

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Digital Reading Logs

Digital reading log is a digital platform to track students reading activities, it allows students to keep a written record of information of their reading results, reflect on them, and also analyze them in a structured and interactive way. Digital reading log is considered a cognitive tool that aims to facilitate students in the process of reflection and processing information from their reading material as the primary space where students initially record and contemplate their reactions to the text (Salsabila et al., 2021). Unlike traditional reading logs that are still conducted manually with paper-based and handwriting, digital reading logs are integrated with digital media to accommodate students' learning process more effectively and efficiently.

In this extensive reading course, the implementation of digital reading logs has been integrated through an online platform in the form of a blog that functions as an interactive media. According to Fatimah et al. (2020) blogs provide a space for interaction and collaboration, and also allows users to publish information chronologically and connect to the internet. Moreover, blog is very different from traditional tools, it has many insights providing the opportunity to get feedback and encouraging the students to be creative with the content of their blog (Fatimah, 2019). In addition, blogs also contribute to a more engaging and personalized reading experience. Apart from using blogs, digital reading logs can also utilize online platforms such as Notion, Google Classroom, and Padlet. Similar to blogs, Notion serves as an interactive learning platform that supports projects, collaboration, and assessment effectively. It not only supports but also enhances student engagement and participation in the learning process (Martha et al., 2024). Meanwhile, Google Classroom is a public platform that enables communication with students, uploading and downloading learning materials and assignments, and documenting learning outcomes (Widyarini, 2022). In addition, Padlet is an ideal

medium for brainstorming, project work, and discussion, which has high accessibility and flexibility (Mahmud, 2019). The utilization of this online media is believed to open up significant opportunities to enrich learning experiences, have an impact on the development of creativity, and is a form of digital literacy (Hamidah, 2021).

The implementation of digital reading logs in the context of extensive reading activities is believed to have the potential to increase student motivation, as students can monitor their progress and achievements in their digital logs. Therefore, digital reading logs provide space for personal expression because when students write their reflections they are pushed to think critically about their reading results, that way students feel more engaged in the learning process and also have the freedom to explore their reading interests (Dincer, 2020). In addition, they are also encouraged to read a large number of topics. Then, choose based on their interests so that students are more comfortable. When students find comfort and enjoy reading, their reading motivation will increase (Permatasari et al., 2020).

2.1.2 Advantages of Digital Reading Log in Extensive Reading Course

Extensive Reading is an approach to second language reading when learners read extensively, where the students read very easy and enjoyable books to build their reading speed and fluency (Nation, 2020). Extensive Reading is part of habituation and development activities that are usually carried out outside of lessons and for the enjoyment of students. In the context of an Extensive Reading course integrating digital reading logs provides significant advantages in the language learning process, such as enabling students to track their reading progress in a structured way and also helping students to record and reflect on their reading more easily, thus encouraging active engagement in reading activities. It means the digital reading log is not limited to being a medium for daily reports of student reading results. Therefore, Mutiarani et al., (2019) added that it's a medium for deep reflection and expressing their understanding of reading material critically. In addition, Norris and Ennis (1989) as a response to their reading, reflection exercises students' judgment of the content and allows them to encourage critical thinking (as cited in Apsari, 2018). Therefore, stimulating in-depth reflection related to the

reading material, and reading logs makes a positive contribution to the overall development of literacy skills.

According to Lazarus (1999) as cited in Apsari (2018) students are encouraged to express their ideas. Through digital reading logs, aside from being an interactive tool, students can process, organize, and articulate their views in greater depth. Thus, through the understanding and effective application of reading logs, the extensive reading course can become an enriching learning environment that promotes students' critical and literacy development.

2.1.3 Students' Perception

Perception is each individual's grasp of knowledge based on their knowledge or experience, which is influenced by several factors and then leads to positive or negative reactions (Nur Lindawati et al., 2022). Thus, perception is an essential key in human understanding of the world around them and plays an important role in shaping individuals' responses and behaviors towards their environment. In addition, (Dwinata, 2017) perception is the process by which we acquire knowledge through our senses by seeing, hearing, touching, smelling, and tasting the world around us. However, our sensory perception is not always accurate as it can be influenced by various factors. Nonetheless, we can still build correct beliefs about something based on these sense perceptions.

Therefore, according to Singh et al., (2023) stated that students' perceptions are how they understand and assess learning experiences based on five key domains: learning, teaching, classroom atmosphere, self-perception, and social interaction. These perceptions influence students' attitudes and learning outcomes and provide insights for educators to improve the quality of teaching and the learning environment. Student perception research is conducted to gain insight into students' attitudes, preferences, and challenges to help schools improve their learning process. In this study, students' perceptions refer to students' understanding or interpretation of the digital reading notes they have experienced in the Extensive Reading course.

In this study, students' perceptions were sought based on students' beliefs or opinions, feelings, and knowledge (Patton, 2002). A student's knowledge refers

to the result of experience or study, the state of being familiar and knowledgeable with something or being aware of its existence. Meanwhile, belief or opinion is a mental acceptance or conviction of the truth or reality of their behavior and experience. Furthermore, feelings are impressions of physical events that are closely correlated with emotions, based on students' experiences during learning.

In other words, perception is a process of acquiring certain information based on a person's subjective experience of beliefs and perspectives and interpreting them. Thus, it can be concluded that knowing students' perspectives based on their knowledge, beliefs or opinions, and feelings related to the use of digital reading logs is essential because it can be the key to successful learning using digital reading logs. Additionally, Schunk and Meece (2012) found, that students' perceptions of classroom tasks are very important (as cited in Laka, 2020).

2.2 Study of Relevant Research

Many studies have investigated the use of reading logs for extensive reading activity. Gabriella and Diptoadi (2019) on their research of extensive reading activities with the use of reading logs, stated that the use of reading logs can significantly improve students' understanding of reading because after reading, students are required to reflect on the contents of their reading.

Meanwhile Kalsum et al. (2023) in their study mentioned that the use of reading logs has an important role in improving students' literacy and critical thinking skills. They become more understanding of what they read and are also motivated and interested in reading more because they have the freedom to choose reading materials according to their interests and abilities.

Moreover, Dincer (2020) on his research added that in addition to improving comprehension, the use of reading logs also contributes to the development of other language skills, as it encourages students to continue exploring a variety of diverse reading sources. In addition, reading logs are also believed to have characteristics that support the success of extensive reading practices.