



# Implementation of Reading-Log to Increase Students' Interest on Literacy at Islamic Boarding School

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## Abstract

This study aims to investigate the implementation of reading log to students' reading. This study focuses on reading log and students' interest in literacy. Reading log, it is hoped that students will be able to become a tool to control reading as well as a tool to measure students' interest in literacy. Regarding the research method in order to obtain the research objectives, the researcher implemented quantitative research with one shot case study design. The research was conducted Pondok Pesantren Zubdatul Asrar Parepare. The instruments in this study are reading log and questionnaires about students' interest in literacy. Based on the analysis, by implementing the reading log, the results are as follow: 1) students can know exactly what they read, 2) reading became enjoyment and meaningful, 3) students are able to think critically, 4) the students are in time to complete their task in reading log.

**Keywords:** Reading Log, Extensive Reading, Literacy

## Introduction

Data on reading interest and illiteracy rate have an effect on Human Development Index (HDI) position (HDI) Indonesia, as measured by life expectancy (health level), economic growth and quality of education. Based on BPS data in 2014, the HDI value slightly increased to 68.90 from 68.40 in 2013. Data released by the Development Program Agency PBB/United Nations Development Program (UNDP), HDI Indonesia in 2013 was ranked 108 out of 187 countries. This shows that

Indonesia is far below ASEAN countries other. Another survey on literacy by Central Connecticut State University in 2016 in New Britain, Conn, USA, for example, places Indonesia in a fairly high position, which is the 60th order out of 61 countries (Kemendikbud, 2017).

Meanwhile, the results of the Program for International Student survey Assessment (PISA) 2015 announced in early December 2016 show results that are not much different. Indonesia is in the order 64th out of 72 countries. During the period 2012--2015, PISA scores for reading only rose 1 point from 396 to 397, while for science rose from 382 to 403, and math score rose from 375 to 386. The test results show that the ability to understand and skills in using reading materials, especially texts documents, Indonesian children aged 9-14 years are ranked bottom ten. Indonesian Student Competency Assessment Score Results (AKSI)/Indonesia National Assessment Program (INAP) which measures reading, math and science skills for elementary school children also showed worrisome results. Nationally, it is shown the fewer categories for mathematical ability as much as 77.13%, reading ability 46.83%, and science ability 73.61%.

The survey results indicate that reading interest and Indonesian literacy is a problem that must be addressed seriously. Our nation's interest in reading and literacy must match the even higher than other nations that have advanced so that the nation Indonesia also plays a role in the arena of the global era. So far literacy not only understood as the ability to read and write, but also It is also understood as the ability to take advantage of the results of the reading for the life skills of its readers. Therefore, literacy in the context of reading and writing is one of the needs that must be met and cannot be separated from everyday life.

Based on the data above, it is urgently needed an immediate and tangible treatment to overcome the decline in the quality of reading and counting children in our country. A comprehensive system and treatment are needed to promote reading and numeracy literacy from childhood to university level. Reflecting on one of the developed countries, namely the United States, it is especially the state of Ohio, where it is very easy to find on various street corners and public service places that the people are very fond of reading. Children to the elderly level make reading their daily needs. The survey results show that there is special treatment given by the government through existing educational institutions from childhood to university level. The treatment is by launching comprehensive reading literacy education at every level of education and periodically monitoring progress.

Literacy education is carried out by mapping the treatment at each level of education. For example, at the elementary school level from grades one to three, each student is required to read and write at home through the application of independent reading assignments. Each student has a reading-log, or a kind of reading diary, which contains a record of the duration of time they spend reading at home and is monitored by parents by initialing the book. This reading activity is carried out freely without any benchmark minutes or hours given by the school. In addition, student diaries also contain other school assignments such as writing

activities (Nurchalis, N. F, et al., 2021). For elementary school students are required to write short paragraphs about what they have read and will be presented in front of the class and make corrections on the pronunciation of words and sentences spoken by students.

This activity continues until the junior and senior high school levels by distinguishing reading materials and the minimum reading time limit that is proclaimed for example at the junior high school level, students are required to read novels and write down what they understand from the novel into a diary. The literacy movement of reading and writing in each school can vary according to the level of creativity and policies of each school. Schools are given full authority while still considering the quality and effectiveness of activities. In other hand, proper vocabulary or diction is concerned with choice of word used in conveying a thought, how forms groups of proper words or use the proper expressions and the proper style in each situation. Diction in speaking or reading is being a difficulty for English teachers in the classroom interaction. Especially for beginners, English teachers, some of them are ignorant of choosing proper/right vocabulary in describing and explaining materials in teaching or use English to give some instructions. Therefore, the purpose of this study is to identify the kinds of diction that teacher commonly uses in EFL classroom teaching interaction (Sardi, et al., 2017).

Reading, in line with listening, which is one out of four language skills, is considered as the building block for other two other skills writing and speaking. Former two skills, the receptive skills, determine how good the last two skills, famously known as the productive skills, mastered by the students. Reading is basically an activity including, say, some processes to decode information encoded in the written materials (Grabe, W., 2009).

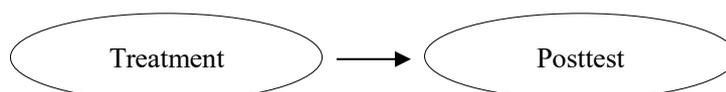
Extensive reading is the type of reading in which students read and refer to large quantities of material, chosen by themselves or reading for pleasure. Extensive reading is essential for piquing students' interest in the content of the books they have chosen. To put it another way, extensive reading 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 (Salsabila, et al., 2021).

Regarding the foregoing, the researchers plan to carry out the same application in Islamic boarding schools in the city of Parepare. This is done to test the effectiveness of reading literacy education for students using reading-logs to be applied as a pilot project for reading literacy activities. The results obtained from this study are expected to be a pilot project for the implementation of the same activities in all schools in the Parepare area in particular, and in general can be applied in Indonesia as a solution of the low reading level of our students. This

research is focused on madrasah's literacy education. The research question can be described on how significant the role of reading log in building up student's literacy skill is and on how the students' literacy interest is. Related to the previous research problems, the study objective is stated as follow; to investigate the role of reading -log able to build up the literacy education in madrasah and to Increase students' literacy interest by implementing the reading log.

### Method

The research is quantitative research. The design used in this study is pre-experiment design, with the one-shot case study design. The design presented as follows:



#### 1) Treatment

Treatment used in teaching and learning process. The treatment was carried out five met and each meeting the students were given one reading book the procedures during the treatments will explain:

- a. The teacher checked students' attendance.
- b. Before teaching, the teacher gave motivation to students
- c. The teacher explained the reading log concept and how is the application
- d. The teacher makes the students understand about the reading procedure.

The students will be given a treatment to read 1 topic in random for each day according to their interest. Then they will write their reading in reading log and the teachers will check and ask them about their reading in the next day.

#### 2) Post-test

Post-test is a test was given after the treatment has done to know the achievement and students' development after learning process in students reading comprehension by using reading-log which the results compared from the difference between the pre-test and post-test.

The population of this research is the students of Islamic boarding school in Parepare in academic year 2021-2022. The Islamic boarding school that was chosen is Pesantren Putri Zubdatul- Azrar NU Parepare. In this present study, the sample population consists of EFL students. They will choose totally. The sample is all the students of Pesantren Putri Zubdatul-Azrar PCNU Parepare. The participants were 23 female which become the population during the academic year 2021-2022.

The main instruments used for the purpose of data collection are reading-log and students reading material that they are choose based on their passion in reading. The students were not asking for specific genre for their reading material but they are please to decide their own interest. The students were asking to read a book they loved to and write it down in reading-log such as the title of the book, what the book discuss about, and their view about it.

Another instrument that is used in this study is the reading motivation questionnaire. The questionnaire consists of 53 questionnaires about reading motivation. The points of questionnaires included:

1. Need for reading
2. Action to find reading
3. Enjoyment of reading
4. Interest in reading
5. Desire to always reading
6. Follow up (follow up what was read)

In collection the data, the researcher carried out research by using the following steps:

1. Distributing the reading-log and questionnaire to the students. The reading-log is distributed on the first meeting, and questionnaire in the last meeting.
2. The researcher explained briefly the use of reading-log and questionnaire and how to work out of them.
3. The students worked out the questionnaire for thirty minutes.
4. The researcher then collected the reading-log and questionnaire from the students.

The data collected through the two instruments were tabulated and analyzed into a percentage by using the following formula:

Which:  $Y = \frac{\text{Total } Y \times Z}{\text{Total Score}}$   
 Z = Choice of Likert score numbers

To know the interval of the scale, the questionnaire is analyzed into interval formula:

$$I = 100 / \text{Total Score (Likert)}$$

Which =  $100 / 4 = 25$   
 So, the result (I) = 25

The following are the criteria for interpreting the scores based on intervals:

Tabel 1. Criteria of Questionnaire

No	Interval	Interpretation
1	0% – 24.99%	Very (disagree/bad/very less)
2	25% – 49.99%	Disagree / Not good
3	50% – 74.99%	Agree/Good/Like
4	75% – 100%	Very (agree/Good/Like)

To measure the students' reading log, the data tabulated by referred to the scoring system of Reading Log Rubrics is introduced by rcampus.com (<https://www.rcampus.com/rubricshowc.cfm?code=PX9W828&sp=yes&>). Below are the classification score, and criteria of the components above.

Table 2. Reading Log Rubrics

Categories	Below Standard (1 Points)	Approaching Standard (2 Points)	Meet Standard (3 Points)	Exemplary Work (4 Points)
Presentation	Your log is missing 3 or more of the following: -book title - author - minutes read, pgs. read -Response question -date -genre -parent signature	Your log is missing 2 or more of the following - book title - author - minutes read -Response question -date -genre -parent signature	Your log includes your response question, but is missing 2 or less of the following: - book title - author - minutes read -date -genre -parent signature	Your log includes: - book title - author - minutes read -Response question -date -genre -parent signature For EVERY entry
Amount of Reading	You have demonstrated at least 2, 20 minutes reading sessions in your reading log this week.	You have demonstrated at least 3, in-class reading sessions in your reading log this week.	You have demonstrated all 4 (M-F), reading sessions in your reading log this week.	You have demonstrated all 4 reading sessions with more than 30 minutes in your reading log this week. This means reading in out-of-class time as well.
Question	-Responses	-Response	-	-Informative

<p>Response</p>	<p>are brief or carelessly completed. -Tendency to write unclear summaries with little attempt to use examples or quotes to support your ideas. -Work is characterized by difficulty communicating information, feelings and opinions.</p>	<p>shows evidence of thought and effort to communicate is largely successful. -Response may suffer from minor omission or error. -There is a tendency to summarize rather than comment on events and characters and their significance to the story or life. -Examples and quotes are roughly attempted. - 6-10 convention errors.</p>	<p>Demonstrate s significant understanding of what is read by using specific examples and quotes from the book to support your views. -Responses are well written and demonstrate comprehension and effectively communicate information, feelings and opinions about the book.</p>	<p>and original responses which demonstrate a high level of understanding. -Skillfully uses specific examples and quotations from the book. -Shows evidence of critical thinking by demonstrating insight into character and reflection on the structure of the book. -Convention perfect response shows a superior ability to communicate information, feelings and carefully supported opinions about what is</p>
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				read
Deadline	You completed your reading Log/sessions 2 out of the 5 days	You completed your log/reading sessions 3 out of the 5 days	You turned your Reading Log in one day late.	You turned your Reading Log in on time.

## **Results and Discussion**

### *1. Role of Reading Log in Building Up Student's Literacy Skill*

In order to make to reading log more effective, there are some components needed to be underlined. Through the implementation, it could give some advantage to students. Based on the result, the students had some progress in their reading.

First, by using a reading log, students can know exactly what they read. Based on the results, most of students get predicate exemplary work for their presentation on reading log. Based on the students' reading log, students fill in the identity of the book they are reading. This finding is suitable with the Nur Istiqamah in her research that the purpose of this is to simply identify what the students chose to read which enabled both the students and the teacher to understand better the rest of the contents of the book. By filling in the identity of the book, students and teachers can predict the contents of the reading to be read (Istiqamah, Nur, 2016). For prediction of content based on the title, students had to indicate what came to their mind upon seeing the title cover of the reading material. Predicting is a common pre-reading technique to activate background knowledge, focus the reader's attention, set the mood of the story, and establish a purpose for reading. Readers can often predict the content of a story by looking at the title or chapter headings, scanning the table of contents, and reviewing any pictures, tables, figures, or graphs (Aliponga, Jonathan, 2013).

Second, reading became enjoyment and meaningful. Based on the result, the students get exemplary work for their amount of reading in reading log. Most of them can read more than five books that the teacher offers to them. Reading more book indicates that the students are enjoy the book. Reading texts became meaningful and enjoyable for the students since they had the opportunity to choose the books based on their interests and ability. As the students discovered that the books, they read offered the sense of meaningfulness and enjoyment, they admitted that they got absorbed in their books (Gabriella, et al., 2019). The advantage to have enjoyable and meaningful reading is the students are motivated to read. The sense of enjoyment offered by extensive reading also increased the students' motivation to practice their reading. Based on Hofer's theory about the indication of motivation, most students agreed that extensive reading encouraged them to read

more because they had freedom to choose, and they made effort to complete their reading logs despite their lack of perseverance.

Third, students are able to think critically. The result also revealed that reading log enabled students to think critically. One source of critical thinking is taking control of our conscious thought processes, in the question response (Sardi, A, et al., 2022). It means that when students answer the question of their reading, students had to analyze and evaluate what they have read which is essential steps in critical thinking process. And in the part of critical thinking is finding an intriguing sentence or passage then interpreting the idea or situation by writing comment (Istiqamah, Nur, 2016). It also was related Aliponga's explains, when we think critically, we make purposeful, self-regulatory judgment, which results in interpretation. Students had to interpret what they read in order to write extended comments about intriguing sentences or passages (Aliponga, Jonathan, 2013). They had to formulate inferential or critical questions and had to write the possible answer to those questions. They had to express opinions, specifically what they liked and did not like about the readings and had provide explanations for such response.

Besides improving reading skills and motivating to read more, the students also agreed that extensive reading gave good impact to the students' language skills and components, such as vocabulary, grammar, speaking, and writing as pointed out by Ghanbari and Marzban in their theory about the advantages of extensive reading (Ghanbari, M.& Marzban, A, 2013). Those skills and components were improved not only through reading extensively but also through making reading logs. As a follow-up activity, reading logs helped the students improve their reading comprehension because the student had to really understand what they had read so that they were able to make summaries. Making reading logs also consolidated what the students had read (Lyutaya, Tatiana, 2011). Fourth, the students are in time to complete their task in reading log. Most of students get predicate exemplary work in deadline category on their reading log. The students are trying to accomplish their task as soon as possible (Aliponga, Jonathan, 2013).

## *2. Students' Interest in Literacy*

Based on the result, from the questionnaire, there are six indicators to measure the students' interest. For six indicators, most of them are in very good category. To sum up, the students are in very good in interesting about reading. Even though they are interested in reading, reading itself have to be started since they are child. There are some efforts that can be implemented to increase the students' interest in reading.

Efforts need to be made to increase interest read according to Hasyim in Dalman, is so that every family have a family library, so the library can a pleasant place to gather together. At the school level, students' low interest in reading can be overcome by repairing libraries in schools, teachers, lecturers and school librarians as educational staff, must changing the mechanism of the learning process towards

reading as a lifelong learning system. Every teacher should be able to play its role as a motivator for students eager to read a lot of supporting books curriculum on each study material (Ermawati, E, et al, 2021). For example, it is by giving homework after every meeting in the process learning. With a continuous reading drill system then reading will become a habit of students in learning.

There are many ways to increase reading interest need to be done, including among others as stated Tarigan are: First, try to always provide time to read regularly. It must be realized that a person who can read well is an ordinary person thinks well too. Second, get used to it choose good and necessary readings. Which problem often faced is when you can't choose a book to read which is good, also because it collided with the limited time until cannot read a large number of books. Therefore, skills are needed in selecting reading material (G. T. Henry, 2008).

There are several ways to foster interest in reading according to Hasyim in Dalman, namely as follows (Dalman, 2014):

a) Read books since the child was born.

In the period of 0-2 years the development of the human brain is very fast and receptive (easily absorbs anything with strong memory), when children are introduced to reading early on, then one day they will have an interest in reading.

b) Encourage children to talk about what they have heard or read.

Reading materials will be a necessity requires children to understand a reading and read books over and over again.

c) Take your child to a bookstore or library.

Libraries will introduce children to diversity of reading material so as to foster great curiosity to read the material what they see, the availability of reading material allows the child to choose the appropriate reading with interest in reading.

d) Buy books that interest children.

An interesting book will certainly elicit a response for the child to open or read the book to attract his attention.

e) Set aside money to buy books.

Availability of purchased reading material raise awareness of the importance of reading.

f) Watch the movie and buy the book.

This is done so that the child does not create a habit watching movies but reading also takes some getting used to.

g) Create a family library.

h) Exchange books with friends.

i) Eliminate blockers like television or PlayStation.

The difficulty of creating a reading mindset in children because of the influence of watching television, PlayStation, things that liked by children, the role of parents and teachers is very important to encourage children to love reading.

a) Give gifts (rewards) that increase enthusiasm read.

b) Make books as gifts for children.

- c) Make the desire to read a daily activity.
- d) Dramatize the book you read
- e) Increasing interest in reading can be done in various ways another.
- f) Have high awareness and interest in read.
- g) Provide a special time to read.

Make time to read, of course important because this will grow an activity regular reading amidst the busyness of everyday life.

### **Conclusion**

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concludes that first, by using a reading log, students can know exactly what they read. Most of students get predicate exemplary work for their presentation on reading log. Students fill in the identity of the book they are reading. By filling in the identity of the book, students and teachers can predict the contents of the reading to be read. Secondly, reading became enjoyment and meaningful. Based on the result, the students get exemplary work for their amount of reading in reading log. Most of them can read more than five books that the teacher offers to them. Reading more book indicates that the students are enjoy the book.

The third is that students are able to think critically. The result also revealed that reading log enabled students to think critically. One source of critical thinking, which is taking control of our conscious thought processes, in the question response. It means that when students answer the question of their reading, students had to analyze and evaluate what they have read which is essential steps in critical thinking process. Fourth, the students are in time to complete their task in reading log. Most of students get predicate exemplary work in deadline category on their reading log. The students are trying to accomplish their task as soon as possible.

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