THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS' READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

Whissa Gusti Shandiya[1], Djunaidi[2], Yus Vernandes Uzer[3]
[1]SMP Fitra Abdi Palembang
[2,3]Universitas PGRI Palembang
Email: [1]gustiwhissa@gmail.com, [2]djunaidi@unsri.ac.id, [3]yusvernandess@gmail.com

ABSTRACT

Reading logs are a method that can be used to make it easier for students to understand text or a reading in English subjects that aims to make a small note to remember important things in reading. With this method, researcher aim to improve students' skill in reading well. This research has several stages, which include the observation stage, preparation stage, implementation stage, and final stage. At that stage, the researcher conducted a pre-test and post-test to get the initial value and changes in students' reading skill using the reading logs method in the final stage. From the results of the research, researcher found significant changes in the reading skill of students with the following detailed results: skills worth 0.081 in the experimental class and 0.067 in the control class, exceeding the significant value $\geq \alpha = 0.05$. and a statistically significant value of 0.374 was declared homogeneous because it was greater than the significant level of 0.05 and in accordance with the hypothesis test that has been tested has a significant value of 0.000 and a significant level of 0.05, it has a significant effect in the application of the reading logs method.

_____

Keyword: Reading logs, Analysis, Reading skill

1. INTRODUCTION

English is a complex communication tool and can be studied formally or informally. English is a very important subject for all students to master because English will later be used in everyday life, from elementary school to high school. English lessons are still available and English also has a complicated grammatical structure and can be changed to form phrases or sentences (Chomsky, 1965). Based on the current curriculum, one of the objectives of learning English at school is to develop commnication skills in English both spoken and written. These communication skills include listening, reading, and writing. According to Wardiati (2017:5), language has an important role in the development of knowledge social, and emotional students in studying all fields of study to speak the language well and correctly.

Reading is a fundamental language skill and plays a crucial role in the learning process at school. By reading, someone obtains information.

In this research, the researcher selected Junior High School Fitra Abdi Palembang as the institution to examine, given its essential role in enhancing students' reading skill,

particularly in the eighth grade. During the researcher field

practice observations at Junior High School Fitra Abdi Palembang, it is observed that many students still struggle with reading and comprehending English texts. However, efforts to enhance students' reading skills come with challenges, particularly within the English learning context. English teachers at this school face various obstacles that impact the effectiveness of instruction, especially in advancing students' reading skill.

Reading logs are a method or tool that allows students to actively engage in reading activities and reflect on their experiences. According to Rakana (2017:5).

Bonyadi (2014:385) argued that reading log methods not only make students active readers and independent learners but also foster their interests and

motivation. In addition to enhancing reading comprehension, reading logs help capture students' personal opinions and attitudes towards books, as well as track their progress (Lyutaya, 2011:26). Neufeld (2011:673) further noted that reading logs encourage students to set personal goals and monitor their development.

With these objectives in mind, the researcher plans to xplore how the reading logs method can e implemented, assess its impact on studnt reading skills, and identify any difficulies teachers may encounter during its application of this research with the entitled "The use of reading logs method to improve students' reading skill to the eighth grade students of Junior High School Fitra Abdi Palembang".

2. LITERATURE REVIEW

1. The Concept of Reading Skill

According to Vernandes (2019:3), reading is a special ability that allows a person to read writing independently, understand its contents, read fluently, and interact mentally with the message conveyed. Reading activities will give one a broad knowledge, and reading smoothly will affect other learning, according to Pratiwi (2020:2). The general purpose of reading is to find and obtain information from written sources. By interpreting the designated form, this data is obtained. Similarly to Darmadi (2018:22), reading is meant to learn the language elements of the text read, such as words, phrases, paragraphs, and sentences, as well as to understand the meaning of the information contained in the text, to get guidance on tasks and work to do, and to enjoy reading, reading word by word and contextually. Susanto (2016:57), says that learning interests are closely related to personality, motivation, expression, self-concept or identification, hereditary factors, and environmental or external influences.

2. Reading Logs Method

Reading log is the activity of restating what is read orally or in writing using excellent way to facilitate access to literary texts because the various parts of the log help students understand the background and offer strategies to help them understand difficult elements such

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

as setting, narrative, plot, character, and theme. Reading logs help students become strategic readers and independent learners because they allow them to take risks, think, ask questions, express opinions, and one's own words or language. According to Rizqa (2013:3), reading logs are an acquire knowledge, Lyutaya (2011:4). According to Hurriyat (2020:5), reading logs offer many benefits, including helping to develop student autonomy, improve language competence, increase motivation to gain world knowledge and word development, improve writing skills, and increase motivation to read books all the time.

3. Types of Reading

a. Intensive Reading

Intensive reading is defined as a thorough and thorough study done in the classroom against a two to four-page short assignment every day, according to Dalman (2017:69). Intensive reading refers to how to read a text through every word from beginning to end very carefully and in depth. Unlike extensive reading, the aim of intensive reading is not to read in large quantities of text, but from a shorter text to gain a deeper understanding of the text being read.

b. Extensive Reading

According to Hurriyat (2020:3), extensive reading is a quick reading of the substantive idea of a text in large quantities. Horst (1998:221), claim that through extensive reading, students have the opportunity to deepen their understanding of words they already know, enhance their ability to quickly access vocabulary, and build a network of related words. Additionally, some new words are likely to be acquired during the process.

4. Purpose of Reading

According to Kurnia (2017:42), one of the main objectives of reading is to gain a thorough understanding of the content and meaning of the material. Similarly, Tarigan (as cited in Ahyar and Syahriandhi, 2015:3) states that the purpose of reading is to comprehend the message conveyed in the text, process its content, and grasp its meaning. Meaning related to the reason we read the text. We can compare one reading to another by reading. Nurhadi stated that the purpose of reading can be divided into general and special (in Mahmur, Hasbullah, and Masrin, 2021:180). In general, they acquire messages, gain knowledge, and gain satisfaction. Specific reading purposes include acquiring objective information, obtaining information on a particular subject, giving a critical assessment of the writer's writings, gaining emotional pleasure, and filling up free time.

3. METHODS

The researcher conducted this research with a quantitative method, which means the research was conducted in a large place or in the middle of the. This research was carried out at Junior High School Fitra Abdi Palembang. The research employs a quantitative approach, which is based on the philosophy of positivism. According to Sugiyono (2020:16), quantitative research is considered a scientific. According to Sujarweni (2020:80), a population refers to the

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

entire group of objects or subjects that share specific characteristics or qualities, which the researcher has determined to study in order to draw conclusions method because it follows rigorous scientific principles, focusing on concrete, empirical, objective, measurable, rational, and systematic processes. In this research, the target population consists of all the eighth grade

students of Junior High School Fitra Abdi Palembang, with a total of 118 students.

Sugiyono (2018:138) describes purposive sampling as a method where samples are selected based on specific criteria that align with the goals of the research. The purposive sampling technique was chosen because the sample is representative of the population and possesses the necessary qualities to yield meaningful insights for the research. This research took samples from two classes, namely the eighth grade 1 students with a total of 30 students as the experimental group, and the eighth grade students 2 with a total of 30 students as the control group.

According to Sugiyono (2017:79), this design is a common approach in quasiexperimental research, where the experimental and control groups are not randomly assigned. Both groups—experimental and control—receive a pretest and a posttest, but only the experimental group receives the treatment. In this case, the experimental group is treated using the reading logs method. Therefore, the research design follows a quasi-experimental approach.

Since data collection is the central focus of this research, the researcher employed test taking strategies as part of the data collection process.

The instrument validation used in this test is validity test, Sugiyono (2016:267) defines validity as the degree of alignment between the data obtained from the research object and the researcher ability to measure it. Yudhistira (2021:5) identifies several types of validity, including criterion validity, construct validity, and content validity. Reliability test, ccording to Frankel et al. (2012:156), the Kuder-Richardson approach is the most commonly used to determine internal consistency. This is especially true for the KR20 and KR21 formulas. In this research, researcher used the KR21 formula to test the reliability of the test instrument to be given.Below is a statistical formula used to estimate the reliability of a test based on the number of items, average score, and standard deviation.

The following is the KR21 formula :

$$KR_{21} = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{K(SD^2)}\right)$$

$$SD = \sqrt{\frac{\sum(Xi - \bar{X})^2}{n}}$$

Fraenkel and Wallen (2012:156)

In which :

KR21 : Kuder-Richardson Reliability coefficient

K : Number of items in the test

M : Mean of students' correct answer

SD : Standard Deviation of the test score

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

n : Number of the students as the sample

Xi : Individual score number of test items

x̄ : Means score

Before giving the test to students who were sampled in this study, the researcher conducted a try-out test on the eighth grade 3 students at the school with the same number of samples as this research.

Average : $M = \sum \frac{X}{n} = \frac{864}{30} = 28.8$

$SD = \frac{\sum(Xi-\bar{X})^2}{n}$

$SD = \sqrt{\frac{\sum(Xi-\bar{X})^2}{n}} = \sqrt{\frac{\sum 838.3}{30}} = \sqrt{27.94} = 5.29$

$KR_{21} = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{K(SD)^2}\right)$

$KR_{21} = \frac{40}{40-1}\left(1 - \frac{28.8(40-28.8)}{40(5.29)^2}\right).$

$KR_{21} = \frac{40}{39}\left(1 - \frac{28.8(11.2)}{40(27.98)}\right)$

$KR_{21} = 1.02\left(1 - \frac{28.8(11.2)}{40(27.98)}\right)$

$KR_{21} = 1.02\left(1 - \frac{322.56}{1.119.2}\right)$

$KR_{21} = 1.02\left(1 - 0.28\right)$

$KR_{21} = 1.02\left(0,72\right)$

$KR_{21} = 0,73$

The reliability coefficient of the test was 0.73, indicating that the test items were reliable as they scored above 0.70 and were ready to be tested on the sample of this research.

According to Sugiyono (2018: 60), the data analysis technique is the process of organizing and sorting data based on existing rules in order to obtain results that are in accordance with the data that has been collected.

This research used : Normality test, homogeneity test, hypothesis testing with t-test (independent sample t-test) and mann whietney test.

So the hypothesis in the research was be put forward by the researcher and can be formulated as follows:

H_a: There was significant difference in improving the students' reading skill to the eighth grade students of Junior High School Fitra Abdi Palembang using reading logs method and those who were not.

H_0 : There was no significant difference in improving the students' reading skill to the eighth grade students of Junior High School Fitra Abdi Palembang using reading logs method and those who were not.

4. RESULTS AND DISCUSSION

This research was conducted of Junior High School Fitra abdi Palembang, located at Jl. Tegal Binangun Komp. Ruko As-Syifa Blok A No. 5, Plaju Darat, Plaju Sub-district, Palembang City, South Sumatra. The research took place during the odd semester of the 2024/2025 academic year, with the title "The Use of Reading Logs Method to Improve Students' Reading Skill to The Eighth Grade Students of Junior High School Fitra Abdi Palembang."

1 The Result of Pre-test in Experimental Class and Control Class

The results of the pre-test in the experimental class and control class with a total

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

of 30 students in the experimental class and 30 students in the control class with the same 40 multiple choice questions were carried out before any treatment in the experimental class.

From the experimental class the result pre-test contains : Based on the table, the total sum of the student scores was 1860. To calculate the average pre-test score for the experimental class, the total score was divided by the number of students (30), resulting in an average score of 62. For the control class the result pre-test contains : the total number of student scores was 1590. To get the average pre-test score in the control class, the number of student scores was divided by the number of students 30 and the average score was 53.

From the result experimental class post-test showed the total student score was 2452.5. To get the average pre-test score in the control class, the number of student scores was divided by the number of students of 30 and obtained an average score of 81.75. For the control class post-test showed the total student score was 1822.5. To get the average value of the pre-test in the control class, the number of student scores was divided by the number of students as many as 30 and obtained an average value of 60.75.

The results of the post-test revealed that the highest score achieved by a student was 100, while the lowest score was 70. From the analysis of these scores, the average (mean) score for the class was calculated to be 81.75, with a standard deviation of 16.039, indicating the variability of scores within the group.

Further details and a more comprehensive breakdown of the data can be found in the table below:

Table 11. Descriptive Statistics

Statistics		
	Score	Class
N Valid	60	60
Missing	0	0
Mean	81.75	1.50
Median	80.00	1.50
Mode	50	1[a]
Std. Deviation	16.039	.504
Minimum	40	1
Maximum	100	2
Sum	2452.5	93

a. Multiple modes exist. The smallest value is shown

			Score			
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40		1	1.6	1.6	1.6
	45		7	11.3	11.3	12.9
	50		13	21.0	21.0	33.9
	55		3	4.8	4.8	38.7
	60		3	4.8	4.8	43.5
	65		3	4.8	4.8	48.4
	70		8	12.9	12.9	61.3
	75		9	14.5	14.5	75.8
	80		3	4.8	4.8	80.6
	85		6	9.7	9.7	90.3
	90		2	3.2	3.2	93.5
	95		4	6.5	6.5	100.0
	Total		60	100.0	100.0	

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

Vol 7 No.1   (2024): ESTEEM

Class

		Fre que ncy	Percen t	Valid Percen t	Cumul ative Percen t
Valid	Experimen tal class	30	50.0	50.0	50.0
	Control class	30	50.0	50.0	100.0
	Total	60	100.0	100.0	

In accordance with the table above, it could be concluded that the experimental class consists of 30 students, the control class consists of 30 students with the maximum value was 100 and the minimum value was 40 of the total students who take the posttest test were 60 students.

To evaluate the normality of the data, the researcher employed the Kolmogorov-Smirnov test, using a significance level of $\geq \alpha = 0.05$. This means that if the p-value from the test is greater than or equal to 0.05, the data is considered to follow a normal distribution. The detailed results of the normality test are provided in the table below :

Table 12. Normalization Test Results

Tests of Normality

	class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students score	Experimental class	.153	30	.081	.937	31	.327
	Control class	.159	30	.067	.854	31	.134

a. Lilliefors Significance Correction

It could be seen that the value of the significant value in the experimental class and the control class of improving students' skill using reading logs of Junior High

School Fitra Abdi Palembang is 0.081 in the experimental class and 0.067 in the control class, exceeding the significant value $\geq \alpha = 0.05$. Therefore, the normality test states normal. Then the normality test stated normal.

Test of Homogeneity of Variances

student's score

Levene Statistic	df1	df2	Sig.
.802	1	60	.374

From the data in Table 13, it could be seen that the significant value in the experimental class and control class to improve students' skill using reading logs of Junior High School Fitra Abdi Palembang was a significant value of 0.374 which was declared homogeneous because it was greater than the 0.05 significant level.

The results of the t test calculation using the Independent Sample T-Test have a significant value (2-tailed) of 0.000 while the significant level was 0.05. So 0.000 <0.05 could be interpreted that there was an increase in the effect of the application of the reading logs method on improving student reading skill of Junior High School Fitra Abdi Palembang.

5. CONCLUSION

Based on the research findings presented above and the discussion in the

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

previous chapter, the following conclusions can be drawn:

1. Effectiveness of the Reading Log Method: The application of the Reading Logs method is highly effective in improving students' reading skills. This is supported by the statistical results, where the calculated t-value (0.000) is less than the critical t-value (0.05), indicating a significant effect.

2. Improvement in Reading Skills: There is a noticeable difference in students' reading skills before and after the implementation of the Reading Logs method at Junior High School Fitra Abdi Palembang. The data shows that the intervention led to measurable improvements.

3. Significance of the Hypothesis Test: The hypothesis testing results reveal a significant value of 0.000, which is below the significance level of 0.05. This indicates that the application of the Reading Logs method has a statistically significant positive effect on students' reading skills.

6. REFERENCES

Bonyadi, A., & Zeinalpur, S. (2014). Perceptions of students towards self-selected and teacher-assigned topics in EFL writing. *Procedia-Social and Behavioral Sciences*, 98, 385-391.

Chomsky, Noam. (2014). *Aspects of the Theory of Syntax* (No. 11). MIT Press.

Jaya, A., Hermansyah, & Rosmiyati, E. (2019). Redefining Project Based Learning In English Class. *Esteem Journal of English Education Study Programme*, *2* https://doi.org/https://doi.org/10.3185 1/esteem.v2i2.2423

Kaforina, M., Mulyadi, M., & Jaya, A. (2023). the Students' Personality Based on Their Reading Attitude. *Esteem Journal of English Education Study Programme*, *7*(1), 12–23. https://doi.org/10.31851/esteem.v7i1. 12654

Pratiwi, C. P. (2020). Analisis Keterampilan Membaca Permulaan Siswa Sekolah Dasar: Studi Kasus Pada Siswa Kelas 2 Sekolah Dasar. *Jurnal Pendidikan Edutama*, 7(1), 1-8.

Putri, A. D., Jaya, A., & Marleni, M. (2023). Exploring the Students' Speaking Ability Based on Their Different Personalities. *Esteem Journal of English Education Study Programme*, *6*(1), 10–16. https://doi.org/10.31851/esteem.v6i1. 10203

Rakana, U. (2017). *Effects of the Use of Reading Logs on Reading Comprehension.*

Rizqa, Nurul & Muhammad Al-Hafish. Teaching Extensive Reading To University Students By Using Reading Logs Strategy. *Journal of English Language Teaching*. Vol 1, No 2 (2013)

Syamsidah dan Hamidah Suryani. (2018). *Model Problem Based Learning (PBL)*. Yogyakarta: Deepublish.

Sugiyono. (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kuaitatif, Dan R&D*. Bandung: Alfabeta.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, R & D*. Bandung: CV Alfabeta.

Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG

Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Vernandes, Y. (2019). The Influence of Context Clues Strategy on Students' Reading Achievement. *Esteem Journal of English Education Study Programme*, *2*(2), 154-159.

Veto Mortini, A., Jaya, A., & Akbar Zam, M. A. (2023). the Effect of Map Libs Technique on Students' English Learning Achievement in Learning Personal Pronoun. *Esteem Journal of English Education Study Programme*, *6*(2), 216–225. https://doi.org/10.31851/esteem.v6i2. 12316

Wardiati, Z. (2017). Penerapan Metode SASMG (struktural analitik sintetik dan matode global) Untuk Meningkatkan Motivasi dan Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Indonesia Kelas I di SDN 3 Kopang Kec. Kopang Tahun Pelajaran 2015/2016. *Jurnal Ilmiah Mandala Education*, 3(2), 51-56.

Yulia, A. (2005). *Menumbuhkan Minat Baca Anak*. Jakarta: PT Gramedia.

THE USE OF READING LOGS METHOD TO IMPROVE STUDENTS′ READING SKILL TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL FITRA ABDI PALEMBANG