Journal of Digital Communication and Media Studies*.

evolving nature of online communication. This activity helps identify key trends, shifts in public sentiment, and the effectiveness of different blogging techniques. It also provides a clearer understanding of how weblogs serve as a bridge between informal online communities and traditional mass media, contributing to a richer grasp of contemporary digital culture<sup>24</sup>

Moreover, the interactive nature of blogs allows students to engage with authors and other readers, fostering a collaborative environment where they can discuss ideas, ask questions, and gain deeper insights into the subjects they are passionate about.

Finally, in this study Reading English Weblog is an activity that students' frequently use especially English students and the researcher want to know how this Reading English Weblog activity towards students 4c skills.

#### **4. Perception**

Perception refers to the process by which individuals interpret and make sense of sensory information from the environment. It involves selecting, organizing, and interpreting stimuli to create a meaningful and coherent understanding of the world around us.<sup>25</sup>

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<sup>24</sup> Herring, S. C., Scheidt, L. A., Bonus, S., & Wright, E. (2004). *Weblogs as a bridging genre between online communities and mass media. Proceedings of the 37th Hawaii International Conference on System Sciences.*

<sup>25</sup> Goldstein, E. B. (2020). *Sensation and Perception* (11th ed.). Cengage

Perception, as defined by Gibson is the process of acquiring, interpreting, selecting, and organizing sensory information<sup>26</sup>. This process involves integrating sensory input with prior knowledge and experiences, allowing individuals to recognize, interpret, and respond to stimuli from their environment. This definition is crucial in understanding how students perceive reading English weblogs and how these perceptions might influence their 4C skills: critical thinking, communication, collaboration, and creativity.

In essence, researchers conclude that perception is a cognitive process through which individuals receive and process messages, information, thoughts, feelings, and experiences via their senses. They then utilize this input to formulate interpretations, opinions, suggestions, and information based on their personal experiences.

#### **a. Forms of Perception**

General perception involves evaluating an object verbally, while other forms of perception happen whenever a stimulus affects an object. This results in two types of perception: positive and negative. These terms will be explained next<sup>27</sup>.

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<sup>26</sup> Gibson, E. J. (1969). *Principles of Perceptual Learning and Development*. New York: Appleton-Century Crofts.

<sup>27</sup> Walgito, B. (1989). *Pengantar psikologi umum (Introduction to general psychology)*. Surabaya: Bina Ilmu.

### **a) Positive Perception**

Positive perception occurs when individuals interpret situations, events, or people in a favorable or beneficial light. This can lead to feelings of satisfaction, optimism, and trust.<sup>28</sup> When someone has a positive perception, they typically interpret circumstances optimistically, focusing on favorable aspects and potential benefits rather than drawbacks. This mindset often leads to feelings of satisfaction, hopefulness, and trust towards others and the world around them.

### **b) Negative Perception**

Negative perception involves interpreting situations, events, or people in a critical or unfavorable manner. This can lead to feelings of distrust, dissatisfaction, or pessimism.<sup>29</sup> This perspective often leads to feelings of distrust, dissatisfaction, or pessimism. Individuals experiencing negative perception may focus on perceived shortcomings, risks, or potential negative outcomes, which can color their interactions and decisions. This type of perception can be influenced by past experiences, biases, or current emotional states, shaping how individuals navigate and respond to their environment.

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<sup>28</sup> Snyder, C. R., & Lopez, S. J. (Eds.). (2009). *Oxford handbook of positive psychology* (2nd ed.). Oxford University Press.

<sup>29</sup> Smith, E. R., & Mackie, D. M. (2007). *Social psychology: Fourth edition*. Psychology Press.

## **5. 4C Skills**

4cs skills are skills needed in the 21st century, these skills are not only needed by students but also needed by teachers, employees, bosses and everyone who wants to succeed in the 21st century, but the focus of researchers in this paper is in the realm of education. The task of teachers in this century is no longer just to provide as much information and knowledge as possible to students, but the task of teachers this century is to teach students how to learn.

Students must be able to solve issues creatively, work in groups, communicate on social media, learn to use new technology, and deal with a stream of information in order to excel in occupations in the modern information age. These 4cs skills include 2 learning skills (Critical thinking and Creative thinking) and 2 Social skills (Collaboration and Communication).

### **a. Critical Thinking**

Critical thinking interpreted as an activation toward the skill and the ability to comprehend, criticize and assess some evidences, recognize the questions, and build a logical conclusions based on those things, this ability is a result from an intellectual process to implement, analyze, identify, assess synthesize and criticize the information collected from or by functional and creative sighting, impression, experiences, speculation, deliberation, and communication

itself. Experts see the following cognitive skills as essential for critical thinking are interpretation, analysis, assessment, inference, explanation, and self-regulation.<sup>30</sup>

In addition critical thinking abilities encompass applying a getting to know method or version which can enhance students' crucial thinking abilities specifically within the assessment, evaluation and self-law sub-competencies and developing an instrument to value the students' essential thinking capabilities.<sup>31</sup>

In this new era with its new normal the capability and creativity of thinking is one of the essential meaning and crucial affect that will influence someone's career, the higher ours's ability and creativity in thinking, the wiser we are in filtering and absorbing all kinds of information that is available, so that the function of problem solving and making/drawing a good conclusion toward something will automatically be created in all aspects.

As an educational person in the educational era, we as a teacher or a student must develop the critical thinking skills as a form of preparation for facing global competition or as a self-defense to be able and wise in responding toward something around us, to be more alert, more critical, more deeply and use more than one perspective as

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<sup>30</sup> Facione, P. A. (2013). *Critical thinking: What it is and why it counts*. Retrieved September 15, 2016.

<sup>31</sup> Basri, H. (2019). Investigating critical thinking skill of junior high school in solving mathematical problem. *International Journal of Instruction*, 12(3), 9.

point of view in recognize and realize something and these are what we have to develop as an educational person in the educational era, either as a student or as a teacher.

Ennis posits that critical thinking comprises two main elements: firstly, the ability to process knowledge rationally, interpret information clearly, and present ideas coherently; secondly, using these skills to guide behavior with intellectual commitment and disciplined self-control. Fulfilling aspects such as self-guidance, self-discipline, goal-setting based on rational reasoning, self-monitoring against criteria and values, and self-correction lead to a rational, consistent, and empathetic life. These components empower individuals to make reasoned decisions, maintain integrity, and foster personal growth, benefiting both themselves and society.<sup>32</sup>

Facione describes critical thinking as the process of comprehending, criticizing, and assessing evidence, recognizing questions, and drawing logical conclusions based on intellectual processes such as analysis, synthesis, and evaluation. This involves utilizing cognitive skills like interpretation, analysis, assessment, inference, explanation, and self-regulation to effectively process information and reach informed conclusions. Ennis, on the other hand, emphasizes that critical thinking involves two primary components:

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<sup>32</sup> Ennis, R. H. (2011). *The Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilities*.

firstly, the rational processing of knowledge and the clear interpretation and presentation of information; and secondly, the application of these skills to guide behavior with intellectual commitment and disciplined self-control. Ennis further outlines specific aspects that contribute to effective critical thinking: self-guidance, self-discipline, goal-setting based on rational reasoning, self-monitoring against criteria and values, and self-correction.

Both perspectives highlight the cognitive skills necessary for critical thinking—such as analysis and evaluation—and stress the importance of disciplined, rational thought processes in interpreting information and making informed decisions. Facione focuses on the cognitive skills essential for critical thinking, while Ennis broadens the discussion to include the application of these skills in guiding behavior and personal growth.

According to Beyer, in critical thinking a person is required to use definite appropriate cognitive strategies to test the reliability of problem-solving ideas and get over the problems and deficiencies. As we conclude thinking critically is a constructed, directed, planned, and purposed way of thinking, following a logical and rational flow that is in accordance with the facts.<sup>33</sup>

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<sup>33</sup> Beyer, B. K. (1995). *Critical thinking* (pp. 8-12). Bloomington, IN: Phi Delta Kappa Educational Foundation



## **b. Creativity**

In relation to Robert Sternberg words, creativity is expressed as an ability toward the creation of something new, different original and valuable or worthwhile.<sup>34</sup> Despite the capability of production something new, different and valuable, creativity has a deep connection with intelligence and critical thinking, especially as a needed to face this 21<sup>st</sup> era.

Creativity is one of the crucial point that we must have in this era, as a part of our intelligence creativity has an important role to establish our comprehension toward something, our sense and our problem solving ability, especially as a young generation that will face a bonus demography era, creativity become a needed and a must to make sure we are able to face this challenging era. Toward this skill Finke et al provided the "Geneplore" model, where creativity occurs in two phases: a generative phase, where one builds mental representations called "preinventive" structures, and an explorative phase where those structures are used to generate creative ideas such as the sense of problem solving, analytical ability and communication skills that will form an open minded perspectives.<sup>35</sup>

As a language teacher in this 21<sup>st</sup> era it is truly crucial for us to

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<sup>34</sup> Sternberg, R. J. (2011). *Creativity* (6th ed.). Cengage Learning Journal.

<sup>35</sup> Finke, R., Ward, T. B., & Smith, S. M. (1992). *Creative cognition: Theory, research, and applications*. MIT Press.

encourage this skill as part of our student intelligence, to ensure that students can independently build critical and creative mental representations of any given material through various methods that can we applied, not only limited just in representation, as a professional teacher in this century we must be able to prove and build students' explorative reasoning power in thinking out of the box, where these things itself will later build and produce a brilliant and creative idea for students as a part of their cognitive aspects or intelligence, and of course this is nothing except an achievement and success as an educator.

Claxton *et al* cited in Christopher claimed that there are six Creativity is not an ability given by certain people but creativity is a process that can be developed if it is continuously trained and takes many risks so as to produce varied experiences, people who have creativity in thinking are people who have curiosity, resilience, experiment, attentive, considerate, and sensitive to the environment.<sup>36</sup>

### **c. Collaboration**

Collaboration has the same meaning with cooperation which is both of them require a leadership and synergy to organize and develop the purposes, collaboration involves deciding goals together with others, sharing responsibilities and working as a team to reach

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<sup>36</sup> Claxton, G., Edwards, L., & Scale-Constantinou, V. (2006). Cultivating creative mentalities: A framework for education. *Thinking Skills and Creativity, 1*, 57–61.

something more than we could achieve by our own self.<sup>37</sup>

As a 21<sup>st</sup> teacher that is what we need to elaborate our ability in this era, collaboration will increase the opportunities, see methods from many perspectives, and ensure self-development in all aspects, Hargreaves argued that one of the crucial effect of collaboration toward teacher development, which is the collaboration will allow teachers to move beyond their own individual viewpoint by working with peers, while at the same time reducing their dependence on outside experts, to make it short collaboration will create an opportunity where teachers can learn from each other, utilize positively, share, influence, and develop their expertise together.<sup>38</sup>

Totally different with most of 20th century that insisted on individual capability, nowadays in the 21st century requires a teamwork to achieve something that essential, especially for a classic job which has to be develop so that it could be able to face this globalization era, that is why as a teacher with its classic job in the 21st century, we require a teamwork to complete and compete. Foster-Fishman stated in term to build a solid teamwork, collaboration skills are needed so that the skills, the engagement, the knowledge and the

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<sup>37</sup>Barfield, A. (2016). Collaboration. *ELT Journal*, 70(2). Oxford University Press.

<sup>38</sup> Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York, NY: Teachers College Press.

attitudes of the members of the team could be brought together.<sup>39</sup>

Basically all the elements of the 4cs are interrelated, when the one cooperates, the one also involves from the communication, critical thinking, collaboration, creativity and the others for sure. Among all the elements, collaboration and communication are closely intertwined and involved to each other. These two couldn't be separated because both are going in relation, such as when blending collaboration skills into English learning related to communication activities.

Pardede Parlindungan argued, as a 21<sup>st</sup> century teacher, there are some elements toward collaborative activities to integrate and increase the collaboration skill for our students that if implemented carefully and continuously, can be an indicator to boost the collaboration skills of the students and could be the teachers themselves<sup>40</sup>.

Firstly, their capacity to cooperate in groups to complete activities such as matching, listing, ranking, discussing, and confronting knowledge gap assignments with favorable outcomes displays their great collaboration abilities. Second, effective teamwork

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<sup>39</sup>Foster-Fishman, P. G., Berkowitz, S. L., Lounsbury, D. W., Jacobson, S., & Allen, N. A. (2001). Building collaborative capacity in community coalitions: A review and integrative framework. *American Journal of Community Psychology*, 29(2), 241–257.

<sup>40</sup> Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *Journal of English Teaching*, 6(1), 10.

is fostered through the successful application of the listening triangle approach, in which students take on diverse roles as speaker, questioner, and note-taker. The questioners actively listen and seek clarification, while the note-takers document the process and provide feedback to both the speaker and the questioner. This strategy not only demonstrates students' ability to collaborate and communicate, but it also demonstrates its effectiveness as an instructional tool.

Furthermore, effective collaborative learning activity implementation should be entertaining and engaging without jeopardizing the development of collaboration and information transfer. Finally, while working in groups of three or four, student progress in improving cooperation abilities is obvious in their capacity to review and provide feedback on each other's work. This technique of mutual assessment guarantees that students are actively engaged in and contributing to the collaborative learning experience.

According to Levy and Murnane, students must be prepared with an intelligence and skills needed for the 21st century because nowadays and tomorrows jobs demand people to work with an expert thinking or complex communication ability and interpersonal collaboration skills.<sup>41</sup>

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<sup>41</sup> Levy, F., & Murnane, R. J. (2014). *The new division of labor: How computers are creating the next job market*. Princeton University Press.

As a professional teacher in the globalization era, prepared well and make sure our student be able to conduct and contribute well to each other as well as increased and elaborated their skill as a needed to face this 21<sup>st</sup> century is an obligation for our ethic code and our great responsibility.

#### **d. Communication**

According to an influential and broad definition I. A. Richards, communication occurs when one thought acts upon its environment in order to forward its own experience to another thought.<sup>42</sup>

In the same field Claude Shannon and Warren Weaver argued, in their view, communication implicates the interaction of several constituents, such as a reference, a message, an encoder, a channel, a decoder, and a receiver due to this 21<sup>st</sup> and technological era.<sup>43</sup>

In relation Roekel, n.d. cited that communication expressing thoughts clearly, articulating opinions sharply, communicating cohesive and coherent instructions, motivating persons through powerful oratory.<sup>44</sup>

Communication is all about sharing the kind of information such as an idea, opinions, and solutions. The concept of information

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<sup>42</sup> Ibekwe-SanJuan, F., & Dousa, T. M. (2013). *Theories of information, communication and knowledge: A multidisciplinary approach*

<sup>43</sup> Skyttner, L. (2006). *General systems theory: Problems, perspectives, practice* (2nd ed.). World Scientific.

<sup>44</sup> Roekel, D. V. (n.d). (2020). Preparing 21st Century students for Global society. National Education Association

literacy nowadays in this globalization era itself is a searching that coupled with critical thinking, publishing, and communicating it and collect the reliable information from diverse sources.<sup>45</sup>

Nowadays it's much effortless and at the same time we could share all of those information through of the media literacy, according to Aufderheide, media literacy refers to a movement, which is designed to help to understand, to produce and negotiate meanings in a culture of images, words and sounds.<sup>46</sup>

Communication can be defined with several indicators as follows:<sup>47</sup> Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. Listen effectively toward the information to decipher meaning, including knowledge, values, attitudes, and intentions and use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).

As an educator in the 21<sup>st</sup> century, we are the one who takes the responsibility toward the transfer of knowledge, share the whole information as our student needed, to make it happen and embody it effectively and efficiently, the use of technology is one of the clear

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<sup>45</sup>Bawden, D. (2001). Information and digital literacy. In C. Lankshear & M. Knobel (Eds.), *Digital literacies: Concepts, policies and practices* (pp. 17-32)

<sup>46</sup> Aufderheide, P. (1992). *Media literacy: A report of the National Leadership Conference on Media Literacy*

<sup>47</sup> (Roekel, D. V. (n.d.). (2020). Preparing 21st Century students for Global society. National Education Association

answers, media literacy is one of the things that an educator must know, understand and mastering in this 21<sup>st</sup> challenging era.

## **B. Review of Related Findings**

First, in Reading English Weblog aspect, some studies by Al-shaboul et al. in *Students' Perceptions on the Effects of Blogging Sites in Enhancing their Motivation for Foreign Languages Writing and Reading Proficiency*, Alied and Alkubaidi in *The use of blogs on EFL students' writing and engagement in a Saudi private school*, and Niaz et al. *Web-based English language learning: a review from Web 1.0 to Web 3.0* collectively demonstrate that blogging significantly enhances students' motivation and proficiency in foreign language writing and reading. The interactive nature of blogs, combined with instant feedback from peers and instructors, fosters increased engagement and improvement in language skills. Blogging also aids in developing critical thinking, creativity, and a collaborative learning environment, contributing to higher proficiency levels. Furthermore, the evolution of web-based learning tools from Web 1.0 to Web 3.0 has provided more interactive and engaging platforms, amplifying the benefits of blogging for language learners. These studies highlight that blogging is an effective tool for improving students' motivation and proficiency in foreign language writing and reading. And in this research, instead of improving students' language skills researcher aim to know wheather blog also an effective tool for improving students' 4c skills or not.



The next relevant research in the aspect of 4c skills such as *The studies "Blog Academic Assisted Inquiry Strategy for Conceptual Understanding of Physics Learning through 21st Century Learning Attitudes"* by IN Sari and L Angraeni (2023), *Exploring the Impact of Web 2.0 Tools on 21st Century Skills of EFL Learners in Pakistan* by MM Mahmud, T Fatima, TA Lashari, and Z Waheed (2023), and *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes* by Vacide Erdoğan (2019) all underscore the transformative impact of integrating 21st-century skills into various educational contexts. Sari and Angraeni's study highlights that using blogs enhances conceptual understanding in physics while fostering critical thinking, communication, collaboration, and creativity (the 4Cs). Mahmud et al. demonstrate that Web 2.0 tools significantly improve these same skills among EFL learners in Pakistan. Erdoğan's research shows that embedding the 4Cs into language instruction enhances overall language proficiency and student engagement. Together, these studies emphasize that fostering 21st-century skills is crucial for preparing students to succeed in a rapidly evolving, interconnected world.

The differences between this research and the prior studies are as follows: first, this research focuses on investigating the function of reading English weblogs in improving students' 4c skills not merely language

skills. Second, this research intends to see students' perception so that educators could consider whether blog is an appropriate medium to use or not. Third, the subject of this research is also university students who will soon be entering the workforce in the twenty-first century.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter defines how to collect and analyze the data. The part is divided up into the following sections: study design type, research location, research topic, data collection technique, research instrument, and data analysis approach.

#### **A. Kind of the Research**

This research employs a descriptive quantitative approach to investigate the role of English reading weblogs in enhancing students' communication, collaboration, critical thinking, and creativity (4C) skills.

The research method involves collecting and analyzing numerical data to describe, explain, predict, or control the phenomenon under study.<sup>48</sup> Specifically, it focuses on understanding how English reading weblogs influence the development of students' 4C skills. In the context of this study, descriptive quantitative methods would involve the collection of quantitative data through questionnaires administered to a sample of students, focusing on their perceptions of English reading weblogs and the perceived on their communication, collaboration, critical thinking, and creativity (4C) skills.

The use of a descriptive quantitative approach is chosen to provide a clear, objective, and empirical measurement of the students' perceptions and

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<sup>48</sup> Purba, N. S. (2021). A descriptive quantitative study of students' anxiety in reading and writing in learning English at the eighth grade of Mts Hadharatul Islamiyah Sipispis. *JADEs: Journal of Academia in English Education*, 2(1), 93-109.

the impact of weblogs on their skills. This method ensures that the findings are reliable, valid, and generalizable, which is essential for drawing meaningful conclusions and making informed recommendations for educational practices.

Quantitative data will be gathered through questionnaires distributed to English students at the Institute Agama Islam Negeri (IAIN) Curup. These questionnaires will contain closed-ended questions that assess students' views on their 4C skills and the perceived benefits of using English reading weblogs. The responses will be statistically analyzed to identify significant patterns and relationships, using descriptive and inferential statistical techniques to ensure robust and comprehensive insights.

## **B. Population and Sample**

### **1. Population**

The population refers to all the components from which the researcher aims to draw conclusions.<sup>49</sup> The population in this research is all the English Tadris Study Program students of IAIN Curup.

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<sup>49</sup> Cooper, D. R., Schindler, P. S., & Sharma, J. K. (2018). *Business research methods* (12th ed.). McGraw-Hill Education.

**Table 3.0**  
**Total Number of English students**  
**English tadris study program of IAIN Curup**

Semester	Total Students
8th semester	63
6th semester	36
4th semester	58
2nd semester	65
<b>Total :</b>	222 students

## 2. Sample

The sample in this research consists of students from the English Tadris Study Program at IAIN Curup. Specifically, the total number of students across all semesters (2nd, 4th, 6th, and 8th) is 222. Convenience sampling will be used to determine the participants for this study. Convenience sampling is a non-probability sampling technique where samples are selected based on the ease of access and availability to the researcher.

This sampling method is chosen due to its practicality and efficiency in reaching participants. Since the aim is to gather insights into students' perceptions of English reading weblogs and their impact on 4C skills (communication, collaboration, critical thinking, and creativity), it is essential to have a manageable and accessible sample. Using convenience sampling allows for quick data collection, which is crucial for timely analysis and results dissemination.

The researcher will distribute questionnaires to the entire population of English Tadris Study Program students. Those who

choose to participate by filling out the questionnaire will constitute the sample. This approach ensures that the researcher can gather data from participants who are readily available and willing to contribute. To mitigate potential biases inherent in convenience sampling, the researcher will make efforts to reach as many students as possible and encourage diverse participation. The data collected will then be analyzed to draw conclusions about the students' perceptions and the effectiveness of reading weblogs in enhancing their 4C skills. Data Collection Technique.

## 1. Questionnaires

According to Sugiyono, A questionnaire is a data collection method involving a set of written questions designed to gather information from respondents. In this research, a closed-ended questionnaire was employed. Closed-ended questions are those where respondents are provided with pre-set response alternatives, typically in the form of a Likert scale with options such as "strongly agree," "agree," "disagree," and "strongly disagree."<sup>50</sup> Closed-ended question will be used in this research, which means the researcher asks a question and gives the participant pre-set response alternatives.<sup>51</sup>

The purpose of using a questionnaire in this research is to

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<sup>50</sup> Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan RnD)*. Bandung: Alfabeta.

<sup>51</sup> Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.)

quantitatively assess students' perceptions of their 4C skills—critical thinking, creativity, collaboration, and communication—when engaging with English weblogs. By utilizing a structured and standardized set of questions, the researcher aims to collect consistent and comparable data from a large number of participants. This method allows for efficient data collection and facilitates statistical analysis to draw meaningful conclusions about the impact of English weblogs on students' 4C skills.

The questionnaire was distributed to the participants via WhatsApp to ensure ease of access and quick responses. The researcher created a 18-question survey, each with four choices on a predetermined Likert scale. This scale was chosen to provide more precise and easier-to-measure responses, eliminating the neutral choice to obtain clearer respondent feedback. Each question was designed based on established theories related to the measurement indicators of the four 4C skills.

## **C. Research Instrument**

### **1. Questionnaires**

The questionnaire used for this study was a quantitative instrument. In this study, the researcher used a closed-ended questionnaire. The Likert scale was adopted as a questionnaire instrument in this study.

Although there are other Likert scale versions, the 4 scale is the preferable one since it provides more precise and easier-to-measure

possibilities. Clearer respondent responses are made possible by doing away with the confusing neutral choice.<sup>52</sup>

In this study, there are four options that respondents could choose, strongly agree, agree, disagree and strongly disagree. To reach the participants investigated, researchers the Questionnaire via WhatsApp. To collect information from respondents, the researcher created a questionnaire with 20 questions and four choices on a predetermined Likert scale.

**Table 3.1**

**Score for each options on Likert Scale**

<b>Options</b>	Strongly Disagree	Agree	Disagree	Strongly Disagree
<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## 2. The Blueprint of Questionnaire

Many theories connected to the measurement indicators of the four skills were used to create this study questionnaire. The 4c skills blueprint including critical thinking<sup>53</sup>, creativity<sup>54</sup>, collaboration<sup>55</sup> and communication<sup>56</sup> can be seen in the table below:

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<sup>52</sup> Williams, K. L., Burt, B. A., & Hilton, A. A. (2016). Math achievement: A role strain and adaptation approach. *Journal for Multicultural Education*, 10(3), 368-383.

<sup>53</sup> Facione, P. A. (2013). *Critical thinking: What it is and why it counts*.

<sup>54</sup> Claxton, G., Edwards, L., & Scale-Constantinou, V. (2006). *Cultivating creative mentalities: A framework for education. Thinking Skills and Creativity*.

<sup>55</sup> Barfield, A. (2016). *Collaboration. ELT Journal*, 70(2). Oxford University Press.

<sup>56</sup> Roekel, D. V. (n.d.). (2020). *Preparing 21st century students for global society*.



Table 3.2

**The Blueprint of Questionnaire**  
**Questionnaires of students' 4c skills**

Objective	Indicators	Descriptions	Questions
To find out the students' perception of reading English weblogs on their <i>Critical Thinking skill</i> .	<ol style="list-style-type: none"> <li>1. Interpretation</li> <li>2. Analysis</li> <li>3. Assessment</li> <li>4. Inferences</li> <li>5. Explanation</li> <li>6. Self-Regulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpretation is the process of understanding the meaning or significance of numerous experiences, data, events, and so on. When reading a weblog, students must interpret the information by comprehending the author's point of view, underlying themes, and any implied meanings.</li> <li>2. Analysis is when students examine the content of a weblog, they identify intended and real inferential links between claims, concepts, descriptions, and other types of representation. This entails analyzing the facts offered, comprehending the author's beliefs, judgments, reasoning, and opinions, and assessing the coherence and soundness of the</li> </ol>	<ol style="list-style-type: none"> <li>1. After reading using the weblog, I believe that I was able to understand the author's Point of View.</li> <li>2. I can easily see how different ideas and concepts are related.</li> <li>3. I feel confident in my ability to assess whether information is trustworthy.</li> <li>4. I feel confident in my ability to connect information and draw a logical conclusion.</li> <li>5. I can easily explain the arguments of the authors and add my arguments</li> <li>6. While reading a weblog, I actively question, confirm,</li> </ol>

		<p>arguments advanced.</p> <ol style="list-style-type: none"><li>3. Evaluation means that students learn to assess if the information is trustworthy, like checking clues in a mystery. It helps them separate fact from fiction, improving their ability to think critically, communicate effectively, and work together with others.</li><li>4. Inference is similar to connecting the dots. It helps students make logical conclusions from the text, which improves their learning and critical analysis skills.</li><li>5. Explanation means Students learn how to explain their arguments coherently, which improves their critical thinking. This improves their comprehension of the topic and their ability to successfully communicate their ideas.</li><li>6. Students self-regulate while reading a weblog by questioning, confirming, validating, or correcting their reasoning and outcomes.</li></ol>	<p>validate, or correct my understanding of the content</p>
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<p>To find out the students' perception of English reading weblogs on their <i>creativity skills</i>.</p>	<ol style="list-style-type: none"> <li>1. Curiosity</li> <li>2. Resilience</li> <li>3. Experimenting</li> <li>4. Attentive</li> <li>5. Thoughtfulness</li> <li>6. Environment-Setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Curiosity means students have an appetite for questioning that sometimes borders on obsession about reading articles in the weblog</li> <li>2. Resilience is the ability to tolerate confusion and frustration, to relish a challenge, and not to give up prematurely specifically on challenging information in reading an article in the Weblog</li> <li>3. Experimenting means students enjoy messing around with materials, ideas, actions, and possibilities offered by reading text in the weblog.</li> <li>4. Attentive means students have a propensity for intense, effortless concentration in reading the text/articles in the weblog.</li> <li>5. Thoughtfulness means students are able to make use of the private rooms and resources of their minds</li> <li>6. Environment-setting means students are able to regulate the physical and social world which</li> </ol>	<ol style="list-style-type: none"> <li>1. After reading through the weblog I desire to ask and find more information about the reading article.</li> <li>2. While reading the weblog I was able to tolerate confusion, enjoy a challenge and not give up on reading complex/challenging information or diverse topics in the text.</li> <li>3. After reading through the weblog, I try to apply new ideas or concepts learned from the Reading article.</li> <li>4. I am able to pay attention and focus on the information presented in the reading text.</li> <li>5. I am able to consider deeply and think carefully about the information presented in the text.</li> <li>6. I am able to know the physical and social world (such as place, people, and time) which supports my</li> </ol>
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		supports the kind of thinking that students need to do.	creativity in reading text in the weblog.
To find out the students' perception of English reading weblogs on their <i>Collaboration skill</i> .	<ol style="list-style-type: none"> <li>1. Deciding goals together</li> <li>2. Shared Responsibility</li> <li>3. Work In Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Students may coordinate their efforts and contribute to a more useful and enriching reading experience by agreeing on common goals, such as gaining knowledge on specific themes, developing language abilities, or generating meaningful debates.</li> <li>2. Share Responsibility entails actively participating in debates, providing thoughts, and contributing to the group learning process.</li> <li>3. Students Participate in group discussions, co-author blog entries, share resources, provide feedback, and encourage one another's learning journeys.</li> </ol>	<ol style="list-style-type: none"> <li>1. I contribute to a more useful and enriching reading weblog experience by approving common goals together in my group.</li> <li>2. I feel comfortable sharing my thoughts and ideas with others in discussions about what I read from weblog.</li> <li>3. After reading the weblog, I participate in group discussions, co-author blog entries, share resources, provide feedback, and encourage one another's learning journeys.</li> </ol>
To find out the students' perception of English reading weblogs on their <i>Communication skill</i> .	<ol style="list-style-type: none"> <li>1. Articulate thoughts and ideas effectively.</li> <li>2. Listen effectively toward the information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading English weblogs requires the capacity to comprehend the weblog's material, extract essential concepts, and convey one's understanding and thoughts clearly and coherently in written or verbal</li> </ol>	<ol style="list-style-type: none"> <li>1. After reading the weblog, I have the capacity to convey my understanding of the weblog's content both orally and in writing, as well as to extract essential concepts</li> </ol>

	<p>3. Use communication for a range of purposes.</p>	<p>form.</p> <p>2. When reading English weblogs, "listening effectively toward the information" entails thoroughly engaging with the content, understanding the key themes, appreciating details, and being open to other opinions given in the posts.</p> <p>3. "Using communication for a range of purposes" when reading English weblogs refers to using written language to achieve various goals such as acquiring new information, exchanging ideas, expressing opinions, engaging in conversations, or simply enjoying the content.</p>	<p>from English weblogs.</p> <p>2. When reading a weblog, I listen and focus on the content being read, value the details, and respect other opinions given in the weblog.</p> <p>3. After studying English by using a weblog. I use written language for some goals such as getting new information, sharing ideas, expressing opinions, engaging in conversations, or enjoying the content.</p>
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## **D. Validity and Reliability**

### **1. Validity**

The researcher created a questionnaire blueprint, which was subsequently confirmed by an expert in the field. Some adjustments made throughout the validation process. After validation and editing, the questionnaire was ready for testing throughout the trial period, researcher spread the questionnaire through WhatsApp.

### **2. Try out**

The validated and proofread questionnaire was then administered to responders. The responders in the trial were part of the population, not a sample from the research. The research sample consisted of TBI students of IAIN Curup. Therefore, the researcher needed to evaluate the questionnaire on a population that was not part of the sample. The questionnaire was distributed to English Department students at Universitas Islam Negeri Fatmawati Bengkulu. The trial involved 18 respondents.

The validity and reliability tests are based on the validity and try-out results. The questionnaire's validity and reliability tests yielded the following results.

**a) Validity Test**

By using the r table, researchers get the validity standards for each statement as follows:

**Table 3.3**  
**Validity of Questionnaire**

<b>NO</b>	<b>R Hitung</b>	<b>R Tabel</b>	<b>Status</b>
1	0,56	0,497	Valid
2	0,51	0,497	Valid
3	0,56	0,497	Valid
4	0,56	0,497	Valid
5	0,48	0,497	Valid
6	0,58	0,497	Valid
7	0,52	0,497	Valid
8	0,64	0,497	Valid
9	0,51	0,497	Valid
10	0,49	0,497	Valid
11	0,65	0,497	Valid
12	0,60	0,497	Valid
13	0,65	0,497	Valid
14	0,57	0,497	Valid
15	0,55	0,497	Valid
16	0,53	0,497	Valid
17	0,55	0,497	Valid
18	0,73	0,497	Valid

By using the validity value of the questionnaire based After that, the researcher calculated the value of "r table" at a significance level of 5% is df 15 is 0.468. Then, the researcher calculates the correlation of the results of the "Y" pearson product moment table with the value of "r table" and "r count". From the results of the

questionnaire test analysis that has been carried out, it can be concluded that the question items are valid because the correlated itemtotal correlation value is greater than 0.468.

#### **b) Reliability**

After validating the instrument and questionnaire, the researchers utilized Cronbach's alpha to assess reliability. According to Nunnally, this has resulted in a wide range of test reliability. Psychometric tests typically have Cronbach's alpha values between 0.75 and 0.83, with some exceeding 0.90.4.

**Table. 3.4**

#### **Interpretation of Cronbach Alpha**

$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The result analysis of questionnaire's try out could be seen on the table below:



**Table 3.5**  
**Reliability of Questionnaire**

VAR TOTAL	33,31
SUM VAR BUTIR	5,26
<b>ALPHA CHORN</b>	<b>0,89</b>

Based on the data above Could be concluded that Cronbach alpha of questions were 0,89 it means the questionnaire's reliability were good.

#### **E. Technique of Data Analysis**

After got the data, researcher continued to analyze the data. In this study the researcher use descriptive analysis method used to know students' perception toward their 4C skills after reading weblog, the following steps:

The first step is scoring. Scoring is count of the questions contained in the questionnaire. The questionnaire in this research use Likert Scale is the most common used in measuring attitude, opinion, and perception toward an object. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second step was the researcher accounted the score of the total frequency was divided with the total questions. It was used to get students' perception toward their 4c skills after reading English Weblog; the formula is described as follow:

$$x = \{(fSA \times 4) + (fA \times 3) + (fD \times 2) + (fSD \times 1)\}$$

Description:

F : frequency                      A : Agree      D : Disagree

SA : Strongly agree              SD : Strongly disagree

The next step is the researcher accounted the percentages of each item of questionnaire that answered by respondent. Percentages analysis used to find out the students perception toward their 4c skills after reading English Weblog. The formula is described as follow:

$$P = \frac{\sum score}{Max score} \times 100P$$

Description:

P: Percentages

Score: Sum of score per item

Max score: Maximal score per item.

In order to generate a composite index for measuring the students' perception, the options in the questionnaire are summated and categorized into two categories<sup>57</sup>, there are:

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<sup>57</sup> Mahmud. (2022). *Skala Pengukuran Variabel-Variabel Penelitian Pendidikan Agama Islam* (2nd ed.). Mojokerto: Yayasan Pendidikan Uluwiyah.

- 10%-50% = Negative
- 51%-100% = Positive.

### **Agreement of the Term for Perception**

<b>Scale</b>	<b>Category</b>	
Strongly Agree	Combined	Negative Perception
Agree		
Disagree	Combined	Positive Perception
Strongly Disagree		

Gliem stated that not all summated scales are created according to Likert's specific procedures, all such scales share the basic logic associated with Likert scaling.<sup>58</sup> It can be extracted from the inductive argument and logical interpretation that the specific response toward a statement in the options of likert scale with the same cohesion can be combined to receive the respondents' absolute agreement with the motif of the topic.

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<sup>58</sup> Gliem and Gliem (2003) *Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales* in 2003 Midwest Research to Practice Conference in Adult, Continuing, and Community Education. Columbus, Ohio : Ohio State University.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter reveals the finding of the study and Discussions about each research questions based on the data gathered from questionnaire.

#### **A. Findings**

The researcher analyzed a questionnaire completed by 104 students from semesters two, four, six, and eight of the English study program at IAIN Curup to understand their perceptions of reading English weblogs on their 4C skills. The questionnaire had 18 items from four primary indicators. This research was conducted in May 2024. The goal of this study was to investigate how students perceived the influence of reading English Weblogs on their 4c skills. The term "perception" refers to a person's responses, ideas, or thoughts based on their experiences. To see perceptions, use questionnaires; the outcomes of these perceptions might lead to positive or negative perception.

#### **1. Student's Perception on Reading English Weblog on students' Critical Thinking Skills**

Based on the findings of the questionnaire asked students to rate how reading English-language blogs affected their ability to think critically. The findings of the analysis are shown in the table below

Table 4.0

## Result of Student's Perception Reading English Weblog on students' critical thinking skills

Statement	Options								F score	Total (%)	Average
	SA		A		D		SD				
	F	%	F	%	F	%	F	%			
After Reading English Weblog, I believe that I was able to understand the author's point of view	7	6,6%	90	84,9%	8	7,5%	1	0,9%	315	72,9%	72,9%
I can easily see how different ideas and concepts are related in weblog article	12	11,3%	80	75,5%	12	11,3%	2	1,9%	314	72,7%	
I feel confident in my ability to assess whether information is trustworthy or not	15	14,2%	76	71,7%	15	14,2%	0	0,0%	318	73,6%	

<b>I feel confident in my ability to connect information and draw a logical conclusion</b>	14	13,2%	80	75,5%	11	10,4%	1	0,9%	319	73,8%
<b>I can easily explain the arguments of the author's and add my arguments</b>	12	11,3%	78	73,6%	15	14,2%	1	0,9%	313	72,5%
<b>While reading an article in weblog, I actively question,confirm,validate or correct my understanding of the content</b>	10	9,4%	79	74,5%	16	15,1%	1	0,9%	310	71,8%

Since critical thinking skills are one of the skills that students must have to succeed in the twenty-first century, the researcher sought to know how students perceived the impact of reading Reading English weblogs on their critical thinking skills.

Based on the findings of the Critical Thinking items in the questionnaire, the research results regarding students' perceptions of the discussion technique will be provided as follows:

The first statement for Interpretation indicator "After reading the English weblog, I believe that I can understand the author's point of view" received significant agreement among the students surveyed. Specifically, 90 students responded to the "Agree" option, accounting for 84.9% of the total number of participants. These data clearly show that the vast majority of students felt confident in their ability to understand the author's point of view after reading English weblog. This high degree of agreement indicates that English weblogs are excellent in conveying the author's views and viewpoints in an accessible and understandable way to readers. As a result, reading English weblogs significantly helps students understand the author's point of view.

The second statement for Analysis indicator "I can easily see how different ideas and concepts are related" was also widely accepted by the students. According to the survey data, 80 students, accounting for 75.5% of the participants, selected the "Agree" option. This high

percentage indicates that the majority of students find it easy to understand the relationships between various ideas and concepts when reading English weblogs. Such a significant agreement shows the efficiency of English weblogs in delivering information in a clear and integrated manner, allowing readers to understand it better. As a result, reading English weblogs improves students' knowledge of particular ideas while also allowing them to recognize the relationships between distinct concepts, making the learning experience more integrated and comprehensive.

The third statement for Assessment indicator "I feel confident in my ability to assess whether information is trustworthy" received significant agreement from the students. Specifically, 76 students (71.7% of the 106 responders) selected the "Agree" option. This high number implies that most students are confident in their ability to assess the credibility of information. This confidence is most likely the outcome of their experiences and critical thinking skills gained while reading English blogs and other educational resources. As a result, it can be stated that attached with English weblogs improves students' ability to recognize credible material, which is important for their academic and intellectual development.

The fourth statement for Inferences indicator "I feel confident in my ability to connect information and draw logical conclusions" received the most agreement among students. Specifically, 80 students,



or 75.7% of those questioned, selected the "Agree" option. This high percentage indicates that most students are confident in their abilities to link various pieces of knowledge and draw logical conclusions from them. This confidence is most likely derived from reading English weblogs, which allow students to practice their critical thinking skills. The ability to link information and produce logical conclusions is essential for academic and everyday decisions. Therefore, it seems that reading English weblogs helps students improve their ability to think critically and make good decisions. This student agreement emphasizes the use of weblogs as instructional resources.

The fifth statement for Explanation indicator "I can easily explain the author's arguments and add my arguments" received strong agreement. Specifically, 78 students, or 73.6% of those surveyed, selected the "Agree" option. This suggests that most students can easily understand and explain the author's arguments, as well as add their own perspectives. Reading English weblogs tends help students understand the author's ideas and confidently contribute their own. This skill is essential for academic performance and successful communication. As a result, we may infer that English weblogs are effective tools for improving students' comprehension and critical thinking skills.

Sixth statement for Self-Regulation indicator "While reading the weblog, I actively question, confirm, validate, or correct my

understanding of the content" gained a strong backing from the students. Specifically, 79 students, or 74.5% of those polled, selected the "Agree" option. This high number shows that most respondents actively participate in the information by questioning, confirming, validating, or correcting their comprehension as they read. This active involvement shows that reading English weblogs encourages students to think critically and interact with the information, resulting in deeper learning and understanding. As a result, it is obvious that English weblogs serve an important role in helping students adopt active learning strategies.

Based on the explanations provided, the researcher concluded that students view reading English Weblogs as good for improving critical thinking skills. This conclusion is obtained from students' significant agreement on numerous claims about critical thinking. The total average value of 72.9% confirms this positive perception. This implies that the majority of students believe that reading English blogs improves their critical thinking skills. As a result, students has positive perception of the impacts of reading English weblogs on their Critical Thinking skill.

## 2. Student's Perception on Reading English Weblog on students' Creativity Skills

Students were asked to rate how reading blogs written in English affected their ability to be creative, and the results were based on the questionnaire. The analysis's conclusions are displayed in the table below:

**Table 4.1**

### Result of Student's Perception Reading English Weblog on students' Creative Thinking skills

STATEMENT	OPTIONS								F SCORE	TOTAL (%)	AVERAGE
	SA		A		D		SD				
	F	%	F	%	F	%	F	%			
After reading through the weblog I desire to ask and find more information about the reading article	20	18,9 %	72	67,9 %	9	8,5 %	5	4,7 %	319	73,8%	72,57%
while reading the weblog I was able to tolerate confusion,	16	15,1 %	71	67,0 %	15	14,2 %	4	3,8 %	311	72,0%	

<b>enjoy a challenge and not give up on reading complex/challenging information or diverse topics in the text.</b>										
<b>After reading through the weblog, I try to apply new ideas or concepts learned from the Reading article.</b>	13	12,3 %	77	72,6 %	12	11, 3%	4	3,8 %	311	72,0%
<b>I am able to pay attention and focus on the information presented in the reading text</b>	13	12,3 %	80	75,5 %	11	10, 4%	2	1,9 %	316	73,1%
<b>I am able to consider deeply and think</b>	14	13,2 %	74	69,8 %	14	13, 2%	4	3,8 %	310	71,8%

carefully about the information presented in the text										
I am able to know the physical and social world (such as place, people, and time) which supports my creativity in reading text in the weblog.	14	13,2 %	77	72,6 %	12	11, 3%	3	2,8 %	314	72,7%

The seventh statement for the **Curiosity** indicator, "after reading through the weblog I desire to ask and find more information about the reading article," received strong agreement. Specifically, 72 students, or 67.9% of those questioned, selected the "Agree" option. This suggests that most students want to learn more and ask questions about the content they see on English weblogs. This curiosity-driven conduct shows active engagement with the content, which promotes continuous learning and intellectual growth. Thus, it is clear that reading English weblogs piques students' interest and inspires them to dive further into numerous themes, thereby improving their overall learning experience.

The next statement about the **Resilience** indicator, "While reading the weblog, I was able to tolerate confusion, enjoy a challenge, and not give up on reading complex/challenging information or diverse topics in the text," obtained the most agreement. Specifically, 71 students, or 67.0% of the 106 surveyed, chose the "Agree" option. It indicates that the majority of students displayed resilience while engaging with English weblogs, showing a desire to tackle challenging concepts and continue in the face of challenges. This resilience feature is crucial for academic performance and personal growth, as it prepares students to overcome difficulties and thrive in a variety of learning situations.

The statement about the **Experimenting** indicator, "After reading through the weblog, I try to apply new ideas or concepts learned from the

Reading article," obtained the most agreement. Specifically, 77 students, or 72.6% of all responders, selected the "Agree" option. This implies that the vast majority of students actively use new ideas or concepts learnt from English weblogs. This proactive conduct shows a willingness to experiment and incorporate newly acquired knowledge into their learning. As a result, it is obvious that reading English weblogs motivates students to apply what they have learned, establishing an environment of experimentation and development.

The statement regarding the **Attentive** indicator, "I am able to pay attention and focus on the information presented in the reading text," earned the most agreement. Specifically, 80 students, or 75.5% of the respondents, chose the "Agree" option. This implies that practically all students can pay attention and concentrate on the information in English weblogs. This level of attentiveness indicates active engagement, which is essential for good learning and comprehension. As a result, it is evident that reading English weblogs increases students' attentiveness, which improves their learning experience.

The following remark regarding the **Thoughtfulness** indicator, "I am able to consider deeply and think carefully about the information presented in the text," received the most agreement. Specifically, 74 students, or 69.8% of all responders, chose the "Agree" option. This suggests that most students can think thoroughly and carefully about the

material offered in the text. This skill entails reflecting on the content, understanding its consequences, and determining its validity. As a result, it is clear that students respect and actively practice attentiveness when encountering textual content, which helps them progress academically and intellectually.

The statement about the **Environment-Setting** indicator, "I am able to know the physical and social world (such as place, people, and time), which supports my creativity when reading text in the weblog," earned the most agreement. Specifically, 77 students, or 72.6% of all responders, selected the "Agree" option. This suggests that most students grasp the physical and social context of the text they read on English weblogs. This awareness of the surroundings serves as a foundation for their creative engagement with the text. As a result, it is clear that students respect and benefit from comprehending the setting in which they read, as it encourages creativity and improves the reading experience.

Finally, the researcher discovered that students' thought reading English weblogs had a favorable impact on their creativity. This positive perspective shows that students believe that reading English blogs boosts their creativity. This conclusion is supported further by the total average value obtained, which is 72.57%. It implies that most students believe that engaging with English weblogs has a positive towards their creativity. This beneficial effect on creativity is significant because it helps students to



think innovatively and express themselves artistically. As a result, it can be reliably inferred that students' perception of reading English weblogs improves students' creativity skills is positive.

### **3. Student's Perception on Reading English Weblog on students' Collaboration**

Based on a questionnaire, students were asked to judge how reading English affected their capacity collaboration. The table below presents the findings of the analysis:

Table 4.2

## Result of Student's Perception Reading English Weblog on students' Collaboration Skills

STATEMENT	OPTIONS								F SCORE	TOTAL (%)	AVERAGE
	SA		A		D		SD				
	F	%	F	%	F	%	F	%			
I contribute to a more useful and enriching reading weblog experience by approving common goals together in my group.	12	11,3%	77	72,6%	16	15,1%	1	0,9%	312	72,2%	72,45%
I feel comfortable sharing my thoughts	19	17,9%	74	69,8%	13	12,3%	0	0,0%	324	75,0%	

and ideas with others in discussions about what I read from weblog.											
After reading the weblog, I participate in group discussions, co-author blog entries, share resources, provide feedback, and encourage one another's learning journeys	13	12,3%	66	62,3%	26	24,5%	1	0,9%	303	70,1%	

For statement thirteen on the **Deciding Goals Together**, "Contribute to a more useful and enriching weblog reading experience by agreeing on a common goal within my group," 77 students (72.6%) chose the "Agree" option. This significant agreement shows that most students are capable of adopting similar goals within their groups. By focusing on a common goal, students find the reading process more organized and enriching. This collective emphasis encourages better knowledge and more meaningful debates, demonstrating that students value teamwork in order to improve their engagement with the topic.

For statement fourteen of the **Share Responsibility** indicator, "I feel comfortable sharing my thoughts and ideas with others in discussions about what I read from weblog," 74 students (69.8%) chose the "Agree" option. The positive answer shows most students are comfortable sharing their opinions and discussing information from English weblogs with others. This ease with sharing ideas creates a friendly and collaborative environment, which improves their learning experience and encourages open communication. As a result, it is clear that students value discussing and sharing insights from English blogs, which improves their general comprehension and involvement.

For statement fifteen on the **Work in Team** indicator, "After reading the weblog, I participate in group discussions, co-author blog

entries, share resources, provide feedback, and encourage one another's learning journeys," 66 students, or 62.3%, chose the "Agree" option. This response shows that most students actively participate in collaboration activities after reading English blogs. They participate in group conversations, co-write blog posts, share resources, and provide comments, building a collaborative and supportive learning environment. This engagement indicates weblogs' positive perception on boosting teamwork and improving the overall educational experience.

In sum, the researcher conclude that the student's positively perceive of reading English Weblog towards their collaboration skill. It could be seen by the average total score 72,45% percentages.

#### **4. Student's Perception on Reading English Weblog on students' Communication Skills**

Based on a questionnaire, students were asked their perception of how reading English weblogs towards their communication skill.

The table below presents the findings of the analysis :

Table 4.3

## Result of Student's Perception Reading English Weblog on students' Communication Skills

STATEMENT	OPTIONS								F SCORE	TOTAL (%)	AVERAGE
	SA		A		D		SD				
	F	%	F	%	F	%	F	%			
After reading English Weblog I have the capacity to convey my understanding of the weblog's content both orally and in writing, as well as to extract essential concepts from English weblogs.	14	13,2%	78	73,6%	13	12,3%	1	0,9%	317	73,4%	75,08%

<p><b>When reading English Weblog, I listen and focus on the content being read, value the details, and respect other opinions given in the weblog</b></p>	17	16,0%	82	77,4%	7	6,6%	0	0,0%	328	75,9%
<p><b>After studying English by using a weblog, I use written language for some goals such as getting new information, sharing ideas, expressing opinions, engaging in conversations, or enjoying the content.</b></p>	18	17,0%	80	75,5%	8	7,5%	0	0,0%	328	75,9%

Statement sixteen on the **Articulate Thoughts and Ideas Effectively** indicator states, "After reading the weblog, I have the capacity to convey my understanding of the weblog's content both orally and in writing, as well as to extract essential concepts from English weblogs," 78 students, or 73.6%, chose the "Agree" option. This indicates that most students can clearly convey their understanding of weblog content, both orally and in writing, and identify essential topics. Reading English weblogs allows them to better explain their views and grasp important concepts, hence improving their learning experience.

Statement sixteen on the **Listen Effectively to the Information** indicator, "When reading a weblog, I listen and focus on the content being read, value the details, and respect other opinions given in the weblog," 82 students, or 77.4%, chose the "Agree" option. This shows that most students can concentrate on the substance of weblogs, enjoy the details, and respect other people's views. Reading English weblogs allows them to engage fully with the topic and examine different points of view, which improves their learning experience and fosters critical conversation.

For statement eighteen of the **Use Communication for a Range of Purposes** indicator, "After studying English by using a weblog, I use written language for some goals such as getting new information, sharing ideas, expressing opinions, engaging in conversations, or enjoying the content," 80 students, or 75.5%, selected "Agree." This demonstrates that most students can effectively use written language for a variety of reasons after reading



English blogs. They gather information, share ideas, voice opinions, participate in discussions, and enjoy the content, indicating improved language skills and involvement.

Over all explanation above, the researcher conclude that the student's positively perceive of reading English Weblog towards their communication skill. It could be seen by the average total score 75,08% percentages.

Eventually, in the table below the researcher resuming overall result of all data for each indicators after acquiring the data and analyzed by statistic method:

**Table 4.4**  
**Resuming Students' Perception on English Reading Weblog towards**  
**Students' 4Cs Skills**

No	Indicators	F Score	Percentage	Average Percentage	Students' Perception
1	Critical Thinking	1482	33,2%	74,4%	Positive
2	Creativity	1486	33,3%	74,6%	Positive
3	Collaboration	731	16,4%	73,4%	Positive
4	Communication	764	17,1%	76,7%	Positive
<b>Total</b>		<b>4463</b>	<b>100%</b>		

To determine students' impressions of reading English Weblogs on their 4c skills, the researcher distributed a questionnaire to them. The researcher then reported the percentage for each item from

the closed questionnaire. The inquiry included four answer possibilities.

Respondents had to select one of four alternate replies for each issue. Each option has a unique score: Strongly Agree (Score 4), Agree (Score 3), Disagree (Score 2), and Strongly Disagree (Score 1). In the table below, this study describes each statement under the questionnaire indication, where the researcher utilizes the frequency of the number of students who select the option. The frequency of students who chose the option was then multiplied by the score of each choice and displayed in the table.

The following table describes each statement under the questionnaire indicators, using the frequency of the number of students that chose the alternatives. The frequency with which students selected the options was then multiplied by the score for each option and displayed in the table. The outcomes of the scores were then added together to calculate the F Score for the indicators. After that, the score for the indicator is divided by the total score and multiplied by 100.

The calculation is based on the formula below:<sup>59</sup>

$$P = \frac{F}{N} \times 100$$

**Where:**

**P: Percentage**

**F: Frequency Score**

**N: Number of Items**

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<sup>59</sup> Herzberg Paul, *Principle of Statistics*, (New York: University Press, 1983), P.73

## **B. Discussion**

In this section, to find out students' perceptions of reading English Weblogs on their 4c skills, the researcher distributed questionnaires to students. The researcher discovered several discussions based on the research findings. The discussions are as follows:

### **1. What is the students' perception of reading English weblogs Toward their Critical Thinking skills?**

Facione explain that critical thinking interpreted as an activation toward the skill and the ability to comprehend, criticize and assess some evidences, recognize the questions, and build a logical conclusions. The essential for critical thinking based on Facione idea were interpretation, analysis, assessment, inference, explanation, and self-regulation.<sup>60</sup>

In this study, it can be seen clearly how students feel about the impact of reading English weblogs on their critical thinking skills. Students consistently agreed that weblogs help with various aspects of critical thinking, such as interpretation, analysis, assessment, inference, explanation, and self-regulation. The overall agreement percentage was 72.9%, confirming this positive perception. Students see weblogs as useful tools for improving their ability to interpret,

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<sup>60</sup> Facione, P. A. (2013). *Critical thinking: What it is and why it counts*

analyze, assess, infer, explain, and self-regulate.

## **2. What is the students' perception of reading English weblogs Toward their Creativity skills?**

Claxton<sup>61</sup> outlined The data that indicate a strong agreement among students on various indicators associated with creativity. Claxton findings of this study provide a comprehensive understanding of students' perceptions regarding the impact of reading English weblogs on their creativity skills.

As inline with Claxton, this study exposed that the student recognize the impact of reading English Weblogs on their creativity skills is overwhelmingly positive. This can be seen by The overall positive perception of the impact reading English weblogs, with an average agreement value of 72.57%, indicates that students believe this activity significantly enhances their creativity skills. Thus, the consistent high agreement across all indicators suggests that weblogs are an effective tool for fostering various aspects of creativity, including curiosity, resilience, experimenting, attentiveness, thoughtfulness, and environmental awareness.

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<sup>61</sup> Claxton, G., Edwards, L., & Scale-Constantinou, V. (2006). Cultivating creative mentalities: A framework for education. *Thinking Skills and Creativity*, 1(1), 57-61.

### **3. What is the students' perception of reading English weblogs Toward their Collaboration skills?**

This study gives us important insights into how students perceive the impact of reading English weblogs on their collaboration skills. Barfields<sup>62</sup> mentioned that there are three specific factors involved in collaboration, namely—Deciding Goals Together, Sharing Responsibility, and Working in a Team. In TBI IAIN Curup, the students affirmatively confirm that they perceive the factors involved in collaboration when using weblogs.

With an average score of 72.45% across all areas, it's clear that students see and appreciate the collaborative benefits of weblogs. They find it helpful to set goals together, feel comfortable sharing responsibilities, and enjoy working in teams. These Positive results shown that weblogs can be a great tool for improving students' ability to work together, as they encourage teamwork, open communication, and a shared commitment to common goals.

### **4. What is the students' perception of reading English weblogs Toward their Communication skills?**

Roekel Stated that a key to communication can be seen through several things included Articulate Thoughts and Ideas, listen

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<sup>62</sup> Barfield, A. (2016). Collaboration. *ELT Journal*, 70(2). Oxford University Press.

to information, and use the communication itself for various purpose.<sup>63</sup> In TBI IAIN Curup, students recognize that they could feel the positive perception of reading English weblog toward their communication skills.

This Can be seen by the overall response of students' positive perception with an average score of 75.08%. The students confirm that reading weblogs helps improve their ability to express their thoughts, listen effectively, and use communication in different ways. Hence, weblogs are beneficial for enhancing students' communication skills. The interactive and varied content of weblogs allows students to practice and develop their skills in a dynamic and engaging way.

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<sup>63</sup>Roekel, D. V. (n.d). (2020). Preparing 21st Century students for Global society. National Education Association.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the findings of this study, of the 4 indicators and 18 items, the average student has a positive perception of English Weblog reading activities in influencing their 4c skills. That is, most students agree. This is because the interactive and engaging nature of weblogs allows students to practice and develop various essential skills in a dynamic environment.

Firstly, weblogs offer a wide range of content that helps students articulate their thoughts and ideas more effectively. The process of interpreting and analyzing diverse viewpoints enhances their critical thinking skills.

Secondly, the variety of topics and the interactive format of weblogs stimulate creativity. Students are encouraged to explore new ideas, experiment with different concepts, and think deeply about the content they engage with.

Thirdly weblogs foster collaboration by providing a platform for students to share their thoughts, participate in group discussions, and co-author content. This collaborative learning environment helps students develop teamwork skills, share responsibilities, and work towards common goals and finally weblogs promote active listening and attentive reading, which are crucial for effective communication.

## **B. Suggestion**

Upon completing this research, the researcher intends to give Some Suggestion which may be useful for:

### 1. For students

Students are supposed to understand that 21<sup>st</sup> century skills are very essential in preparing them to face the world nowadays and through reading English Weblog which in this case educational blogs it very positif activity to enhance the 4c Skills

### 2. For Educators

This study shows that educators' responsibility is not merely to transfer knowlades instead to help students in preparing them to face the world and English Weblog could be a good medium to enhance students' 4c skills.

### 3. For Researcher

This study could be continue by the next researcher in form of find out in what aspects Reading English Weblog improve students' 4c skills.



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# SK PEMBIMBING



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

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Nomor : 408 Tahun 2024

Tentang  
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**

**Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud

**Mengingat** : b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diberi tugas sebagai pembimbing I dan II ;

1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;

2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;

3. Peraturan Menteri Agama RI Nomor 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;

4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/I/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;

5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026 ;

6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang tsn Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup

7. Keputusan Rektor IAIN Curup 0704/tp.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup

**Memperhatikan** : 1. Perhatian Saudari Seruni Wardani tanggal 17 April 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi

2. Berita Acara Seminar Proposal Pada Hari Rabu, 06 Maret 2024

**MEMUTUSKAN :**

1. **Dr. Eka Apriani, M.Pd** 19900403 201503 2 005

2. **Henny Septia Utami, M.Pd** 19890918 202321 2 047

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

**NAMA** : Seruni Wardani

**NIM** : 20551066

**JUDUL SKRIPSI** : Investigating the Students' Perception of Reading English Webling towards Students' 4C Skills

**Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

**Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan bimbingan yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penguasaan bahasa dan metodologi penulisan ;


**Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

**Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

**Kes enam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut ditetapikan oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

**Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
 pada tanggal 18 April 2024

  
**Retno Sutarto**

Lampiran :  
 1. Rektor  
 2. Kepala IAIN Curup,  
 3. Kabag Akademik dan Kemahasiswaan dan Kerja sama,  
 4. Masing-masing yang bersangkutan



## EXPERT VALIDITY

Objective	Indicators	Descriptions	Questions
<p style="color: red;"><del>To find out what is the students' perception of English reading weblog impact the students' Critical Thinking skill.</del></p> <p style="color: blue;">To find out the students' perception of the impacts of English reading weblogs on their Critical Thinking skill.</p>	<ul style="list-style-type: none"> <li>7. Interpretation</li> <li>8. Analysis</li> <li>9. Assessment</li> <li>10. Inferences</li> <li>11. Explanation</li> <li>12. Self Regulation</li> </ul>	<ul style="list-style-type: none"> <li>7. Interpretation is the process of understanding the meaning or significance of numerous experiences, data, events, and so on. When reading a weblog, students must interpret the information by comprehending the author's point of view, underlying themes, and any implied meanings.</li> <li>8. Analysis is When students examine the content of a weblog, they identify intended and real inferential links between claims, concepts, descriptions, and other types of representation. This entails analyzing the facts offered, comprehending the author's</li> </ul>	<ul style="list-style-type: none"> <li>7. After reading using the weblog, I believe that I was able to understand the author's Point of View.</li> <li>8. I can easily see how different ideas and concepts are related.</li> <li>9. I feel confident in my ability to assess whether information is trustworthy.</li> <li>10. I feel confident in my ability to connect information and draw a logical conclusion.</li> <li>11. I can easily explain the arguments of the authors and add my arguments</li> <li>12. While reading a weblog, I actively question, confirm, validate, or correct my understanding of the content</li> </ul>

		<p>beliefs, judgments, reasoning, and opinions, and assessing the coherence and soundness of the arguments advanced.</p> <p>9. Evaluation means that students learn to assess if the information is trustworthy, like checking clues in a mystery. It helps them separate fact from fiction, improving their ability to think critically, communicate effectively, and work together with others.</p> <p>10. Inference is similar to connecting the dots. It helps students make logical conclusions from the text, which improves their learning and critical analysis skills.</p> <p>11. Explanation means Students learn how to explain their arguments coherently, which improves their critical</p>	
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		<p>thinking. This improves their comprehension of the topic and their ability to successfully communicate their ideas.</p> <p>12. Students self-regulate while reading a weblog by questioning, confirming, validating, or correcting their reasoning and outcomes.</p>	
<p><del>To find out what is the students' perception of English reading weblog impact the students' Creativity skill.</del></p> <p>To find out the students' perception of the impacts of English reading weblogs on their creativity skills.</p>	<p>7. Curiosity</p> <p>8. resilience</p> <p>9. experimenting</p> <p>10. attentive</p> <p>11. thoughtfulness</p> <p>12. environment-setting.</p>	<p>7. Curiosity means students have an appetite for questioning that sometimes borders on obsession about reading articles in the weblog</p> <p>8. Resilience is the ability to tolerate confusion and frustration, to relish a challenge, and not to give up prematurely specifically on challenging information in reading an article in the Weblog</p> <p>9. Experimenting means students enjoy messing around with</p>	<p>7. after reading through the weblog I desire to ask and find more information about the reading article.</p> <p>8. while reading the weblog I was able to <del>find the meaning of</del> ambiguous information tolerate confusion, enjoy a challenge and not give up on reading complex/challenging information or diverse topics in the text.</p> <p>9. after reading through the weblog, I try to apply new ideas or concepts learned from the Reading article.</p> <p>10. <del>I feel more enjoyable while</del> reading</p>

		<p>materials, ideas, actions, and possibilities offered by reading text in the weblog.</p> <p>10. Attentive means students have a propensity for intense, effortless concentration in reading the text/articles in the weblog.</p> <p>11. Thoughtfulness means students are able to make use of the private rooms and resources of their minds</p> <p>12. Environment-setting means students are able to regulate the physical and social world which supports the kind of thinking that students need to do.</p> <p>Source: Claxton, G., Edwards, L., &amp; Scale-Constantinou, V. (2006). Cultivating creative mentalities: A framework for education. <i>Thinking skills and creativity</i>, 1(1), 57-61.</p>	<p><del>through the weblog</del></p> <p>4. I am able to pay attention and focus on the information presented in the reading text.</p> <p>11. I am able to consider <del>deeply</del> and think <del>deeply</del> <del>carefully</del> about the information presented in the text.</p> <p><del>12. I am able to pay attention to the context and purpose and benefit from the reading text.</del></p> <p>I am able to know the physical and social world (such as place, people, and time) which supports my creativity in reading text in the weblog.</p>
<p><del>To find out what is the students' perception of</del></p>	<p>4. Deciding goals together</p>	<p>4. Students may coordinate their efforts and contribute to a</p>	<p><del>4. Setting goals helps me learn more from the weblog I read</del></p>

<p>English reading weblog impact the students' Collaborative skill.</p> <p>To find out the students' perception of the impacts of English reading weblogs on their Collaborative skill.</p>	<p>5. shared responsibility</p> <p>6. work in team</p>	<p>more useful and enriching reading experience by agreeing on common goals, such as gaining knowledge on specific themes, developing language abilities, or generating meaningful debates.</p> <p>5. Share Responsibility entails actively participating in debates, providing thoughts, and contributing to the group learning process.</p> <p>6. Students Participate in group discussions, co-author blog entries, share resources, provide feedback, and encourage one another's learning journeys.</p>	<p>I contribute to a more useful and enriching reading weblog experience by approving common goals together in my group.</p> <p>5. I feel comfortable sharing my thoughts and ideas with others in discussions about what I read from weblog.</p> <p>6. <del>After reading the weblog, I discussed the content with my team members to gain a deeper understanding of the topic.</del></p> <p>After reading the weblog, I participate in group discussions, co-author blog entries, share resources, provide feedback, and encourage one another's learning journeys.</p>
<p><del>To find out what is the students' perception of English reading weblog impact the students'</del></p>	<p>4. Articulate thoughts and ideas effectively.</p> <p>5. Listen effectively toward the information</p>	<p>4. Reading English weblogs requires the capacity to comprehend the weblog's material, extract essential concepts, and</p>	<p>4. after reading the weblog <del>I discuss with others, such as friends or coworkers, to gain different perspectives and enrich understanding.</del> I</p>

<p><del>Communicati on skill.</del></p> <p>To find out the students' perception of the impacts of English reading weblogs on their</p> <p><i>Communicati on skill.</i></p>	<p>6. Use communication for a range of purposes.</p>	<p>convey one's understanding and thoughts clearly and coherently in written or verbal form.</p> <p>5. When reading English weblogs, "listening effectively toward the information" entails thoroughly engaging with the content, understanding the key themes, appreciating details, and being open to other opinions given in the posts.</p> <p>6. "Using communication for a range of purposes" when reading English weblogs refers to using written language to achieve various goals such as acquiring new information, exchanging ideas, expressing opinions, engaging in conversations, or simply enjoying the content.</p>	<p>have the capacity to convey my understanding of the weblog's content both orally and in writing, as well as to extract essential concepts from English weblogs.</p> <p>5. when reading a weblog, I listen and focus on the content being read, value the details, and respect other opinions given in the weblog. <del>and don't get distracted by other things</del></p> <p>6. After studying English by using a weblog, <del>I enjoy participating in group conversations</del> I use written language for some goals such as getting new information, sharing ideas, expressing opinions, engaging in conversations, or enjoying the content.</p>
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### **Notes from Validator**

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Curup, May 2024  
Validator

Nastiti Handayani, M.Pd





## Pre-Observation

