

**Students' Perceptions of Journal Writing in English Language
Learning: A Self-directed Learning Perspective**



Hana Khalishah Fairuz

1202621065

SKRIPSI

A Skripsi Submitted as Partial Fulfillment of the Requirement for the Degree of
“Sarjana Pendidikan”

ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF JAKARTA

2026

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Hana Khalishah Fairuz
No. Registrasi : 1202621065
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Bahasa dan Seni
Judul Skripsi : Students' Perceptions of Journal Writing in English Language Learning:
A Self-directed Learning Perspective

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DEWAN PENGUJI

Ketua Penguji/Pembimbing I

Imas W Agustina, M.Pd
NIP. 198408272019032011

Pembimbing II

Dr. Hanip Pujiati
NIP. 197205042001122001

Penguji Ahli Materi

Suci Maharani, M.Pd.
NIP. 199112182022032007

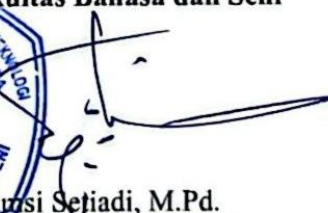
Penguji Ahli Metodologi

Yosafat Barona Valentino, S.Pd., M.Hum.
NIP. 199102132024061001

Jakarta, 4 Agustus 2026

Dekan Fakultas Bahasa dan Seni




Drs. Sami Setiadi, M.Pd.
NIP. 197710082005011002

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Yang bertanda tangan dibawah ini

Nama : Hana Khalishah Fairuz
No. Registrasi : 1202621065
Program Studi : S1 - Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Students' Perceptions of Journal Writing in English Language Learning:
A Self-directed Learning Perspective

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NIM : 1202621065
Fakultas/Prodi : Fakultas Bahasa dan Seni/Pendidikan Bahasa Inggris
Alamat email : hanakhalishah21@gmail.com

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ACKNOWLEDGEMENT

In the name of Allah, the most Merciful, the most gracious. I would like to express sincere gratitude to Allah Subhānahu wa Ta'ālā for His endless blessings and guidance during my academic journey and the completion of this thesis. Salawat and gratitude do to our noble character, the Prophet Muhammad (Peace be Upon Him), the final messenger and the greatest example for mankind. May his teachings continue to illuminate our hearts and guide us to the straight path.

This *skripsi* is submitted as a partial fulfillment of the requirements to obtain a Bachelor's degree in English Language Education at the Faculty of Language and Arts, Universitas Negeri Jakarta. Completion of this thesis was possible with the support of several people in my life. I would like to express my sincere gratitude to all those who have been my reasons to survive.

1. First and foremost, I would like to express my deepest gratitude to my parents, who have been my reason for being alive. Thank you for staying until you were ready to leave. I hope that the completion of my studies will be something you can be proud of. I miss you always. Also, I would like to thank my family: Uti, Kakung, & Kak Farra for everything you have done for me, thank you. I will not be able to get through all of this without your existence.
2. I would like to extend my sincere gratitude to Imas Wahyu Agustina, M.Pd., Dr. Hanip Pujiati., Tara Mustikaning Palupi, M.Hum., & Lia Masitoh for the invaluable guidance, patience, support, and feedback throughout the process of completing this *skripsi*. May all the good things always find its way to you. Thank you very much.
3. I would like to sincerely thank to the 10 participants who participated in this study, thank you for your willingness to share your experiences and insights to make this *skripsi* complete. Also, to Nanie Khaerani, S.Pd., thank you for your initiative and dedication in implementing this method in your English classroom which made this *skripsi* possible.

4. My deepest gratitude also goes to Lee Haechan & Mark Lee, who have been my inspiration and motivation. For the past 6 years, it has been so hard for me, but thank you for your dedication and passion, it inspires me so much. Thank you.
5. To my beloved friends, abadie, thank you for your existence and support. Thank you for this friendship, for always being there to listen, to motivate, to share both laughter and tears. Let us stick around for another decade and may this friendship be abadie.
6. To my beloved friends, Pos Satpam: Maya, Mia, Ghais, Khansa, Faisal, Kindy, & Daffa. Thank you for being there for these past five years. I wouldn't have been able to get through all of this without your hard work & kindness. From the deepest part of my heart, I'm thankful for having you guys in my life. Let us stay friends for as long as it takes.
7. To all my best friends I met in SIGMA TV: Nissa, Rachel, Tasya, Dini, and many more who have been part of this remarkable journey, thank you. Thank you for being my friends. Without you, I would not have made it this far. No matter how long it takes, I will never be able to fully express my gratitude to you all. May this friendship lasts forever. Let us be happy often.
8. Last but not least, thank you Hana for everything. Now, stay a little longer and be happy often.

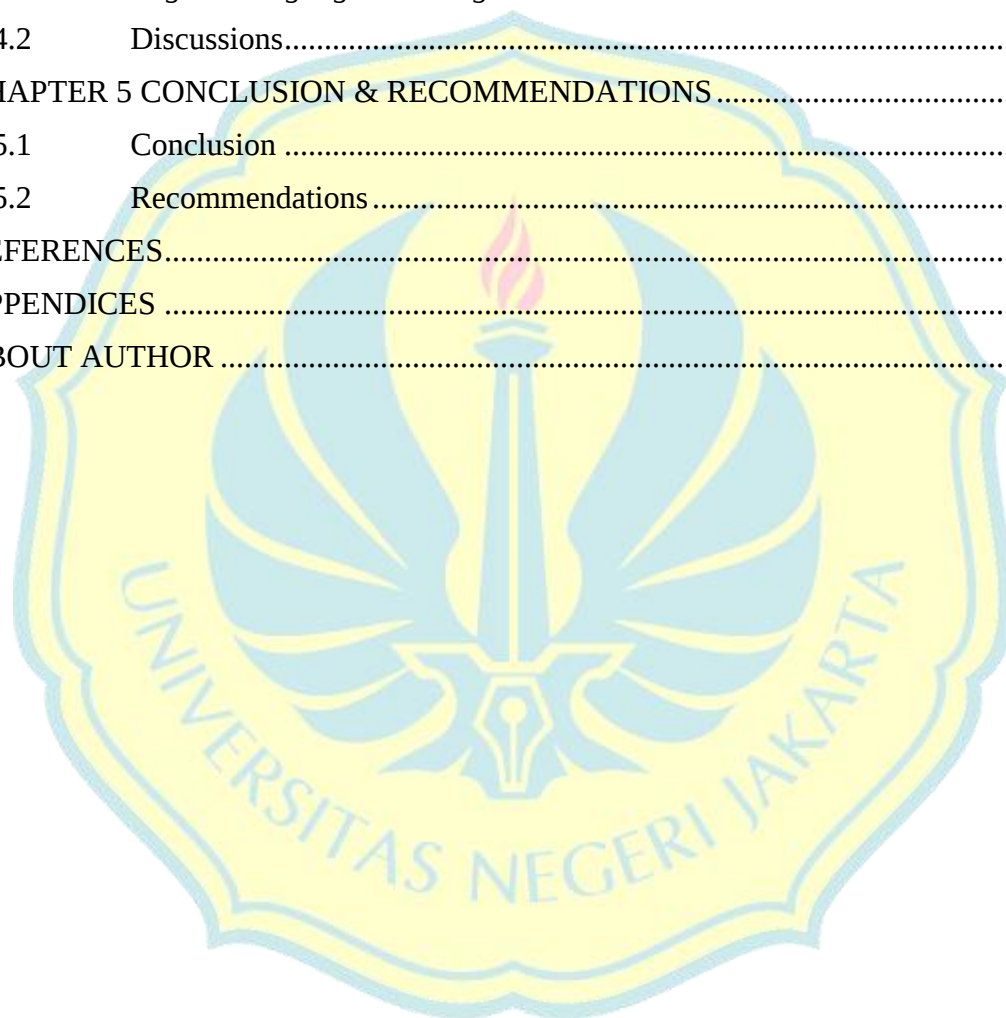
Jakarta, 16 July 2026

Hana Khalishah Fairuz

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ABSTRACT

Hana Khalishah Fairuz, 2026. *Students' Perceptions of Journal Writing in English Language Learning: A Self-directed Learning Perspective.* A Skripsi. English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study investigates how XII grade students perceive journal writing in developing self-directed learning in English language learning through the lens of Sam & Shalini's (2021) refinement of Garrison's (1997) Self-directed Learning (SDL) Comprehensive Model with three dimensions, self-management, self-monitoring, and motivation. Using descriptive qualitative research design, the data were collected through semi-structured interviews with 10 grade XII students at SMA Negeri 44 Jakarta in the academic year 2024/2025. The findings revealed that journal writing successfully supports all three dimensions of SDL: self-management, self-monitoring, and motivation. Students set their specific goals in English language learning influenced by personal reasons and academic purposes, and engaged in collaborative learning with peers. Students use journal writing to facilitate self-reflection on their learning progress, acknowledgment of strengths and weaknesses, and adjustment of learning strategies based on their needs. Additionally, students had diverse initial responses regarding journal writing, resulting in the majority of students recognizing journal writing as a classroom assignment. However, students experienced a transformation in their perceptions of journal writing as they found various beneficial aspects in journal writing. This study highlights the powerfulness of journal writing in enhancing self-directed learning and recommends the use of journal writing in English language learning.

Keywords: Journal Writing, Self-directed Learning, Self-management, Self-monitoring, Motivation, English Language Learning

ABSTRAK

Hana Khalishah Fairuz, 2026. *Persepsi Siswa tentang Penulisan Jurnal dalam Pembelajaran Bahasa Inggris: Perspektif Self-directed Learning*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini mengkaji bagaimana siswa kelas XII memandang penulisan jurnal dalam mengembangkan *self-directed learning* di pembelajaran bahasa Inggris melalui kerangka Model Komprehensif *Self-directed Learning* (SDL) karya Garrison (1997) yang disempurnakan oleh Sam & Shalini (2021) berdasarkan tiga dimensi, yaitu *self-management*, *self-monitoring*, dan *motivation*. Dengan menggunakan desain penelitian kualitatif deskriptif, data dikumpulkan melalui wawancara semi-terstruktur dengan 10 siswa kelas XII di SMA Negeri 44 Jakarta pada tahun ajaran 2024/2025. Temuan penelitian menunjukkan bahwa penulisan jurnal berhasil mendukung ketiga dimensi SDL, yaitu *self-management*, *self-monitoring*, dan *motivation*. Siswa menetapkan tujuan spesifik mereka dalam pembelajaran bahasa Inggris yang dipengaruhi oleh alasan pribadi dan tujuan akademis, serta terlibat dalam pembelajaran kolaboratif dengan teman sebaya. Siswa menggunakan penulisan jurnal untuk memfasilitasi refleksi diri terhadap kemajuan belajar mereka, mengetahui kekuatan dan kelemahan, serta penyesuaian strategi belajar berdasarkan kebutuhan mereka. Selain itu, siswa memiliki respons awal yang beragam terkait penulisan jurnal, sehingga mayoritas siswa menganggap penulisan jurnal hanya sebagai tugas kelas. Namun, siswa mengalami perubahan dalam persepsi mereka terhadap penulisan jurnal seiring dengan ditemukannya berbagai aspek bermanfaat dalam kegiatan tersebut. Penelitian ini menyoroti pentingnya penulisan jurnal dalam meningkatkan pembelajaran mandiri dan merekomendasikan penggunaan penulisan jurnal dalam pembelajaran bahasa Inggris.

Keywords: *Penulisan Jurnal, Self-directed Learning, Self-management, Self-monitoring, Motivation, Pembelajaran Bahasa Inggris*