

GOOGLE READING LOGS TO IMPROVE READING ABILITY AND INTEREST

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ABSTRACT

This study is aimed at 1) determining the procedure for using Google reading logs in improving students' reading skills and interest, and 2) identifying the effect of using Google reading logs on students' reading skills and interest. Participants in this study were early semester students of English Department, Universitas Sarjanawiyata Tamansiswa. The study employed a descriptive qualitative approach. The research data were collected through pre-test/post-test, questionnaires, and interviews. The study was initiated by collecting data regarding relevant facilities in Google Classroom as reading logs. The next phase was collecting data related with the students' reading interest and skills. The results of the data analysis were then used to determine the procedure for using google reading logs. The data collected from the results of the pre-test/post-test, questionnaires, and interviews were summarized and analyzed. Based on the results of the analysis and data summary, it is concluded that google reading logs improve students' reading ability and interest.

Keywords: *Reading Logs, Reading Ability, Reading Interest.*

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INTRODUCTION

Advances in technology today encourage many changes in human life in all fields. Currently, almost all activities can be enjoyed through gadgets; from ordering food and plane tickets to joining online English competence test and final exams. The utilization of technology as a learning medium is one of the innovative steps to improve the quality of education in Indonesia to compete at the global level. The Indonesian government in this case the Indonesian Ministry of Education has begun to use technology as a tool in the world of education that can be used to support the teaching and learning process (Ghofur & Kustijono, 2015).

Technology has the inconceivable capability to change education, outside and inside the classroom. Not only affects the way teachers and students interact but also empowers them to take control of their own literacy process. Education technology helps teachers and students to unite, gain access to information, control their academic performance and interaction. An academic information system not only helps teachers but parents also. It empowers teachers and parents

to understand each students' unique literacy requirements and literacy material consequently.

The development of technology has contributed to the industrial revolution. Industrial revolution era is a period of fundamental change that occurs in the industrial world, which is influenced by technological advances with no regional boundaries. The Industrial Revolution 1.0 was marked by the invention of the steam engine, which was used to produce goods. Furthermore, the Industrial Revolution 2.0 occurred in the early 20th century. The invention of electric power marked the industrial revolution. The Industrial Revolution 3.0 was triggered by machines that moved and thought automatically, namely computers and robots. In the Industrial Revolution 4.0, manufacturing technology has entered the trend of automation and data exchange. This includes cyber-physical systems, internet of things (IoT), cloud computing, and cognitive computing.

Google Classroom is part of the Google Apps for Education (GAPE) online system. This application can be downloaded for free. Public facilities provided by Google Classroom are media for communicating with students, uploading and downloading learning materials and assignments, and documenting learning outcomes. The creation of Google classroom begins with creating a virtual class and continues by adding participants/students (students). In a digital world that is increasingly developing during the Covid 19 pandemic period, Google Classroom helps facilitate online learning for today's digital learners. Like other online applications, Google Classroom has a unique look and atmosphere. With this method, teachers can also set up Google Classroom according to their tastes and needs.

This study formulates the research problems and objectives as follows: 1) determining the procedure for using Google reading logs in improving students' reading skills and interests; 2) identifying the effect of using Google reading logs on reading ability and interest. The benefits of the study are: 1) providing theoretical description in the form of descriptive-qualitative research that concentrates on developing courses and improving student abilities; 2) providing practical contributions in the form of more comprehensive and varied knowledge in utilizing learning media, especially online media.

LITERATURE REVIEW

Reading logs or so-called reading journals are journals to monitor how far students read at the speed and time they set themselves (Pak and Waseley, 2012). According to them, the logs or journals are formulated to improve students' reading habits by assigning them to read a few minutes per day - and recording the reading material they read in a log/journal. Empirically, reading logs also help to improve students' understanding to textbook reading materials (Winiharti et al., 2014a).

Students use notebooks to keep written records of their personal responses to texts at multiple reading levels. Reading Logs provide opportunities for students to express their attitudes toward texts, reflect on their findings, and make connections between what they know and what they are learning (Dorn and Soffos 2005, 47).

A reading log is similar to an alternative form of evaluation known as portfolio assessment, in that it contains an increasing collection of student work

and provides a record of student achievement over time. An efficient method for evaluating student progress and achievement across lecture activities is to use reading logs as the basis for formative and summative assessments. Formative assessment measures student progress throughout the course at regular intervals (Eq. weekly), while summative assessment measures achievement and is conducted at the end of the project. Since students complete one reading log each semester, teachers/lecturers can formally rate their entries to track their progress. This helps the teacher see how far the students are meeting the set goals, identify their strengths and weaknesses, and guide them to complete a series of reading activities, while at the same time the teacher/teacher can conduct a summative assessment of the student's/student's reading log.

Google Classroom is part of the Google Apps for Education (GAFE) online system. This system is in the form of an application package for teachers and students in online learning and collaboration. This application can be downloaded for free. Public facilities provided by Google Classroom are media for communicating with students, uploading and downloading learning materials and assignments, and documenting learning outcomes. The creation of Google classroom begins with creating a virtual class and continues with adding participants/students.

In an increasingly digital world, Google classroom helps facilitate online learning for today's digital learners. Similar to other online applications, Google Classroom has a unique look and atmosphere. With this method, teachers/teachers can also set up Google Classroom according to their tastes and needs. The first time Google Classroom is accessed, this application will ask whether the user is acting as a teacher or student. This option must be selected correctly. If the user does not act as a teacher, then the account will assign the user as a student. Users will not be able to create or manage classes unless they act as teachers in Google Classroom. If the user account is set as a student account, he must contact the relevant IT department to change the role of the user in Google Classroom to teacher. A complete class list of all students can be found in the STUDENTS/Students section of the classwork. Teachers can make changes to students in a class and send emails to individual students or the entire class. Users as teachers can display the class code to allow students to join the class and invite or delete students manually if needed.

Reading is one of the basic language skills. Of the four language skills – listening, speaking, reading, and writing –, reading and listening are receptive language skills, while speaking and writing is a productive language skill. When viewed from the type skills, this basic reading skill should have been possessed by everyone, especially students. However, there are still many students who lack skill in reading.

Reading activities, whether to be carried out or not, are largely determined by the individual's interest in these activities. In this case, interest is a strong motivator to carry out an activity. In general, interest can be interpreted as a tendency that causes someone to try to find or try activities in a particular field. Interest is also defined as a positive attitude towards environmental aspects. There are also those who interpret interest as a permanent tendency to pay attention and enjoy an activity accompanied by a sense of pleasure. Interest can also be

interpreted as a strong, intensive, and deep control over the individual to be diligent in carrying out an activity.

Reading skills are a stimulus or inducement for writing skills. Someone who wants to write, must do reading activities first. The more material a person reads, the better his writing will be. This is due to the more references and choice of words he gets from previous reading activities. But now many people have left this reading culture.

Interest means the desire to pay attention or do something. Interest also means something that is liked without being related or forced. According to Pawit M. Yusuf (1990: 56) interest is pleasure or continuous attention to an object because of the hope that it will get its benefits. Aspects of interest consist of cognitive aspects and affective aspects. The cognitive aspect is in the form of a positive concept of an object and is centered on the benefits of the object. The affective aspect is seen in liking, disliking and personal satisfaction with the object.

Everyone has a tendency to always be in touch with something that is considered to give pleasure and happiness. From this feeling of pleasure arises the desire to acquire and develop what has made him happy and happy. Other experts say that interest is a persistent tendency to pay attention and reminisce about some activity. Activities that are of interest to someone are noticed continuously accompanied by a sense of pleasure. Interest is always followed by feelings of pleasure and from there satisfaction is obtained. Interest has a great influence on learning, because if the subject matter studied is not in accordance with the interests of students, students will not learn as well as possible. Lesson materials that attract students' interest are easier to learn because interest adds impetus to learning. In addition, interest is a source of motivation that encourages people to do what they want when they are free to choose. When they see something to be profitable, they feel interested. This will bring satisfaction.

So, it can be said that interest is an inner attitude from within a person which is a special attention to a certain thing that is created with full willingness and feelings of pleasure that arise from one's inner impulse. Interest can be said as a strong impetus for someone to do everything in realizing the achievement of goals and ideals that become his desire.

RESEARCH METHOD

The study is descriptive qualitative research. A descriptive-qualitative research design develops concepts to assist researchers in understanding social phenomena that occur in natural situations. The emphasis of the qualitative study lies on the meaning, experience, and perceptions of research participants. The dimension of the qualitative study itself includes an understanding of the context, people, and all interactions that occur.

A research instrument is a tool used in the data collection method by researchers to analyze the results of research carried out in the following research step. In principle, the research instruments have a dependence on the data needed; therefore each research requires a different research instrument from one another. This study used a questionnaire to obtain data about students' interest and ability in reading. The students were eleven Semester 2 students of English Department, Universitas Sarjanawiyata Tamansiswa. In addition to obtaining the students'

interest and ability in reading, the questionnaire was also used to obtain data about Google reading logs. The writer used an interview to obtain additional information before and after the study. By using the interview, the writer got information directly from the sources of information. The type of interview used in this study was an unstructured one. It was also used to triangulate the data. Pre-test and post-test were also applied to measure how much the students improved the score before and after the application of the reading logs. The obtained data were then analyzed and summarized in order to answer the research problems and achieve the research objectives.

FINDING AND DISCUSSION

Finding

Google Classroom has many facilities such as Google Drive, Google Docs, Sheets and Slides, and Gmail to help lecturers and students more easily teach without physical materials such as classes, whiteboards, and stationery. The first step before making reading logs is to create a classroom first. The steps to create a classroom are as follows:

Table.1. Steps in Creating Google Classroom

Step	Detail
1.	Sign in to the Google Classroom app or access it via a browser
2.	Press Get Started, and select the Google email address you want to use to join Google Classroom
3.	Press the plus sign (+) in the right corner. There are two options, namely Join Class and Create Class.
4.	Press “create class”

If the class has been created, Stream or Classwork will be visible as a space to upload materials, assignments, questions, quizzes, etc., related to learning.

Steps to create reading logs in Google Classroom are shown in the following table:

Table 2. Steps in Creating Reading Logs in Google Classroom

Step	Detail
1.	Press “ <i>assignment section</i> ”
2.	Press “ <i>Topic</i> ”; then type: “ <i>Reading Logs</i> ”
3.	Press “ <i>Quiz Assignment</i> ”; select the due date
4.	Type in “ <i>Title</i> ”: “ <i>Reading Logs Week 1</i> ”
5.	Type in “ <i>Description</i> ” with the reading logs instruction
6.	Type in “ <i>Question</i> ”: <i>Name</i> (student’s name); select “ <i>short answer</i> ”
7.	Press + sign
8.	Type in <i>Next Question</i> : “ <i>Book Title</i> ”
9.	Continue, <i>Next Question</i> : <i>How many pages?</i>
10.	Continue, <i>Next Question</i> : <i>How many minutes?</i>
11.	Continue, <i>Next Question</i> : <i>What was your favorite part of your readings?</i>
12.	Press <i>image</i> to insert image/picture, then select color
	To check the students’ response:

13.	Press “ <i>Response</i> ”; select “ <i>Destination</i> ”
14.	Press ‘ <i>new spread sheet</i> ’; type the name “ <i>Reading Logs</i> ”; Press “ <i>Create</i> ”

The advantage of Google class media is that it can be accessed anytime and anywhere. In addition to facilitating access to learning, it also makes it easier for students to find reading sources. Flexible time also makes it easier for students and teachers/lecturers, so that the reading process can be carried out with an agreed agreement. Because it is done paperless, using this media saves time.

The flexible time provided by Google Classroom makes it easy to access anytime and anywhere. The innovative reading learning process offers a unique attraction for students who use Google reading logs. Google reading logs can send and receive files, pictures, and videos that support reading. Other Google facilities are easily accessible such as Google Drive, Google Docs, Sheets, and slides.

The following table shows the students' increasing reading ability as seen in the reading test results before and after the implementation of google reading logs.

Table 3. Reading Test Results before and after the Implementation

No.	Students	Pre-test Score	Post-test score	Margin of Difference
1	M.1	17	20	3
2	M.2	8	9	1
3	M.3	9	15	6
4	M.4	10	15	5
5	M.5	10	15	5
6	M.6	17	20	3
7	M.7	6	7	1
8	M.8	18	20	2
9	M.9	11	15	4
10	M.10	8	8	0
11	M.11	6	6	0

The results of questionnaires and interviews regarding students' reading interest are shown in the presentation of a summary of the data obtained. The following table presents changes in the number of minutes of reading in a day made by students at the beginning and end of data collection:

Table 4. Number of Minutes of Reading in a Day at the Beginning and End of Data Collection

Total Minutes / Day	Student Number (the beginning of data collection)	Student Number (the end of data collection)
15	3	0
30	2	3
45	1	1
60	3	3
90	1	3

120	1	1
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Table 4 above shows that at the beginning of the research data collection, three students did reading activities for fifteen minutes a day, at the end of the study there were zero students. Two students did thirty minutes of reading a day, at the end of the study there were three students. One student did forty-five minutes of reading a day, at the end of the study. Three students did sixty minutes of reading a day, at the end of the study. One student did ninety minutes of reading a day, at the end of the study there were three students. One student did one hundred and twenty minutes of reading a day, at the end of the study.

The following table describes the genres of reading texts that become the students' interest.

Table 5. Genres of Reading Texts

Text Genre	Student Number (the beginning of data collection)	Student Number (the end of data collection)
culture	1	1
fantasy	3	2
history	1	1
popular	4	4
religion	1	1
science	1	2

Table 5 above shows that one student had an interest in reading on cultural genres at the beginning and end of the study. Three students had an interest in reading in the fantasy genre at the beginning of the study, becoming two students at the end of the study. One student had an interest in reading in the historical genre at the beginning of the study and at the end of the study. Four students had an interest in reading in popular genres at the beginning of the study and at the end of the study. One student had an interest in reading in religious genres at the beginning and at the end of the study. And one student had an interest in reading in the genre of science, becoming two students at the end of the study.

The following table describes the use of library facilities by students.

Table 6. Use of Library Facilities by Students

Using library facilities	Student Number
Yes	8
No	3

Table 6 shows that eight students used the university library to facilitate their reading interest, and three students did not use the university library.

The following table describes the number of students reading books according to the students' interests at the beginning and the end of the research data collection.

Table 7. Number of Students Reading Books according to Their Interests at the Beginning and the End of the Research Data Collection

Number of Books	Student Number (the beginning of data collection)	Student Number (the end of data collection)
5	7	6
10	3	4
30	1	1

Table 7 shows seven students had five books according to their interests at the beginning of the study, to six students at the end of the study. Three students had ten books according to their interests, becoming four students at the end of the study. And one student has thirty books according to their interests at the beginning of the study and at the end of the study.

Discussion

Reading is an activity that includes decoding information encoded in written materials (Grabe, 2009). The decoding process is supposed to define the complexity of reading such as: 1) a rapid and efficient process; 2) a comprehending process; 3) an interactive process between the reader and the writer; 4) a strategic process in which the readers read based on their purpose; 5) a flexible process; 6) purposeful process; 7) an evaluative process; 8) a learning process; and 9) a linguistic process between morphological, phonological, syntactic and semantic of the language.

The students as the research participants improve their reading as a strategic process in which they read based on their purposes. Their reading also represents a learning process by which they improve their reading ability, as shown by the result of their reading pre-test and post-test before and after the implementation of google reading logs. One student (M3) has improved 6 points; two students (M4 & M5) have improved 5 points; one student (M9) has improved 4 points; two students (M1 & M6) have improved 3 points; one student (M8) has improved 2 points; two students M2 & M7) have improved 1 point; and two students (M10 & M11) did not improve their score. Among eleven students, nine students have improved their score in the pre-test and post-test.

The research also found the reading flexibility which is developed by the students while using their reading logs. The reading flexibility refers to the student's ability to adjust both reading rate and method to the specific purpose for reading. The students exhibit reading flexibility by paying attention to the information in print that is most relevant to their purpose. Since the students are college students, they are able to adjust their reading flexibility to the time allotted to a reading task as appropriate to attain various purposes for reading while maintaining adequate comprehension.

Google reading logs are considered as one form of extensive reading. As the term suggest, the activity of reading in the logs is an extensive way; extensive in terms of what, when, where and how the students read. The students, in this case, are allowed to choose themselves the materials and the genres they want to read, the time to read, the place at which they are eager to read, which are based

on their own pace. This activity, according to some experts, promote positive attitudes towards reading activity with which the life-long readers exist Grabe (2009).The positive attitudes results in the successful extensive reading activity which the research shows in the improvement of 1) vocabulary growth; 2) language and literacy skill development; 3) conceptual-knowledge growth; and 4) reasoning skill development.

Reading plays a pervasive role in the students' educational process. As one of the four communication skills - reading, writing, speaking, and listening-reading ability is a major objective of the students' education. Reading is also one of the chief means of acquiring adequate scores, whether the score is pursued independently or collaboratively. The ability of the individual students to read is likewise one of the measures of the quality of their education. Reading logs support this evaluation of this pervasive role.

When the students were completing their reading logs, they were also performing the process of selection, prediction and confirmation which were made effective through the variety of sources of information that the students have available. Basically, the process includes graphic information (the printed text and the student's knowledge of symbol-sound correspondences), syntactic information (the grammatical construction of the text and the student's understanding of the expected, normal grammatical flow of language) and semantic information (the meaning and logic of the text and the student's understanding of connected linguistic discourse). Thus, at some points the student is engaged in a process of selecting information, predicting on the basis of this selection and confirming this prediction against the on-going and developing linguistic message of the text.

Other finding which resulted from brief interview of eleven students shows that there are some beneficial points benefiting reading log as a tool stimulating the students read daily. Those points are that reading log 1) improves the students' habit in reading (43% of the students); 2) enhances the students' vocabulary mastery (50% of the students); 3) helps to find the appropriate data and resources to write a better text (14% of the students); 4) escalates the students' comprehension of the text (35.7% of the students); and 5) increases the students' knowledge of the text (14.3%).

The finding on the text genres shows that one student had an interest in reading on cultural genres at the beginning and end of the study. Three students had an interest in reading in the fantasy genre at the beginning of the study, becoming two students at the end of the study. One student had an interest in reading in the historical genre at the beginning of the study and at the end of the study. Four students had an interest in reading in popular genres at the beginning of the study and at the end of the study. One student had an interest in reading in religious genres at the beginning and at the end of the study. And one student had an interest in reading in the genre of science, becoming two students at the end of the study.

The research has demonstrated that interest leads to more elaborate and deeper processing of texts. The students who are engaged with interesting texts tended to engage in organizational processing of information. The students show the ability to process and recall text according to its hierarchical structure. And so, they could recall best the more important ideas at the higher levels of text

structures. The students' well-formed individual interests and their situational interests has contributed to their reading comprehension and learning.

Additional finding on the venue where the students got the reading text shows that eight students used the university library to facilitate their reading interest, and three students did not use the university library. Another finding shows seven students had five books according to their interests at the beginning of the study, to six students at the end of the study. Three students had ten books according to their interests, becoming four students at the end of the study. And one student has thirty books according to their interests at the beginning of the study and at the end of the study.

CONCLUSION AND SUGGESTION

The use of Google reading logs in improving reading skills and interest was initiated by the creation of Google classroom as a forum. Then, Google reading logs are created by going through the following steps: 1) Press "assignment section"; 2) Press "Topic"; then type: "Reading Logs"; 3) Press "Quiz Assignment"; select the due date; 4) Type in "Title": "Reading Logs Week 1"; 5) Type in "Description" with the reading logs instruction; 6) Type in "Question": Name (student's name); select "short answer"; 7) Press + sign; 8) Type in Next Question: "Book Title"; 9) Continue, Next Question: How many pages?; 10) Continue, Next Question: How many minutes?; 11) Continue, Next Question: What was your favorite part of your readings?; 12) Press image to insert image/picture, then select color. To check the students' response: 13) Press "Response"; select "Destination"; 14) Press 'new spread sheet'; type the name "Reading Logs"; Press "Create"

Reading logs are used as an extra-curricular activity (extensive reading), where students are free to determine the topic of reading and the duration of reading. The class that became the subject of the research ultimately had two LMS/learning media, namely Sipedar (official from the institution) and google classroom to place reading logs. . In addition, the use of google reading logs has an impact on interest as indicated by changes in reading duration and changes in the genre of reading that students read.

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