

**EXPLORING THE STUDENTS' EXPERIENCE OF
REFLECTIVE JOURNAL WRITING AT UINSA SURABAYA**

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

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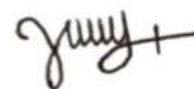
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ABSTRACT

Khasri, Venny. (2023). *Exploring the Students' Experiences of Reflective Writing at UINSA Surabaya*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor I: Dr. Mohamad Salik, M.Ag., Advisor II: Afida Safriani, PhD.

Keywords: Experience, Reflective journal, Collaborative Classroom Action Research.

Writing has been a crucial ability to learn for college students since they were required to produce academic papers. One technique for improving student writing abilities is reflective journal writing. Students were able to improve their writing skills in CCAR class by following the lecturer's instructions when writing a reflective journal. Consequently, the first objective of this research is to define the implementation of a reflective journal in CCAR (Collaborative Classroom Action Research) Class. The second objective is to investigate the benefits of students' experience in writing the reflective journal in CCAR (Collaborative Classroom Action Research) Class. To address these objectives, the study employed an open-ended questionnaire distributed to fourteen participants and interviews conducted with nine students from the CCAR class to gather more comprehensive data. The data for this research was collected using a descriptive qualitative methodology. The findings indicated that students employed reflective journal writing through face-to-face and online approaches. Typically, they received guided prompts to guide their reflective journal entries and submitted them via Schoology. The advantages identified were classified into three aspects: reflective journal writing supports students in expressing thoughts, feelings, & experiences; it fosters goal-setting and achievement and enhances critical thinking skills. The findings highlight that the student got many benefits by writing reflective journals in Collaborative Classroom Action Research (CCAR) class.

ABSTRAK

Khasri, Venny. (2023). *Exploring the Students' Experiences of Reflective Writing at UINSA Surabaya*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor I: Dr. Mohamad Salik, M.Ag., Advisor II: Afida Safriani, PhD.

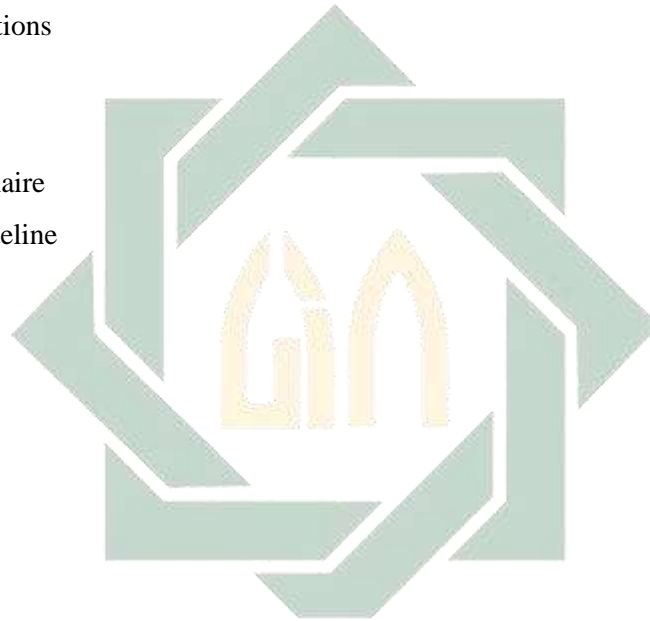
Kata Kunci: Pengalaman, Jurnal Reflektif, Penelitian Tindakan Kelas Kolaboratif.

Menulis telah menjadi kemampuan penting yang harus dipelajari oleh mahasiswa karena mereka diharuskan untuk menghasilkan karya akademik. Salah satu teknik untuk meningkatkan kemampuan menulis mahasiswa adalah dengan menulis jurnal reflektif. Mahasiswa dapat meningkatkan keterampilan menulis mereka di kelas CCAR dengan mengikuti petunjuk dosen ketika menulis jurnal reflektif. Oleh karena itu, tujuan pertama dari penelitian ini adalah mendefinisikan implementasi jurnal reflektif di kelas CCAR (*Collaborative Classroom Action Research*). Tujuan kedua adalah menyelidiki manfaat dari pengalaman mahasiswa dalam menulis jurnal reflektif di kelas CCAR (*Collaborative Classroom Action Research*). Untuk mencapai tujuan-tujuan tersebut, penelitian ini menggunakan kuesioner terbuka yang didistribusikan kepada empat belas partisipan dan wawancara yang dilakukan dengan sembilan mahasiswa dari kelas CCAR untuk mengumpulkan data yang lebih komprehensif. Data untuk penelitian ini dikumpulkan menggunakan metodologi deskriptif kualitatif. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan jurnal reflektif melalui pendekatan tatap muka dan daring. Biasanya, mereka menerima panduan untuk mengarahkan entri jurnal reflektif mereka dan mengirimkannya melalui *Schoology*. Manfaat yang diidentifikasi terbagi menjadi tiga aspek: menulis jurnal reflektif mendukung mahasiswa dalam mengekspresikan pemikiran, perasaan, dan pengalaman mereka; itu mendorong penetapan tujuan dan pencapaian serta meningkatkan keterampilan berpikir kritis. Temuan penelitian ini menyoroti bahwa mahasiswa mendapatkan banyak manfaat dengan menulis jurnal reflektif di kelas *Collaborative Classroom Action Research (CCAR)*.

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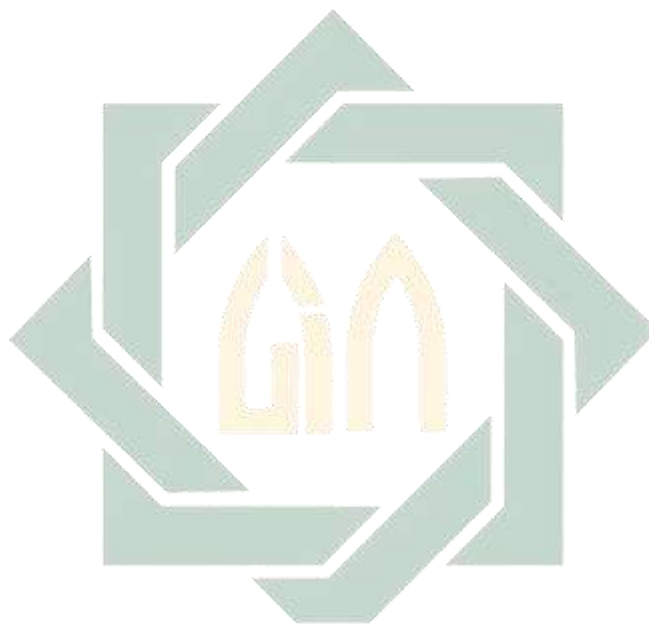


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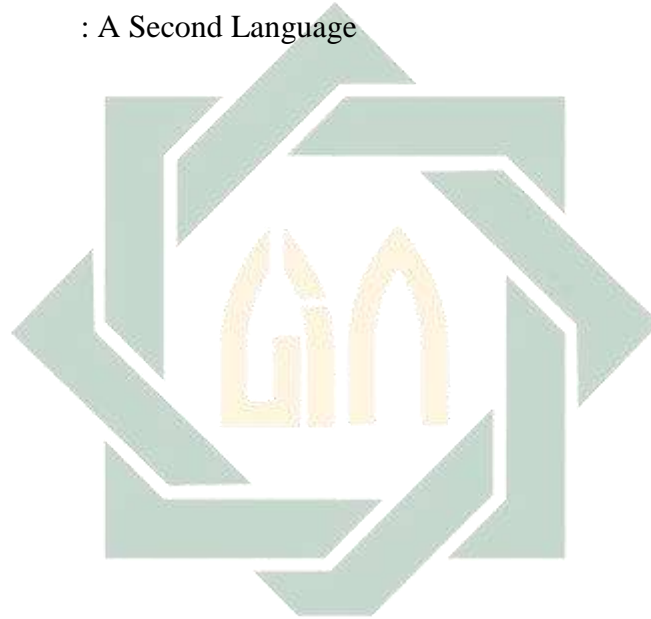
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LIST OF ABBREVIATIONS

1. **UINSA** : UIN Sunan Ampel
2. **CCAR** : Collaborative Classroom Action Research
3. **ELED** : English Language Education Department
4. **LMS** : Learning Management System
5. **2L** : A Second Language



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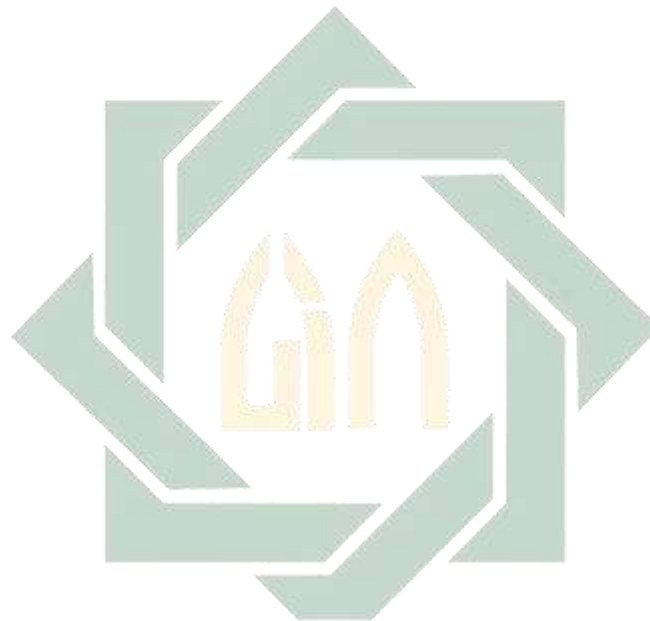
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