

**THE EFFECT OF USING REFLECTIVE JOURNAL TOWARD STUDENTS'
NARRATIVE WRITING SKILL AT THE FOURTH SEMESTER STUDENTS
OF ENGLISH EDUCATION DEPARTMENT OF UIN MATARAM
ACADEMIC YEAR 2019/2020**



By :

Rizka Safitri

160107137

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2020**

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Thesis of Sarjana

**Presented as partial requirements at state Islamic University of Mataram for the
attainment of the Sarjana Degree in English Education Department**



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2020



Perpustakaan UIN Mataram

APPROVAL SHEET

This Thesis Rizka Safitri, Student Number : 160107137 entitled "The Effect of Using Reflective Journal Toward Students' Narrative Writing Skill at The Fourth Semester Students of English Education Department of UIN Mataram Academic Year 2019/2020" has been approved by the advisors as the requirement for the Sarjana degree in study program of English language education.

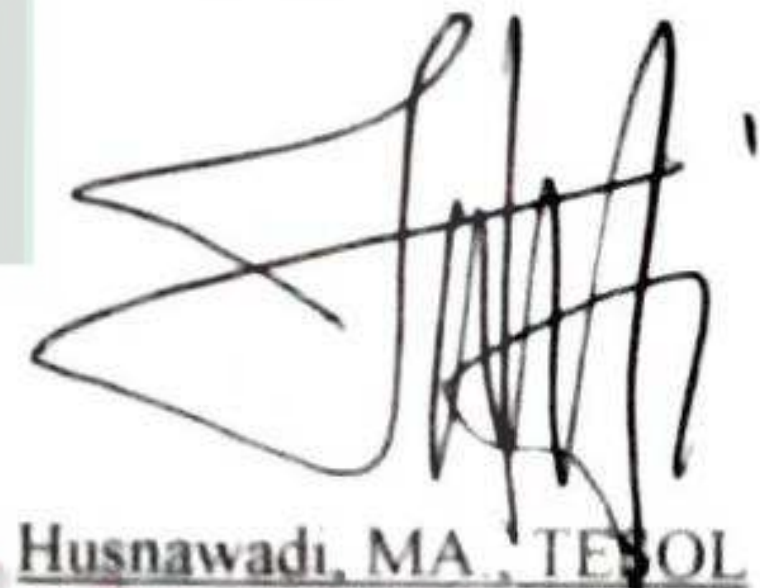
Certified on: July 3rd 2020

The Advisor I



Dr. H. Muhammad, M.Pd., M.S
NIP. 196801051994031003

The Advisor II



Husnawadi, MA., TESOL

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Pusat Publikasi UIN Mataram

ADVISORS' OFFICIAL NOTE

Mataram, July 2020

Hal : **Thesis Examination**
Honorable
Dean of Education and Teacher Training Faculty
In Mataram

Assalamu'alaikum, Wr. Wb.

Respectfully, after making guidance, direction, and correction, we argue that this thesis from:

Student's Name : Rizka Safitri
Student's number : 160107137
Major : Study Program of English Language Education
Title : **The Effect Of Using Reflective Journal Toward Students' Narrative Writing Skill at The Fourth Semester Students of English Education Department of UIN Mataram Academic Year 2019/2020**

Has fulfilled the requirement for submission in the *thesis munaqasyah* session of Education and Teacher Training Faculty of Mataram State Islamic University. Therefore, we hope that this will be examined soon.

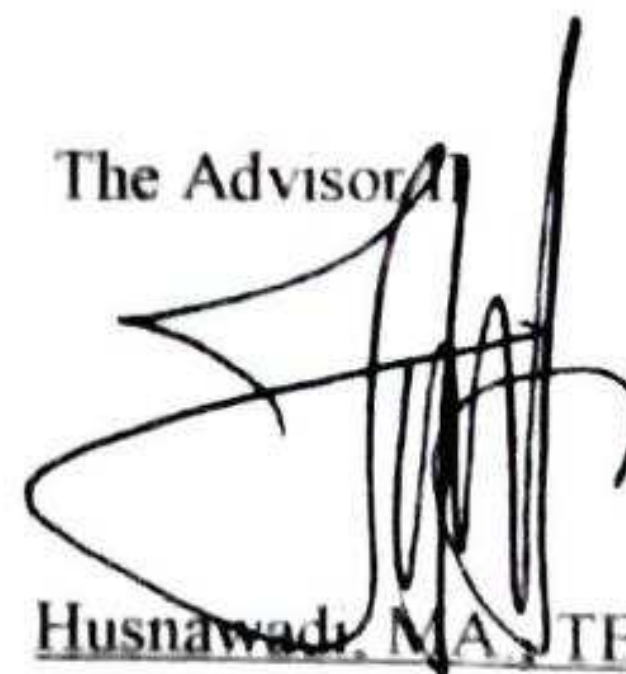
Wassalamualaikumwr,wb.

The Advisor I



Dr. H. Muhammad, M.Pd., M.S
NIP.196801051994031003

The Advisor II



Husnawati, MA, TESOL

RATIFICATION

Thesis by: Rizka Safitri, Student's Number: 160107137 entitled "The Effect Of Using Reflective Journal Toward Students' Narrative Writing Skill at The Fourth Semester Students of English Education Department of UIN Mataram Academic Year 2019/2020" has been maintained in front of the examiner English Language Education Faculty of Education and Teacher Training Mataram State Islamic University at the date of,

Board Examiner

Dr. H. Muhammad, M.Pd., MS
(Advisor. I)

Husnawadi, MA., TESOL
(Advisor. II)

Dr. Syarifudin, M. Pd
(Examiner I)

Dr. Ribahan, M. Pd
(Examiner II)

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Acknowledged by,
Dean of Education and Teacher Training Faculty


Dr. H. Lubna, M.Pd.
NIP. 126842311993032008

MOTTOS

“Trust your timing.

You might not be where you want to be right now but you will, eventually..

Things are aligning in your greater good.

You’ve just got to have faith that things will manifest at the right time.”

-Ash Alves-

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DEDICATION



“This final project is wholeheartedly dedicated to my beloved parents (Muhammad Ali & Maslah) who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, emotional, and financial support. My brothers (Muhammad Fauzan & Sahibul Fikri) who always pray for me and give me overwhelming support in everything I have done. Thank you to Allah SWT for the guidance, strength, power of mind, protection and giving me a healthy life.”

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The thesis entitled “The Effect Of Using Reflective Journal Toward Students’ Narrative Writing Skill at The Forth Semester Students of English Education Department of UIN Mataram Academic Year 2019/2020” is structured to meet the requirements of the Bachelor of English Education, Faculty of Education And Teacher Training, Mataram State Islamic University. The author would like to say thank you profusely for all the help that has been given, either directly or indirectly during the preparation of this final thesis to complete. However, I would like to express my honor and sincere gratitude and appreciation especially to:

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The author realizes that this thesis has not been perfect, both in terms of material or presentation. The suggestions and constructive criticisms are expected in the completion of this thesis.

Recently authors hope that this thesis can provide things that are useful and add insight to the reader, and especially for the writer as well.

Mataram, July 2020

Author,

Rizka Safitri



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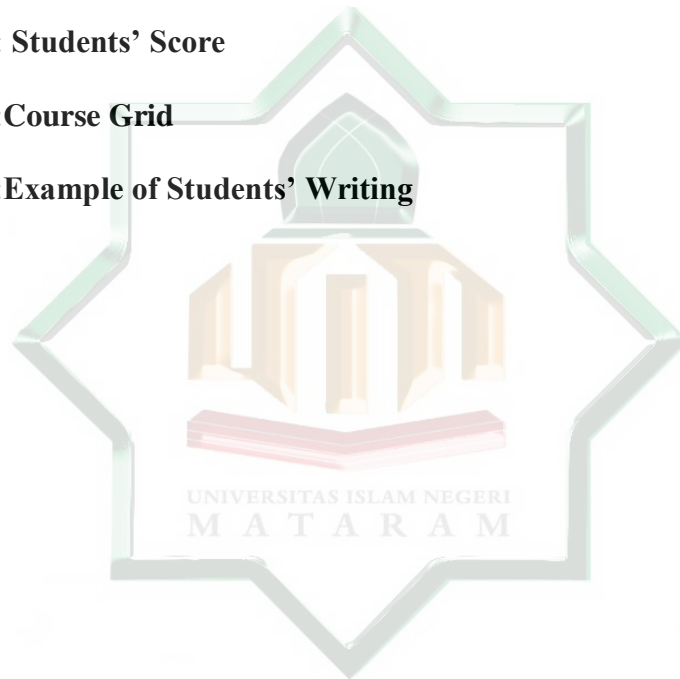
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan reflective journal menunjukkan efek yang signifikan terhadap kemampuan mahasiswa dalam menulis naratif. Penelitian ini menggunakan pendekatan *kuantitatif* dengan metode *quasi-eksperimental* dimana penulis mengukur perbedaan nilai antara *pretest dan posttest* dari grup eksperimen dan grup control dengan menggunakan analisis berbasis statistik menggunakan SPSS 24.00. Data dianalisis dengan menggunakan rumus *Independent Sample t-test* untuk menentukan signifikansi hasil dari H_0 and H_a . Subjek dari penelitian ini adalah mahasiswa semester empat Universitas Islam Negeri Mataram. Mahasiswa ditugaskan untuk merefleksikan kegiatan mereka selama proses pembelajaran kemudian penulis memberikan koreksi terhadap hasil menulis siswa sehingga siswa dapat memperbaiki tulisannya pada minggu selanjutnya. Penelitian ini menunjukkan hasil bahwa terdapat perbedaan yang signifikan antara mahasiswa di kelas control dan eksperimen dimana nilai Sig. (2-tailed) adalah 0.004 (<0.005) yang mengindikasikan bahwa reflective journal memiliki efek yang signifikan dalam meningkatkan kemampuan mahasiswa dalam menulis naratif. Reflective journal disarankan agar dapat menjadi salah satu teknik alternative dalam belajar menulis terutama naratif.

Kata kunci : *Reflective Journal, Menulis Naratif, Essay, Kuantitatif, Quasi-Eksperimental, Independent Sample T-Tes, Pretest Dan Posttest*

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ABSTRACT

The aim of this study was to find out whether the use of reflective journal has a significant effect on the improvement of students' narrative writing skill. The approach of this study was quantitative with quasi-experimental method where the researcher measured the score differences from the pretest and posttest of the experimental group and control group through statistical analyses after collection of data from pretests and posttests using SPSS 24.00 version. The data were analyzed by means of independent T-Test sample formulas to find out whether this research results were statistically significant for H_0 and H_a . The subjects of this study were the fourth semester students of English and Education Department, Faculty of Education and Teacher Training, Mataram State Islamic University. The students were assigned to reflect their learning process after taking some notes. The results showed that there was a significant difference between control and experimental group where the Sig (2-tailed) was 0.004 (<0.005) This indicates that reflective journal has a significant effect on improving students' narrative writing skill and it is suggested that reflective journal can be used as alternative technique in teaching writing especially narrative.

Keywords : *Reflective Journal, Narrative Writing, Essay, Quantitative, Quasi-Experimental, Independent Sample t-Test, Pretest and Posttest*

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CHAPTER I

INTRODUCTION

A. Background of Research

Writing is complicated and sometimes hard to teach, because it requires the mastery of grammatical and rhetorical devices as well as conceptual and judgmental elements.¹ It also includes the creation of the concept of design, the capture of knowledge mental representation and subject experience. In writing, these components are essential since it is widely used in higher education and at work. If students are unable to communicate well with teachers, partners, or just about anyone else, they are unable to express themselves in writing.² Writing is necessary, most professional interactions are performed in writing, such as proposals, letters, papers, applications, interviews, e-mails and those are an integral part of a student's daily life.

Therefore, the narrative writing is directed at entertaining individuals on incidents, legends and imaginative stories. It also aims to place moral importance in the stories. Nathanson on Habibi, Eviyuliwati and Kartowisastro added that narrative text is the most effective way of attracting

¹J. B. Heaton, *Writing English Language Tests*, (New York: Longman,inc., 1975), pp 135

²KlimovaBlanka, "The Importance of Writing", *Indian Journal of Reseach* Vol. 2 No. 1, 2013, pp 9

the attention of learners in the teaching and learning process.³ Writing, however, is not an easy job even for learners to write a story text. It is hard for the students to locate their thoughts because they are not familiar to write. Similarly, Mukti found that there were restricted linguistic resources for learners to convey ideas in a written genre.⁴ Saragih also agreed that it was because the learners spent a lot of time thinking about their thoughts that was difficult to write⁵. Due to the difficulties of learners organizing the thoughts in writing, they have to take extra time to write down their ideas. These issues also made the narrative text difficult to write.

English Department students of UIN Mataram find it difficult to discover the ideas of writing. Due to the difficulties the students have in expressing their ideas in writing, they need more time to generate and write their ideas. Such difficulties have also make the narrative text difficult to compose. Second, there is a very short time for students to write in the classroom and the fact that the students do not only write but also do a great deal of work to include them in the classroom. On the other hand, it involves a number of steps in the organization and preparation of a good writing such as the selection of a subject, brainstorming, analysis, the discovery of the

³Firdaus Habibi, Ismalianing Eviyuliwati, Sunardi Kartowisastro, *“The Effect of Reflective Journal Writing on Students’ Writing Ability of Narrative Text”*, Syarif Hidayatullah State Islamic University Jakarta (Jakarta: Advances in Social Science, Education and Humanities Research, 2017), pp 17, Ltd.

⁴Ibid.

⁵ Ibid.

argument from thesis, the description, writing, revision, editing and proofreading. As a result, students have to write more to learn the language. Researcher thinks that students need an appropriate technique to help them improving their writing skills, given the importance of writing and these problems in writing.

Reflective journal writing is a powerful teaching technique that makes it possible for learners to learn during writing a narrative text. Students can use journals to write about interesting subjects, expand their imagination and link news and stuff they already understand to a number of things. Kerka notes that journal writing is regarded a key part of processing understanding and enables the students to connect a new data and knowledge. This method enhances students' learning since they can reflect and think about what they have learned. In this case, reflective journal writing requires teachers to map the progress of the learners and change their thinking about a topic or learning process they are involved.⁶ A reflective journal writing may also been used as one of the methods for evaluating the students' comprehension of the teaching materials provided.

Based on previous research by Henter and Simona, student achievement can be improved with the help of reflective journal writing to

⁶Mohammed Farrah, "Reflective Journal Writing as an Effective Technique in the Writing Process", An - Najah Univ. J. Res. (Humanities). Vol. 26(4), 2012, pp 998

increase student awareness of learning strategies.⁷ Knapp wrote that reflective journal was used to analyze her students' educational experiences and learned more about theories and ideas discussed in her classroom. Knapp argued that journal writing enabled students to focus on what she called experience apprenticeships and encouraged teachers to support their learning experiences.⁸ Boud et al. describe reflection in the sense of learning and emphasize the personal experience of the person as the focus for reflection, referring to those cognitive and effective practices, which are carried out by individuals in pursuit of their experience that can lead to a new understanding and appreciation.⁹

The researcher uses reflective journal because it has never been done in the context of teaching narrative writing in Indonesia, especially Islamic Universities. Based on the rationales above, the research aims to investigate the effect of using reflective journal on students' narrative writing skills at English and Education Department of UIN Mataram 2020.

⁷Firdaus Habibi, Ismalianing Eviyuliwati, Sunardi Kartowisastro, "*The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text*", Syarif Hidayatullah State Islamic University Jakarta (Jakarta: Advances in Social Science, Education and Humanities Research, 2017), pp 17, Ltd.

⁸ James T Lindroth, "*Reflective Journals: A Review of the Literature*", National Association for Music Education, No. 7, May 2016 (Pennsylvania State Univ , 2014), pp. 29.

⁹ David Boud, "Using Journal Writing to Enhance the Reflective Practice", New Directions in Adult and Continuing Education, no: 90, 2011, (San Francisco, 2011), pp. 7

B. The Statement of Problem and Research Limitation

Based on the background of study above, the problem of the study is as follows:

- Does the use of reflective journal writing have significant effect on the students' narrative writing skill?

C. Objective and Significance of Research

Based on the research statement, this particular study aimed to find out:

1. Whether the use of reflective journal writing have significant effects on the students' narrative writing skills.

The findings of this study will have practical and theoretical implications:

1. Practical Significance

a. Teacher

The findings of this study can be a reference for the English writing instruction to use reflective journal writing

b. Students

The study is expected to investigate the effect of students' narrative writing skills through reflective journal practices.

2. Theoretical Significance

a. Other Researchers

This research is expected to provide information, models and sources for further studies and will hopefully be reviewed updated, reconstructed

or modified by other researchers, as well as further studies at other level and objective.

D. Definition of Key Terms

A number of definitions are proposed to explain the key terms used in this research, such as:

1. Writing

According to Sudaryanto in Agusta, writing skills are the ability of a person to convey his/her mind and feeling in writing, in graphic symbols so that readers can understand the message within its sign. From the argument, writing is an ability in which the writer can explain his/her concept in words, phrases and sentences, which are easy for the readers to understand¹⁰. The application of writing in this research is not only a reflective of language spoken but also a way of expressing and relating to society by an individual. Finally, it is closely linked to thought, feeling, and language ability. A communication language is absolutely necessary in order to master the writing skill.¹¹

2. Narrative Writing

The narrative text of Anderson is said to be a piece of text, a story which entertains and teaches the reader or the listener. In Percy in

¹⁰Devigantari Agusta, *“Improving Students’ Ability In Writing Narrative Texts Using Short Animated Stories”* (Yogyakarta: UNY, 2015), pp 7

¹¹ Ibid.

Permana and Zuhri meanwhile, it notes that narrative is a type of essay which tells a story or a series of events. It is intended to provide significance in telling stories for an event or series of events¹². However, Keraf¹³ notes that narrative is a type of composition which has the principal function as activities linked to an event in given period. It can be said from these perspectives that a narrative text is generally a result of writing that is created and linked to become a story in the past. In conclusion, narrative writing is a writing that tells a story. The writer narrates a story and expresses an experience with others in narrative writing. It can be documents or journal, biographies and autobiographies, as based on real events and facts, are non-fiction narratives. In this research, the journal based on real events and facts during the class is the kind of narrative text that will be used by the students as the writing practice.

3. Reflective Journal

Reflective journal is a personal record of the learning experiences of students. It is a place in which learner may document and reflect on his/her thoughts and responses to problems and then discuss and examine ways of thinking. In the light of its underpinned claims, Dewey described reflection as an action, continuous and careful consideration of any belief

¹² Ibid.

¹³ Ibid

or supposed form of knowledge. This definition brought the thinking beyond the concept of passing idea into a deliberate act of focusing on an idea considering the consequences of any actions. Purposeful reflection reduces spontaneous decision making and entitles a person to make decisions by examining attentively information collected from different experience, leading to reflective thought.¹⁴



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¹⁴ Elizabeth Spalding & Angene Wilson, "Demystifying Reflection: A Study of Pedagogical Strategies That Encourage Reflective Journal Writing", Teachers College Record, Vol 104 no. 7, 2002, pp 1394

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH HYPOTHESIS

A. Review of Previous Research

Based on the reviewed literature, journal writing is important to improve students' engagement, motivation and the creation of critical thinking. In addition, some researchers reported better student achievements in this field.

In the past years, research literature has received considerable attention from self-reflection and their contribution to the general development of students, which is important to consider its role in the learning encouragement and accountability of students. It can naturally enhance the motivation to learning material, enhance the understanding of the subject by students and improve independent thinking, thus creating a functioning learning environment.

As a mean to improve the writing skills, Nofi Yulianti has implemented reflective journal writing. The research results showed that the skills of the students to write in five areas were improved: Content, Organization, Vocabulary, Language Utilization and Mechanics. In order to provide and how to write a recount text, students got better understanding. Particularly, in five aspects of writing, i.e. content, organization, language use and aspect of mechanical science, the students could minimize their writing problems. The students made no errors

in their future writing through their feedback and writing, so that they were able to write better from time to time.¹⁵

Muhammad Salem studied that the influence of journal writing on written efficiency, writing apprehension, the sense of written skills as a communication technique. The experimental group results showed that the concept growth, unity and voice developed considerably between the experimental group and control group. In addition, journal writing has had positive effects on the reduction of students' apprehension and the perceived sense of writing skills.¹⁶

Moon describes reflection as a form of mental processing with the purpose and/or intended result to be applied to ideas that are relative complex or unstructured and that are not clearly solved. This process allows the students to look back on their past experience and what they have done for the purpose of learning. He argued that the students' strong participation in both processes leads to better academic achievement through self-reflection.¹⁷

¹⁵Nofi Yulianti, "*Improving The Writing Skills Through Diary Writing of The Tenth Grade Students of SMAN 1 Ngemplak*", Thesis: Faculty Of Languages And Arts, Yogyakarta State University, 2018, pp. 70

¹⁶.Muhammad Salem, "*The Effect of Journal Writing On Written Performance, WritingApprehension, And Attitudes of Egyptian English Majors*", Thesis: College Of Education, The Pennsylvania State University, 2007, pp. 2

¹⁷Erna Iftanti, "*Improving Students' Writing Skills Through Writing Journal Articles*", *Lingua Scientia*, Vol. 8 No. 1, June 2016 (Tulungagung, 2016), pp. 1

Yanuarda Apsari examined the implementation in the teaching writing of a reflective reading journal and the benefits that students received after writing a reflective reading paper. The advantages are related to developing ideas and views, enhancing textual cohesion and coherence. Regarding the skill of writing, a reflective reading journal helps students develop their writing skills and trains students to express their thoughts. This could be due to the impact of the feedback. Students were frequently asked to address ideas when the context was not clear. In presenting their arguments, their writing tended to show logical sequence. Their writing was more coherent because they began with an apparent introduction and supported the corresponding information. This led them to evolve sequentially and to a more organized and persuasive sound of the readers. The study results showed that reflective reading journals can effectively be used to improve the writing skills of the students in several ways.¹⁸

Dewey talks about journal writing on an active and deliberate process, which can start with some uncomfortable experience and end with a deeper understanding and learning. Dewey says that aspects of reflection include perplexity, development, a hypothesis and an action. Throughout his subsequent research Dewey emphasizes the constructive role that reflection may play throughout helping students to reflect, consider and improve their personal values

¹⁸Yanuarda Apsari, " *Reflective Reading Journal In Teaching Writing*", Indonesian EFL Journal, Vol. 4 No. 2, pp. 40

or skills in a demonstrable way. In light of the reasons that support it, and of the further conclusions to which it tends, Dewey has described reflection as “active, persistent and careful consideration of any belief for alleged type of information.”¹⁹

Firdaus Habibi, Ismalianing Eviyuliawati and Sunardi Kartowisastro were trying to gather empirical evidence about the effect of the reflective journal on the narrative potential of students. This study makes it easier for teachers to gather a greater understanding of the subject with the students’ attention in detail by using Line Application as the medium to write reflective journals. The students’ comprehension of narrative text, which was given to improve their writing skills, has been studied in the reflective journal writing. The teacher who allocates reflective journal to students often witness an increase in student participation in class activities and debates. The teacher is also able to understand the concepts students understand base on the given text and which ideas should be revised. Reflective journal writing can be concluded to be useful technique for improving the writing ability of the students.²⁰

¹⁹ Elizabeth Spalding & Angene Wilson, “*Demystifying Reflection: A Study of Pedagogical Strategies That Encourage Reflective Journal Writing*”, Teachers College Record, Vol 104 no. 7, 2002, pp 1394

²⁰ Firdaus Habibi, Ismalianing Eviyuliawati, Sunardi Kartowisastro, “*The Effect of Reflective Journal Writing on Students’ Writing Ability of Narrative Text*”, Syarif Hidayatullah State Islamic University Jakarta (Jakarta: Advances in Social Science, Education and Humanities Research, 2017), pp 17, Ltd.

In her paper in writing on teachers' effectiveness , Elizabeth Spalding and Angene Wilson described pedagogic techniques that helped maintain secondary school teachers. The result shows that no particular pedagogical approach was best and that students were different. Many teachers have taken advantage of the time spent in classroom to describe, dicuss and interpret models of reflection. In general, personalized input their journals and their relationships with teachers was more important to help them to develop.²¹

Erna Iftanti explored how students' skills in writing journal articles could be improved. The result of review with various related literature, the ability to write can be determined according to pedagogical objectives and method. In the meantime, journal writing skills are graded as one of process and cognitive writing skills. The EFL students are not only developing their skills in writing but also make their research valuable.²²

In conclusion, Reflective Journal was selected as the technique to teach writing. The researches result showed that the skills of the students to write in five areas such as content, organization, vocabulary, language utilization and mechanics were improved. The students were led to get better academic achievement through self-reflection and it helps students develop their writing

²¹ Elizabeth Spalding & Angene Wilson, "Demystifying Reflection: A Study of Pedagogical Strategies That Encourage Reflective Journal Writing", Teachers College Record, Vol 104 no. 7, 2002, pp 1394

²²Yanuarta Apsari, " Reflective Reading Journal In Teaching Writing", Indonesian EFL Journal, Vol. 4 No. 2, pp. 40

skills and trains students to express their thoughts. The use of reflective journal makes teachers easier to gather a greater students' attention. Furthermore, personal input journal which is make teacher-students relationships got better helped students to develop.

As seen from the literature reviews above, despite the improvement on specific writing skill, the results are most likely to discuss about students motivations and achievement on writing in general. To differentiate this research with other researches, the researcher chose to use reflective journal as the instruction and focus on improving students' narrative writing skills. By using reflective journal, the researcher thinks that students can improve their narrative writing skills as the practice of writing. It will help them to engage well with the material being taught by the lecturer in classroom.

B. Theoretical Bases

In order to make a clearer concept applicable in this study, a theoretical review is presented. Some theories and certain information will be included in support of the ideas of this research to help the writer to design the research.

1. The Nature of Writing

a. Definition of Writing

Writing is a part of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into

convincing arguments, and to convey meaning through well-constructed text. Bell and Burnaby in Nunan states that writing is a cognitive activity extremely complex in which the writer is simultaneously required to control a number of variables, such as content, format, sentence structure, vocabulary, punctuation, orthography and letter formation at the sentencing level.²³ Nunan also argued that writing constitutes a process of thinking in order to invent thoughts; it implies that learners should reflect on how to express their opinions in excellent writing and obviously organize the thoughts in a sentence. We can conclude on the basis of the definitions that writing is the method of thinking that combines the writers' cognitive process with material, organization, mechanical science, grammar and speech.²⁴

There are five aspects to write, according to Hughes in Muharrami:

- 1) Grammar, which is a writing component dealing with a set of rules for constructing a phrase that makes meaning and appropriate in English; a linguistic used by the writer should be right, paying particular attention to the verbs rules, articles, pronouns, prepositions, sentence structures, word order and so forth.

²³ David Nunan, *“Designing Task for The Communicative Classroom”* (Sydney : Cambridge University Press, 1989), pp 36

²⁴David Nunan, *“Language Teaching Method. A Textbook for Teachers”*(Sydney : Prentice Hall International Press, 1991), pp 88

- 2) Vocabulary, which is deal with a list of words and their significance, however, because of obvious similarities to words in a first language and because a dictionary has not been checked properly or adequately, the writer must be cautious of distracting errors in word usage.
- 3) Mechanic, which is a written practice regarded to punctuation, spelling, capitalization, margins, and continuity.
- 4) Fluency, refers to the composition's ease and style.
- 5) The structure, refers to the continuity and flows of ideas in the written language to make a coherent contribution to the entire paragraph are the logical sequence and organization.²⁵

b. Steps of Writing

The four stages in written writing are: prewriting, organizing, writing and revising. Prewriting involves planning before writing that requires a strategy for what to write, get ideas, pick and support similar ideas, organizing the ideas in a structured order. Furthermore, writing is the main activity to write the ideas related to the draft planned to become a good writing text. And

²⁵Meta Listina Muharrami, Skripsi: *An Experimental Study at the Eleventh Grade of SMA Kartikatama Metro in the Academic Year of 2015/2016*, (Surakarta : UNS, 2015), pp 14

last is revising the material used to modify the writing to be more accurate and comprehensible.²⁶

It can be inferred that writing requires a method in which an idea or thoughts is conveyed on a document or in other media. The planning and interpretation of the subject, then copying, and analyzing or post-writing can be a good process of writing. Thus, students are trained in studying writing to write down their ideas in right way, so that they can write better and more readable.

c. Strategies in Teaching Writing

Harmer in Purba suggests students should be cautious not only when they are writing, but also how they are writing.²⁷ In addition, there are several good writing techniques where the students should learn how to write better. In this case, Harmer also provides these written strategies:

- 1) The way teachers get students to plan

Teachers should encourage students to decide what they will write or do. There are many approach in this situation to really get a plan from students such as brainstorming and guided task activity.

²⁶Arya Budi Wibowo, “*Improving Writing Skill by Using Process of Writing Approach*”, Thesis: Faculty Of Languages And Arts , Yogyakarta State University, 2013, pp. 14

²⁷Rodearta Purba, “*Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique*”, Australian International Academic Centre Vol. 9 No. 1, 2018, pp28

In pairs and group discussions, brainstorming can be applied where the students can share anything in the conversation that can be used as a written subject or material. In the meantime, guided task activities relate more to their work that allows them to find their ideas for writing. Teachers can also inspire students to think about and write for the purpose of their learning.

2) The way teachers encourage students to draft, reflect and revise

In this phase, students are led to think that their drafts is not the end. They still have to think about it and rework. It will lead to cooperative writing for students when they are working together in partnership with their friends to produce a good writing. They will be able to react a language and content of each other's drafts. They will give a suggestion to each other and share any suggestions that are important for their writing.

Eventually, their feedback will create a good finished product.

3) The way teachers respond to students' writing

The writings of students are addressed in various ways. The first way to do this is to respond an advanced work that is used when a teacher talks in a group with a students, while the others work on their own. The second way is for students to be reformulated where the teacher write a version of their own good writing in this manner. The final way is to respond by

peers where the students are really expected because each student is spoken to by teachers. It ensures that every student can receive feedback as they need them.

d. Approaches to Teach Writing

Hyland in Fasya identifies six approaches which educators should draw on. This includes language structures, text function, creative expression, writing process, content and context of writing.

1) Language Structures

The purpose of this approach is to show accuracy and clear exposition. Therefore, if the students have the language skills, the capacity to choose appropriate words and a mastery of syntactic patters and coherent tools in their handwriting, students are considered good in writing. On the other hand, the meaning of actual substance of the correspondence is secondary and is not protected until students have ensured that their emphasis is mainly focused.

2) Text Function

The approach aims to help students create successful paragraphs through the development of subject phrases and development of various types of paragraphs. Guidelines to use specific language forms

for communicating special meaning or functions and for forming a contour into an essay based on sample texts are included in this approach.

3) Creative Expression

A theory of creative writing is based on that concept that teaching writing allows students to find voices and create new and imaginative writing. It means that writing enables students to express their views. Students are guided to situations where they can communicate their own views on specific subjects. The verbal capacity is therefore the aim of learning. Their individual creativity in expressing ideas is highly appreciated, because their writing is expected to be fresh and spontaneity.²⁸

4) Writing Process

By leading students to read, the teacher plays an important role to support the students with their learning strategies. In process-oriented classes, these techniques often include brainstorming, planning, multiple drafting and peer interactions, as well as portfolio evaluation. Teachers are also responsible for teaching to students' writing, which is often specifically used to teach languages.

²⁸Ken Hyland, "Teaching And Researching Writing", Third Edition, Routledge, pp. 29

5) Content

Teachers are used to create schemes of topics for students. Although the topics depend on the interests of students or even of teachers, the knowledge on certain topics is not the same for all students. In classroom with such orientation, some exercise often include extensive reading and brainstorming task to produce ideas.

6) Context of Writing

In terms of its organization of messages, socially acceptable conventions exist in a genre that allow readers to understand the intent of a certain genre. Readers can see the difference between genres their organization because every genre has its own characteristic. Based on the explanation above, writing can be approached in various ways, depend on what teacher believe. Teacher can select strategies that make their classroom students easier.²⁹

b. The Nature of Narrative Text

1) Definition of Narrative Text

According to Keraf, narration text as a narrative in the past clearly tells and identifies an event. Pratyasto also stated that narrative text is a form of

²⁹Dzaky Mubarak Fasya, Skripsi : *“Improving The Grade VIII Students’ Writing Skill Of Narrative Text Through Dictogloss”*(Yogyakarta: UNY, 2015), pp 22

text intended to appreciate and interact in different ways in real or unique experiences. It also deals with the problem setting events leading to crisis or turning points that seek a resolution in turn. All in all, the narrative text represents a series of events, whether real or imaginary, that are written of explained to entertain people. The form of text structurally organizes the action, emotion and relationships of its characters into a plot structures.

Although the text of a narrative can simply be written to recount events in most schools, a narrative text is used to show an issue and a sequence of events is presented. It is interesting to use the social goals of that sorts because the unique and unpredictable nature of the events.

A narrative text tells a story through a series of events. In many forms of formal writing, such as history biography, journalism, and less formal one such as personal letter and entries in the journal the story may dominate.

2) Generic Structure of Narrative Text

The narrative text's generic structures are orientation, complication sequence of events, resolution, and coda. Anderson in Habibihave suggested a more detailed generic structure of a narrative text, such as :

a) Orientation

The main characters and perhaps some minor characters are presented to the teachers. There are usually some signs of where the action is placed and when it happens.

b) Complication Sequence of Events

A series of events that usually lead to some kind of difficulty, move the complication forward. If something unpredictable didn't happen, it wouldn't be so important. The complication affects the main characters and often helps them accomplish their goals.

c) Resolution

This is the narrator's point of view of the character's reaction that shows how they think do. The incident can be recorded in chronological order or in retrospective form and the viewer has the point of view of the author.

d) Coda

This part can solve the inference better or worse but it is seldom unresolved.

e) Re-Orientation

It is an optional event conclusion which shows that some narrative structures require serious attention. They are the basis of creating a

narrative where a typical story has a paragraph opening to introduce the topic of the story, to clarify afterwards the difficulties of the story, and to conclude at the end of the story with signals.³⁰

c. Reflective Journal Writing

The use of reflective journals as an instrument of learning is deeply linked to several learning theories. Dewey promoted the production of constructive learning experiences. According to him, effective learning can be carried out when students actively engage in extremely personal terms with the material. He considered experiential learning to be an excellent method, because students were highly motivated. He states that a theory of experiential learning is needed to allow intelligent training on the basis of experience. Furthermore, Dewey proposed a pattern of thinking, to turn into a straightforward, consistent, well-settled and harmonious condition a situation which there is confusion, uncertainty, disagreement, or disturbance of some kind.³¹

Kolb also considered practice preparation to be a crucial factor in involving learners. According to him, learning is the process of creating knowledge through experience conversion. Reflective journal writing can encourage learning through the four phases of Kolb, in which students

³⁰Firdaus Habibi, Skripsi: *"The Effect of Reflective Journal Writing Through Line Applications on Students' Writing Ability of Narrative Text"* (Jakarta : UIN Syarif Hidayatullah, 2017), pp. 25

³¹Mohammed Farrah, *"Reflective Journal Writing As An Effective Technique In The Writing Process"*, An - Najah Univ. J. Res. (Humanities). Vol. 26(4), 2012, Pp. 1000

activity such as journal where they speak about a particular stage experience. Students think and try to explain the importance of the experience and last, students attempt to use their observations, communicate with new information to make decisions and solve issues leading to increase perception and comprehension.³²

As a learning tool, therefore, reflective journal writing gives students different opportunities to discover new concepts and to reveal secrets. Writing connects internal and external environments and links the paths of thought with practice. Rogers says that self-detected and self-supported learning is the only learning that substantially influence actions. Vygotsky expressed the opinion that reflective journal writing helps learning to link up with the world around them.³³

Reflective journal writing will help us to understand the thought habits and involve teachers in meaningful dialog where they can both evaluate and comment on their thinking patterns. "Students' writing in response to reading is one of the most valid indices of whether the student has been able to derive the meaning from the text". Chapman added that the method should reflect different styles of writing and difficulty associated with the role assigned to it.³⁴

³²Mohammed Farrah, "Reflective Journal Writing As An Effective Technique In The Writing Process", An - Najah Univ. J. Res. (Humanities). Vol. 26(4), 2012, Pp. 1001

³³Ibid.

³⁴Ibid.

Over the years there has been identified a range of journaling styles and formats. Some teachers separated the forms of journal writing into some kinds, here are some types of journal writing that were especially useful in a graduate classroom for Hiemstra:

1) Learning Journals

This is an instructional recording device which can boost regular writing by motivating students to read the course materials and speak to others. Stimulation can be from the subject matter, essay, task, etc.

2) Diaries

A diary consists of daily experiences that include a detailed unstructured record of the events of the life of a person as viewed.

3) Dream Book or Log

This is used to document and/or analyze their dreams for private or psychological reasons.

4) Autobiographies & Life Stories

Autobiography focuses on self-evaluation, life stories generally analyze the life or somebody but can be personal, and memoirs follow a more casual approach to tell a life story.

5) Spiritual Journals

A spiritual diary is usually slightly different from a regular diary or journal. It usually requires personal response to spiritual or religious matters to be registered.

6) Professional Journals

This method is a publication for a particular purpose. Hiemstra has gained experience in requiring the students to maintain a professional journal with a declaration of professional engagement.

7) Interactive Reading Log

It offers a process by which a student may critically focus on reading information.

8) Theory Log

The assumption that every student who takes the diploma course should learn to think and focus critically on the relevant language, theory and understanding is the basis of this practice.

9) Electronic Journaling

This is the diary, which is publishes on electronic media like a machine or a web journal.³⁵

C. Research Hypothesis

1. Ho (Null Hypothesis)

- The use of reflective journal writing does not have significant effect on the students' narrative writing skill after the treatment.

2. Ha (Alternative Hypothesis)

- The use of reflective journal has significant effect on the students' narrative writing skill after the treatment.

D. Conceptual Framework

The current work draws from perspective on reflection to develop a conceptual framework of narrative writing. The use of reflective journal are proposed to examine the values and beliefs underlying their practices and effect of students' narrative writing skill and inquire critically into their experience and own teaching practice in order to improve it. In the development of this framework, the researcher develops and provides learning opportunities that support the holistic development of students' narrative writing skill.

Research on Reflective Journal by Moon describes that reflection as the process which is allows the students to look back on their past experience and

³⁵Muhammad Salem, "The Effect of Journal Writing on Written Performance, Writing Apprehension, And Attitudes of Egyptian English Majors", Thesis: College Of Education, The Pennsylvania State University, 2007, pp. 8

what they have done for the purpose of learning. Lew and Schmidt also stated that the reflection stage involves focusing on what experience means and how this relates to past learning, and as Steven and Cooper describe it and summarize this subject in an integrated manner.³⁶ In comparison, Schon define action-reflection as part of knowledge growth. As for students, some studies interpret self-reflection as way of encouraging and improving learning, fostering independence and shifting from teacher to students some of the learning responsibilities.³⁷

This research expected the students to write a reflective journal as their practice of writing a narrative text. The responsibilities to write in the purpose of learning guided the students to manage their time. It also influences the students' writing as their works got revised and number of mistakes/errors automatically be decreased. Students' engagement with the practice of writing a narrative text through a reflective journal may foster the students' learning developments and achievement.

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³⁶ Mohammed Farrah, "Reflective Journal Writing As An Effective Technique In The Writing Process", An - Najah Univ. J. Res. (Humanities). Vol. 26(4), 2012, Pp 1002

³⁷ James T Lindroth, "Reflective Journals: A Review of the Literature", National Association for Music Education, No. 7, May 2016 (Pennsylvania State Univ , 2014), pp. 29.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The researcher uses a cause-effect quantitative where the theory is checked and confirmed by comparing a condition to a group treated with an untreated group. The type of design that used is quasi-experimental, as what Creswell states that quasi-experiment is an experimental situations in which the researcher assigns participants to groups, but not at a random because the random because experimenter cannot artificially create experimental groups.³⁸ As the pre-test and post-test that will be applied by the researcher, Creswell explains that a pre-test provides a measurement of a certain attributes or features to be evaluated for participants before treatment takes place. In the meantime, a post-test is a measurement of certain characteristics or qualities which are measured after treatment by participants in an experiment.³⁹

The research takes place in two groups which is a combination of experimental and control. The experimental group is one that receives treatment using reflective journal as a teaching narrative writing technique, while the control group is a group that is not subject to the experimental

³⁸John W. Creswell, "*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*", New Jersey: Pearson Education Ltd., 2008, p. 313

³⁹Ibid.

treatment. Data are numerically generated and quantitative measurement is used for analysis.

B. Population and Sample

Population is all research subjects, also known as a well-defined collection of individuals or objects known to have similar characteristic. Whereas, sample is as a smaller set of data that is chosen or selected from a larger population.

The population of this research is all of the students of English and Education Department of UIN Mataram in the fourth semester of academic year 2020. The students are divided into five classes, those are class IV/A, IV/B, IV/C, IV/D and IV/E. Therefore, there were 150 students altogether who had been become population of this research. To choose the sample of the research, the researcher uses convenience sampling technique which is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study. Therefore, the researcher choose class A as the experimental group and class B as the control group.

C. Setting and Time of Research

This research conducted in English and Education Department, Faculty of Teacher Training, State Islamic University of Mataram. It is located at Jalan

Gajah Mada 100 Jempong Baru, Mataram, NTB. The building has been well established since Desember 2018. English and Education Department is a new program in Tarbiyah Faculty but the number or students are increasing every year.

To see the improvement of students' writing, the research conducted in six weeks, it is because the research are expected the students to practice writing. The students can also see how much they have improve by comparing their writings every week.

D. Variables of Research

Variable is a research entity or something which becomes a research concern. For experimental research, there are two variables used. The parameter is independent (X) and dependent (Y). The experiments are all based on one fundamental idea, which is used to check the influence of one or more independent variables on dependent variable. While independent variables, according to Creswell, are variables that probably cause, influence or affect the outcomes, they depend on the upcoming variables, but they are the outputs of the result of the independent influences.⁴⁰

⁴⁰John W. Creswell, *“Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research”*, New Jersey: Pearson Education Ltd., 2008, p. 313

There are two variables in this research that use the reflective journal as tool to improve students' narrative writing skills. There are the following variables:

a. Independent Variable

Independent variable is the factor which is influence the dependent variable due to change or emergence. The independent variable in this research is the use of reflective journal writing after the class end for experimental group to improve their narrative writing skills, while the control group doesn't have to reflect their learning process into a writing.

b. Dependent Variable

The variable that depends is a variable that has been influenced or has been the product of its life. The students' narrative writing skills which is shown by students' score is a dependent variable.

E. Design of Research

There are two groups working in this design; one is the experimental group that receives a treatment (X), while the second group which is the control group doesn't receive any treatment. Firstly, all groups have had a pre-test and post-test. Secondly, quantitative scale was applied to the test result. Third, methods were eventually compared using a T-Test formula which is

used to determine whether or not the test results obtained by students were meaningful through the use of reflective journal.

The pre-test and post-test control group design can be displayed as shown below:

Group	Pre-test	Treatment	Post-test
A	Y_1	X	Y_2
B	Y_1	Z	Y_2

Table 3.1 : Control and Experiment Group Test Design

Where :

A = The experimental group

B = The control group

Y_1 = Pre-test

X = Treatment

Z = Conventional

Y_2 = Post-test

F. Instrument of Research

1. Test

a. Pre-Test

Before the evaluation, pre-test is provided. After the test, the researcher decides the method for statistically evaluating the normal

distribution and homogeneity of both groups. If the results is normal and homogenous, all classes may be handled and taught.

1) Normality test

It is used to determine the normality of the data to be evaluated whether the distribution in the two classes is regular or not. The Chi-square normality test is performed to identify the distribution of information.

2) Homogeneity test

It is used to presume that the study sample came from the same or homogeneous environment. It is used to determine if the experimental group or control class, which are drawn from the same population or not.

b. Post-Test

After all the tests are completed, the post-test will be done. The test is used to measure the performance of participants after the treatment.

The test result is objectively evaluated by checking the mean and percentage of the result. This goal is to equate the test with the post test. In order to know the validity of the experiment, the overall result is then measured using the T-test method.

2. Scoring Rubric

To assess the students' narrative writing skills, the researcher will be using a scoring rubric from Haswell in Gavin because the framework

encompasses the five dimensions of writing (content, organization, vocabulary, language use and mechanics) and provides a clear scoreboard in order to evaluate any aspect of writing.⁴¹ Furthermore, the standard is different for each category because it has certain points with certain ranges.

G. Procedure of Data Collection

Reflective journal writing is a technique used to teach narrative writing of fourth semester students at UIN Mataram where the students are assigned to reflect their learning process after taking some notes. They are expected to expand their understanding regarded to the materials being taught. By using this tool, teacher are enable to to map the progress of students' narrative writing skills and give evaluation for the next treatment.

Both experimental and control group was given a pre-test by the researcher to measure their understanding in writing an essay or paragraph about their experience. Experimental group was given an assignment to reflect their learning process every week. Students are expected to use a correct grammar and structure, subject-verb agreement, and express themselves clearly. The researcher then gave them feedback by revising their works so that they can improve their writing for the following week. The control group carried out the learning

⁴¹Gavin. 2012. "Assessment and Academic Writing: A Look at the Second Language Writing Classroom". Humanities Review. Vol. 17, No. 8, Pp. 238

activities as usual where the lecturer explain the material and giving assignments related to the material being taught.

After six weeks, both experimental and control group asked to write a narrative text in chronological order about their experiences. The test is the last process on the research and the result compared with the result of previous test.

Due to the pandemic of Corona Virus 2019 (COVID-19) outbreak, in collaboration with the lecturer of Argumentative Writing class, Schoology and WhatsApp is provided to run the process of collecting the data in this research. Schoology is a social networking service and virtual learning environment where the students are able to show their attentive act on a case, develop awareness on the task, and providing suggestion or comment as the reflection.⁴² In relation to this research, the researcher will conduct a post-test where both experimental and control group were asked to write a narrative text. The test is the last process on the research and the result will be compared with the result of previous test.

H. Technique of Data Analysis

The researcher measured the score differences from the pretest and posttest of the experimental group and control group through statistical analyses after collection of data from pretests and posttests using SPSS 24.00 version. The data were analyzed by means of independent T-Test sample formulas to find out

⁴² Muhammad, 2020. International Journal of Higher Education. *Promoting Students' Autonomy through Online Learning Media in EFL Class*, 9(4), pp 329

whether this research results were statistically significant for H_0 and H_a . The formula is given below⁴³ :

$$t_o = \frac{M_x - M_y}{\frac{SD_x^2}{\sqrt{N-1}} + \frac{SD_y^2}{\sqrt{N-1}}}$$

Where :

M_x = Mean of Variable X

M_y = Mean of Variable Y

SD = Standard Deviation

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

N = Number of respondent

Once all the scores had been measured, the researcher determined the freedom number using adding each group's participant and then subtracting trough. This is the equation:

$$df = n1 + n2 - 2$$

Where :

df = degree of freedom

⁴³Hartono, "Statistik untuk Penelitian", Yogyakarta :PustakaBelajar.2009,pp.208

n_1 = number of subject in experimental class

n_2 = number of subject in control class

Standard of significance⁴⁴ = 0.025

The researchers concluded the results of the study by testing the hypothesis after taking these steps. The statistical hypothesis of this study can be seen as :

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Then, the criteria used in the following :

- 1) If t-test (t_o) > t-table (t_t) in significant degree of 0.05, H_0 (null hypothesis) is rejected. It means that the rates of mean score of the experimental group are higher than the control group. The use of reflective journal improve students' writing in narrative text.
- 2) If t-test (t_o) < t-table (t_t) in significant degree of 0.05, H_0 (null hypothesis) is accepted. It means that the rates of mean score of the experimental group are same or lower than the control group. The use of reflective journal does not improve students' writing in narrative text.

⁴⁴Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta PT. RienekaCipta: 1998) p.310

I. Validity and Reliability

The validity of an assessment or tool indicates how much the research and goals are correctly assessed. Gay's definition of validity in Tanzeh shows that the extent to which the test measures what is meant to be measured.⁴⁵ A common misconception is that a case is legitimate or not. There are four types of validity; validity of content, validity by criterion, validity of the construction and validity of the test. The researcher emphasized the validity of the test in which Pearson Product Moment in SPSS is used to correlate each item of test. It significantly correlated with total score indicates that the test items are valid. In making decision at validity test, the value of significance is seen as:

- 1) If the significant value < 0.05 , then the instrument is declared invalid
- 2) If the significant value < 0.05 , then the instrument is declared valid

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Reliability is an index according to the Singarimbun in Tanzeh that indicates to what extent a measuring instrument is used to measure the same phenomenon twice and the result of measures obtain are relatively consistent, then they are called reliable. In the other words, reliability means that the process is consistent. In this test, the researcher used the test retest when the

⁴⁵L.R. Gay and Peter Airasian, "Educational Research Competencies for Analysis and application Sixth Edition", New Jersey: Prentice Hall Inc., 2000, p. 36

researcher checks the test twice in the different time with the same respondent. Then, with the Pearson correlation called the product moment Pearson, the researcher analyzed the correlation between two scores. The researcher uses SPSS for windows to analyze the correlation.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This study aims to determine the difference between fourth semester students of English and Education Department UIN Mataram taught by using a reflective journal and those who are taught by using a conventional technique in terms of writing. In addition, this study also aims to determine the effect of using reflective journal writing towards the students' narrative writing skill. The data in this study include the initial score data (pretest) and the final score data (posttest).

1. Descriptive Analysis

a. Control Class

1) Pre-test

n	Mean	Median	Std Deviation	Minimum	Maximum
23	68.69	70	3.1397	63	73

Table 4.1 : Control Class Pretest Result

The control class is the class taught without using reflective journal writing. A pretest was conducted to determine the results of students' narrative writing skills. From the result of the pretest, data showed the highest score achieved by students is 73 and the lowest score is 63.

By using SPSS, it is known that the average score (mean) achieved by the students in the control group is 68,6; median is 70; and the standard deviation is 3.13970.

Frequency Distribution of the Pretest Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	2.8	4.3	4.3
	63.00	2	5.6	8.7	13.0
	65.00	1	2.8	4.3	17.4
	67.00	7	19.4	30.4	47.8
	70.00	7	19.4	30.4	78.3
	73.00	5	13.9	21.7	100.0
	Total	23	63.9	100.0	
Missing	System	13	36.1		
Total		36	100.0		

Table 4.2 Frequency Distribution of the Pretest Score

This table indicates how many observations fell into the given score. On the *Frequency* column, it shows that the sample obtain a total of 36 students, of those students, 13 did not take the test. The *Percent* column indicates the percentage of scores given on the pretest out of all the *Percent* column scores. It can be verified by dividing its count in “frequency” column by the value in the last row of the table (36) :

- Student who score 60 : $1/36 = 2.8\%$
- Student who score 63 : $2/36 = 5.6\%$

- Student who score 65 : $1/36 = 2.8\%$
- Student who score 67 : $7/36 = 19.4\%$
- Student who score 70 : $7/36 = 19.4\%$
- Student who score 73 : $5/36 = 13.9\%$

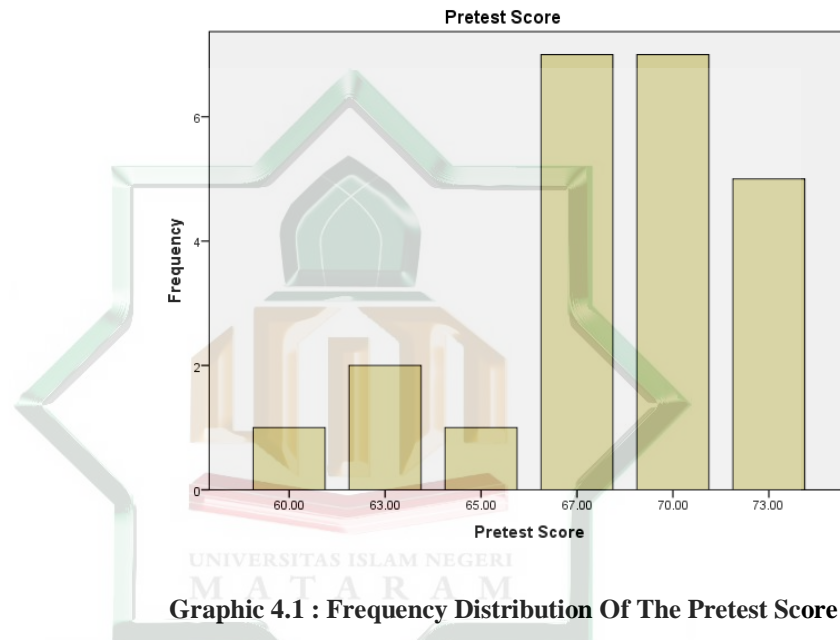
The *Valid Percent* column displays the percentage of scoring in the category out of the total number of non-missing test result. It can be verified the proportions for each score by dividing its count in the “Frequency” column by the value of “Total” that appears after the last valid category (23) :

- Student who score 60 : $1/23 = 4.3\%$
- Student who score 63 : $2/23 = 8.7\%$
- Student who score 65 : $1/23 = 4.3\%$
- Student who score 67 : $7/23 = 30.4\%$
- Student who score 70 : $7/23 = 30.4\%$
- Student who score 73 : $5/23 = 21.7\%$

The *Cumulative Percent* column is the total percentage of the students that has been accounted for up to that row; it can be computed by adding all of the numbers in the Valid Percent column above the current row :

- Student who score 60 : 4.3%
- Student who score 63 : 13.0%
- Student who score 65 : 17.4%

- Student who score 67 : 47.8%
- Student who score 70 : 78.3%
- Student who score 73 : 100%



Graphic 4.1 : Frequency Distribution Of The Pretest Score

Here we can see that students who score 67 and 70 are dominating. There were approximately equal number of students who score 60 and 65.

2) Post-test

n	Mean	Median	Std Deviation	Minimum	Maximum
23	71.7	73	3.503	65	78

Table 4.3 : Control Class Posttest Result

A posttest of the control class aims to look at the outcomes of learning writing without using reflective journal writing. From the result of posttest, the data showed the highest score achieved by students is 78 and the lowest score is 65.

By using SPSS it is known that the average score (mean) achieved by students in the control group posttest is 71.7; median is 73; and standard deviation is 3.503.

Frequency Distribution of the Posttest Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	1	4.3	4.3	4.3
67	3	13.0	13.0	17.4
70	7	30.4	30.4	47.8
73	6	26.1	26.1	73.9
75	3	13.0	13.0	87.0
77	2	8.7	8.7	95.7
78	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Table 4.4 :Frequency Distribution of the Posttest Score

This table indicates how many observations fell into the given score. On the *Frequency* column, it shows that the sample obtain a total of 23 students. The *Percent* column indicates the percentage of scores given on the pretest out of all the *Percent* column scores. It can be verified by dividing its count in “frequency” column by the value in the last row of the table (23) :

- Student who score 65 : $1/23 = 4.3\%$
- Student who score 67 : $3/23 = 13.0\%$
- Student who score 70 : $7/23 = 30.4\%$

- Student who score 73 : $6/23 = 26.1\%$
- Student who score 75 : $3/23 = 13.0\%$
- Student who score 77 : $2/23 = 8.7\%$
- Student who score 78 : $1/23 = 4.3\%$

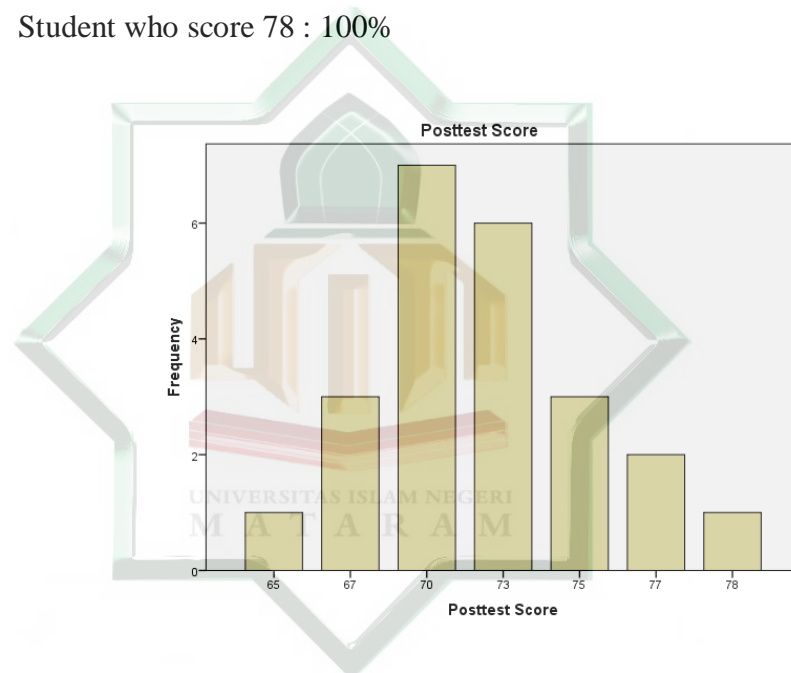
The *Valid Percent* column displays the percentage of scoring in the category out of the total number of non-missing test result. It can be verified the proportions for each score by dividing its count in the “Frequency” column by the value of “Total” that appears after the last valid category (23) :

- Student who score 65 : $1/23 = 4.3\%$
- Student who score 67 : $3/23 = 13.0\%$
- Student who score 70 : $7/23 = 30.4\%$
- Student who score 73 : $6/23 = 26.1\%$
- Student who score 75 : $3/23 = 13.0\%$
- Student who score 77 : $2/23 = 8.7\%$
- Student who score 78 : $1/23 = 4.3\%$

The *Cumulative Percent* column is the total percentage of the students that has been accounted for up to that row; it can be computed by adding all of the numbers in the Valid Percent column above the current row :

- Student who score 65 : 4.3%
- Student who score 67 : 17.4%

- Student who score 70 : 47.8%
- Student who score 73 : 73.9%
- Student who score 75 : 87.0%
- Student who score 77 : 95.7%
- Student who score 78 : 100%



Graphic 4.2 :Frequency Distribution of the Posttest Score

The graphic shows that students who score 70 are dominating. Student who score 65 and 78 are the lowest number and they were approximately equal.

b. Experimental Class

1) Pre-test

n	Mean	Median	Std Deviation	Minimum	Maximum
29	69.5172	70	3.53170	63	75

Table 4.5 : Experimental Class Pretest Result

The experimental class is the class taught by using reflective journal writing. A pretest was conducted to determine the results of students' narrative writing skills. From the result of the pretest, data showed the highest score achieved by students is 75 and the lowest score is 63.

By using SPSS, it is known that the average score (mean) achieved by the students in the control group is 69,5; median is 70; and the standard deviation is 3.53170.

Frequency Distribution of the Pretest Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 63.00	2	6.9	6.9	6.9
65.00	3	10.3	10.3	17.2
67.00	6	20.7	20.7	37.9
70.00	9	31.0	31.0	69.0
73.00	6	20.7	20.7	89.7
75.00	3	10.3	10.3	100.0
Total	29	100.0	100.0	

Table 4.6 :Frequency Distribution of the Pretest Score

This table indicates how many observations fell into the given score. On the *Frequency* column, it shows that the sample obtain a total of 29 students. The *Percent* column indicates the percentage of scores given on the pretest out of all the *Percent* column scores. It can be verified by dividing its count in “frequency” column by the value in the last row of the table (29) :

- Student who score 63 : $2/29 = 6.9\%$
- Student who score 65 : $3/29 = 10.3\%$
- Student who score 67 : $6/29 = 20.7\%$
- Student who score 70 : $9/29 = 31.0\%$
- Student who score 73 : $6/29 = 20.7\%$
- Student who score 75 : $3/29 = 10.3\%$

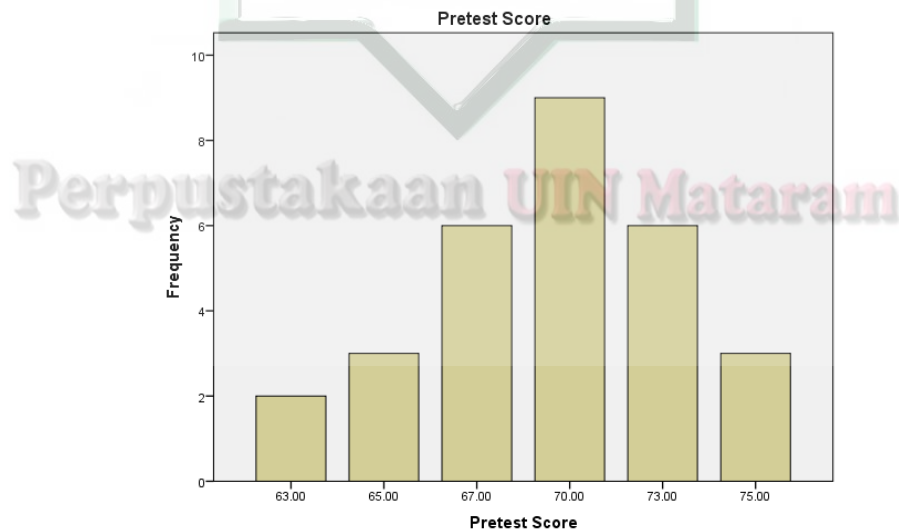
The *Valid Percent* column displays the percentage of scoring in the category out of the total number of non-missing test result. It can be verified the proportions for each score by dividing its count in the “Frequency” column by the value of “Total” that appears after the last valid category (23) :

- Student who score 63 : $2/29 = 6.9\%$
- Student who score 65 : $3/29 = 10.3\%$
- Student who score 67 : $6/29 = 20.7\%$
- Student who score 70 : $9/29 = 31.0\%$
- Student who score 73 : $6/29 = 20.7\%$

- Student who score 75 : $3/29 = 10.3\%$

The *Cumulative Percent* column is the total percentage of the students that has been accounted for up to that row; it can be computed by adding all of the numbers in the Valid Percent column above the current row :

- Student who score 63 : 6.9%
- Student who score 65 : 17.2%
- Student who score 67 : 37.9%
- Student who score 70 : 69.0%
- Student who score 73 : 89.7%
- Student who score 75 : 100%



Graphic 4.3 :Frequency Distribution of the Pretest Score

Here we can conclude that there is only few student who score 63. The result is dominated by the students who score 70. Student who score 65 and 75 are approximately equal.

b) Post-test

n	Mean	Median	Std Deviation	Minimum	Maximum
29	75.0345	75	4.07504	70	83

Table 4.7 : Experimental Class Posttest Result

A posttest of the experimental class aims to look at the outcomes of learning writing without using reflective journal writing. From the result of posttest, the data showed the highest score achieved by students is 83 and the lowest is 70.

By using SPSS it is known that the average score (mean) achieved by students in the experimental group posttest is 75; median is 75; and standard deviation is 4.075.

Frequency Distribution of the Posttest Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	6	20.7	20.7	20.7
73	8	27.6	27.6	48.3
75	5	17.2	17.2	65.5
77	4	13.8	13.8	79.3
80	3	10.3	10.3	89.7
83	3	10.3	10.3	100.0
Total	29	100.0	100.0	

Table 4.8 : Frequency Distribution of the Posttest Score

This table indicates how many observations fell into the given score. On the *Frequency* column, it shows that the sample obtain a total of 29 students. The *Percent* column indicates the percentage of scores given on the pretest out of all the *Percent* column scores. It can be verified by dividing its count in “frequency” column by the value in the last row of the table (29) :

- Student who score 70 : $6/29 = 20.7\%$
- Student who score 73 : $8/29 = 27.6\%$
- Student who score 75 : $5/29 = 17.2\%$
- Student who score 77 : $4/29 = 13.8\%$
- Student who score 80 : $3/29 = 10.3\%$
- Student who score 83 : $3/29 = 10.3\%$

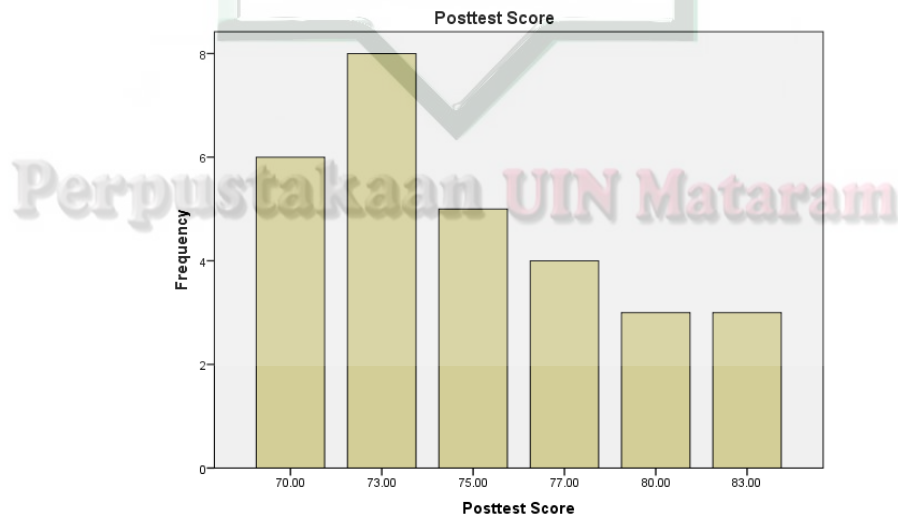
The *Valid Percent* column displays the percentage of scoring in the category out of the total number of non-missing test result. It can be verified the proportions for each score by dividing its count in the “Frequency” column by the value of “Total” that appears after the last valid category (23) :

- Student who score 70 : $6/29 = 20.7\%$
- Student who score 73 : $8/29 = 27.6\%$
- Student who score 75 : $5/29 = 17.2\%$
- Student who score 77 : $4/29 = 13.8\%$
- Student who score 80 : $3/29 = 10.3\%$

- Student who score 83 : $3/29 = 10.3\%$

The *Cumulative Percent* column is the total percentage of the students that has been accounted for up to that row; it can be computed by adding all of the numbers in the Valid Percent column above the current row :

- Student who score 63 : 20.7%
- Student who score 65 : 48.3%
- Student who score 67 : 65.5%
- Student who score 70 : 79.3%
- Student who score 73 : 89.7%
- Student who score 75 : 100%



Graphic 4.4 : Frequency Distribution of the Posttest Score

From the graphic above, we can conclude that students who score 80 and 83 are approximately equal. And students who score 73 are dominating the result.

2. Independent T-Test of Experimental and Control Group Posttest

This test requires two variables that will be used in the analysis. The independent variable should be categorical and include exactly two groups. Here is the table that provides basic information about the group comparisons, including the sample size (n), mean, standard deviation, and standard error for the experimental and control group.

	Group	N	Mean	Std. Deviation	Std. Error Mean
Research Result	Experiment Group	29	75.03	4.075	.757
	Control Group	23	71.78	3.503	.730

Table 4.10 : Statistical Result of Control and Experiment Group Posttest

The table shows that there was a significant difference in the scores of Experimental group (M=75.03, SD=4.075) and Control group (M=71.78,

SD=3.503), conditions; $t(_) = _$, $p = _$

Independent Sample T-test

Group	N	Mean	SD	Sig- (2-Tailed)	Df	Decision
Control	23	71.78	3.503	0.003	49.6	Accepted
Experiment	29	75.03	4.075	0.004	50	

Table 4.11 : t-test Result Comparing the Control and Experimental Group Posttest

Based on the output, it is known that there was a significant difference in the scores for Experimental Group ((M=75.03, SD=4.075) and Control group (M=71.78, SD=3.503), conditions; $t(50)=3.038$, $p=0.004$

p-value of Sig (2-tailed) is 0,004 which is < 0.05 , means that H_0 is rejected and H_a is accepted. This study found that the use of reflective journal writing does have a significant effect on improving students' narrative writing skill.

B. Discussion

The use of reflective journal is designed to provide the students with a writing experience that not only serves evaluation purpose but that also encourages integration, personalization and reflection about the course content. It is intended to give students access to a very complex cognitive process. Many language teachers and researchers have recorded their studies with the goal of exploring and revealing the English learning process through various techniques, methods and approaches. They carry out a more effective teaching cycle and provide students with more chances to lean English in the classroom.⁴⁶ As students begin paying attention to what they do and how they do it, they learn how certain process function personally, which provides another departure point for evaluating and integrating new information presented to them during the research.

⁴⁶ Muhammad & Syarifuddin, 2018. International Journal on Advance Science, Education, and Religion. *Improving Vocabulary Achievement of Young Learners Using Animated Video*, 1(1)., pp 38

Regarding to the research which has been done in UIN Mataram, it was considered that there is a significant difference on students' narrative writing skills after taught using reflective journal writing. Based on the computation of Independent t-test result, the mean score of the control group that is not using reflective journal was 71.78 while the score of the experimental group who is using reflective journal was 75.03. In this case, reflective journal writing could help students increase their narrative writing skill. The researcher found that the students' narrative writing scores taught using reflective journal writing was higher than those who were not.

The findings of this study resonate with those of Moon (2006) in which she also found that the use of reflective journal could naturally enhance the understanding of the subject by students and improve independent thinking, thus creating a functioning learning environment. This process allows the students to look back on their past experience and what they have done for the purpose of learning especially narrative writing where they were expected to narrate their experience in chronological order. According to Moon, the students' strong participations in both process leads to better academic achievement through self-reflection.⁴⁷ Dewey also highlighted that reflection in learning is not only a passive recall of an event, but also the thinking process to learn. He believed that reflection could be really useful for making sense of situations or events that we

⁴⁷Jenny Moon, *Learning Journals: A Handbook for Reflective Practice and Professional Development*, (New York: Routledge, 2006), pp 4

found puzzling and hard to explain.⁴⁸ Reflective journal demands that the students recognize that they bring valuable knowledge to every experience. It helps them, therefore to recognize and clarify the important connections between what they already know and what they are learning.

As a way on improving the writing skills, Yulianti (2018) also found that the skills of the students to write in five aspects; content, organization, vocabulary, language use, and mechanic were improved. They can also minimize their writing problems through their feedback, so that they were able to write better from time to time.⁴⁹ Firdaus Habibi, Ismalianing Eviyuliawati and Sunardi Kartowisastro also found that reflective journal allows the students to demonstrate that they can think critically about their own skills and practice in order to improve and learn. This study makes it easier for teachers to gather a greater understanding of the subject with the students' attention in detail. The students' comprehension of narrative text, which was given to improve their writing skills, has been studied in the reflective journal writing. The teacher who allocates reflective journals to students often witness an increase in student participation in class activities.⁵⁰

⁴⁸ Dewey, 1988 pp. 118

⁴⁹ Nofi Yulianti, *“Improving The Writing Skill Through Diary Writing of The Tenth Grade Students of SMAN 1 Ngemplok”*, Thesis: Faculty of Languages and Arts, Yogyakarta State University, 2018, pp. 70

⁵⁰ Firdaus Habibi, Ismalianing Eviyuliawati, Sunardi Kartowisastro, *“The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text”*, Syarif Hidayatullah State Islamic

In conclusion, the use of reflective journal writing as a technique in the teaching-learning process can make a significant improvement on students' narrative writing skill. Therefore, it could be stated that reflective journal writing have solved the students' writing problem and increase students' narrative writing skill. So that the hypothesis proposed in this research which says "The use of reflective journal has significant effect on the students' narrative writing skills after the treatment" is accepted.



Perpustakaan UIN Mataram

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that there is a significant differences in learning outcomes of the students who taught using reflective journal with the students who took the learning without using without reflective journal. Learning outcomes of students' narrative writing skill are shown by the results of Independent sample t-test of experimental group posttest and control group. The value of Sig. (2-tailed) was lower than significant level ($0.04 > 0.05$), then H_0 was rejected and H_a was accepted. The use of Reflective Journal has a significant effect on students' narrative writing skill.

The result also shows that there is significant difference between the score of both experimental and control group posttest. The result showed that the mean score of students who taught using reflective journal is 75.03 which is higher than the mean score of who were taught without using reflective journal (71.78).

Reflective journal is effective to be used in teaching writing of fourth semester students of English and Education at UIN Mataram.

B. Suggestion

Based on the conclusion of the research, the researcher suggests the following parties: the teachers, the students, and other researchers.

1. English Teachers

According to the finding of the research, reflective journal can be a helpful way for the students to practice and improve writing. To be able to make it, the English teacher needs to improve their motivation and make them love writing as well. The fourth semester students of UIN Mataram has a lot of improvement, but there are numbers of students who are not improved well. That is why the teacher has to keep motivating students.

1. The Students

The students need more practice to help them improve their writing skill, they may continue to write a reflective journal once they finish their activities in school or classroom. As what Muhammad et al have stated that knowledge is characterized as a dynamic combination of structured experience, contextual knowledge, values and expert perspective which gives a structure to evaluate and integrate new information and experiences.⁵¹

⁵¹ Muhammad, Hasbullah, Syarifudin, Andi Anto Patak, "Implementation of English Subject Curriculum in the Islamic Secondary Schools in Indonesia Using Delphi Method", *XLinguae*, Vol. 12, October 2019, pp. 144

2. Other Researchers

Because this study is limited to quantitative study, further research is needed to explore how the use of reflective journal can improve the students' writing skills, for example through a case study research.



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Perpustakaan UIN Mataram

APPENDICES



Perpustakaan UIN Mataram

APPENDIX 1

RESEARCH INSTRUMENT



Perpustakaan UIN Mataram

A. TEST

Reiner et al (2002) states that an essay question should meet the following criteria :

1. Requires examines to compose rather than select their response
2. Elicits student responses that must consist of more than one sentence
3. Allows different or original responses or pattern of responses
4. Requires subjective judgment by a component specialist to judge the accuracy and quality of responses.

1. PRE-TEST

1

Dear Students,



This test is **not graded**. You just need to write based on your current knowledge about a narrative essay. Once you open the test, your time is automatically running. You have to work using a laptop, not a smartphone, to take the test for its best outcome. Pay attention to the **Prompt**. Some words or phrases are given for you to help you write your essay. You can **open your dictionary** at any time during this test, but be careful with the time as you only have 100 minutes to write this essay. Write the **title** and **double space** your essay.

Prompt: Write a minimum of 250-word narrative essay about most terrible day or experience during this COVID19 outbreak or lockdown by narrating the events in a **chronological order**. You are given 100 minutes to accomplish the task.

Vocabulary that help: The followings are words or phrases that may help you:

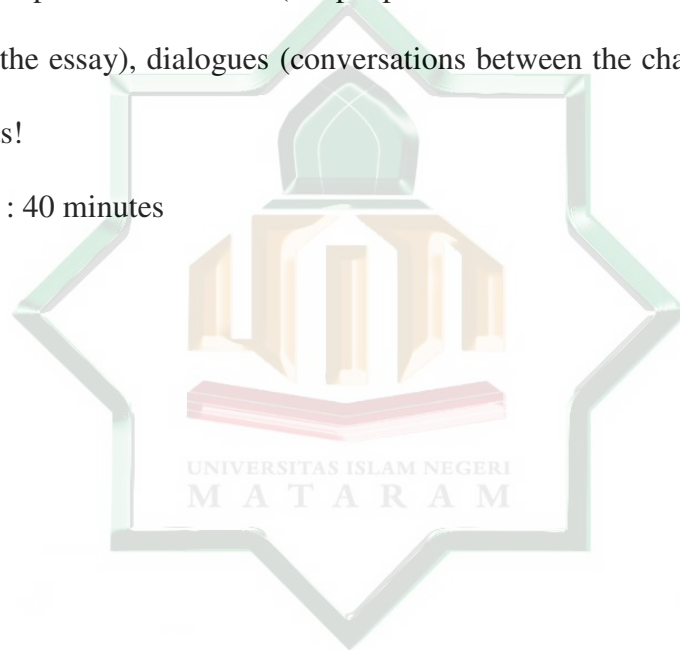
COVID19; outbreak; lockdown; closure of schools and universities; policy; tested positive; local and central governments; rector; during a shutdown; hospitalized; released from; optimistic; sorrowful; hectic; trouble; assignment; lecturer; e-learning; online learning platform; ran out of Internet data.

2. POST-TEST

Prompt :

Write a story about your most memorable moment by narrating the events in the chronological order and reflecting on your own experiences or knowledge. It should comprise the character (the people involved in the events), theme (topic or focus of the essay), dialogues (conversations between the characters) to illustrate the events!

Duration : 40 minutes



Perpustakaan UIN Mataram

B. ASSESMENT RUBRIC FOR WRITING

SCORE	LEVEL	CRITERIA
CONTENT	27-30	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	22-26	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	13-16	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	18-20	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, Cohesive
	14-17	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete Sequencing
	10-13	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	7-9	VERY POOR: does not communicate, no organization, not enough to evaluate.

VOCABULARY	18-20	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	7-9	VERY POOR: essentially translation, little knowledge of English Vocabulary
LANGUAGE USE	22-25	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	18-21	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	11-17	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word
		order/function, articles, pronouns, preposition and/or fragment, run-

		ons, deletions, meaning confused or obscured.
	5-10	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, Paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or Obscured
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

APPENDIX 2

VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT



Perpustakaan UIN Mataram

A. VALIDITY OF THE INSTRUMENTS

Correlations

		Item_1	Item_2	Total
Item_1	Pearson Correlation	1	.604**	.872**
	Sig. (2-tailed)		.000	.000
	N	52	52	52
Item_2	Pearson Correlation	.604**	1	.917**
	Sig. (2-tailed)	.000		.000
	N	52	52	52
Total	Pearson Correlation	.872**	.917**	1
	Sig. (2-tailed)	.000	.000	
	N	52	52	52

** . Correlation is significant at the 0.01 level (2-tailed).

B. RELIABILITY OF THE INSTRUMENTS

Case Processing Summary

		N	%
Cases	Valid	52	96.3
	Excluded ^a	2	3.7
	Total	54	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.743	2

APPENDIX 3

STATISTICAL ANALYSIS OF THE DATA



Perpustakaan UIN Mataram

DATA ANALYSIS

A. Descriptive Analysis

This analysis was done before the researcher drew a hypothesis. It consists of two parts; normality test which is used to test whether the data show normal distribution or not and homogeneity test was done to test whether the sample's variance was homogenous or not.

1. Normality Test

This test was conducted on the data that obtained from the pretest and posttest, both control and experimental group. Data is said to be normally distributed if the p value obtained from the calculation is greater than 0.05. The result is presented as follows:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		52
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.29275804
Most Extreme Differences	Absolute	.131
	Positive	.084
	Negative	-.131
Test Statistic		.131
Asymp. Sig. (2-tailed)		.025 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

2. Homogeneity Test

Data is said to be homogenous if the significance value is greater than 0.05 (significance level). The Levene Test of ONE WAY was employed to test the homogeneity. The result is presented as follows:

Test of Homogeneity of Variances

Writing Score

Levene Statistic	df1	df2	Sig.
.173	1	50	.679

The Sig is 0.679 which is greater than the significance level (0.05), it means that the test is Homogenous.

3. Hypothesis Test

This test is aimed to reveal whether there is significant difference between students' narrative writing skill after taught using reflective journal writing. Firstly, the hypothesis must be changed to the null hypothesis (Ho) before the hypothesis was rejected or accepted. Therefore, the null hypothesis (Ho) is "The use of reflective journal writing does not have significant effects on the students' narrative writing skills after the treatment".

In this case, the data were gained by employing ANCOVA that was applied because there were two variables in this research and the scores for both pretest and posttest and the mean score were different.

Theoretically, the hypothesis is accepted if the value of the significant level is lower than 0,05.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Research Result	Equal variances assumed	.234	.630	3.038	50	.004	3.252	1.070	1.102	5.402

Based on the output of *Independent Sample Test* on the *Equal Variances Assumed*, it is known that p-value of Sig (2-tailed) is 0,004 which is < 0.05 , we can conclude that H_0 is rejected and H_a is accepted, means that there is a significant difference between the control and experimental group.

APPENDIX 4
STUDENTS' SCORE



Perpustakaan UIN Mataram

1. CONTROL CLASS

NO	SCORE	
	PRETEST	POSTTEST
1	73	73
2	67	65
3	70	73
4	65	70
5	70	67
6	67	73
7	70	70
8	73	75
9	67	73
10	63	77
11	65	73
12	70	75
13	73	78
14	70	75
15	67	67
16	70	70
17	73	73
18	67	70
19	73	77
20	67	70
21	70	70
22	63	67
23	67	70

2. EXPERIMENTAL CLASS

NO	SCORE	
	PRETEST	POSTTEST
1	70	77
2	73	80
3	67	75
4	67	70
5	75	83
6	67	75
7	73	73
8	70	70
9	70	75
10	65	73
11	70	77
12	63	70
13	70	75
14	73	73
15	70	73
16	65	70
17	70	75
18	67	73
19	73	80
20	70	77
21	73	73
22	67	70
23	73	83
24	65	73
25	70	77
26	75	83
27	63	70
28	67	73
29	75	80



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN**

Jln Gajah Mada No.100 Jempong Baru, Mataram. Telp. (0370) 620783/620784 Fax. (0370)620784,.
http://www.ftk.uinmataram.ac.id/ email: ftk@uinmataram.ac.id

RENCANA PEMBELAJARAN SEMESTER (RPS)
(Permen Ristekdikti Nomor 44 Tahun 2015 Pasal 12)

No. Dokumen :		No. Revisi:		Tanggal Penyusunan:	
Matakuliah : Essay Writing		Semester : 4		Bobot (Sks) : 2	
Program Studi : Tadris Bahasa Inggris				Kode MK :	
Program Studi : Tadris Bahasa Inggris		Dosen Pengampu : Husnawadi			
Capaian Pembelajaran Lulusan (CPL)		By the end of the term, the students will.....			
		<ol style="list-style-type: none"> 1. Develop the ability to write several types of essay in English, such as description, narration, and discussion, in communicatively, meaningfully, and lexicogrammatically appropriate ways. (KK23) 2. Develop the knowledge of writing several types of essay in English, such as description, narration, and discussion, in communicatively, meaningfully, and lexicogrammatically appropriate ways. (PK18) 			
Capaian Pembelajaran Matakuliah (CPMK)		<ol style="list-style-type: none"> 1. Demonstrate the knowledge of essay structure in English. 2. Examine several types of essay in English. 3. Write several types of essay in English. 4. Use lexico-grammatical choices appropriately in writing several types of essays in English. 			

	5. Reflect on each process of composing an essay in English.
Deskripsi Matakuliah	: This course applies to the fourth semester students majoring in English language and Education, Mataram State University for Islamic Studies (UIN Mataram), which puts emphasis on the process of writing rather than product in order to engage the students' during the process of writing authorship. The overall aim of this course is to help the students develop the ability and knowledge to write coherent and cohesive essays of different types, mainly Descriptive, Narrative, and Discussion in English. This class deploys flipped learning design, a branch of blended learning where students do homework in the classroom, and learn concepts outside the classroom, mediated by an e-learning platform, Schoology.

(1) Minggu Ke-	(2) Kemampuan Akhir Tiap Tahap Pembelajaran (Kompetensi Dasar)	(3) Bahan Kajian (Materi)	(4) Metode Pembelajaran	(5) Alokasi Waktu	(6) Pengalaman Belajar Siswa (Deskripsi Tugas)	(7) Kriteria Penilaian (Indikator)	(8) Daftar Referensi
1.	<p>Face to Face</p> <ul style="list-style-type: none"> • Execute a narrative writing task independently in English • Define what narrative essay is narrative writing • Identify the characteristics of narrative essay <p>Online</p> <ul style="list-style-type: none"> • Examine the characteristics of a narrative essay and 	<ul style="list-style-type: none"> • Pre-test: most impressive holiday • The nature of Narrative Essay <p>Inductive Brainstorming</p>	<ul style="list-style-type: none"> • Independent learning • Dialogic discussion • Presentation • Independent learning 	150/FTF	<ul style="list-style-type: none"> • The Lecturer (L) greet and introduce the overall objectives of the topic • L has the students (Ss) take a pre-test of a narrative essay composition for 40 minutes • L introduces the Ss to the nature of narrative essay by presenting and discussing the materials with the Ss • The L has the Ss to 	<ul style="list-style-type: none"> • Participation in FTF and online classes 	1;2;3

	<p>past tense with respect to writing a narrative essay in English by watching a video.</p> <ul style="list-style-type: none"> • Reflect on the lesson by writing what they experience in the class 				<p>do the tasks online and reflect on their own learning</p> <ul style="list-style-type: none"> • The Ss watch the video online and summarize and discuss what they learn from the video • The Ss do the past tense exercises online • The L has the students do the task online and reflect on their learning experiences throughout the week by writing a reflective journal 		
2.	<p>Face to Face:</p> <ul style="list-style-type: none"> • Identify the lexicogrammatical choices of a narrative essay in English • Revise the lexicogrammatical choices of a narrative essay in English • Individually brainstorm ideas about most memorable experiences/holiday inductively • Identify expressions and connectors of a narrative essay • Brainstorm ideas inductively • Outline the ideas in English in chronological 	<p>Brainstorming and outlining</p>	<ul style="list-style-type: none"> • Dialogic discussion • Presentation • Independent learning 	150/FTF	<ul style="list-style-type: none"> • The L reviews the previous lesson • The L has the Ss identify the lexicogrammatical errors and use of connectors of a narrative essay collaboratively • The Ss collaboratively revise the lexicogrammatical errors and use of connectors of a narrative essay collaboratively • The L gets the Ss to brainstorm and outline the ideas about their most memorable 	<ul style="list-style-type: none"> • Participation in FTF and online classes • Outline product 	1;2;3

	<p>order.</p> <p>Online:</p> <ul style="list-style-type: none"> • Narrate the story of a narrative video by writing and describing the chronological events in English • Discuss a narrative video in English • Identify characteristics of narrative presentation in English • Reflect on the lesson by writing what they experience in the class 				<p>experiences in English individually in chronological order</p> <ul style="list-style-type: none"> • The L has the students do the task online and reflect on their learning experiences throughout the week by writing a reflective journal 		
3.	<p>Face to Face:</p> <ul style="list-style-type: none"> • Present an individual outline of a narrative essay about most memorable experiences • examine a lexicogrammatical errors in outlining a narrative essay in English • Revise lexicogrammatical errors in outlining a narrative essay in English <p>Online</p> <ul style="list-style-type: none"> • Collaboratively assess an narrative essay outline • Discuss a narrative essay's errors 	<p>Narrative Presentation</p> <ul style="list-style-type: none"> • Dialogic discussion • Presentation • Collaborative learning • Independent learning 	150/FTF	<ul style="list-style-type: none"> • The L reviews the lesson last week • The L has the Ss present their narrative essay outline in peer • The Ss examine and revise the lexicogrammatical errors in their narrative essay outline in peer • The L has the students do the task online and reflect on their learning experiences throughout the week by writing a reflective journal 	<ul style="list-style-type: none"> • Participation in FTF and online classes • Revision results 	1;2;3	

	<ul style="list-style-type: none"> • Reflect on the lesson by writing what they experience in the class 						
4.	<p>Face to Face:</p> <ul style="list-style-type: none"> • Write a narrative essay in English individually • Identify errors on the individual narrative essay in English • Edit some errors based on the peer-feedback • Revie the narrative essay individually <p>Online:</p> <ul style="list-style-type: none"> • Revise sample errors online of a narrative essay in English • Reflect on the lesson by writing what they experience in the class 	Narrative composing	<ul style="list-style-type: none"> • Dialogic discussion • Presentation • Independent learning 	150/FTF	<ul style="list-style-type: none"> • The L reviews the previous lessons • The L has the Ss write their narrative essay outline individually • The L assigns the Ss to identify, edit and revise the possible lexicogrammatical errors of their narrative essay writing • The L has the students do the task online and reflect on their learning experiences throughout the week by writing a reflective journal 	<ul style="list-style-type: none"> • Participation in FTF and online classes • Narrative essay product 	1;2;3
5.	<p>Face to Face:</p> <ul style="list-style-type: none"> • Revise individual narrative essay based on the feedback suggested and guided by the writing instructor. <p>Online:</p> <ul style="list-style-type: none"> • Resubmit the revised narrative task • Reflect on the lesson by writing what they experience in the class 	Evaluation	<ul style="list-style-type: none"> • Dialogic discussion • Presentation • Collaborative learning • Independent learning 	150/FTF	<ul style="list-style-type: none"> • The L reviews the previous lessons • The L has the students revise their narrative essay based on the feedback from and guided by the L • The L has the students resubmit their essay online and bring it to the next lesson. 	<ul style="list-style-type: none"> • Participation in FTF and online classes • Narrative essay product 	1;2;3

6.	<ul style="list-style-type: none"> Reflect on all the learning experiences throughout the composition of narrative essay. 	Post-test: most unforgettable experiences	<ul style="list-style-type: none"> Independent learning 	150/FTF	<ul style="list-style-type: none"> The L has the Ss take a post-test of writing a narrative essay about their most unforgettable experiences. 	<ul style="list-style-type: none"> Post-Test 	
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DAFTAR REFERENSI

- Robitaille, J., & Connelly, R. (2007). *Writer’s resources: from paragraph to essay* (2ed ed.). Boston, USA: Thomson Wadsworth.
- Boardman, C. A., & Frydenberg, J. (2008). *Writing to communicate: Paragraphs and essays* (3rd ed.). USA: Pearson Education.
- Youtube
- dst....

PENILAIAN

- Assessment 1: Participation in FTF and online classes, Reflective Journal Writing (45%)**
- Assessment 2: Mid-Test (20%)**
- Assessment 3: Final-Test (35%)**

VERIFIKASI RPS

Mengetahui Wakil Dekan 1 Dr. Abdul Quddus, MA NIP. 197811112005011009	Mengetahui Ketua Jurusan NIP.	Mataram, 2020 Dosen Pengampu Husnawadi NIP/NIDN: 2024088502
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APPENDIX 6

EXAMPLE OF STUDENTS' WRITING



Perpustakaan UIN Mataram

PRETEST

1.

Since the outbreak of covid - 19 in Indonesia, all learning activities on campus have been transferred to online learning. Previous learning by sitting in class and listening to the material, when the epidemic covid 19 learning turned into by looked at the material through the smartphone screen. This is a new experience for me during formal education, which had never before been thought that we can learn through smart phones. But this is not as interesting as it sounds, because this online learning activity is too sudden because the outbreak of covid 19 is also sudden, making this online learning activity less effective due to lack of preparation. During this online study I was quite overwhelmed in managing my time, because the assignments that came one after another, and the deadlines were quite short. In addition to being overwhelmed in managing the time, in doing the assignments it becomes less than optimal because it lacks focus in doing it, because remembering that the task is still waiting to be done afterwards. however, this happened during the first and second weeks of the beginning of online learning. After entering into the third week to this day, I can follow the flow and have become accustomed to online learning, can already enjoy, control stress and mood even though I often procrastinate doing work. Besides that, the new thing that I got during this online learning is I can get to know a new platform that can be used as an online learning medium, such as Google Docs, Zoom, and Jitsi Meet, and I quite enjoy learning via the platform even though some of them are quite draining packages Internet. And the most noticeable change during online learning is that my lifestyle has begun to change, I often sleep late at night because night is the time that makes the most focus on doing work, because during the day there are too many distractions and temptations at home that cause me difficulty it focus and concentrate on doing the task.

2.

About four months ago, Corona Virus found in Wuhan, China and on February Corona Virus found in Indonesia. The Government did not so surprised because just two peoples positive got Corona Virus, but day by day the people who positive corona added, so it was made the Government more worried and made a rule that all of schools and universities did not study in the class but study with online system, and also my University, from 16th of March, my University stop to study face to face but did online learning, but I because I sayed in Ma'had I did not went

home directly, but I must waited the announcement from the leader of Ma'had and beacause Ma'had to shelter under University so of course, ma'had too must did the online learning so all the students may went home and study from their house by online learning.

Honestly, I more liked learning face to face or in the real class than online learning, because the first problem was I felt when online learning I can not got the explanation from lecturer directly and I felt learning in the real class more effective than online learning, because when we wanted to question, we did not always got the respond directly, but we must waited some times to got the answer from our lecturer, whereas some of my lecturer gave the assignment without explained the material first, but there is the positive effect from this thing that it made me must study hard to understood first the material to did the assignment.

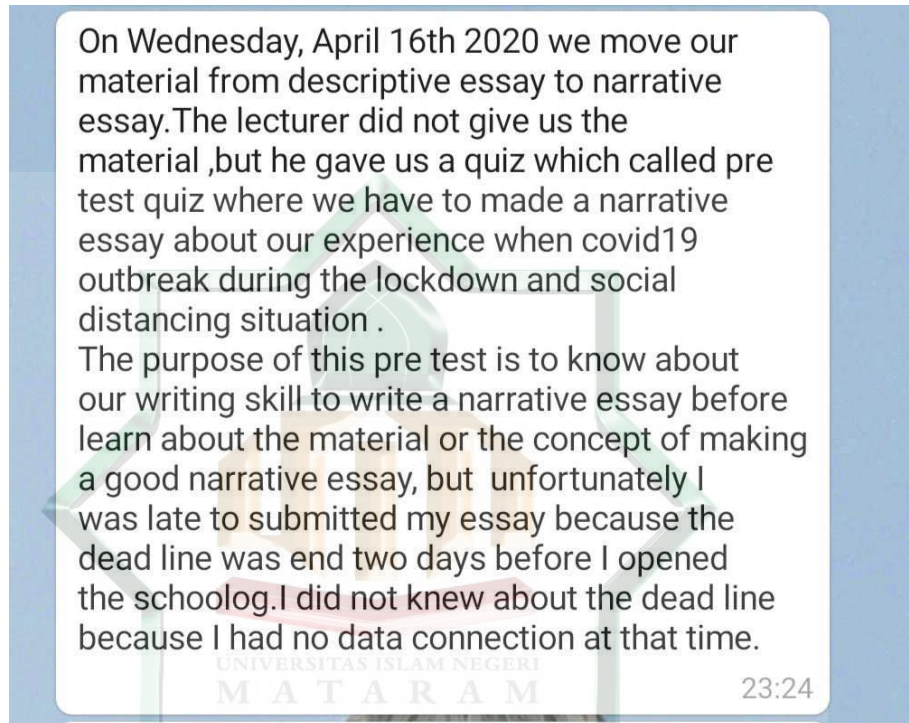
Another from online learning, the Government also made the suggestion that all peoples should to stay at home, so from this suggestion made, I never went out from my house except if there is the urgent bussiness.



Perpustakaan UIN Mataram

WEEK 1

1.



2.

Professors give new materials for writing. Materials provided in files and videos to make it easier for us to understand what writing is and how to write good and true essays. The first, in the given file, I learned about understanding essays is a series of events that are related chronologically in sequence. It further explains that there are several transitions that are often used when writing essays. The final part explains about the pitfalls.

The second is a video of writing afflicted with the correct grammar and when the correct use. In the video, it describes : 1. the past simple (we use the past simple tense for events and action that started and finished in the past), 2. Past Continuous (that started by telling stories that were happening in

the past, 3. Past perfect (Used to show one past action happened before another one), 4. Past Perfect Continuous (A past activity that continued for a length of time, before another past events) and with its own example. And the third was the last video about how to make your essay was correct. The first thing we need to do is make the outline and then outline from establishing the theme, making the introduction, describing from the beginning of the story, the middle of the story, and how the story ends. And the last part is the conclusion of the story being made.

After studying all the material given, the professor expects the student to write a material summary related to what has been learned and write it in the comment column.

3.

On Wednesday, April 16th 2020 we move our material from descriptive essay to narrative essay. The lecturer did not give us the material, but he gave us a quiz which called pre test quiz where we have to made a narrative essay about our experience when covid19 outbreak during the lockdown and social distancing situation .

The purpose of this pre test is to know about our writing skill to write a narrative essay before learn about the material or the concept of making a good narrative essay, but unfortunately I was late to submitted my essay because the dead line was end two days before I opened the school log. I did not knew about the dead line because I had no data connection at that time.

23:24

WEEK 2

1.

On Wednesday, April 22nd I learned narrative essay which defined as an essay which contain a story of life or something which is happened on the past .Narratives are told chronologically, and they answer the six basic journalistic questions: Who? What? When? Where? Why? and How?. Narration often uses the first person (I, we) because the writer is recounting personal experience. We use some tenses on writing this kind of essay such as simple past which used when we are wanted to explaining or describing about events and action that started and finished in the past, past continuous tense when we are going to describe about the event which started before the story begin and continued through the story, Past perfect continuous tense when we want to describe a past activity that continued for a length of time before another past happened.

On this week I did not only learn from the text book, but also from video which is sent by our lecturer on schoology. From the video, I can got some important points of making a good narrative essay. It was so helpful for me as a beginner on writing. There are some steps which is very important that we have to followed when we want to write a good essay. The several things includes:

- We need to choose our tittle at first.
- Decide what we will write for the essay's beginning, middle, and end.
- Next make the introduction .
- The last things is write the conclusion of our essay.

23:24

2.

At this meeting I learned about narrative essays. In this meeting we learn by using online classes by using the Schoology application. My lecturer sent the material, and there were questions already provided and my lecture told me to answer it, and after answering all the questions from that folder, my classmates and I commented in the comments column. I really enjoy this online class because my lecturer is very friendly and always responds to us when we don't understand.

All my classmates are active here, because this class is not boring because our lecturers always give us motivation to always be enthusiastic in learning. For this week's assignment, our lecturer gave us a video, and the lecturer told us to watch the video then retell the content of the video, the deadline was on April 30, 2020.

3.

I learned about narrative essay by online class in one of learning application namely schoology, Our lecturer gave us three works included video and materials about narrative essay that we must understand and answered some questions there. I am very enjoyed this online learning because our lecturer always ontime gave us the material and explanations, although we did not directly met in real class because pandemic corona virus but we got the material and studied about how to write an good essay by online learning.

All my classmates also very active to responded our lecturer when he sent the material or explained it by using WhatsApp application, because another from schoology our lecturer also using WhatsApp to made easier we got the material and explanation about material it self.

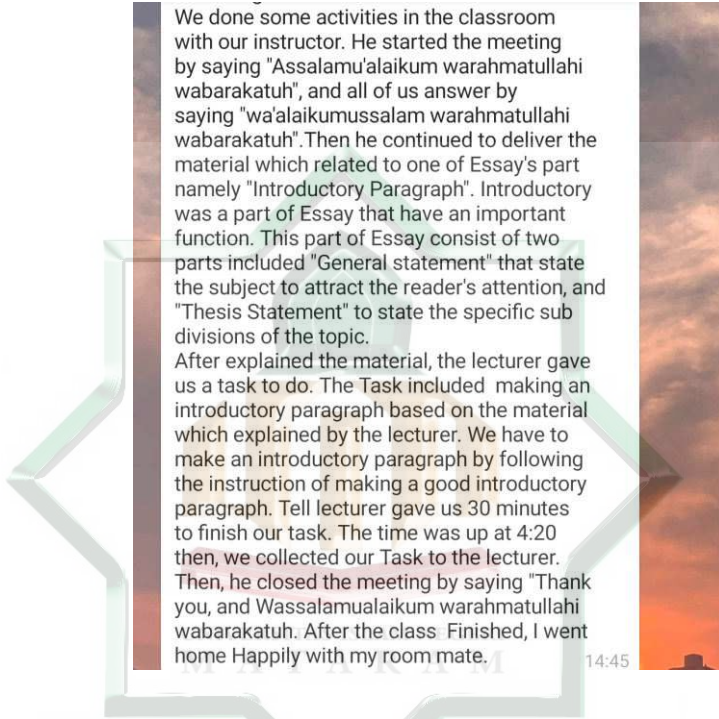
And for our job in this week, the lecturer gave us an assignment to write a narrative essay depends on a video that has been sent in schoology and the deadline for this job until Thursday, April 30 2020 at 12:00 am.



Perpustakaan UIN Mataram

WEEK 3

1.



We done some activities in the classroom with our instructor. He started the meeting by saying "Assalamu'alaikum warahmatullahi wabarakatuh", and all of us answer by saying "wa'alaikumussalam warahmatullahi wabarakatuh". Then he continued to deliver the material which related to one of Essay's part namely "Introductory Paragraph". Introductory was a part of Essay that have an important function. This part of Essay consist of two parts included "General statement" that state the subject to attract the reader's attention, and "Thesis Statement" to state the specific sub divisions of the topic.

After explained the material, the lecturer gave us a task to do. The Task included making an introductory paragraph based on the material which explained by the lecturer. We have to make an introductory paragraph by following the instruction of making a good introductory paragraph. Then lecturer gave us 30 minutes to finish our task. The time was up at 4:20 then, we collected our Task to the lecturer. Then, he closed the meeting by saying "Thank you, and Wassalamualaikum warahmatullahi wabarakatuh. After the class Finished, I went home Happily with my room mate.

14:45

2.

This was the third meeting we study in the class and the lecturer explained about introductory paragraph, but continued the explanation the lecturer asked the students to fill in the attendant list because he want to check the attendance of the students who did not came to the class, and after all students have filled in the attendance list the lecturer would continued the explanation.

For this meeting the lecturer gave us the material by showed it using LCD, and the students must pay attention with the lecturer's explanation because this material needed the high focus to understand it, in this material the lecturer explained too about thesis statement, what the definition of thesis statement, how to make it and where we should put the thesis statement. After

the lecturer explained all the material about introductory paragraph using LCD, he also continued by gave us some examples to make the students easier to understand about the material, he wrote some thesis statement and give us a introductory paragraph by directly showed us where we should put the thesis statement, in the first middle or the end of the paragraph.

Before closing, the lecturer gave the time for the students to asked some question about the materials that have not understand by them, some of my friends asked about thesis statement and the lecturer directly answered its question. After that to make stonger the understandable of students, the lecturer gave us assignments to make thesis statement and put it into the introductory paragraph and the last he closed the meeting by saying hamdalah and salam.

3.

In this meeting the lecturer opened the study with a greeting. Students responded to the lecturer's greetings simultaneously. Afterward, the teacher began speaking about their previous study of essays. Because of this online study through via whatsapp, the lecturer explained little about the material of previous meeting.

After much reviewing the previous study, the lecturer began to interpret the material to be discussed at this meeting. Previously, the lecturer had reviewed all essays written by the students. Afterward, he collected some mistakes from the writing to be delivered at this meeting. The lecturer said that there were many who still write essays in the form of descriptive words. There were still many who still write as they were describing something not telling something. So the lecturer asserted to revise their own essays. He asked to change into an essay narrative form and also asked to place the

dialogue between the characters in the story in order to make an impression of narrative essay.

After all were clear, the students turned to their own essay document through Google doc. Because using Google doc, students could communicate and discuss with each other. In addition, lecturer was able to correct a student's miswriting. All student groups revised their own essays over a period of time given by the lecturer.

And in the end the students finished rewriting their narrative essays. After being in revision and all that has been gathered on the Google doc, the lecturer closed the meeting with advice to continue to practice writing and to read many reference works relating to essays to improve the writing in both content and language. Then, he closed the meeting with a greeting answered by the student with the unison through the group whatsapp.



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Perpustakaan UIN Mataram

WEEK 4

1.

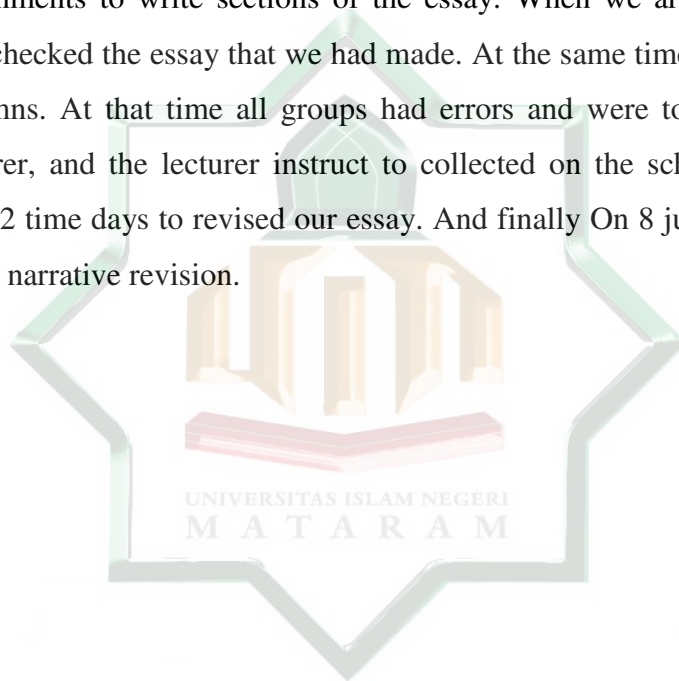
The Lecturer gave the task With Group to made an Essay about covid-19. A week ago the Lecturer asked the students to make an individual essay, but this time with the group. By working online, sure the students do it through Google docs. The Lecturer divided each group of 3 to 4. This was a task to be done by discussing with each group. Everyone in one group chooses which parts to write on the Google doc page, and the problem is that some select the introduction, others make the idea or select the Conclusion, the point of this online class is teamwork. Previously, lecturer gave the student's personal E-mail version of essays and opened it through Google docs.

On several occasions, lecturer noticed who were active in writing and typing answers on the googinto docs page. There will be a clearly seen who is typing on the page. If there is a grammar error or essay that is wrong on the topic, the lecturer will comment on it and make a suggestion for writing an essay. Students usually accept the lecturer's suggestions and comments openly. The Lecturer gives the student an opportunity to comment on the errors in essays for other groups. The control of lecturer certainly makes the online class run well. After all the groups have completed their own essays, the lecturer checks the results and sees the extent of the student's activation in the essay. From the monitor, it's clear who's active writing. After examining everything, the lecturer offers an explanation if there are bad essays, usually it is by the Whatsapp group.

2.

The lecturer sent Exercise about narrative essay on my email, the lecturer have prepared how i will do the exercise in google docs with my

friend it is Called “Collaborative”. On the google docs the lecturer also joined for looked at who do the exercise while look for who are studens not joined and do the exercise, If there is students not joined the google docs so the student it will not have score. There is 8 Group and The Column different,one column just 2 group, I am is the first group,me and my friend divided assignments to write sections of the essay. When we are finish,the lecturer will checked the essay that we had made. At the same time all groups work in columns. At that time all groups had errors and were told to revise by the lecturer, and the lecturer instruct to collected on the schoology,the lecturer gave 2 time days to revised our essay. And finally On 8 juni we collected our essay narrative revision.



Perpustakaan UIN Mataram

POSTTEST

1.

AFTER SCHOOL INCIDENT

Once my father told me to ride the motorcycle carefully because I just knew how to ride it, and for a while he asked me to not bringing my friends with me while riding to prevent the bad thing that might be happened. Unfortunately, I did not listen to him at that time, and finally I got my own lesson.

Silvia? Could I hitchhike to my house, said one of my friends who was behind me. I felt that I wanted to help her, but ignored to the advice of my father. Then we got home together.

I was riding the motorcycle while talking to each other. She told me of her experience during the day. ‘‘I am really confused of the math course today’’, she said. I was a bit surprised when she was telling me that she confused of the math, because actually I knew that she really likes the math.

When we were halfway there I drove a little slower because the road was a little damaged. I realized that I also just learnt and not yet an expert in riding a motorcycle. At that time I only remembered the message from my father.

After a few minutes, we arrived at a crossroad then I bumped into the person who was stopping in front of me. He intended to turn right, but apparently he forgot to turn on the lighting. My friend and I fell. My foot was hit by a motorcycle and my school skirt was torn at the knee. My head hit on the asphalt, luckily I wore a helmet. I saw my friend screamed. She looked in pain.

Then people came and helped us. The person I just hit came over and apologized. ‘‘ I am sorry for what had happened because of my careless, he said. Then I replied, ‘‘you must be careful later on but sorry too, I couldn’t see you in front of me, it happened so fast’’.

I called my parents and then they came to pick me up and take me to the hospital, “why did this happen?”, “how were you riding your motorcycle”? my father said. It’s because I did not listen to you father, I said. “I will not repeat that mistake again”, I said.

After the incident happened, I realized that what my father said was for my safety. I should have listened to his advice and never ignore it.

2.

My Memorable Moment

Last semester, I went to Benang Kelambu waterfall with my friends. We went over there after the end of the last exam. I felt so happy because I had long heard the story about that place but never visited it. Then, that was my first time visiting that tourism place.

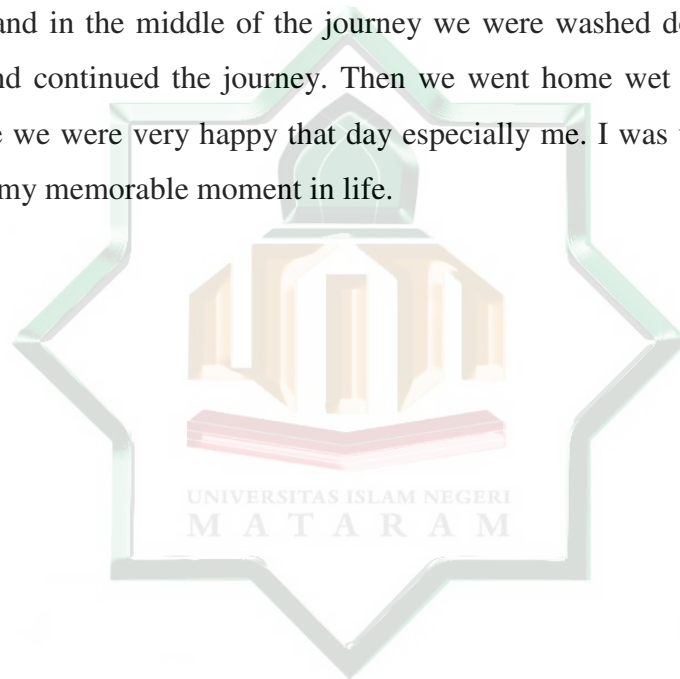
My friends told me that Benang kelambu waterfall was one of the beautiful waterfalls in Lombok. And many local or nonlocal travelers came to spend their holidays in that place. After hearing the story I was very excited and could not wait to visit it. When we arrived at the place first I fascinated with the place there were trees lined the side of the road which added the coolness of the place.

It turns out to get there we had to travel less than 500 meters by climbing the stairs. In the middle of the trip I was very tired and finally I stopped to rest for a while. Then, I continued my trip and about 300 meters we arrived at the waterfall. I was happy and yelled by saying we had arrived. All my friends laughed, I confused why they laughed and saw me. They told me that was Benang stokel waterfall not Benang kelambu waterfall. From that I knew why they laughed at me and I was shy.

When arrived at the Benang kelambu waterfall I was very impressed with the beauty of the waterfall. Everything felt like my fatigue paid off by its beauty. This

waterfall has three levels and there was a path that I could pass behind the spilled waterfall. I asked my friend to take a picture of me to become my memory that I was visit Benang kelambu waterfall and I could tell the story about that place to my family.

In that place, we took a bath and took a picture together. In the afternoon we went home and in the middle of the journey we were washed down by rain but we ignored it and continued the journey. Then we went home wet but we did not feel cold because we were very happy that day especially me. I was very happy and that day became my memorable moment in life.



Perpustakaan UIN Mataram



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jln. Gajah Mada No. 100 Jempong Baru Mataram Telp. 0370-620783 Fax. 0370-620784

SURAT KETERANGAN PENELITIAN

Nomor : 31/Un.12/FTK/TBI/7/2020

Yang bertanda tangan di bawah ini:

Nama : Dr. Syarifudin, M. Pd
NIP : 196812311999031009
Jabatan : Ketua Prodi TBI

Dengan ini menyatakan bahwa :

Nama : Rizka Safitri
NIM : 160107137
Fakultas : Tarbiyah dan Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect Of Using Reflective Journal Towards Students Narative Writing Skill At The English Education Program Of UIN Mataram In Academic Year 2019/2020

Memang benar Mahasiswa tersebut telah melaksanakan penelitian dari bulan Juni s/d Juli 2020 di Prodi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Keguruan (FTK) UIN Mataram.

Demikian surat Keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.



Mataram, 09 Juli 2020

Ketua Prodi

Dr. Syarifudin, M. Pd

NIP.196812311999031009



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
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REKOMENDASI PENELITIAN

NOMOR : 070 / 335 / VI / R / BKBDN / 2020

1. **Dasar** :
 - a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
 - b. Surat dari Wakil Dekan Bidang Akademik & Kelembagaan Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri (UIN) Mataram
Nomor : 474/Un. 12/FTK/PP.00.9/06/2020
Tanggal : 12 Juni 2020
Perihal : Permohonan Rekomendasi Penelitian
2. **Menimbang** :

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

Nama : RIZKA SAFITRI
Alamat : RT 06/02 Ds Lampok Kec. Brang Ene Sumbawa Barat , NO IDENTITAS 1001010101, NO HP. 082340911128
Pekerjaan : Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul : THE EFFECT OF USING REFLECTIVE JOURNAL TOWARDS STUDENTS NARRATIVE WRITING SKILL AT THE ENGLISH EDUCATION PROGRAM OF UIN MATARAM IN ACADEMIC YEAR 2019/2020
Lokasi : UIN Mataram
Jumlah Peserta : 1 (satu) Orang
Lamanya : Juni s/d Juli 2020
Status Penelitian : Baru
3. **Hal-hal yang harus ditaati oleh Peneliti** :
 - a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
 - b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
 - c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
 - d. **Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.**

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 16 Juni 2020
An. KEPALA BADAN KESATUAN BANGSA DAN
POLITIK DALAM NEGERI PROVINSI NTB
Sekretaris,



Tembusan disampaikan Kepada Yth:

1. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Provinsi NTB di Mataram
2. Walikota Mataram Cq. Ka Kesbangpol Kota Mataram di Tempat
3. Rektor UIN Mataram di Tempat
4. Yang Bersangkutan
5. Arsip



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SURAT KETERANGAN

No. : 533/Un.12/Perpustakaan/05/2020

Dengan ini menerangkan bahwa :

Nama : RizkaSafitri
NIM : 160107137
Jurusan : TBI
Fakultas : FTK

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An. Kepala UPT Perpustakaan



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