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Faculty : Faculty of Letters and Culture

Title : **Students' Perspectives Toward the use of Diary as Learning Strategy in English Literary Criticism Subject**

Statements of Authorship

1. This research is an original work of the author and there is no previous study to seem likely similar as this.
2. During conducting this research, the researcher believes that she never committed to do plagiarism. All the statements and the ideas shared by the experts are well-cited and can be found in the reference sheet.
3. If somebody found disagreement between points 1, 2, and 3, the researcher agrees the degree to be taken off.

Gorontalo, January 29th, 2021



Gia Puspita Mokodompit

APPROVAL SHEET

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Strategy in English Literary Criticism Subject

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LEGALIZATION SHEET





Date : January 29th, 2021

Time : 14.00-15.00 P.M


Examinee : Gia Puspita Mokodompit

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Abstract

Gia Puspita Mokodompit, 2021. “Students’ Perspectives Toward the Use of Diary as Learning Strategy in English Literary Criticism Subject” English Department, Faculty of Letters and Culture, Universitas Negeri Gorontalo. The first advisor is Dr. Hj Rasuna Talib, M.Hum and the second advisor is Dr. Usman Pakaya, S.S., M.A.

This study is aimed to elaborate the students’ perspectives toward the use of diary as learning strategy in English Literary Criticism Subject of English Departement, Universitas Negeri Gorontalo. The participants of this research are the students of class D that consist of 22 students at the 6th semester in academic year of 2018/2019. Using a qualitative method the data were obtained from semi structure interview (Sugiyono, 2010). This study also used Braun and Clarke (2006) theory as the technique of analyzing the data. Therefore, questions of interview was adapted and developed from Patton (2002). As a result of this research, the students believed that the use of diary can help them in teaching and learning process. Instead of impacting students, this strategy also indirectly provides benefits for the lecturers in the classroom. Chamot (2005) suggested to use a diary for instructional purposes as it can help students in developing their own learning processes and strategies. Besides, the strategy also has some negative impact, such as the lack of understanding new material which makes it difficult for students to learn independently and also some of the students only copied the diary from their friends without discovering and reading the books by themselves. Therefore, the role of the lecturers is very important in the classroom to examine what they have written, to clarify and explain again the materials that are still confusing for the students.

Keywords: Students’ Perspective, Diary, Learning Strategy.

Abstrak

Gia Puspita Mokodompit, 2021. "Perspektif Mahasiswa terhadap Penggunaan Diary Sebagai Strategi Pembelajaran pada Mata Kuliah Literary Criticism". Jurusan Bahasa Inggris, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo. Pembimbing I Dr. Hj Rasuna Talib, M.Hum., dan Pembimbing II Dr. Usman Pakaya, S.S., M.A.

Penelitian ini bertujuan untuk mengetahui perspektif mahasiswa terhadap penggunaan *diary* sebagai strategi pembelajaran pada mata kuliah *literary criticism*, Jurusan Bahasa Inggris Universitas Negeri Gorontalo. Partisipan dalam penelitian ini adalah mahasiswa kelas D yang terdiri dari 22 siswa, semester 6 tahun akademik 2018/2019. Penelitian ini menggunakan metode kualitatif dengan teknik pengambilan data menggunakan wawancara semi terstruktur (Sugiyono, 2010). Penelitian ini juga menggunakan teori Braun dan Clarke (2006) sebagai teknik analisis data. Oleh karena itu, pertanyaan wawancara diadaptasi dan dikembangkan dari teori Patton (2002). Hasil penelitian menunjukkan bahwa para mahasiswa percaya bahwa penggunaan *diary* dapat membantu mereka dalam proses belajar mengajar. Selain berdampak pada mahasiswa, strategi ini juga secara tidak langsung memberikan manfaat bagi dosen di dalam kelas. Chamot (2005) menyarankan untuk menggunakan *diary* untuk tujuan instruksional karena dapat membantu mahasiswa dalam mengembangkan proses dan strategi pembelajaran mereka sendiri. Namun, strategi tersebut juga memiliki beberapa dampak negatif, seperti kurangnya pemahaman materi baru yang membuat siswa sulit belajar mandiri dan juga sebagian mahasiswa hanya menyalin *diary* dari temannya tanpa menemukan dan membaca sendiri buku-buku tersebut. Oleh karena itu peran dosen sangat penting di dalam kelas untuk menelaah apa yang telah mereka tulis, mengklarifikasi, dan menjelaskan kembali materi-materi yang masih membingungkan bagi mahasiswa.

Kata Kunci: Perspektif Mahasiswa, Diary, Strategi Pembelajaran.

