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LAPORAN PENELITIAN



An Analysis of Students' Attitude toward the Use of Reflective Journal Writing at Eight Grade of SMPN 1 Solok on 2021/2022 Academic Year

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LAMPIRAN	

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latar belakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This study was aimed to know the attitude of students towards the use Reflective Journal Writing a writing activity at the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year. The background of the research was based on some problems that faced by students in writing activity; the students were difficult to spell the word correctly in written form, they got difficulties in using appropriate grammar, the students had lack of vocabulary and motivation in writing activity, and then the students' attitude towards the writing activity itself, the students seem had lack of positive attitude toward doing activity related to writing. The teacher solve the problems by using Reflective Journal Writing as writing activity at home.

The research method used in this study was quantitative descriptive. The population in this research was the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year. The sample technique used was total sampling, where all the students in excellent classes, class VIII B. To get the data of the research, the researcher used questionnaire where the students could tick (√) in the available column. In this case the researcher used 44 number of statements which based on 3 indicators of students' attitude. The indicators of attitude were divided into cognitive, emotion and behavioral aspects.

The finding of this research can be concluded that students' attitude toward the use of Reflective Journal Writing as writing activity at the excellent classes of eighth grade students' of SMPN 1 Solok in 2020/2021 academic year was in the "very good" level. It can be seen from the students' positive responses in responding the questionnaire given about the use of Reflective Journal as Writing Activity.

Kata kunci maksimal 5 kata

Journal Writing, Writing, Students' Attitude

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Language competence covers four skills and some components. Writing is one of those language skills, which is used as one medium to communicate with others in academic field, as well as in daily life. Writing is an activity of expressing messages, ideas and information in written form. Through writing, the writer can convey their thoughts, opinions, ideas, and information in sentences.

It is commonly known that writing is a way to communicate ideas and messages from the writer to readers. Therefore, in writing process a writer must consider the use of the components of writing such as the grammatical structure, punctuations, word choice, spelling, capitalization and etc. Thus, with these components, the content of the writing will be easily understood and the messages, ideas, or information will be delivered properly and more meaningful to the readers.

In Junior High School, writing is one of necessary skills that should be learned and mastered by the students. It is because writing skill has significances in improving a communicative competence of learning the language. Teaching writing in Junior High School aims at enhancing the students' ability in writing the text related with the situations surrounding them. At Junior High School of SMPN 1 Solok, there were several texts that should be learned by the students such as descriptive, narrative, recount, report and procedure texts. Furthermore, as the junior high school is a beginner level in learning English, the teacher should find an effective way for students to be more motivated in learning for example in writing activity.

Based on the interview and observation conducted by the researcher while doing the practice teaching or PL-K program (Praktek Lapangan Kependidikan) on 8th August 2018, at the excellent classes of seventh grade students of SMPN 1 Solok (now they are at eighth grade) the researcher found out that there were some problems that faced by the students in writing activity. First, the students were difficult to spell the word correctly in written form. In writing activity, most spelling mistakes that the writer found that the students wrote the letters of the word in the wrong order and sometimes missing out bits or adding the word a bit. As examples in writing the word "inform" the students wrote it as "infrom". Then, in fact, the students knew to call female teacher by "Miss", but when it comes to writing form they wrote it "mis" as what its pronounced. Furthermore, many students were wrong in making the sentences because they did not know how to write the right spelling of the words.

The teacher at excellent classes of eighth grade students of SMPN 1 Solok has used some ways in teaching writing such as giving exercises both at school and at home, also used some pictures. The teacher have applied these ways previously and it has not worked yet, however the students still have the same problems as the researcher mention above. Furthermore, because of those problems that still faced by the students in writing activity, the

teacher then used Reflective Journal Writing which is one of the exercises forms at home. Reflective Journal Writing is as an alternative teaching technique which can encourage and motivate the students more, and also to cope with the students' problems in writing.

Reflective journal writing is personal record of students' learning activity made by the students at home based on their own learning experiences. In writing reflective journal the students are asked to write their own experience through the learning process such as their feelings, opinions or even their difficulties while learning in the form of essay. Reflective journal is a useful technique for teachers to see how a student engages with material given. The benefits of journaling is to practice their writing ability and also it can motivate the students in writing. The reflective journal writing which applied by this teacher was not formally assessed, but the teacher could give feedback or correction in the students' writing. The students were free to write and express their experiences and ideas. By using this technique, it can increase the students' interest in writing activity and gives teachers additional insight into how students value their own learning progress. It can be concluded that reflective journal writing is a written form of students' reflection in learning process.

The teacher at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year made some rules in writing reflective journal. There were two meetings in a week. The students were required to write the reflective journal writing regularly in a book, once a week, they had to use English in writing their paragraphs and to hand in their work in the meeting of the week. It was started in the first week of the semester and ended in the last of the course. The students were asked to write down their experiences and feeling during the learning activity. In addition, the reflective journal writing can give the students an opportunity to memorize the lesson and also as their learning reflection.

Students' attitudes toward reflective journal writing as writing activity can be positive and negative. The students' attitude is their thinking, feeling, behaving or reacting to respond something positively or negatively. The attitude the researcher was talking here is the students' attitude in using reflective journal writing as writing activity. Generally, the students' attitudes can affect their learning outcomes.

The positive attitude of the students means that they are enthusiastic in learning writing through reflective journal, revise their mistakes in writing, also when they can increase their critical thinking. In other hand, the students' attitudes may be negative when students

ignore or feel less interest in using reflective journal writing, or they may think it will not help their writing ability. In this case, it can be concluded that the students have different attitude that can influence their learning activities and the success in improving the teaching of writing may depend on the attitude of students towards the using reflective journal as writing activity.

Based on some problems faced by students in writing activity and the technique that used by the teacher to cope those problems, the researcher was interested to analyze the students' attitude towards the use of reflective journal writing as writing activity at the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year.

B. Research Questions

In order to be able to answer the question in the formulation of the problem, some research questions should be proposed as the following:

1. How was the students' attitude on cognitive aspect towards the use of Reflective Journal Writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year?
2. How was the students' attitude on emotional aspect towards the use of Reflective Journal Writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year?
3. How was the students' attitude on behavior aspect towards the use of Reflective Journal Writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year?

C. Purpose of the Research

Based on the research questions above, the purposes of the research were:

1. To know the students' attitude on cognitive aspect towards the use of Reflective Journal Writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year.
2. To know the students' attitude on emotional aspect towards the use of Reflective Journal Writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year.

3. To know the students' attitude on behavior aspect towards the use of Reflective Journal Writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year.

D. Research Outcome

This research was expected to have theoretical and practical significance in language learning, especially in learning writing. Theoretically, the finding of this research was expected to gain the information for the teachers about the students' attitude towards the use of Reflective Journal writing as writing activity at excellent classes of eighth grade students of SMP 1 Solok in 2020/2021 academic year. Practically, the result of this research was expected to give information for the teacher in using reflective journal writing in teaching writing. It was expected that the finding of this research can give contribution to the teacher in teaching writing.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Writing

Writing is a way to express ideas, thoughts, opinions, and feelings in the written form. Commonly, writing is a procedure that needs not only ideas but also vocabulary, grammar and punctuation to express those ideas. It means, writing prosecutes students to focus for generating, organizing, revising idea coherently into good composition, using good punctuation, and editing text into appropriate grammar. There are several experts who define what writing is. According to Harmer (2004: 31), writing is a way to produce language and express ideas, feelings, and opinions into written form. In other words, writing is a process for conveying or delivering ideas, thoughts, opinions and feelings by considering some components of writing to make good paragraphs so that the readers can understand the messages easily.

Spratt, Pulvernes and Williams (2005: 26) state that writing is an activity to communicate messages or ideas in the form of letters and symbols. It means that writing is conveying a message through a written form as a way of communication between the writer

and the reader. The writer should be able to convey the messages clearly to make the reader understand it well.

In addition, Langan (2005: 14) explains that writing is activity of a writer to the reader to express ideas, thought, and the feelings clearly and effectively in the written form. The writer requires knowledge of using appropriate grammar and the art of using rhetoric such as arranging the words, phrases, sentences and paragraphs. The writer has to master the rules in using components of writing such as vocabulary, spelling, grammar, morphology, and syntax to produce a good written text.

Moreover, Nunan (2003: 88) defines that writing is the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs. It means, it will include the choice of word, grammatical structure, punctuations and etc. So that it will be clear to the reader to understand about the information and achieve the aims of communication in written form.

Based on the explanation above, it can be concluded that writing is a way to communicate between the writer to the reader by putting ideas down on paper to transform thoughts into words. In writing, the message is conveyed in the written form. The writer has to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and some components of writing to transfer them into good written form, so that the writer is able to communicate successfully with the readers through the medium of writing.

B. Reflective Journal Writing

Commonly, the purpose of the teaching and learning process for junior high school is to encourage the students to have more activity in the four skills (speaking, listening, reading and writing) so that they will be able to improve those skills effectively. In writing, the writing outside the classroom can be a useful tool to enhance their ability. One of the enjoyable methods to practice writing at home is by keeping journals or diaries. In general, a journal is a collection of thoughts, feelings, speculations, and may be dreams which give someone an opportunity to express themselves as individuals through writing.

Usually, learning can be augmented when students are encouraged to reflect on the learning event and exercise their judgment about the content and the processes of learning. In language teaching and learning, reflective journal have been used for years in learning writing.

Some studies about reflective journal have shown that it is a powerful technique to promote self-sufficiency and improve students' learning especially in writing. Generally, reflective journal is a written personal records of students' learning experiences in the form of essay or notes. Students typically are asked by their teacher to record learning-related incidents after they occur. According to Mukminatien in Cahyono (1997: 3), reflective journal could serve as a way of giving an authentic communicative writing in terms of interactive learning process which gives opportunities for freedom of expression. It is useful to broaden concept of writing purpose and audience. Through journals, they can write about anything they want and the letters are kept confidential between them. The impact of reflective journal writing in general is giving the opportunity for the teacher and the students to enter into a new and different kind of dialogue.

Farrah (2012: 3) says that reflective journal is written record for thoughts, feelings, experiences, personal values and beliefs. Additionally, it is an effective learning technique that empowers students to learn while they are writing. They can use it for writing about interesting topics, expanding their imagination and establishing connections between new information and the things they have already known.

In addition, Thorpe in Mansor (2010: 506) describes that reflective journal refers to written documents that students create as they think about various concepts, events, or interactions over a period of time for the purposes of gaining insights into self-awareness and learning. The students can express and publish their thoughts and reflections that had happened especially in learning process. It means reflective journal is serves as an evidence for a learner's learning journey and also useful for teacher to see how a student engages with course concepts over a period of time.

Furthermore, Suprijono (2012: 124) explains that reflective journal is written activity which contains students' reflection or a series of activities during learning that have been held. It is like a written record of students' learning journey where they can express their thoughts, feelings or even their difficulties on the learning or material given.

Ukrop (2018: 6) says that the reflective journal is one of the most effective tools as a technique for reflective practice. It is a container for writing that provides students with framework to structure their thought and reflections the materials given. It is useful for students to map their thinking and helps them remember the learning journey they are engaged in.

Based on the explanation above, it can be concluded that reflective journal writing is an effective technique in teaching writing to make the students communicate their personal feelings, ideas, thoughts, and their learning experiences such as their difficulties or even what they like in a topic given into written form. A reflective journal is not a collection of students' lesson material note but it contains a written record of students' reflections and thoughts during the learning activity. It encourages students to become involved and interested in writing because the reflective journal allows them to express their personal feelings. The students may write about their learning goals, reflections on their learning or their learning development. In the other hand, it will also give an opportunity for the teacher's feedback as they will hear the students' thoughts.

C. Students' Attitude

In general, the achievement of writing in learning language commonly relies not only on intellectual capacity, but also on the learners' attitudes towards language learning. It means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Attitudes towards language are likely have been developed by learners' experiences. There are several definitions of attitude which mention different meanings from different contexts and perspectives by the experts.

Pickens (2005: 44) describes that attitude is complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations. Although the attitude is internal of a person, we can view a person's attitude from his or her resulting behavior. In addition, Montana and Kasprzyk (2008: 21) state that attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Therefore, a person who holds strong beliefs that positively valued will result a positive attitude toward an object. Conversely, a person who holds strong beliefs that negatively valued will result a negative attitude toward an object.

Langat (2015:15) says that attitudes are psychological development as a result of one's experiences which influences a person's view of situations, objects people and how to respond to them either positively or negatively. It can be said that, attitude is a reaction toward an object, situation, or person, that accompanied by personal feelings. Furthermore, Wood & Boyd in Farmawati (2016: 22) state that attitude is relatively stable evaluation of persons, objects,

situations, or issues, along a variety ranging from positive to negative. In other words, attitude is a relatively enduring part of beliefs, feelings, behavior, positive or negative predisposition toward object, situation, institution, or person which can be seen through combination of personality, opinions, values, behavior, and motivation.

In education, attitude is one of the things that will affect students' outcome in learning. Farmawati (2016: 28) explains that student's attitude is a positive or negative reaction to a specific object, situation, or person which can be seen from their personality, opinions, values, behaviors, and motivation. The attitudes will influence the social factors mentioned and influence learner outcome. The student's attitude sometimes can be positive or negative. They have strongly belief and good behaviour if they show the positive attitude in the class toward an object. However, if the students have negative attitude in the class it means they have weakly belief and bad behaviour about the object. The teacher has to know how affective the use of method in teaching process to the learners' attitude because the achievement of a student also depends on their attitude toward a subject, it can be high and low achievement.

From the explanation from some experts above, it can be concluded that students' attitude is a positive or negative reaction and behavior toward an object. The attitude can be seen through the combination of personality, opinions, values, behaviours, and motivation. It is one of the things which can influence students' outcome and emotional which will determine their accomplishment in learning process. The teacher can observe the students' development based on their attitude.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengurus sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted by using descriptive quantitative method, because the purpose of this research was to determine the students' attitude towards the use of reflective journal writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year. Prastowo (2014: 203) states that descriptive method is a

research method that reveals the facts of events, objects, activities, processes, and people the way they are at the present time or period that is still possible in the memories of respondents.

Creswell (2003: 18) argues that quantitative research is a method for testing objective theories by examining the relationship among variables. The variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed by using statistical procedures. In this research, the researcher analyzed the students' attitude toward the use of reflective journal writing as writing activity at excellent class of eighth grade students of SMPN 1 Solok in 2020/2021 academic year.

B. Population and Sample

1. Population

The population of this research was the eighth grade students at excellent classes of SMPN 1 Solok in 2020/2021 academic year. There were two classes in the excellent classes of eighth grade of SMPN 1 Solok which consisted of 66 students. The population of the students in this research can be seen in the following table:

Table 3.1. Students Population of the Research

No	Class	Numbers of Students
1	VIII A	33
2	VIII B	33
Total		66

2. Sample

In this research, the researcher used total sampling, which means the entire population were included in the research. It was because of both of the excellent classes in eighth grade in SMPN 1 Solok have made journal writing as writing activity. The sample of this research were all the students at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year, which consisted of two classes. The sample of the research were 66 students.

C. Instrument of the Research

To conduct the research, the researcher used questionnaire in the form of statements as the instrument. Generally, questionnaire is a set of questions or statements, often called items, which follows a fixed scheme in order to collect individual data about one or more specific

topics. According to Sugiyono (2009: 200), there are two types of questionnaire, namely open-ended questionnaire and closed-ended questionnaire. Open-ended questionnaire is questions or statements that expect respondents to provide answers in the form of descriptions. Meanwhile, Closed-ended questionnaire is questions or statement that expects respondents to give short answer or choose one alternative answer to questions or statements that available.

This research used Closed-ended questionnaire. The questionnaire was in *Bahasa Indonesia* because the researcher tried to ensure the optimal understanding among the students in answering the questions that could prevent them from expressing their opinions. This questionnaire was used for getting the information about students' attitude towards the use of reflective journal writing as writing activity at the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year. The questionnaire was distributed to students as the sample of the research. The scale to measure this research was Likert Scale. Sugiyono (2013: 93) defines that the Likert Scale is a tool used to develop instruments used to measure attitudes, perception and opinions of a person or group of social phenomenon. There were several categories measuring the attitude by using Likert Scale such as Strongly Agree (SA) 5, Agree (A) 4, Neutral (N) 3, Disagree (D) 2, and Strongly Disagree (SDA) 1.

The researcher used three components in making questionnaires they were cognitive, emotional and behavioral component. It was because in this research the researcher have mentioned and took this theory which proposed by some experts previously in chapter II. The cognitive consisted of 16 items of statements, the emotional aspect consisted of 8 items of statements and behavioral aspect consisted of 20 items of statements.

Before the questionnaire was distributed to the sample of the research, the questionnaire had been validated. Generally, a valid instrument has high validity. In opposition, instruments that are less valid means having low validity. Each items of the questionnaire was validated by expert validators. There were two validators who validated the questionnaire, the first is Dra. Yarmawati as one of the Lecturers in English Department of UMMY Solok and the second is Rola Jatfo S.Psi as the psychologist expert. In the validation process, the researcher did some ways. First, the researcher gave the instrument of this research to be checked by the validators. Second, the validators checked each statements of the questionnaire. Third, the validators gave some revision and suggestions on the questionnaire. After that, the researcher corrected the questionnaire based on validators' suggestion and revision. Finally, the validators filled the

questionnaire validity to state that questionnaire about the use of Reflective Journal Writing as writing activity is proper to use as an instrument of this research.

Based on theories that had been discussed in chapter II, the questionnaire was constructed as follows:

Table 3.2. The Indicators of Questionnaire on Students' Attitude towards the Use of Reflective Journal Writing as Writing Activity

No	Indicators	Sub indicators	Number of items for sub indicators
1.	The Cognitive Aspect	Students' belief about the knowledge they receive in using Reflective Journal writing as writing activity a. Connecting the previous knowledge and new one in writing through reflective journal writing. b. Creating new knowledge in writing through reflective journal writing. c. Checking writing through reflective journal writing d. Applying new knowledge in writing through reflective journal writing.	 1,2,3,4 5,6,7,8 9,10,11,12 13,14,15,16
2.	The Emotional Aspect	Students' feeling in using Reflective Journal writing (like or dislike) as writing activity a. Like toward reflective journal as writing activity b. Dislike toward reflective journal as writing activity	 17,18,19,20 21,22,23,24

3.	The Behavioral Aspect	The students' react in using Reflective Journal writing as writing activity	
		a. More interest in writing activity.	25,26,27,28
		b. Work hard to learn more in writing activity.	29,30,31,32
		c. Do more observation in writing activity.	33,34,35,36
		d. Be more eager to solve the problems in writing activity.	37,38,39,40
		e. More active during writing activity.	41,42,43,44
		Total	44

Total items of questionnaires were 44 statements. Based on Sugiyono (2013: 93) the alternative answer of question or statement of the questionnaire using Likert scale is shown in table 3.3 below :

Table 3.3. Alternative answer of Questionnaire

Response	Score Value
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

D. Technique of Data Collection

The data had been collected through questionnaire in the form of statements. In the process of collecting the data, the researcher distributed and explained the aims of the questionnaire of this research to the sample of the research. Then researcher gave the instruction to the students on how to fill the questionnaire. The researcher gave time around 50 minutes to the students in filling the questionnaire including in distributing and giving the instruction of the questionnaire. After they finish, the researcher collected the questionnaire from all the sample of the research, then the researcher calculated the percentage of students'

attitude towards the use of Reflective Journal Writing as writing activity at excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year.

E. Technique of Analyzing Data

After the process of collecting the data, the researcher analyzed the questionnaire that had been answered by the sample of the research. The data was analyzed by calculating the percentage of students' attitude by using the formula which is suggested by Riduwan (2010: 89) as follows:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of the answer

F= Frequency

N= Total number of sample

After getting the total percentage of students' attitude scores, the researcher classified the percentage based on the classification. Then the researcher described the result of students' attitude toward the use of reflective journal writing as writing activity. Ahsanti (2018: 40) says that a student has a positive attitude if it has a tendency or in accordance with good criteria or category level and the other way, students have a negative attitude if it has a tendency or in accordance with not good or poor criteria or category level. The result of questionnaire is classified based on Riduwan (2010: 89) into the following interval:

Table 3.3. Alternative answer of Questionnaire

Interval the Frequency of The Students' Attitude	Classification Level of The Students' Attitude
81%-100%	Excellent
61%-80%	Very Good
41%-60%	Good
21%-40%	Poor
0%-20%	Very poor

Hasil Penelitian

A. Finding

1. Data Description

After the calculation of students' score of questionnaires that had been done on February 6th, 2020 the description of students' attitude towards the use of reflective journal writing as writing activity can be seen in the following table:

Table 4.1. The Percentage of Students' Answer in Questionnaire

No	Aspect	Responses					Total
		SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SDA (Strongly Disagree)	
1	Cognitive	1,610	1,776	693	102	8	4,189
		38.4%	42.3%	16.5%	2.4%	0.1%	100%
2	Emotional	405	584	426	200	59	1,674
		24.1%	34.8%	25.4%	11.9%	3.5%	100%
3	Behaviour	1,770	2,304	993	114	2	5,183
		34.1%	44.4%	19.1%	2.7%	0.03%	100%
Total Scores		3,785	4,664	2,112	416	69	11,046
Percentage		34.2%	42.2%	19.1%	3.7%	0.6%	100%
Total frequency		14,520					
Total Percentage		76%					

Based on the table above, it can be described that from 66 students and 44 questionnaire of the three indicators, which were cognitive, emotional, and behavioral aspect, the total of students' score was 11,046. The students' total score in the category of Strongly Agree (SA) was 3,785 (34.2%). Then, in category of Agree (A), the score was 4664 (42.2%). In the category of Neutral (N), the score was 2,112 (19.1%). In the category of Disagree(D), the score was 416 (3.7%) and 69 (0.6%) in the category of Strongly Disagree (SDA).

It can be concluded that from the categories of the strongly agree and agree which got the percentage 34.2% and 42.2%, so around 76.4% of students' answer was **positive** based on the statements given. In fact, around 19.1% of the students' answer was neutral. Then, from the categories of disagree and totally disagree which got the percentage 3.7% and 0.6%, so around 4.3% of students' answer was negative based on the statements given.

The final percentage was **76%**, it was classified as **very good**. In addition, the percentage of students' highest answer was from the option of strongly agree and agree. It means that the students had **positive attitude** towards the use of reflective journal writing as writing activity. It can be said that, based some indicators, which were cognitive, emotional and behavioral aspects, most students agreed that reflective journal writing gave some good impacts for them especially in writing.

2. Data Analysis

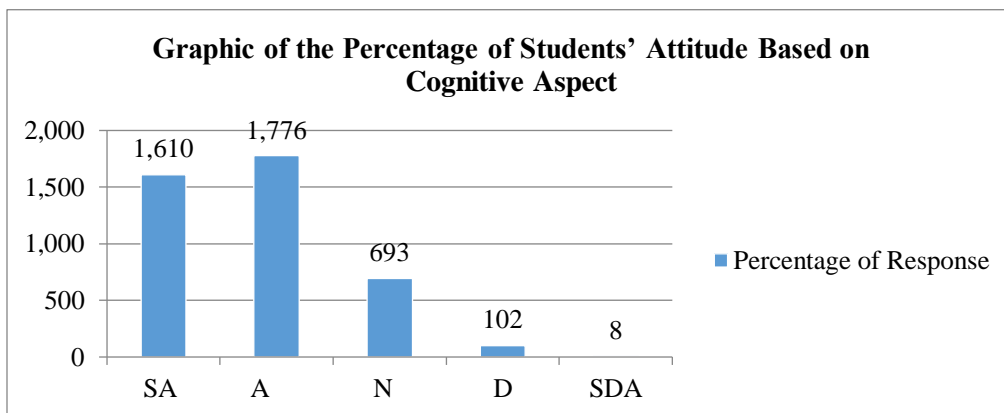
After gathering the data, the researcher analyzed the result of this research about students' attitude towards the use of reflective journal writing as writing activity based on 3 indicators as the following.

a. Students' Attitude Based on Cognitive Aspect

After giving 16 items of the questionnaire on cognitive aspect to 66 students, the finding can be presented in table below:

Table 4.2. The Percentage of Students' Attitude Based on Cognitive Aspect

No	Aspect	Responses					Total
		SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SDA (Strongly Disagree)	
1	Cognitive	1,610	1,776	693	102	8	4,189
Percentage		38.4%	42.3%	16.5%	2.4%	0.1%	100%
Total frequency		5,280					
Total Percentage		79.3%					



The students' total score was 4,189. Based on the graphic above, in the category of Strongly Agree (SA), the students' total score was 1610 (38.4%). Then, in the category of Agree (A), the

score was 1,776 (42.3%). In the option of Neutral (N), it was 693 (16.5%). In the category of Disagree (D) was 102 (2.4%) and in the category of Strongly Disagree (SDA), the score was 8 (0.1%). The total frequency was 5,280 and the result of total percentage was 79.3%.

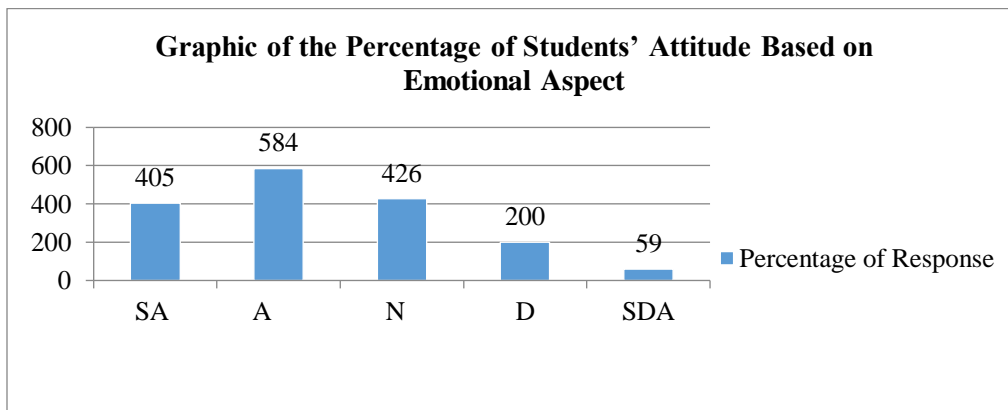
It can be seen that the final percentage was **79.3%**. It was classified as **very good**. It means that most of the students had **positive attitude** towards the use of Reflective Journal Writing as writing activity on cognitive aspect. In addition, the high percentage was in the category of agree 42.3%. It means that most of the students agreed that they received some knowledge by using reflective journal writing as writing activity on cognitive aspect. Most students agreed that they understand more in connecting, creating, checking, and applying their knowledge in writing.

b. Students' Attitude Based on Emotional Aspect

To measure the students' attitude based on emotional aspect after giving 8 items of the questionnaire to 66 students, the result of percentage can be seen in the following graphic:

Table 4.3. The Percentage of Students' Attitude Based on Emotional Aspect

No	Aspect	Responses					Total
		SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SDA (Strongly Disagree)	
1	Emotional	405	584	426	200	59	1,674
Percentage		24.1%	34.8%	25.4%	11.9%	3.5 %	100%
Total Frequency		2,640					
Total Percentage		63.4%					



Based on the table above, it can be seen that students total score was 1,674 from 66 students and 8 items of emotional aspect. In the category of Strongly Agree (SA), the students' total score

was 405 (24.1%). Then, in the category of Agree (A), the score was 584 (34.8%). In the category of Neutral (N), it was 426 (25.4%). In the category of Disagree (D) was 200 (11.9%) and in the category of Strongly Disagree (SDA), the score was 59 (3.5%). The total frequency was 2,640 and the result of total percentage was 63.4%.

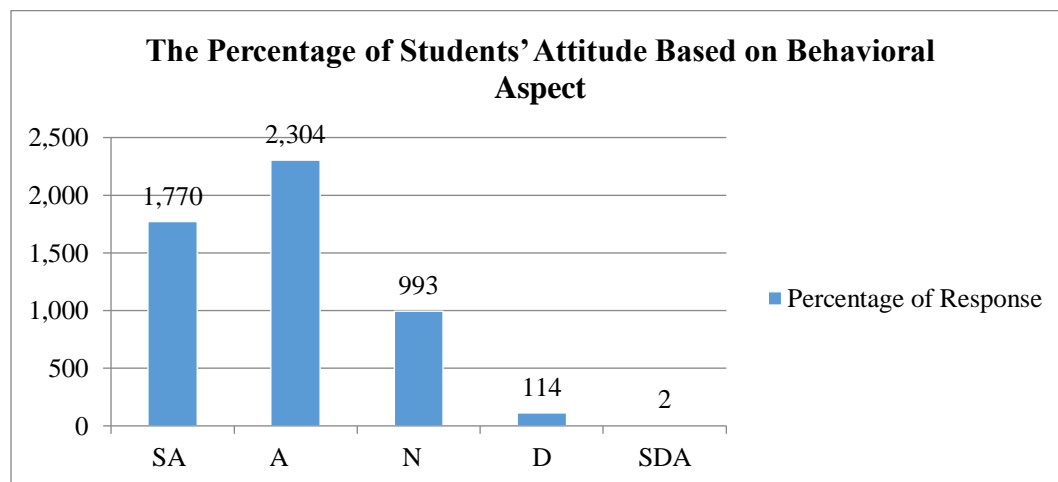
The final percentage was **63.4%**. It was classified as **very good**. It means that most of the students had **positive attitude** towards the use of reflective journal writing as writing activity on emotional aspect. In addition, the highest percentage was in the category of agree is 34.8%. It can be said that most students liked and enjoyed using Reflective Journal Writing as writing activity.

3. Students' Attitude Based on Behavioral Aspect

After giving 20 items of the questionnaire on behavioral aspect to 66 students, the result of percentage can be seen in the following table:

Table 4.4. The Percentage of Students' Attitude based on Behavioral aspect

No	Aspect	Responses					Total
		SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SDA (Strongly Disagree)	
1	Behavior	1,770	2,304	993	114	2	5,183
Percentage		34.1%	44.4%	19.1%	2.7%	0.03%	100%
Total frequency		6,600					
Total Percentage		78.5%					



Based on the table 7 above, it can be seen that students total score v 5,183 from 66 students and 8 items of behavioral aspect. In the category of Strongly Agree (SA), the students' total score was 1,770 (34.1%). Then, in the category of Agree (A), the score was 2,304 (44.4%). In the category of Neutral (N), it was 993 (19.1%). In the category of Disagree (D) was 114 (2.7%) and in the category of Strongly Disagree (SDA), the score was 2 (0.03%). The total frequency was 6,600 and the result of total percentage was 78.5%.

It can be seen that the final percentage was **78.5%**. It was classified as **very good**. It means that most students had **positive attitude** towards the use of reflective journal writing as writing activity on behavior aspect. The highest percentage was in the category of agree 44.4%. It can be concluded, through using Reflective Journal, most students agreed that they were more interested and work hard to learn more in writing activity.

B. Discussion

Based on the problems of the condition of students' attitude towards the use of reflective journal writing as writing activity, it was found that : students were difficult to spell the word and got difficulties in using appropriate grammar, the students had lack of vocabulary, the students had lack motivation in writing activity which seems students had lack of positive attitude toward doing activity related to writing.

Furthermore, the finding of this research, the final percentage which was classified on the **very good** level. It can be said that the students had positive attitude toward the use of reflective journal writing as writing activity. After the researcher distributed and analyzed the questionnaire, it found that the students' attitude towards the use of reflective journal writing as writing activity was very good. According to Farrah (2012: 8), the benefit of reflective journal are to encourage students in the process of reflecting on their own learning and improving their own writing skills especially in English, increasing motivation, enhancing

creativity and critical thinking among students. It means, the reflective journal writing can give good impacts to the students in many aspects.

There were three indicators of statement in the questionnaire, which were cognitive, emotional and behavioral aspect. It can be concluded that, the result of students' attitude on cognitive aspect got very good percentage. Most students agreed that they received some knowledge through using reflective journal writing as writing activity on cognitive aspect. The students were more understand in connecting, creating, checking, and applying their knowledge in writing.

In addition, based on the description on emotional aspect, the result of students' attitude got very good percentage. Most students had positive attitude towards the use of reflective journal writing as writing activity. The students were liked and enjoyed using reflective journal writing. They also became more interested in during the writing process. Feng and Chen (2009:3) explained that generally the inner feeling and emotion of someone influence their perspective or attitude toward and object whether they will like it or not.

Furthermore, it can be concluded that the result of students' attitude on behavioral aspect which got very good percentage. Most students reacted was positive towards the use of reflective journal writing as writing activity. It can be seen from students' respond in questionnaire, most students agreed that they became more interested, active and hard-working to learn more in writing activity through using reflective journal writing. Montana and Kasprzyk (2008: 21) said that a person who holds strong beliefs that positively valued will result a positive attitude toward an object. It means, that attitude is determined by the individual's beliefs about outcomes of performing the behavior (behavioral beliefs).

By considering the students' score in responding each indicators, it can be concluded that the result of students' attitude toward the use of reflective journal writing as writing activity at SMPN 1 Solok in 2019/2020 academic year was in very good level. Most of the students' respond were classified on the **very good** level on each indicators in the questionnaire given which means most students agreed that reflective journal writing gave some good impacts for them especially in writing.

Simpulan dan Saran

A. Conclusion

The aims of this research were to know the students' attitude towards the use of reflective journal writing as writing activity at the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year. Based on the finding of the research in chapter four, it can be concluded that the students had positive attitude toward using reflective journal writing as writing activity, and it classified as very good. The following items were the result of students' attitude towards the use of reflective journal writing as writing activity based on three indicators, which were cognitive, emotional and behavioral aspect. It can be concluded as follow:

1. The final percentage of students' attitude based on cognitive aspect towards the use of reflective journal writing as writing activity at the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year was 79.3 % which could be classified as very good. It means that the students had very good attitude towards the use of reflective journal writing as writing activity on cognitive aspect. Most students agreed that they had better understanding in connecting, creating, checking, and applying their knowledge in writing by using Reflective Journal.
2. The final percentage of students' attitude based on emotional aspect towards the use of reflective journal writing as writing activity at the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year was 63.4 % which could be classified as very good. It means that the students had very good attitude towards the use of reflective

journal writing as writing activity on emotional aspect. Most students liked and enjoyed using reflective journal writing as writing activity.

3. The final percentage of students' attitude based on behavioral aspect towards the use of reflective journal writing as writing activity at the excellent classes of eighth grade students of SMPN 1 Solok in 2020/2021 academic year was 78.5 % which could be classified as very good level. It means that the students had positive attitude towards the use of reflective journal writing as writing activity on behavioral aspect. Most students agreed that they were more interested, active and hard-working to learn more in writing activity through using reflective journal writing.

B. Suggestion

Based on the finding of the research, the researcher offered some suggestions. The suggestions were expected to give positive inputs in giving information about students' attitude towards the use of reflective journal writing as writing activity. The suggestions are as follow:

1. For the teacher, the teacher should encourage his/her students to use reflective journal writing due to its many benefits, so the students will become more motivated to use it. Hopefully, the researcher also suggests that the teacher do more correction in students' writing through their Reflective Journal.
2. For the students, it is hoped that the students have more effort to improve their ability in writing activity. It is hoped that the students can be more active, creative and motivate themselves and others related to do any writing task, they can used some techniques, such as using reflective journal writing or others.
3. For the next researcher, it is hoped that the next researcher can continue in improving this research in the future. It is suggested to other researchers to carry out further studies related on students' attitude toward the use of reflective journal writing as writing activity, so that it can give more information.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	75,000	2	1	150,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				800,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	8	35,000	280,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,480,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	55,000	165,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	2	315,000	630,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	2	30,000	60,000
Penghapus	instrument penelitian	1	5,000	5,000
Pembolong kertas	instrument penelitian	1	9,000	9,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000

Buku folio	Catatan lapangan penelitian	3	20,000	60,000
Pen Correction (Tipe X)	Catatan lapangan penelitian	4	5,000	20,000
Bulpoint	Catatan lapangan penelitian	20	3,000	60,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				2,020,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	4	75,000	300,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	3	100,000	300,000
Jumlah				600,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	2	400,000	800,000
Sub Total (Rp)				800,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				5,700,000

Lampiran 2. Instrumen Penelitian

INSTRUMENT OF THE RESEARCH (QUESTIONNAIRE)

I. Identitas Responden

Nama :

Kelas :

II. Petunjuk Umum

Kuesioner ini bertujuan untuk mengetahui informasi tentang sikap siswa/i terhadap penggunaan Reflective Journal Writing sebagai kegiatan menulis. Dalam pengisian kuesioner, disarankan untuk membaca petunjuk pengisian kuesioner dengan seksama sebelum mengisi pernyataan sesuai dengan pendapat responden .

III. Petunjuk Pengisian

1. Isilah terlebih dahulu identitas responden pada tempat yang sudah disediakan.
2. Pilihlah satu jawaban yang sesuai dengan pendapat responden dengan cara memberikan tanda (√) pada kolom yang sudah disediakan.
3. Keterangan alternative jawaban:

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Pernyataan	Response				
		SS	S	N	TS	STS
1	Dengan berlatih menulis melalui Reflective Journal, saya dapat dengan mudah menghubungkan kosakata yang sudah dan baru saya ketahui dalam membuat kalimat.					
2	Dengan berlatih menulis melalui Reflective Journal, saya dapat dengan mudah menghubungkan kalimat dalam suatu paragraf.					
3	Dengan berlatih menulis melalui Reflective Journal, saya dapat dengan mudah menghubungkan ide dari satu paragraf ke paragraf lain.					
4	Dengan menulis Reflective Journal, saya dapat menghubungkan penggunaan dari <i>tenses</i> yang tepat saat membuat kalimat.					
5	Saya dapat membuat kalimat yang lebih baik dalam Bahasa Inggris karena saya sering berlatih menulis melalui Reflective Journal.					

6	Dengan menulis Reflective Journal, saya dapat mengembangkan dan menyusun ide-ide dalam menulis menjadi lebih baik.				
7	Dengan menulis Reflective Journal, saya dapat memperbaiki kesalahan dalam menulis setelah dikoreksi guru.				
8	Dengan menulis Reflective Journal, saya dapat membuat kalimat menggunakan <i>tenses</i> yang baru saya pelajari.				
9	Dengan menulis Reflective Journal, saya dapat memeriksa kesalahan dalam menulis setelah dikoreksi guru.				
10	Saya dapat memeriksa dan mendefinisikan kata-kata baru ketika menulis Reflective Journal.				
11	Dengan menulis Reflective Journal, saya dapat memeriksa apakah saya bisa atau tidak dalam menghubungkan makna suatu kata dengan yang lainnya dalam membuat kalimat.				
12	Saya dan teman-teman memeriksa Reflective Journal satu sama lain untuk memberikan koreksi sebelum dikumpulkan kepada guru.				
13	Saya dapat menggunakan kosakata baru dengan mengaplikasikannya ketika menulis Reflective Journal.				
14	Dengan menulis Reflective Journal, saya dapat mengaplikasikan <i>tenses</i> yang baru dipelajari.				
15	Saya dapat dengan mudah mengaplikasikan ide-ide dalam membuat paragraf saat menulis Reflective Journal.				
16	Saya dapat memperbaiki tulisan saya dalam Reflective Journal dengan mengaplikasikan ide-ide yang lebih baik setelah dikoreksi oleh guru atau teman-teman.				
17	Saya suka menggunakan reflective Journal sebagai kegiatan menulis.				
18	Saya menikmati proses menulis ketika menggunakan Reflective Journal.				
19	Saya senang karena bisa dengan bebas mengungkapkan ide-ide saat menulis Reflective Journal.				
20	Saya senang karena dapat mencoba menggunakan kosakata atau <i>tenses</i> yang baru saat menulis Reflective Journal.				
21	Saya tidak suka menggunakan Reflective Journal sebagai kegiatan menulis.				
22	Saya tidak menikmati proses menulis ketika menggunakan Reflective Journal.				
23	Saya merasa malas karena tidak tertarik untuk menulis Reflective Journal.				
24	Saya merasa bosan ketika menulis Reflective Journal karena saya sering kesulitan dalam merangkai kalimat.				
25	Saya menjadi lebih tertarik dalam mengerjakan tugas yang berkaitan dengan aktivitas menulis karena sering berlatih menulis melalui Reflective Journal.				
26	Menulis Reflective Journal meningkatkan motivasi saya dalam menulis.				
27	Menulis Reflective Journal membuat saya menjadi lebih tertarik menggunakan kosakata baru dalam menulis.				
28	Menulis Reflective Journal membuat saya menjadi lebih tertarik				

	mengembangkan ide-ide dalam menulis.					
29	Saya berupaya lebih giat untuk mendapatkan kosakata baru dengan menggunakan kamus atau sumber lain ketika menulis Reflective Journal.					
30	Dengan menulis Reflective Journal, saya belajar lebih giat tentang penggunaan <i>tenses</i> dalam membuat kalimat.					
31	Dengan menulis Reflective Journal, saya dapat lebih banyak berdiskusi dengan guru dan teman-teman tentang tulisan saya.					
32	Dengan menulis Reflective Journal, saya berusaha lebih keras untuk menganalisa kesalahan dalam menulis setelah dikoreksi guru.					
33	Dengan menulis Reflective Journal, saya dapat mengamati lebih bagaimana mengembangkan dan menyusun ide-ide dalam menulis menjadi lebih baik.					
34	Saya dapat mengamati lebih dari satu makna kata dalam kamus sebelum mengaplikasikannya dalam menulis Reflective Journal.					
35	Dengan menulis Reflective Journal, saya dan teman-teman lebih teliti saat memperbaiki tulisan berdasarkan koreksi yang diberikan guru.					
36	Dengan menulis Reflective Journal, saya dapat mengidentifikasi apa yang saya lakukan dengan baik dan apa yang perlu dipelajari lebih lanjut dalam menulis.					
37	Menulis Reflective Journal menjadikan saya selalu berusaha menyelesaikan kesulitan saat mengerjakan tugas dalam kegiatan menulis.					
38	Dengan menulis Reflective Journal, saya menjadi lebih antusias untuk memecahkan masalah dalam mengembangkan dan menyusun ide-ide saat menulis.					
39	Menulis Reflective Journal mendorong saya untuk lebih sering membuka kamus sehingga saya dapat menggunakan lebih banyak kosakata dalam membuat kalimat.					
40	Menulis Reflective Journal menjadikan saya lebih antusias mencari solusi ketika menemukan kesulitan dalam memperbaiki kesalahan dalam menulis.					
41	Menulis Reflective Journal membantu saya menjadi lebih aktif mengerjakan tugas menulis.					
42	Menulis Reflective Journal menjadikan saya lebih aktif untuk mencoba mendapatkan kosakata baru dengan menggunakan kamus atau sumber lain dalam menulis					
43	Menulis Reflective Journal menjadikan saya lebih aktif selama proses menulis, seperti bertanya kepada guru atau teman-teman apabila tidak mengetahui makna dari suatu kosakata.					
44	Menulis Reflective Journal membuat saya menjadi lebih aktif melakukan koreksi dalam tulisan saya.					



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Surat Tugas

No. **1012**/ST-P/LP3M-UMMY/X-2020

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : **Marsika Sepyanda, S.Pd., M.Pd.**
NIDN : 1015098702
Tempat/Tanggal Lahir : Solok/15 September 1987
Pangkat/Golongan Ruang : Asisten Ahli/IIIc
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Attitude toward the Use of Reflective Journal Writing at Eight Grade of SMPN 1 Solok on 2021/2022 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 12 Oktober 2020
Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402