STUDENTS’ RESPONSES TO THE USE OF READER’S LOG IN BASIC READING I CLASS IN THE ELESP OF SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Annisa Dwirahma Putri
Student Number: 121214180

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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July 14, 2016
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Yogyakarta, August 3, 2016
Faculty of Teachers Training and Education
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Dean

Rohandi, Ph.D.
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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, August 3, 2016

The Writer

Annisa Dwirahma Putri
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(Annisa Dwirahma Putri)
ABSTRACT

Putri, Annisa Dwirahma. (2016). Students’ Responses to the Use of Reader’s Log in Basic Reading I Class in the ELESP of Sanata Dharma University. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

Reading is one of the important skills in English language teaching and learning. In the ELESP of Sanata Dharma University, there is a course named Basic Reading I class. The lecturers use reader’s log as a media in that course. The aim of reader’s log is to encourage the students to become more active and it can improve their reading skill. However, based on the researcher’s personal experience, the researcher did not realize the aim of reader’s log itself. Therefore, the researcher intended to investigate the students’ responses to the use of reader’s log and know the factors motivate the students to accomplish the reader’s log.

This research was intended to answer two research questions; (1) what are the students’ responses to the use of reader’s log? (2) what factors motivate the students to accomplish reader’s log? The researcher employed three main theories from experts that can answer the research questions, namely reader’s log, reading and motivation. The theories from Kustaryo (1988), Taschow (1985), Leipzig (2001), Lyutaya (2011), Schunk, Pintrich & Meece (2008) were reviewed to help the researcher to find out the relationship with the research results.

This research employed mixed method to gain the data. There were qualitative and quantitative data. In gathering the data, the researcher used two instruments, namely questionnaire and interview. The questionnaire and the interview were used to answer the research questions and gain the data. The researcher distributed the questionnaire to 29 students of Basic Reading I class at ELESP of Sanata Dharma University. After that, the researcher conducted an interview to seven students to clarify and obtain the data in depth.

Based on the results of data analysis, the researcher concluded in two parts. The first part was the benefits of the use of reader’s log. Most of the students agreed that reader’s log can improve and influence their reading skills, such as developing vocabularies, recognizing main idea, making inferences and previewing, predicting, scanning and skimming. The second was the limitations of the use of reader’s log. The students had stronger in intrinsic motivation than extrinsic motivation. Moreover, the students did not do the reader’s log enthusiastically. They just did the reader’s log for avoiding punishment and fulfilling the requirements of the exam.

Keywords: reading, reader’s log, motivation
ABSTRAK


Membaca adalah salah satu kemampuan penting dalam pengajaran dan pembelajaran Bahasa Inggris. Basic Reading I adalah salah satu mata kuliah yang terdapat di Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Para dosen menggunakan reader’s log sebagai media di dalam kelas. Tujuan dari reader’s log untuk mendorong mahasiswa lebih aktif dan dapat meningkatkan kemampuan membaca mereka. Namun, berdasarkan pengalaman pribadi penulis, penulis tidak menyadari tujuan dari reader’s log itu sendiri. Maka dari itu, peneliti bermaksud untuk menyelediki tanggapan mahasiswa dalam penggunaan reader’s log dan mengetahui faktor-faktor yang memotivasi mahasiswa untuk menyelesaikan reader’s log.


Kata Kunci: reading, reader’s log, motivation
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Annisa Dwirahma Putri
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>iv</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

A. Research Background .................................. 1
B. Research Questions ................................... 2
C. Problem Limitation ................................... 3
D. Research Objectives .................................. 4
E. Research Benefits .................................. 4
F. Definition of Terms .................................. 5

## CHAPTER II. REVIEW OF RELATED LITERATURE

A. Theoretical Description ............................... 8
   1. Reading ........................................... 8
   2. Reader’s Log ..................................... 10
   3. Motivation ....................................... 13
B. Theoretical Framework ................................ 17

## CHAPTER III. RESEARCH METHODOLOGY

A. Research Method ...................................... 20
B. Research Setting............................................................ 21
C. Research Participants ....................................................... 22
D. Instruments and Data Gathering Technique ......................... 23
E. Data Analysis Technique ................................................... 25
F. Research Procedure ......................................................... 26

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION ............. 29
A. Students’ Responses to Reader’s log .................................. 29
   1. Influences of reader’s log on students’ reading skill .......... 29
   2. Reader’s log as a challenging and enjoyable task .......... 39
B. Factors Motivating the Students to Accomplish Reader’s log ........ 43
   1. External factors ....................................................... 43
   2. Internal factors ....................................................... 45

CHAPTER V. CONCLUSIONS AND SUGGESTIONS ..................... 48
A. Conclusions ................................................................. 48
B. Suggestions ............................................................... 49

REFERENCES ..................................................................... 51
APPENDICES ..................................................................... 53
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Example of the Questionnaire (Blank)</td>
<td>24</td>
</tr>
<tr>
<td>4.1 Influences of reader’s log on students’ reading skills</td>
<td>30</td>
</tr>
<tr>
<td>4.2 Reader’s log as challenging and enjoyable task</td>
<td>39</td>
</tr>
<tr>
<td>4.3 External factors to motivate students accomplish the reader’s log</td>
<td>43</td>
</tr>
<tr>
<td>4.4 Internal factors to motivate students accomplish the reader’s log</td>
<td>45</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX 1 Consent Form</td>
<td>54</td>
</tr>
<tr>
<td>APPENDIX 2 Questionnaire Blueprint</td>
<td>55</td>
</tr>
<tr>
<td>APPENDIX 3 Questionnaire Form</td>
<td>56</td>
</tr>
<tr>
<td>APPENDIX 4 Raw-Data from Close-ended Questionnaire</td>
<td>58</td>
</tr>
<tr>
<td>APPENDIX 5 Raw-Data from Open-ended Questionnaire</td>
<td>59</td>
</tr>
<tr>
<td>APPENDIX 6 Sample of the Interview Transcript</td>
<td>63</td>
</tr>
<tr>
<td>APPENDIX 7 Form of Reader’s Log</td>
<td>69</td>
</tr>
<tr>
<td>APPENDIX 8 Sample of the Questionnaire Results</td>
<td>70</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This chapter provides the discussion of the background of the research. This chapter is divided into six parts. They are research background, research questions, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

Reading is one of the important skills in English language teaching and learning. In reading, there is a process involving word identification, construct an understanding, fluency, and maintain the motivation (Leipzig, 2001). The students will have new vocabularies in every new text and they can easily understand the text which they read. It influences students’ speaking, writing and listening skills. The students will also improve their writing skills through reading. It is because students will find examples of good writing through reading. It means that reading is important and can influence the other skills.

There are many ways to improve students’ reading skill. One of them is by reading articles. In the English Language Education Study Program (ELESP) of Sanata Dharma University, there is a course named Basic Reading I class. The class focuses on reading ability of the students. In Basic Reading I class, the lecturers use reader’s log as a media to encourage the students become more
active and can improve the students’ reading skill. According to Lyutaya (2011), reader's log is a media to express opinions, ask questions, develop knowledge, and make readers think critically. It can make the students become critical readers and independent learners. The reader’s log provides some spaces for the students to give and express their opinions. They summarize the articles which are chosen based on their own interest. Besides, the students also find out the difficult vocabularies.

The aim of reader’s log itself is as a media to encourage students to improve their reading skill. However, some students do not use reader's log effectively. Based on the researcher’s personal experience, initially the researcher was excited to do the assignment, but after doing that assignment at few times, the researcher only did it for the requirement of the course. The researcher only submitted their reader’s log as an assignment, not for improving their reading skill. Therefore, the researcher intends to investigate the students’ responses to the use of reader’s log in Basic Reading I Class in ELESP of Sanata Dharma University, Yogyakarta. The researcher also aims to know the factors that motivate the students to accomplish the reader’s log.

B. Research Questions

This research is expected to answer research questions. There are two research questions in this research:

1. What are the students’ responses to the use of reader’s log?
2. What factors motivate the students to accomplish reader’s log?
The research question number two was constructed after the researcher did the preliminary research, the first stage of data collection. Then, the researcher decided to construct the second research question after obtained the data gathering.

C. Problem Limitation

To conduct this research, the researcher aims to investigate the use of reader’s log in Basic Reading I class in English Language Education Study Program of Sanata Dharma University. In this case, the students of Basic Reading I class were given some exercises and reader’s log was one of them. The function of reader’s log itself was as a media for the students to improve their reading skill. The researcher would like to know whether the process of doing reader’s log was effective or not. Therefore, the researcher carried out this research to know the students’ responses to the use of reader’s log. Moreover, when they are accomplishing the reader’s log, the students could face some problems and obstacles. The problems came from the motivation and environment. Therefore, the researcher also investigated what factors that motivate the students to accomplish the reader’s log. The researcher focused on the first semester students in batch 2015 who took Basic Reading I class in that semester. The researcher decided to choose class A of the course as the participants of this research.
D. Research Objectives

Based on the research questions, there are two objectives of this research. The first objective is to find out the students’ responses to the use of reader’s log in Basic Reading I class. The second objective is to investigate what factors motivate the students to accomplish the reader’s log.

E. Research Benefits

There are some benefits that can be obtained from this research. The benefits are explained as follows.

1. Students of Basic Reading I Class

This research is expected to be useful for the students in the English Language Education Program of Sanata Dharma University. This research is expected to make the students aware that reader’s log improves their reading skill. Through this research, the students can give some comments about the use of reader’s log in class. It is about the students’ responses or reactions. Moreover, the students may respond to teaching techniques which are implemented by the lecturer in the class. Therefore, this research gives the opportunity for the students to express their opinions about the use of reader’s log itself. This research is expected to help the students to be aware of the use of reader’s log as the media in reading class. Also, the students may optimize their reading comprehension and skills by doing reader’s log.
2. **Lecturers of Basic Reading I Class**

   This research provides the information in the form of the students’ responses who do reader’s log in class. The results of this research help the lecturers to find out the students’ responses to reader’s log. The students showed their opinions of reader’s log which are used by the lecturers. Based on the students’ responses, the lecturers can evaluate the use of reader’s log and plan the next step for reader’s log.

3. **Future Researchers**

   This research is beneficial for further research which focuses on the use of reader’s log in reading classes. The researcher expects that this research can constructively inspire other researchers. The researcher can examine reader’s log from other perspectives. For example, they may discuss students’ interest, attitude, and readiness of the use of reader’s log in Basic Reading I class.

F. **Definition of Terms**

   There are some terms that are used in this research. The researcher gives the explanation in each of the term in order to avoid misunderstanding when discussing this research. They are responses, reader’s log, Basic Reading I, and ELESP students of Sanata Dharma University. The explanation will be discussed as follows.

1. **Responses**

   Response in this research means students’ reaction. The reaction in this case is classified based on the theories from Kustaryo (1988), Taschow (1985),

Response, according to Power (as cited in Dunkin, 1987: p. 413), is verbal or non-verbal reaction designed to answer questions, commands or requests of others. In this research, response refers to any verbal acts done by students to fulfill the questions on the use of reader’s log.

2. Reader’s Log

Reader’s log is a kind of activity which is used in Basic Reading I class. The use of reader’s log itself is to develop students’ English vocabulary, identify the main idea, summarize or give simple responses to the issues in the text. In reader’s log, there are some spaces used for students to express their opinions towards a text, reflect on their understanding and identify what they know and learn from the text (Lyutaya, 2011). Therefore, reader’s log can improve students’ reading ability, creativity and knowledge.

3. Basic Reading I

Basic Reading I is one of the courses in English Language Education Study Program of Sanata Dharma University. This course is offered in the first semester. In ELESP of Sanata Dharma University, Basic Reading-KPE 110, is one of the courses belong to MKK (Mata Kuliah Keilmuan dan Keterampilan). MKK is a course organized by English Language Education Study Program. This course is designed to introduce the students with the reading strategies. Therefore, the students are provided with the hands-on experience in applying the reading various types of texts. Moreover, this course helps the students to develop their
English vocabulary, reading aloud ability with correct pronunciation through the course, understand the types of the basic reading strategies and various types of texts. From all of that, the students can improve reading abilities through the class.

4. ELESP Students of Sanata Dharma University

ELESP stands for English Language Education Study Program is one of the study programs in Sanata Dharma University. This study program belongs to the Faculty of Teachers Training and Education. This program has a goal to produce competent English teachers. The researcher took the data based on the students’ responses of the ELESP students of Sanata Dharma University on the use of reader’s log. The participants were students in the first semester of batch 2015.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents two major parts. They are theoretical description and theoretical framework. The theoretical description focuses on the review of related literatures of this research. Besides, the theoretical framework presents the thread of theories used to answer the research questions.

A. Theoretical Description

In this part, there are three main points which are reviewed. They are reading, reader’s log, and motivation. The researcher uses those theories because they are related to this research. It can help the researcher to answer the research questions from the theories. This research focuses on reading problems, especially in the media like reader’s log. The researcher relates the students’ motivation to get information to answer the research questions.

1. Reading

In English, there are four skills of language learning. Those are listening, speaking, writing and reading. Those skills are equally important. In this research, the researcher discusses reading skill. According to McDonough, Shaw, and Masuhara (2013), reading is the most important language skills. In reading skills, there are many ways to explore them through a lot of activities. In this research, the lecturer of Basic Reading I class used reader’s log as a media to improve the
students' reading skills. Rudell and Unrau (1994) say reading is a process that develops a meaning, in which the readers create new perceptions, imaginations, and concepts. By reading texts, it means that students will find new knowledge on each text. Leipzig (2001) states reading is a process that included involving word identification. In the process, the readers construct an understanding, fluency, and maintain the motivation. It means that by reading text, students can identify text or articles and they comprehend more easily by reading many articles. Motivation also influences students’ reading skill through reading articles. Therefore, lecturers have to know an appropriate activity to improve students' reading skill.

In this research, lecturers use reader’s log in the class. Taschow (1985) states interest is one of affective factors that develops and maintains a desire for reading. It means interest of students influence their motivation to read more texts.

Reading and language are related and supporting each other. Students learn the language and learn to read and understand the language through reading articles. The process of learning to read should be started with the understanding of language situation and role of language as the communication tool. Wallace (2003) describes that the effective reading is a flexible and appropriate to the text and guide by reader's purpose. It means readers are aware that they have choices, including giving up.

There are three majors of learning achievement based on Ahmadi and Supriyono (1991). First, learning the stimuli factor relates to learning factors: materials, tasks, and learning atmospheres. Second, factor of learning reading is the method used by teachers in classroom. The last is the individual factors. The
individual factors include the readiness, motivation, and learning experience. This research focuses on the last factors about students’ motivation.

The comprehension of text in reading activity is important. It is a process of making meaning from texts or articles. The students can easily find the points and main ideas of texts by understanding texts through reading comprehension. Kustaryo (1988) states the most important comprehension skills is finding the main idea. Therefore, the students will usually understand the text clearly.

According to Kustaryo (1988, p. 11):

“Reading comprehension means understand what has been read. It is an active thinking process that depends not only on comprehension skill but also the students’ experience and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas recognizing author’s making judgment, and evaluating.”

Kustaryo (1988) also states recognizing vocabularies through definition is useful because students will know the meaning of words and learn to arrange words correctly. The students will find new vocabularies, then they will find dictionary to know the meaning of the words even its parts of speech. By finding new words in vocabulary, the students' vocabulary mastery is improved.

After knowing about theories of reading, the researcher will give explanations about the theory of reader’s log. The explanation will be discussed after this part.

2. Reader’s log

The students use the reader’s log to maintain a written record of personal reactions based on the text. The space provided in the reader’s log is an
opportunity for students to express their opinions towards a text, reflect on their understanding and identify what they know and learn from the text (Lyutaya, 2011). Lyutaya (2011) also states reader’s log is a media to express opinions, ask questions, develop knowledge, and make readers think critically. It can make the students become critical readers and independent learners. Reader’s log is a useful media that is used in reading class to measure the students’ reading ability. It is to drill the students to improve their skills, especially for reading. In reader’s log, the students will read and write what they have read before. Then, they have to summarize the articles, express what they know about the topic, what they want to know from the article and what they learn from the article. The detail of reader’s log form can be seen in Appendix 7. Moreover, students can write their new vocabularies from the articles. It makes the students have extensive knowledge, especially for their vocabularies. Two skills that are practiced in reader’s log are reading and writing skills. However, the researcher only focuses on reading skills.

According to syllabus of Basic Reading I (2015), reading skill in that class is classified in four sub-skills. The details of reading skills are explained as follow.

a. Developing vocabularies

According to Langan (2010), a good vocabulary is one of important parts of communication. Students with strong vocabulary and students who work to improve a limited vocabulary are more successful in class. By doing reader’s log, there is a space to fulfill new words and students can write unfamiliar words in
that space. By enriching vocabularies, students can understand any types of text more easily, thus it will help them in their comprehension skill.

b. Recognizing main idea

Finding the main idea in a text is a key to understand the point of the text (Langan, 2010). It means that learning how to recognize main idea is to increase reading comprehension of the students. They can identify and understand the content of the articles by getting the main idea. Main idea is the central focus of the paragraph, where all supporting details are leading to. By recognizing the main idea, students can easily identify the purpose of the writer. Reader’s log guides the students to actively engage in the text and spot the main idea of the text.

c. Previewing, predicting, skimming and scanning

Previewing and predicting are skills that simplify reading a text. According to McWhorter (1990), reviewing is usually done before readers read a text. Prediction is an important part of active reading. It helps to read actively. It can be used to anticipate the development of ideas, organization of material and author’s conclusion.

Kustaryo (1988) states skimming is a strategies that requires concentration, adequate knowledge of vocabulary and comprehension skills. Readers usually read only keywords of text. Skimming is the quick type of reading that is done to get the general gist of the material. The purpose of skimming is merely to form a general impression of the reading material.
Scanning is much faster than skimming. Cushenbery (1985) says that scanning is a searching strategy that requires readers to float over the material until they find what they need. Then, they stop and read as much as necessary in order to answer their understanding of the text. It also helps the students to save time by quickly reading to find the information of the text.

d. Making inferences

The main ideas are usually important for understanding of what an author means in text (Langan, 2010). It is helpful for reading text. It requires that readers entirely understand the text. It means that by making inferences from articles, the students can build their reading comprehension of the text.

3. Motivation

Schunk, Pintrich, and Meece (2008) say that “motivation refers to the process whereby goal directed activity is instigated and sustained” (p. 4). Learning and performance relate to motivation. It can affect learning process, such as behavior or student actions. It can influence the following task of motivation. Two important conceptualizations of motivation are volition/will and instinct. Volition is a process from intentions into actions. Volition or will is a situation which students desire a particular action and believe that they can reach what they want. It shows that volition or will comes from the students itself.

According to Zimmerman (2000), students were motivated to learn an appropriate topic in activity, and they believe it can help them in learning (as cited in Schunk, 2008). Learning in this case is reading comprehension, organizing ideas, taking notes, or finding out the main ideas of articles. These activities
collectively improve learning. In contrast, students were unmotivated if the topic is not appropriate to students. Consequently, students cannot develop their skills. Even, students have no interest to learn something and they will feel confused. The important thing is that motivation has to keep a reciprocal relation to learning, motivation influences and what students learn (Pintrich, 2003; Schunk & Zimmerman, 2008). Therefore, when students reach their learning goals, students realize that they have capabilities to learn. Then, it motivates them to learn more. Self-efficacy or beliefs about their capabilities students related to motivation. Schunk and Pajares (2009) state that students who have good self-efficacy in learning and performing will seek challenges and expend effort to learn and interest to do difficult tasks (as cited in Schunk et al., 2008). It is unrelated to other knowledge about motivation and do not inform teachers how to raise students’ motivation. It means that self-efficacy of students was improved, and they will have greater motivation, such as effort and persistence. There are five models that are commonly employed in motivation research. Those are correlational, experimental, qualitative, laboratory and field research (Schunk et al., 2008). The correlational research deals with relations between variables. The students’ motivation is positively correlated with self-efficacy, hence, the higher students perceive their capabilities for learning, and the higher motivation will be for them. To test that relation, the teacher might measure students’ self-efficacy and their motivation as demonstrated on a task. In experimental research, it attempts to change one or more variables and determines whether these changes affect other variables. The effects of self-efficacy can conduct an experimental
research by trying to change self-efficacy and gauging its effect on student motivation.

There are four indexes of motivation. Those are choice of tasks, effort, persistence and achievement. According to Lepper, Greenes, and Nisbett (1973), choice is as tasks as a motivational index (as cited in Schunk et al., 2008). It means the teacher selects a task under free-choice conditions indicate students' motivation to do the task. The effort also influences students’ motivation. Students are motivated to learn and want to expend their effort to succeed. Pintrich and De Groot (1990) say that students who are motivated to learn tend to expand greater mental effort and employ strategies that will influence learning, such as planning, organizing and rehearsing information, monitoring the understanding, and relating new material to prior knowledge (as cited in Schunk et al., 2008). Persistence also relates to students motivation. The students can spend their time to read articles to accomplish reader's log. Persistence is important because it takes much time to learn and need patience. Greater persistence usually leads to higher achievement. Achievement is the last index. Students' achievement can be viewed as a reward because of the effort and persistence of students. Pintrich, Schunk, and Pajares (2009) state that students will achieve the highest level if they choose to do the task, expand their effort and persistence (as cited in Schunk et al., 2008). There are two types of motivation. They are intrinsic motivation and extrinsic motivation. According to Schunk et al. (2008), intrinsic motivation refers to motivation to participate in an activity for its own interest. The intrinsically motivated students enjoy doing the task. Task
participation is their own reward and does not depend on explicit rewards or other external forces. It means that students work their task to develop their skills. In contrast, extrinsic motivation is motivation as a tool to achieve a specific purpose. The extrinsically motivated students believe that participation will result in desirable outcomes, such as a reward, teacher praise, or avoidance of punishment.

Lepper and Hodell (1989, as cited in Schunk et al., 2008) identify four major sources of intrinsic motivation: challenge, curiosity, control and fantasy. It means that the students will be motivated if the assignments are challenging. Challenging here refers to the difficulties of the tasks. Students do not become bored with ordinary or bored tasks, but they feel the task is challenging. They will have a big curiosity of the task itself. Therefore, students who have big curiosity will do the task from their interest. Control allows students in activities. Students will formulate their own rules and procedures to do the task. Interest is not a type of motivation, but rather an influence on motivation. Students who are interested in learning about a topic or improving their skills in a domain should display motivated behavior, such as the choice of the activity, effort, persistence, and achievement. Fantasy engages students to believe in activity which they do, like doing a task. Moreover, it should be a relevant task which is not to distract students.

Kustaryo (1988) states that other factors which might weaken the students when learning a language are the students, the teacher, and the educational context. A teacher should take into account these factors before deciding methods and techniques used in the classroom. He should be aware of his own qualities as
a teacher, the character of the students, and other conditions in which he has to work. He should also be able to overcome the problems that he faces as well as possible. It means that those factors influence students to do tasks. Therefore, the lecturers also have to be aware of students’ reaction.

The students have a great interest to do activities in the class. According to Kustaryo (1988), motivation is also an aspect that is not less important in learning a language than attitude. Motivation goes hand in hand with attitude to reach the target language. These two aspects influence the success or the failure of the students’ research. Weakly-motivated students will have difficulties in recognizing vocabulary they have encountered in their work. The teacher should give motivation to the students through the activities inside or even outside of the class. In addition, the teacher should also choose an appropriate methods and techniques to foster a sense of students’ interest.

B. Theoretical Framework

This research is aimed to investigate the students’ responses to the use of reader’s log in Basic Reading I class and factors that motivate the students to accomplish reader’s log. Moreover, the researcher found the problem when the students were doing the reader’s log. In order to answer the questions, the researcher employed three main theories from experts that can answer the research questions. They are reader’s log, reading and motivation. Those theories become the researcher’s foundation in working this research.
To answer the first research question, the researcher used Kustaryo’s theory, Taschow’s theory, Leipzig’s theory, Lyutaya’s theory, and Schunk’s theory. According to Kustaryo (1988), reading comprehension is an active thinking process that depends not only on comprehension skill, but also the students’ experience and prior knowledge comprehension. Reading skills in Basic Reading I class are classified in four skills. Those are developing vocabularies, recognizing main idea, previewing, predicting, skimming and scanning, and making inferences. According to Taschow (1985), interest is one of affective factors that develops and maintains a desire for reading. It means that the students had a desire to read more articles. There are many influences that are related to reading. As stated in theoretical description, reading is a process involving word identification, construct an understanding, fluency, and maintain the motivation (Leipzig, 2001). It means that reading can stimulate and develop the students’ motivation, willingness to read articles, fluency and enrichment of vocabularies. The space provided in the reader’s log is an opportunity for students to express their opinions towards a text, reflect on their understanding and identify what they know and learn from the text (Lyutaya, 2011). It will stimulate the students to improve their reading skill and also enrich reading experiences outside the class independently. According to Lepper, Greenes, and Nisbett (1973), choice is as tasks as a motivational index (as cited in Schunk et al., 2008). It means the teacher selects a task under free-choice conditions indicate students' motivation to do the task. The effort also influences students’ motivation. Students are motivated to learn and want to expend their effort to succeed. Persistence also relates to
students motivation. The students can spend their time to read articles to accomplish reader's log. Persistence is important because it takes much time to learn and need patience. Greater persistence usually leads to higher achievement. Achievement is the last index. Students' achievement can be viewed as a reward because of the effort and persistence of students. Pintrich, Schunk, and Pajares (2009) state that students will achieve the highest level if they choose to do the task, expand their effort and persistence (as cited in Schunk et al., 2008).

To answer the second research question, the researcher used Kustaryo’s theory and Schunk’s theory. According to Schunk (2008), there are two types of motivation: intrinsic motivation and extrinsic motivation. There are some factors that can influence intrinsic and extrinsic motivation. Factors that are included in intrinsic motivation are from the students’ own because they can enjoy the task. There are some examples, such as challenge, curiosity, control, and fantasy. On the other hand, extrinsic motivation is from the environment, such as reward, teacher praise, and avoids a punishment. According to Kustaryo (1988), motivation is also an aspect that is not less important in learning a language than attitude. Motivation goes hand in hand with attitude to reach the target language. These two aspects influence the success or the failure of the students’ study. Weakly-motivated students will have difficulties in recognizing vocabulary they have encountered in their work.
CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the methodology which is used by the researcher. The research methodology was developed to answer the research question. This chapter is divided into six parts. They are research method, research setting, research participant, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

The focus of this research is on the students’ responses to the use of reader’s log and the factors motivating the students to accomplish reader’s log. In order to answer the research questions, the researcher used mixed research to gain the data. According to Ary, Jacobs and Razavieh (2002, p. 561), “mixed method research combines qualitative and quantitative approaches in a single or multiphased study”. The researcher used mixed method research based on three reasons. First, the researcher thought that using one instrument like questionnaire is not enough. Therefore, the researcher also used interview to gain the data. Ary et al. (2002, p. 567) say “mixed method can provide stronger evidence for a conclusion through corroboration of findings”. Second, the researcher used the results from one approach to develop the other approach (Ary, 2002). It means that the researcher used questionnaire first and then developed the findings
through the interview. Last, the researcher used all findings as complementary to clarify the results of the questionnaire through the interview. According to Ary et al. (2002, p. 562), “complementary involves seeking elaboration, illustration, enhancement, or clarification of findings from one method using results from the other.”

The researcher also used sequential design in this research. The researcher decided to use that design because the data were collected in two phases at different time. The first was distributing the questionnaire and it was followed by the interview. According to Ary et al. (2002), there are no specific rules or procedures to specify appropriate proportions both of qualitative and quantitative. In this research, the researcher used a sequence that quantitative analysis occurred first followed by qualitative analysis. From the results of the questionnaire, the researcher had to reread the data and make comparisons from one student to another. Besides, from the interview, the researcher obtained more data which had many different opinions and responses from the participants.

B. Research Setting

This research took place at Sanata Dharma University at English Language Education Study Program. The research was done in Basic Reading I class of Class A batch 2015. The researcher chose Sanata Dharma University because the access to conduct the research more easily for the researcher. In order to answer the two research questions, the researcher was distributed the questionnaire. The distribution of the questionnaire was on December 14th, 2015 at 08.30 AM. The
researcher chose to distribute the questionnaire on December 14th, 2015 because it was the final exam. It was the last submission of their reader’s log. In addition, the researcher obtained the last data gathering to support the results of the questionnaire by the interview. The interview was done on April 13rd, 2016 in Taman Jamur. The researcher chose April 13rd, 2016 because the interviewees could gather completely in that day.

C. Research Participants

The participants of the research were the Basic Reading I class students in English Language Education Study Program of Sanata Dharma University batch 2015. They had taken Basic Reading I class in the 1st semester. The researcher chose a class which is used reader’s log in the class. The total number of the population was 29 students. The researcher only chose class A because of the limitation of time and access. In this research, the researcher used purposive sampling because the researcher believed that the sample selection chosen would provide the data that the researcher needed in this research.

In choosing the interviewees, the researcher chose the students who were motivated and unmotivated while doing reader’s log. The researcher classified the participants based on the answers of the questionnaire. In the questionnaire, there were degrees of agreement. Those are Strongly Agree, Agree, Disagree, and Strongly Disagree. The participants were motivated when they had more response in Strongly Agree and Agree. In contrast, the participants were unmotivated when they had more response in Disagree and Strongly Disagree.
Initially, the researcher chose eight students to be interviewed. However, the researcher only interviewed seven students to be interviewed. One of the interviewees did not respond well when the researcher invited him to gather for discussion that will be used for the interview. Therefore, the researcher decided to continue the discussion with seven students who were included to those criteria. The students who became the research participants agreed to be interviewed and shared their experiences in this research.

D. Instruments and Data Gathering Technique

There were two types of instruments used in this research, namely the questionnaire and the interview. A questionnaire was conducted to collect quantitative data, while the interview was used to obtain qualitative data. Both of the instruments aimed to answer the research questions.

1. Questionnaire

The researcher used the questionnaire as the instrument in collecting the data to answer the research questions. The purpose of the questionnaire was to explore the students’ responses to reader’s log itself, especially about the student’s motivation. Johnson and Christensen (2012) say, “Researcher uses questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants” (p. 197). In this research, the researcher used questionnaire to know the students’ thoughts and opinions on the use of reader’s log. The questionnaire form can be seen in Appendix 3. The researcher divided the questionnaire into two parts. The
first part is close-ended questions which consist of 10 statements. The second part is open-ended questions which consist of three questions. The researcher developed the questions based on the theories. For the detail, the blueprint of the questionnaire can be seen in Appendix 2.

Table 3.1 Example of the Questionnaire (Blank)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Interview

The researcher chose an interview to gather the data on the use of reader’s log in Basic Reading I class. This interview was conducted after the questionnaire was distributed to the students. The researcher obtained deeper information from the interview than the questionnaire. The purpose of this interview was to understand deeper about the student’s motivation and also to obtain information which would support this research. Frankel and Wallen (2006) state “the purpose of interviewing people is to find out what is on their minds what they think or how they feel about something” (p. 455). The researcher conducted the interview with the students of Basic Reading I class. The researcher used the interview technique to gain the data to answer the research questions. The researcher constructed the questions from theories of reading, reader’s log and motivation.

The researcher used Focus Group Discussion (FGD) to conduct this research. According to Krueger (1988), FGD is a good way to discuss a specific topic from similar experiences of people. This instrument helped the researcher to
find detailed and deeper explanation of all information from the aspects to be found out. The researcher can examine the students’ opinion about the use of reader’s log. The researcher used recording and note taking to gather the data in the interview. In collecting the data, the researcher conducted the interview to the students face to face.

E. Data Analysis Technique

Data analysis technique was divided into two. They were data from the interview and the questionnaire.

1. Data from Questionnaire

The researcher analyzed the data from the questionnaire. The researcher formulated ten close-ended questions for the students. The raw data from close-ended can be seen in Appendix 4. For the close-ended questions, the researcher counted the number of ticks (√) from every degree of agreements. There were four agreements. Those were ‘Strongly Agree’, ‘Agree’, ‘Disagree’, and ‘Strongly Disagree’. Then, the researcher counted the raw data into percentages and interpreted them. Then, for the open-ended questions, the researcher classified and clustered the similar answers and then cross-checked them to the interview section. The raw data from open-ended can be seen in Appendix 5.

In order to count the percentages from every degree of agreements, the researcher used the following formula:

\[
\frac{x}{\sum n} \times 100\% 
\]

x : number of the students who chose the degree of agreement
n : the total numbers of the students being observed
The researcher drew the percentage of each number in a table and explained them one by one.

2. Data from Interview

The interviewees were the students of Basic Reading I class where the researcher distributed the questionnaires. The purpose of the interview is to know the student’s responses to the use of reader’s log in Basic Reading I class. The researcher recorded the students’ responses during the interview by recorder. Also, the researcher took a note to highlight the important data from the interviewees. The researcher transcribed the results of the interview. The sample of the interview transcript can be seen in Appendix 6. Then, the researcher made a summary based on the data collection. After that, the researcher analyzed the data collection and made a conclusion based on the data which was obtained. The data was used to gain the detailed explanation of the use of reader’s log and the student’s responses while doing reader’s log.

F. Research Procedure

The researcher took some following steps to do the research. There are 8 steps in this section.

1. Planning

The researcher obtained the problems from self-experiences. The researcher found many perceptions related to do reader’s log in Basic Reading I class in Sanata Dharma University. Then, the researcher connected the problems to the theories and sources related to the topic.
2. Defining the participants

The target participants were the students in English Language Education Study Program of Sanata Dharma University. The researcher could not select all students in each class of Basic Reading I class because the limitation of time and access. Also, the researcher wanted to focus on one class. Therefore, the researcher only chose class A. The researcher asked permission by making consent form (see Appendix 1) to the lecturer.

3. Sampling

The researcher chose seven students of class A to be the samples of this research. Seven students were chosen because they met the criteria that the researcher needed in this research.

4. Constructing the instruments

The researcher designed the questionnaire and the interview to answer the research questions. The questionnaire was designed to get the data, and the researcher did the interview as the follow up to the questionnaire. The sample of the results of the questionnaire can be seen in Appendix 8.

5. Conducting the Interview

To conduct the interview, the researcher took seven students who had already filled the questionnaire to be interviewed. The researcher used Focus Group Discussion (FGD) in the interview. It aimed to clarify the data of the questionnaire.
6. Analyzing the data

The researcher started to analyze and explain the results of the questionnaire and the interview. In this step, the researcher interpreted the data and made the detailed information descriptively. The researcher analyzed the data by comparing to the theories.

7. Reporting the results

The researcher made conclusions and suggestions from the results of the data after analyzing the data.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion to answer the research questions about the students’ responses to the use of reader’s log and the factors that motivate the students to accomplish reader’s log in Basic Reading I class. Therefore, this chapter is organized based on the research questions. This chapter consists of two parts, namely students’ responses to reader’s log and factors that motivate students to accomplish the reader’s log. The findings in each part are followed by the discussion.

A. The Students’ Responses to Reader’s log

In order to answer research question number one, this part discusses the research findings from the questionnaire and the interview. The response in this case focuses on two parts: reader’s log influence on students reading skills and reader’s log as challenging and enjoyable tasks.

1. Influences of reader’s log on students’ reading skills

The use of reader’s log in Basic Reading I class is to help the students to improve their reading skills. Therefore, in this part, the researcher is expected to see the students’ responses to the use of reader’s log itself. There were four items provided related to the first research question and the data were presented in the Table 4.1.
### Table 4.1 Influences of Reader’s Log on Students’ Reading Skills

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reader’s log influences my reading skill.</td>
<td>37.9%</td>
<td>58.6%</td>
<td>3.4%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Reader’s log motivates me to read more.</td>
<td>31%</td>
<td>44.8%</td>
<td>17.2%</td>
<td>6.8%</td>
</tr>
<tr>
<td>3</td>
<td>Reader’s log stimulates my reading skill.</td>
<td>20.6%</td>
<td>65.5%</td>
<td>13.7%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Reader’s log expands my effort to read more</td>
<td>24.1%</td>
<td>55.1%</td>
<td>17.2%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree

According to *Buku Panduan Akademik Universitas Sanata Dharma, Yogyakarta, Program Pendidikan Bahasa Inggris*, Basic Reading is designed to introduce the students with reading strategies. It means that the students can improve their reading skills through the class. According to the syllabus of Basic Reading I, reading skills in this class are classified in four sub-skills. The detailed of reading skills are explained as follow.

**a. Developing vocabularies**

Based on participants’ experiences, reader’s log can improve and add their vocabularies. Most of the participants said that they found many new vocabularies in each article which they have already read. According to Langan (2010), a good vocabulary is one of important parts of communication. Students with strong vocabulary and students who work to improve a limited vocabulary are more successful in class. In Basic Reading I class, students find out many difficult words through reader’s log. They should try to figure out the meanings of many
words in a text. By doing reader’s log, there is a space to fulfill new words and students can write their unfamiliar words in that space.

The results were supported by the data of the questionnaire and the interview. In statement 1, there were 11 students (37.9%) who chose SA (Strongly Agree) and 17 students (58.6%) who chose A (Agree). Nevertheless, there was one student (3.4%) who chose D (Disagree) and none of the students (0%) who chose SD (Strongly Disagree) to the research statement. The results show that reader’s log influences the students to train their reading skills.

Based on the questionnaire, most of the students (96.5%) said that reader’s log influences their reading skills. They said that by doing reader’s log and reading some articles, their English vocabularies were improved. Some students claimed:

“Reader’s log will help me improve my reading skill because it will add my vocabulary.” (Student 1)

“Reader’s log help [sic] me improve my skill when there are words that [sic] unfamiliar to me.” (Student 21)

The use of reader’s log also has benefit for the students. From the results, most of the students got new vocabularies through reading articles for reader’s log. In the end part of reader’s log itself, there is a column that must be completed by writing down unfamiliar words, its meaning, and part of speech of words. From the column, the students will get new vocabularies from texts or articles. In addition, based on the data, most of the students state that reader’s log give positive influences, especially for improving their vocabularies. The students can
record the vocabularies they got from the text, so that they can review it once they want to face the test or when they encounter another text with similar topic.

Lyutaya (2011) also states reader’s log is a media to express opinions, ask questions, develop knowledge, and make readers think critically. Moreover, from unfamiliar words, the students will grow as strategic readers and independent learners because they have to find and understand articles by themselves. Building knowledge of the students from new vocabularies happens when the students fulfilled the part of speech on each word, so they can differentiate the part of speech.

It is supported by the result of data from the interview. Some students agreed that if reader’s log influenced their reading skills. A student said that reader’s log influenced her reading skills because it increased her vocabularies. She found many new words by reading articles to do the reader’s log.

Based on the data, most of the students stated that reader’s log gave positive influences. Also, the positive effects were about vocabularies. They can get many new vocabularies from reader’s log. A student acknowledged:

“The positive one is that by reader’s log, I improve my vocab [sic]. There is no bad impact yet.” (Student 21)

After conducting this study, the researcher found that most of the participants said that reader’s log gave positive effects for them. They stated a same reason which is positive effects of reader’s log. One of the positive effects was vocabularies. Reader’s log helped the students to know many new vocabularies.
b. **Recognizing main ideas**

Finding the main idea in a text is a key to understand the point of the text (Langan, 2010). It means that learning how to recognize main idea is to increase reading comprehension of students. Based on the data, a student said that by reading articles, she can understand the main ideas from articles easily. From the reader’s log, the students can understand the content more easily. A student acknowledged:

“.....reader’s log is an assignment. We found an article, the main idea of the article, and the meaning of words which we did not know yet before.”

(Interviewee 2)

The space provided in the reader’s log is an opportunity for students to express their opinions towards a text, reflecting on their understanding and identifying what they know and learn from the text (Lyutaya, 2011). Through the reader’s log, the students can express their opinions from the text. It means that they can express a main idea by reading articles through reader’s log. Therefore, they can understand the content of the texts by recognizing the main idea.

Based on the findings, a student said that initially he did not like to read articles, but after he did the reader’s log, he was forced to read articles and he had to do the assignment. Even though, at the first reader’s log is a must, as the time went by, it became his habit. It means that reader’s log influenced students’ reading habit.
c. Previewing, predicting, scanning and skimming

Previewing, predicting, scanning and skimming are reading strategies to improve students’ reading comprehension. By reading the text with those strategies, students comprehend the text more easily. Previewing and predicting are strategies that simplify reading a text. Previewing is usually done before readers read a text. Prediction is an important part of active reading. It helps to read actively. It can be used to anticipate the development of ideas, organization of material and author’s conclusion (McWhorter, 1990).

The fourth statement, reader’s log expands the students’ effort to read more or not. Based on the questionnaire’s result, there were 7 students (24.1%) who chose SA (Strongly Agree) and 16 students (55.1%) who chose A (Agree). On the other hand, there were 5 students (17.2%) who chose D (Disagree) and 1 student (3.4%) who chose SD (Strongly Disagree). It means that most of the students (79.2%) agreed that reader’s log can expand the students’ effort to read more articles.

There are four indexes of motivation. They are choice of tasks, effort, persistence and achievement. According to Lepper, Greene, and Nisbett (1973), choice is as tasks as a motivational index. It means the teacher selects a task under free-choice conditions indicate students’ motivation to do the task. In this case, the lecturer chose reader’s log as a task in Basic Reading I class to train the students’ reading skill. From the data results, the students agreed that reader’s log expanded their effort to read more articles. The effort also influences students’ motivation. Students are motivated to learn and want to expend their effort to succeed.
the students would understand the method of reading and they had an interest to read more than before because they often read new articles. A student also acknowledged in the interview as follows:

“Yes I have an effort while reading articles. The instruction also gives the limitation of reading, it was 500 words. Usually article is printed out and from that it will show if it is too long, I do not use that article. Therefore, I already read that article one or two paragraphs, or usually my friend alerts me that my article has already 500 words. There is an effort to read more articles.” (Interviewee 3)

The statement of the student’s interview above symbolizes that she had an effort to read the articles. It means that from the reader’s log, the students had an effort to read more articles. Schunk and Pajares (2009) describe students who feel self-efficacious about learning beliefs that learning and performing well seek challenges, expend effort to learn, and persist at difficult tasks (as cited in Schunk, 2008). These findings are unrelated to other knowledge about motivation and do not inform teachers about ways to raise the students’ motivation. It means that if the students’ self-efficacy, and then they will display greater academic motivation, such as effort.

Kustaryo (1988) states skimming is a skill that requires concentration, adequate knowledge of vocabulary and comprehension skills. Readers usually read only keywords of text. Skimming is the quick type of reading that is done to get the general gist of the material. The purpose of skimming is merely to form a general impression of the reading material.
There is an additional opinion from one of the participants that she can read articles faster than before. According to her experience, she often did reader’s log an hour before the submission. It makes the student read faster and understand articles better.

Based on the data from the interview, most of the students acknowledged that by doing reader's log, the students had to know and understand articles (health, politics, sports, and up-to-date news). Moreover, reader’s log helped the students to identify the content of the articles itself using reading methods like previewing, predicting, skimming, and scanning. The method that is used in the format of reader’s log itself is what the student knows, what the student reads, and what the student learns. Furthermore, the students knew some methods to understand articles more easily. It can be implemented in their reading. According to Cushenbery (1985), scanning is a searching strategy that requires a reader to float over the material until he finds what he needs. Then he stops and reads as much as necessary in order to answer his question.

However, there was a student who disagreed that reader’s log gave positive effects. The student did not decide that it had a positive effect because she thought that it was just for the task’s submission. Moreover, the student thought that there was no feedback from the lecturer, so she thought that reader’s log was just an ordinary task which became a requirement joining the exam. A student claimed:

“There is positive effect for individual. There is vocabulary, but I still do not have an effect from it. Therefore, from the beginning, we have told that reader’s log is an assignment. Then, we do it after that we submit it. And
after we submit, there is no feedback from the lecturer, so I feel that there is no effect for me, it is only to be done.” (Interviewee 1)

d. Making inferences

The third statement was made to see whether reader’s log stimulates the students or not. From the Table 4.1, it can be seen that there were 6 students (20.6%) who strongly agreed and 19 students (65.5%) who agreed that reader’s log stimulate their reading skills. Besides, there were 4 students (13.7%) who disagreed and none of the students (0%) who strongly disagreed with the statement. It shows that reader’s log can stimulate their reading skills. Based on the interview result, a student stated:

“The topic for reading articles is free, so I find articles which I really like it. It makes me enjoy reading many articles because basically I love reading and it influences my reading skill.” (Interviewee 2)

There are three majors of learning achievement based on Ahmadi and Supriyono (1991). First, there is learning stimuli factor which is related to learning factors: materials, tasks, and learning atmosphere. In this research, reader’s log is as a task in reading class and articles is as materials for students to do reader’s log. Second, factor of learning reading is the method used by teachers in the classroom. From the students’ responses, a student said that she liked to read articles. Moreover, she enjoyed reading articles and it could stimulate her reading skill. It can be one of the factors students were stimulated to do reader’s log. The last is the individual factors. Individual factors include the readiness,
motivation, and learning experience. From the data, the students were ready to
read article because they liked reading. Therefore, it related to their motivation.
They had good motives to read articles. Also, it influences their readiness,
motivation and learning experience.

Moreover, the students had to make a conclusion about the articles with
their own words. Moreover, the students can make a conclusion faster from article
which they had read. Then, it gave positive effects for students who were lazy to
read articles. It made the students have the intention to read articles more than
before. Therefore, from the students’ intention, the students have a habit to read
more articles.

In the second research statement, the researcher would like to investigate
the students’ motivation when the students were doing reader’s log. Table 4.1
shows there were 9 students (31%) who chose SA (Strongly Agree) and 13
students (44.8%) who chose A (Agree). On the contrary, there were 5 students
(17.2%) who chose D (Disagree) and 2 students (6.8%) who chose SD (Strongly
Disagree). It shows that most of the students (75.8%) agreed to the research
statement. From the result of the questionnaire, it could be seen that the
participants had good motivation through the reader’s log itself to improve their
reading skills. It is supported by the data interview. A student acknowledged:

“We have free choices to find articles, such as politics, health, sports, etc.
We have to read minimum 500 words in each article. Sometimes, I have
already read article which is less from 500 words, then I have to read
another article that has 500 words. It motivates me to read many articles”
(Interviewee 3)
It is supported by data questionnaire that reader’s log motivates them to read more. She said that she read many articles because of the word limitation that should be 500 words. Then, she would read other articles. It means that it forces her to read more and more. The student has an interest to read more articles. According to Taschow (1985), interest is one of affective factors that develops and maintains a desire for reading. Based on the data results, the students have a desire to read more articles. Moreover, it can be her new habit to read more articles.

2. Reader’s log as a challenging and enjoyable task

In this part, the researcher would like to see the students’ responses to the use of reader’s log as a media in Basic Reading I class. In the questionnaire, the researcher provided two questions in order to see the students’ responses. The data was presented on the Table 4.2.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reader’s log is one of tasks that is challenging.</td>
<td>37.9%</td>
<td>27.5%</td>
<td>27.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>2.</td>
<td>Reader’s log is one of enjoyable tasks in class.</td>
<td>17.2%</td>
<td>31%</td>
<td>37.9%</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree

Table 4.2 presented the students’ responses to the use of reader’s log as a media in Basic Reading I class. The result of the first research statement showed that there were 11 students (37.9%) who chose strongly agree and 8 students (27.5%) who agreed to the statement. Meanwhile, 8 students (27.5%) disagreed.
and one student (3.4%) chose Strongly Disagree. In this research statement, most of the students (65.4%) agreed that reader’s log is a challenging task. In contrast, from the data interview, most of the students mentioned that reader’s log was not a challenging task. It showed that the students did not have intrinsic motivation to do the reader’s log as a task. Lepper and Hodell (1989) identify four major sources of intrinsic motivation: challenge, curiosity, control and fantasy. They cannot decide whether it was challenging or not. The interviewee stated that there were other tasks that were more challenging than reader’s log. Moreover, they had not a curiosity of the task itself. The students just did the reader’s log as a task from the lecturer without feeling the purpose of reader’s log.

There is a contradictory result between the questionnaire and the interview. In fact, the aim of the interview is to ensure the truth of the answers and to make sure the degree of the truth of their answers. From the data interview, it concludes that in the interview the task of reader’s log is not considered as challenging by the students but as a kind of ordinary task. It means that the students were not motivated, because they thought that reader’s log was not challenging.

The second statement was about whether reader’s log was an enjoyable task or not. There were 5 students (17.2%) who chose SA (Strongly Agree) and 9 students (31%) who chose A (Agree). However, there were 11 students (37.9%) who disagreed and 4 students (13.7%) who chose strongly disagree. In this research statement, most of the students (51.6%) disagreed that reader’s log is one of enjoyable tasks in class. It is supported by the result of the interview, where most of the participants stated that reader’s log was one of enjoyable tasks. It is
also supported by the theory of Schunk (2008), intrinsic motivation refers to motivation to participate in an activity for its own interest. The intrinsically motivated students enjoy doing the task. Task participation is their own reward and does not depend on explicit rewards or other external constraints. It shows that the students have an intrinsic motivation from themselves.

The researcher also asked about the use of reader’s log in Basic Reading I class, whether it is appropriate or not. Based on the interview data, most of the students said that reader’s log was appropriate in Basic Reading I class. However, a student said that reader’s log was not appropriate in Basic Reading class. A student said that reader’s log was not effective in Basic Reading I class because it was more appropriate if it was implemented in paragraph writing class. The interviewee thought that in paragraph writing class, they had to specify the topic sentence and also the conclusion of the text. The students had to conclude the content of the article that had been read. Therefore, reader’s log was more appropriate in that class. It shows that there was a student who disagreed if reader’s log implemented in Basic Reading I class.

Most of the students agreed that reader’s log was appropriate media in the class. They said that in class the reader’s log helped them improve their reading. A student said that each student had their own ability, especially in reading. For example, each student had new vocabularies from one article. Also, in the class, the lecturer gave a choice to choose the article freely based on their interest. A student stated:

“So each student has different reading’s interest; also the knowledge about article is different. Maybe there is a topic that student likes and there is just
for the requirement of the task. Then, for vocabulary, each student also has
own new vocabularies. In fact, the lecturer does not get all new
vocabularies in each article. So, if it is implemented in the class is not
really helping students, whereas for improving reading, it helps.”

(Interviewee 1)

Some students also agreed that reader’s log was appropriate in Basic
Reading I class. A student acknowledged that from reader’s log she had to read
articles to do the assignment. It would be a habit for her to practice makes a
conclusion from the articles. Moreover, another student said reader’s log had a
function as an inducement for her to read articles. A student claimed:

“Because of reader’s log we read articles, whether we want it or not. So, it
becomes a habit to conclude by ourselves, and then in the next reading we
already know what we have to put in conclusion something like that.”

(Interviewee 6)

Another student also said:

“I agree if readers log included in Basic Reading I class because for
myself, I am the person who lazy to read, from reader’s log, we can
improve our reading, so we have a habit to love reading and also
understand what we read.” (Interviewee 3)

Those statements explain that reader’s log will influence her reading skills
in the future. They can use reading strategies from reader’s log to understand the
content of the articles they read.
B. Factors Motivating the Students to Accomplish Reader’s log

This section is to answer the research question number two which is about the factors that motivate the students to accomplish the reader’s log. In this section, the researcher focuses on reader’s log motivates the students to improve their reading skills. The factors are divided into two types, namely external factors and internal factors.

1. External factors

The researcher provided two questions in order to find out the data. The data were presented in Table 4.3 below.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I do reader’s log as a task to avoid a punishment.</td>
<td>6.8%</td>
<td>34.4%</td>
<td>48.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>2.</td>
<td>I do reader's log as one of the requirements that can join the exam.</td>
<td>13.7%</td>
<td>51.7%</td>
<td>34.4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Related to the first statement, there were 2 students (6.8%) who chose Strongly Agree and 10 students (34.4%) who chose Agree. Besides, there were 14 students (48.2%) who disagreed and 3 students (10.3%) who chose Strongly Disagree. From that result, we can see that most of the students (58.5%) disagreed that they did reader’s log as a task to avoid a punishment.

Related to the second statement, there were 4 students (13.7%) who chose SA (Strongly Agree) and 15 students (51.7%) who chose A (Agree). On the other hand, there were 10 students (34.4%) who disagreed and none of the students
(0%) who chose strongly disagreed. It showed that most of the students (65.4%) agreed that they did reader’s log to one of the requirements that can join the exam.

According to Schunk et al. (2008), intrinsic motivation refers to motivation to participate in an activity for its own interest. The intrinsically motivated students enjoy doing the task. Task participation is its own reward and does not depend on explicit rewards or other external forces. It means that students work their task to develop their skills. From the data, most of the participants stated that reader’s log was not one of enjoyable tasks. There is another task which is more enjoyable than reader’s log. It shows that the students do not have an intrinsic motivation form themselves. In contrast, extrinsic motivation is motivation as a tool to achieve a specific purpose. The extrinsically motivated students believe that participation will result in desirable outcomes, such as a reward, teacher praise, or avoidance of punishment.

Most of the students who had been interviewed by the researcher literally acknowledged that they did reader’s log to get a score from their lecturer and just as a requirement. They did not do reader’s log from themselves, but it was such an insistence. Based on the theory, the students who worked the reader’s log only for the requirement for joining the exam, and it included to extrinsic motivation. It shows from the students engage in an activity as a means. The students had a purpose to do the reader’s log. It shows that they just do the reader’s log for the assignments. Moreover, the students just did the reader’s log as an assignment that becomes one of the requirements to face the exam. Students extrinsically
motivated, they believe that the students will result in desirable outcomes by doing reader's log, even though for avoiding the punishment.

2. Internal factors

The researcher provided two questions in order to find out the data for internal factors. The data was presented on Table 4.4.

Table 4.4 Internal factors to motivate students accomplish reader’s log

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I do reader’s log to know my reading ability.</td>
<td>31%</td>
<td>58.6%</td>
<td>10.3%</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>I do reader’s log to sharpen my reading skill.</td>
<td>31%</td>
<td>62%</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

SA: Strongly Agree; A: Agree; D: Disagree; SD: Strongly Disagree

The first statement, the researcher concluded that most of the students (89.6%) agreed that they did reader’s log to know their reading ability. Based on the results, there were 9 students (31%) who chose SA (Strongly Agree) and 17 students (58.6%) who chose A (Agree). In contrast, there were 3 students (10.3%) who disagreed and none of the students (0%) who chose Strongly Disagree.

The second statement, there were 9 students (31%) who chose SA (Strongly Agree) and 18 students (62%) who chose A (Agree). Conversely, there was 1 student (3.4%) who disagreed and 1 student (3.4%) who chose Strongly Disagree. Therefore, based on the students’ responses, the researcher believes that most students did reader’s log to sharpen their reading skills.

In this research, most of the students (89.6%) also agreed that through reader’s log they knew their reading skills in the class. Reading skill here focuses
on their vocabulary development. Developing vocabularies is one of reading skill that will improve through reading articles. The result of data interview, most interviewees said that getting new vocabularies influence their reading. They got new vocabularies from articles that have read. A student reflected that she can get vocabularies through watching movies. However, she can find more difficult words or vocabularies from reading the articles. Another student added that from difficult vocabularies, she becomes curious with those difficult words from the article. Therefore, she unconsciously opened the dictionary and found the meaning of the word. After that, she repeated reading from the beginning and she will understand the contents of the article. A student acknowledged:

“Yes, it is reasonable; from reader’s log we find difficult vocabularies, so it makes me curious what the meaning of them. After that we start to read again until I understand the content of article.” (Interviewee 3)

The statement explains clearly that reading comprehension is essential. Reading articles can be used to measure the students’ understanding of the context of reading articles. If the students do not understand the articles they read, it means the students cannot also to get the writer’s idea through reading. According to Kustaryo (1988), motivation is also an aspect that is not less important in learning a language than attitude. Motivation goes hand in hand with attitude to reach the target language. These two aspects influence the success or the failure of the students’ study. Weakly-motivated students will have difficulties in recognizing vocabulary they have encountered in their work.
The results of the research also explained that most of the students (93%) perceived the use of reader’s log can sharpen their reading skills. A student claimed:

“Yes, it is sharpening my reading skills to know what the topic sentence, the conclusion of the article. Also vocabularies can sharpen reading skill for knowing word includes in noun, adjective, adverb, or for example synonym and make a sentence from the word.” (Interviewee 1)

From the statements above, students’ reading comprehension is improved through reader’s log. The students can identify the topic sentence and conclusion of the article. It means that understanding vocabularies and summarizing article influence reading comprehension of the students. As stated by Kustaryo (1988), the process of comprehending that involves understanding the reading texts need the students’ experience and prior knowledge comprehension that involves understanding the vocabularies, organizing ideas, recognizing author’s making judgments, and evaluating. Those problems were faced by the students when they were reading articles. Kustaryo (1988) states “learning vocabulary through definition is useful in guiding students to be able to define the meaning of words and to arrange words into correct sentences” (p. 34). The students got new vocabularies from the articles. Automatically they can differentiate parts of speech from it.
The last chapter presents conclusions and suggestions of the research. The conclusions are derived from research findings and discussion which are to answer the research questions in the first chapter. The suggestions are expected for lecturer of Basic Reading I class, students of Basic Reading I class, and future researchers.

A. Conclusions

The researcher formulated two objectives in this research. The first objective is to find out the students’ responses to the use of reader’s log. The second objective is to identify factors that motivate the students to accomplish reader’s log. The researcher concluded in two parts to conclude the findings and discussion above. The first part is the benefits of the use of reader’s log. The second part is the limitations of the use of reader’s log.

Based on the findings, the students’ responses of the use of reader’s log are good. Most of the students agreed that reader’s log can improve and influence their reading skills. In addition, the students also had internal motivation while doing reader’s log. The internal motivation here included measuring and sharpening their reading skills. From the data results above, the researcher concluded the benefits of the use of reader’s log. The students can improve their
reading skills. Reading skills here refer to developing vocabularies, recognizing main idea, making inferences and previewing, predicting, scanning and skimming.

Meanwhile, the use of reader’s log also had its limitations. Based on the findings, the students had stronger intrinsic motivation than extrinsic motivation. It means that the students did not do the reader’s log enthusiastically. It is concluded that the students only did the reader’s log for avoiding punishment and fulfilling the requirements of the exam. Moreover, the students did not get any feedbacks from the lecturer. It became one of reasons why the students did not have enthusiasm to do reader’s log.

A. Suggestions

Based on the findings, there are some suggestions intended for lecturers of Basic Reading I class, students of Basic Reading I class, and future researchers.

1. For Lecturers of Basic Reading I Class

After knowing the students’ responses to the use of reader’s log, based on the students’ interview, the lecturers should give any feedbacks to the students in the submission day of reader’s log. They suggested that it will be better if the lecturer gives the same topics for the students. In case that the students are given free choices to find the articles, some of the students will look for the easy articles. Therefore, it can be discussed in class together, and also then the students also know the mistakes of their work. Moreover, the lecturers can find out the solution for the problems of the use of reader’s log. The problems can be the media or the students like students’ motivation.
2. For Students of Basic Reading I Class

After knowing the results of this research, the students know the aim of reader’s log as a media in Basic Reading I class. They will realize that reader’s log can influence their reading skill. Moreover, the students may reflect and evaluate the teaching techniques which are implemented by the lecturer in the class. Therefore, this research gives the opportunity to the students to express their opinions about the use of reader’s log itself. This research is expected to help the students to be aware of the use of reader’s log as the media in reading class. Also, the students may optimize their reading comprehension and skills through this media. Hopefully, the students can do better and optimize reader’s log in class. Therefore, the students can realize the benefits of doing reader’s log, especially in their reading skill.

3. For Future Researcher

The researcher expects that this research can inspire the other researchers. The researcher hopes that this research can stimulate other researchers to make a research from different angles related to the reader's log. They may discuss any information related to this topic of this research. For example, they may discuss the students’ interest in the use of reader’s log in Basic Reading I class.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX 1

CONSENT FORM

Consent Form – Lecturer of “Basic Reading I Class”

Title: “The Students’ Reflection on the Use of Reader’s Log in Basic Reading class I in ELESP of Sanata Dharma University”

I agree to take part in the English Language Education Study Program of Sanata Dharma University by giving permission to the researcher,

Name : Annisa Dwirahma Putri
Student Number : 121214180

to do research in Basic Reading I Class. I understand that agreeing to take part means that:

I agree to allow the researcher to distribute the questionnaire

☐ Yes  ☐ No

I agree to allow the researcher to interview the students in Basic Reading I Class

☐ Yes  ☐ No

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 2

Questionnaire Blueprint

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reader’s log influences my reading skill.</td>
<td>Kustaryo (1988)</td>
</tr>
<tr>
<td>2</td>
<td>Reader’s log motivates me to read more.</td>
<td>Taschow (1985)</td>
</tr>
<tr>
<td>3</td>
<td>Reader’s log stimulates my reading skill.</td>
<td>Lyutaya (2011)</td>
</tr>
<tr>
<td>4</td>
<td>Reader’s log is one of tasks that is challenging.</td>
<td>Schunk and Pajares (2009) p.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lepper &amp; Hodell</td>
</tr>
<tr>
<td>5</td>
<td>Reader’s log expands my effort to read more.</td>
<td>Schunk and Pajares (2009) p.16</td>
</tr>
<tr>
<td>6</td>
<td>Reader’s log is one of enjoyable tasks in class.</td>
<td>Schunk (2008)</td>
</tr>
<tr>
<td>7</td>
<td>I do reader’s log as a task to avoid a punishment.</td>
<td>Schunk (2008)</td>
</tr>
<tr>
<td>8</td>
<td>I do reader’s log as one of the requirements that can join the exam.</td>
<td>Schunk (2008)</td>
</tr>
<tr>
<td>9</td>
<td>I do reader’s log to know my reading ability.</td>
<td>Schunk (2008)</td>
</tr>
<tr>
<td>10</td>
<td>I do reader’s log to sharpen my reading skill.</td>
<td>Schunk (2008)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your opinion, in what way/s, does the reader’s log help you improve your reading skill? Why?</td>
<td>Lyutaya (2011)</td>
</tr>
<tr>
<td>2</td>
<td>In your opinion, does reader's log give positive or negative influences in basic reading class? Explain what kinds of influences that you got from the discussion, please!</td>
<td>Kustaryo (1988)</td>
</tr>
<tr>
<td>3</td>
<td>What would you suggest for the use of reader’s log in the class for the future?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3

THE STUDENTS’ REFLECTION ON THE USE OF READER’S LOG IN BASIC READING I CLASS IN ELESP OF SANATA DHARMA UNIVERSITY

Name/ Class :
Phone :

This questionnaire is aimed to find out how the use of reader’s log in the class is and what the students’ reflections on the use of reader’s log are. Please answer the questions below based on your own experiences. There are two parts of the question that will be explained below.

Part I
Give your answer by making a thick (✓) in the column.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reader’s log influences my reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Reader’s log motivates me to read more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Reader’s log stimulates my reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Reader’s log is one of tasks that is challenging.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reader’s log expands my effort to read more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Reader’s log is one of enjoyable tasks in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I do reader’s log as a task to avoid a punishment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I do reader’s log as one of the requirements that can join the exam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I do reader’s log to know my reading ability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I do reader’s log to sharpen my reading skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II
The second part is opened-ended questions. Give your responses also based on your own experiences.

1. In your opinion, in what way/s, does the reader’s log help you improve your reading skill? Why?
2. In your opinion, does reader’s log give positive or negative influences in basic reading class? Explain what kinds of influences that you got from the discussion, please!

3. What would you suggest for the use of reader’s log in the class for the future?
APPENDIX 4

Raw Data from Close-ended Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strong-ly Agree</th>
<th>Agree</th>
<th>Dis-agree</th>
<th>Strong-ly Dis-agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reader’s log influences my reading skill.</td>
<td>37.9%</td>
<td>58.6%</td>
<td>3.4%</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>Reader’s log motivates me to read more.</td>
<td>31%</td>
<td>44.8%</td>
<td>17.2%</td>
<td>6.8%</td>
</tr>
<tr>
<td>3.</td>
<td>Reader’s log stimulates my reading skill.</td>
<td>20.6%</td>
<td>65.5%</td>
<td>13.7%</td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>Reader’s log is one of tasks that is challenging.</td>
<td>37.9%</td>
<td>27.5%</td>
<td>27.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>5.</td>
<td>Reader’s log expands my effort to read more.</td>
<td>24.1%</td>
<td>55.1%</td>
<td>17.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>6.</td>
<td>Reader’s log is one of enjoyable tasks in class.</td>
<td>17.2%</td>
<td>31%</td>
<td>37.9%</td>
<td>13.7%</td>
</tr>
<tr>
<td>7.</td>
<td>I do reader’s log as a task to avoidance a punishment.</td>
<td>6.8%</td>
<td>34.4%</td>
<td>48.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>8.</td>
<td>I do reader’s log to one of the requirements that can join the exam.</td>
<td>13.7%</td>
<td>51.7%</td>
<td>34.4%</td>
<td>0%</td>
</tr>
<tr>
<td>9.</td>
<td>I do reader’s log to know my reading ability.</td>
<td>31%</td>
<td>58.6%</td>
<td>10.3%</td>
<td>0%</td>
</tr>
<tr>
<td>10.</td>
<td>I do reader’s log to sharpen my reading skill.</td>
<td>31%</td>
<td>62%</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>
APPENDIX 5

Raw Data from Open-ended Questionnaire

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reader’s log will help me to improve my reading skill because it will add my vocabulary</td>
<td>Positive lah. Reader’s log will help me to add knowledge and vocabulary</td>
<td>I suggest that the article of reader’s log should have advantage in life</td>
</tr>
<tr>
<td>2</td>
<td>Vocab. Because, I know some words from reader’s log, and this way is helping me to collect some words</td>
<td>Positive. It makes me more know.</td>
<td>I hope reader’s log to be abolished</td>
</tr>
<tr>
<td>3</td>
<td>Yes, but just little bit. Because reader’s log is not to difficult than the other subject like book report</td>
<td>I cannot say that it is positive or not, because I do my reader’s log only for submit the task</td>
<td>In the future I hope reader’s log is the same as we do at this semester</td>
</tr>
<tr>
<td>4</td>
<td>Yes. Because I could find many of vocabularies in the articles</td>
<td>Positive. I could discuss about many articles</td>
<td>No more reader’s log</td>
</tr>
<tr>
<td>5</td>
<td>Yes, because I will read more and more</td>
<td>Yes, it is positive thing, can add my vocab list</td>
<td>Funnier and not get bored</td>
</tr>
<tr>
<td>6</td>
<td>Yes, reader’s log so helpful. Actually, I don’t like read. However, from the reader’s log, I feel that it can develop my ability, and reduce my lazy in reading</td>
<td>Positive. It influences for me. Reader’s log more make me understand about the mean sentence</td>
<td>Yes, I will. It is so important to develop our ability and assuming understood</td>
</tr>
<tr>
<td>Respondent</td>
<td>Question 1</td>
<td>Question 2</td>
<td>Question 3</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Yes, because there are many questions to help me to comprehend what the article talking about</td>
<td>Positive. It can improve my vocab</td>
<td>I hope this assignment never dissapear</td>
</tr>
<tr>
<td>8</td>
<td>Of course because from this task I can get more knowledge from the article</td>
<td>Give a positive side because as long as you read, you will get more knowledge and increase my reading skill</td>
<td>Change the instruction/question from the reader’s log form</td>
</tr>
<tr>
<td>9</td>
<td>Reader’s log helps me to know more vocabularies</td>
<td>Positive. I can choose any kind of news to read. Basically, I love reading, so reader’s log will always give me positive influences</td>
<td>The lecturer can give us a weekly topic about things we’re going to read. So, we can gain more knowledge from different field of news</td>
</tr>
<tr>
<td>10</td>
<td>In improving my reading skills. Because it forces me to understand what’s happening or what’s the point of the article</td>
<td>Positive. I got more informations and knowledge</td>
<td>Just keep it this way</td>
</tr>
<tr>
<td>11</td>
<td>Cause can found new vocabulary</td>
<td></td>
<td>Just do it twice</td>
</tr>
<tr>
<td>12</td>
<td>Vocab. I found new vocabs and it force me to search what the meaning or that new vocab</td>
<td>Positive. We can learn and know a new vocab</td>
<td>Make it more easier</td>
</tr>
<tr>
<td>13</td>
<td>Yes, because I can learn and find many vocab</td>
<td>Positive. I can find many idioms</td>
<td>No more reader’s log</td>
</tr>
<tr>
<td>Respondent</td>
<td>Question 1</td>
<td>Question 2</td>
<td>Question 3</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Yes, it does. Because by reading the text for reader’s log it will improve my reading skills</td>
<td>Reader’s log give positive effects for me. The effects are I am able to do a scanning and scamming methods</td>
<td>I suggest that reader’s log must do on each class especially in reading class</td>
</tr>
<tr>
<td>15</td>
<td>Yes, of course. Because from reading I can get a knowledge and improve my reading skill</td>
<td>Positive. Because as long as you read you will get more knowledge. Reading can make you an open-minded person</td>
<td>Change the instruction/question from the reader’s log</td>
</tr>
<tr>
<td>16</td>
<td>To increase my effort to read articles</td>
<td>Positive, make me know more vocabulary</td>
<td>More columns for vocabularies</td>
</tr>
<tr>
<td>17</td>
<td>Yes, because I can improve my vocabulary</td>
<td>Positive influence because makes me read the article</td>
<td>I hope reader’s log still exists.</td>
</tr>
<tr>
<td>18</td>
<td>Because I can improve some vocabularies</td>
<td>Positive. It makes me more know</td>
<td>I hope reader’s log just once</td>
</tr>
<tr>
<td>19</td>
<td>Reader’s log motivates me to read a lot of article that help to answer the questions from lecturer</td>
<td>Yes, reader’s log is stimulating my reading skills and enrich my vocabularies, because of after the discussion we should compared one of words to other words</td>
<td>My reading ability can be large again</td>
</tr>
<tr>
<td>20</td>
<td>Yes, because we can find some new vocab</td>
<td>Positive, I could read many articles</td>
<td>No more reader’s log</td>
</tr>
<tr>
<td>Respondent</td>
<td>Question 1</td>
<td>Question 2</td>
<td>Question 3</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21</td>
<td>Reader’s log help me improve my skill when there are words that unfamiliar to me</td>
<td>The positive one is that by reader’s log, I improve my vocab. There is no bad impact yet</td>
<td>The article has minimum 1000 words</td>
</tr>
<tr>
<td>22</td>
<td>Vocabulary. I can put a new word more, more and more in my brain.</td>
<td>Positive. I can know a few news in the world</td>
<td>So far so good, keep going</td>
</tr>
<tr>
<td>23</td>
<td>Yes, because when I do my readers log I can find new vocabulary.</td>
<td>I think reader’s log give positive influence in basic reading because I can improve my reading skill.</td>
<td>Maybe will more enjoy if reader’s log like a games not assignment I should have to do</td>
</tr>
<tr>
<td>24</td>
<td>What I know and what I want to know about text. Because it’s challenging me to know about everything and know about the next what I will read</td>
<td>I get positive influences because its help and teach me how to read text well.</td>
<td>I, maybe the lecturer give the text theme but still gives us freedom to choose a text</td>
</tr>
<tr>
<td>25</td>
<td>Yes, there are a lot of new vocabularies</td>
<td>Yes, it is improve my reading skill.</td>
<td>Nothing</td>
</tr>
<tr>
<td>26</td>
<td>I don’t think so, because basically I don’t like reading</td>
<td>So so, sometimes it gives positive and negative</td>
<td>Nothing</td>
</tr>
<tr>
<td>27</td>
<td>The reading way, because we will improve our reading skill</td>
<td>Positive, it improve our reading skill</td>
<td>Give us more easier task</td>
</tr>
<tr>
<td>28</td>
<td>Because give me many new vocabularies</td>
<td>Yes, it does. I have more information</td>
<td>Make more interesting and good topic</td>
</tr>
<tr>
<td>29</td>
<td>It’s very helpful, from reader’s log I learn so much vocabularies.</td>
<td>Positive, because it influences my reading skills and read more</td>
<td>More funny and not sepaneng (over focus)</td>
</tr>
</tbody>
</table>
APPENDIX 6

Sample of the Interview Transcript

R: Researcher; S: Participant 1; J: Participant 2; I: Participant 3; Se: Participant 4; T: Participant 5; L: Participant 6; A: Participant 7

Focus Group Discussion: 13 April 2016

R: reader’s log mebantu usaha kalian untuk banyak membaca apa nggak?

J: enggak.

Se: sedikit iya.

R: Se? Karena?

Se: karena dari reader’s log aku jadi tahu ada metodenya itu, trus mungkin kalo aku menemukan artikel yang belum pernah aku baca atau yang topiknya aku suka baca itu kalo bukan, kalo itu sebagai tugas bisa kepake metodenya tapi kalo cuman sebagai konsumsi biasa nggak terlalu pake metode itu gapapa sih.

R: metode disini maksutnya metode apa?


R: itu kaya pas lagi baca artikel, kamu....

Se: hoo, untuk tugas kalo untuk konsumsi sendiri gak terlalu kepake.

R: emm, oke. S?


R: yang lain?

T: kalo nggak itu, soalnya ya aku emang dasarnya ini kan apa itu namanya males kan jadi....

R: kamu suka membaca tapi kamu males untuk?

T: jadi kaya misalnya membaca itu tuh kaya kalo topiknya itu yang gak aku suka itu males gitu lho jadi baca yang aku suka doang misalnya aku novel sukanya fantasi ya mbacanya fantasi doang kan kalo misalnya di book report kan ini kan udah ada ditentuin nah itu tuh dan mana gag ada yang fantasi kan jadi itu tuh agak memeng gitu lho kalo suruh mbaca.

R: tapi kamu yang di pertama bilang gak sih kalo misalnya ini bebas dan kamu bakal membaca kalo kamu....

T: heem tapi kan nggak ngga nggak apa effort nya kan nggak nganu kan.
R : hmmm yayaya, yang lain?
J : tadi pertanyaannya apa ya?
R : itu tuh mengembangkan usahamu untuk membaca lebih banyak apa nggak?
R : oh yang tadinya kamu gak baca jadi baca?
J : iyaa. Tapi gak menggunakan metode yang dibilang Se kayak yang what I learn dan lain-lain cuma baca gitu aja.
R : jadi kamu ada lebih punya usaha buat membaca artikel lagi?
J : heem.
J : biasa aja karena nggak susah, tapi ya bukan ndak menyenangkan.
R : jadi intinya menyenangkan atau nggak?
All : enggak ya biasa-biasa aja.
R : biasa aja ya? Oke. Nah kalian ngerjain reader’s log itu untuk apa? Tadi dah disebutkan ya cuma buat prasyarat mau ujian?
All : iyaaaa, sama dapat nilai.
R : kalo misalnya kalian ada reader’s log dan itu nggak buat prasyarat kalian bakalan ngerjain itu nggak?
All : enggak.
L : kalo itu nggak wajib dan nggak bakalan mempengaruhi gitu enggak.
Se : kalo mempengaruhi nilai tetep dikerjain kalo enggak ya kalo selo dikerjain kalo nggak ya enggak.
R : jadi karena hukuman dan reader’s log itu sendiri jadi prasyarat berarti kalian termotivasi buat ngerjain reader’s log?
All : yaaaa.... terdesak bukan termotivasi.
R : terdesak terpaksa ya bukan termotivasi. Oke.Kalian tuh ngerjain reader’s log tuh untuk mengetahui kemampuan membaca kalian juga nggak? Jadi kayak misal kamu ngerjain reader’s log tuh buat emmm mengukur kemampuan membacamu jadi misal aku baca artikel ini, artikel baru, kamu baca gini gini gini oh jadi kemampuan membacaku baru segini ya...
All : iyaaa
R : iya kenapa? T?
T : sebenernya lebih ke vocab nya sih. Jadi kalo misalnya kan aku dapet vocab itu kan nggak cuman dari apa namanya baca doang kan kaya misalnya dengerin musik atau nonton film atau misalnya nonton anime ada translate nya kaya gitu kan tapi kadang tuh kalo misalnya itu tuh masih kurang itu lho apa
vocabnya kita tuh. Jadi kaya misalnya membaca artikel dan kebetulan bahasanya susah itu kan dapet ini dapet apa ya itu.

R : kalo A?
A : sama, kan kadang kalo misalnya aku baca artikel trus kalo misalnya aku nanti minta tolong T, ternyata T lebih bisa nerangin ke aku, jadi aku nanti kurasa nanti ini tuh harusnya gini gini, jadi kadang tuh ngrasa kalo bloon banget tapi yaa yaudah.

R : J?
J : ya motivasiya vocab ya walaupun sedikit ya dan kedua dari segi baca kan bisa misalnya kita yang reader’s log kita kan suruh cari apa yang ada didalam artikel itu ada apa aja yang kita pelajari jadi misalnya kan ada orang yang sekali baca dia langsung tau tapi mungkin ada yang butuh dua atau tiga kali itu sih.

R : kalo kamu termasuk yang mana?
J : emm tergantung artikelnya sih, susah apa nggak.

R : yak, L?
L : lumayan, jadinya kita tahu emmm ternyata ada vocab vocab yang belum kita ketahui jadinya otomatis kita cari kaya gitu.

R : S?
Se : ya lumayan, karena sealin vocab emm kadang aku pilih-pilih artikel umpamanya aku suka artikel A terus aku coba artikel B ternyata kemampuan buat baca artikel itu belum bisa jadi tahu ternyata aku cuma untuk pengetahuan untuk artikel B dan lainnya tuh kurang.

R : jadi bisa ngukur kemampuan reading mu ya?
Se : iyaa
R : I?
I : ya lumayan sih kak, dari situ pertama bener yang dikatakan si T tadi kalo kita menemukan artikel dengan vocab yang susah kan kita jadi penasaran, ini apasih artinya terus nanti abis dari situ kita mulai ngulang lagi artikel yang kita baca nah dan dari situ ternyata oh ini to isi artikel tersebut.

R : oke. S?
S : emm ya soalnya yang pertama ya emang vocab. Trus kalo misalnya kalo jenis artikelnya kita itu kan kaya misalnya yang bentuknya misalnya opini penulis, atau yang penjelasan mungkin kan lebih, kalo misalnya penjelasan kan mungkin kita lebih baca berulang buat ngisi apa yang kita tahu kan misalnya apa yang kita baca, mungkin awalnya lewat baca doang cuma misal kita lingkari nih terus lama-lama udah kelar itu kan juga cuma lewat jadi ya bisa mengukur bener gak reading nya apa karena jenis teksnya tertentu jadi tahu oh aku lebih memahami yang misalnya bentuk teks opini atau eksplenasi aku lebih waktu lebih lama.
R: oke, terus kalian ngerjain reader’s log itu untuk mengasah kemampuan membaca kalian atau nggak?
J: iya sih sedikit.
R: ya J?
J: apa tadi?
R: kamu tuh ngerjain reader’s log bisa mengasah ya meningkatkan kemampuan membacamu apa gak?
J: iya bisa, soalnya kan kita kan membaca artikel berkali-kali jadi kan semakin banyak kita baca semakin terasah kemampuan bacanya.
R: karena kebiasaan?
J: heem.
R: yang lain? Siapa yang mau nambahin?
Se: ya lumayan, meskipun paksaan tapi ternyata ada manfaatnya juga.
R: oke terus yang lain?
S: iya deh kayanya. Mengasah kemampuan untuk tahu yang itu kayak misalnya topik sentence nya paa yang konklusi bacaannya trus apa vocab nya juga mengasah kan kemampuan buat tahu itu masuk noun, adjective, adverb atau apa misalnya sinonimnya juga bikin kalimatnya juga kaya gitu.
R: yang lain?
T: biasa aja sih aku, karena ya soalnya apa yaudah suka membaca juga kan jadi ya nambah gak nambah, biasa aja.
R: hmm yaa, yang lain? A?
A: kalo aku biasa aja, kan tadi soalnya kalo misal ada artikel yang kita udah tau terus kita cari vocab yang gampang-gampang jadi apa yang menambah.
R: menurut pendapat kalian berarti kan reader’s log ada manfaatnya juga kan? Sedikit? Itu tuh dalam hal apa reader’s log membantu kalian dalam meningkatkan kemampuan membacamu? Lebih spesifik ajasih maksutnya kalian dari reader’s log itu apa yang kalian dapet?
A,L: vocab baru.
J: sama.
R: J juga vocab ya?
Se: metode menganalisis artikel.
R: T?
T: kalo aku kan, karena aku males kan paling bikinnya sejam sebelum masuk kelas kan jadi bacanya jadi lebih cepet. Jadi lebih cepet membacanya biasanya kan kalo baca lama-lama gitu kan, kalo ini bacanya cepet, ada poin langsung tulis.
R: tapi ngerti juga kan?
T: ngerti.
R: S?
S : emmm mengetahui part of speech dari vocab, misalnya kalo meaningnya tau kan harus tau konteknya disitu tuh apa.
R : I?
I : iya sama kaya S juga.
R : oke terus menurut kalian reader’s log itu memberi efek positif atau negatif di kelas basic reading? Kalo positif apa kalo negatif apa?
T : positifnya vocab, kalo selama ini sih belum ada bad impact nya sih kalo aku.
R : A?
A : ya sama kaya tyas jadi nambah vocab sama lebih enak aja sih, tapi kalo aku pelajaran reading mending ngerjain reader’s log sih daripada baca-baca artikel di kelas gitu.
R : L? Dampak positif atau negatif dari reader’s log?
L : positif sih jadinya emm vocabnya tadi nambah kalo negatifnya mungkin nggak ada yaa.
R : negatifnya gak ada, Se?
Se : positifnya nambah vocab sama jadi tahu metode baru tapi kalo aku ada negatifnya juga jadi nanti pilih-pilih artikel kalo itu nggak terlalu, em terlanjur dibaca susah jadi ganti karna itu kan tugas dirumah sendiri dan bebas jadinya masih pilih-pilih.
R : pilih-pilih artikel ya, I?
I : positif. Pertama kita bisa belajar lebih banyak vocab terus yang kedua kita bisa lebih cepet mengambil kesimpulan dari bacaan yang kita baca.
R : J? Reader’s log itu membawa efek positif atau negatif?
J : ya positif lah, jadi kita bisa tau vocab baru kaya yang dikatakan Tyas abis itu ya kita setidaknya ada niat untuk membaca jadi itu memberi dampak positif lah bagi saya orang yang nggak ada niat untuk membaca ya cuma itu aja.
R : S?
S : kalo dampak positif per individu pasti ada vocab tapi kalo aku kayak nggak apa ya, nggak krasa ada dampak apa-apga itu lho. Jadi reader’s log itu kan dari awal udah diikasi tau dan ini tugas terus dikerjain dan malah kaya sebenernya bukan dampak tapi sebenernya tuh ngerjainnya cuma buat ah ngerjain aja dan setelah dikumpulin pun nggak dapef feedback apa-apga dari dosen, jadi ngrasa gak ada efek apa-apa cuman buat ngerjain udah buat diri sendiri aja.
R : jadi modelnya reader’s log ini pengumpulannya itu nggak dibahas sama dosen?
All : enggaaak.
R : enggak didiskusiin di kelas?
All : enggaaak
R : jadi setelah kalian apa ngumpulin tugas udah?
T : yaudah gitu aja gak dbahas.
  : gatau bener nerapinnya atau nggak yang penting ngumpulin.
R : jadi kalian gak dapet feedback gitu ya?
All : iyaaa
R : oke yang terakhir. Setelah menggunakan reader’s log saran kalian apa
untuk penggunaan reader’s log selanjutnya? Dimulai dari T.
T : kalo aku reader’s log tuh lebih mending kalo topiknya ditentuin aja
daripada kita bebas kan toh ntar kita gak dapet apa-apa maksutnya kaya kalo kita
topiknya kita dah suka dan vocabnya gampang kan kita nggak dapet apa-apa sama
aja boong.
R : jadi penyamaan topik ya?
T : heem.
R : A?
A : aku sama kayak T, jadi topiknya disamain trus kalo bisa sih artikelnya
sama semua aja kalo kita dibisinya tuh emm kita kaya dikasih feedback gitu
lho kalo kita udah ngerjain jadi biar kita tahu ini tuh bener apa nggak.
R : J?
J : menurut saya sih, sebainya sih dosennya yang kasih topiknya atau
artikelnya ke mahasiswa. Jadi dosennya tuh kasih vocab nya yang susah-susah
gitu biar kita mencari arti dan pikir arti kata vocab yang baru ya gitu aja sih.
R : emm jadi sama ya topiknya dari dosen?
J : iyaa.
R : oke. L?
L : emmm mungkin topiknya sama biar kaya jadinya tuh vocab yang kita
dapat tuh paling enggak dari topik yang sama trus harapannya tuh dapet feedback
juga dari dosen.
Se : topik sama dan feedback dari dosen.
R : Se sama ya. I?
I : ya sama kaya Se. Jadi harus ada topiknya sama feedback dari dosen itu
sendiri.
R : terus S?
S : emm kayak topiknya, ada topik yang sama buat semua siswa di kelas
sama dapet feedback dari dosennya juga jadi nggak sekedar asal ngerjain artikel
kaya gitu, lebih ada untungnya juga kan.
APPENDIX 7

Form of Reader’s Log

Read the title and do parts 1 and 2 before you read the article and part 3 after you finish reading it.

1. What I KNOW about the topic:

2. What I WANT to know from the article:

3. What I LEARN from the article:

New Vocabulary from the text:

<table>
<thead>
<tr>
<th>New Word</th>
<th>Part of Speech</th>
<th>Meaning or Synonym</th>
<th>Sentence using the word</th>
</tr>
</thead>
</table>
APPENDIX 8

Sample of the Questionnaire Results

THE STUDENTS’ REFLECTION ON THE IMPLEMENTATION OF READER’S LOG IN BASIC READING CLASS IN ELESP OF SANATA DHARMA UNIVERSITY

This questionnaire is aimed to find out how the implementation of reader’s log in the class is and what the students’ reflections on the implementation of reader’s log are. Please answer the questions below based on your own experiences. There are two parts of the question that will be explained below.

Part I
Give your answer by making a thick (✓) in the column.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reader’s log influences my reading skill.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reader’s log motivates me to read more.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reader’s log stimulates my reading skill.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reader’s log is one of tasks that is challenging.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reader’s log expands my effort to read more.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reader’s log is one of enjoyable tasks in class.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I do reader’s log as a task to avoid a punishment.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I do reader’s log as one of the requirements that can join the exam.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I do reader’s log to know my reading ability.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I do reader’s log to sharpen my reading skill.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II
The second part is opened-ended questions. Give your responses also based on your own experiences.

1. In your opinion, in what ways, does the reader’s log helping you improve your reading skill? Why?

   Reader’s log helps me to know more vocabularies.

2. In your opinion, does reader’s log give positive or negative influences in basic reading class? Explain what kinds of influences that you got from the discussion, please!

   Positive. I can choose any kind of news to read. Basically, I love reading, so reader’s log will always give me positive influences.

3. What would you suggest for the implementation of reader’s log in the class for the future?

   The lecturer can give us a weekly topic about things we’re going to read. So, we can gain more knowledge from different fields of
THE STUDENTS’ REFLECTION ON THE IMPLEMENTATION OF READER’S LOG IN BASIC READING CLASS IN ELESP OF SANATA DHARMA UNIVERSITY

Name/ Class:
Phone:

This questionnaire is aimed to find out how the implementation of reader’s log in the class is and what the students’ reflections on the implementation of reader’s log are. Please answer the questions below based on your own experiences. There are two parts of the question that will be explained below.

Part I
Give your answer by making a thick (✓) in the column.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reader’s log influences my reading skill.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Reader’s log motivates me to read more.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Reader’s log stimulates my reading skill.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Reader’s log is one of tasks that is challenging.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reader’s log expands my effort to read more.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Reader’s log is one of enjoyable tasks in class.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I do reader’s log as a task to avoid a punishment.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I do reader’s log as one of the requirements that can join the exam.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I do reader’s log to know my reading ability.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I do reader’s log to sharpen my reading skill.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II
The second part is opened-ended questions. Give your responses also based on your own experiences.

1. In your opinion, in what ways does the reader’s log helping you improve your reading skill? Why?
   Yes, reader’s log is helpful. Actually, I don’t like read. However, from the reader’s log, I feel that it can develop my ability, and reduce my loss in reading.

2. In your opinion, does reader’s log give positive or negative influences in basic reading class? Explain what kinds of influences that you got from the discussion, please!
   Positive influence for me. Reader’s log more make me understand about the mean sentence.

3. What would you suggest for the implementation of reader’s log in the class for the future?
   Yes I will it so important to develop our ability and assumed understood.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI