

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents about the conclusion (Section 5.1) and suggestions (Section 5.2) of the study about students' perception on the use of reflective journal in Writing A class.

5.1 Conclusion

The purpose of this study is to find out the perception of the English Department students on the use of reflective journal in Writing A class. Thirty (30) students who passed Writing A course in the academic year of 2019/2020 participated in this study. The participants filled out the questionnaire distributed by the researcher through Google Form. The questionnaire consisted of 14 questions. After the participants filled out the questionnaire, 9 of the participants were interviewed by the researcher to get a better understanding and to explore the research respondents' opinion.

The major findings of this study revealed that the students gave a positive perception on the use of reflective journal in Writing A course. The students agreed that the reflective journal gave them a motivation to write more because when they were asked to make reflective journal, they did it as a practice to write every week and it helped them enhance their writing skills. By writing a reflective journal, the students could reflect their progress during the writing class. They could write about what they had learnt and what difficulties that they had faced in writing class. The student could get a benefit from writing reflective journal, for instance, their vocabulary and grammar skills had improved.

The lecturer's comment and feedback in the students' reflective journal affected the students' writing performance. When the lecturer gave a positive comment in their reflective journal, the students would be satisfied and felt motivated. In addition, when

the lecturer gave a correction to the students, it would increase their writing performance.

5.2 Suggestions

The suggestions are divided into two sections. The first suggestion is for the lecturer. The second suggestion is for the further researcher.

5.2.1 For Lecturers of Writing A Course

The implementation of the course is already good. The researcher suggests that the lecturer can ask the students to write reflective journal freely without focusing on the word count because some of the students said that sometimes they got confused what to write on their reflective journal. In addition, the lecturer should give a feedback to the students after they write their journal writing because one of the students said that the feedback from the lecturer was given only in the last meeting. By giving the students comments/advice, the students can feel motivated to write more and more.

5.2.2 For Further Researchers

The researcher hopes that the next writer can extend the number of participants. The participants of this study are students in one batch, for the next writer perhaps they can investigate the study from the students for two batches.

REFERENCES

- Chandler, J. (2003). The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing. *Journal of Second Language Writing*, 12, 267–296. [https://doi.org/10.1016/S1060-3743\(03\)00038-9](https://doi.org/10.1016/S1060-3743(03)00038-9)
- Démuth, A. (2012). Perception Theories. In *Applications of Case Study Research*. https://www.academia.edu/30094149/Perception_Theories
- Emmons, J. T. (2009). *Types of Journal Content*. The ACS Guide to Scholarly Communication. <https://doi.org/10.1021/acsguide.20205>
- Farrah, M. (2012). Reflective Journal Writing as an Effective Technique in the Writing Process. *An - Najah Univ. J. Res. (Humanities)*, 26(4), 997–1025. https://journals.najah.edu/media/journals/full_texts/reflective-journal-writing-effective-technique-writing-process.pdf
- Hamidun, N. Hashim, S. H. M., Othman, N. F. (2012). Enhancing Students ' Motivation by Providing Feedback on Writing: The Case of International Students from Thailand. *International Journal of Social Science and Humanity*, 2(6), 591–594.
<https://doi.org/10.7763/IJSSH.2012.V2.179>
- Hettich, P. (1990). *Journal Writing: Old Fare or Nouvelle Cuisine?*. Retrived from: https://journals.sagepub.com/doi/10.1207/s15328023top1701_8 on February 1, 2020.
- Homstad, T., & Thorson, H. (1994). *Writing Theory and Practice in the Second Language Classroom : A Selected Annotated Bibliography* (M. Olson (ed.); Issue 8, p. 17). The Board of Regents.
- Hussein, H. A. R. A., Jamal, D. A. H. A., Sadi, I. (2020). Students ' Reflective Journals and Creative Writing in EFL. *Universal Journal of Educational Research* 7(2), 3484–3495. <https://doi.org/10.13189/ujer.2020.080823>
- Ismail, S. A. A. (2011). Exploring Students' Perceptions of ESL Writing. *English Language Teaching*, 4(2), 73. <https://doi.org/10.5539/elt.v4n2p73>
- Kabir, S. M. S. (2016). Preparing Questionnaire. In *Basic Guidelines for Research* (pp. 181–201). https://www.researchgate.net/publication/325846992_PREPARING_QUESTIONNAIRE
- Kalipa, Z. (2014). *Teaching Strategies to Improve the Writing Skills for Grade 8 and 9 Learners in English First Additional Language: A Case Study of Four High Schools in the Cradock Education District*. Unpublished thesis, University of Fort Hare.

- Khasanah, N. (2015). *Improving Students' Writing Ability of Descriptive Text through Write Pair Share Technique (A Classroom Action Research at Tenth Grade Students of SMK Muhammadiyah 1 Purwokerto in Academic Year 2014/2015)*. Unpublished thesis, Muhammadiyah University Purwokerto, Purwokerto, Indonesia
- Linse, C. T. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies.
- Mettaningrum, G., Dantes, Suarnajaya. (2013). The Effect of Journal Writing Technique and Students' Achievement Motivation Toward Writing Achievement of the Fourth Semester Students of English Education Department of Undiksha. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris 1*, 1–10.
- Salim, H., Susilawati, S., Hanif, M. (2021). Reflective writing in the pandemic period : A university students ' reflection. *Journal of Educational Technology & Online Learning*, 4(1), 56–65.
- Santoso. (2018). *The Perception of Students on the Use of Journal Writing in Writing IV Course Taught at the English Education Study Program*. Unpublished thesis, Widya Mandala Catholic University Surabaya, Surabaya, Indonesia
- Talib, R. (2014). Reflective Learning Journal: Theory and Empirical studies in EFL Classroom. *TEFLIN International Conference*, 722–725.
- Tjandra, L. (2021). *English Department Students' Perceptions toward Journal Writing Assignments in Writing B*. Unpublished thesis, Widya Mandala Catholic University Surabaya, Surabaya, Indonesia
- Wagiyo, S. (2018). *The Use of Journal Writing in Teaching English Writing*. Retrived from https://www.researchgate.net/publication/328597250_The_Use_of_Journal_Writing_in_Teaching_English_Writing on April 2, 2020
- Yolanda, G., & Al-Hafizh, M. (2014). Teaching Writing a Descriptive Text by Using Toothpick Game to Junior High School Students. *JELT*, 3(1), 52–57. <http://ejournal.unp.ac.id/index.php/jelt/article/download/4374/3432>