

CHAPTER I

INTRODUCTION

1.1 Background

Reading Journal (RJ) is a kind of great tool to record and respond to what the students read. Generally, it contains repeated, short, formal writing assignments that document students' reading process. In addition, reflective reading journals are the place where students' responses to text are first recorded and reflected upon; where students' improvement association, questions, and thoughts are written; and with which students make direct connections between reading and writing (Zamel, as cited in Apsari, 2018). Therefore, it is considered important to use RJ as media for learning (Chick, as cited in Apsari, 2018).

During the 1st semester, the students who took Intensive Reading class were assigned to create RJ. It was created for one semester (14 meetings) and the students were required to fill out the Reading Journal once a week. The template had been given by the lecturer so that students did not need to create the templates. The RJ consisted of several questions, a summary, and a table of vocabulary. For the sources, students searched their own sources freely. At the class, they were expected to review RJ and submit it to the lecturer. In this template, the students required to write it down in special books are separated into vocabulary templates and the second book for summing up the question, summary, reflection, and information about the articles or journals.

There is a research from Apsari (2018) that investigated the implementation of the reflective reading journal in teaching writing as well as the benefits that students obtained using the reflective reading journal. In addition, Aliponga (2013) conducted research to find out students' opinions on whether or not the reading journal could and how it could motivate students to read, enable them to comprehend the main idea and important details and point of the reading materials, and support them to think critically.

Based on the explanation, there are studies that have been done regarding the Reading Journal use with various viewpoints. In this current study, the researcher is interested in doing research entitled, “The Students Perceptions of Reading Journal (A Descriptive Case Study in the EFL Classroom)” to see the perceptions after using RJ.

1.2 Operational Definitions

- 1.2.1 Students’ perception: Students’ capability of knowing feeling, knowledge and belief of the reading journal used in the EFL classroom.
- 1.2.2 Reading Journal: It is a learning tool for students in achieving certain learning goals such as reading intensively, enriching the vocabulary, and opening students’ insight towards academic journals. Moreover, academic achievement of students to meet the standard skills and students can ultimately do better in their academic work where reading plays primary roles in Intensive Reading.

1.3 Formulation of problem

One question will be delivered in this research:” What are the students’ perceptions of reading journals used in EFL classroom?”

1.4 Aims of the Research

This study aims to investigate the students’ perceptions of reading journals in the EFL classroom. The researcher focuses on knowing feelings, beliefs or opinions and their knowledge towards reading journals.

1.5 Significances of the study

1.5.1. Theoretical use

This study is used to give information and enrich knowledge to the next researchers about the students’ perceptions of the reading journals used in EFL classrooms in certain courses.

1.5.2. Practical use

This study is expected to be useful for the teacher as one of the sources of information and theories of the students’ perceptions of the reading journal

used, especially for English department students. This study will inform the readers how necessary the students' perceptions are using reading journals successfully.

5.3. Empirical use

The study is expected to give experience to the researcher about students' perceptions of the reading journal in the EFL classroom, seen from knowing feelings, belief or opinion, and knowledge.