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Reading Log to Promote Extensive Reading Activities: Students' Perspective

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A B S T R A C T

Reading log serves a crucial function in extensive reading by reminding students to read and encouraging them to record all they have read. However, some argue that keeping a reading log might be a burden for students and reduce their reading passion. Therefore, this study aims at figuring out students' perceptions and experiences with reading logs in order to help them with their extensive reading. This study involved 100 high school students who were equally assigned to do extensive reading activities outside of school hours for six weeks. The research data were collected through the questionnaire to find out student perspectives about extensive reading, the benefit, and difficulties when doing extensive reading activities using a reading log. Although the students had some difficulties, however, after data analysis, it was found that the students' perspective on extensive reading activity using a reading log was good.

Keywords: *Reading; Extensive Reading; Reading Log; Perspective.*

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INTRODUCTION

Extensive reading is the type of reading in which students read and refer to large quantities of material, chosen by themselves or reading for pleasure. Extensive reading is essential for piquing students' interest in the content of the books they have chosen. To put it another way, extensive reading boosts a student's desire to read. It provides students with the opportunity to become active and critical readers. Students read freely from a variety of reading materials, allowing them to provide engaging and insightful feedback on their comprehension. These extensive reading activities can improve students reading skills same as intensive reading, but without burden, since students choose their book.

Meng (2009) stated that the extensive reading program is an effective and enjoyable way for students to learn and read English as a foreign language and alternative to the intensive reading course. Despite their lack of tenacity, most students said that extensive reading motivate them to read more since they have the flexibility to pick (Hofer, 2011). Aside from that, extensive reading places a strong emphasis on individual reading activities both inside and outside of the classroom in order to gain a broad understanding (Day, 2015, p.295). It will help students understand the overall meaning of the book if they are taught to read independently. Students have been taught to practice quickly to become familiar with new words. Fawzia and Salwa (2016) argue that this will boost students' self-esteem because they do not have to worry about the meaning of the words, allowing them to focus on the overall meaning of the text (p.96). Meanwhile, Intensive reading is the type of reading in which the content must be read attentively and thoroughly to obtain precise information. Intensive reading

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usually entails a slower process of reading a small number of materials to extract specific information. The statements of these experts are also supported by several research as follows, first discovered by Erguvan (2016) in Kuwait found that students do intensive reading when reading is a compulsory component of the course, but not necessarily enjoy doing it. Second research, conducted by Erfanpour (2013) in Iranian high school students also found that the role of extensive reading is more significant than intensive reading. Third research, conducted by Lekawael (2021) found that undergraduate students in Pattimura university Ambon, the extensive reading class had a role in helping them become better readers. Furthermore, the practice help students grasp the chapter better and through the vocabulary log, they are able to expand their vocabularies once more. Last, research conducted by Wijaya (2020) discovered students will always have a strong desire to read as many texts as possible if they find the reading materials enjoyable and appropriate for their learning goals. In other words, students can benefit from extensive reading more than intensive reading. Thus, this research was conducted in order to know how students' perspectives on extensive reading activities, especially for high school students.

A teacher may find extensive reading to be an appealing approach to immerse themselves in the learning process. It is not just about how students obey what teachers say, it is also about how a teacher may use extensive reading to provide their students a direct stimulus. As a result, students read not only because the teacher instructed them to, but also because they require it and believe that extensive reading has many benefits for them.

Building all students' interest to read in this activity is not an easy job. Although many students are used to read before, but some students do not like to read even though they are freed in choosing the title and genre of the book. As prospective English teachers, encouraging students to read is important because reading is unavoidable besides, when reading a book, our knowledge will increase because the information is also mostly obtained in reading. Reading is extremely important in human life since it allows people to obtain knowledge and communicates with one another. Reading is, in reality, a sort of 'functional autonomy' in human life. In other words, even if they do not want to learn anything, most individuals cannot help themselves from reading (Gibson & Levin, 1975). Mikulecky (2008) stated that reading is a cognitive activity in which schemata, or prior knowledge, and new information are compared and combined.

Promoting extensive reading activity, teachers can encourage students to do reading activities outside of class hours and free up the material or genre of books that students will read. To find out whether students are doing extensive reading, therefore, the teacher makes a reading log as a tool to make it easier for both students and teachers in this activity. Reading logs help teachers monitor their students' reading activities, while for students reading logs make it easier for them to record what they have read. It reflects the students' perspectives based on the reading materials or their chosen book. Bonyadi (2014) stated these methods not only help students become active readers and autonomous learners, but also help them develop their interests and motivate them. Reading logs can be used to capture students' personal opinions and attitudes toward the content of books in addition to improving their reading comprehension and monitoring their development (Lyutaya, 2011). Neufeld (2011) adds that the use of reading logs encourages students to set personal objectives and keep track of their progress.

The statement in the previous paragraph is also supported by other research. There is a previous study agree that reading logs are useful for extensive reading activities. According to Aliponga (2013), "Conducted a study to see if reading log could help with extensive reading and found that keeping a reading log encourages students to read more, helps students comprehend the primary idea and key aspects of the literature they chose and encourages critical thinking about the text".

Since this research focuses on students' perceptions of extensive reading, the idea of perception should be thoroughly addressed. According to UK Essay (2018), "When a human interacts with the environment around him, he engages in a cognitive process called perception. Indeed, it begins with the human's senses, which lead to emotional and behavioral responses to what he has observed". Based on Cambridge Dictionary, perspective means a particular way of viewing things that depends on one's experience and personality or the ability to consider things concerning one another accurately and fairly. Perception is divided into two categories, similar to the reading process: bottom-up and top-down. The bottom-up process begins with the simplest sensory facts and progresses to the most complex cognition, whereas the top-down process relies on prior knowledge to comprehend lower aspects of higher-level thinking materials. In summary, the key to the bottom-up process is the senses, which perceive reality, whereas the most significant role in the top-down process is interpretation, as

previous experiences are required to perceive reality. According to earlier perception theories, it is assumed that the subjects that engaged in extensive reading did so by adopting a bottom-up approach while executing the activity, relying on their sensory data to learn the activity. They visualize the activity they have experienced utilizing a top-down method when they express their perceptions through a questionnaire.

In this research, students' perception about extensive reading activities using a reading log as a platform to make the ER activity more suitable or easier for both parties, teacher and students are assessed. This research also targets some aspects related to students' experiences such as benefit and difficulties that they feel when doing extensive reading activities using reading logs, aspects believed to be closely related to the successful implementation. It is hoped that the findings and suggestions herein will provide information about students' perspectives after carrying out ER activities with reading log.

METHOD

This descriptive research has respondents of this study were 100 high school students of SMA Hang Tuah 2 Sidoarjo in grade twelve. The researcher chose grade twelve because more active than other classes and also from the recommendation of the English teacher at that school. This research was conducted by using a descriptive quantitative design in which the researcher described the process of students performing Extensive Reading activity during six weeks in SMA Hangtuah 2 Sidoarjo. In this study, the researcher used a questionnaire as an instrument to collect data.

The process of data collection was started by designing the questions for the questionnaire. Following completion, the researcher advisor reviewed the instruments to see if any revisions were required. If there was nothing else to modify or the questionnaire has been revised and approved by the advisor, it is distributed among the students. The questionnaire questions are based on all extensive reading activities using reading logs that they have done for 6 weeks. After the data collection process is complete, the analysis of the data is carried out. To calculate the percentage of students who responded to each questionnaire item, the results of the survey were calculated and summarized in the form of a table using percentages.

The questionnaire consisted of 5 items of questions using a rating scale and opinion. 3 items of the questionnaire are using a rating scale (yes, no, and maybe). 2 Items of questionnaire using students' opinions. All items in the questionnaire were arranged based on the theories and derived from similar studies and the actual situation encountered during the activity. The goal of this study, as stated in the introduction, was to find out senior high school perspectives about the extensive reading activity using a reading log.

During the process of students' extensive reading activities using reading logs, the use of reading logs is also of course needed. There were several things that students filled out about this activity through reading logs that were described as follows. First, students choose the reading material. As the name of the activity for students, namely extensive reading, students are free to choose their reading books. Starting from the genre of books, reading sources such as e-books or printed books are allowed. They were also free to choose the number of stories they needed to read. Since students had the option to select books depending on their interests and abilities, reading became more meaningful and pleasant for them Bamford and Day (1997). Second, students write their source of reading text. Third, students write a reason they choose the book. Third, at the end of the activity students give a reflection of their reading book as a report if they really read the book. Last, the researcher gave a questionnaire that had been validated by the advisor to the students to fill out.

FINDINGS AND DISCUSSION

The effect of using reading logs in the process of collecting data in extensive reading activities. Students summarize what they read during extensive reading activities through reading logs, the results are as follows:

Reading Log to Promote Extensive Reading Activities: Students' Perspective

Table 1. The summary of senior high school students reading log.

	RESULT 1.1	
NO.	Genre	Percentage
1.	Romance	44%
2.	Fanfiction	11%
3,	Science Fiction	7%
4.	Fantasy	21%
5.	Thriller/ Suspense/ Mystery	9%
6.	Historical	14%
7.	Comedy	15%
8.	Horror	4%
9.	Self-Improvement	8%
10.	Others	24%
	RESULT 1.2	
NO.	Source	Percentage
1.	Printed Book (Novel, etc)	63%
2.	E-book	31%
3.	Magazine	4%
4.	Others	2%
	RESULT 1.3	
NO.	Reason students choose the book	Percentage
1.	Contains new things that have not been read / known	38%
2.	Offers a new perspective on human life.	21%
3.	Update the latest information and knowledge.	12%
4.	Teaches us to respect other living beings.	25%
5.	Teaches us to always be grateful for everything we have in our lives.	27%
6.	Others	31%
	RESULT 1.4	
NO.	Reflection	Percentage
1.	Knowing the values of life while reading, such as religious, social, moral.	50%
2.	Knowing the pros and cons of the author's point of view.	31%
3.	Find differences in culture, customs, philosophy of life, and other things.	25%
4.	Discover important lessons from biographies of certain people and figures.	35%
5.	Criticizing certain issues in reading texts or articles to be reflected in everyday life.	16%
6.	Others.	12%

students can choose more than one option (except result 1.2) since sometimes one book contained more than one genre, and students have their own point of view for reflection and reason to choose the book.

The table above shows a summary of the results from the reading logs that have been filled in by 100 students in SMA Hangtuah 2 Sidoarjo for six weeks. The result from table one shows it can be concluded that the majority of students choose book genres that have nothing to do with school subjects such as romance, fantasy, and comedy. This is absolutely

fine because the most important thing about extensive reading activity is that students can be comfortable with what they read. If they are comfortable, then the motivation to read them will be higher. This is also proven by the previous research conducted by Wjiaya (2020), "Strong reading motivation can only be increased if students enjoy and feel at ease while reading their books". The results of the next table show that more than half of the students use printed books such as novels followed by electronic books or e-books because of the ease and number of books or reading platforms that students can get through the internet and for free. Tables number three shows the reason why students choose reading books for their extensive reading activity. From these results, it can be seen that there are various types of reasons why students choose the book. The majority of students write that they were interested in reading the book because it contained new things that had never been read/know and teaches students to always be grateful for everything we have in our lives or have a deep moral value. Last, the result from table number five shows students' reflection of the book. Half of the students write that after they read the book from this extensive reading activity they know the values of life while reading, such as religious, social, moral, and aesthetic values, discover important lessons from biographies of certain people and figures, knowing the pros and cons of the author's point of view and others. This shows that the students are engaged enough to reflect on the useful input they receive from the reading texts or articles they read.

It can be seen that the use of reading logs is very helpful in carrying out this extensive reading activity. Teachers can monitor students' reading progress and know students' point of view on the books they have read and for students reading logs make it easier for them to report their reading results. Based on the results, it can be seen that all students collect their reading logs. Although, during the implementation of the activity, there were some students who were late in collecting their reading log results.

The benefits and difficulties that students feel after doing extensive reading activities. After students collect reading logs based on extensive reading activities that they have carried out for six weeks, at the end of the week when the researcher teaches, the researcher distributes a questionnaire containing five questions including the difficulties and benefit of extensive reading activities. The results of the students are as follows:

Table 2. The summary of senior high school perspective about extensive reading activity using reading log (questionnaire).

No.	Statement	Rating Scale		
		Yes	No	Maybe
1.	Was feedback from teachers about extensive reading helpful to you?	77% 77 Siswa	3% 3 Siswa	20% 20 Siswa
2.	Do you have difficulty in choosing reading materials in this Extensive Reading activity?	12% 12 Siswa	70% 70 Siswa	18% 18 Siswa
3.	Choosing reading texts or articles based on my own level of difficulty is sometimes difficult for you.	19% 19 Siswa	46% 46 Siswa	35% 35 Siswa

Table 3. The summary of senior high school perspective about extensive reading activity using reading log (Students Opinion)

NO.	STATEMENT	PERCENTAGE
1.	Based on your experience, what benefits do you get from extensive reading using reading logs?	
	A place for me to express and explore feelings, comments, and emotions about the content of reading material.	33% 33 Siswa
	Knowing my abilities on a large amount of reading material that I have read so that I can motivate myself.	26% 26 Siswa
	Activities are fun for me because I have the freedom to choose readings.	33% 33 Siswa
	Others opinion.	8% 8 Siswa
2.	Based on your experience, what difficulties did you experience when doing extensive reading using reading logs?	
	It's hard to manage free time to read because of busy activities.	62% 62 Siswa
	Sometimes there are some sentences that are difficult to understand.	24% 24 Siswa
	There are no difficulties with ER activity using reading log.	4% 4 Siswa
	Others opinion.	12% 12 Siswa

According to students' responses on the questionnaire, most senior high school students in SMA Hangtuah 2 Sidoarjo shows a positive perspective about extensive reading (ER) activity by using a reading log. Based on questionnaire number one, more than half of the students agreed that feedback from the teacher was useful and helped them. The teacher or researcher provides feedback to them so they can preview what they have read and monitor their learning outcomes. Not only that, but giving feedback will also make students that their reading results are more appreciated. This is also proven by the previous research conducted by Lekawael (2021), "It is impossible to ignore the importance of the teacher's role in determining the needs and situations of students in the classroom". However, during the interview section, the researcher admitted that she only provided students feedback at the beginning and end of the activity. She explained that it occurred because she was pressured to complete the syllabus and teaching material. The students, on the other hand, grasped the significance of receiving feedback from the teacher. This can also be proven by the data from this questionnaire.

In questionnaire number two shows that the majority of students have no difficulty in choosing their reading books material because they are free to choose any book without any exceptions. According to Hofer (2011), "Most students said that extensive reading motivated them to read more since they had the choice to pick, and despite their lack of tenacity, they made an effort to complete their reading". Meanwhile in questionnaire number three most students find it easy to choose readings based on their level although some of the students still thinking on the verge of being confused whether to determine the reading according to their level are difficult or not. Choosing the right reading level for extensive reading is

important so that students can easily understand their reading and also feel comfortable while doing this activity. Alderson (2000) stated that level processes do not imply that they are simple or easy, but rather that they are aspects that are better suited to automation.

Questionnaire numbers four and five are different from the previous number. In this section, students can freely express their opinion. The result of questionnaire number four shows that students receive many benefits from extensive reading activities. A reader recognizes and analyzes anything in the text during the process of understanding it, such as what the book is about, how the writer's viewpoints are, and what they will receive after reading it (Maltepe, 2013). First, 33 students feel that extensive reading activity is a place for them to express and explore feelings, comments, and emotions about the content of reading material. Second, 26 students think that ER activity for knowing their abilities on a large amount of reading material that they have read so students can motivate themselves. Third, extensive reading activity is a fun activity for them because they have the freedom to choose reading. Last, 8 students describe another benefit that they receive after doing an extensive reading activity.

On the other hand, the result of questionnaire number five analyzed the opposite of the previous number, which is about the difficulties did students experience when doing extensive reading using reading logs. More than half of students feel that it is hard to manage their free time to read because of busy activities. Next, sometimes some sentences are difficult to understand for them. After that, twelve students explained another difficulty while four students stated that they did not face any difficulties while doing the extensive reading activity. These results show that after completing the ER activity at the end of the semester, each student has a different impression of the other. Although we can see a more positive impact that students get from this activity.

CONCLUSIONS

Based on the research data in the previous section, revealed that 100 students in grade twelve have a positive perception of extensive reading activity using a reading log. The use of reading logs in this activity helps teachers and students in collecting reports, makes it easier for students to write their reading reports, and monitors students reading progress. Although students face some difficulties when doing extensive reading activities, they also get many benefits from the extensive reading activity. Since most of the students face difficulties because of their limited free time, not because of the reading activity itself.

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