

## Portraying Reading Log Strategy Assisting Extensive Reading Activity With Webtoon In Senior High School

Nisa Aulia Istiqlal<sup>1</sup>, Praditya Putri Utami<sup>2</sup>, Dedeh Kartini<sup>3</sup>

<sup>1</sup>Program Studi Pendidikan Bahasa Inggris, Universitas Singaperbangsa Karawang  
e-mail: [aulianisa1304@gmail.com](mailto:aulianisa1304@gmail.com)

### Abstrak

Tujuan dari makalah penelitian ini adalah untuk mengungkapkan persepsi strategi reading log yang membantu kegiatan membaca ekstensif dengan webtoon. Jumlah partisipan dalam penelitian ini adalah 14 siswa, namun hanya akan diambil 4 siswa untuk pendataan lebih mendalam. Desain penelitian dalam penelitian ini akan menggunakan kualitatif deskriptif studi kasus. Peneliti akan menggunakan observasi, dokumentasi, wawancara, reading log, dan kuisioner untuk mengumpulkan data. Selain itu, peneliti akan menggunakan tematik analisis untuk menganalisis data kualitatif. Hasil dari penelitian ini adalah kegiatan ini membantu siswa dalam mengungkapkan pendapat mereka terhadap teks yang mereka baca, serta membantu mereka dalam menemukan dan memahami kosakata baru.

**Kata kunci:** *Bacaan ekstensif, strategi membaca log, webtoon, studi kasus deskriptif*

### Abstract

The purpose of this research paper is to reveal the reading log strategy assisting in an extensive reading activity with webtoon. The number of participants in this study is 14 students, but only 4 students will be taken for more in-depth data collection. The research design in this study will use a qualitative research descriptive-case study. The researcher will use documentation, interview, reading logs, and questionnaire to collect the data. Also, the researcher will use thematic analysis to analyze qualitative the data. The result of this research is this activity helps students in expressing their opinion towards the text they had read, and it helps them in finding and understanding new vocabulary.

**Keywords:** *Extensive reading, reading log strategy, webtoon, descriptive-case study*

### INTRODUCTION

As EFL students, we are expected to have a good capability of reading skills. However, several issues should be faced to achieve the standard of reading skills. Irene (2015) argues there are several problems when learning reading in English, such as lack of extensive reading, vocabulary, various kinds of text, and memory process. For example, according to Iftanti (2012), the reading behavior of Indonesian EFL students is only motivated for fulfilling the assignment. It is also proven in the resulting study of The World's Most Literate Nations by Miller and McKenna (2016) that Indonesian people are ranked quite low in reading. Hence, it showed that many students in Indonesia had less interest in reading.

In this study, the researcher will focus on extensive reading. It is because there are several purposes of extensive reading which are to read with pleasure, gain information, and general understanding (Mikeladze, 2014). According to the ten principles of extensive reading which is compiled by Day and Bamford (2002), extensive reading allows students to choose the reading material by considering their interest topic. Thus, the teacher should consider the appropriate material with the students' interest topic. Not only these principles can measure whether the extensive reading activity is a success or not, but they also can be the standard element for conducting this activity. In conclusion, extensive reading is a reading activity for pleasure that encourages students to read a text as many as they can and choose their text material by themselves or their topic interest. Therefore, if they feel the

text that they choose to read is too difficult to understand, they can choose another text which is the easier one. Since, extensive reading is an activity that makes students read with enjoyment (Renandya, 2017). There have been many research studies that focus on extensive reading showing positive learning outcomes. In the study conducted by Huang (2015), it is shown that extensive reading helps students to improve their vocabulary and reading skills. Similarly, a study by Villas (2016) indicates that there are several impacts from extensive reading activity on learning a language such as improvement in reading ability and development in reading habits. Another study by Suk (2016) has also confirmed that extensive reading enables students to develop reading fluency and reading comprehension. Also, she said that extensive reading has a positive effect on students' vocabulary acquisition. Nhapulo et al. (2017) also state that extensive reading has a positive effect on students' reading rate and comprehension. Moreover, the result studies by Salameh (2017) also indicate that most of the students responded positively after the implementation of extensive reading activities. A study by Iftanti and Shofiya (2018) showed that extensive reading activity can help students who do not have good reading habits. Therefore, it can be concluded that learning extensive reading helps students to improve their reading skills in English.

Then, one of the strategies that can be combined with extensive reading activity is a reading log. According to Carlisle (2000), a reading log is a tool that utilizes students' opinions on a text. Similarly, Lyutaya (2011) states that reading logs are designed to accompany the students to maintain written notes of their personal views of the text. Thus, a reading log offers students a place to record their reading process which contains their opinion toward the texts (Delarriva & Basabe, 2015). It will reflect the students' point of view obtained from the text, for example, such as the moral value that the text wants to convey, or an opinion that provides knowledge regarding the text they have read. Therefore, through reading log, it will make the students can be inspired and help them to express their opinions toward the text, as well as expressing knowledge that they get when reading the text, and it can also connect the author's views with students' expectation on the text (Khonamri et al., 2016). Lipp (2017) also states that a reading log allows students to motivate themselves to gain moral values and meaning when doing extensive reading activities. Moreover, Jeanne and Currier (2013) argue that using a reading log as a tool to engage the readers with the text, also allows them to make meaning and write down the knowledge they have understood. Several studies have proven the benefit of reading logs toward extensive reading activity. A study conducted by Aliponga (2013), showed that reading journals can motivate students to read more. Aulia (2019) in her study also said that choosing reading material freely can make the students feel comfortable. Additionally, a study by Dincer (2020) showed that the reading log strategy in extensive reading activity gives a positive impact on the students. The students feel enjoyed as their reading comprehension is increasing. Based on the result above from the previous study, it was signified that a reading log can be used in the extensive reading activity. However, according to the previous studies already mentioned above, there is still a lack of information about the reading log strategy assisting in an extensive reading activity with chosen media. Thus, in this study, the researcher will use a reading log as the strategy and webtoon as the online material during extensive reading activity.

Therefore, to fill in the gaps of previous studies, this study focuses on a reading log strategy in an extensive reading activity with online comic strips as the chosen media. Since comic strips sometimes depicted representations of our daily lives, and also, they often represent the changes that occur in our world (McVicker, 2018). Additionally, Azman et al. (2014) also agree that comics can be interpreted as a chronological image that provides narrative text to their readers. It can be concluded that comics are a form of art that uses consecutive images in a fixed sequence and consists of narrative scenes. Therefore, while reading text, the reader does not have to imagine. The study conducted by Mitra and Keziah (2019), showed that comic strips have proven useful in increasing the students' English skills such as reading, speaking, and writing. Also, through the comic strips, in students' reading

skill, their grammar, vocabulary, and reading comprehension is improving. Furthermore, comic strips as learning material have proven successful to help the teacher in teaching reading (Rokhayani & Utari, 2014; Maulana & Fitriwati, 2017; Kamil et al., 2017). One of the online comic strips which can be easily accessed by Indonesians is Webtoon from LINE Corporation. Webtoon is an application of online comic strips which is like a large comics library and allows its users to enjoy reading in all available genres (Webtoon, 2015). According to Lee et al. (2015), 'Webtoon' is an abbreviation of the word web and cartoon which means cartoons created and published on the web. Moreover, Jang and Song (2017) claim that webtoon is a comic that has a different format from printed comics. They also state that it is because webtoon can be created and shared by anyone since it is published online for free. According to Kim (2015), it is also a free digital comic service and allows people to discover webcomic content regularly. Thus, it will make the students interesting when they learn to read with webtoon. Therefore, the study in this research using Webtoon as the media for reading activity. Lately, There have been many research studies that focus on webtoon as the example of comic strips to deliver learning material. A study by Anggraini (2014) indicates that manga comics are proven to be good for doing extensive reading material and can increase the students' motivation to read English texts. Additionally, Wulandari et al. (2019) in their study, also showed that students' motivation as well as their interest are increasing by using webtoon as the learning media. Moreover, Novanti and Suprayogi (2021), showed that webtoon can help the students in creating the meaning of the new words by looking at its visualization and dialogue. Thus, the research will use webtoon as the learning media for performing an extensive reading activity with a reading log strategy.

Considering the previous research above, there are similarities in this research which is discussing extensive reading activity with reading log strategy, and also extensive reading activity with comics as the media. Therefore, the purpose of this research is how does reading logs strategy can assists students in an extensive reading activity with webtoon.

## RESEARCH METHODS

In this study, the researcher will use qualitative research which is a descriptive case study as the research design. According to Yin (2003), a case study is one type of research that can answer several issues or objects of a phenomenon that focuses on life experience. He also stated that a case study can only be applied when there is a gap between the phenomenon and a real-life context that tends to be vague. Thus, the gap can be our focus leading to a new research topic that can be studied. The final result of this research method is a broad, in-depth, and detailed picture of a particular phenomenon that occurs in a real-life context (Cresswell, 2007). Therefore, the researcher will describe carefully the assistance of the reading log strategy in learning extensive reading with webtoon. This research was conducted at SMAN 1 Cibitung, which is located at Cibitung, Bekasi, West Java. It is because the researcher had found this research issue on there. The researcher will take 14 students of eleventh-grade students for performing extensive reading activity by using the reading log strategy and webtoon as the media. Afterward, the researcher had chosen four students considering their attitudes during this activity. The instruments used in this research are interview guidelines, reading log sheets, observation sheets, and questionnaire sheets. Thus, the researcher had conducted a video link interview with the participants who are connected to the internet by using the application Zoom. These interviews use semi-structured type and open-ended questions which are intended to gain the views and opinions or information from the participants or interviewees. There are several questions that the researcher makes as guidelines for conducting the interview. Afterward, the researcher will create observation sheets, questionnaire sheets by using Google Form and reading log sheets adapting from Lyutaya (2011) and Widodo (2015). Also, the researcher used thematic analysis to find out about the views, knowledge, understanding, experience, or even value from a set of qualitative data. Afterward, the data will be examined carefully to identify and sort it into several themes such as topic, ideas, or patterns of meaning that appear repeatedly.

## FINDINGS AND DISCUSSION

In this part, the researcher reported all the findings of the data collected regarding the students' perception on learning extensive reading with reading log and webtoon. The researcher used observation, documentation, interview, and reading logs to collect the data. Furthermore, the researcher conducted a video link interview with the participants that are connected to the internet by using the Zoom application. Also, the researcher recorded the participants' voice during the interview and try to analyze by listening one by one. Then, the researcher wrote the interview transcript of each participant and highlighted some themes that related to the study. These interviews used semi-structured type and open-ended questions which are intended to gain the views and opinions or information from the participants. The researcher involved 4 participants from class XI IPA 1 by considering their attitude, reading log task, and the result of questionnaire data during this activity. Each of the two participants was interviewed at different times to streamline the current state of the environment, in which the COVID-19 pandemic has occurred. As for the questionnaire sheets, the researcher created them by using Google Form because of this current pandemic. The researcher involved 14 participants from class XI IPA 1 by considering their willingness to participate in this activity.

Likewise, for the observation sheet, the researcher would describe the preliminary activities, main activities, and final activities during the students performing an extensive reading activity with a reading log and webtoon. In the preliminary activities, the researcher preparing by creating and share a link Zoom meeting to start the activity with the students. Afterward, the researcher start conveying the information about learning objectives that the students would do together with the researcher. Then, in the main activities, the researcher starts introducing the new learning material to the students, by explaining about learning extensive reading, reading log strategy, and webtoon. Also, the researcher would give examples of each learning material. Furthermore, the researcher would give some time for the students to ask about the learning material if they still do not understand well. Then, in the final activities, the researcher would give the students assignment to write their reading log while performing an extensive reading activity with webtoon. Also, the researcher would set a deadline which is two weeks for submitting their assignment.

Afterward, The researcher reported the results of this research to reflect the students involved with the reading log strategy and webtoon in performing an extensive reading activity. This part describes the data from the result of students' reading log sheets, and interview transcripts. There are two themes identified as findings of this research, such as (a) helping students express their opinion toward the text they had read, and (b) helping students discover and understand new vocabularies. The themes are described as follow:

### a. Helping students to express their opinion toward the text they had read

Based on the interview transcript that the researcher gather, the students feel that learning extensive reading with reading logs and webtoons can help them to express their opinion about the text they had read. Here is the quote from the interview transcript:

*Kan di reading log nya itu ada comment gitu kan, kalo menurut saya kayak lebih belajar tentang gimana cara kita complement tentang cerita gitu aja sih.  
Maksudnya kan saya belajar juga kalo saya nulis tentang comment tuh kayak gimana gitu. (P2)*

[There is a comment in the reading log, right? In my opinion, it's like learning more about how we complement the story. I mean, I also learn how I write about the comment.] (P2)

Student two said that the activity makes her learn how to write a comment about her opinion toward the text. She said that the column comment provides by the reading log sheet can help her to give a compliment to the text. It is in line with the resulting study by Jeanne and Currier (2013), Delarriva and Basabe (2015), and Khonamri et al., (2016) that the use of reading log strategy offering the students to record their reading process.

Thus, it helps them to express their opinions toward the text which contain the knowledge they have understood after reading the text. Moreover, it is indicated that while doing the extensive reading activity with webtoon, the reading log can help students to express their opinion toward the text they had read. Students said that during the extensive reading activity, the use of a reading log after reading webtoon can help them to express their thought while written their opinion, even commenting about the text they had read. Since reading log is meant to reveal students' thoughts, as well as expressing the knowledge they gather when reading the text (Delarriva & Basabe, 2015; Khonamri et al., 2015).

Furthermore, the result of the questionnaire sheet also giving the same result, as below:

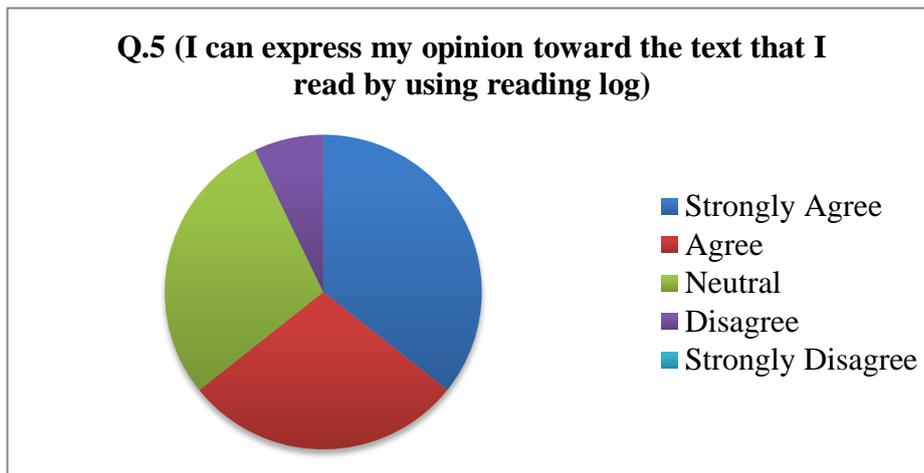


Figure 1. Questionnaire Data

The result from the fifth question on the questionnaire sheet, five students choose strongly agree (35, 7%) because they can express their opinion about the text they had read by using the reading log. Also, the other four students choose to agree (28, 6%) on this question. However, out of 14 students who already filled in the questionnaire sheet, 3 students choose neutral (21, 4%), and one student choose disagree (7, 1%).

b. Helping students to discover and understand new vocabularies

Based on the interview transcript that the researcher gather, the students feel that learning extensive reading with reading logs and webtoons can help them to discover and understand new vocabularies. Here is the quote from the interview transcript:

*...nah itu kan ada kosakata yang gak ngerti itu jadi bisa buat cari tau gitu kak.* (P1)  
[...well, there's vocabulary that you don't understand, so you can find out on it.]  
(P1)

*...gara-gara bikin reading log kemaren kan kalo gak salah ada table yang suruh masukin kata-kata yang gak dimengerti ya, nah gara-gara itu jadi lebih paham kata katanya, gak terabaikan lagi gitu lho.* (P3)

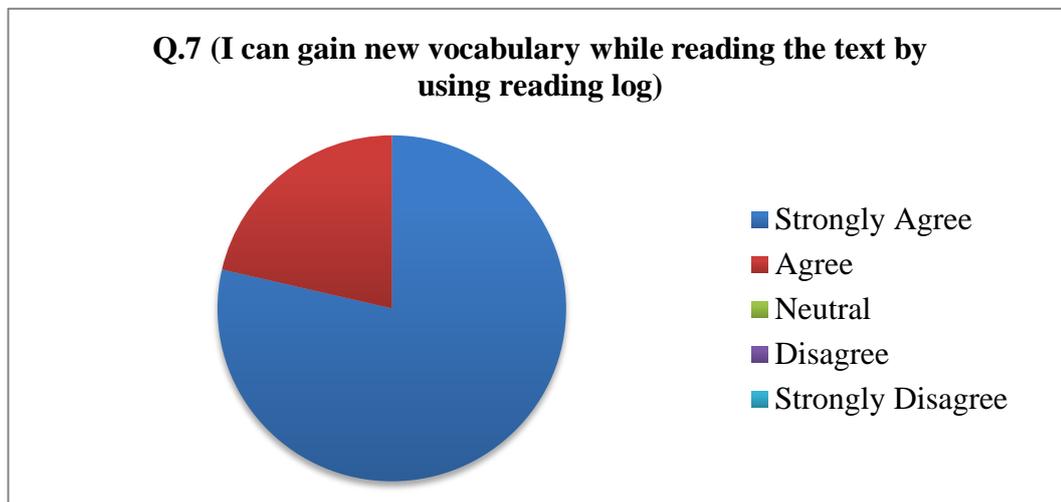
[It is because I made a reading log yesterday, if I'm not mistaken, there is a table that tells you to fill with words you don't understand, so because of that makes understand the words better, can't ignore them anymore.] (P3)

*Yang paling berpengaruh tuh yang kosakata tadi itu kak, yang karna kita gak tau trus kita nyari tau kan artinya gimana gitu. Jadi pas nanti ketemu lagi itu kata tadi di cerita yang lain tuh jadi udah tau gitu...* (P4)

[The most influential thing is the vocabulary because we don't know it, we will find out what it means. So when we find that word again in another story, I already know the meaning of it...] (P4)

Those three participants said the same thing that the extensive reading activity with reading log and webtoon can help them to discover and understand the new vocabularies. Student one said that she can find out new vocabulary by using the reading

log. As for the students three, she said that unfamiliar column provides by reading log sheet makes her understand new words better and not anymore ignoring it. While student four said that the activity affected her understanding of the words she do not understand. She said that if she found the same word again, she already knew the meaning of that word. Furthermore, the result of the questionnaire sheet also giving the same result, as below:



**Figure 2. Questionnaire data**

The result from the seventh question on the questionnaire sheet, eleven students choose strongly agree (78, 6%) because they can gain new vocabulary from the activity that has been done. Also, the other three students choose to agree (21, 4%) with this question.

Afterward, this finding is in line with the resulting study by Aliponga (2013), Huang (2015) that extensive reading can help students to improve their vocabulary and reading skills, and the reading log can provide them to gain new vocabulary. Therefore, it is indicated that reading logs and webtoons can help the students to discover and understand new vocabulary after they experiencing extensive activity. Students said that their vocabulary savings grow rapidly by using a reading log. Some of the words that they difficult to understand can be listed on the reading log sheet and after that, they can search for the meaning of that words. Thus, it will make them understand better the text they had read and can easily recognize the words if they meet that words again.

## CONCLUSION

Based on the findings and discussions part, there are two themes that can be concluded which considering as the answer of the research question on this study. The first one is reading log strategy proven helpful for the students to express their opinion toward the text they had read while performing extensive reading activity with webtoon. Lastly, the second one is the use of reading log strategy and webtoon as learning media can help the students to discover and understand new vocabularies during extensive reading activity. Furthermore, the researcher used extensive reading since it is a reading activity for pleasure that encourages students to read a text as many as they can and choose their text material by themselves or their topic interest. Moreover, extensive reading focuses on the amount of text and the time spent in the reading activity. It is because the more students read a lot of texts, the more they become better and confident with their improvement in English skills (Day & Bamford, 2004). As for the reading log strategy, the researcher used it for performing the extensive reading activity to give students new experience in the reading activity. Also, the researcher chose the reading log strategy because the reader can record their reading process and written notes toward the text (Lytutaya, 2011). In addition, the researcher used

webtoon as the learning media for the participants' reading source. Since, webtoon is an example of digital comics that allow people to easily accessing a hundred comics (Webtoon, 2015).

## REFERENCE

- Aliponga, J. 2013. Reading Journal: Its Benefit for Extensive Reading. *International Journal of Humanities and Social Science*, Vol. 3, No. 12. Hal. 73-80.
- An Interview With Junkoo Kim Creator Of Line Webtoon. (2015, february 27) retrieved january 29, 2021, from COMIC BASTARDS: <https://comicbastards.com/comics/an-interview-with-junkoo-kim-creator-of-line-webtoon>
- Anggraini, P. 2014. Manga Comics as Appealing Extensive Reading Materials for The Tenth Graders of Senior High School. *The 61th TEFLIN International Conference*, Hal. 343-346, UNS Solo 2014.
- Aulia, V. 2019. Promoting Extensive Reading Activity by Constructing Reading Log Project In EFL Class. *Research in Innovation in Language Learning*, Vol. 2, No. 2, Hal. 101-119.
- Azman, F.N., Zaibon, S.B., & Shiratuddin, N. 2014. Exploring Digital Comics as An Edutainment Tool: An Overview. *14th Knowledge Management International Conference*.
- Carlisle, A. 2000. Reading Logs: An Application of Reader-Response Theory In ELT. *ELT Journal*, Vol. 54, No. 1, Hal. 12-19.
- Creswell, J. W. 2007. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd ed.). Thousand Oaks, California: Sage Publications, Inc.
- Day, R. R., & Bamford, J. 2002. Top Ten Principles for Teaching Extensive Reading. *Reading in A Foreign Language*, Vol. 14, No. 2, Hal. 136–141.
- Day, R. R., & Bamford, J. 2004. *Extensive Reading Activities For Teaching Language*. Cambridge: Cambridge University Press
- Delarriva, O.O., and Basabe, E.A. 2015. Reading Logs and Literature Teaching Models in English Language Teacher Education. *HOW*, Vol. 22, No. 2, Hal. 37-53.
- Dincer, A. 2020. "The More I Read, The More I Want To Read": Extending Reading with Reading Logs. *The Reading Matrix: An International Online Journal*, Vol. 20, No. 2, Hal. 140-156.
- Huang, Y. 2015. Why Don't They Do It? A Study on The Implementation of Extensive Reading in Taiwan. *Cogent Education*, Hal. 1–13.
- Iftanti, E. 2012. A Survey of The English Reading Habits of EFL Students in Indonesia.. *TEFLIN Journal*, Vol. 23, No. 2, Hal. 149-164.
- Iftanti, E., & Shofiya, A. 2018. EFL Students' Response on The Implementation of Extensive Reading Program to Build Love of Reading in English. *Jurnal Bahasa Lingua Scientia*, Vol. 10, No. 1, Hal. 143-158.
- Irene, S. 2015. Reading Comprehension Problems Encountered by Foreign Language Sudents, Case Study: Albania, Croatia. *Academic Journal of Interdisciplinary, Rome-Italy*, Vol. 4, No. 1, Hal. 91-96.
- Jang, W., & Song, J. 2017. Webtoon as A New Koran Wave in The Process Of Glocalization. *A Refereed Electronical Journal of Literary/Cultural and Language Studies*, Vol. 29, No. 5, Hal. 168-187.
- Jeanne, E., & Currier. 2013. Using Reading Logs to Improve Comprehension of Science Text. Unpublished Master's Thesis. Montana State University, Bozeman, USA.
- Kamil, A., Komariah, E., Yuliana. 2017. The Use of Comic to Improve Students' Reading Comprehension Skill at Junior High School. *Research in English and Education*, Vol. 2, No. 3.
- Khonamri, F., Azizi, M., & Farzanegan, M. 2016. Literature-Based Extensive Reading Accompanied by Reading Logs: A Case for Developing Critical Thinking Skills of English Literature Students. *International Journal of Education*, Vol. 9, No. 1, Hal. 58-67.

- Lee, E., Choi, M., & Kim, C. 2015. A Study on Kitschy Characteristics and Its Consumer Of Webtoon. *Journal of Korea Multimedia Society*, Vol. 18, No. 8, Hal. 980-987.
- Lipp, E. 2017. Building Self-Efficacy, Strategy Use, and Motivation to Support Extensive Reading in Multilingual University Students. *The Catesol Journal*, Vo. 29, No. 2, Hal. 21-39.
- Lyutaya, T. 2011. Reading Logs: Integrating Extensive Reading with Writing Task. *English Teaching Forum* No.1.
- Maulana, Y., Fitriawati. 2017. Teaching Reading by Using Comic Strips to Improve Junior High School Students' Comprehension. *Journal of English Language Teaching*, Vol. 6, No. 1.
- McVicker, C. 2018. Visual Literacy and Learning to Read: Using Comic Strips for Reading Instruction. *Journal of Visual Languages & Computing*.
- Mikeladze, T. 2014. Extensive Reading. *Telavi Iakob Gogebashvili State University, English Language Teaching Methodology*.
- Miller, J. W., & McKenna, M. C. 2016. *World Literacy: How Countries Rank and Why It Matters*. Routledge publisher.
- Mitra, M., Keziah, S. 2019. Advantages of Using Comic Pedagogy in English Language Teaching-A Practical Approach. *Pramana Research Journal*, Vol. 9, No. 6.
- Nhapulo, M. A., Simon, E., & Van Herreweghe, M. 2017. Enhancing Academic Reading Skills Through Extensive Reading. *Southern African Linguistics and Applied Language Studies*, Vol. 35, No. 1, Hal. 17-40.
- Novanti, E.A., Suprayogi. 2021. Webtoon's Potentials to Enhance EFL Students' Vocabulary. *Journal of Research on Language Education*, Vol. 2, No. 2.
- Renandya, W. A. 2017. Should You Be Teaching Reading Intensively Or Extensively?. In *Proceedings Of The 24th Annual Korea TESOL International Conference: Shaping The Future: With 21st Century Skills*, Hal.1-10. Seoul, Korea: KOTESOL.
- Rokhayani, A., Utari, A.R.P. 2014. The Use of Comic Strips as An English Teaching Media for Junior High School Students. *Language Circler Journal of Language and Literature*, Vol. 8, No. 2.
- Salameh, L.A.M. 2017. Investigating The Effect of Extensive Reading on EFL Learners' Reading Attitudes At Hail University In KSA. *Journal of Education and Practice*, Vol. 8, No. 8, Hal. 7-15.
- Suk, N. 2016. The Effects of Extensive Reading on Reading Comprehension, Reading Rate, and Vocabulary Acquisition. *Reading Research Quarterly*, Hal. 1-17.
- Villas, M. 2016. Extensive Reading: Its Effects to Learners' General Language Competence. *The Online Journal of New Horizons in Education*, Vol. 6, No. 4, Hal. 80-85.
- Webtoon. 2014. Line Webtoon. [web page] retrieved from [https://help2.line.me/LINE\\_WEBTOON/pc?lang=id](https://help2.line.me/LINE_WEBTOON/pc?lang=id)
- Widodo, H. P. 2015. *The Development of Vocational English Materials from A Social Semiotic Perspective: Participatory Action Research*. Unpublished Doctoral Thesis. University Of Adelaide, Australia.
- Wulandari, R.A., Lestari, R.E., Utami, S.L. 2019. The Effectiveness of Webtoon for EFL Student in Mastering Vocabulary. *Proceeding of 1st Conference of English Language and Literature*.
- Yin, R. 2003. *Case Study Research: Design and Methods (3rd Edition)*. California: Thousands Oaks.