

# **EXPLORING STUDENTS' EMOTIONS OF USING READING LOGS IN ENGLISH EXTENSIVE READING**

**A THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of  
*Sarjana Pendidikan* in English Education Department



**By :**

**SELLY ADISTYA PRATIWI**  
**SN. 2520065**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

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Nama : Selly Adistya Pratiwi

NIM : 2520065

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Exploring Students’ Emotions of Using Reading Logs in English Extensive Reading”** adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya.

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Selly Adistya Pratiwi

NIM. 2520065

Dr. M. Ali Ghufron, M.Pd.  
Desa Pegaden, Kec. Wonopringgo, Kab. Pekalongan

---

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Lamp : 3 (Tiga) Eksemplar

Hal : Naskah Skripsi

Sdr. Selly Adistya Pratiwi

Kepada

Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan

c.q. Ketua Program Studi Tadris Bahasa Inggris

di

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*Assalamu 'alaikum Wr.Wb.*

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Nama : Selly Adistya Pratiwi  
NIM : 2520065  
Jurusan : FTIK/Tadris Bahasa Inggris  
Judul : Exploring Students' Emotions of Using Reading Logs in English Extensive Reading

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, W... Juni 2024.  
Pembimbing

  
**Dr. M. ALI GHUFRON, M.Pd.**  
NIP. 19870723 202012 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

## APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN)

K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : SELLY ADISTYA PRATIWI  
NIM : 2520065  
Judul : EXPLORING STUDENTS' EMOTIONS OF USING READING LOGS  
IN ENGLISH EXTENSIVE READING

Has been examined and approved by the panel of examiners on Thursday, 20th June 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Eros Meilina Sofa, M.Pd.  
NIP. 19860509 202321 2 043

Examiner II

Nadia Faradhillah, M.A.  
NIP. 19930406 202012 2 015

Pekalongan, 24<sup>th</sup> June 2024

Assigned by

The Dean of FTIK UIN Pekalongan



Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.  
NIP. 19730112 200003 1 001

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## MOTTO

"Barangsiapa yang bertakwa kepada Allah, niscaya Allah menjadikan baginya kemudahan dalam urusannya."

**(QS. At-Talaq: 4)**

"It is not impossible for ordinary people to decide to be extraordinary."

**(Elon Musk)**

## ABSTRAK

*Catatan membaca adalah catatan untuk memantau seberapa jauh siswa membaca dengan kecepatan dan waktu mereka sendiri. Penelitian ini bertujuan untuk menyelidiki pengalaman siswa tentang beberapa hal yang berpengaruh dalam penggunaan log bacaan dalam membaca ekstensif. Partisipan dalam penelitian ini adalah empat mahasiswa yang berkuliah di Universitas di Pekalongan yang mengambil kursus Extensive Reading. Peneliti menggunakan metode kualitatif. Ini menggunakan penyelidikan naratif. Peneliti menggunakan wawancara semi terstruktur dan dokumen sebagai metode pengumpulan data. Wawancara dan dokumen digunakan sebagai instrumen pengumpulan data yang dianalisis dengan metode analisis tematik. Penelitian ini menggunakan emosi positif dan negatif untuk mengeksplorasi pengalaman siswa. Temuannya adalah selama penggunaan log membaca untuk membaca ekstensif, siswa merasa terbantu dalam meningkatkan berpikir kritis, siswa mampu memantau kemajuan keterampilan membaca mereka, dan siswa merasa senang dengan strategi ini, namun beberapa siswa mengalami masalah dengan metode ini, termasuk tidak bisa mengatur waktu dan merangkum isi bacaan. Penelitian ini diharapkan dapat memberikan manfaat dan wawasan bagi peneliti dalam memilih reading log sebagai kegiatan membaca ekstensif.*

***Kata Kunci: Membaca Ekstensif, Catatan Membaca, Emosi***



## ABSTRACT

*A reading log is a record to monitor how far students read at their own pace and time. This study aims to investigate students' experiences in using reading logs to increase students' understanding and reading ability in Extensive Reading. The participants in this research are four students studying at University in Pekalongan who took extensive reading courses. The researcher used the qualitative method. It uses narrative inquiry. The researcher used semi-structured interviews and documents as data collection methods. Interviews and documents are used as instruments to collect data which is analyzed using the thematic analysis method. This research uses positive and negative emotions to explore students' experiences. The findings were that during the use of reading logs for extensive reading, students felt helped in improving critical thinking, students were able to monitor the progress of their reading skills, and students felt happy with this strategy, but some students had problems with this method, including not being able to organize time and summarize the contents of the reading. This research is expected to provide benefits and insight for researchers in choosing reading logs as an extensive reading activity.*

**Keywords:** *Extensive reading, Reading log, Emotions*

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I want to express my gratitude to Allah SWT, who has bestowed His mercy and grace upon me so that I can complete this thesis. This thesis was written to fulfill one of the requirements for achieving a Bachelor of Education degree in the English Education Study Program at the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. I realize it would be tough to complete this thesis without help and guidance from various parties, from the lecture period to the preparation of this thesis. I want to express my thanks to:

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Pekalongan, June 12, 2024

Penulis

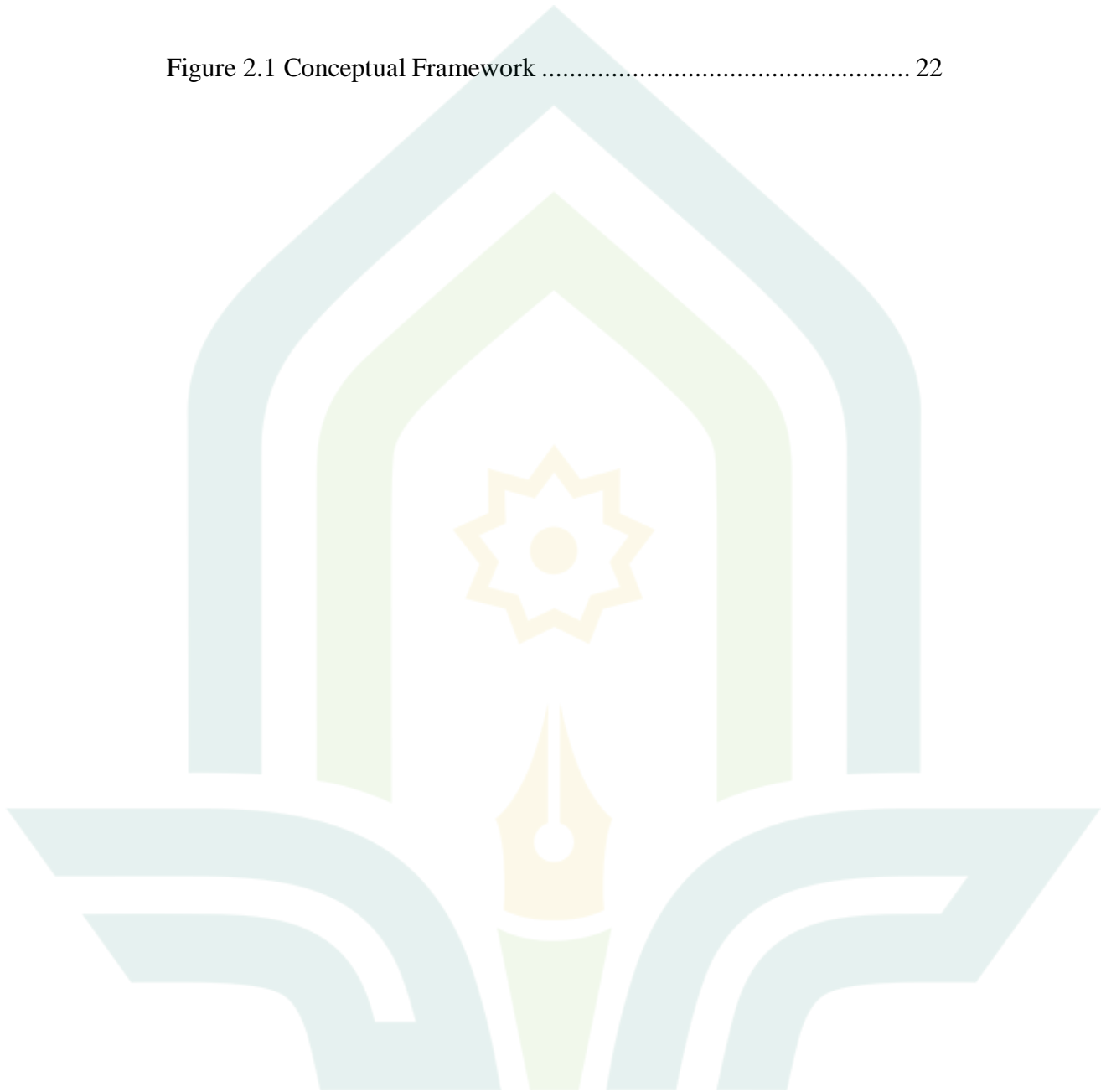
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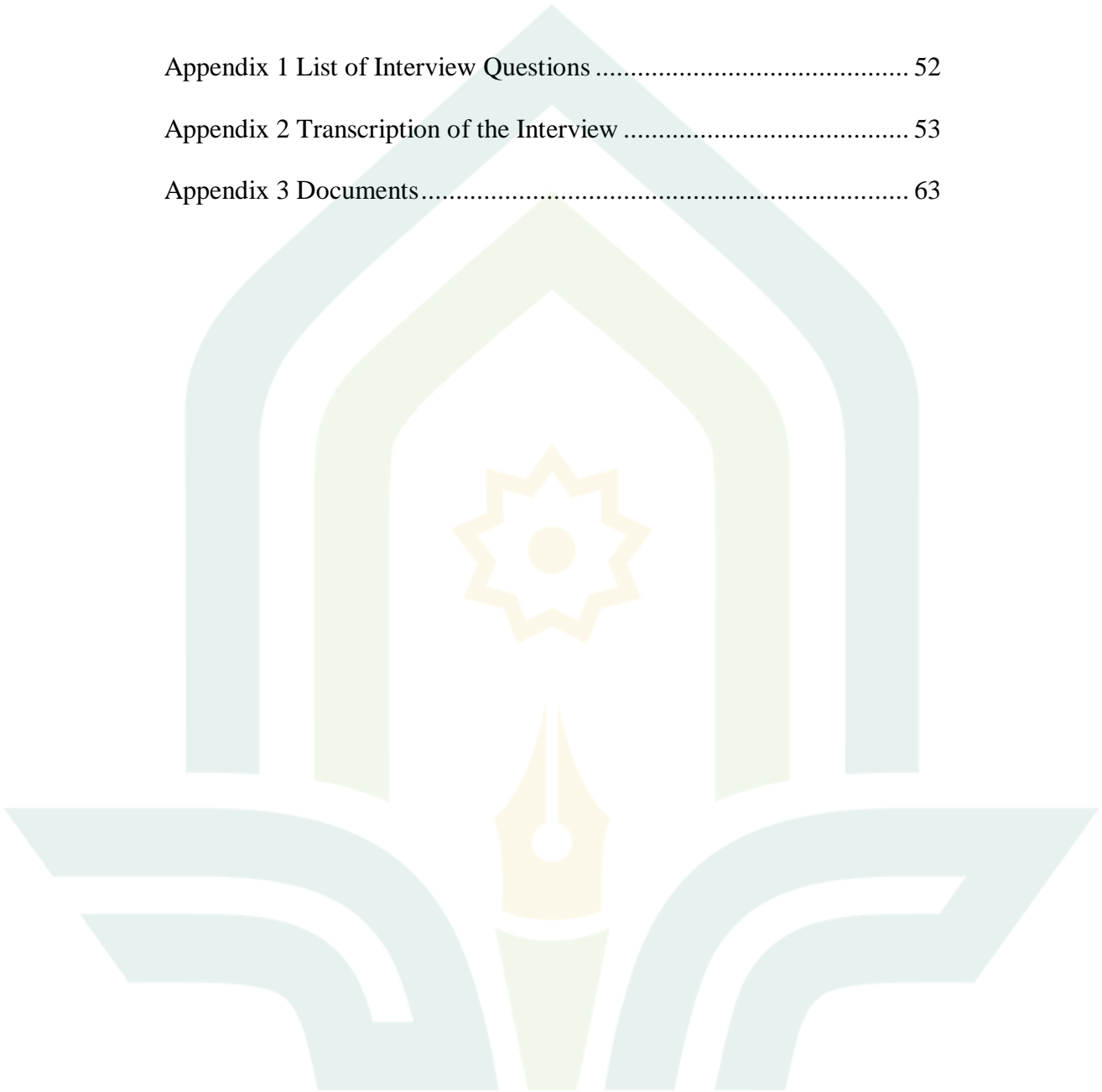
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English as a Foreign Language (EFL) has become the center of attention in the global education context. In efforts to enhance English language skills, reading skills play a key role. As a result, innovative learning strategies become important to stimulate student interest and progress. One approach that is gaining recognition is extensive reading. Extensive Reading (ER) serves as a reading approach that educators can implement to promote interactive reading habits among students. This method involves engaging with a variety of materials spanning a wide array of topics, affording students the autonomy to choose readings that align with their language proficiency. Additionally, Extensive Reading (ER) underscores the significance of individualized reading both within and outside the classroom to attain a comprehensive understanding (Day, 2015). This approach not only guides students toward becoming active readers and self-reliant learners but also enables them to cultivate their interests, thereby positively influencing their motivation (Bonyadi & Zeinalpur, 2014). Recent discussions among academics indicate that engaging in extensive reading has a significant positive impact on EFL learners' reading abilities. Several studies, such as those by Salehi et al. (2015), Dao (2014), Macalister (2010), Lyutaya (2011), and Lee & Hsu (2009), have explored this issue. These studies explored the importance and positive effects of extensive reading courses on EFL (Salehi et al., 2015; Dao, 2014; Macalister, 2010; Lee & Hsu, 2009). According to Bamford & Day (2002), a common problem in extensive reading for EFL students is a lack of interest in reading English. It emphasizes the importance of motivational factors and the selection of appropriate reading materials in extensive reading, it is suggested that reading materials should be varied, enjoyable, and easily accessible to



increase students' interest and motivation in reading English. To overcome this problem, certain strategies are needed that help the extensive reading process in improving English reading skills.

Other studies also report that reading logs are an ideal method to facilitate extensive reading learning (Lee & Hsu, 2009; Lyutaya, 2011). As outlined by Carlisle (2000), a reading log functions as a tool that captures students' perspectives on a given text. Similarly, Lyutaya (2011) notes that a reading log is specifically designed to accompany students, providing a means for them to maintain written reflections on their personal views of the text. In essence, a reading log serves as a platform for students to document their reading journey, encapsulating their opinions on the texts they encounter (Ochoa Delarriva & Basabe, 2015). This includes insights into elements such as the moral values conveyed by the text or opinions that contribute to their understanding of the material.

Through the utilization of reading logs, students can articulate their responses to the text, drawing inspiration and expressing their opinions while also conveying the knowledge acquired during their reading experience. This process facilitates a connection between the author's perspective and the student's expectations regarding the text (Khonamri et al., 2016). Lipp (2017) supports the idea that a reading log not only motivates students to derive moral values and meaning from extensive reading but also enables them to engage with the text, create meaning, and document their comprehension, as suggested by Currier (2013).

Several similar previous studies have been conducted by other researchers that show the use of reading logs as an extensive reading activity for students. For instance, Aliponga (2013) indicates that reading logs serve as a motivational tool, encouraging students to read more. (Aulia, 2019) further emphasizes the importance of allowing students to choose their reading materials freely, fostering a sense of comfort. Moreover,

Dincer (2020) demonstrates the positive influence of the reading log strategy on students' enjoyment and increased comprehension in extensive reading activities.

In previous studies related to this issue, the majority of studies primarily focused on the significance and influence of extensive reading on English as a Foreign Language (EFL) learners or simply outlined the relationship between the reading log and extensive reading. Notably, empirical studies rarely investigated the specific application of the reading log in extensive reading courses for EFL learners. Therefore, this study seeks to explore the perspectives and experiences of EFL learners regarding the utilization of reading logs in the context of learning extensive reading courses.

## **1.2 Formulation of Problems**

This research aims to answer the following questions: “How are the students' emotions in using reading logs in extensive reading?”

## **1.3 Operational Definitions**

To clarify the key terms used in this study, several definitions are put forward:

1. Student experience is the process of forming knowledge, skills, and abilities through the experiences experienced by students (McLeod, 2010).
2. A reading log is a reading journal for before, during, and after reading activities (Lyutaya, 2011).
3. Extensive reading is a reading method in which students read a lot of material in general, for overall meaning, and to gain information as well as enjoyment (Day, 2015).

## **1.4 Aim of Study**

This study aims to investigate students' emotions in using reading logs in Extensive Reading.

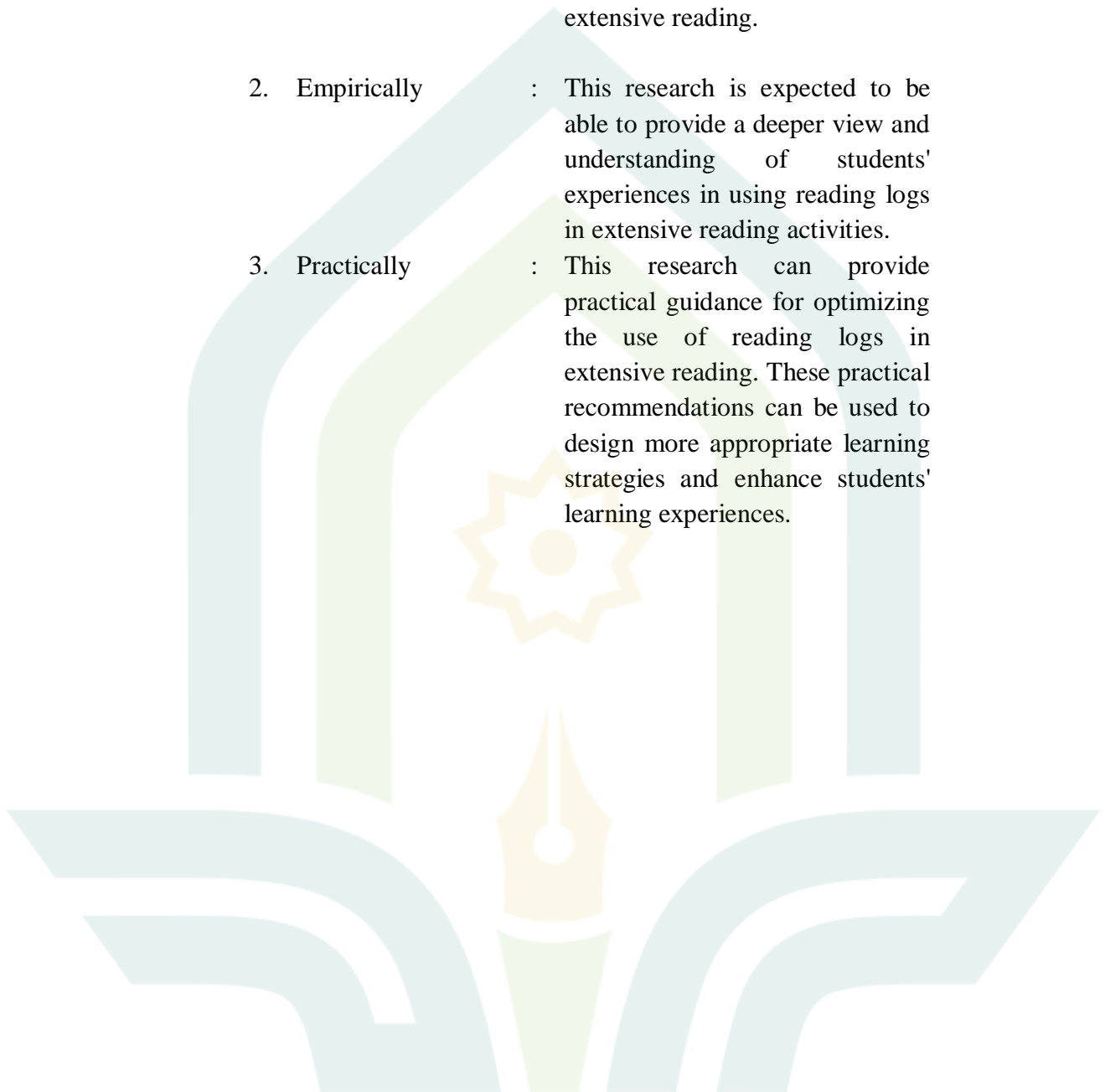
## **1.5 Significance of Study**

This research is considered significant in the following ways:

1. Theoretically : This study is expected to support

the theory from Lyutaya (2011), regarding reading logs in extensive reading.

2. Empirically : This research is expected to be able to provide a deeper view and understanding of students' experiences in using reading logs in extensive reading activities.
3. Practically : This research can provide practical guidance for optimizing the use of reading logs in extensive reading. These practical recommendations can be used to design more appropriate learning strategies and enhance students' learning experiences.



## **CHAPTER V CONCLUSION**

### **5.1 Summary of Findings**

Based on the results, it was concluded that students had positive and negative emotions while using reading logs for extensive reading. During the process of using the reading log, students gain several positive emotions such as students feeling comfortable using the reading log, developing students' critical reading, and helping to monitor the progress of students' reading abilities. The findings show that there are implications for using reading logs in extensive reading activities. Reading logs are a fun alternative tool for students to be enthusiastically and actively involved in extensive reading activities.

On the other hand, students have negative emotions from using reading logs in extensive reading, such as difficulty managing time and summarizing reading content. The results of this research show that using reading logs in extensive reading is not an easy thing. therefore, students must be better at time management and develop their understanding.

### **5.2 Recommendations**

#### **a. EFL Students**

This study recommends that EFL students be able to manage their available time well so that the use of reading logs can be carried out in a structured and optimal manner. In addition, students can increase their reading comprehension skills and vocabulary over time.

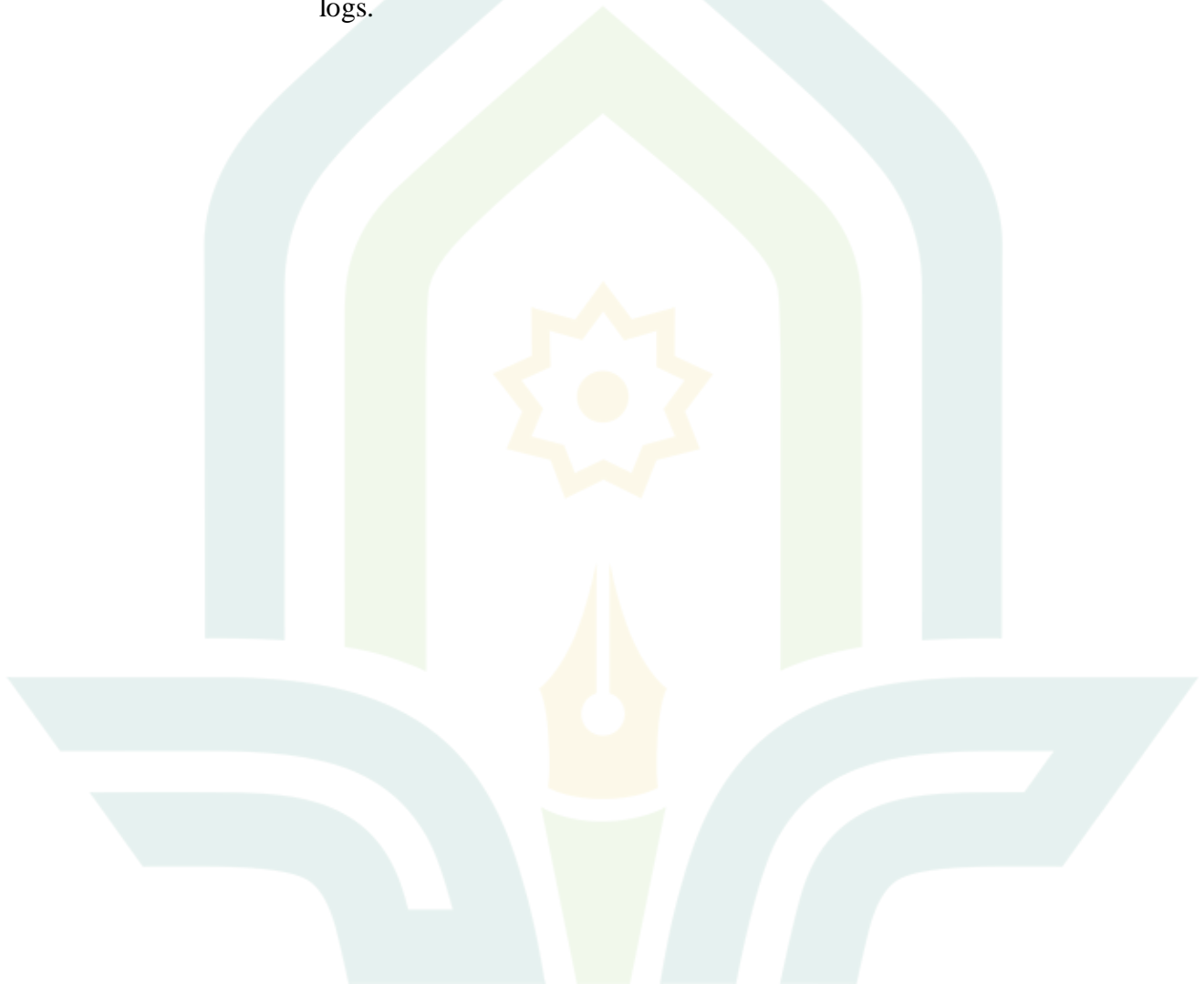
#### **b. Faculty Members**

This finding is expected to provide insight into the positive and negative aspects of using reading logs, as well as offer practical recommendations for lecturers to optimize the implementation of reading logs in the extensive reading curriculum. Thus, this research not only contributes to improving students' reading competence but also to the development of more effective teaching strategies in the

Faculty of Education.

c. Further Research

Future research is hoped that there will be more references and participants in similar research regarding students' experiences of using reading logs in extensive reading in English. As well as exploring students' experiences in extensive reading activities using reading logs.



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Nama : Selly Adistya Pratiwi  
NIM : 2520065  
Jurusan/Prodi : Tadris Bahasa Inggris  
E-mail address : sellyadistyapратиwi@mhs.uingusdur.ac.id  
No. Hp : 087867467026

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(Selly Adistya Pratiwi)