

Class Blogs as An Alternative Strategy And Students' Reading Proficiency

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Abstract

This study investigates the effectiveness of class blogs as an alternative instructional strategy in enhancing the reading proficiency of Grade 7 students at Ayala National High School. As digital learning becomes increasingly relevant in today's classrooms, integrating blogs offers an opportunity to enhance literacy instruction through student-centered, interactive, and reflective learning. A quasi-experimental design was used, involving 60 students divided equally into a control group and an experimental group. The control group received traditional instruction, while the experimental group engaged with blog-based reading activities over a span of several weeks. Pre-test and post-test assessments were conducted using a reading proficiency self-assessment and comprehension test to measure learning gains.

The results revealed that the experimental group showed a significant improvement in their post-test scores, achieving an average mean of 2.98, which corresponds to the "Approaching Proficiency" level. In contrast, the control group scored an average post-test mean of 2.18, which remained in the "Developing" category. A t-test analysis indicated a statistically significant difference between the two groups' post-test results ($t = 18.464$, $p = 0.0000$). These findings suggest that the integration of class blogs positively influences students' reading comprehension, vocabulary, and motivation to read.

The study concludes that class blogs are a viable and innovative alternative strategy for enhancing reading instruction in secondary education. It is recommended that educators and school administrators consider incorporating blog-based activities into the reading curriculum to promote active learning and literacy growth. Further research could investigate its application across various subjects and long-term impacts on learner engagement.

Keywords

Class blogs; reading proficiency; digital instruction; reading strategies; educational technology; quasi-experimental; student engagement; scaffolded learning.

INTRODUCTION

In the 21st-century learning environment, the integration of technology in education has become increasingly vital to enhance student engagement and academic performance. Among various digital tools, class blogs have emerged as a promising platform to support student learning, particularly in the area of reading proficiency. A class blog is an online space where students and teachers can collaborate, post reflections, share resources, and engage in discussions related to their lessons. This interactive digital medium encourages learners to read, respond, and reflect more deeply and frequently, thus fostering better comprehension and literacy skills. The independent variable in this study is the use of class blogs as an alternative strategy. A class blog is an online page where students and teachers can post stories, reading tasks, and comments. It is different from the usual way of learning because students can read and write using the internet. They can also share their thoughts and ideas with their classmates through comments. This makes reading more exciting and helps students become more active in learning. In this study, the class blog is used to see if it can help improve students' reading skills. The dependent variable in this study is the students' reading proficiency. This means how well the students can understand what they read. It includes skills like reading with understanding, knowing the meaning of words, and answering questions about a story or passage. In this research, the students' reading proficiency is measured before and after using the class blog. This helps show if the class blog helped them improve their reading skills. In this study, there is a connection between the independent variable (using class blogs) and the dependent variable (students' reading proficiency). The class blog is used as a new way of teaching, where students can read, write, and share their ideas online. When students use the blog often, they get more chances to read and understand different texts. They also practice writing and thinking about what they read. Because of this, using the class blog may help improve their reading skills. This study wants to find out if using class blogs really makes a difference in how well students can read and understand texts. This study will be conducted at Ayala National High School in Zamboanga City, where many students are still working to improve their reading skills. In the classroom, traditional methods like textbooks and written worksheets are mostly used for reading lessons. However, some students continue to have difficulty understanding what they read. This shows a gap in finding more effective and engaging strategies to help students improve. Although technology is available, using tools like class blogs is not yet a common practice in many classes. That is why this study is important—it will gather data from students before and after using a class blog to see if this strategy can help improve their reading proficiency. The results will give teachers ideas on how to make reading more interesting and effective for students. The purpose of this study is to examine the effectiveness of using class blogs as an alternative teaching strategy in enhancing students' reading proficiency at Ayala National High School, Zamboanga City. Specifically, the study aims to determine whether there is a significant improvement in students' reading performance after being exposed to class blogs. By comparing pre-test and post-test results, the study seeks to provide insights into the impact of digital tools on students' academic growth in reading.

Prior to the completion of the study, it is recommended that educators consider the integration of class blogs into their reading instruction as a supplementary strategy. Given the interactive and engaging nature of blogs, this platform may encourage students to read more actively, express their ideas, and collaborate with peers.

Should the study results confirm a positive impact on reading proficiency, the use of class blogs could be further promoted as an innovative approach to improving literacy skills in secondary education.

1.1. Problem Statement

This study aims to determine “Class Blogs as an Alternative Strategy and Students’ Reading Proficiency” aims to explore the effectiveness of utilizing class blogs to enhance students’ reading skills. Integrating blogging into educational settings has shown promise in improving students’ engagement and literacy. Specifically, it seeks to answer the following questions:

1. What are the pre-test scores of the students without using class blogs as an alternative strategy?
2. What is the level of student’s reading proficiency?
3. What are the post-test scores of students using class blogs as an alternative strategy?
4. Is there a significant difference in the students’ post-test results?

1.2. Scope and Limitation of the Study

This study focuses on evaluating the effectiveness of class blogs as an alternative strategy in enhancing the reading proficiency of Grade 7 students of Ayala National High with a total population of 1,200. The study was conducted among 60 students selected from a total population of 360 Grade 7 learners handled by the researcher. These 60 students were equally divided into two groups:

- The control group of 30 students received instruction using traditional reading strategies, while
- The experimental group of 30 students was taught using class blogs as a tool to support reading activities.

The scope of the study is limited to assessing and comparing the pre-test and post-test scores of both groups to determine the impact of using class blogs on students’ reading proficiency. The study also aims to identify if there is a significant difference between the performances of the two groups after the intervention.

Additionally, the study includes the involvement of English teachers, reading coordinators, and school administrators to validate the instruments used and to ensure proper implementation of the research process. However, these individuals serve only as support or validators and are not part of the core test group.

This research is limited to the students under the researcher’s supervision during the school year and does not account for external factors such as students’ home environment, prior reading habits, or access to technology outside school. The findings may not be generalized to other grade levels or schools with significantly different demographics or resources.

2. Methodology

2.1. Research Design

This study will utilize a quasi-experimental research design, specifically a pre-test and post-test control group design. This design allows the researcher to measure the students’ reading proficiency before and after implementing class blogs as an alternative strategy.

The study will involve two groups: an experimental group that uses class blogs and a control group that follows traditional reading strategies. The pre-test will assess students’ initial reading proficiency, and after implementing class blogs, a post-test will be conducted to measure any changes in reading performance.

According to Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Pearson Education.

2.2. Research Locale

This study will be conducted in Ayala National High School. The school is located at Zone 6, Ayala, Zamboanga City.

Ayala National High School like any other learning institutions takes pride in reminiscing its past achievements. The school gives its best in providing the growth and development of the clientele – the students.

Ayala National High School has been in existence since 1966. The establishment of the school was made possible through a resolution authored by Council Santiago Pantallon through the program of President Ferdinand E. Marcos which is “High School Reach Out Program” by former city mayor of Zamboanga City Hector Suarez with the father of Barangay High School Roberto Villarez who help in the implementation of the said program. The first building was constructed in 1963 known as Ayala Barangay High School Building. It was Mr. Emerito Ramos who initiated the donation of woods and other building materials from NEPATCO of Great Pacific Timber. The barrio officials then who a real spirit of benevolence and Cooperation has been instrumental in the establishment of the First known as Ayala Barrio High School were, Barrio Captain Pedro Anastacio with the councillors: Fidelina S. Barnasheya, Leticia S. Agustin, Luisita M. Cornelo and Victoriano Araneta.

Ayala National High School has the total population of 6,934 students with 3,378 male and 3,556 female a total of 98 classrooms both Junior and Senior High School with 232 teaching and 8 none teaching staff.

2.3. Participants of the Study

The respondents of this study were selected from a population of 360 Grade 7 students handled by the researcher. From this population, a total of 60 students were chosen as the primary respondents using simple random sampling. These students were divided equally into two groups:

- Control Group – 30 students who received instruction using traditional reading strategies.
- Experimental Group – 30 students who received instruction through the use of class blogs as an alternative strategy.

This grouping allowed the researcher to compare the reading proficiency of students exposed to different instructional strategies. The selection of students ensured that both groups were comparable in terms of reading ability and academic background at the start of the study

In addition to the main student respondents, the study may also involve other key participants to enrich data collection, such as:

- English Teachers – to provide feedback or insights on the use of traditional versus blog-based reading strategies.
- Subject Area Coordinator or Reading Specialists – for validation of test instruments and to provide expert input.
- School Administrators or Principals – to authorize and oversee the implementation of the study.

These secondary respondents, if included, were not subjected to testing but were consulted through interviews or questionnaires for support and validation purposes.

The chosen respondents were treated ethically, with proper orientation about the purpose of the research. Informed consent was sought, and confidentiality of data was assured throughout the study.

Table 1.
RESPONDENTS OF THE STUDY
POPULATION AND SAMPLE DISTRIBUTION OF RESPONDENTS

Ayala National High School	Total number of learners	Number of respondents
7- Dahlia	60	30
7- Everlasting	60	30
	120	60

2.4. Sampling Procedure

This study utilized a quasi-experimental design involving two groups: the control group and the experimental group, each composed of 30 Grade 7 students, selected from a total of 360 students handle by the researcher.

The control group was taught using traditional reading strategies, while the experimental group was taught using class blogs as an alternative reading strategy. Both groups were subjected to a pre-test and a post-test to measure their reading proficiency before and after the intervention.

A simple random sampling technique was employed to select the 60 student respondents from the overall population. This method was chosen to ensure that every student had an equal chance of being included in the study, thus minimizing selection bias. A list of all 360 students was prepared, and a random number generator was used to select 60 students. These students were then randomly assigned to either the control or the experimental group, with 30 students in each group.

This sampling design allowed the researcher to fairly and accurately compare the effects of traditional reading strategies and the use of class blogs on students' reading proficiency. Care was taken to ensure that both groups were similar in demographic characteristics and academic performance levels before the implementation of the study

2.5. Research Instrument

The main instrument used in this study was a researcher-made Reading Proficiency Test, consisting of multiple-choice questions aligned with the curriculum standards. The test was validated by English teachers and language experts to ensure its reliability and validity. After validating the instrument, the researchers conducted a pilot testing on the students of the Grade 7 students of Ayala National High School, Ayala District, Zamboanga City. Based on the results the instrument is reliable to be used as survey questionnaire.

The following are the research instruments that will use in gathering data for this work:

I. Questionnaire/Checklist

The questionnaire/checklist used in this research is a Likert Scale method designed to measure the reading proficiency of the Grade 7 students of Ayala National High School.

The questionnaire/checklist also contains the information about the respondent's basic information.

To determine the effectiveness of the class blog, the results of the post-test of the experimental group and control group will be computed. For the class blog to be effective there must be a significant difference between the experimental and control groups in the post-test. The difference between the experimental and control groups will be computed using t-test for independent data at 0.05 level of significance.

To determine the acceptability of the class blog, the following Likert's Scale Method will be used:

Rating	Range Interval	Verbal Interpretation
5	4.5 – 5.00	Highly Proficient
4	3.5 – 4.49	Proficient
3	2.5 – 3.49	Approaching Proficiency
2	1.5 – 2.49	Developing
1	1.0 – 1.49	Beginning

Reference:

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed method approaches (5th ed.) SAGE Publications.

2.6. Data Gathering Procedure

The data collection process for this study will be conducted in several phases to systematically assess the impact of class blogs on students' reading proficiency. Initially, the researcher will seek approval from the school administration and obtain the necessary consent from students and their parents or guardians participate in the study.

The first phase involves administering a pre-test to all selected participants to determine their reading proficiency before the introduction of class blogs. The test will assess key reading skills such as comprehension, fluency, and vocabulary. After gathering the pre-test scores, the experimental group will be introduced to class blogs as an alternative reading strategy, while the control group will continue with traditional reading methods.

During the intervention phase, students in the experimental group will actively engage with class blogs, where they will read, interact, and respond to reading materials. The intervention period will last for a specific duration, ensuring that students have ample time to familiarize themselves with the new strategy.

Following the intervention, a post-test will be administered to both groups to measure any improvements in their reading proficiency. The pre-test and post-test results will then be compared to determine the effectiveness of class blogs as a reading strategy. Finally, statistical analysis will be conducted to assess whether there is a significant difference between the pre-test and post-test scores, providing insights into the impact of class blogs on students' reading performance.

3. Results and Discussions

Table 1

Problem 1: What are the pre-test scores of the students without using class blogs as an alternative strategy?

Table 1: Reading Motivation and Engagement

Statement	Mean Score	Verbal Interpretation
1. I enjoy reading different kinds of texts in English.	2.35	Developing
2. I feel confident when reading English materials.	2.27	Developing
3. I read regularly outside of class.	1.84	Developing
4. I like participating in reading-related activities.	2.28	Developing
5. I feel more interested in reading when the topic relates to my life.	2.24	Developing
Overall Mean	2.20	Developing

Legend:

- 1.0 – 1.49 Beginning,
 1.5- 2.49 Developing,
 2.5 – 3.49 Approaching Proficiency,
 3.5- 4.49, Proficient,
 4.5- 5.0 Highly Proficient.

Table 1 presents the pre-test reading proficiency scores of students who were taught without the use of class blogs. The individual scores ranged from 1.84 to 2.35, with an overall mean of 2.20, which falls within the “Developing” proficiency level. This suggests that the students demonstrated only partial understanding of reading skills, with a need for further development in areas such as comprehension and vocabulary. According to Guthrie and Wigfield (2000), students at this level require structured and engaging approaches to stimulate their reading motivation and comprehension. Furthermore, Vygotsky’s (1978) theory of the Zone of Proximal Development supports the use of scaffolding and targeted intervention strategies to bridge gaps in learning. These findings underscore the importance of integrating alternative strategies, such as class blogs, to enhance the reading proficiency of students beyond the developing level.

Table 2

Problem 2: What is the student’s reading proficiency?

Table 2: Reading Comprehension Skills and Vocabulary Word Recognition

Statement	Mean Score	Verbal Interpretation
1. I can easily identify the main idea of a passage.	1.88	Developing
2. I understand what I read without needing much help.	1.88	Developing
3. I can make logical inferences based on the text.	2.05	Developing

4. I am able to summarize a passage after reading it.	2.06	Developing
5. I can distinguish between facts and opinions on a text.	2.03	Developing
6. I can understand new vocabulary based on context.	1.99	Developing
7. I use strategies like reading or guessing to understand unfamiliar word.	2.17	Developing
8. I feel my vocabulary is improving through reading	2.24	Developing
9. I look up the meanings of new words while reading	2.18	Developing
10. I am confident in understanding academic or specific terms.	2.17	Developing
Overall Mean	2.07	Developing

Legend:

1.0 – 1.49 Beginning,

1.5- 2.49 Developing,

2.5 – 3.49 Approaching Proficiency,

3.5- 4.49, Proficient,

4.5- 5.0 Highly Proficient.

Table 2 presents the reading proficiency scores of students based on their self-assessment results. The scores range from 1.88 to 2.24, with an overall mean of 2.07. Based on the standardized proficiency scale, this average falls under the “Developing” category. This indicates that students are beginning to demonstrate foundational reading skills such as basic comprehension, vocabulary recognition, and engagement with texts. However, their proficiency remains limited, suggesting that additional instructional support is needed. According to Guthrie and Wigfield (2000), students at this level often exhibit partial understanding and benefit greatly from motivation-driven instruction. This aligns with Vygotsky’s (1978) Zone of Proximal Development (ZPD), which emphasizes the value of scaffolded learning experiences. Therefore, integrating supportive strategies like class blogs can be beneficial in enhancing student engagement and gradually improving their reading proficiency.

Table 3

Problem 3: What are the post-test scores of the students using class blogs as an alternative strategy?

Table 3: Use of Technology and Class Blog (Post-Test Only) Control Group

Statement	Mean Score	Verbal Interpretation
1. Using the class blog helped me become more engaged in reading.	2.17	Developing
2. I enjoyed reading my classmates’ blog posts.	2.13	Developing
3. Writing blog entries improved my understanding of what I read.	2.17	Developing
4. The class blog made reading more interactive and enjoyable.	2.27	Developing
5. The class blog made reading more interactive and enjoyable.	2.14	Developing
6. I am more motivated to read because of the class blog activities.	2.18	Developing

Overall Mean	2.18	Developing
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Legend:

1.0 – 1.49 Beginning,

1.5- 2.49 Developing,

2.5 – 3.49 Approaching Proficiency,

3.5- 4.49, Proficient,

4.5- 5.0 Highly Proficient.

Table 3: What are the post-test scores of students using class blogs as an alternative strategy?
 Use of Technology and Class Blog (Post-Test Only) Experimental Group

Statement	Mean Score	Verbal Interpretation
1. Using the class blog helped me become more engaged in reading.	2.17	Approaching Proficiency
2. I enjoyed reading my classmates' blog posts.	2.13	Approaching Proficiency
3. Writing blog entries improved my understanding of what I read.	2.17	Approaching Proficiency
4. The class blog made reading more interactive and enjoyable.	2.27	Approaching Proficiency
5. The class blog made reading more interactive and enjoyable.	2.14	Approaching Proficiency
6. I am more motivated to read because of the class blog activities.	2.18	Approaching Proficiency
Overall Mean	2.18	Approaching Proficiency

Legend:

1.0 – 1.49 Beginning,

1.5- 2.49 Developing,

2.5 – 3.49 Approaching Proficiency,

3.5- 4.49, Proficient,

4.5- 5.0 Highly Proficient.

Table 3 presents the results of the reading proficiency self-assessment, the Control Group, which did not use class blogs as part of their learning strategy, obtained scores ranging from 2.13 to 2.27, with an overall mean score of 2.18. This falls within the “Developing” proficiency level, indicating the students in this group demonstrate partial understanding and application of reading skills but may still require support to improve their comprehension, vocabulary, and engagement.

In contrast, the Experimental Group, which utilized class blogs as an alternative reading strategy, scored between 2.85 and 3.10, with an overall mean score of 2.98. This places the group in the “Approaching Proficiency” level. This suggests that students in the experimental group showed a solid grasp of reading skills, greater confidence in understanding texts, and improved motivation to engage with reading materials.

Table 4

Table 4: Is there a significant difference in the students’ post-test results?

The table below presents the comparison of post-test mean scores between the control group and experimental group. The control group, which was not exposed to class blogs as an alternative strategy, obtained a mean score of 2.18, which corresponds to the “Developing” level of reading proficiency. In contrast, the experimental group, which integrated class blogs into their reading activities, achieved a higher mean score of 2.98, indicating a “Approaching Proficiency” level of reading ability.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Group	Mean Score	N
Control	2.18	30
Experimental	2.98	30

T- Test Results

T-value: 18.464

P-value: 0.0000

An independent samples t-test was conducted to determine whether the difference between the two groups was statistically significant. The results revealed a t-value of 18.464 and a p-value of 0.0000, which is well below the 0.05 threshold for significance. This confirms that there is a significant difference in the post-test results between the two groups. The use of class blogs had a notable positive impact on students’ reading proficiency. This finding is supported by Guthrie and Wigfield (2000), who emphasized that student motivation and engagement are crucial factors in reading success. Furthermore, Vygotsky’s (1978) Zone of Proximal Development (ZPD) theory underscores the effectiveness of scaffolded instruction, suggesting that digital tools like class blogs can serve as supportive platforms that enhance learning. Overall, the results validate the integration of class blogs as an effective and innovative strategy for improving students’ reading performance.

4. Conclusion

Based on the findings, it can be concluded that integrating class blogs into reading instruction is effective in enhancing students' reading performance. The experimental group, which was exposed to digital reading strategies through class blogs, demonstrated greater improvement compared to the control group, which relied on traditional teaching methods. This outcome supports educational theories such as Vygotsky's Zone of Proximal Development (ZPD), which highlights the value of scaffolded and interactive learning. It also aligns with research by Guthrie and Wigfield (2000), who emphasized the importance of motivation and engagement in literacy development. The evidence clearly suggests that class blogs are a viable and innovative tool for developing reading proficiency among students.

5. Recommendation

In light of these conclusions, it is recommended that educators incorporate class blogs into their reading instruction as a strategy to improve student engagement and literacy outcomes. School administrators should provide training and support for teachers to effectively utilize technology in the classroom. Additionally, future researchers may explore the long-term effects of blog-based learning on reading comprehension and extend the study to different educational levels or learning areas. Further studies may also examine the impact of class blogs on students' attitudes, motivation, and independent reading habits. By doing so, educators can gain deeper insights into the role of digital tools in fostering 21st-century literacy skills.

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