The Effect of Reading Logs on Students' Reading Comprehension Performance at SMPN 3 Timpah

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Abstract

Reading logs are a promising tool for improving reading comprehension by fostering engagement, reflection, and metacognitive skills. This research investigates the effect of reading logs on students' reading comprehension performance and their perceptions of its use at SMPN 3 Timpah during the 2024/2025 academic year. Focusing on rural education, it explores how reading logs support comprehension of narrative, descriptive, and procedural texts, aiming to enhance performance scores. A quantitative one-group pretest-posttest design was employed, using pretests and posttests to measure comprehension and a Likert-scale questionnaire for secondary data. The study involved 55 students from grades 7, 8, and 9. Data analysis included paired sample t-tests for performance and descriptive statistics for opinions. Results indicated significant improvement in comprehension, with p-values of 0.000 across all grades. Average scores rose from 47.1 to 62.9 in grade 7, 61.3 to 75.1 in grade 8, and 62.2 to 75.6 in grade 9. Students credited reading logs for helping identify key concepts, expand vocabulary, and enhance summarization and analysis skills. Favorable questionnaire responses highlighted the tool's user-friendly, organized nature and its ability to boost motivation, engagement, and critical thinking. This study underscores reading logs' potential as an effective EFL instructional strategy.

Keywords: Reading Logs; Reading Comprehension Performance; Reading Skill Development

INTRODUCTION

The increasing demand for effective English language learning, particularly in reading comprehension skills, educators are seeking innovative tools to support students' engagement and understanding. Reading logs have emerged as a valuable tool to address these challenges by encouraging active engagement and fostering metacognitive skills essential for understanding complex material. It is well acknowledged that using reading logs, sometimes referred to as reading logbooks, may improve students' engagement with reading materials and help them develop a deeper comprehension of texts. By facilitating students to record their ideas and learning, reading logs help them develop strategies for text analysis, comprehension, and vocabulary acquisition (Dorn and Soffos, 2005). Students are encouraged to write thoughts, summaries, questions, and predictions on the books they read in reading logs, which are frequently utilized in literacy instruction. This method encourages students to engage with the information more thoroughly, which improves understanding. This enhances their overall reading comprehension skills (Farris, *et al.,* 2004). Students can summarize information, note important facts, and consider how they comprehend it by keeping a reading log or reading journal. Reading logs support students in developing metacognitive abilities, such as the capacity to self-monitor comprehension and form a habit of attentive text engagement, by promoting periodic entries (Gunning, 2014). A comparable technique called reflective journaling has been demonstrated to help students become more metacognitive and strategic readers (Chinpakdee, 2022).

Numerous studies have demonstrated the beneficial effects of reading logs on students' reading comprehension in EFL (English as a Foreign Language) situations. For instance, research conducted in Japan by Yamashita (2013) discovered that frequent participation in lengthy reading activities through the use of reading logs helped EFL students enhance their reading comprehension. Additionally, students who utilized reading logs improved their capacity to acquire and retain textual information by developing declarative and procedural understanding of reading methods (Artelt and Schneider, 2015). This was supported by Chen and Lee (2015) in Taiwan, who found that reading logs helped students improve their comprehension abilities by encouraging them to summarize and think critically about readings. Karakas (2017) noted that reading diaries provide a methodical way to help middle school pupils in Turkey with their vocabulary development and comprehension. According to research done with ninth-grade students in India, students' comprehension skills were much enhanced when they used reflective journals in addition to peer-collaborative reading. Students' reading comprehension abilities were supported by reflective activities that prompted them to assess their reading strategies critically and allowed them to incorporate these strategies more independently. In Indonesia, research on reading logs has similarly highlighted their potential benefits for reading comprehension among EFL students. Studies have shown that incorporating reading logs into the learning process can help Indonesian students engage more deeply with texts and develop important reading skills. A study by Furqon (2013) at the Indonesia University of Education examined the correlation between students' vocabulary mastery and reading comprehension, revealing a strong link between the two. His findings suggest that strategies enhancing vocabulary mastery, such as reading logs, could positively influence students' overall comprehension. Further supporting these findings, Mehniharti et al. (2014) examined the use of reading journals for understanding textbooks. While the effect was modest, students reported that writing journals helped them grasp the main ideas of academic texts, particularly in science. Additionally, Padmadewi and Merlyna (2014) demonstrated that reading logs encouraged daily reading habits and critical thinking among language students, with significant gains in academic performance. Together, these studies underscore reading logs as a valuable tool for enhancing comprehension and engagement. Another study by Sari and Anggraeni (2018), comparing students who utilized reading logs to those who did not, the researchers found that the former were more adept at understanding texts and remembering language. These results provide evidence to the notion that reading logs could strengthen students' overall reading ability by functioning as a link between vocabulary acquisition and text comprehension. Istiqlal *et al*. (2021) found that reading logs used with webtoon-based reading helped high school students expand their vocabulary and better express their understanding. Kalsum et al. (2022) observed that reading logs in an Islamic boarding school fostered critical thinking and enjoyment of reading, while Rahmawati (2019) noted that tracking reading progress improved students' essay-writing skills in academic contexts. Students who regularly utilized reading logs showed significant improvements in recognizing primary concepts and important details, according to a study by Putra (2020) that examined the effects of reading logs on high school students in an urban context. In line with global research on the use of extended reading practices to improve comprehension abilities, this study demonstrated how reading logs can help students' understanding by promoting thoughtful interaction with texts.

The majority of study has concentrated on urban educational institutions where resources and access to English-language materials may be more easily accessible, despite the fact that these studies show how effective reading logs are at enhancing reading comprehension among Indonesian students, a significant gap is revealed by the lack of studies on reading logs in remote schools in Indonesia. Limited resources and students' varied levels of language experience are two issues that frequently affect English instruction in rural Indonesian schools (Pratiwi and

Wulandari, 2019). In order to fill the gap in the literature on EFL reading strategies in underprivileged areas, the current research purpose is to find out the effect of using reading logs on middle school students' reading comprehension skill in a rural Indonesian context.

Building on previous studies, this research aims to find out the effect of using reading logs on reading comprehension performance among middle school students at SMPN 3 Timpah. In the context of the Indonesian curriculum and its genre-based approach, reading comprehension is a critical skill, especially as students encounter various text types such as descriptive, recount, procedural, narrative, and informational texts. These genres are foundational for developing the students' understanding, as comprehension skills are frequently tested in school examinations through multiple-choice reading tests. Mastering these text types not only aligns with the curriculum's objectives but also equips students with the ability to analyze and interpret various forms of information—a skill essential for academic success and lifelong learning.

While reading logs are known to improve reading comprehension, it is just as crucial to look into how students view this tool in order to optimize its advantages and to support the primary result. According to research by Salsabila *et al* (2021), positive impressions were associated with increased comprehension and participation in class. Similarly, Cosentino (2017) found that reading logs and other incentive techniques greatly improve students' self-efficacy and reading performance in general. According to Robinson and Hullinger (2019), regular usage of reading logs in online EFL classes increased student engagement and happiness, which in turn improved academic results. However, Gelan *et al* (2020) found that some students view reading logs as an additional load, especially in rural EFL settings, suggesting that its introduction needs to be done carefully. According to these findings, there is a knowledge gap on how SMPN 3 Timpah students view the use of reading logs in their reading activities. Thus, the students' opinion is necessary to ensure that reading logs are successfully included into their learning process.

METHOD

As objective of this research is to find out the effect of reading logs on students' reading comprehension performance, one group pretest - post-test design will be used in this research. The step for conducting the research can be summarized as follow: first, giving the pretest for the students and evaluating the results of the pretest. Second is conducting reading logs treatment to the students. Third, administering post-test to the students and evaluating the results to find out the effect of the treatment. Last, to know whether reading logs give an effect on reading comprehension and vocabulary development of the students, the result of the pretest and post-test should be compared. Also, questionnaires were administered in this research as a secondary instrument to support the data from the test. This study involved students from SMPN 3 Timpah — Grades 7, 8, and 9 — with respective class sizes of 18, 18, and 19. To enable appropriate interpretation based on each grade level, these groups were considered independent groups in the analysis, as each grade represents a different stage of cognitive and language development (Santrock, 2008). To effectively enhance students' reading comprehension performance using reading logs, a structured treatment procedure was designed, focusing on daily reading activities. This treatment aimed to foster consistent reading habits, improve comprehension skills, and enhance vocabulary development by engaging students in a structured daily reading activity before the start of classes. The treatment spanned a total of two weeks, during which students participated in four reading sessions each week, totaling eight sessions overall. Each morning, before classes began, students engaged in a short, focused reading session designed to foster their reading habits. Immediately following each reading session, students completed a reading log entry that reflected on the day's text. At the end of each session, the instructor collected and reviewed the completed logs to monitor individual progress.

To kick off the procedure, the instructor introduced the daily reading log activity, emphasizing its purpose in strengthening comprehension, analytical thinking, and vocabulary through consistent and structured reading. Detailed instructions were provided on how to complete the daily reading log, which included responding to comprehension questions and adding new vocabulary words. To ensure students understood the expectations, the instructor modeled an example entry, demonstrating the kind of responses that were required. During the daily reading activity, students were given a short text to read each morning. These texts were carefully selected to align with students' reading levels and curriculum needs and were designed to be completed within a brief time frame. The reading was conducted independently, allowing students to concentrate on comprehension and critical thinking. Once the reading session concluded, students immediately completed their reading log entry for the day. In each entry, they recorded the date, time, and duration of their reading session, answered reflection questions—such as identifying the main idea, noting key details, expressing their opinion on the text, and summarizing the content using the who, what, when, where, and why framework—and added any new or challenging vocabulary words to their "Personal Dictionary." For each new word, students provided an Indonesian translation, noted its contextual meaning, and created a sentence using that word. At the end of each session, the instructor collected the completed reading logs for review. A brief examination of each log enabled the instructor to monitor student engagement, comprehension, and vocabulary progress, providing feedback as necessary. Finally, to assess the effectiveness of the treatment, pretest and posttest assessments on reading comprehension were conducted to measure students' improvement over the two-week period. The daily logs served as a continuous record of student engagement and individual development across all reading sessions, providing valuable insights into their progress and the impact of the reading activities. Proving the hypothesis statistically by following some procedures in analysing the data. The first was finding out the results of the Normality Test, since the data confirmed a normal distribution, the Paired Sample T-test was used for the hypothesis testing. Pretest and posttest results, however, were compared independently for every grade group in the data analysis; that is, comparisons between the pretest and posttest were conducted within each class (Grades 7, 8, and 9). After that, statistical testing was done to find any significant differences within each group. According to Creswell (2012), this method uses an educational experimental design that enables the identification of particular gains based on developmental differences between levels. To assess students' opinions of using reading logs on reading comprehension performance, information was gathered using a questionnaire in addition to pretest and posttest results. The student sample for the questionnaire was split into two groups: one for the primary test and another for evaluating the validity and reliability of the questionnaire in order to guarantee the instrument's validity and reliability (Cohen, Manion, & Morrison, 2007). Each grade group was divided in half, with the other half being used to complete the main study questionnaire and the other half being used for validity and reliability testing. By ensuring that the questionnaire data accurately reflects students' opinions of the used teaching strategy, this methodology is anticipated to increase the dependability of the research findings. The data collected from the questionnaire was analysed in Microsoft Excel to produce the final results. This process includes several steps. First, the scores was organized to create a frequency distribution and percentage for each item on the scale, reflecting how students responded with "strongly agree," "agree," "neutral," "disagree," and "strongly disagree."

RESULTS AND DISCUSSION

Results

All data for this research were gathered from the sample and population to determine whether reading logs significantly impacted students' reading comprehension performance. For the 7th-grade students, the pretest scores revealed an average of 47.1, which increased to 62.9 in the posttest. The lowest score improved from 28 in the pretest to 44 in the posttest, while the highest score rose from 64 to 84. In the 8th grade, the average pretest score was 61.3, which increased to 75.1 after the intervention. The lowest score improved from 36 in the pretest to 60 in the posttest, while the highest score showed an increase from 80 to 92. Similarly, the 9th-grade students demonstrated significant progress, with an average score rising from 62.2 in the pretest to 75.6 in the posttest. The lowest score increased from 48 to 64, and the highest score improved from 74 to 88. These findings highlight consistent improvements across all grade levels, with notable increases in both average and individual scores. The data strongly suggest that the use of reading logs positively influenced students' reading comprehension, fostering measurable academic growth. The Shapiro-Wilk test was conducted to determine the normality of the data by analyzing the Shapiro-Wilk statistic (W) and its corresponding p-value. A p-value greater than 0.05 indicates that the data follows a normal distribution, while a p-value of 0.05 or less suggests the data is not normally distributed (Field, A., 2018). In this study, the p-values for all test scores exceeded 0.05, confirming that the data followed a normal distribution. Specifically, the pretest and posttest scores for 7th-grade students had p-values of 0.375 and 0.674, respectively. For 8th-grade students, the pretest p-value was 0.601, and the posttest p-value was 0.449. Similarly, for 9th-grade students, the pretest p-value was 0.095, and the posttest p-value was 0.118. These results validated the use of parametric tests for statistical analysis. Based on the normality results, a paired sample t-test was employed to analyze the pretest and posttest scores. This test, suitable for comparing the means of two related groups, assesses whether the differences are statistically significant. The analysis revealed that the p-values for all grades were 0.000, which is less than the threshold of 0.05. This indicates a significant difference between pretest and posttest scores, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (Ha). These findings demonstrate a meaningful improvement in students' reading comprehension performance, suggesting that the intervention had a significant positive impact on their abilities.

Questionnaire was used as a secondary instrument to support the data from the pretest and posttest. The kind of questionnaire used was Likert-scale questionnaire which consisted of 20 questions. The questions were written in *Bahasa Indonesia*, so the students can answer it easily and clearly. Each item was rated on a five- point Likert scale: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The questionnaire was distributed to 27 students via paper-based test at SMPN 3 Timpah. The detailed results are presented in the following table.

Table 1. Questionnaire Rsult

No.	Statements	SD	D	N	A	SA	Total
1	Using the reading log helps me understand the main ideas of the text. *(Penggunaan reading log membantu saya memahami ide utama dari teks yang saya baca)*	1 4%	0 0%	2 7%	10 37%	14 52%	27 100%
2	The reading log helps me identify new vocabulary and its meaning in context. *(Reading log membantu saya mengidentifikasi kosakata baru dan memahami artinya dalam konteks)*	0 0%	1 4%	1 4%	12 44%	13 48%	27 100%

No	Statement						
3	I find the reading log useful for summarizing the text. *(Saya merasa reading log bermanfaat untuk meringkas teks yang saya baca)*	1 4%	1 4%	5 18%	9 33%	11 41%	27 100%
4	Completing the reading log improves my ability to analyze the text's content. *(Menyelesaikan reading log meningkatkan kemampuan saya untuk menganalisis isi teks)*	0 0%	1 4%	4 15%	10 37%	12 44%	27 100%
5	The reading log makes reading activities more engaging.*(Reading log membuat kegiatan membaca menjadi lebih menarik)*	0 0%	2 7%	3 11%	10 37%	12 44%	27 100%
6	I feel more motivated to complete reading assignments when using the reading log. *(Saya merasa lebih termotivasi untuk menyelesaikan tugas membaca ketika menggunakan reading log)*	0 0%	2 7%	2 7%	9 33%	14 52%	27 100%
7	Filling out the reading log encourages me to read more outside of class. *(Mengisi reading log mendorong saya untuk lebih sering membaca di luar kelas)*	0 0%	0 0%	3 11%	10 37%	14 52%	27 100%
8	I enjoy using the reading log as part of my reading activities. *(Saya menikmati menggunakan reading log sebagai bagian dari kegiatan membaca)*	0 0%	3 11%	2 7%	8 30%	14 52%	27 100%
9	The reading log helps me remember the details of the texts I read. *(Reading log membantu saya mengingat detail dari teks yang saya baca)*	1 4%	2 7%	2 7%	10 37%	12 52%	27 100%
10	Using the reading log improves my ability to answer comprehension questions *(Menggunakan reading log meningkatkan kemampuan saya untuk menjawab pertanyaan pemahaman bacaan)*	0 0%	1 4%	2 7%	9 33%	15 56%	27 100%
11	The reading log helps me make connections between different parts of the text. *(Reading log membantu saya membuat hubungan antara bagian-bagian teks yang berbeda)*	1 4%	1 4%	1 4%	8 30%	16 59%	27 100%
12	I feel more confident in my reading comprehension skills when I use the reading log *(Saya merasa lebih percaya diri dengan kemampuan pemahaman bacaan saya saat menggunakan reading log)*	0 0%	0 0%	4 15%	7 26%	16 59%	27 100%

13	The reading log is easy to use and fill out. *(Reading log mudah digunakan dan diisi)*	1 4%	2 7%	2 7%	8 30%	14 52%	27 100%
14	The instructions for using the reading log are clear and easy to follow. *(Instruksi untuk menggunakan reading log jelas dan mudah diikuti)*	0 0%	3 11%	2 7%	8 30%	14 52%	27 100%
15	It is convenient to record my thoughts and responses in the reading log. *(Reading log memudahkan saya untuk mencatat pemikiran dan respons saya terhadap bacaan)*	1 4%	2 7%	2 7%	10 37%	12 44%	27 100%
16	The reading log format is well-organized and straightforward. *(Format reading log terorganisir dengan baik dan sederhana.)*	0 0%	1 4%	1 4%	12 44%	13 48%	27 100%
17	Using the reading log has improved my overall reading comprehension skills. *(Penggunaan reading log telah meningkatkan kemampuan pemahaman bacaan saya secara keseluruhan)*	1 4%	1 4%	4 15%	9 33%	12 44%	27 100%
18	The reading log helps me better understand different types of texts (e.g., narrative, informational). *(Reading log membantu saya lebih memahami berbagai jenis teks (misalnya, teks naratif, teks informasi))*	0 0%	0 0%	3 11%	10 37%	14 52%	27 100%
19	The reading log has helped me develop a habit of reading regularly. *(Reading log membantu saya mengembangkan kebiasaan membaca secara teratur.)*	1 4%	2 7%	2 7%	9 33%	13 48%	27 100%
20	I would recommend using reading logs to other students to improve their reading skills. *(Saya akan merekomendasikan penggunaan reading log kepada siswa lain untuk meningkatkan keterampilan membaca mereka)*	1 4%	0 0%	3 11%	8 30%	15 56%	27 100%

Discussion

The finding of the research interpreted that the alternative hypothesis stating that there is an effect of reading logs on students' reading comprehension performance at SMPN 3 Timpah, in academic year 2024/2025 is accepted and the null hypothesis stating there is no effect of reading logs on students' reading comprehension performance at SMPN 3 Timpah, in academic year 2024/2025 is rejected. By integrating pretest and posttest data with insights from questionnaires, the study provides a comprehensive perspective on the effectiveness of reading logs and the students' perceptions of this instructional strategy. This analysis connects these findings to relevant theories and previous research. According to Woolley (2011), reading comprehension is the process by which the reader and the text interact to create meaning from the text. By encouraging metacognitive skills like summarizing, questioning, and reflecting, reading logs help to facilitate this interaction (Winiharti et al., 2014). The observed increases

in posttest scores demonstrate how reading logs enable students to interact meaningfully with texts, which is in line with Gunning's (2014) results that reflective journaling facilitates understanding and self-monitoring. The pretest and posttest scores across the 7th, 8th, and 9th grades showed a notable improvement in reading comprehension performance after the using of reading logs. Specifically, the 7th-grade average score increased from 47.1 in the pretest to 62.9 in the posttest, while the 8th-grade average rose from 61.3 in the pretest to 75.1 in the posttest. Similarly, the 9th-grade average improved from 62.2 in the pretest to 75.6 in the posttest. The substantial improvement in posttest scores reflects the students' enhanced ability to process and extract meaning from texts, consistent with Snowling's (2009) view of comprehension as a dynamic interaction involving the reader, the text, and the context.

The paired sample t-test results (p = 0.000) across all grades confirm the statistical significance of these improvements, supporting the alternative hypothesis (Ha) that reading logs positively affect students' reading comprehension performance. These findings align with previous studies, such as Yamashita (2013) and Chen and Lee (2015), which emphasize that sustained engagement with reading logs enhances comprehension and critical thinking. Additionally, studies like Istiqlal et al. (2021) affirm that reflective tools such as reading logs assist in vocabulary development, as observed in this study's results.

The research highlights the relevance of reading logs in rural settings, such as SMPN 3 Timpah, where resources are limited. The findings align with Pratiwi and Wulandari (2019), who noted that rural schools often face challenges like restricted access to educational materials. Reading logs offer a low-cost, effective strategy to bridge this gap by fostering self-regulated learning and regular engagement with texts. The statistically significant outcomes highlight the value of incorporating reading logs into instructional strategies, particularly in rural educational settings. Pratiwi and Wulandari (2019) noted the limitations of resources in such contexts, and reading logs provide a cost-effective solution. The logs' ability to enhance comprehension, vocabulary, and critical thinking makes them an essential tool for improving literacy outcomes, as demonstrated by the significant differences between pretest and posttest scores.

The results of the Likert-scale questionnaire show that students' opinions are generally favorable. After using reading logs, 85% of students reported feeling more secure in their ability to comprehend texts, and 89% of students agreed or strongly agreed that reading logs made reading activities more enjoyable. Additionally, 93% of respondents said that reading logs were useful for summarizing texts and highlighting key concepts. The results of research like Robinson and Hullinger (2019) and Cosentino (2017), which highlight how reading logs increase motivation, engagement, and self-efficacy, are supported by these findings. Yet, only 4–11% of students thought reading logs were difficult or demanding, which is consistent with Gelan et al. (2020), who discovered that certain rural students see these assignments as an extra responsibility. This implies that careful implementation is required to strike a balance between perceived effort and benefits.

Students' questionnaire responses reveal that reading logs helped them identify new vocabulary and understand it in context. This outcome supports the theories of Schatz and Baldwin (1986), who argued that contextual learning enhances vocabulary acquisition. According to the research, reading logs are a useful tool for enhancing comprehension through systematic, introspective exercises. According to Schatz and Baldwin (1986) and Grellet (1999), teachers should incorporate reading logs with guided instruction, emphasizing context clues and summary strategies. Reading logs also improve motivation and critical thinking in addition to comprehension. This is consistent with research by Salsabila et al. (2021) and Karakas (2017), which demonstrates that reflective practices promote deeper engagement. By using varied and relatable reading materials to maintain attention, teachers can further improve these results. Teachers should give clear, clear directions, offer assistance and feedback during the initial

implementation period, and slowly raise the difficulty of assignments to enhance comprehension in order to reduce the feeling that reading logs are demanding.

The questionnaire responses reveal that students felt more engaged and motivated when using reading logs, with 85% indicating that it encouraged them to complete reading assignments and 89% reporting increased frequency of reading outside class. These findings reflect the motivational impact of reading logs identified by Salsabila et al. (2021), who noted that such tools foster a sense of ownership and accountability in students, leading to enhanced participation in reading activities.

Moreover, the enjoyment reported by students (e.g., item 8, where 82% of students expressed that they enjoyed using reading logs) mirrors Robinson and Hullinger's (2019) findings on the relationship between learner satisfaction and academic performance. This connection suggests that the intrinsic enjoyment of reading logs may act as a catalyst for deeper engagement and better outcomes.

The questionnaire results revealed key insights into students' opinion of using reading logs to enhance their reading skills. Most students found the reading logs motivational, with 52% strongly agreeing and 33% agreeing that the logs encouraged them to complete reading assignments. Similarly, 52% strongly agreed and 37% agreed that filling out the logs motivated them to read more outside of class. These findings suggest that the reading log successfully promotes independent reading and engagement, although incorporating additional features like goal-setting sections or extracurricular prompts could further reinforce these habits.

Major improvements in test scores along with positive student feedback from the current research confirm that the significance of reading logs in improving students' reading comprehension abilities. Reading logs are a useful tool for dealing with the difficulties of rural education, encouraging participation, and improving critical literacy skills since they connect theoretical information with real-world application. Future studies could examine long-term effects and methods to maximize the use of reading logs in various educational settings. Thus, this research contributes significantly to supporting the effectiveness of reading logs on students' reading comprehension performance at SMPN 3 Timpah academic year 2024/2025.

CONCLUSION

Based on the results and discussions, this research concludes that the reading logs has a significant positive effect on the reading comprehension performance of students at SMPN 3 Timpah. This is evidenced by the statistical testing, which revealed p-values below 0.05, indicating a meaningful improvement in students' mean scores across pretests and posttests. Additionally, the findings from the questionnaire highlight the students' favorable perceptions of reading logs as an effective tool for enhancing their reading comprehension performance.

Students appreciate how reading logs encourage them to engage actively with texts, reflect on their understanding, and expand their vocabulary. The structured format of the reading logs, including components such as main idea identification, text summaries, and vocabulary tracking, facilitates better comprehension and analytical thinking. Moreover, the daily use of reading logs fosters consistent reading habits, contributing significantly to students' academic growth in reading. The positive responses from students reflect the tool's ability to not only support their learning but also enhance their motivation and confidence in tackling reading tasks. While most students reported positive experiences with reading logs, individual factors such as prior reading ability, personal preferences, and the availability of suitable reading materials influenced the extent of the tool's impact. These variations suggest that while reading logs are broadly effective, their success may depend on how well they are tailored to individual needs and contexts.

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