THE PERCEPTION OF STUDENTS ON THE USE OF JOURNAL WRITING IN WRITING IV COURSE TAUGHT AT THE ENGLISH EDUCATION STUDY PROGRAM

A THESIS

In Partial Fulfillment of the Requirements for Sarjana Pendidikan Degree
In English Language Teaching

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# TABLE OF CONTENTS

- APPROVAL SHEET (1) ........................................................................................................ iii
- APPROVAL SHEET (2) ....................................................................................................... v
- ACKNOWLEDGEMENTS .................................................................................................... vi
- TABLE OF CONTENTS ...................................................................................................... viii
- LIST OF TABLES ............................................................................................................... xii
- LIST OF APPENDICES ..................................................................................................... xiii
- ABSTRACT ....................................................................................................................... xiv

## Chapter I: Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3</td>
<td>Objective of the Study</td>
<td>3</td>
</tr>
<tr>
<td>1.4</td>
<td>Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.5</td>
<td>Theoretical Framework</td>
<td>4</td>
</tr>
<tr>
<td>1.6</td>
<td>Scope and Limitation of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.7</td>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>1.8</td>
<td>Definition of Key Terms</td>
<td>6</td>
</tr>
</tbody>
</table>

## Chapter II: Review of Related Literature

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Journal Writing</td>
<td>8</td>
</tr>
<tr>
<td>2.1.1</td>
<td>The Definition of Journal Writing</td>
<td>9</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Types of Journal</td>
<td>10</td>
</tr>
<tr>
<td>2.1.3</td>
<td>The Advantages of Journal Writing</td>
<td>12</td>
</tr>
<tr>
<td>2.1.4</td>
<td>Journal Writing Process</td>
<td>14</td>
</tr>
<tr>
<td>2.2</td>
<td>Writing IV Course at the English Education Study Program, Widya Mandala Catholic University Surabaya</td>
<td>16</td>
</tr>
<tr>
<td>2.2.1</td>
<td>The Syllabus of Writing IV</td>
<td>16</td>
</tr>
</tbody>
</table>
2.2.2 Journal Writing in Writing IV ................................................. 18
2.3 Perception .............................................................................. 19
2.4 Review of Previous Related Studies ......................................... 20

Chapter III: Research Methodology ........................................... 23
3.1 Research Design ....................................................................... 23
3.2 Respondents ............................................................................ 25
3.3 Research Data ........................................................................... 25
3.4 Research Instrument .................................................................. 25
   3.4.1 Questionnaire ................................................................. 25
   3.4.2 Interview ........................................................................ 28
3.5 Procedure of Data Collection .................................................. 28
3.6 Data Analysis Technique ......................................................... 29

Chapter IV: Findings and Discussion ......................................... 30
4.1 Findings ..................................................................................... 31
   4.1.1 Close-Ended Questions ....................................................... 31
      4.1.1.1 Details of Questionnaire Findings ................................. 32
         4.1.1.1.1 Students’ Perception of the Syllabus of
                     Writing IV Regarding Journal Writing ................. 32
         4.1.1.1.2 Students’ Perception on Their Interest
                     in Writing Journal ............................................... 34
         4.1.1.1.3 Students’ Perception on the Implementation of
                     Journal Writing ................................................ 37
         4.1.1.1.4 Students’ Perception on the Roles of Journal
                     Writing in Improving Writing .............................. 43
         4.1.1.1.5 Students’ Perception on the Roles of Journal
                     Writing in Self-Reflection .................................. 47
4.1.1.6 Students’ Perception on the Roles of Journal Writing in the Relationship between Lecturers and Students .................................................. 52

4.1.1.7 Students’ Perception in the Feedback of the Lecturers in Journal Writing ......................... 58

4.1.1.8 Students’ Perception on the Problems They Faced when Writing Journals ........................... 62

4.1.1.2 Summary of the Questionnaire Analysis
(Close-Ended Questions) .................................................. 65

4.1.2 Results of the Questionnaire Analysis (Open-Ended Questions) .................................. 68

4.2 Discussion ........................................................................................................................................ 72

4.2.1 The Students’ Perceptions on the Syllabus of Writing IV Regarding Journal Writing ........................................................................................................ 76

4.2.2 Students’ Perceptions on Their Interest when Writing Journals .................................................. 77

4.2.3 Students’ Perceptions on the Implementation of Journal Writing .............................................. 82

4.2.4 Students’ Perceptions on the Role of Journal Writing in Improving Students’ Writing ........................................................................................................ 80

4.2.5 Students’ Perceptions on the Role of Journal Writing in Self-Reflection ........................................ 82

4.2.6 Students’ Perceptions on the Relationship between Lecturers and Student ........................................ 83

4.2.7 Students’ Perceptions on the Lecturers’ Feedbacks in Journal Writing ..................................... 86

4.2.8 Students’ Perceptions on the Problems Faced when Writing Journals ........................................ 87

Chapter V: Conclusion and Suggestions .................................................................................. 90

5.1 Conclusion ........................................................................................................................................ 90

5.2 Suggestions ....................................................................................................................................... 92
5.2.1 For English Education Study Program ............................................. 92
5.2.2 For the Lecturers ............................................................................. 92
5.2.3 For the Students of Writing Class ..................................................... 93
5.2.3 For Future Studies............................................................................ 93

REFERENCES ........................................................................................ 94
APPENDICES ......................................................................................... 98
LIST OF TABLES

Table 1 The Summary of Students’ Perception on the Syllabus of Writing IV about Journal Writing ............................ 33
Table 2 The Summary of Students’ Perceptions on Their Interest in Writing Journal ................................................................. 36
Table 3 The Summary of Students’ Perception on the Implementation of Journal Writing .......................................................... 42
Table 4 The Summary of Students’ Perception on the Role of Journal Writing in Improving Writing ................................. 47
Table 5 The Summary of Students’ Perception on the Role of Journal Writing in Self-Reflection ................................. 51
Table 6 The Summary of Students’ Perception in the Relationship between Lecturers and Students ................................. 57
Table 7 The Summary of Students’ Perception in the Feedback of the Lecturers in Journal Writing ................................. 62
Table 8 The Summary of Students’ Perception on the Problems They Faced when Writing Journals ................................. 65
Table 9 The Average of Students’ Perceptions on the Use of Journal Writing in General ................................................................. 66
Table 10 Students’ Perceptions on the Use of Journal Writing in General ........................................................................................................ 67
LIST OF APPENDICES

Research Questionnaire .......................................................... 98
The Table to Check Validity of the Questionnaire ...................... 105
Interview Transcript ................................................................... 113
ABSTRACT
Santoso, M., M. 2018. The Perception of Students on the Use of Journal Writing in Writing IV Course Taught at the English Education Study Program
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Writing skill is needed almost in every aspect of everyone’s life. Therefore, every person is demanded to master this skill, especially the students learning English as a second language. Journal writing happens to be one of the suitable techniques to enhance writing skills. At the English Education Study Program, Widya Mandala Catholic University Surabaya, journal writing is applied in Writing IV course because it offers some benefits. Journal writing enhances personal growth and development because it allows for freedom of expression, stimulating mental development, enhancing breakthroughs in terms of new insights, and even planting seeds of ambition in terms of future study or research. It also gives the students an opportunity to write freely about what they know and to develop the skills of writing at their own pace. In addition, the relationship between the teacher and the students not only becomes stronger but it also encourages some students to talk about their shortcomings in their writing skill and let the teacher know what the students feel about their writing. However, it was interesting to find out whether the application of journal writing in Writing IV supports the students to perceive the benefits that journal writing may offer. Therefore, the researcher conducted this study to find out the students’ perceptions on the use of journal writing in Writing IV. The participants of the study were 23 students in two classes taking Writing IV course at the English Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya at the academic year of 2016/2017. The data were collected using questionnaire. The finding of the study showed that overall the students had positive perceptions in regard with the clarity of the syllabus of Writing IV, especially concerning the syllabus of Writing IV regarding journal writing, the implementation of journal writing, the feedback given by the lecturers regarding the students’ journals, the role of journal writing in self-reflection, the role of journal writing in improving writing skill, the students’ interest of writing journals, the role of journal writing in the relationship between the lecturers and the students, the problem faced when writing journals. However, most students had problems during writing journals such as feeling lazy and getting stuck when writing journals. The implication of this study is that the application of journal writing in Writing IV course needs to be continued but some matters need to be improved such as how to make the students more active in writing journals and making the students learn more from the lecturers’ feedbacks.