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Kampus Sultan Abdul Jalil Shah



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Engaging Students' Interest and Satisfaction using Blog at University Level

EIZUAN MUEIZANY BIN ABD AZIZ



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OF THE REQUIREMENTS FOR THE DEGREE OF
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DECLARATION

I hereby declare that the writing in this thesis is my own except for quotations and summaries of other author's work which have been duly acknowledged.

21.3.2011






**EIZUAN MUEIZANY BIN ABD AZIZ
M20091000483**



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Abstract

The purposes of study were developing blog for acid and base theories and determining the level of students' interest and satisfaction using blog. Blog is a platform of knowledge where learners post questions, thoughts and reflections to each others. Blog which was developed from GoogleBlogspot.com, consisted of seven parts; Learning Outcome, Lecture Notes, Tutorial, Simulations, Chemistry Community, Online Games and Hit News. The instrument for determining interest and satisfaction level in using blog was a Likert-type questionnaire. The sample of the study was 86 of first year students in *Universiti Pendidikan Sultan Idris* (UPSI) who took Chemistry I (SKU 3013). The data was collected at the end of the semester 1 session 2010/2011. The frequencies and percentage as well as mean score were analysed to answer the research questions. The findings showed that mean score for interest and satisfaction levels were 31.83 and 33.36 respectively. These findings indicated that most students (69%) were interested in using the blog and 73% of the students showed their satisfaction in using the blog.

Abstrak

Tujuan kajian ini adalah membangunkan blog bagi tajuk teori asid dan bes serta menentukan tahap minat dan kepuasan menggunakan blog tersebut. Blog merupakan satu tapak pengetahuan di mana pelajar mengemukakan soalan-soalan, fikiran dan maklumbalas antara satu sama lain. Blog dibangunkan daripada GoogleBlogspot.com dan ianya terdiri daripada tujuh bahagian; Hasil Pembelajaran, Nota Kuliah, Tutorial, Simulasi, Komuniti Kimia, Permainan Dalam Talian dan Berita Sensasi. Tinjauan untuk menentukan tahap minat dan kepuasan adalah melalui soal selidik menggunakan skala Likert. Sampel terdiri daripada 86 orang pelajar tahun satu Universiti Pendidikan Sultan Idris (UPSI) yang mengikuti kursus Kimia I (SKU 3013). Data dikumpulkan pada akhir semester 1 sesi 2010/2011. Kekerapan, peratusan dan skor purata dianalisis untuk menjawab soalan kajian. Hasil kajian menunjukkan skor purata bagi tahap minat dan tahap kepuasan adalah masing-masing 31.83 dan 33.36. Hasil kajian menunjukkan 69% pelajar berminat dan 73% berpuas hati terhadap penggunaan blog.

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CHAPTER 1

INTRODUCTION

1.1 Preface

E-learning in lecture hall and class becomes a new scenario to the lecturers/teachers and the students. In addition, the companies of text books around United States of America start to provide the educational software which can link on website as part of their packages (Deeter, 2008). At the same time, some schools in America start to develop their website as a new medium of learning process (El-Labban, 2003). This online learning evolution become grows up in line with ICT evolution which comes out with new instruments; blogs, friendster, facebook and twitter. Even ICT evolution has many instruments as mention above; this research focussed on blog.





Blog becomes an essential learning tool where learners post questions, thoughts and reflections to each others. It becomes an interactive activity to our younger generation. It also can be a centre of information sources where the educators and the students can keep and link the information about the lesson through the blog (Stockley, 2006). In other words, this blog learning is a platform of knowledge.

Furthermore, engaging the students' interest and satisfaction will become heady issues when the blog is proposed. The students' requirement in class and their result in examination will be considered when the new approach of learning is implemented (El-Labban, 2003). So, this is a challenge for educators to prove that this interactive tool can be a new medium to meet their requirement.



Conventional learning which has still implemented in class only uses the white board and some multimedia as their teaching aids. This method is not enough for inquiry generation who live in ICT world and need more explanation about the lesson especially in abstract concept (Amirrudin, 2005). He explained that the students need the virtual aids such as simulation, games, video and so on to enhance their understanding. His statement was supported by Mat (2000) who stated that innovative generation today need e-learning as their medium for quality education. Plus, the virtual facilities such as virtual libraries, audio ,video and diagram can enhanced their understanding of lesson.



Finally, this virtual facility of knowledge will create the learning process in versatile and give the opportunities for educators and students to get meaningful benefit through it as an alternative for pedagogical method.

1.2 Problem Statement

Nowadays, the younger generation especially the students did not interested to study the chemistry using conventional approach (Brownson, 2009). He added that the implementation of power point slides and multimedia in class and the lecture hall do not meet the students' requirements. Actually, they want to get experience on their own by taking part of the learning process during the class and the lecture such as searching for the right answers through the personal computer or notebook by accessing the blogs and educational websites (Perschbach, 2006). She also explained that the students nowadays preferred critical thinking task in lesson. In other words, they need something new and challenging which can give them opportunity to get knowledge on their fingertips. Hence, the use of blogs in teaching and learning of chemistry may have benefits of inducing active learning with tender guidance.

Based on El-Labban (2003), younger generation are exposed too much with the new ICT technology. They can communicate to each other and sharing their ideas even in far away and get new virtual friends via blog, friendster, facebook, and twitter. He added that the conventional style and



approach decrease their interests to the lesson and then effect their total satisfaction of lesson. Thus, improvising chemistry instruction namely by using the blogs in teaching and learning would further increase students' interest and satisfaction of the lesson.

In Malaysia, E- learning was still a new approach and it was not tested to many education levels especially at university level. This statement was supported by Amirrudin (2005) who implemented website as his instrument in E-learning research. He believed that younger generation in Malaysia today is an inquiry generation who needs more explanation of knowledge rather than memorizing from their books and their teachers' notes. His statement was supported by Mat (2000) who clarified that E-learning can increase students' understanding by developing the active and interactive learning. So, this innovative generation today need this virtual facility as a compulsory aid for their learning. Therefore, there is a need to carry out this research as it will give some indication in considering using of two teaching in chemistry classroom.

Furthermore, Chai and Poh (2009) stated that implementation of E-learning in Malaysia especially at university level can arouse the people's interest who were busy with the daily commitment to further their studies by sharing the information through the virtual facilities. This was supported by Lim, Hong and Tan (2008) who stated that students at university level accepted the importance of E-learning as a key factor of their success. They added that students believed that E-learning can support the conventional





approach. Thus, this study will provide some evidence in the use of blogs in teaching and learning of chemistry, hence expanding the knowledge based on this approach.

1.3 Purpose of Study

The purpose of this study was to develop a blog for acid and base theories. In addition, students' interest and satisfaction level will be determined. Specifically, the objectives of this study were:

- 1) developing a blog for learning acid and base theories,
- 2) determining the level of students' interest using blog for acid and base theories,
- 3) determining the level of students' satisfaction using blog for acid and base theories.



1.4 Research Questions

There were three research questions for this study:

- 1) What kind of blog was developed by the researcher for learning acid and base theories?
- 2) Does the result of using blog for learning acid and base theories fulfil students' interest level?
- 3) Does the result of using blog for learning acid and base theories fulfil students' satisfaction level?

1.5 Significant of Study

Developing and implementing blog can arouse students' interest and fulfil their satisfaction on learning chemistry lesson. It became an alternative for pedagogical method as same as conventional learning (Hjorth-Gustin, 2004). He added that blog or another kind of ICT technologies can be a good competitor for conventional learning to make a variety of learning process in future. So, this study gave the opportunity for us as educators to get benefits from it to improve the learning process in class.

Furthermore, the students in Malaysia are ready for changing style of learning from conventional approach to E-learning environment (Lim, Hong and Tan, 2008; Smart School Project Team, 1997). Their readiness for E –



learning approach should be grabbed as an opportunity to develop this pedagogical method as an alternative for conventional learning.

The recent and previous studies of blog have just focus on the attitudes, understanding and participation of the students. However, this study focussed on interest and satisfaction which has limited journal and article of discussing about it and this study applied two phases of design which were blog development and survey design. Besides, this study are always get criticising due to undesired findings. It also called non-significant phenomenon according to Brownson (2009). So, it will be exciting and challenging for researcher to precede this research to add the variety of the study findings on blog. The researcher believed that failure from the past does not mean failure for today and for the future. Plus, in the social science, anything will be happen because of relating with the human being (Craig and Charles, 2010; Creswell, 2008). Different person may have different perspective and it will become different findings.

1.6 Limitation of Study

There were five barriers or limitations for this study. Firstly, sample size was small, $n=86$ due to the population which existed, $N= 110$. Even it followed 95% of confidence level; the researcher believed that the result can be much more accurate if the sample size and population can be expanded. This





statement was supported by MacArthur (2010) who recommended a large respondent to get a better result.

Secondly, E-learning was broad and has many kind of instrument such as websites, facebook, courseware, twitter and blog. So, to fulfil the purpose of study, this study was only used the blog as E-learning instrument.

Furthermore, this research only used 1 subtopic which was acid and base theories as a part of blog learning material. This was because many topics may give different result and finding. Besides, this research was focus on determine the interested and satisfaction using blog and not focus on the any specific topic.



Meanwhile, the analysis of data only used descriptive analyses which consist of mean score, frequencies and percentage in survey design. This was because this analysis was enough to meet the purpose of study and answer the research questions. However, this study can also use correlational analysis which correlated between interest and satisfaction.

Finally, the sample selection was not focus on gender. Focus on gender caused different result and finding due to different personality of male and female in terms of interested and suited their satisfaction.





1.7 Conceptual Definitions

These following terms were used in this study. The researcher also believed there may have other definitions in clarifying these applied terms.

a. Blog:

Blog is a virtual learning tool where learners post questions, thoughts and reflections. Blogspot as example is a virtual backpack, never lost in a move. Blog also can visualize the imaginary/virtual concept which the students cannot see through their eyes (Wood-Wilson, 2009; Amirrudin, 2005 ; Mat, 2000).



For this study, blog was developed using GoogleBlogspot.com and it consisted of variety collection sources; internet, courseware and books. It became a centre of information for the students to grab the information of acid and base topic. In other words, blog is a platform or station of knowledge.

b. Interest:

Interest means “an enduring activity that develops over time, and also acknowledged the interactive relationship between the individual and aspects of the environment in the creation of interest” (Brownson, 2009; Walker, 1999).





For this study, interest can be shown by higher frequencies of accessing the blog and participating in online community in 10 days. Then, their feedback was recorded using survey.

c. Satisfaction:

Satisfaction means “Online learning environment that fits their learning needs”. Their needs were getting the information which suited on their studies (Patrick, 2009).

For this study, satisfaction of students can be fulfilled by providing lecture notes, tutorial, simulations and animations which related or suited on their studies. Then, their feedback was recorded using survey.





1.8 Summary

This research was carried out to fulfil students' interest and satisfaction using blog as an alternative for the pedagogical method. It can be add on for the existed researches which were already known as No-Significant phenomenon research. This chapter also explained the terms used or conceptual definitions which applied in this study to clarify the readers about the actual focus which try to achieve in this study.

This research also explained the limitations which can be a hindrance or barriers for this study. It was important to make a realistic target of what can be done or complete by the researcher and what were disable to make it. It also became a guideline for the newcomers to consider when this kind of research has been chosen. This chapter also clarified the significant or the weighty for this study to ensure that this study was not being carried out as leisure or convenience research.

In conclusion, chapter 1 was the preview of the research that had been carried out and therefore the readers would get to know in detail when they went through the whole dissertation paper especially from chapter 2 until chapter 5.

