

IMPROVING STUDENTS READING SKILLS THROUGH READING LOG ACTIVITIES AT SMKN 3 TANJUNG PINANG

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Abstract: *This research is a Quasi Experiment Design research. This study analyzed using Reading Logs to improve students' reading skills at SMKN Tanjung Pinang. Experimental Research is defined as a research method used to find the effect of Reading Log activity. There are two groups in this research, experimental and control classes. The experimental class acquired treatment for Reading Log activities, while the control class did not get the Reading Log activity treatment. In this study, the researcher used the simulation method in experimental class the, while the control class used the demonstration method. Based on the results of the t-test on students' reading skills, it can be seen from the value of the Independent sample T-Test data analysis where the T-count value is 5,971 with a significance of 0.000. The significance value showed $0.000 < 0.005$ and H_0 is rejected. This is also supported by the mean value of the experimental class is 84.78 which is greater than the control class is about 73.00. Based on the results of the statistical test, it can be concluded that Reading Log activities can improve students' reading skills.*

Keywords: *Reading Log, Improving, Reading*

INTRODUCTION

Reading is one of the activities to get knowledge, to get information and new experience that we don't obtain previously so that what is obtained from the reading text can improve and enlarge the knowledge

view. There are four skills in English that should be mastered by EFL students such as reading, listening, speaking, and writing. Reading and listening are receptive skills, whereas speaking and writing are productive skills.

Reading skills must be implemented and practiced in everyday life, not only by a student or college student but also academics, politicians, employees, and all people involved in this reading activity. Because of this process of reading activity, we get a lot of new information and words that we rarely encounter in everyday life, thus increasing our vocabulary, especially if we read texts in English.

Reading is the key in English, when she/he wants to be good at speaking or active in speaking, of course, she/he has to read a lot, if she/he wants to be good at writing, of course, she/he also has to read a lot of references from many reading books, and also with listening skills then the need for reading or reading activities as a foundation for a person to master other skills.

Students who study at the SMA/MAN/SMK level or senior high school rarely read books to improve their knowledge, these students prefer to spend their time on useless things such as playing with gadgets. Even if they want to read, their reading books are limited at school.

In today's era, traditional text books (hard copy) will be replaced by digital books (E-Books), E-Book are able to be carried everywhere, they are easily accessible and can be carried in large quantities. In the teaching and learning process, digital books (E-Books) can also help teachers and students so that there is no reason for not able to improve their abilities and knowledge.

State Vocational High School 3 (SMKN 3) is located in Tanjung Pinang City, this school is one of the students' favorite schools in Tanjung Pinang. English is a compulsory subject that must be mastered by students.

In addition, the students are not learning English in the student class but also the students have other supporting activities to master their English skills such as extracurricular and their learning is also supported by the existence of a mini library that provides textbooks in the form of hard copies and digital books (E-Books) in the library, However, there are still many students who lack interest in reading activities so their reading skills are lacking and inadequate. This

can be seen from the offline and online attendance list of library visitors.

Based on the phenomena above, the researchers are very interested in conducting research related to students' reading activities using digital books (E-Books) through the Reading Log platform so as to improve students' reading skills. It is expected that with this activity the student's encouragement to continue reading digital books (E-Books) will increase so that the teaching and learning process will be easier.

REVIEW OF RELATED LITERATURE

Related Theory

The Nature of Reading

According to Lems, K, et al (2010, Halliday, 1993) language is an important part of human communication with other people. When we communicate our language skills are tested, how can people understand the language we convey, having or understanding more than one language is an extraordinary achievement. In communicating, language skills are needed so that our language is organized and easy to understand.

In language skills, there are four skills, such as reading, listening, speaking, and writing. The ability to read and listen is included in the category of receptive skills while the ability to speak and write is included in the category of productive skills.

According to Lems, K, et al (Birch, 2007; Rumelhart, 1980) reading is an interactive process in language. This reading ability cannot be separated from other language skills, Grellet, F. (1981) explains that it is very important to connect other language skills through reading activities, as an example below:

1. Reading skills can be related to writing skills, examples of activities are summarizing, mentioning what you have read in a letter, note-making, and so on.
2. Reading skills can be related to listening skills, examples of activities are comparing an article and a news-bulletin, using recorded information to solve a written problem, matching opinions and texts.
3. Reading skills can be connected with speaking skills, examples of activities are

discussions, debates and appreciation.

Today, we can see that reading activity in schools and even at the university level has decreased, and the students are influenced by other factors such as the overuse of smartphones by students. It can be shown that students' interest in reading is very low, they just only read academic books at school, but students never read other books that can be improved their language skills. Putri, S (2020 in Nurhaidah & Musa, 2016) explains that reading interests are analyzing, remembering, and evaluating the reading that someone has read as a source of motivation, determining one's future goals can be influenced by joyful learning experiences and the form and intensity, reading interest is not obtained from coming into the world but a process of self-development that must always be sharpened.

Another definition is reading interest is a high tendency and desire to read (Siregar, 2004). Based on the above understanding, reading interest must indeed grow from ourselves and what creates the desire to read, not from other people, and also what has been

read will later become a source of motivation in the future to become a better person than before, because the more you read, the more you get knowledge. Our curiosity to read useful books.

There are many ways to collect data through technology, and one of them is through Google Forms, lots of researchers use this website for research data because it is easy to use this website and also makes it easier for respondents to fill in what researchers want wherever and whenever. In today's technological developments, we encounter many electronic books (e-books) which in their time will continue to be encouraged by the world community as a medium for reading quickly, and precisely, and it can be anywhere, in this case, traditional textbooks (hard copy). Soon it will be abandoned. And this will make it easier for teachers and students to use these electronic books. In line with what was conveyed by (Zhuo Ren et al, 2017) Many researchers are actually paying attention to the development of digital books, which can be used to support the teaching and learning process as well as scholarships. The important

role of this digital book can already be felt in the world of education today.

In this digital era, there are many applications that offer us to increase our ability to read books such as M-Reader, Rakuten kobo and others, and it is also easy to access and get the digital book.

Talking about Reading logs, the previous research stated that reading logs are able to evaluate the use of teaching materials, and have an approach to improve web-based teaching materials that can be accessed by students through logs.

Rahmawati, H (2019) in Winiharti et al. (2014) stated that the formulated log was able to improve students' reading habits by assigning them to read a few minutes per day through the adjusted SSR method and recording the reading material they had read in a log. Empirically, reading logs are also very helpful to improve students' understanding of textbook reading materials. Students need to be motivated to do this reading activity, the higher of student's self-motivation, the student's reading proficiency will increase.

There are several components contained in the reading log such as

day, date, article title, author, new vocabulary and comments, as shown in the table below:

Reading log's component:

Day	The title of article	Author	Duration	New vocabulary	Comments

Tabel 1: Reading Log Komponen

After reading the text, absolutely, the student is directed to write, this reading and writing activity cannot be done separately. After the books are read and included in the reading log activity, the reading log activity is able to create or shape the students' own writing style after the reading activity.

Based on the description above, reading activities both intensive and extensive are very necessary to be applied to the students, examples of extensive reading texts that are read by students such as novels, short stories, magazines, newspapers, and others, one of the goals is to make us happy in reading and seeking information about what we are reading. Of course, reading requires skills so that readers are not bored and frustrated when reading, the reading skills that will be applied are skimming, scanning, extensive, and intensive. The reading log will direct these students to be

active in reading students' activities so that students' language skills and interest in reading will increase and it is discussed briefly in this research.

METHODOLOGY OF STUDY

This research is a Quasi Experiment Design research. This study analyzes the activity of using Reading Log in improving students' reading skills at SMKN Tanjung Pinang.

Experimental Research is defined as a research method used to find the influence of Reading Log activity. There are two groups, such as the experimental class and the control class. The experimental class received the reading log activity, while the control class did not receive the reading log activity.

The research method is a scientific way to get data with a certain purpose because the research method can provide an overview to researchers on how the research steps are carried out so, the problems can be solved. As stated by Nasir (1988:51) "The research method is the main method used by researchers to achieve goals and determine answers to the problems posed".

The method used in this research was a quasi-experimental design. There were two groups, namely the experimental group and the control group. The two groups were given the same pretest and posttest. The research instrument consisted of tests, questionnaires, observation sheets, and interviews.

Data collection in this study was carried out by the test method using multiple-choice tests of 20 questions that had been selected according to the criteria of instrument test analysis, including analysis of validity and reliability. The test was carried out twice, namely the initial test (pre-test) and the final test (post-test). The pre-test was carried out before the learning activities to determine students' reading skills towards the Reading Log activity. Therefore, the results of the pre-test data were tested for homogeneity using the Variance Test (Test F). Meanwhile, the post-test was intended to determine students' reading skills towards reading log activities. Analysis of the post-test results data includes the normality test (Chi Square), homogeneity (Variance Test), and hypotheses. The normality test

was used to determine the normality of the data in order to determine the statistical test in hypothesis testing. Homogeneity test for the parametric statistical test that was used if the data is normally distributed. Hypothesis testing was done to determine the increase or effect.

RESULT AND DISCUSSION

1. Descriptive Analysis

This research is experimental research in the form of a Quasi-Experimental design with the purpose of getting influencing or increasing classroom learning that was given by activity or theory treatments in experimental classes but it was not given any specific treatment in the conventional classes.

This research started in May 2022 until August 2022. This research began by giving pre-test questions to students to find out the students' reading skills. After the results of the Pre-test were obtained, the next meeting was carried out by reading log activity treatments for experimental class students and conventional activities in the control class.



Picture 1: Pre-test Activity

In the first meeting, the researcher introduced to students the Reading Log activity that students would carry out. The learning steps are the first introduction, this activity, and closing. In this core activity, students were required to read several texts entitled "Life as a YouTuber" which relates to the text of the X-grade English reading book, after reading the text by students then the researcher provides a stimulus vocabulary that is unknown to students and writes it on the blackboard so that students understand the text they read.

The next activity asked some questions and answers with students related to the text and provide comments related to the reading text. After the question and answer activities were completed, the researcher provided tips and tricks so that the reading text was easily

understood by students, and students carried out the Reading Log activity.

Such in the table below:

Day	The title of article	Author	Duration	New vocabulary	Comments

In this Reading Log component students are required to fill in each column that has been provided based on the reading text, the students fill in the column "Day" to know what day the students read the reading text, the column "The title of article" students write a title is stated in the text, in the column of "Author" students write the author of the text or book, in the column of "Duration" students write how long the student reads the text, in the column of "New Vocabulary" students are required to write difficult vocabulary in that column, then in the column of "Comments" students write comments related to the text. After filling in the Reading Log component column, the student answers the questions given, thus the Reading Log activity is well done.

At the second meeting, the researcher continued reading the second text by conducting questions and answers with students regarding the previous text and connecting with

the second text. The researcher provided stimulation to students by giving the same Reading Log activity treatment as in the first meeting, students were instructed to fill in the columns listed in the Reading Log component.

At the third meeting, the researcher carried out the treatments or activities as in the first and second meetings. After that, the researcher distributed post-test sheets that had been validated. Post-test questions were given to find out how much the students' reading skills had increased by using the Reading Log activity in the experimental class and conventional methods in the control class.

In this study, there were 50 students involved. Consists of 25 students of Electrical Engineering 1 and 25 students of Electrical Engineering 2.

Based on the results of descriptive statistics data, it shows that the minimum value of the Pre-Test Experiment is 50 and the maximum value is 75 while the average is 66.52. The minimum value of the Post-Test Experiment is 73 and the maximum value is 95 while the average is 84.48.

The minimum value of the Pre-Test Control is 56 and the maximum value is 84 while the average is 67.84. The minimum value of Post-Test Control is 60 and the maximum value is 87 while the average is 73.00.

Based on the output pair 1, the sig value is obtained. (2-tailed) of $0.00 < 0.05$, it can be concluded that there is a difference in the average reading skills of students for the pre-test of the Experiment class and the Post-test of the Experiment class (Reading Log).

Based on the output pair 2, the sig. (2-tailed) of $0.00 < 0.05$, it can be concluded that there is a difference in the average reading skills of students for the pre-test of the control class and the post-test of the control class (conventional).

Based on the discussion of output pair 1, it was concluded that there was an influence or improvement through the Reading Log activity on students' reading skills.

The t-test used in this study with dependent samples (dependent t-test). Researchers use the SPSS program 21 to take inferential analysis. Based on the data output, the Sig value is obtained. (2-tailed) of $0.000 < 0.05$, it can be concluded that

there is an average difference in students' reading skills between Reading Log activities and conventional activities.

CONCLUSION AND SUGGESTION

Based on the results of the t-test (t-test) on students' reading skills, it can be seen from the value of the Independent sample T-Test data analysis where the T-count value is 5,971 with a significance of 0,000. The Significance value showed $0.000 < 0.005$ so H_0 is rejected. This is also supported by the mean value of the experimental class of 84.78 which is greater than the control class which is 73.00. Based on the results of these statistical tests it can be concluded that the Reading Log activity can improve students' reading skills.

Based on the analysis above, H_0 is rejected and H_a is accepted. This shows that there are differences in students' reading skills through reading log activities and those given treatment using conventional activity methods. This can be seen from the average value of the posttest results for the experimental class (Electrical Class I) or the class treated with

Reading Log activity was 87.78 and for the control class (Electrical Class II) or the class treated with conventional learning methods had the average value is 73.00, it can be concluded that the Reading Log activity can improve students' reading skills.

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