

**ក្រសួងអប់រំ យុវជន និងកីឡា**  
**MINISTRY OF EDUCATION, YOUTH AND SPORT**



**សាកលវិទ្យាល័យ ប៊ែលទី អន្តរជាតិ**  
**BELTEI INTERNATIONAL UNIVERSITY**  
*Tradition of Total Quality Education*

**FACULTY OF EDUCATION, ARTS AND HUMANITIES**  
**RESEARCH REPORT**

**ON**  
**ការប្រើសំណេរកំណត់ហេតុប្រចាំសប្តាហ៍ជាយុទ្ធសាស្ត្រ**  
**ក្នុងការជំរុញ និងកែលម្អការសរសេរបស់សិស្ស**  
**នៅសាកលវិទ្យាល័យប៊ែលទីអន្តរជាតិ**

**USING WEEKLY JOURNAL AS THE STRATEGY TO**  
**MOTIVATE AND IMPROVE STUDENTS' ACADEMIC WRITING**  
**AT BELTEI INTERNATIONAL UNIVERSITY**

**TUY SOPHEAK REASEY**

**A RESEARCH REPORT IN PARTIAL FULLFILLMENT OF THE**  
**REQUIREMENTS FOR THE DEGREE OF**  
**MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS**  
**OF OTHER LANGUAGES**

**PHNOM PENH, 2013**



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**OTHER LANGUAGES**

**SUPERVISOR**

**DR. VANN MONNIROITH**

**PHNOM PENH, 2013**



# BELTEI INTERNATIONAL UNIVERSITY



## APPROVAL SHEET

This Research Report entitled 'Using Weekly Journal as the Strategy to Motivate and Improve Students' Academic Writing at BELTEI International University' was prepared and submitted by **TUY SOPHEAK REASEY** in partial fulfilment of the requirements for the degree of **Master of Arts in Teaching English to Speakers of Other Languages.**

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Approved by the Committee with a grade of **passed**

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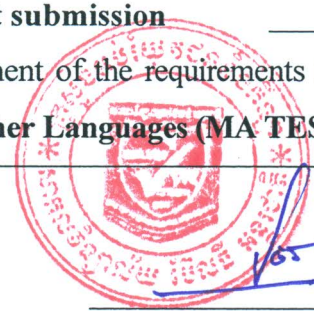
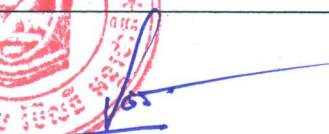
  
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President of the University

**ក្រសួងអប់រំ យុវជន និងកីឡា**  
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របស់សិស្សនៅសាកលវិទ្យាល័យប៊ែលទីអន្តរជាតិ**

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លំអរសំណេរបស់សិស្សនៅសកលវិទ្យាល័យប៊ែលតេអ៊ិនធឺណេស្យា**

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**SUPERVISORS**

**DR. VANN MONNIROITH**

**MR. ROS PARADISE**

**PHNOM PENH, 2013**

# **BELTEI INTERNATIONAL UNIVERSITY**

## **APPROVALS**

### **USING WEEKLY JOURNAL AS THE STRATEGY TO MOTIVTE AND IMPROVE STUDENTS' ACADEMIC WRITIN AT BELTEI INTERNATIONAL UNIVERSITY**

Research Report Approved by the Research Report Evaluation Committee.

H.E./Dr./Mr./Ms.....(Chairperson)

Dr./Mr./Ms. ....(Dean of the Faculty)

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Mr./Ms. ....(Member)

Mr./Ms. ....(Secretary)

## ABSTRACT IN KHMER

ការសិក្សានេះបានបង្ហាញពីបំណងក្នុងការស្វែងយល់ពីឥរិយាបថរបស់សិស្សចំពោះសំណេរកំណត់ហេតុប្រចាំសប្តាហ៍ ប្រសិទ្ធភាពនៃសំណេរកំណត់ហេតុប្រចាំសប្តាហ៍ទៅលើជំនាញសរសេររបស់សិស្ស និងបង្ហាញពីវិធីសាស្ត្រក្នុងការប្រើសំណេរកំណត់ហេតុប្រចាំសប្តាហ៍អោយកាន់តែមានប្រសិទ្ធភាព។ សិស្សចំនួន៤ថ្នាក់ដែលក្នុងមួយថ្នាក់មានចំនួនសាមសិបនាក់ត្រូវបានជ្រើសរើសធ្វើជានាក់ចូលរួមក្នុងការសិក្សានេះ (ក្រុមពិសោធន៍ចំនួនហុកសិបនាក់ និងក្រុមមិនបានទទួលការពិសោធន៍ចំនួនហុកសិបនាក់)។ កម្រងសំនួរការសរសេរមុនការធ្វើតេស្ត និងក្រោយការធ្វើតេស្តត្រូវបានធ្វើឡើងសំរាប់ការប្រមូលទិន្នន័យ។ ការសិក្សានេះបានបង្ហាញថា សំណេរកំណត់ហេតុប្រចាំសប្តាហ៍ធ្វើអោយប្រសើរឡើងទៅលើជំនាញសរសេររបស់សិស្សក្នុងផ្នែកខ្លឹមសារ វេយ្យាករណ៍ វាក្យស័ព្ទ និងមេកានិច ហើយការសិក្សាក៏បានបង្ហាញដែរថា សិស្សមានឥរិយាបថវិជ្ជមានចំពោះសំណេរកំណត់ហេតុប្រចាំសប្តាហ៍។

## ABSTRACT IN ENGLISH

This session presents a study which aims to find out the attitudes of students towards journal writing, the effects of it on students' writing skills, and to present ways to use weekly journal writing more effectively in students' writing improvement. Four classes, each of which consists of 30 students, were randomly selected to participate in the study (experimental group = 60 students; control group = 60 students). Questionnaires and "pre-test and post-test writing" were employed for data collection. This study shows that journal writing improves students writing skills in terms of content, grammar, vocabulary, and mechanics, and that students have positive attitudes towards journal writing.

**CERTIFICATE**

This is to certify that the Research Report of

TUY SOPHEAK REASEY

has met the requirements of BELTEI INTERNATIONAL UNIVERSITY

Dr. Vann Monnirouth ..... (Major Supervisor)

Mr. Ros Paradise..... (Supervisor)



## **WORK DECLARATION**

I hereby declare that the research report under title “USING WEEKLY JOURNAL AS THE STRATEGY TO MOTIVTE AND IMPROVE STUDENTS’ ACADEMIC WRITIN AT BELTEI INTERNATIONAL UNIVERSITY” submitted to BELTEI INTERNATIONAL UNIVERSITY is a record of an original work done by me under the supervision of Mr. Ros Paradise, Dr. Vann Monniroith, and Mr. Kea Leaph, and this research report has not performed the basic for reward of any degree or diploma, associate ship or fellowship and similar report if any.

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Tuy Sopheak Reasey

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Date Signed

## **ACKNOWLEDGEMENTS**

There are a number of people without whom this research report might not have been written and to whom I am greatly indebted.

First of all, I would like express the deepest appreciation to His Excellency Ly Chheng, Director General of BELTEI Group and President of BELTEI International University for creating this wonderful program and for providing me with the opportunity to use my master class.

My deep sense of gratitude to Dr. Vann Monnirouth and Mr. Ros Paradise, both of whom support, guide and facilitate the conduct of this research by giving me advice and supplementary workshops as my supervisors, especially giving me chance to conduct the questionnaires with Foundation Year students.

My deepest thanks to Mr. Kea Leaph for guiding and correcting my documents with attention and care. He has taken time to go through my research report and make necessary correction as when needed.

I would also thank to my beloved foundation year students who responded to the questionnaires with sincerity and honesty. Without them the research report would have been a distance reality. I also extend my heartfelt thanks to my family and well wishes.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1. Introduction to research**

Today, English language is very useful in our community and society because we use it in our daily lives. For example, we use it in communicating with others with the use of the Internet, cell phones, letters, and so on. English language is also a sign of our professionalism since we use it to apply for a job and communicate with people in our society. As teachers, we would all agree that communication is pretty important. In fact, it is a necessary component of education, livelihood, and basic functionality in our society. It is also fairly obvious that there are two main ways to communicate, although more obscure forms exist. Basically, we talk and we write. That is how we let other people know what is going on, and it is an important skill to have. Just about every student can talk, but how many can truly write well? (K. Walsh, 2010). Writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just anyone else. That is also the reason why writing skills, become the important subject at college or university. In order to improve students' writing skills, some strategies have been used to apply in English class. According to Mohammed Farrah, who conducted the research report of "Reflective Journal Writing as an Effective Technique in the Writing Process" at English Department, Faculty of Arts, Hebron University, Palestine in 2012, reflective journal writing is an effective learning technique that enables students to learn while they are writing. Students can use journals for a number of purposes such as writing about interesting topics, expanding their imagination, and establishing

connections between new information and the things they already know. Kerka (1996) points out that journal writing is considered to be a critical aspect of knowledge processing and that it helps the learners to “articulate connections between new information and what they already know”. This technique helps students to enhance their learning as they have the opportunity to think and reflect on what they have learnt. The definition of journal writing is “a learning tool based on the ideas that students write to learn. Students use the journals to write about topics of personal interest, to note their observations, to imagine, to wonder and to connect new information with things they already know”, (“What is journal?”, 2004-2009). There are some noticeable benefits for using journal. Journal is used to foster learning in many ways. Students who use journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking. When students write in journals, they can record such things as ideas and feelings, special words and expressions they have heard, interesting things that have happened to them or information about interesting people. Journal writing provides students with opportunities to write without fear often associated with marking. Every journal entry is individualized. According to these reasons, we strongly believe that our Cambodian students will improve their English writing proficiency when they practice and adapt with weekly journal.

## **1.2. Research problems**

The study is, therefore, conducted to attempt to answer the following questions:

1. Does weekly journal work effectively to improve students’ writing at BELTEI International University?
2. What are the effects of weekly journal on improving students writing skills for BELTEI International University?

3. What are attitudes of Foundation Year students of Bachelor of Education (TEFL) of BELTEI International University toward the use of journal writing?
4. How is weekly journal used more effectively in improving students' writing skills for BELTEI International University?

### **1.3. Research Objectives**

The objectives of the study are as follows:

1. To find out whether weekly journal help students to improve their writing skills at BELTEI International University.
2. To show the effects of weekly journal on improving students writing skills at BELTEI International University.
3. To find out the attitudes of Foundation Year students of Bachelor of Education (TEFL) of BELTEI International University toward, the use of journal writing?
4. To present how to use weekly journal more effectively in improving students' writing skills for BELTEI International University.

### **1.3. Research scope and limitation**

1. The survey is only conducted on Foundation Year students of BELTEI International University.
2. Questionnaires and T-test between experiment and control groups are used to collect data.
3. Four classes, each of which consists of 30 students, were randomly selected to participate in the study (experimental group = 60 students; control group = 60 students).



### **1.5. Research method**

Three main parts in Research Method will be explained below:

#### **1. Participants**

The target population for the study includes the four classes of Foundation Year students at BELTEI International University. Four classes, each of which consists of 30 students, were randomly selected to participate in the study (experimental group = 60 students; control group = 60 students).

#### **2. Research tool**

To accomplish the task, the following instruments were employed: one questionnaire, five journal entries will be practiced for five weeks, and t-tests will be also analyzed to collect data from experiment group and control group. The study used descriptive statistics and also scale in SPSS to analyze data in the questionnaires while t-tests were used to analyze data difference between experiment group and control group.

#### **3. Data collection procedure**

There are two ways to collect data. Before the questionnaires are piloted, Dean of Faculty of Education, Arts and Humanities and class teachers will be asked for permission to pilot students questionnaires. First, the four classes will be divided into two group experiment group assigned to write journal for five week with feedback and control group which is assigned to write journal for week 1 and week 5 without feedback. Then, T-tests will be practiced to compare which group is better than another group. Second, questionnaire is designed to find out students' attitude toward their journal writing. Data analysis:

The data in this study were analyzed using descriptive statistics. After data was analyzed, the study showed that the use of journal writing is effective in students' writing. In addition, the students will have more improvement if they get beneficial feedback in content, grammar,

organization, vocabulary and mechanic. The findings also showed that there are more positive attitudes of students toward journal writing. As a result, journal writing is encouraged to continue writing practice.

### **1.5. Layout of the Study**

Chapter 1—Introduction. The background situation leading to this research is presented in this chapter.

Chapter 2—Literature Review. The definitions of the words “journal”, “strategy”, “motivation” and “academic” will be provided in this chapter. Especially, the study will tell more what journal is. What are the purposes? How do the students do with it? There will be different study of journal writing discuss in this chapter.

Chapter 3—Research Results. Questionnaires and T-tests between the experiment and control groups will be provided in this chapter. After getting the results, tables will be used to analyze data.

Chapter 4—Analysis of the Strength and Weaknesses. This study will show about the strengths and weaknesses of using journal as a strategy to motivate and improve students’ writing skills. Furthermore, the result from the study also want to inform to the administrators, academic managers, teachers and lecturers of BELTEI International University, BELTEI International Institutes, and other institutes to reassure and strengthen the quality of teaching writing for Cambodian students.

Chapter 5—Conclusion and Recommendations. The conclusion of the study will show about the effect of weekly journal on improving students writing skills, including effective techniques for writing journal. We recommend for further research which provides the experiment longer than five weeks and applying for more than four classes to strengthen as well as to enlarge in using of weekly journal on improving students writing skills.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Based on Kathleen Adams's explanation about journal writing, we can understand that Journal is the act of writing down thoughts and feelings to sort through problems and come to deeper understandings of oneself or the issues in one's life. Unlike traditional diary writing, where daily events and happenings are recorded from an exterior point of view, journal therapy focuses on the writer's internal experiences, reactions, and perceptions. Through this act of literally reading his or her own mind, the writer is able to perceive experiences more clearly and thus feels a relief of tension (Kathleen Adams, 1999). According to the study of Journal Writing: (A Study of Change which researched by Bahar Ulusoğlu-Darn), there are positive effects on learning strategies and a tendency for students to take more responsibility for their learning by using journal writing. Journal writing gives students the opportunity to choose the content of their learning; the communicative purpose influences the need for specific language. Not only does journal writing promote acquisition of the forms and syntax of the written language but also allows students time and context to practice what they have already learned. Using journals in the classroom brings about changes in both learning and teaching. Students demonstrate different changes and "development" in their learning of a new language. Changes in their attitudes towards writing lessons have also been observed.

The paragraph below shows about the objectives, methods and findings of different authors in relation to using journal to improve writing.

A Study of Change was researched by Bahar Ulusoğlu-Darn. This paper describes the problems that students and teachers have in undergraduate writing classes and suggests journal writing as an alternative approach. The study aims to help to solve some of the problems



stemming from students' cultural and educational backgrounds whilst also considering changes and developments observed in different areas of learning and teaching. Each area deals with giving examples from students' journal entries, offering the opportunity to study areas of improvement not apparent in the classroom situation. Feedback from students is also considered, providing an insight into their attitudes towards journal writing. Detailed analysis is carried out on nine sets of journal entries. The teacher gives a response to each entry. Towards the end of the term, students were observed writing their entries during class time, and observations duly noted. At the end of the term, journals were collected and two questionnaires were distributed to the students to obtain feedback. Teacher feedback was also obtained at the end of the year. This study suggests that journal writing may be a promising alternative or complement to standard modes of developing writing skills, if implemented with commitment. There seems to be increase enthusiasm for writing classes, while a closer relationship with the teacher appears to be established through the "dialogues" in journals.

In addition, Roger Hiemstra (September 2002) also found out that there are a number of potential benefits for learners in maintaining some type of journal, diary, or log. For example, enhanced intellectual growth and development is achievable by most learners, especially as they gain more experience with the writing or recording procedures. However, as a teacher should know how these learning tools can help learners in their personal development and ability to examine new knowledge in critical ways. The following sub-sections provide more detail on those benefits he has observed learners achieving.

**Personal Growth and Development.** Perhaps most important for the adult learner of all the benefits is the enhancement of personal growth and development. Journaling can help with such learning goals or expected outcomes as integrating life experiences with learning endeavors, allowing for a freedom of expression that may be inhibited in a group setting,

stimulating mental development, enhancing breakthroughs in terms of new insights, and even planting seeds in terms of future study or research. Basically it is an investment in ourselves through a growing awareness of personal thoughts and feelings.

Intuition and Self-Expression. Another outcome, and one that is not always expected, is an enhanced ability at self-discovery. Learning to trust that inner voice and interpret new thoughts or even dreams can increase self-confidence not only in the classroom but in many other settings, too. For me there is almost nothing more satisfying than seeing learners tackle new topics because of their growing ability to personally reflect on changes taking place and integrate such new knowledge in an ever enhancing personal capability.

Problem Solving. Utilizing a journaling technique often helps in the solution of problems. Writing down and imagining your way through a problem via personal insights and reflections on life experiences can be very rewarding. Often an epiphany will emerge that might not have been possible with some other problem solving technique. I recommend to my students engaged in one of the journaling procedures that they allow adequate time in their reflecting processes for new perspectives to emerge.

Stress Reduction and Health Benefits. There is considerable evidence that journaling can improve various aspects of personal health. Bruce (1998) describes research with subjects who wrote thoughtfully and emotionally about traumatic experiences and most of them generally experienced improved physical health. Adams (1998) also talks about journaling as therapy for enhancing psychological healing and growth. Most adult education students may not need psychotherapy or medical recovery assistance, but some can use whatever helps them to release pent-up emotions, counter anger or frustration, and overcome or reduce the stress so typical in today's busy work world and lifestyle.

Reflection/Critical Thinking. This benefit has been discussed in various ways in prior descriptions of journaling procedures. However, it is important to make explicit the value of journaling in helping adult learners increase their ability to reflect critically on what they are studying or learning. The resulting outcomes from values clarification, finding meaning in what is being examined, and developing wholeness as a professional through critical judgments enhances not only the professional but also the profession.

Several studies investigated the effects of reflective journal writing on students' learning. O'Connell and Dymont (2006) investigated the benefits of journal as a tool to encourage students in the process of reflecting on their own learning and improving their own writing skills. Similarly, Kerka (1996) indicated that students' responses can be used in order to "articulate connections between new information and what they already know" (p.2). Chirema (2007) examined the use of reflective journals in promoting reflection and learning in post-registration nursing students. The study revealed that student writing "can be used as evidence for the presence or absence of reflective thinking". This study also indicates that reflective journal writing is a useful tool that may promote reflection and learning as students become better aware of their learning achievements.

Spaulding and Wilson (2002) examined the journals of 34 students. They posited that reflective journal writing can serve four purposes for the student. According to them, journal writing is important for students as it serves as a permanent record of thoughts and experiences, establishes and maintains a relationship with the instructor, provides a safe outlet for frustrations and concerns; and aids internal dialogue. Consequently, reflective journal writing can aid in promoting critical thinking skills when learners use the writing process to analyze challenging classroom issues and to establish alternative solutions to those problems (Dymont, and O'Connell, 2003).



Based on the reviewed literature, it is noticed that reflective journal writing is vital for maximizing interaction among students, increasing motivation, and developing critical thinking skills. Moreover, some researchers reported better achievement for students in the subject matter.

## CHAPTER 3

### RESULTS

In this chapter, the result of the research will be shown after the questionnaires, and students' journal writing were completed. A survey was conducted on the Foundation Year students of BELTEI International University. There are four classes, and each of which has thirty students. Class 103 (morning) and 105 (morning) were considered as the experiment group assigned to write journal entries for five weeks with feedback. And class 103 (afternoon) and class 105 (after noon) were considered as the Control group which assigned to write the journal only for the first week and the fifth week without feedback. Consequently, the *t*-tests were used to see how much experiment group has improved of their writing in term of some points such as content, organization, grammar, vocabulary and mechanic, compared to non-experiment group.

#### **Research Question 1: Does weekly journal work effectively to improve students' writing at BELTEI International University?**

An independent-samples *t*-test was also utilized to analyze performance differences within the two groups following the treatment period. As Table 1 shows, there were no significant differences in the scores of the two treatment groups with regard to the improvement in organization ( $p=.94$ ), grammar ( $p=.98$ ), vocabulary ( $p=.51$ ), and mechanics and spelling ( $p=.38$ ). It is noticeable that there was a significant difference in the scores of two treatment groups with regard to the improvement in content. This indicates that both groups were equivalent in writing competence and improvement in term of four specific areas. This finding shows that journal writing was effective to improve students writing and it will be more effective in developing student writing performance and competence if the students can get the

feedback from their teacher. It suggests that the learners made improvement in writing, regard of feedback technique, and that the internal quality of each feedback mode determines the success of student revision.

**Table 1: Compare Experiment and Control group (Post score)**

		Mean	Std. Dev.	t	df	Sig
Pair 1	Content Post (EG)	4.27	.73	1.21	36	.026
	Content Post (CG)	4.05	.57			
Pair 2	Organization Post (EG)	3.75	.64	2.22	36	.946*
	Organization Post (CG)	3.45	.50			
Pair 3	Grammar Post (EG)	3.64	.53	.89	36	.987*
	Grammar Post (CG)	3.54	.50			
Pair 4	Vocabulary Post (EG)	4.29	.57	2.40	36	.517*
	Vocabulary Post (CG)	3.94	.62			
Pair 5	Mechanics and Spelling Post (EG)	3.81	.51	2.32	36	.380*
	Mechanics and Spelling Post (CG)	3.51	.50			
Pair 6	Total Post (EG)	19.72	2.25	2.08	36	.292*
	Total Post(CG)	18.56	2.16			

\*  $p > .05$  (not significant)

## **Research Question 2: What are the effects of weekly journal on improving students writing skills for BELTEI International University?**

Table 2 shows the results of the improvement in journal writing competence and in five specific areas. An independent-samples  $t$ -test was performed to investigate the significant differences in the scores of the treatment groups at the  $p$ -value of .05. The results in the pre-treatment for both groups reveal that there were no significant differences between them for four specific areas, except grammar area (.048). It means there is a bit different ability between the two groups in term of grammar. However, the table below also allowed us to assume that at the beginning of the treatment process, both groups started from a similar level, meaning that they

were equivalent in terms of writing competence, so the classroom experiment could be undertaken.

**Table 2: Pre-treatment mean scores and scores of the EG and CG groups by area**

		Mean	Std. Dev.	t	Df	Sig
Pair 1	Content Pre (EG)	3.70	.71	-1.68	36	.102*
	Content Pre (CG)	3.94	.88			
Pair 2	Organization Pre (EG)	3.27	.60	-.17	36	.860*
	Organization Pre (CG)	3.30	.66			
Pair 3	Grammar Pre (EG)	3.24	.64	-2.00	36	.048
	Grammar Pre (CG)	3.51	.65			
Pair 4	Vocabulary Pre (EG)	3.90	.80	.00	36	1.000*
	Vocabulary Pre (CG)	3.90	.77			
Pair 5	Mechanics and Spelling Pre (EG)	3.21	.67	-1.00	36	.324*
	Mechanics and Spelling Pre (CG)	3.37	.68			
Pair 6	Total Pre (EG)	17.32	2.91	-.93	36	.354*
	Total Pre(CG)	17.97	3.25			

\*  $p > .05$  (not significant)

A paired-samples  $t$ -test was performed to compare pre- and post-treatment mean scores and standard deviations to investigate whether such an improvement was statistically significant. Table 3 presents the mean scores and standard deviations of the Control group before and after the treatment. A paired-samples  $t$ -test indicated that the Control group made a significant improvement in four aspects of writing [ $t(40)=-1.25$ ,  $p=.001$ ,  $d=-.19$ ]. The differences in the scores were statistically significant in content [ $t(40)=-.55$ ,  $p=.043$ ,  $d=-.08$ ], grammar [ $t(40)=-.000$ ,  $p=.001$ ,  $d=-.00$ ], vocabulary [ $t(40)=-.530$ ,  $p=.000$ ,  $d=-.08$ ], and mechanics and spelling [ $t(40)=-1.30$ ,  $p=.001$ ,  $d=-.20$ ]. Journal writing enables the students to write with better content, grammar, vocabulary, mechanic and spelling. The fact that the students have no improvement

in organization, there is a reason. If the students can get the feedback from their writing, they will have improvement how to organize their ideas in writing.

**Table 3: Compare Control Group (Pre score & Post score)**

		Mean	Std. Dev.	t	Df	Sig
Pair 1	Content Pre	3.95	.83	-.552	40	.043
	Content Post	4.02	.56			
Pair 2	Organization Pre	3.26	.63	-1.84	40	.052*
	Organization Post	3.46	.50			
Pair 3	Grammar Pre	3.53	.63	.00	40	.001
	Grammar Post	3.53	.50			
Pair 4	Vocabulary Pre	3.90	.73	-.53	40	.000
	Vocabulary Post	3.95	.58			
Pair 5	Mechanics and Spelling Pre	3.34	.65	-1.30	40	.001
	Mechanics and Spelling Post	3.46	.50			
Pair 6	Total Pre	17.95	3.08	-1.24	40	.001
	Total Post	18.48	2.11			

\*  $p > .05$  (not significant)

Table 4 presents the mean scores and standard deviations of the Experiment group with written feedback before and after the five weeks treatment. A paired-samples  $t$ -test indicated that written feedback was of great value in encouraging students' writing [ $t(36)=6.10, p=.000, d=-1.00$ ], yet such an improvement was made solely in grammar [ $t(36)=-.20, p=.002, d=-.67$ ], and vocabulary [ $t(36)=-.19, p=.000, d=-.62$ ] and mechanics and spelling [ $t(36)=-5.27, p=.029, d=-.86$ ]. The differences in the scores were not statistically significant in content [ $t(36)=-4.23, p=.154, d=-.69$ ] and organization [ $t(36)=-3.85, p=.145, d=-.63$ ]. The reason for no improvement in content can be explained as the briefness and vagueness of the feedback. It means that when the teacher give them feedback, he or she focus much more with accuracy rather than fluency



or meaning. The finding similarly shows that the feedbacks were given much more with vocabulary and grammar rather than content and organization. The students were not told how to make the topic and meaning in paragraph relevant as well as how to organize their ideas.

**Table 4: Compare Experiment Group (Pre score & Post score)**

		Mean	Std. Dev.	t	Df	Sig
Pair 1	Content Pre	3.64	.71	-4.23	36	.154*
	Content Post	4.27	.73			
Pair 2	Organization Pre	3.27	.60	-3.85	36	.145*
	Organization Post	3.75	.64			
Pair 3	Grammar Pre	3.24	.64	-.20	36	.002
	Grammar Post	3.64	.53			
Pair 4	Vocabulary Pre	3.89	.80	-.19	36	.000
	Vocabulary Post	4.29	.57			
Pair 5	Mechanics and Spelling Pre	3.21	.67	-5.27	36	.029
	Mechanics and Spelling Post	3.81	.51			
Pair 6	Total Pre	17.32	2.91	6.10	36	.000
	Total Post	19.72	2.25			

\*  $p > .05$  (not significant)

**Research Question 3: What are attitudes of foundation year students of Bachelor of Education (TEFL) of BELTEI International University toward the use of journal writing?**

The finding in table 5 showed that there was the positive attitude of students toward weekly journal writing. As we could see on the table, all the responses got more than 3.5 scores in Mean. It means 70% of information is reliable. It also showed clearly that journal writing motivate and help students to understand more about process in writing. They enjoy writing journal and decide to keep journal as writing practice in class.

**Table 5: Students' attitude toward the use of journal writing**

	N	Min	Max	Mean	Std. Dev.	Skewness	
	Sta	Sta	Sta	Sta	Sta	Sta	Std. Error
After writing journal for sometimes, I understand better the process of writing	104	1.00	5.00	3.97	.85	-.710	.237
Journal writing motivate me to write more	103	2.00	5.00	3.94	.69	-.097	.238
After writing journal for sometimes, I enjoy writing in English	104	1.00	5.00	3.78	.82	-.771	.237
Reflective journal writing should be encouraged and continued	103	2.00	5.00	3.76	.67	-.269	.238

**Research Question 4: How to use weekly journal more effectively in students' writing improvement for BELTEI International University?**

The study in table 6 was found that, journal writing played an important role to increase students' writing proficiency in terms of accuracy, creativity, communication as well as experiences. Through journal writing students learn how to communicate the ideas and express themselves on the paper. As with teacher feedback, they pay for their closer attention in wrong spelling, grammatical structure that enables them to improve their accuracy.

**Table 6: Students' improvement on the use of journal writing**

	N	Min	Max	Mean	Std. Dev.	Skewness	
	Sta	Sta	Sta	Sta	Sta	Sta	Std. Error
Frequent journal writing increase my creativity	104	1.00	5.00	3.92	.88	1.370	.237
Overall, journal writing was a worthwhile experience	102	1.00	5.00	3.83	.98	-.985	.239
I could write more accurately because of feedback given by teacher	104	2.00	5.00	3.78	.73	-.249	.237
Reflective journal writing should be encouraged and continued	103	2.00	5.00	3.76	.67	-.269	.238
Weekly journal writing enhance my communication skill	104	1.00	5.00	3.74	.82	-.542	.237

The finding in table 7 showed some negative attitude of students toward their journal writing. According to the table, some students did not like journal writing for some reasons. First, they feel bored and find it difficult to write since they do not have any idea to write in a very short time.

**Table 7: Negative attitude of students toward the use of journal writing**

	N	Min	Max	Mean	Std. Dev.	Skewness	
	Sta	Sta	Sta	Sta	Sta	Sta	Std. Error
I feel bored since I do not have any idea to write	103	1.00	5.00	3.36	1.05	-.180	.238
I still found journal difficult to write as the semester	104	1.00	5.00	3.35	.92	-.320	.237
I was reluctant to write a journal at the beginning of the course	103	1.00	5.00	3.34	1.13	-.070	.238
Weekly journal writing is a waste of time	103	1.00	5.00	2.36	1.17	.668	.238
I do not have enough time to write in my journal	103	1.00	5.00	2.86	1.04	.173	.238

The finding in table 8 showed the students' habit and their practice with writing. There were two reasons why the students lack ideas and find it hard to write. First, it is related to their reading habit. If they spend more time to read, they do not only improve with vocabulary but they also improve their general knowledge. Second, they lack of practice. They rarely practice writing. So they will not aware of some mistake and error; especially, they will not be able to flow their idea and deliver into writing.

**Table 8: Students' habit and their practice with writing**

	N	Min	Max	Mean	Std. Dev.	Skewness	
	Sta	Sta	Sta	Sta	Sta	Sta	Std. Error
I do not understand what I am suppose to write in my journal	104	1.00	5.00	3.18	1.05	.075	.237
How often do you read books, newspapers and magazines	103	1.00	4.00	2.24	1.10	.122	.238
I only write English paragraph when my instructor give me English assignment	101	1.00	2.00	1.23	.42	1.252	.240

## **CHAPTER 4**

### **STRENGTH AND WEAKNESSES ANALYSIS**

As for the results in the five weeks of writing journal, we found out that the experiment group with feedback has improved their writing in terms of content, organization, grammar, vocabulary, and mechanic, compared to the control group without feedback. Furthermore, this study also shows us the positive opinion and attitude of students toward the use of journal writing which will lead us to find solution and improvement. Consequently, we can draw the points that journal writing should be improved in term of giving feedback in order to make journal writing more effective in student's academic writing. Furthermore, the result from the study also want to inform to the administrators, academic managers, teachers and lecturers of BELTEI International University, BELTEI International Institutes, and other institutes to continue journal writing with giving feedback in order to reassure and strengthen the quality of teaching writing for Cambodian students.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

The study showed that weekly journal has improved on students writing skills, including with effective techniques for giving feedback with five specific areas, content, grammar, organization, vocabulary and mechanic. We recommend for further research which providing the experiment more than five weeks and applying for more than four classes to strengthen as well as to enlarge in using of weekly journal on improving students writing skills.

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## Appendix A

### 1. Compare Experiment and Control group (Pre score)

Paired Samples Statistics					
		Mean	N	Std. Dev.	Std. Error Mean
Pair 1	Content EG	3.6486	37	.71555	.11764
	Content Pre	3.9459	37	.88021	.14471
Pair 2	Organization Pre	3.2703	37	.60776	.09991
	Organization Pre	3.2973	37	.66101	.10867
Pair 3	Grammar Pre	3.2432	37	.64141	.10545
	Grammar Pre	3.5135	37	.65071	.10698
Pair 4	Vocabulary Pre	3.8919	37	.80911	.13302
	Vocabulary Pre	3.8919	37	.77401	.12725
Pair 5	Mechanics and Spelling Pre	3.2162	37	.67227	.11052
	Mechanics and Spelling Pre	3.3784	37	.68115	.11198
Pair 6	Total Pre	17.3243	37	2.91599	.47939
	Total Pre	17.9730	37	3.25309	.53480

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Content EG & Content Pre	37	.101	.551
Pair 2	Organization Pre & Organization Pre	37	-.067	.692
Pair 3	Grammar Pre & Grammar Pre	37	.225	.181
Pair 4	Vocabulary Pre & Vocabulary Pre	37	.203	.229
Pair 5	Mechanics and Spelling Pre & Mechanics and Spelling Pre	37	-.062	.714
Pair 6	Total Pre & Total Pre	37	.074	.663

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Content EG - Content Pre	-.29730	1.07664	.17700	-.65627	.06167	-1.680	36	.102
Pair 2	Organization Pre - Organization Pre	-.02703	.92756	.15249	-.33629	.28224	-.177	36	.860
Pair 3	Grammar Pre - Grammar Pre	-.27027	.80445	.13225	-.53849	-.00205	-2.044	36	.048
Pair 4	Vocabulary Pre - Vocabulary Pre	.00000	1.00000	.16440	-.33342	.33342	.000	36	1.000
Pair 5	Mechanics and Spelling Pre - Mechanics and Spelling Pre	-.16216	.98639	.16216	-.49104	.16672	-1.000	36	.324
Pair 6	Total Pre - Total Pre	-.64865	4.20460	.69123	-2.05053	.75324	-.938	36	.354

## 2. Control group (Pre scores versus Post scores)

Paired Samples Statistics					
		Mean	N	Std. Dev.	Std. Error Mean
Pair 1	Content Pre	3.9512	41	.83520	.13044
	Content Post	4.0244	41	.56955	.08895
Pair 2	Organization Pre	3.2683	41	.63342	.09892
	Organization Post	3.4634	41	.50485	.07885
Pair 3	Grammar Pre	3.5366	41	.63630	.09937
	Grammar Post	3.5366	41	.50485	.07885
Pair 4	Vocabulary Pre	3.9024	41	.73501	.11479
	Vocabulary Post	3.9512	41	.58954	.09207
Pair 5	Mechanics and Spelling Pre	3.3415	41	.65612	.10247
	Mechanics and Spelling Post	3.4634	41	.50485	.07885
Pair 6	Total Pre	17.9512	41	3.08991	.48256
	Total Post	18.4878	41	2.11095	.32967

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Content Pre & Content Post	41	.318	.043
Pair 2	Organization Pre & Organization Post	41	.305	.052
Pair 3	Grammar Pre & Grammar Post	41	.482	.001
Pair 4	Vocabulary Pre & Vocabulary Post	41	.623	.000
Pair 5	Mechanics and Spelling Pre & Mechanics and Spelling Post	41	.491	.001
Pair 6	Total Pre & Total Post	41	.491	.001

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Content Pre - Content Post	- .07317	.84824	.13247	-.34091	.19457	-.552	40	.584
Pair 2	Organization Pre - Organization Post	- .19512	.67895	.10603	-.40943	.01918	- 1.840	40	.073
Pair 3	Grammar Pre - Grammar Post	.00000	.59161	.09239	-.18673	.18673	.000	40	1.000
Pair 4	Vocabulary Pre - Vocabulary Post	- .04878	.58954	.09207	-.23486	.13730	-.530	40	.599
Pair 5	Mechanics and Spelling Pre - Mechanics and Spelling Post	- .12195	.59980	.09367	-.31127	.06737	- 1.302	40	.200
Pair 6	Total Pre - Total Post	- .53659	2.75769	.43068	-1.40702	.33385	- 1.246	40	.220

## 2. Experiment group (Pre scores versus Post scores)

Paired Samples Statistics					
		Mean	N	Std. Dev.	Std. Error Mean
Pair 1	Content Pre	3.6486	37	.71555	.11764
	Content Post	4.2703	37	.73214	.12036
Pair 2	Organization Pre	3.2703	37	.60776	.09991
	Organization Post	3.7568	37	.64141	.10545
Pair 3	Grammar Pre	3.2432	37	.64141	.10545
	Grammar Post	3.6486	37	.53832	.08850
Pair 4	Vocabulary Pre	3.8919	37	.80911	.13302
	Vocabulary Post	4.2973	37	.57081	.09384
Pair 5	Mechanics and Spelling Pre	3.2162	37	.67227	.11052
	Mechanics and Spelling Post	3.8108	37	.51843	.08523
Pair 6	Total Pre	17.3243	37	2.91599	.47939
	Total Post	19.7297	37	2.25646	.37096

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Content Pre & Content Post	37	.239	.154
Pair 2	Organization Pre & Organization Post	37	.245	.145
Pair 3	Grammar Pre & Grammar Post	37	.496	.002
Pair 4	Vocabulary Pre & Vocabulary Post	37	.613	.000
Pair 5	Mechanics and Spelling Pre & Mechanics and Spelling Post	37	.360	.029
Pair 6	Total Pre & Total Post	37	.596	.000

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Content Pre - Content Post	-.62162	.89292	.14679	-.91933	-.32391	-4.235	36	.000
Pair 2	Organization Pre - Organization Post	-.48649	.76817	.12629	-.74261	-.23036	-3.852	36	.000
Pair 3	Grammar Pre - Grammar Post	-.40541	.59905	.09848	-.60514	-.20567	-4.117	36	.000
Pair 4	Vocabulary Pre - Vocabulary Post	-.40541	.64375	.10583	-.62004	-.19077	-3.831	36	.000
Pair 5	Mechanics and Spelling Pre - Mechanics and Spelling Post	-.59459	.68554	.11270	-.82317	-.36602	-5.276	36	.000
Pair 6	Total Pre - Total Post	-2.40541	2.39745	.39414	-3.20475	-1.60606	-6.103	36	.000

### Compare Experiment and Control Group (Post score)

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Dev.	Std. Error Mean
Pair 1	Content Post	4.2703	37	.73214	.12036
	Content Post	4.0541	37	.57474	.09449
Pair 2	Organization Post	3.7568	37	.64141	.10545
	Organization Post	3.4595	37	.50523	.08306
Pair 3	Grammar Post	3.6486	37	.53832	.08850
	Grammar Post	3.5405	37	.50523	.08306
Pair 4	Vocabulary Post	4.2973	37	.57081	.09384
	Vocabulary Post	3.9459	37	.62120	.10212
Pair 5	Mechanics and Spelling Post	3.8108	37	.51843	.08523
	Mechanics and Spelling Post	3.5135	37	.50671	.08330
Pair 6	Total Post	19.7297	37	2.25646	.37096
	Total Post	18.5676	37	2.16719	.35628

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Content Post & Content Post	37	-.366	.026
Pair 2	Organization Post & Organization Post	37	.012	.946
Pair 3	Grammar Post & Grammar Post	37	.003	.987
Pair 4	Vocabulary Post & Vocabulary Post	37	-.110	.517
Pair 5	Mechanics and Spelling Post & Mechanics and Spelling Post	37	-.149	.380
Pair 6	Total Post & Total Post	37	-.178	.292

Paired Samples Test									
		Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Content Post - Content Post	.21622	1.08359	.17814	-.14507	.57750	1.214	36	.233
Pair 2	Organization Post - Organization Post	.29730	.81189	.13347	.02660	.56799	2.227	36	.032
Pair 3	Grammar Post - Grammar Post	.10811	.73725	.12120	-.13770	.35392	.892	36	.378
Pair 4	Vocabulary Post - Vocabulary Post	.35135	.88870	.14610	.05504	.64766	2.405	36	.021
Pair 5	Mechanics and Spelling Post - Mechanics and Spelling Post	.29730	.77692	.12772	.03826	.55634	2.328	36	.026
Pair 6	Total Post - Total Post	1.16216	3.39537	.55820	.03009	2.29423	2.082	36	.045



Descriptive Statistics							
	N	Min	Max	Mean	Std. Dev.	Skewness	
	Sta	Sta	Sta	Sta	Sta	Sta	Std. Error
After writing journal for sometime, I understand better the process of writing	104	1.00	5.00	3.9712	.85283	-.710	.237
Journal writing motivate me to write more	103	2.00	5.00	3.9417	.69769	-.097	.238
Frequent journal writing increase my creativity	104	1.00	5.00	3.9231	.88890	1.370	.237
Overall, journal writing was a worthwhile experience	102	1.00	5.00	3.8333	.98587	-.985	.239
I could write more accurately because of feedback given by teacher	104	2.00	5.00	3.7885	.73304	-.249	.237
After writing journal for sometime, I enjoy writing in English	104	1.00	5.00	3.7885	.82053	-.771	.237
Writing a journal help a little in improving my writing ability	104	1.00	5.00	3.7788	1.03302	-.835	.237
Reflective journal writing should be encouraged and continued	103	2.00	5.00	3.7670	.67452	-.269	.238
Weekly journal writing enhance my communication skill	104	1.00	5.00	3.7404	.82433	-.542	.237
I feel more confident in writing journal at the end of the course	104	1.00	5.00	3.7019	.78678	-.391	.237
I feel bored since i do not have any idea to write	103	1.00	5.00	3.3689	1.05710	-.180	.238
I still found journal difficult to write as the semester	104	1.00	5.00	3.3558	.92346	-.320	.237
I was reluctant to write a journal at the beginning of the course	103	1.00	5.00	3.3495	1.13508	-.070	.238
I find it easy to write my journal	102	1.00	5.00	3.3235	.85783	-.297	.239
I would like to share with my classmate what I wrote in my journal	103	1.00	5.00	3.3204	1.10448	-.356	.238
I could write longer as the semester progressed	102	1.00	5.00	3.2745	.81029	-.773	.239
I could write faster as the semester progressed	102	1.00	5.00	3.2647	.90024	-.054	.239
I do not understand what I am suppose to write in my journal	104	1.00	5.00	3.1827	1.05907	.075	.237
I do not have enough time to write in my journal	103	1.00	5.00	2.8641	1.04833	.173	.238
English learning certificate	100	1.00	4.00	2.5000	1.11464	.246	.241
Major	103	1.00	6.00	2.3981	1.38153	1.593	.238
I practice writing English paragraph	102	1.00	5.00	2.3725	.93260	.754	.239
Weekly journal writing is a waste of time	103	1.00	5.00	2.3689	1.17982	.668	.238

How often do you read books, newspapers and magazines	103	1.00	4.00	2.2427	1.10672	.122	.238
Gender	103	1.00	2.00	1.6214	.48742	-.508	.238
When do you start writing a paragraph assignment	104	1.00	3.00	1.4038	.53097	.791	.237
I only write English paragraph when my instructor give me English assignment	101	1.00	2.00	1.2376	.42775	1.252	.240
Through this course I write	101	1.00	4.00	1.2178	.54044	2.835	.240
My teacher encourage me to write journal	101	1.00	3.00	1.0891	.31934	3.823	.240
Age	103	1.00	2.00	1.0680	.25291	3.484	.238
Valid N (listwise)	81						

## Appendix B

Dear sincere students of BELTEI International University. I am Tuy Sopheak Reasey, Core English lecturer at BELTEI International University. I am also a student of Master of Arts in TEFL. Nowadays, I am conducting the research report to fulfill the requirement of master program. My research report topic is "Using Journal Writing as The Strategy to Motivate Students in Their Academic Writing." The purpose of the questionnaires is to measure the students' attitudes towards journal writing. Please read the statement carefully and answer part I and II. Your answers will be kept strictly confidential and anonymous. I do appreciate your time to complete the questionnaires and I strongly hope that the result from your answers will lend its great significances to BIU students, in terms of improving their writing quality.

**PART (I): Please tick (✓) the appropriate box ☐.**

- 1- Gender:            ☐Female                      ☐Male
- 2- Age:                ☐17-21                      ☐22-26                      ☐27 and above
- 3- Major:              ☐Faculty of Business Administration  
                             ☐Faculty of Education, Arts and Humanities  
                             ☐Faculty of Law and Social Sciences  
                             ☐Faculty of Tourism and Hospitality  
                             ☐Faculty of Engineering and Architecture  
                             ☐Faculty of Information Technology and Science
- 4- English learning certification.  
                             ☐Pre- Intermediate                      ☐Intermediate  
                             ☐Upper -Intermediate                      ☐Advanced
- 5- When do you start writing a paragraph assignment?  
    ☐Several days before it is due  
    ☐About a day before it is due  
    ☐At the last possible minute
- 6- Through this course, I write  
    ☐1-2 journals weekly  
    ☐3-5 journals weekly  
    ☐1-2 journals monthly
- 7- I practice writing English paragraphs  
    ☐Every day  
    ☐Once a week  
    ☐Twice a week  
    ☐Once a month  
    ☐Twice a month
- 8- My teacher encourages me to write journals  
    ☐Yes                                      ☐No
- 9- How often do you read books, newspapers and magazines?  
    ☐One hour daily  
    ☐More than two hours daily  
    ☐More than four hours weekly  
    ☐I do not read

10- I only write English paragraphs when my instructor gives me assignment

☐Yes

☐No

**PART (II): Indicate the extent to which you agree or disagree with the following statements regarding your views about Journal writing by putting a tick (☐) in the appropriate box using the scale given below**

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5	
Nº						SD D N A SA
1	I was reluctant to write journals at the beginning of the course because I was afraid of making mistakes.	1	2	3	4	5
2	I felt more confident in writing journals at the end of the course.	1	2	3	4	5
3	After writing journals for some time, I enjoyed writing in English.	1	2	3	4	5
4	After writing journals for some time, I understood better the process of writing: pre-writing, drafting, reviewing and revising, and rewriting.	1	2	3	4	5
5	I still found journals difficult to write as the semester progressed.	1	2	3	4	5
6	I could write longer as the semester progressed.	1	2	3	4	5
7	I could write faster as the semester progressed.	1	2	3	4	5
8	Writing journals helped little in improving my writing ability.	1	2	3	4	5
9	I could write more accurately because of feedback given by my teacher about my journal entries.	1	2	3	4	5
10	Weekly Journal writing enhances my communication skills	1	2	3	4	5
11	Frequent journal writing increases my creativity	1	2	3	4	5
12	Journal writing motivates me to write more	1	2	3	4	5
13	I do not understand what I am supposed to write in my journal	1	2	3	4	5
14	I don't have enough time to write in my journals	1	2	3	4	5
15	I feel bored since I don't have any idea to write	1	2	3	4	5
16	Weekly Journal writing is a waste of time	1	2	3	4	5
17	I find it easy to write my journal	1	2	3	4	5
18	Reflective Journal writing should be encouraged and continued	1	2	3	4	5
19	I would like to share with the class what I wrote in my journal	1	2	3	4	5
20	Overall, Journal Writing was a worthwhile experience	1	2	3	4	5

**Data collected from the questionnaires reply to those questions below**

1. Does reflective journal writing enhance motivation to write and confidence, among BELTEI International University students?

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2. Does reflective journal writing improve language learning among BELTEI International University students?

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3. How do the students perceive the value and convenience of their reflective journal writing process?

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4. Are there differences in the students' performance and attitudes due to their gender and writing practices?

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**Thank you!**