

**ENGLISH DEPARTMENT STUDENTS'
PERCEPTIONS TOWARD JOURNAL WRITING
ASSIGNMENTS IN WRITING B**

A THESIS



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OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA**

(2021)

**English Department Students' Perceptions toward
Journal Writing Assignments in
Writing B**

A THESIS

As Partial Fulfilment of the Requirements for
Bachelor's Degree in English Teaching the Faculty of Teacher and
Training Education



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TABLE OF CONTENTS

The Cover (1)	I
The Cover (2)	II
APPROVAL SHEET (1).....	i
APPROVAL SHEET (2).....	ii
STATEMENT OF AUTHENTICITY	iii
APPROVAL OF THESIS PUBLICATION	iv
ACKNOWLEDGMENTS.....	v
TABLE OF CONTENTS	vii
ABSTRACT	x
CHAPTER 1 - INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Question	3
1.3 Objective of the Study	3
1.4 Theoretical Framework.....	4
1.5 Significance of the Study	4
1.6 Scope of the Study.....	4
1.7 The Assumptions	5
1.8 Definition of Key Terms.....	5
CHAPTER 2 – REVIEW OF RELATED LITERATURE	7
2.1 Theory of Writing	7
2.2 Theory of Journal Writing	8
2.2.1 Definition of Journal Writing	9
2.2.2 Types of Journal Writing.....	9
2.2.3 Advantages of Journal Writing	12
2.2.4 Disadvantages of Journal Writing.....	16
2.2.5 The Journal Writing Process.....	17
2.3 Journal Writing in Writing B	18
2.3.1 Writing B Course in English Department at Widya Mandala Catholic University.....	19
2.3.2 The Syllabus of Writing B Course.....	19
2.3.3 Journal Writing in Writing B Course.....	20

2.4 Theory of Perception	22
2.5 Previous Studies	23
CHAPTER 3.....	42
RESEARCH METHODOLOGY	42
3.1 Research Design	42
3.2 The Subjects	42
3.3 Research Data.....	42
3.4 Instrument of the Study	43
3.4.1 Questionnaire	43
3.5 The Procedure of Data Collection	45
3.6 The Procedure of Data Analysis.....	46
CHAPTER 4.....	47
FINDINGS AND DISCUSSION	47
4.1 Findings	47
4.1.1 The Students' Perceptions about the Importance of Writing Skill	47
4.1.2 The Students' Perceptions about the Syllabus of Writing B on Journal Writing Assignments	49
4.1.3 The Students' Perceptions about Their Interest to Write Journals	50
4.1.4 The Students' Perceptions about the Implementation of Journal Writing Assignments	52
4.1.5 The Students' Perceptions about the Advantages of Journal Writing Assignments in order to Improve Students' Writing Skill.....	58
4.1.6 The Students' Perceptions about the Advantages of Journal Writing Assignments in Self-Reflection	63
4.1.7 The Students' Perceptions about the Advantages of Journal Writing Assignments on the Aspect of Improving Lecturers' Relationship.....	65
4.1.8 The Students' Perceptions about the Feedback from the Lecturers to the Students in Journal Writing Assignments.....	69
4.1.9 The Students' Perceptions about the Disadvantages of Journal Writing Assignments	71
4.1.10 The Students' Comments and Suggestions about the Implementation of Journal Writing Assignments.....	73
4.2 Discussions to the Findings.....	76
4.2.1 Discussion on the Students' Perceptions about the Importance of Writing Skill	77

4.2.2 Discussion on the Students’ Perceptions about the Syllabus of Writing B on Journal Writing Assignments	79
4.2.3 Discussion on the Students’ Perceptions about Their Interest to Write Journals	80
4.2.4 Discussion on the Students’ Perceptions about the Implementation of Journal Writing Assignments	81
4.2.5 Discussion on the Students’ Perceptions about the Advantages of Journal Writing Assignments in order to Improve Students’ Writing Skill ..	85
4.2.6 Discussion on the Students’ Perceptions about the Advantages of Journal Writing Assignments in Self-Reflection.....	89
4.2.7 Discussion on the Students’ Perceptions about the Advantages of Journal Writing assignments on the Aspect of Improving Lecturers and Students’ Relationship	91
4.2.8 Discussion on the Students’ Perceptions about the Feedback from the Lecturers to the Students in Journal Writing Assignments.....	94
4.2.9 Discussion on the Students’ Perceptions about the Disadvantages of Journal Writing Assignments	96
4.2.10 Discussion on the Students’ Comments and Suggestions about the Implementation of Journal Writing Assignments.....	98
CHAPTER 5 – CONCLUSION AND SUGGESTION	102
5.1 Conclusion	102
5.2 Suggestion.....	103
5.2.1 For the Lecturers of Writing B Course.....	104
5.2.2 For the Future Writer.....	104
REFERENCES	105
APPENDICES	109

ABSTRACT

English Department Students' Perceptions toward Journal Writing Assignments in Writing B. Advisor: Dr. B. Budiyo, M.Pd.

Keywords: Writing course, Journal Writing Assignments, Students' Perceptions.

In this era, writing is one of the most important skills that English learners need to master. Many people especially students, find it difficult to upgrade their writing skills. The lecturers of the English Department in Widya Mandala Catholic University Surabaya use Journal Writing assignments to help the students improve their writing skills. Based on the mentioned case, the writer conducts this study. This study is conducted to answer a question about whether the implementation of Journal Writing assignments really can upgrade the students' writing skills or not. The writer wants to find out the students' perception of the advantages and disadvantages and their suggestion toward the Journal Writing assignments in the Writing B course. The study is categorized as a nonexperimental and qualitative study. The instrument used in this study was a questionnaire. The subjects of the study were forty-eight English Department students of the Widya Mandala Catholic University of Surabaya in the academic year of 2019/2020. The result of this study shows that most of the English Department students agree that the implementation of Journal Writing assignments in the Writing B course is already good. The students admit that by making reflective journals, their writing skills become improved; they are able to maintain their own progress; their relationship with their lecturers becomes closer since the lecturer can understand the students' difficulties

in the learning process. The writer hopes that the future writer could conduct the study deeper than the writer's study.