STUDENTS PERCEPTION TOWARD THE USE OF DIARIES IN EXTENSIVE READING CLASS

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

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STUDENTS PERCEPTION TOWARD THE USE OF DIARIES IN
EXTENSIVE READING CLASS

Brigitta Dwivania Adnyana

ABSTRACT

Diary is one of the tools that is used in the Extensive Reading class. Extensive reading program itself is administered “to develop reading habit, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.” (Richard & Schmidt, 2002 in Shen 2008) This journal reports a study on students’ perception toward the use of diaries in Extensive Reading (ER) class of 60 Extensive Reading class students in the first semester of 2014/2015 in Satya Wacana Christian University, Salatiga. The research question of this study is: “What is students’ perception toward the use of diary in Extensive Reading class?” The instruments used were questionnaire and semi-structured interview. The finding indicates that students agree in all of the points mentioned in the questionnaire about the advantages of diary in Extensive Reading class for their learning. The most significant result is that students agree that diary enabled them to learn new vocabularies, help them to improve their ability to express feeling, help them to improving their writing skill and give them chance to become an autonomous learner. This study is limited only to diary in Extensive Reading class. Therefore, further studies related to the use of diaries in Extensive Reading class are possible to hold.

Key words: Students’ Perception, Diaries, Extensive Reading Class

INTRODUCTION

As the English Foreign Language (EFL) students in the English Department, students have to be able to master all of the English skill to improve our learning. Reading is one of four skills that have to be acquired besides writing, listening and speaking. The definition of reading has included both intensive and extensive reading. According to Blair, Susser, & Robb in Atilgan (2013), Intensive reading (IR) is “reading that focuses closely on the linguistic text itself
and the practice of particular reading skills.” Whereas Extensive reading (ER), first coined by Palmer in Atilgan (2013) “involves long texts or large qualities of materials.” Extensive Reading is an activity which one is involved and interested in reading books extensively in one’s free time. It has been identified in recent decades as one of the most powerful methods in language learning (Krashen in Shuhui, 2007). According to Sheu (2004), the aim of Extensive Reading in helping students to become willing and able readers in the target language appears to be an appropriate option for supplementing the current teaching instruction.

ER becomes so popular among the students since it is one of the classes that available in the Faculty of Language and Literature and can be taken in their first year. In ER class, students are asked to read as much as possible during the semester but 1000 pages minimal and then they have to write diaries when they are finished reading their books. The diary will be collected by the teacher every meeting or every week. It also has some questions that are asked by the teacher that is different question in every diary in a week or meeting.

One of the studies about ER is from Shuhui (2007) in his journal titled “An Introspective and Retrospective Diary Study of Extensive Reading”. His study showed that Extensive Reading provided the means to help develop speaking ability, listening comprehension, and writing skill. Pleasure and comprehensible input allow the improvement to happen in foreign language learning. This study investigated the impacts of accompanying the journal recording. The essence of journal writing is retrospective and introspective perspective (Myers in Shuhui, 2007). When language learners re-read their
journals, they learn from their learning patterns and make necessary modifications in order to enhance the language proficiency. It therefore suggests that further studies can implement ER with journal writing and without journal recording.

Another study is from Aliponga (2013) that investigated sixteen Japanese students about students’ opinion on benefits of the reading journal. His journal titled “Reading Journal: Its Benefits for Extensive Reading.” The term journal here is the same as the diary in the Extensive Reading class of the present study. It just has different name but the same use in the class. Based on the findings, it can be concluded that the reading journal motivated students to read more, enabled them to understand the main idea and important details of the reading materials of their choice, and enabled them to think critically. Students’ responses revealed that they were motivated to read more because the reading journal enabled them to learn new vocabulary, increased their reading speed, enabled them to concentrate, and aided them when they had trouble understanding the readings’ content. This journal discusses about students’ opinion on the benefits of the reading journal (diaries) while the present study is more about perception toward the use of diaries.

And the last study is taken from Cahyaningrum (2007) in her journal titled “Students’ Attitudes toward Book Report in Extensive Reading 2.” Again, the term book report here is the same as the diary in the Extensive Reading class of my study. This study investigates students’ attitudes toward book report in Extensive Reading 2 course. There are three attitudes being investigated here, affective (feeling), cognitive (belief), and behavioral attitudes. The investigation is
conducted in two methods: questionnaires to study cognitive and affective responses and book reports (diaries) from seven students are used to analyze the behavioral attitudes. Thus, the data in this research is taken from quantitative and qualitative data. Based on the findings from the research, it can be seen that students have positive attitudes toward book report (more than 80% have positive cognitive and affective attitudes and about 50% have positive behavioral attitudes). This journal discuss about attitudes toward book report (diaries) while my journal more about perception toward the use of diaries.

Based on the three previous studies above, it can be concluded that the studies are about introspective and retrospective diary study, opinion on benefits of the diaries, and attitudes toward diaries though it still in the same subject that is Extensive Reading class like what mine is conducting. Thus, the aim of this study is to investigate students’ perception toward the use of diaries in Extensive Reading class. By conducting this study, the use of diaries in ER class can be clearly viewed to help student in their learning process from their point of view. Therefore, the research question of this study is: ‘What is students’ perception toward the use of diaries in ER class?’ The result of the study is expected to contribute a research diary in Extensive Reading considering that there are not many researches are conducted in this area of study.

LITERATURE REVIEW

Extensive Reading
Extensive reading (ER) is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text (Bamford, 2004 in Kredatusova, 2007). According to Davis (1995) in Sheu (2003), Extensive Reading is defined as a means of giving students “the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks.” In Extensive Reading class, students are allowed to read as much as possible the reading material that provided by the teacher. Extensive Reading program is administered “to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richard & Schmidt, 2002 in Shen, 2008).

Therefore, it can be said that the purpose of Extensive Reading is “to encourage students not only to read extensively material which interest them but also to develop cognitive and metacognitive skills for reading comprehension improvement” (Wasanasomshiti, 2015). Extensive Reading also promote learner to become an autonomous reader who can read and make self-evaluation on their own. Students’ motivation to read for purpose is promoted to enable them to become independent readers who can enjoy reading autonomously in the classroom (Hedge, 2013 cited in Alyousef, 2005 in Wasanasomshiti, 2015).

By doing the Extensive Reading activities, it is expected that it would contribute to student motivation and make student reading a resource of language practice and use in reading, vocabulary learning, listening, speaking and writing.
(Day, 2004). So, teacher can use the Extensive Reading activity to help students improve their oral fluency, writing, and vocabulary, in addition to reading. By doing the Extensive Reading activity, teacher can monitor and evaluate the reading that students do (Day, 2004).

**Journals and Diaries**

The media that will be investigated in this research are diaries. But before discuss more about diaries, it is better to know what are journals and diaries. According to Hiemstra (2001), there are some types and formats of journal, which are: learning journal; diaries; dream book or log; autobiographies, life stories, and memoirs, spiritual journals; professional journals; interactive reading log; theory log; and electronic journaling. So diary is a part of journal writing. “A diary is typically a notebook, booklet of black pages, or any other source for students to record thoughts, reaction to learning experiences, and even innermost fears about a learning activity” (Hiemstra, 2001). In Extensive Reading class, basically the use of diaries is for “teachers and students keeping track of student progress, specifically using the reading journal” (Aliponga, 2013).

There are some advantages of diaries in Extensive Reading Class according to Cahyaningrum (2007), they are: improving the students’ critical thinking ability by deciding the characteristics of the characters in the novel and giving comment towards the novel; developing the multiple intelligences by doing the four kinds of diaries, that are ‘summary or reaction’ form, ‘draw a picture’ form, ‘your own questions’ form, ‘the book and you’ form; and improving writing skills. According to Aliponga (2013), the benefits of diaries in Extensive Reading
are motivated students to read more, enabled them to understand the main idea and important details of the reading materials of their choice, and enabled them to think critically. There are also some disadvantages of diaries according to Sheble and Wildemuth (2009), many potential participants assume diary studies will be time consuming.

**Attitude and Perception**

Many people are confused about the difference between attitude and perception. Allport (1935) in Pickens (2005) defines an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related. Typically, when we refer to a person’s attitudes, we are trying to explain his or her behavior. Attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations (Pickens, 2005).

Perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977 in Pickens, 2005). In other words, a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him/her based on prior experiences. Although attitudes and perception almost have the same meaning, but in this journal, the writer will focuses on the perception of the students.
In Extensive Reading class, basically students’ attitude is defined by their perception. “When students have strong interest in what they read, they can frequently transcend their reading level (Worthy, 1996 in Seitz). Students who do not enjoy typical school text often fail to engage in reading, and may develop a lifelong aversion to reading. Even if they are not initially struggling readers, “reluctant readers tend to gradually lose some academic ground, because wide reading is related to increases in general knowledge and reading comprehension” (Williamson & Williamson, 1988 in Seitz 2010).

METHODOLOGY

Context of the study

The context of the study is the English Literature Program, Satya Wacana Christian University. It is located in a small town of Salatiga, Central Java, Indonesia. This study program was selected because it offered Extensive Reading as one of the required courses in the first semester and it used diaries.

In Extensive Reading course, the students are required to read a lot throughout the semester, at least 1000 pages. In every meeting, the students are asked to write diaries about what they have read in a week. The teacher would also give some questions that are different in every meeting.

Participants

The participants of this study were 60 students of Extensive Reading class in the first semester of 2014/2015. The participants were only the first year of
English Literature students of English Department in Satya Wacana Christian University, not the English Teacher Education students, because only the English Literature students are using diaries in the Extensive Reading class and also this was because the participants were easily assessable for the researcher to conduct the research.

**Instruments of Data Collection**

The instruments used were questionnaires and interviews. The first instrument used were questionnaires that consist of 11 questions using Lickert-Type Scale Response Anchors Level of Agreement and the questionnaire is adapted from Cahyaningrum in her journal titled “Students’ Attitudes toward Book Report in Extensive Reading 2” and from Shuhui in his book titled “An Introspective and Retrospective Diary Study of Extensive Reading.” (See Appendix) The answers were categorized into four options: strongly agree, agree, disagree, and strongly disagree. Then the following interview was questions based on the questionnaire.

The second instrument used was semi-structured interview. The questions in the interview were based on the questions in the questionnaires. This type of the interview was used for the study because it allowed for greater flexibility like changing the order of the questions to give chance for follow-up questions (Patton in Melati, 2014). The interview session were conducted around 5-10 minutes each. This type of interview is very appropriate because it could support the data from the participants.
Procedures of Data Collection

There were piloting questionnaires to the students, the writer chose some of the participants (3-5 students), and the rest of students would be the real participants. The purpose of this piloting was to make sure that the questions covered the things that want to be found out so the result of the piloting would cover the writer expectation. But first, the writer explained the students about the purpose of this study to develop the participants understanding about the topic. After students filled the piloting questionnaire and the writer already got everything that she wanted, and then the questionnaire would be distributed to the real participants. After the participants have done doing the questionnaires, then it would be collected and would be analyzed.

To support the findings of this study, the writer did the interview session. The writer selected 5 participants randomly to be interviewed. The writer searched students who were taking ER class in the first semester of 2014/2015. The writer met them personally. The writer sent messages to all of the participants that are willing to be interviewed. The interview would be recorded and then it would be transcribed and then it will be analyzed. The interviews were done using Indonesian to make the students more comfortable and enabled them to be more expressive in answering the questions and then it would be translated into English.

Data analysis

The data were analyzed quantitatively and qualitatively. The quantitative analysis was used to find the students perception. The findings would then be
analyzed qualitatively. After the interviews were conducted, the records of those interviews were transcribed. The coding process were done to classify the participants’ answers into some points. The interview result then would be used to support the findings of the research.

**DISCUSSION**

The research question of this study is: ‘What is students’ perception toward the use of diaries in Extensive Reading class?’ In order to answer that question, the writer distributed the questionnaire in the Extensive Reading class in one semester of the year 2014/2015.

The discussion will be divided into 11 points based on the questions on the questionnaire and the students’ answer will be categorized into two categories: agree that is combination of strongly agree and agree in the questionnaire, and disagree that is combination of disagree and strongly disagree from the questionnaire. However, in this study, the discussion will more focus on the “agree” perceptions.

**Table of Questionnaire**

<table>
<thead>
<tr>
<th>No.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Diary motivated me to read more</td>
<td>45 (75%)</td>
</tr>
<tr>
<td>2.</td>
<td>Diary enabled me to understand the</td>
<td>46 (77%)</td>
</tr>
<tr>
<td></td>
<td>main idea and important details of the reading material</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>Diary enabled me to think critically about the main topic</td>
<td>44 (73%)</td>
</tr>
<tr>
<td>4.</td>
<td>Diary enabled me to learn new vocabularies</td>
<td>54 (90%)</td>
</tr>
<tr>
<td>5.</td>
<td>Diary increased my reading speed</td>
<td>40 (67%)</td>
</tr>
<tr>
<td>6.</td>
<td>Diary enabled me to concentrate about the story</td>
<td>47 (78%)</td>
</tr>
<tr>
<td>7.</td>
<td>Diary helps me to improve my ability to use language creatively and effectively</td>
<td>40 (67%)</td>
</tr>
<tr>
<td>8.</td>
<td>Diary helps me to improve my ability to express feeling</td>
<td>59 (98%)</td>
</tr>
<tr>
<td>9.</td>
<td>Diary helps me in improving my intelligence in inferring and speculating</td>
<td>45 (75%)</td>
</tr>
<tr>
<td>10.</td>
<td>Diary helps me improving my writing skill</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>11.</td>
<td>Diary give me chance to become an autonomous learner (learn on my own time, place and strategy)</td>
<td>56 (93%)</td>
</tr>
</tbody>
</table>
The data in point one shows that most of the students agree that diary can motivate them to read more. Specifically, 75% students agree and 25% students disagree.

Student 5: “Because in doing diary, I had to know the main topic of the story, we had to retell it, and how we feel toward the story. So it was motivating me.”

Student 5 said that she feels motivated to read more because she needs to know the main point and she has to retell the story and also her feeling toward the books. As stated by Aliponga (2013), the diary served as the learning strategy for students that developed their self-efficacy to be motivated to read more. Here, students are motivated to read more as their strategy to read more to know the main point of the story so they can retell it. However, few students did not feel that way, because they only interested in reading something that they liked and materials in Extensive Reading class were not the reading that they liked. It is in line with Goodman in Wanasasomshiti (2015) argues that “students are much likely to read with enthusiasm if they have made the decision about what they read.”

The data in point two shows that most of the students agree that diary enabled them to understand the main idea and important details of the reading material. Specifically, 77% students agree and 23% students disagree.

Student 5: “Yes it really helps, as long as I really read it, I mean not skimming. So, I had to focus and serious so that I could decide the main idea.”

As Student 5 said, diary helps her as long as she really reads it so she can seriously focus to decide the main idea. It is in line with the finding from Aliponga (2013) “writing summary did not only help students understand the
main idea of a reading material, but also its important details.” Student 1 also said that her skill to make conclusion is improved and also she can be able to comment about language style and how to use the punctuation. This is because students had to select the important details and summarize them. (Aliponga, 2013)

The data in point three shows that some of the students agree that diary enabled them to think critically about the main topic. Specifically, 73% students agree and 27% students disagree.

Student 1: “Yes, it improved my skill to make conclusion and comment about the language style and also all kinds of punctuation. So I think that diary really helps.”

As Student 1 said that she feels diary can help her to think more critical as it can help her to make conclusion and also make her to focus more to what she will make the diary. It is in line with Aliponga (2013) that stated “It is possible that when students wrote the summary of their readings, they had to analyze, synthesize and evaluate what they read, which are essential steps in critical thinking process.” Student 5 also feels that diary can make her realize that there are so many genres of books and also she can decide what the topic is. So, diary enabled the students to think critically not only about the main topic but also other things that are related to the book.

The data in point four shows that almost of the students agree that diary enabled them to learn new vocabularies. Specifically, 90% students agree and 10% students disagree.

Students 5: “Yes, it really could, because many book in fifth and sixth level that used unfamiliar, uncommon and uneasy words that motivated me to
know the meaning. I would not understand if I did not know the meaning of the words.”

As Student 5 feels motivated to know the difficult words to make her easier to understand the meaning on the book. The higher level on the book, the more difficult the words choice on the book. It is in line with Aliponga (2013) that stated “the texts they read predominantly contain high-frequency vocabulary and structures... students at this level will be challenged to comprehend more complex texts.” So, the students feel motivated to learn new vocabularies as the level of the book get higher and words choice in the book get harder, in order to write their diaries.

The data in point five shows that some of the students agree that diary can increase their reading speed. Specifically, 67% students agree and 33% students disagree.

Students 5: “Obviously faster, because sometimes I felt motivated to read more than 1000 pages that made me want to finish it (the book) faster so I could read the book quickly and understood the thick book faster, more (pages). Yes, it really helps.”

As Student 5 said that she feels motivated to read faster because she wants to get more than 1000 pages to read. She wants to be faster to read more books that were thick because she needs to understand the book so she can wrote the diary. As Aliponga (2013) stated that diary makes students increased their reading speed because of the need to read more. So, students increase their reading speed so that they can read as much as possible so that they can write the diary.
The data in point six shows that most of the students agree that diary enabled them to concentrate about the story. Specifically, 78% students agree and 22% students disagree.

Student 5: “Yes, because I need to be alone when reading, it cannot in a crowded place, and also it (diary) really helps my concentration, because it (the book) was not from my mother tongue, in English language, I had to concentrate about the story. If not, if I did not concentrate, I would not understand the content.”

As Student 5 thinks that she need to be alone and away from crowded place so she can be more concentrate. She said that because the novels are not from her mother tongue so she has to concentrate more to the storyline. If she did not concentrate, she would not be able to understand the content of the book itself.

It also stated in Aliponga (2013) that diary enabled the student to concentrate as the part of his belief that diary enabled them to read more. They have to concentrate so they can read more to write the diary.

The data in point seven shows that some the students agree that diary helps them to improve their ability to use language creatively and effectively. Specifically, 67% students agree and 33% students disagree.

Student 1: “Because I had to use my own words, I mean, I am free to express what I have read. So I had to retell with my own words the story that I have got using my own words. Because we (the students) were forbidden to use the language from the book. So I really had to retell what I have got.”

As Student 1 feels that she can freely express what she has read because she has to retell the story with her own words. When the students write the summary of the story are dealing with what Gardner (1993) called as ‘linguistic intelligence’, intelligence about using language ‘effectively’ and ‘creatively’. In
this form student are required to rewrite the story using their own language and it is good to improve this kind of intelligence. Student 5 also said that she had to summarize the novel and during read the novel, she can imagine what she read that makes her easier to make it into her own words.

The data in point eight shows that almost of the students agree that diary helps them to improve their ability to express feeling. Specifically, 98% students agree and 2% students disagree.

Students 4: “Yes, because it just a story, it is up to me what I think how was the story. So in my opinion, whether I agree or disagree, just say it because no one would blame you.”

As Student 4 feels that it is up to her to write her opinion toward the books whether she agrees or disagrees with it because no one would blame her for that. Gardner (1993) in Cahyaningrum states that is an intelligence that related to feelings. In diary, reaction form is a place where students integrating their feeling about the story.

Aliponga (2013) also stated that students had to express opinions, specifically what they liked and did not like about the readings and had provide explanations for such response the first participants said that diary makes her more interested in writing to express what she feels. As Student 2 feels that she can express her feeling via diary because she was asked about what she feels and what she thinks about the book. Also the student 5 said that diary enabled her to express herself because she was required to write her feeling and expression toward the books. So, diaries improve students’ ability to express their feeling because it already becomes a part of students’ assignment in the diary.
The data in point nine show that most of the students agree that diary help them in improving their intelligence in inferring and speculating. Specifically, 75 students agree and 25% students disagree.

Student 5: “Yes, because I read a lot of book, so mostly the author already provide some clues, the story would be like this and like that, and it indeed turns out like what I have predict.”

Student 5 said that clues on the book help her to predict the story that was going to be happened on the books. She thinks that she can guess the story because of the help from the clue given by the writer. As Aliponga (2013) belief that “for prediction of content based on the title, students had to indicate what came to their mind upon seeing the title cover of the reading material.” Diary help the students in improving their intelligence in inferring and speculating as the students get some clues from the book about what would going on the story.

The data in point ten shows that all of the students agree that diary helps them in improving their writing skill. Specifically, 100% agree and 0% disagrees.

Student 4: “Yes, especially the effectiveness, (means) how the most effective way (to write), but the goal is (still) reached. So write (the diary) as few as possible (because the amount of words were limited).”

Student 4 also feels that it makes her to be effective because she has to limit her writing that makes her to be able to choose what kind of words that she wants to write. It is in line as Kredatusova (2007) believed that “it helped students to learn how to state their opinions about reading and developed writing skills” Also Student 5 said that her writing ability is improved because she can learn new vocabulary and also she can improve her grammar from the novel. So diary help
the students in improving their writing skill as they learn how to state their opinion toward the book and also have to retell the story using their own words.

The data from point eleven shows that almost of the students agree that diary give them chance to become autonomous learner. Specifically, 93% students agree and 7% students disagree.

Student 1: “If I want to know again about what I have read, I just can open my diary again. Like sort of reminder”

As Student 5 said that diary can be a reminder for her to remember what she had learn if she wants to. It is in line with Aliponga (2013) believed that “almost all students became autonomous in using the reading journal.” They have little need of a teacher except perhaps as a supportive or challenging colleague and are ready, or nearly ready, to perform as masters of the skills, or as teachers themselves. Other students also feel that they can read and make diary in their own time and place. It is in line with Benson (2001) in Wasanasomsithi (2015) that stated “fostering autonomy does not imply that we simply leave learners to their own devices, but that we actively encourage and assist them to take control of their learning.”
CONCLUSION

This paper reports on a study intended to investigate the students’ perception toward the use of diary in Extensive Reading class. The significance of the study was so that diaries in Extensive Reading class can be clearly viewed to help student in their learning process from their point of view. The question for this study was: “What is students’ perception toward the use of diaries in Extensive Reading class?”

Result of the study indicates the students’ point of view toward the use of diaries in extensive reading class. Based on the finding, it can be concluded that the students agree that diary motivate the students to read more, enable the students to understand the main idea and important details of the reading material, enable the students to think critically about the main topic, enable the students to learn new vocabularies, increase the students’ reading speed, help the students to improve their ability to use language creatively and effectively, helps the students to improve their ability to express feeling, help the students in improving their intelligence in inferring and speculating, help the students in improving their writing skill, and give the student chance to become an autonomous learner. Among all the items, most of the students significantly agree that diary enabled them to learn new vocabularies, help them to improve their ability to express feeling, help them to improving their writing skill and give them chance to become an autonomous learner.

This study is limited only to diary in extensive reading class which is more from ‘agree’ point of view and some technical problems related to the recording
might have appeared. Therefore, further studies related to the use of diaries in extensive reading class or maybe from ‘disagree’ point of view are possible to hold.
Acknowledgement

I thank to everyone who has given their supports from the very beginning of the study until it is completed. I would like to express my greatest gratitude to Jesus Christ who always gives me His best of all time. My special appreciation goes to my supervisor, Rindang Widiningrum, M.Hum for the knowledge and encouragements, and the examiner, Yustina Priska Krisnanto, M.Hum for the guidance. Without their assistances, this study would have never been completed. Many thanks also for the Extensive Reading students in English Literature Program of SWCU year 2014/2015 for being so cooperative. Gratuitous thanks are also dedicated to my beloved parents who always pray for me, my brother and sister for their support, and my partner I Gusti Putu Christyaditama who always be there for me through bad and good time. Special thanks are also addressed to my wonderful friends: Gayatri, Winda, Zulfa, Endah, Eddo, Kevin, David, all ‘Eleveners’ and ‘KBBS’ for togetherness we shared. Last but not least, I would like to thank all brilliant people whose encouragement and support have been devastatingly valuable in this study.
REFERENCES


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APPENDIX

QUESTIONNAIRE

Dear participants,
I am an English Department student in Satya Wacana Christian University. My questionnaire is aimed to know about students’ perception toward the use of diaries in Extensive Reading class. I expect you to kindly participate by filling in the questionnaire. Your answer would not affect your grade.

Put a check mark (√) in the appropriate column!

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<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>1</td>
<td>Diary motivated me to read more</td>
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<td>2</td>
<td>Diary enabled me to understand the main idea and important details of the reading material</td>
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<td>Diary enabled me to think critically about the main topic</td>
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<td>4</td>
<td>Diary enabled me to learn new vocabularies</td>
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<td>5</td>
<td>Diary increased my reading speed</td>
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<td>6</td>
<td>Diary enabled me to concentrate about the story</td>
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<td>7</td>
<td>Diary helps me to improve my ability to use language creatively and effectively</td>
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<td>8</td>
<td>Diary helps me to improve my ability to express feeling</td>
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<td>9</td>
<td>Diary help me in improving my</td>
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<td><strong>10</strong></td>
<td>Diary helps me in improving my writing skill</td>
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<tr>
<td><strong>11</strong></td>
<td>Diary give me chance to become an autonomous learner (learn on my own time, place ad strategy)</td>
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Year of angkatan : .........................
Age : ......................... years old
Gender : Male/Female (circle accordingly)
How long have you been studying English (including since in kindergarten school)? ......................... years

If you would like to be further interviewed, please kindly give your contact:
Name : ...........................................................................................................
Phone no. : .....................................................................................................

Thank you 😊