THE PRACTICE OF ORGANIZING WEEKLY JOURNAL IN READING ACROSS GENRES CLASSES

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan

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THE PRACTICE OF ORGANIZING WEEKLY JOURNAL IN READING ACROSS GENRES CLASSES

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Abstract

Reading across Genre (RAG) is one of EFL reading classes applying newspaper as the main material for students to comprehend newspaper. One of several assessing tools in RAG class is weekly journal assignment. This study focused on the practice of weekly journal in RAG classes since weekly journal needs several attentions to its purposes that followed by its template, set of the length of time to raise students’ frequencies in reading newspaper, assessing grids, and feedback to enhance students’ reading newspaper outside the class. Semi-structure interviews was used in getting data from four lecturers of RAG classes opened in the second semester of 2013/2014 study period at English Department of Satya Wacana Christian University. The data was analyzed using themes represent the interview questions. This study found that feedback take the most influencing factor in journal succeed. This study highlighted that teachers take important roles to journal running and also the journals’ assessors who are also the mediator of the reading skills to students’ reading proficiencies.

Key words: Practice, Organizing, Weekly journal, Reading across Genres.

INTRODUCTION

This study has been written from the experience of taking Reading across Genre (RAG) class. RAG class is one of reading classes as the continuation of critical reading class in English Department, Satya Wacana Christian University (SWCU). The specialty from this reading class is using newspaper as the only material and has course objectives for its students so that they are able to develop basic proficiency reading various types of newspaper articles -news stories,
features, opinion, reader’s letters, editorials, and reviews; recognize the components of well-constructed newspaper articles, follow a continuing, updated news story over the course of multiple days, evaluate news articles for bias, omissions, trustworthiness, etc. sing critical reading skills. (ED Syllabus, 2014)

To meet the objectives as mentioned previously, RAG class demands students to have 80% of attendance and submit all the assignments. One of the assignments is weekly journal which takes the biggest portion out of total grades. Due to the complexity contained in the reading process, reading oftentimes considered as the most difficult skill to develop to a higher level of comprehension. Thus, various assignments, assessments, comprehension exercises, and class activities are applied to pursue students’ better reading proficiencies. Especially in the EFL reading classes, many learning and teaching strategies are applied to engage high-achieving reading proficiency among students. One of the strategies is reading journal (Lee, 2012; Lin & Siriyotin, 2009). Journal has been used for decades in adult learning across curriculum and subjects. Hence, journal is also very possible to be organized in reading class. Many researchers have also noted journal as the most successful self-learning and assisting mean for students which is very useful to capture students’ reflection along the reading even outside the class. They also mention how they work and are applied in many classes. Yet, little of them highlighted journal use in EFL, especially in reading classes (O’Connell & Dyment, 2006; Hiemstra, 2001). Several finding and discussion on journal allow journal in EFL reading classes as the aim of reflecting and building students’ reading habits so that the students sense their skill development and reflect the
reading for their own purpose outside of the class. The finding on how journal in reading classes has been viewed as a vital tool to engage students in both reading and writing activities by Lee (2012); may ease students to review, reread, and put the reading reflection into words (Hiemstra, 2001). Jenifer Redman (2005) from the Kalamazoo College has also explored that

“Rather than treat reading as an isolated “skill”, the journal requires that students engage with a text through reading, writing, and – in a classroom setting – speaking, thereby combining language learning with cultural content and thinking.” (pg. 485)

Indeed, the use of journal in EFL reading classes may have different objectives, roles, and goals to suit the students. In addition, many factors and goals influence teachers to somehow apply journal in EFL reading class. As one of students of RAG class, researcher had also experienced journals in this class. Although they were done weekly throughout the semester, yet were submitted at the end of it. This submission caused the researcher lack of self evaluation or personal reading newspaper development guidance because the researcher neither got feedback on the papers nor oral ones. Moreover, different stories from researcher’s RAG class, other classes testified that their classes were dynamic and collaborative enough. They could learn and get the motivation to write their journals. They mentioned how feedback and class discussion which followed every journal involved in each class meeting. Lecturer took one of the students’ journals submitted, lecturer explain how the journal well represented the article or needed some correction. Then, students could share their journals to others in class and got some input from other students in the class. Whereas, the researcher
needed clear feedback or teacher’s comment to measure whether the level of the researcher’s reading proficiency has improved and to identify what kind of skills needed to comprehend newspaper articles. From this experience, how the journal evaluated differently from other classes, researcher had less control, monitoring and feedback from the lecturers and ended to researcher’s less motivation and strategies to keep reading newspaper article and writing her journals. Meanwhile, journal has long been viewed as encouragement for students to respond to literature through writing about personal reactions and emotional connection so that the writing becomes less threatening (Lee, 2012). So far, journal had been viewed to boost students’ willingness to write and summarize the reading because it is really personal to express thoughts, record information, to keep feeling from the daily reading and after that can involve the insight (Fulwiler; Hiemstra, 2002). Because of the personal characteristic, journals could lead students to frequent and comfortable writing. As the result, lecturers have big challenges to facilitate students to keep their writing journal. One of the challenges is feedback or any written comment that thought important which is critical in applying journal in reading class (Dyment & O’Connell, 2003). Instead of the written one, feedback to students journal can be in many forms such as; simulation given during the reading process, sharing ideas with friends in the class whose can stimulate further ideas in the reading process (Hiemstra, 2001). In fact, the thorough and thoughtful feedback is rarely given to students’ journal because of the teachers’ difficulties with the class size. These different points of view and benefits gotten among RAG students may end to this research topic;
“How are Weekly Journals organized in Reading across Genre classes?”

Having research question as mentioned previously, this study is aimed to investigate how the weekly journal in Reading across genre classes actually practiced- the format, assessment, kinds of feedback, and result of weekly journal. Specifically, the researcher wants to find out lecturer’s purposes in applying journal in Reading across Genre classes, standardized template for the journal, periodic time in writing the journal, students’ frequencies in writing journal, lecturers’ assessment toward the journal, and feedback for the journal.

This study may help RAG lecturers in English Department of SWCU to evaluate the practice of weekly journal in order to pursue the classes’ learning objective, to keep the strong points of the journals and what needs to improve journal usage.

THEORETICAL FRAMEWORK

Journal has unlimited definitions, names, use, benefits, formats and its assessments. In other words, it can be applied into various situations. Since journal is an interdisciplinary learning tool with a place in every academic classroom; many lecturers or education practitioner gave testimonies on how journals are succeeded in their classes as a learning tool (Fulwiller, 2002). On the other hand, little attention is given to research on journals for faculty and EFL classes, especially in reading classes. This successful use of the journals mostly mentioned in the research of writing classes and English as the native and first language. Little research focuses on the use of journal as the assessment for
students reading development and its detail criterion and standards for students to write the journals in EFL reading classes (Mannion, 2001). To address the research question of this study, questions below may help to define theories related to the journal practice have been done and might lead to its successfulness in EFL reading classes.

1. **What is journal?**

   In general, journal looks like a continuum / compilation of diaries or class notebooks. This continuous compilation may be in the form of personal journals, intensive journal process, personal reflection, diary, reflective writing, learning journal, dream book or log, autobiographies, interactive reading log, professional journal, spiritual journal, portfolio, summaries, etc. So that teacher or education practitioners may freely name it as it is aimed for. In academic world, journals can be defined as a method of encouraging students to learn and as a means of evaluation (O’Connell & Dayment, 2006). Fulwiller (2002) calls them, remarkably flexible documents. Yet, many books, research, or theories rarely explain the format or exact standard length for the journal. They did not mention official journal length to bear benefits for its writers. Hiemstra (2001) just asked his students to search the template in World Wide Web. His students may freely create their flowing journal formats. To frame students’ experience, he just gave students large books of supplemental materials. O’Connell, Dayment (2006), Hiemstra (2001) and Fulwiller (2002) suggested that there should be any template for journal which leads
students to outline academic subjects rather than private thought. This proposed template may help students to create a higher level academic writing based on the reading students do.

2. **What are the purposes of journal writing?**

The purposes of journal writing may extremely vary. They are totally pictured by the designers of the journals; teacher coordinator, lecturers themselves, or other academic parties. Consequently, the journal has tremendous purposes as Dayment & O’connel (2003) and Roger Hiemstra (2012) believed that journal writing has some purposes to record personal thought, daily experiences, and involving insights for students could review or reread earlier reflections on their journals. For faculty level, journals might be as a learning strategy that allowing students in reflecting their critical about the materials which later on students can ground their learning experience in their daily life and drill their writing skills. Their journals are also possible progressive clarification of insights so journals may assist students obtaining the maximum amount of interaction, knowledge, and personal growth from their reading efforts or other learning exercises; promote critical self-reflection where dilemmas, contradictions, and evolving worldviews are questioned or challenged; move students beyond the knowledge and skills given. Moreover, the finding of the research done by Dayment & O’Connell (2006) says the use of journal writing is to provide opportunity for students to have more freedom in expressing themselves and their learning, reflect upon their
own personal growth and development, connect their field experiences to their in-class experiences, develop their natural observation skills, draw on a wide range of types of intelligences, develop their writing skills, disrupt the focus on humans in the education system, develop and intimate and embodied connection with the more than human realm. Those purposes above are also supported by Tobby Fulwiller that journal may record ideas which may push students to do important and main point of the material. Also Zhou L & Siriyotin, P mentioned that the purposes of journaling in their research that it may lead to better reading achievement because it enables students to elaborate ideas from the reading to better writing performance, so that the teacher has opportunity to observe the students’ reading comprehension. The journal somehow connects one part of students’ course to another for later on students could transform source text to create new text.

3. How frequent journal writing done?

Toby Fulwiler compiled some experiences of using journal writing in his friends’ classes. Hiemstra (2001) also mentioned and O’Connell & Dayment (2003) agreed that some applied the journal daily; every meeting, students should have done free writing for 5-10 minutes, every week throughout the semester, even at the end of important event for professional.
4. *Is teacher feedback needed in journal writing?*

O’Connel (2003) explained journal in faculty level must provide sufficient and timely feedback. Students will be enamored if there is detail, essential, written feedback available after the journal submission (Mannion, 2001; Lin, 2009). Trejos explained that the basic of students’ reflection is to identify their reading weaknesses and strength, their reflections allowed them to decide what they needed to do to cope with difficult aspects of the language, so that the feedback will improve students’ studies in the future because learners spend a lot of time to reflect on and self-assess their own article reading. (Farmer, 2008; Trejos, 2008). The feedback will make students understand that their reflections are taken into account all along their reading process. In short, many studies mostly experienced how feedback provision takes important part in reading development reflected in the journal. Yet, this value of feedback often hindered because lecturers only skim or only read journal taken from issues or topic that are interested to them.

**THE STUDY**

**Context of the study**

This study was conducted in English Department (ED) of Satya Wacana Christian University (SWCU) where the researcher went to college. English Department students use and learn English as a foreign language for their first language is Bahasa Indonesia. RAG students are categorized as advanced learners for they have passed credits of grammar, speaking and writing for 3 semesters. To
be legitimate to take RAG class, ED students should have passed 8 credits of Integrated Course and two others reading classes –Reading Skills and Critical Reading class. The ED lecturers are mostly post graduates in Education, Research, Linguistic, and Literature major; for many years, this department has been being supported by native lecturers. Some of them have already done doctorate program. In other words, this department has dynamic teaching and learning and also proficient subjects for its graduates.

Participants

Four RAG classes were open during the second semester of 2013/2014 period. Each class was taught by different lecturers. One of the lecturers was the coordinator who designed the syllabus for all classes, yet each teacher still has freedom to modify the syllabus to fit their own teaching style. Although the four participants were purposively chosen using *purposive sampling*; yet there are no specific criteria such as lecturers’ age, gender, nationality, and years of experience teaching RAG classes.

Data Collection

*Data Collection instrument and procedures*

Using semi-structured interview, the four participants were interviewed. Each interview lasted from 5 until 7 minutes. The interviews were done from April to June 2014 where RAG has already finished for that semester and some of RAG lecturers were working on grading their RAG class students. To get their pure testimonies on how applying Weekly Journal in their classes, the participants did not get much interruption during interview sections. The interview was
intended to be exploratory and descriptive to describe the practice of weekly journal in RAG class. First of all the researcher got the permission from the faculty to interview RAG lecturers by asking interview permission letters. Second, the researcher contacted each participant and made appointment to meet and do the interview. Then, the researcher met and did the interview. The interviews were audio-recorded. The participants answered six questions in order to generate the organization of their journals which were based on six points: purposes on applying weekly journal, journal template, journal periodic time, students’ writing journal frequency, journal assessment, journal feedback. Lastly, each interview was transcript and given a code of the first letter of lecturers’ name and the date of the interview. The aim of the code is to give clear and brief identification in mentioning the lecturers’ answers in analyzing the data.

Data Analysis

The data analysis procedure was adopted from “the components of a research report” by Zacharias (2013). The semi-structured interview was chosen get the themes of factors (i, ii, iii, v, vi) and results (iv) in practicing weekly journal in RAG classes; the following themes are; (i) the purposes of applying weekly journal in RAG classes (interview question 1); (ii) the weekly journal template (interview question 2); (iii) the periodic time in applying journal (interview question 3); (iv) students’ writing journal frequencies (interview question 4); (v) journal assessment (interview question 5); and (vi) teacher feedback (interview question 6). A thematic analysis based on the interview
questions were done by generating categories and then themes from the answers given by the four lectures.

After the interviews were transcript, the six themes were set in a table with six columns. The first theme was to discover purposes that lecturers has set based on their belief on the use of weekly journal. Second theme, the journal template, was to describe template that lecturers used in order to help students understand the newspaper article. Third theme was to know when lecturers asked the students to write the journal. Then, students writing frequency theme was to know the students’ writing frequencies which reflected from their weekly articles reading. The fifth theme was to know how lecturers assessed the students’ journals to get the twenty-five-percentage grade as mentioned in syllabus. The last theme, the journal feedback, was to discover kind of feedback lecturers give to evaluate students’ weekly journals.

**FINDING AND DISCUSSION**

To obtain benefit of journal usage in RAG classes, each lecturer should has decided its purposes, the teachers-guided activities as its follow-up, the format for the journal leading students’ objective reflection, the assessment to grade the journal, the frequency of the journal writing, and the feedback or evaluation to pursue the journal’s goals. From the interviews with the lecturers who taught RAG classes, this study found that each class has had different weekly journal practices. This different practices among RAG classes might caused by the freedom to modify RAG syllabus. Below are the data shows the answers of the participants to generate the practice of weekly journal in RAG class;
<table>
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<tr>
<th>Participant</th>
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<th>Journal Template</th>
<th>Journal periodic time</th>
<th>Students’ writing journal frequency</th>
<th>Journal assessment</th>
<th>Journal feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/29-4</td>
<td>The students to be familiar to work in articles, especially in the newspaper.</td>
<td>Three-sentence summary followed by difficult words and the meaning.</td>
<td>Every week except there was other assignment and report.</td>
<td>Very Frequent</td>
<td>Check the date, summary, did not check the difficult words</td>
<td>Read the message of the summary and give circle and question mark at the grammar point Feedback written on book on the journals.</td>
</tr>
<tr>
<td>A/7-5</td>
<td>to stimulate the students to read newspaper daily or to build a habit for students to read</td>
<td>Telling main idea and followed by difficult words, some questions from the lecturer included</td>
<td>Every week except if on that week is a project or the due time to collect project.</td>
<td>Very Frequent</td>
<td>Assess based on the completeness and the accuracy.</td>
<td></td>
</tr>
<tr>
<td>L/22-4</td>
<td>to make students to read text, any texts. It can be features; it can be print text more critically.</td>
<td>Use a kind of rubric (Adopted)</td>
<td>To write one of the journals; a kind of reflective journal, try out</td>
<td>Not Frequent</td>
<td>emphasize on their ideas; a new idea, logical argument,</td>
<td>Unfinished feedback</td>
</tr>
<tr>
<td>B/4-6</td>
<td>To give students a chance to practice the skill that we practice that week.... The second purpose: to give the students a lot of practices.</td>
<td>Three or four unfamiliar words followed by three or four sentences on the main idea of the article of each news story</td>
<td>Every week except when there was another assignment</td>
<td>Frequent</td>
<td>Don’t copy word for word; the main idea was clear enough; the journal under the participation percentage; the participation percentage was 25% of the total.</td>
<td>Give time at the beginning of the class to share the students’ stories with their friends. Written feedback</td>
</tr>
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What a lecturer believes toward journal usage and what they concern to their students had produced different practices. The fundamental of the difference of the journal practice is the purpose which determined by each lecturer. Each purpose generated values of the journal, how lecturers design the template for the journal, and how to assess the journal as students’ reading comprehension development measurement. Lecturers would also need to integrate the journal
evaluation and frequency to get enough input to grade students’ reading acquisition at the end of the class. In the beginning of the interview, R confirmed that the answer is based on her view and experience because it was her first RAG class to teach. She sensed that the main purpose of applying journal in her class is to train the students come up with newspaper articles. As newspaper has special difficulties such as lexical complexity in Time and Newsweek, using highlighted information to get the gist of the story, understanding journalistic style and density of information, indentifying topic sentences, main idea, and paragraph structure, etc where students might not get used to its authenticity and complexity. Students tend to focus on meaning than on form which may be the best way to promote language acquisition (Bermejo, 2000). No wonder, most of time students get dazzled with many particular and unknown words or impressive display of lexicon (Bermejo, 2000). To make students get used to them, the journal template to R’s RAG class is included space for students’ difficult words after three sentences summarizing a free newspaper article. So in this case lecturers take their position as “mediators” in reading newspaper classes. Like what R has ever testified that she helped students to be able to work with newspaper article; she proctored her students in generating newspaper articles by giving free template of the journal as long as the students write three sentences of paraphrasing an article, yet she did not matter the vocabulary space because students may skip if they did not find any unknown words during the reading. To assess how students get familiar to newspaper, R always check the date of the journal submitted to her to see how frequent her students read the article and did the journal. She confessed
that her students did great works by being very frequent to read and write the journal.

**R/29-4** most of the students, they do their jobs great. During the week, I just check the date, and then also the summary, I mean the summary, is it really reflected from the article and I did not check the difficult words....

She appreciated her students’ journals by giving written feedback on how they did grammatical mistake or what went wrong with their journal. She really read the journal- and the article as well- to find whether the students reflected the article. This written feedback might encourage her students to do the assignment while they themselves learned how to be comfortable with articles outside the class. The written feedback spoke that the journal was examined well, so that students might be motivated to weekly read article and write the journal (Huo, 2009). Second purpose of journal practice in RAG classes is to build reading habit as has discussed in the introduction:

**A-7/5**“The journal I designed to stimulate the students to read newspaper daily. I mean to build a habit for them to read.”

Reading habit seems important for EFL reading classes as others research on journal use found the same purpose; journal as a means of prompting students to read (O’Connel & Dyment, 2003). Different to other source of reading, newspapers might give special feeling to read. Newspaper syntactic complexity (such as embeddings, nominalizations) and semantic implicitness (i.e., the failure to explicate logico-semantic relations in surface structure) seems far-reaching for students to understand without any teacher guide (Al-jarf, 2003; Yoshikawa,
which may make students less-motivated to regularly read newspaper. By giving feedback provision and effort to motivate the students to habitually read the newspaper may help students to comprehend the articles. A’s RAG purposes strengthened by what she has done to the journal as she stated in her interview that

A-7/5 maybe I will insert some questions in weekly journal......if the topic about pronoun, let say ya, or reference, so I will ask them to find one article or two articles and then again same thing main idea, difficult words and to identify the pronoun.

During journal process, students typically face an obstacle in not knowing what to write and how to write their ideas. As an instructor, A kept alert for such that-week topic and material through questions that students should analyze (Hiemstra, 2001). Additional questions and repetition of vocabularies space to the journal, A helped student synthesize important issues, ideas, and meaning talked during the reading, also to solve the difficulties or come to grips with a new idea (Fulwiler, 2002). Fulwiler also called this benefit of using journal, which also happened in A’s class, as a vehicle for posing and solving the problem.

A-7/5 most of my students wrote frequently or weekly because every week I will sign so they will not be able to, let say, skip the journal. If they skip journals, I will sign it out. .....feedback usually I write on book on the journals. so, yes. I usually give the written one...... I will read one by one

By signing students’ journal every week, always checking thoroughly each her RAG student’s journal and added written feedback on the book of the journals, A supported students to build reading newspaper habit. Students would feel strongly motivated, guided, assisted along their reading process and writing the journal
Finally, when the students frequently write and have the motivation to write the journal, lecturers would objectively assess the journals and find the improvement students make. A graded her journal by focusing on the accuracy, how students got narrowed down to in detail and carefully reflected the article in the sentences of the journal.

The third purpose in practicing weekly journal in RAG is to drive students to cultural context of news articles. This RAG class only writes one journal at the end of semester. The journal was based on the class discussion about the issue of violence.

L/22-4 My students is not to write the journal but then I asked them to write one of the journals was a kind of reflective journal in which they have to reflect on certain issues, and then they have to write down what they think of it. Relate it to their context......they talk about violence....... My goal is actually to make them to read text, any texts.

This only journal in L’ RAG class was aimed to enable students analyzing context of the article. As Yoshikawa (2009) has noted that EFL students’ experience and perception of reading English language newspaper in needed in order to fully assess their needs and create a beneficial foreign language learning environment in this situation. These difficulties may challenge students because of their lack of cultural schemata to adequately process what they read. L’ class purpose was very specific, yet only equipped students with one out of many benefits in reading newspaper. Her students were involved in deep discussion on violence topic to analyze and deeply think of it. She led her students related the reading context to theirs so students could analyze the running problem in the article. L’ class mainly highlighted the content of the text; what was happening in the text, what were the
feeling the victims of the violence, etc. Not only do EFL students lack the relative cultural knowledge native speakers bring to bear when reading newspapers, there is also the issue of grammatical complexity; that are only found in newspapers. L’s class journal ran very differently from R, A, and B classes that discussed and focused on the grammar and other language aspect from the newspaper. L confessed that the format of the journal was kind of try out which students were expected to write argument on the violence article that have discussed in the class.

L/22-4 I should have planned it better but then I did not have much time to plan it more carefully. And so because of the limit of the time, and so I did it differently from what is stated in the syllabus.

For the result, she graded the journal based on the students arguments and how strong their ideas to support the argument. L made her rubric that is adopted from her other classes and other sources to assess the try out. Yet, she has not finished giving the feedback for the students’ try out for she did not have enough preparation for try out. Students in her class also confessed that they felt confused because they did the journal and the course has run differently from other RAG classes. Students in L class might not have measurement on how frequent the students read article and imply the skills discussed in the class to outside the class.

Other purposes practicing journal in RAG was delivered by B:

B/4-6 the purpose was... maybe two parts.. one was to give students a chance to practice the skill that we practice that week ....... The second purpose was just to give the students a lot of practices.

The purposes in B class demand teacher’s big contribution because students, somehow, are willing to read under three circumstances: (1) when teachers are available to answer questions, (2) when key pointed are highlighted clearly, (3)
when reading skills are thought (Zou, Siriyotin, 2009). By giving the format of the journal that students should write short response in three sentences of reading summary followed by the vocabularies space, just like R and A RAG classes, B guide students reading newspaper development by giving proficient explanation and discussion in class to clarify the material of the week so that later on students are willing to practice the skills outside class. B class’ students also wrote the journal frequently for B always evaluates the journal by receiving the journal in the class and then shared the stories students have read in class. Students would get the energy to read when there were chances for them to make output of what they have absorbed. (Boud, 2001). Feedback also given in B class although B confessed that several previous semesters did not give enough evaluation. Yet, he has big concern to make up the feedback section in this RAG class. B assessed the journal when he found the clear main idea, as long as students put their own words in clarifying main ideas.

Having all the analysis above, the strong points from practicing journal in RAG classes are that student is assured that they have complete package of learning newspaper skills by having weekly journal included. Students are helped a lot to build reading newspaper habit and get familiar to its genres of the articles. Students practically do the journal to get main idea in the newspaper using format teacher give in summarizing the text (Green, 2000; Ran & Dheram, 2007; Zou, 2009), build students vocabularies repertoires (Boud, 2001; Farmer 2008), and lead students to specific skills discussed each week (Zou, 2009, fulwiller, 2002). Teachers encourage students to keep the beneficial weekly journal by giving class
discussion and written feedback as the evaluation of the journals, so for students could reflect their own learning and how far they have been engaged to newspaper. When students get courage and have motivation, reading newspaper article is no longer hard to understand but more of having worldwide general knowledge and unlimited information from the real life while learning English in formal school (Bermejo, 2002; Daly, 2004; Farmer, 2008, Yoshikawa, 2009; Zou, 2009). Teachers assess the journal for students take the class also for the reason of grade as the indicator that they are already proficient enough involved in RAG class. Yet, if the students get all the treatment they will harvest the strong points of practicing weekly journal in RAG above, when the teacher give them so, students will develop the reading comprehension to higher level. If the lecturers don’t practice the journal completed with the evaluations and preparations, students might not learn a lot from RAG classes. The weak point from practicing journal in RAG is when lecturers only simply return the journal without any comment and evaluating marks or feedback to their reflections. Students will not fill the missing gaps they make to be there, high newspaper reading proficiency, because teachers do not give cues to go there by not giving feedback. (Greene, 2000; Fulwiller, 2002; Dyment & O’Connel, 2006; Huo, 2009). Moreover, lecturers only let the students do the journal themselves and freely without any combining or mix-up with the related-week material. (Al-Jarf, 2003)
Conclusion

As stated at the beginning of the study, this study is aimed to investigate the practice of weekly journal in RAG classes. This study found that RAG classes with its various challenges and difficulties harvest lecturers’ great effort in practicing weekly journal. Especially, the journal takes high percentage out of full grade of the class. Lecturers should pay big attention to the journal practice. Different purposes have raised different implication of the practice of weekly journal. The practice mostly differs on how lecturers want the students to reach from the class and then lecturers would design journal format, standard assessment, and evaluation or feedback to the journal for measuring students reading newspaper proficiency; do the students have it highly or need some treatment or other ways of practice. The practice of the weekly journal as reflective tool in EFL reading classes still cannot be standardized because of the complexity of the reading source and also the goals have set. There is no legalized journal format, specific ways of assessment, details length of time to success the journal practice. The successes practice of the journal strongly and fully held by lecturers run the journal; how they give evaluation, how big teacher-guided they give to come along students’ reading process, and the clear explanation of the reading skills. Especially in RAG classes, lecturers also need to master the newspaper terms and density and then deliver them to students and let the students see the point of the important reading newspaper in English learning for EFL students. This study hopefully gives several suggestions for the lecturers to design the faculty-based journal along its assessment and evaluations so that students
from all RAG classes might receive the skills in equal. This study also cannot be
generalized as the other practice of weekly journal in extensive reading or other
intensive reading classes for EFL learners. This study can be developed into
massive study which involve greater amount of participants, more various EFL
reading classes in order to get general information on how weekly journal
practiced in EFL reading classes. This study also can be divided into specific study
which will focus on the format that suit best for EFL reading classes to help
students enhance reading proficiencies and on the assessment for the journal to
trigger general reading reflection among EFL reading students.

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TRANSCRIPTION 1

H : Good morning bu R......... Thank you for your time. My name is Hana Rhemawati and I am working my research on the practice of weekly journal in reading across genre classes. So as one of the lecturers for reading across genre this semester, I want to ask you several questions related to the weekly journal that have done in your reading across genre classes. My first question is what are the purposes of applying weekly journal in your reading across genre class?

R : Actually this is the first time I become the lecturers for reading across genre. I just follow the syllabus from the coordinator and .......but can I say this is from my point of view?

H : Yes, of course

R : I think the purpose is for the students to be familiar to work in articles, especially in the newspaper. That is the main purpose.

H : Okay. And for the journal itself. Do you have any standardized template for the journal that you gave? May be you have designed the template for them or kind of any standardized template for them to submit?

R : They just have to submit free article and then they have to summarize the article in three sentences and after that they have to write down the difficult words and the meaning. Is that the template?

H : yes.........Oh so you don’t have............

R : The form?

H : Yes, the form of the journal. Okay, so you have oh........ don’t give I mean maybe columns or several papers they have to copy.

R : No.

H : No..........just by themselves. Oh okay. And when do you ask the students to write the journal?

R : When?
H: Yes.
R: Every week. If they didn’t have the assignment or the report because in reading across genre they are assignment and report. So they don’t have to
H: By giving the journals, do you know how frequent your students write the journals?
R: What does it mean?
H: oh.... How frequent I mean do they .because of it is submitted weekly, do all your students submit it weekly or are they frequent enough to write the journals? or they skip some journals?
R: Oh.... most of the students, they do their jobs great. I mean ya......but only one or two students that skip the journals.
H: So they are very frequent write the journals.
R: Yeah....... 
H: Okay. How do you assess the weekly journals mam?
R: How do I asses......because this no ........ like....... 
H: Rubric?
R: Rubric or analysis, I did not ask them to analyze the journals. I just look at em............. I always ask them to submit the journal from article. During the week, I just check the date, and then also the summary, I mean the summary, is it really reflected from the article and I did not check the difficult words because some of them ..... I also ask them, If the students did not have any difficult words........em.........
H: They may skip?
R: Yes....
H: So do you give feedback to your students on their journals?
R: After I read the summary and I didn’t get the message I mean like from at the grammar point I give it circle and question mark. But not in detail likes writing something
H: At least they can find ........
R : What is wrong with their journals.

H : Oh....okay.....Thank you mam for your time. It is enough for me. Thank you.

R : You are welcome.
TRANSCRIPTION 2

H : Good afternoon mam A.... Thank you for your time.
A : Good afternoon.
H : My name is Hana. I want to ask you several questions on my thesis about the practice of weekly journal in reading across genre. The first question is what are the purposes applying journal in reading across genre classes?
A : The journal I designed to stimulate the students to read newspaper daily. I mean to build a habit for them to read.
H : Oh ...okay. Do you have any standardized template for the journals you give?
A : Template? No....I mean every journal was assigned based on certain topic. It depends on weekly topic. Let say this week we discuss about Peace journalism, I will ask my students to find an article which include the Peace journalism and then basically they will tell the main idea and then the difficult words, and maybe I will insert some questions in weekly journal.
H : So it just let them write the journal so you don’t have...you don’t give any copy of the journals or column for them or just do they way they are?
A : The journal is........ at the beginning of the class, it was informed to them that the journal will basically tell about main idea and difficult words. Okay? And it depends on the topic, so if the topic about pronoun, let say ya, or reference, so I will ask them to find one article or two articles and then again same thing main idea, difficult words and to identify the pronoun.
H : When do you ask your students to write the journals?
A : When did I ask? What do you mean?
H : I mean maybe you just skip some journals or they have to do some arrangement by yourself?
A : Every week they have to write the journals that is why we call it weekly journal.
H : Every week....once in a week?
A: Yes, if test if on that week there is a project or the due time to collect project, there is no weekly journal.

H: By giving you weekly journal, can you say how frequent do your students write weekly journal? How frequent? Do your students skip the journal? Or they are very frequent write the journals?

A: Oh...most of my students wrote frequently or weekly because every week I will sign so they will not be able to, let say, skip the journal. If they skip journals, I will sign it out.

H: Oh okay... How do you assess the journals mam?

A: Okay, I told them, even in syllabus at the beginning of the class that their journals will assess based on the completeness and the accuracy. So whether they complete all the weekly journal and the points that I asked them to write and then I will look deeply. I will read one by one. And then I will see the accuracy whether for the example about pronoun references, whether really this pronoun refers to this one.

H: Okay. Do you give feedback to your students on their weekly journal?

A: Feedback usually I write on book on the journals. so, yes. I usually give the written one.

H: Oh so it is clear to your students?

A: I hope so.

H: Oh okey. Thank you mam for your time.
H : Good morning Bu L.........
L : Good Morning Rhema..e...Hana
H : Thank you for your time and I am doing my thesis on The Practice of Weekly Journal in reading across genre classes. So as one of lecturers of reading across genre, I need your several answers for my data collection.
L : Okay
H : The first question is what are the purposes of applying journal in your reading across genre class
L : Well, actually my students is not to write the journal but then I asked them to write one of the journals. One of the journals only. Hmmmm....that was a kind of reflective journal in which they have to reflect on certain issues, and then they have to write down what they think of it. Relate it to their context. Eee........ I did it because I wanted to my students to actually think of the issue deeper and more deeply and also they...ee.......they to relate the issue to what happened to our context. Now, they talk about violence.
H : So you pick up the topic for your students.
L : Iya....
H : for the journal?
L : We discuss a text about violence, and then they should write something about it.
H : Okay. Do you have any standard template for the journal that you give for your students?
L : Yes, I use a kind of rubric.
H : oh..you have rubric..is it made by yourself or do faculty have the same standard for all the lecturers?
L : I don’t think so. I don’t know if the faculty have the same template for lecturers. It was used in actually in purposes. It is more on the students relate and reflect on the context and they think...actually they think more about the issue.
H: Okay. So, you make your own template for the journal.

L: Yes,........................ it is adapted not originally mine.

H: When do you ask your students to write the journal? It is stated that it is in the last meeting of the semester or......

L: No, well .........I have to admit that my last semester reading across genre is actually a kind of try out. It was a kind of try out. I should have planed it better but then I did not have much time to plan it more carefully. And so because of the limit of the time, and so I did it differently from what is stated in the syllabus. And at the end of semester, on the last day I asked my students to write kind of evaluation to give comment on the course, on the material, on the way I taught etc. I have read the comment and some of them then mentioned that they got confused because the course was not exactly as the one stated in the syllabus.

H: Oh......Okay...... And actually...how do you assess the journal, the last, the essay, or the........one of the journal you have mentioned at the first question? How do you assess their writing? The reflective journal?

L: I would emphazise on their ideas. Whether they have a new idea, whether they have logical argument, or is it something ...ya just a common idea, but then whether they have a strong argument to back up their ideas. So my emphazise is not on the language or whatever but then on the idea they have. It means whether they have logical ideas especially if they have new ideas would be better but then to think ideas to practice as long as they have arguments, So in other words actually I would like them to think more deeply about the certain issues and then to realize that for example that in media and the practice ........ in the media. My goal is actually to make them to read text, any texts. It can be features; it can be print text more critically. That was my goal actually.

H: Okay. Do you give feedback to your students to their journal or that you call reflective writing?

L: iya...ya...but then I haven’t finished doing it yet. I return some the students’ works but then .......... a few work........ then I haven’t done it yet with journal, essay, read some my students’ works but then a view words. I haven’t done it yet with journal, essay, and then I also asked to write several opinions about something. How would they do it differently. We discuss... oh what did we discus...oh I mostly I ask them to put themselves as the victim or marginalized and what do they do if they are the
marginalized in the text or what would they do if they are the victims or the one that who suffered from negative what do they do, what do they say. To defend themselves or to empower them selves.

H: It seems it is enough for me to get information. Thank you mam for your information.

L: Oh, you are welcome.
TRANSCRIPTION 4

H : Good morning Mr. B..... Thank you for your time. My name is Hana. I am doing my thesis on the practice of weekly journal in reading across genre and I want to ask you several questions. My first question is what are the purposes applying journal in your class?

B : Yes, so for my class...em.... like anyone known anyone know as the coordinator I give each teacher the freedom to modify the syllabus how they want it to fit their own styles, but for my own class, the purpose was may be two parts. One was to give students a chance to practice the skill that we practice that week. So for example at the beginning we might have focused on the headlines, so then in their journals would repeat to practice understand the headline or may be another week was to practice the lead, so they would focus on lead, or later in the semester we looked at the sources for newspapers, you know like who gave the information to the reporters so they just focus on that. So usually their responses were very short, like the main idea and then answering one or two questions were very very brief. The second purpose was just to give the students a lot of practices. So I think, you know, to read a lot articles so we’ve become comfortable so that way they can choose their own interests, so I don’t tell them what to read. They have to go on to find their own articles based on what interest them.

H : Oh that is nice. The second is do you have any standardized template for the journal you gave in your class?

B : Oh iya, so if you want, I can give you the copy of my syllabus, so I give them the basic what I want each week which include they need to find like three and four unfamiliar words to write down vocabularies and then supposed to write maybe three or four sentences on the main idea of the article of each news story but just the main idea so like three or four sentences, so very short. But then depending on the week what we practice. And I might give some additional instruction in class and I usually write them on the board in case they got trouble understanding me, so it’s on the board they can read it. hehehe.........

H : okay, when do you ask your students to write the journal?

B : ahm........so usually I had it every week except when there was another assignment that was too because I don’t want to overburden them. So it is not actually each week, so the weeks when we don’t have the assignment or they weren’t too busy on that thing.
H: So I mean do you have any day or specific day for them to submit their journals?

B: oh yes, usually it was in the class. Sometimes I will give time at the beginning of the class to share their stories with their friends. Not just share, they can tell their friends what is interesting they read.

H: So based on the journals you give, can you know how frequent do your students? I mean did they write the journals diligently or do they skip a lot?

B: oh yeah. So they have to turn it in every week to me instead of saving it and most of them turned it in every week, only few did not, and they lose point so most of them turned it in.

H: So they write frequent enough?

B: yeah.

H: And next is how do you assess the journal?

B: So I did not grade the journal super strictly so as long they turned it in and that was clear that they don’t copy word for word. They out it in their own words, as long as the main idea was clear enough. They will get high grade. And I use the journal under the participation percentage; the participation percentage was 25% of the total. And part of that would be in class conversation, part of it would be the journals article, part of it may be in class activities they might have to do, write things down, so it is just part of that.

H: The last question is, do you give feedback, of course, to your students?

B: Yeah, so usually first one I gave some feedback and later on one semester just partly because the last semester I was sick a lot so left behind my responsibility to them. So the last view I didn’t give feedback. Other semesters I gave more feedback just like than the last semester. Definitely at the beginning I gave them feedback.

H: Is it the written one or just orally?

B: Written.

H: Written on the paper? Okay. Thank you mister for you time.