**STUDENTS' PERCEPTION ON WEEKLY REPORT
IN ENGLISH EDUCATION DEPARTMENT**

Thesis

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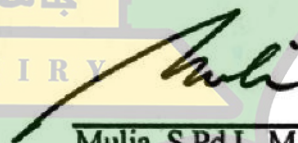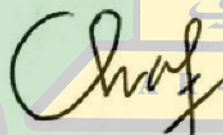
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SURAT PERNYATAAN KEASLIAN

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Students' Perception on Weekly Report in English Education Department

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Agustus 2020

Saya yang membuat surat pernyataan,

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بِسْــــــمِ اللهِ الرَّحْمنِ الرَّحِيْم

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ABSTRACT

Writing is a higher-order skill that develops over time through interactions among students' skills and cognitive resources, the instructional context, and the demands of the writing task. The weekly report becomes one of the strategies that lecturers used in the learning process. This paper examines students' perception towards the implementation of weekly report as part of learning. The objectives of the study were to find out students' perception and kind of obstacles in writing a report weekly. The subject of this study was the students (n = 196) of the sixth semester of English Education Department in UIN Ar-Raniry who were already passed three writing subjects before which faced weekly report assignment. This study adopted quantitative descriptive research. For gaining the data, this study used rating scale questionnaire on google form filled in with close-ended questionnaire. All the data were analyzed by grouping the answers, exporting, and presenting the result as a bar chart. The findings showed that students who face the weekly report are motivated by it, in writing, and reporting the learning material. Yet, the obstacle faced that weekly report has been forced them to memorize the material. Overall, based on the analysis of the questionnaire, most of the students gave positive response in doing weekly report.

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CHAPTER 1

INTRODUCTION

This chapter explains the background of the study, research questions, research aims, significance of the study, and terminology to provide a better understanding of the study.

A. Background of Study

Learning is a process to broaden the knowledge gained from reading, writing, speaking, and listening to information surrounding. As a learner, someone should be master in some of the skills even she or he is a foreign learner to make it ease in understanding learning material. On the other hand, comprehend and master all of the skills will be challenging for them. From all of that skills, writing has been identified as one of the most essential skills because the world has become so text-oriented.

Writing is a higher-order skill that develops over time through interactions among students' skills and cognitive resources, the instructional context, and the demands of the writing task (Kellog, 2006). Moreover, writing as a recording language means a process of some words creation to become a sentence indeed a paragraph that has meaning. Nevertheless, the number of sentences becomes a text that can be understood by the reader when reading the text.

Likewise, Asaro (2008) stated that writing is a difficult subject because students unable to organize, start, and summarize the essay that related to their previous knowledge. The creative and analytical aspects will involve in writing that

makes the process difficult. Moreover, students cannot start their ideas in writing if they lack vocabulary.

Besides that problem, the reason why writing is one of the difficult skills because students are less interested to do that. Writing is relatable with reading which makes someone ease to express their opinion or something by writing due they have a previous study about the issue. Nowadays, some of the lecturers try to look for the way how to improve and motivate students in writing. Several lecturers have already applied the technique to make students interested in writing such as weekly reports. They initiated to raise students' motivation in writing.

The lecturers asked students to report the material that they have learned every week. Based on that, it makes students write continuously which makes them feel interested in writing. This issue also happened at English Language Education Department, UIN Ar-Raniry. Most students feel hellacious to write especially when they must follow academic structure. Based on the researcher's experience, it feels challenging when the lecturer asks students to write about an unfamiliar topic. It also must be supported by academic vocabulary, appropriate word choice, and also correct grammar. Based on that situation, the lecturers ask students to try to resume something that they like most and write it down in their notes. At some moment, lecturers give the assignment to resume all of the topics that were explained before in the class.

The weekly report becomes one of the strategies that lecturers used in the learning process. It is related to activity during the teaching-learning process. The report contains some of the particular issues that need to be addressed. Usually,

lecturers explain the step how to do weekly report and the format which helps students when writing.

Students write any information that they got during the learning process which transforms into a weekly report. From that report, lecturers can assess students' awareness and understanding of the material. Some of the studies related to weekly reports have been conducted. One of that was conducted by Winarti (2018) entitled *The Effectiveness of Weekly Report Tasking on Students' Ability in Writing Recount Text at SMK NU Tulungagung*. The aim of her research was to increase writing recount text by doing a weekly report in pharmacy students. She found that students have significant differences ability in writing recount text before and after being taught about the weekly report.

Unfortunately, similar research has never been conducted before in the English Language Department of UIN Ar-Raniry. Based on that issue, the researcher highly motivated to find out the issue about students' perception of doing weekly report tasks. Some of the fifth-semester students whoever does a weekly report at the Department of English Language Education will be involved in this research.

B. Research Questions

The researcher takes two research questions as follow:

1. What are students' perception in doing weekly report?

2. What is the common obstacle that faced by students in doing weekly report?

C. Research Aims

1. To find out the perception of the students on weekly report task.

2. To find out the most common obstacle that students face in doing weekly report.

D. Significant of Study

This study is expected to the lecturers as their teaching strategy to make students able to preview the material that they have learned or material that they will discuss in the next meeting. This research also expected to give insight into the importance and advantages of using a weekly report in the teaching and learning process.

For the students, this study can be used to help them review the subject that they have done especially the subject that requires them to do a weekly report.

This study also fulfills one of the requirements of S1 in the Department of English Language Education, UIN Ar-Raniry.

E. Scope and Limitation of Study

This study takes focuses on the student's perception of doing a weekly report, especially for them who review or preview the material in several lectures every week. To

make this study more specific, this study has limitations for students who participate in this research which conduct in the English Learning Department of UIN Ar-Raniry Banda Aceh. The students who participate in this research are those who have already done the weekly report or on going to do a weekly report in all subjects.

F. Research Terminologies

To avoid misinterpretation, some substantial terms are used throughout this writing particularly as clarified beneath:

1. Students' Perception

The word perception comes from the Latin word *perceptio,* which means receiving, collecting, the action of taking possession, apprehension with the mind or senses. In psychology, philosophy, and the cognitive sciences, perception is a process of attaining awareness or understanding of sensory information. According to Tubbs & Mors (2006), perception is a process that perceived, organized, and interpreted based on perceivers' experience. It can be human behavior, knowledge, or feeling. The meaning of students' perception in this research is the students' point of view about their experience in doing a weekly report during the learning process.

2. Weekly Report

The weekly report is a kind of report that includes information on what has become known within the week. Weekly Report is a paper that students write included analyzing and reflecting on what they have learned (Etkina, 1999). For example, a weekly report is an activity to resume everything that you will learn or you have learned. Besides that, the students are allowed to mention the unclear

material with some questions. The information contained in a weekly report includes materials that are studied. Moreover, it includes writing materials which have been learned. Furthermore, students require to submit the weekly report to their lecturer after it has been done. The report should be clear and accurate based on the types of activities they intern participated in or observed.

In this research, a weekly report is a written task given to every student to submit every week. Students writing the report by lecturer commanded, asking for what they have to report in the next week. From this research, the researcher would find does weekly report effective or not to apply as a teaching strategy, besides to encourage student in doing report and writing, the weekly report also shapes the student to be discipline by submitting their work or they report every week.
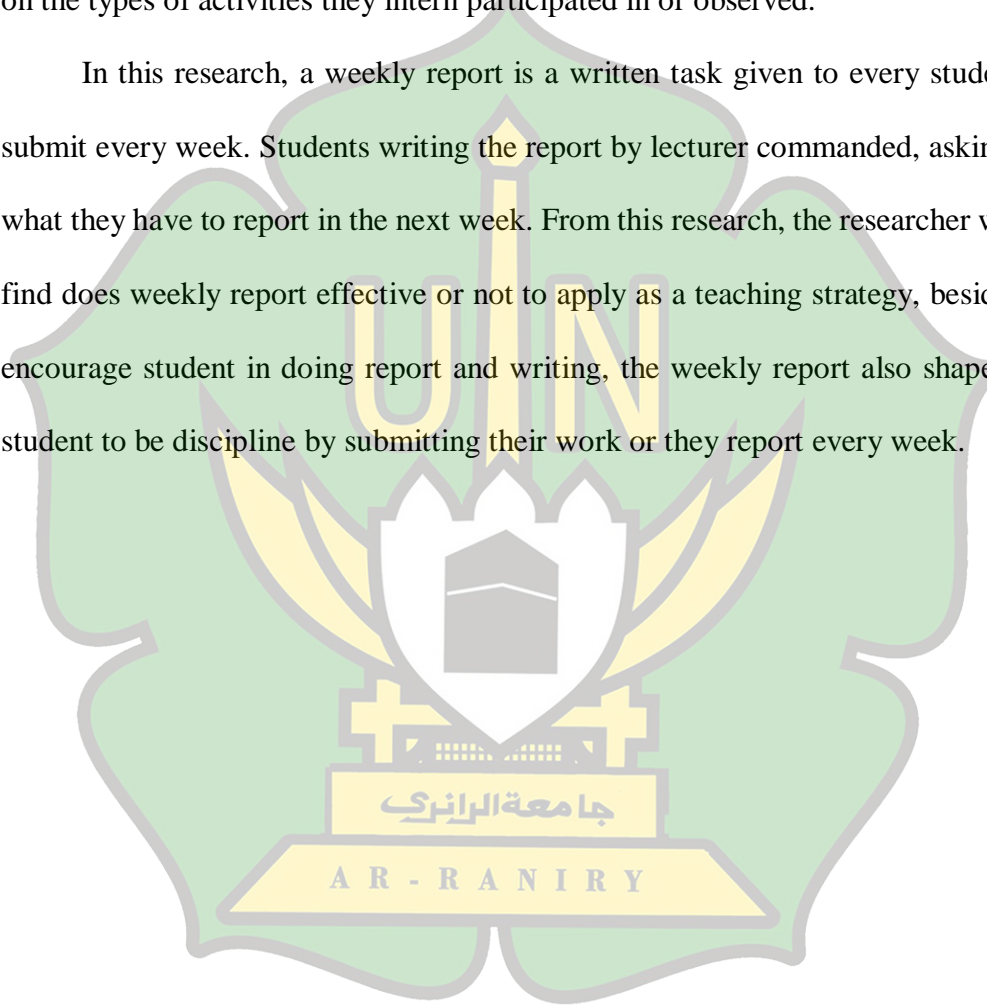
CHAPTER II

LITERATURE REVIEW

In this section, the writer reviews some theories about perception from some point of view. Besides that, the writer also interprets students' perception, types of report and explanation about weekly report.

A. The Concept of Perception

In psychology, philosophy, and cognitive science, perception is a process of gain the awareness or understanding of sensory information. Perception is closely related with attitude. It is a process which organism interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 2013). That affected to the process of thinking as a result of the information that received from sensory system. According to Sainn and Ugwuegbu (2004) perception can be defined as the process by which we extract meaningful information from physical stimulation. It is the way we interpret our sensations. In this part, sensations refer to human's sensory system that purpose as the information receptor regard certain object which observed by human.

Furthermore, Sainn & Ugwuegbu (2004) highlight three important points about perception. First, perception is not only dependent on the stimulus but also determined by an individual's experience, intention, and social needs. Second, the perceiver is not passive and indifferent when perceiving something but it is actively selecting information and forming hypotheses in order to decide what is actually

taking place. Third, perception is a higher mental process which helps an individual build up a model of his or her world in order to help anticipate future happenings and deal with them appropriately.

Generally, perception divided into physical perception and psychological perception. Psychological perception is the process of attaining awareness or understanding of sensory information. Psychological perception enables us to literally navigate through the world, avoiding danger, making decisions, and preparing for action. That is the way individuals evaluate people with whom they are familiar in everyday life.

However, Adediwura & Tayo (2007) gave cognitive dimension of perception; they view the perception as the process by which people attach meaning to experiences. They explained that after people attended to certain stimuli in their sensory memories, processing continued with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and subsequent learning.

On the other hand, perception can come from every point of view, include from students. The perception in this study focuses on students' point of view based on their experience in learning process. In this case, the perception refers to students' perception about doing weekly report to explore their experience in doing weekly report. Furthermore, students' perception can be explained as students' ability to justify their own opinion or feeling about something in learning process. Nonetheless, students' perception can be defined as the way how students face and

treat weekly report as learning strategies that created by lecturers in some learning materials.

B. The Concept of Report

According to Linda (1995), the report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. However, Mark and Kathy Anderson (1997) defined a report as a piece of text that tells information about a subject. It is usually contained facts about the subject, description, and information on its parts, behavior, and qualities. They defined the steps of constructing report as text structure/generic structure of information report and the language feature used in information report as follow:

1. Generic Structure

In general, the generic structure in a report text just explained general classification and description. There are some parts in generic structure in writing a report:

a. General classification. In the general classification, there is a general opening statement that introduces the subject of the report. It can include a short description and definition.

b. Description of a series of paragraphs to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detailed sentences.

c. Conclusion. The conclusion will summarize the information and signals the end of the report (optional/not always). It just to make the text clearly at the end of the text and make the readers understand the meaning of the text.

2. *Language features*

In writing the weekly report, there are some rules to make it complete, one of which is language features. These are some of the language features used in writing weekly reports based on Mark & Kathy Anderson (1997):

a. Use timeless present tense

b. Use action verbs (e.g.: climb, eat, erupt) linking verbs (e.g.: is, has, belong to)

c. Use the language of defining, classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)

d. Use descriptive language (e.g.: color, shape, size, function, habit, behavior)

e. Use technical terms.

3. *Types of Reports*

Generally, reports are either oral or in written form (Somervill, 2008). The oral report involves face to face communication that makes time-consuming for the individual. Meanwhile, the written report has more accurate and permanent. The reader can skim the abstract and can refer back to it as and when required (Seely, 2002). However, there are several unique formats of the report that has been creating before; contractual report, project report, research report, evaluation report, and annual report.

a. *Contractual Report*

The contractual report required for accountability and has a purpose to assess performance. The purpose of this report is to monitor people focused on desire change and help them to decide what needs to be done. However, the concept of contractual report commonly uses to assess some performance at the micro-level especially organizational performance (The Performance Assessment Resource Center, 2004). But, the weakness of this report is time-consuming exercise because unclear articulated and the instruction of the report not well followed.

b. *Project Report*

Dweyer et al (2004) explained that project report has several functions, as an opportunity to reflect on a project that created, a historical record of the project and its achievement, and a summary of what was right and wrong for subsequent projects. Besides that, the project report also becomes a comparison of the project plan and outcomes. However, the project reports also useful as recording recommendations for a future project and also strategies. The project report should be logically structured in order to avoid repetition and enables the reader to assess the quality and information with the aim of persuading the reader to agree with the conclusion. This report is a crucial element in closing a project. As we know, every project has its own capacity and purpose. Hence, it may be useful to make a report as a short summary document for communication and outcomes.

c. Research Report

Research report is a document that has done by the researcher that presenting a brief description and result of the research and also include research test, experiment, and analysis. In this study, research report divided into 2 types ;

1. Research reports for decision makers

This type of report contains a useful for reporting on research that is answering questions about the topic of the research. In this case, the report should be written in a language that can understand by the people who are not experts in that research. Poonam (2017) explained that report should include some aspects which are information on the context, implications, approach, and research findings, and also should cover any additional sources of information that might be useful for the decision-maker. However, the most crucial information must place at the top, followed by the background of issue and context with less important information following. The format of this report as the same as the newspaper format. Research reports for academic journals

2. Research reports for academic journals

This report follows a different format from the report for decision-makers. This report format depending on whether they relate to empirical or humanities research. Koopman (2011) stated that academic journal normally provides detailed instructions regarding the required format to submit the paper. The empirical research report for academic journals usually input title, authors, abstract, introduction, methods, results, discussion, and also references. On the other hand, humanities research should have a title, author, introduction, body, conclusion, and

also references. As the principles of effective report writing, clear writing will communicate the finding within the field.

d. Evaluation Report

Evaluation report normally prepared at the midpoint of a program or at the end of the program. Evaluation report functions as the report that contains some information or issues that related to something that they have done and sometimes it related to people's prior knowledge. Nonetheless, most of the group such as organization, study group create evaluation reports to check their plan and achievement, to try and explain why certain things are happening and to learn and share the important lessons. Evaluation report generally covers some indicators, such as relevancy, efficiency, effectiveness, impact, and sustainability of the program. This report also has similarities with the reflection report which commonly used to evaluate the teaching and learning process.

e. Annual Report

This type of report is primarily a marketing tool and mechanism for a public accountability mechanism and usually, it has extraordinary audiences such as government organizations, stakeholders, and clients. Usually, this type of report was made by some corporations, non-government organizations, and also charity foundation. The key of this report is to assist people to understand and assess the organization's performance. The most functional part of this report is a description in evaluating an organization. This part should clearly highlight what they have accomplished and who will support them.

From all of the report types above, the researcher focus on the evaluation report which is the subject of this study. However, the researcher specified it into a weekly report that has a goal to evaluate students learning and their understanding during the teaching and learning process and also to find out students' understanding.

C. Weekly Report

1. Definition of Weekly Report

The weekly report is a record of work that can encourage learners to report whether they study in a self-access learning center, in the laboratory, or in a computer using the internet, and how many times they have studied there Husain (2003: p.102). According to Etkina (1999), a weekly report is a paper that students write to analyze and reflect on what they have learned. The weekly report provides rapid feedback about what students think about what they are learning and what conceptual difficulties they are experiencing. By writing the reports, students have an opportunity to reflect on their own knowledge and ask questions about unclear ideas.

The weekly report is briefly different from the reflection paper. It proved by RMIT University (2015) based on the purpose, they stated that the report is commonly used to investigate, present, and analyze information thoroughly and logically. Meanwhile, reflection paper used to record, develop your ideas and insights besides the implications for practice. Furthermore, based on the audience's side, the report was written to establish the topic (a decision-maker, e.g. client,

manager, and also lecturer). In this case, that is the reason why weekly reports better than reflection paper.

In basically, the weekly report can be an evaluation material for lecturers, meanwhile reflecting paper only can use to reflect what they have taught. That is a form of practice that seeks to problematize numerous conditions of professional performance so that they can become potential learning situations and so the practitioners can continue to learn, grow, and develop in and through practice. From the elaboration above, it can be concluded that weekly report is a kind of paper which designed by lecturers to examine their previous teaching for better performance in the following teaching and learning process.

2. The Advantages of Weekly Report

Based on (Etkina E. , 2002) doing weekly report have a number of advantages to the team. First, weekly report act as a blend of a diary and a logbook, since events and details are written down. The entries in the report can be helpful in the future if something needs to be discussed or clarified.

Another reason why weekly report is beneficial is they provide a summary of what have happened within the week. Team members will not have to discuss the things that happened per day.

Weekly report is also the balanced document between daily reports and monthly reports. Daily reports are sometimes not in favour to staffs with a very hectic schedule, in which their time is limited for them to prepare and finish a daily report. Also, monthly reports are prone to incomplete details since several things that happened in thirty days should be included in it. Weekly report reflects the

balance between the two reports as it direct as the daily report and can be compiled as reference in making a monthly report.

Moreover, the weekly report also has advantages for the lecturer or teacher, such in a way:

1. Answers student questions on a regular basis

2. Bridges gap between learning and assessment

3. Communicates desire for student success

4. Develops and refines instruction based on student feedback

5. Receives regular feedback from students

6. Tracks typical questions

3. *The Disadvantages of Weekly Report*

While (Etkina E. , 2002) also mention that weekly report mediates the features of daily and monthly reports, it also has some cons. Weekly report are done and submitted on a weekly basis. Some team members may forget some of the things that have occurred within the week if they failed to at least note them down daily. Incomplete reports may adversely affect other activities of the team such as planning, strategy implementation, and evaluation of outcomes. Some reports also indicate the events that happened in the earlier part of the week and do not reveal the events that occurred at the latter part of the week, which may reflect laziness on the part of the team member.

D. Previous Study

A study about weekly report has been conducted by another researcher. This previous study is important to arrange this research. The research was conducted by Winarti (2018) entitled "The Effectiveness of Weekly Report Tasking on Students' Ability in Writing Recount Text at SMK NU Tulungagung". Her research aimed to increase student writing ability in recount text by doing a weekly report. The sample of the research is pharmacy students in SMK NU Tulungagung in grade X. The researcher uses quantitative research design and random sampling to decide the participants. In research, she applied pre-test and post-test techniques to find the effectiveness of writing recount text by doing a weekly report. Based on her research, it found that the students writing ability increased after taught by using the weekly report.

The previous study used a different method and strategy. That's why the researcher has the initiative to conduct the students' point of view in doing a weekly report. Moreover, this research is conducted in a qualitative format and used a semi-structured interview as a tool to collect the data. Besides, this research is conducted at a university which has a wide range of the sample. Moreover, the student at university more expert than the student in high school doing the writing.

CHAPTER III
METHODOLOGY

This chapter subsequently emphasizes on the research methodology. This chapter also consists of sub-points; a brief description of research location, research method, research design, population and sample, technique of data collection, and technique of data analysis.

A. Research Design

This study investigated in quantitative descriptive research. According to Creswell (2013), quantitative research is an approach to explain the phenomena by collecting numerical data that analyzed using statistic methods. In this study, the researcher adopted quantitative descriptive research, a type of research corresponds to identifying the characteristic of an observed phenomenon (Kumar, 2005). In this study, the researcher decided to use a questionnaire as a tool to obtain students' perceptions of doing a weekly report. Survey research presents a quantitative numerical description of attitude and also opinion by studying the sample of the population. Survey research was highly flexible than others and it was possible to measured research study from side to side. Due to this study is non-experimental research, there is no hypothesis needed. The researcher used a rating scale questionnaire which is a close-ended questionnaire as the tool to collect data and result of data presented in bar chat percentage.

B. Research Location & Participant

1. Location

This research took place at English Language Education Department, Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University. That lead by Dr.T.Zulfikar, S.Ag.,M.Ed. with total students about 1.230 from 2014 to 2018 specifically 48 students are off and 61 students are non-active (English Language Department Office, (collected in October, 2ᵈ 2019). The reason why researcher choose this location because university's students more expert in writing and they have attended some level of writing classes start from senior high school to university with some of teaching strategy that teacher or lecturer used in teaching or learning process.

Nonetheless, every lecturer created diversities in their way how they transfer information to the students and also how to assess students' understanding. In that case, lecturer gave extra assignment for them such as report or summarizing based on what they learned in the class. Students have faced several types of summarizing about material they have learned and also felt some of condition while learning that. Based on that issue, they know how to solve some of problems they have faced in learning process.

2. Population

The population of this research are sixth semester students of Department of English Language Education, UIN Ar-Raniry. Total population of sixth semester students are 196 (Department Staff, 2019). Moreover, students in sixth semester already past three writing level in few semester.

The sixth-semester students already master in some particular type of writing and also some rules in writing. They already past some of difficult phase in writing and they got full wisdom by some lecturers. They have learn some aspects of writing include how to do weekly report. Most of lecturers have doing weekly report in their class to evaluate and to analyze students' understanding during teaching – learning process.

3. Sample

Sample is a group of participants in a study selected from the target population. However, when population up to 100 or more than 100 the researcher can take only 10 – 25 % from population as the sample (Arikunto, 2006). Based on that, researcher choose 25% from the population, there are 50 students from 8 units become the research subjects. In this case, the researcher used random sampling with criteria all of the students who have ever do weekly report in the previous semester. The sample in this research are both female and male students from all units who have joined weekly report in their class even in their previous semester.

C. Data Collection

In this study, the researcher using questionnaire to collect the data. Questionnaire is an instrument for collecting the primary data (Cohen, 2013). In specifically, close – ended questionnaire technique which require the participant to choose one of several answer based on their experience and feeling. The form of close-ended questionnaire in which participant have to select such as "*Yes – No"* or "*True – False – Not given"* (McKay, 2008). The reason why researcher decided to

used close-ended questionnaire is because the close-ended questionnaire more ease to analyze than open-ended questionnaire or essay.

In this study, the researcher using rating scale questionnaire as the tool. According to Sugiono (2009), rating scale is one of original data which collected in numerical or having scale categories. Besides that, rating scale has no limitation of measurement and it can be used to measure the perception of phenomena from the research subject. In this case, the researcher chooses rating scale because it is more flexible and it can use to measure participant perception of phenomena. According to (Creswell, 2014), survey research can do by paper based or online survey.

Because of that, the researcher chooses online survey to collect the data. Online survey ease the participants to fill the survey because it is accessible and it does not take much time. Besides that, online survey gives quick response for the researcher to analyze the data.

D. Data Analysis

Researcher decided to used online survey to collect the data by using google form application. The data was input and categories automatically and it helps researcher in calculating the result of respondents' answer. Besides that, there are some of steps that researcher should do to finish the analysis. The first thing is grouping the answer and export it into document. After collecting all data and counting the percentage of respondents' answer, the researcher present all data in bar chart and make the description of the finding. Researcher choose bar chart to present the result because bar chart gives visual information to the reader and it cause ease to understand the information.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the data obtained of analysis and discusses the answer of the research question that exist in this study. Source of research data derived from perception on weekly report of English Language Department students' of UIN Ar-Raniry

A. Findings the Students' Perception on Doing Weekly Report

Data presented in this research are data from questionnaire that were distributed to students of English Language Department of UIN Ar-Raniry about students' perception on weekly report. The questionnaire consisted of 9 multiple choice questions that students had to answer by giving checklist (V) to the option closes to their feeling. Below is the result of the questionnaire.

Table 4.1
Result Data of the Questionnaire

Statement	Alternative			
	SA	A	D	SD
1. Weekly report helps me in examination test	12	26	11	1
2. Doing weekly report helps me increase my understanding about material that I learned.	21	27	2	0
3. Weekly report becomes a great learning tool for me	10	26	13	1
4. I can broaden my knowledge while doing report	14	25	9	2
5. Doing report helps me assess my ability in learning	13	27	7	3
6. Doing weekly report helps me advance in writing course	16	19	13	2

7. Writing weekly report forces me to memorize all materials during teaching - learning process	13	27	8	2
8. I often read a lot of journals related to the material that can help me write the weekly report	6	29	15	0
9. Weekly report can detect my weaknesses during teaching learning process	10	27	9	4

Annotation:

SA: Strongly Agree   A: Agree

D: Disagree   SD: Strongly Disagree

The data collected from the questionnaire served by using analysis statistic descriptive using the formula:

$$P = \frac{F}{N} x\ 100$$

The purpose of data processing above is to give detail explanation. To make it easier in analyzing data from the questionnaire, below are the tabulation data from the questionnaire and the detail explanation from the table.

Table 4.2
Tabulation Data from the Questionnaire

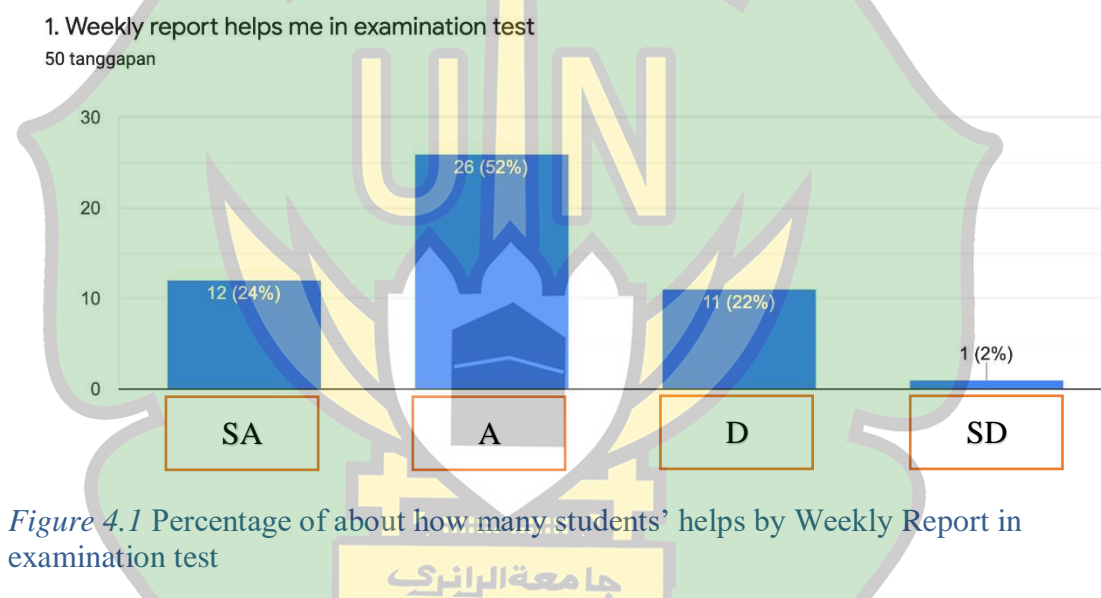| Statement	Alternative (%)			
	SA	A	D	SD
1. Weekly report helps me in examination test	24.00%	52.00%	22.00%	2.00%
2. Doing weekly report helps me increase my understanding about material that I learned.	42.00%	54.00%	4.00%	0.00%
3. Weekly report becomes a great learning tool for me	20.00%	52.00%	26.00%	2.00%
4. I can broaden my knowledge while doing report	28.00%	50.00%	18.00%	4.00%
5. Doing report helps me assess my ability in learning	26.00%	54.00%	14.00%	6.00%
6. Doing weekly report helps me advance in writing course	32.00%	38.00%	26.00%	4.00%
7. Writing weekly report forces me to memorize all materials during teaching - learning process	26.00%	54.00%	16.00%	4.00%

	SA	A	D	SD
8. I often read a lot of journals related to the material that can help me write the weekly report	12.00%	58.00%	30.00%	0.00%
9. Weekly report can detect my weaknesses during teaching learning process	20.00%	54.00%	18.00%	8.00%

Annotation:

SA: Strongly Agree   A: Agree

D: Disagree   SD: Strongly Disagree

The table above shows the percentage of the answer frequency by the students.

Figure 4.1 Percentage of about how many students' helps by Weekly Report in examination test

It can be described that point 1 shows that a small portion of students (24.00%) said they strongly agreed that the weekly report helps them in the examination test. 52% of the students said they agreed that the weekly report helps them in the examination test, while the other 22% said Neutral and 2% said disagree.

It can be concluding that the students agree about the weekly report helps them in the examination test.

2. Doing weekly report helps me increase my understanding about material that I learned.
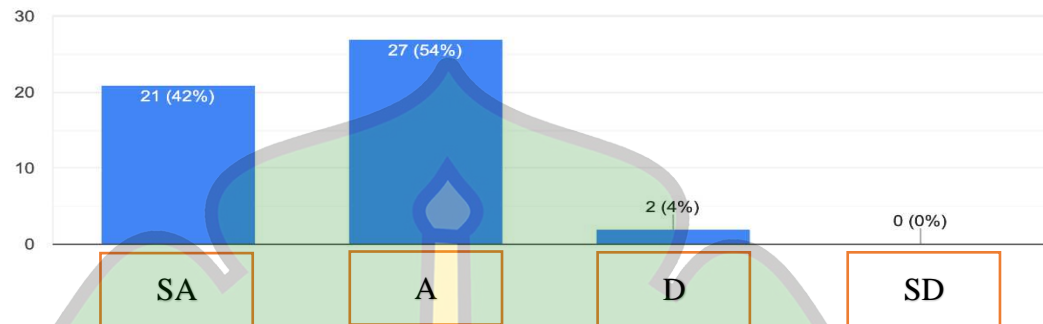50 tanggapan

Figure 4.2 Percentage of student's perception about Weekly Report to help their in increase abilities to understand the material

Furthermore, point 2 shows that a big portion of students (42%) said they strongly agreed that Doing weekly report helps them to increase the understanding of material that they learned, 54% of the students said agree. While most other small states said Neutral (4%) and don't agree (0%). Thus, it can be concluded if they agree that doing weekly report helps to increase the understanding about material that they learned.

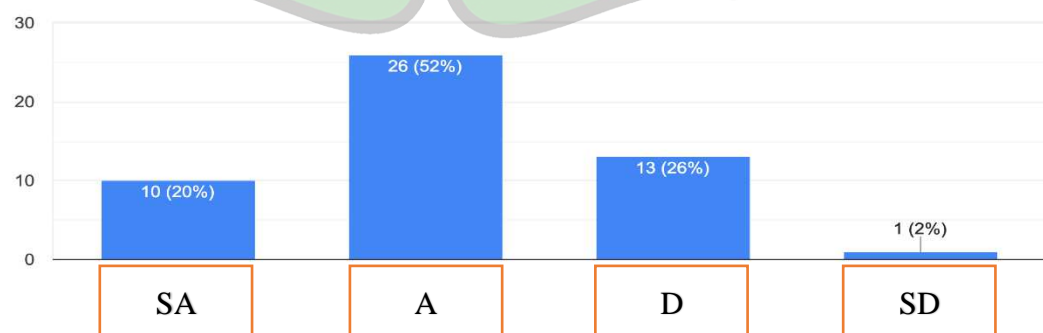3. Weekly report becomes a great learning tool for me
50 tanggapan

Figure 4.3 Percentage of student's perception about Weekly Report to be their great learning tool

However, point 3 shows that there are 20% students said they were strongly agreed that the weekly report becomes a great learning tool for them. Almost half of the students agreed (52%) and Neutral (26%) that the weekly report becomes a great learning tool for them. While almost half of the students' states disagree (2%), so it can be concluded if they agreed that the weekly report becomes a great learning tool.
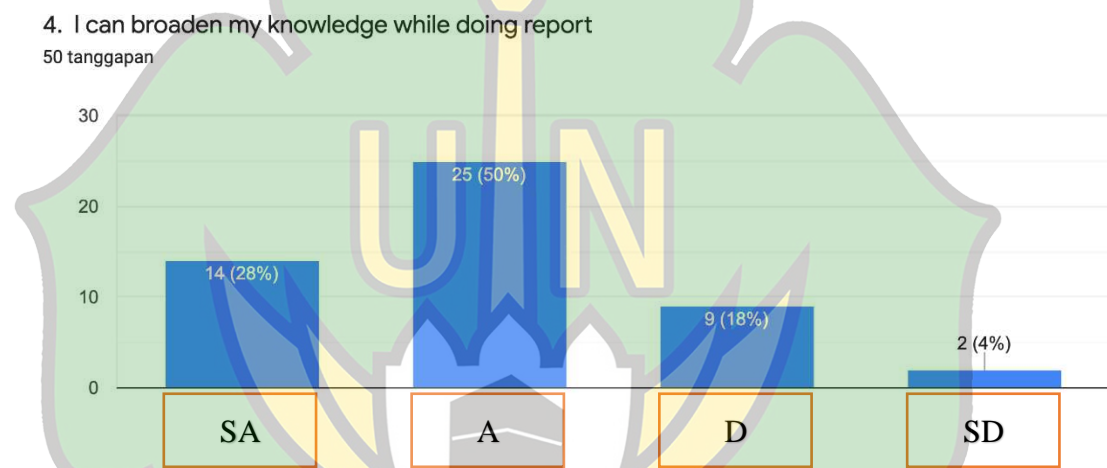
4. I can broaden my knowledge while doing report
50 tanggapan

Figure 4.4 Percentage of students was broaden their knowledge by Weekly Report

While point 4 indicated that only a small portion of students (28%) strongly agreed that they can broaden their knowledge while doing report. Another big part of the students said agree (50%) and neutral (18%). While most other small portion states disagree (4%). So, it can be concluded that the students agreed it can broaden the knowledge while doing report.

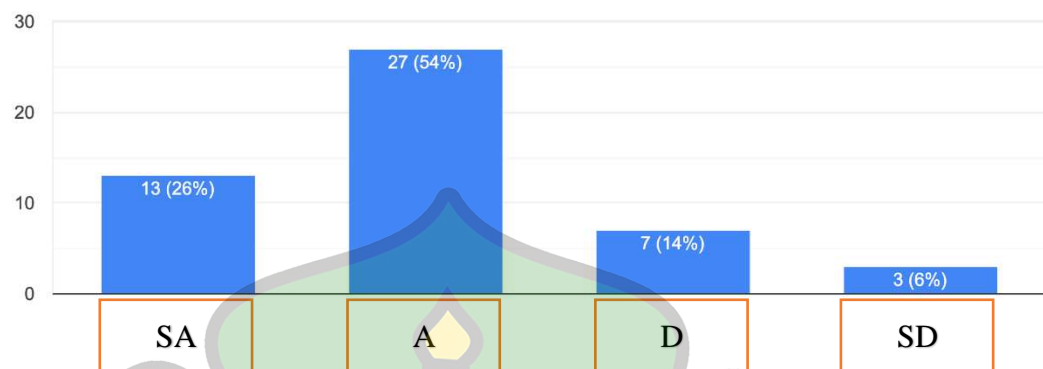**5. Doing report helps me assess my ability in learning**
50 tanggapan

Figure 4.5 Percentage of students in doing weekly report to assess their ability in learning

Meanwhile, point 5 indicates that a small portion of student (26%) said that doing report helps them assess their ability in learning and 54% of the students said agree. While other most half of the students states neutral (14%), and don't agree (6%). Thus, it can be concluded if they agreed that doing report helps them to assess their ability in learning.

6. Doing weekly report helps me advance in writing course
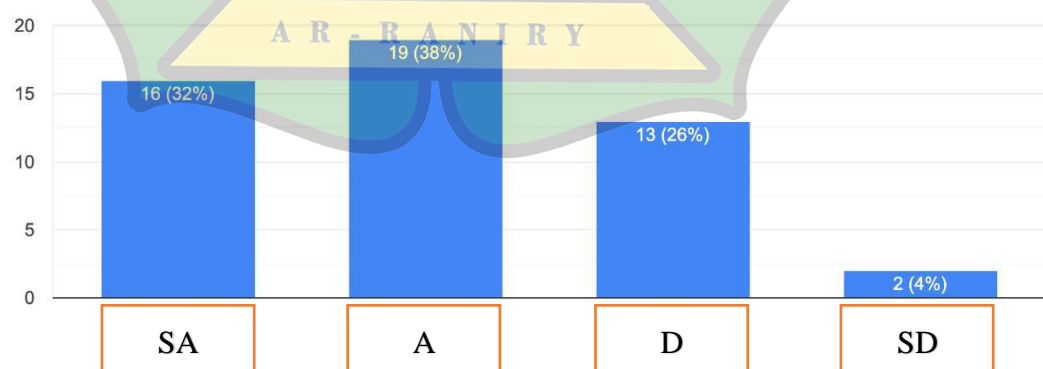50 tanggapan

Figure 4.6 Percentage of students in doing weekly report to help them in writing

The next is point 6. It indicates that a small portion of students (32%) said that doing weekly report helps them advance in writing course and almost (38%) of the students said agree. While other states neutral (26%) and don't agree (4%). Thus it can be concluded if they agreed that doing weekly report help advance in writing course.
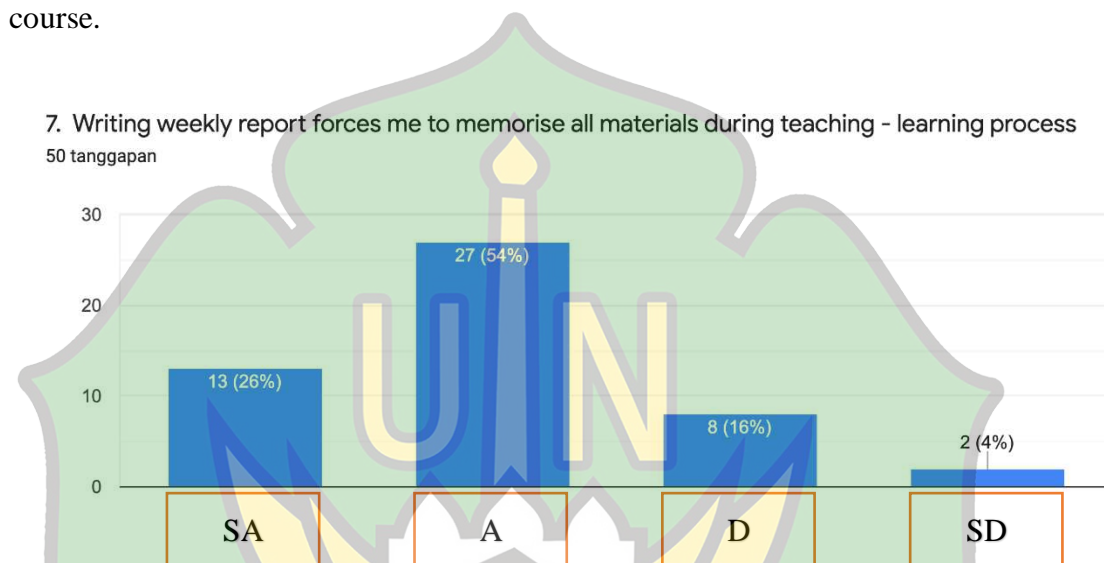
Figure 4.7 Percentage of students about their ability to memorize all the materials during teaching learning process

Then, point 7 indicates that a small portion of students (26%) said that writing weekly report forces me to memorize all materials during teaching - learning process and most other part states (54%) of the students said agree. While Neutral (16%) and disagree (4%). Thus, it can be concluded if they agreed that the Writing weekly report forces me to memorize all materials during teaching - learning process.

8. I often read a lot of journals related to the material that can help me write the weekly report
50 tanggapan
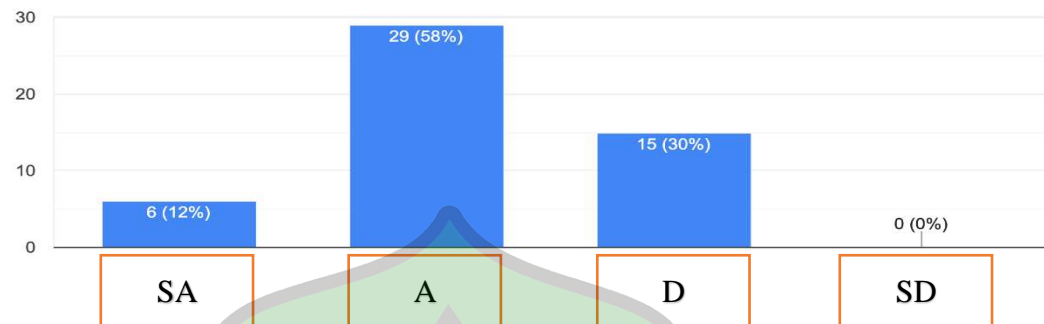
Figure 4.8 Percentage of students who helped by weekly report in reading a journal or related material

Further, point 8 indicated that a small portion of students 12% said they strongly agreed that often read a lot of journals related to the material that can help to write the weekly report and more than half (58%) of the students said agree. While most other states neutral (30%) and disagree (0%). Thus, it can be concluded if they agreed that often read a lot of journals related to the material that can help to write the weekly report.

9. Weekly report can detect my weaknesses during teaching learning process
50 tanggapan
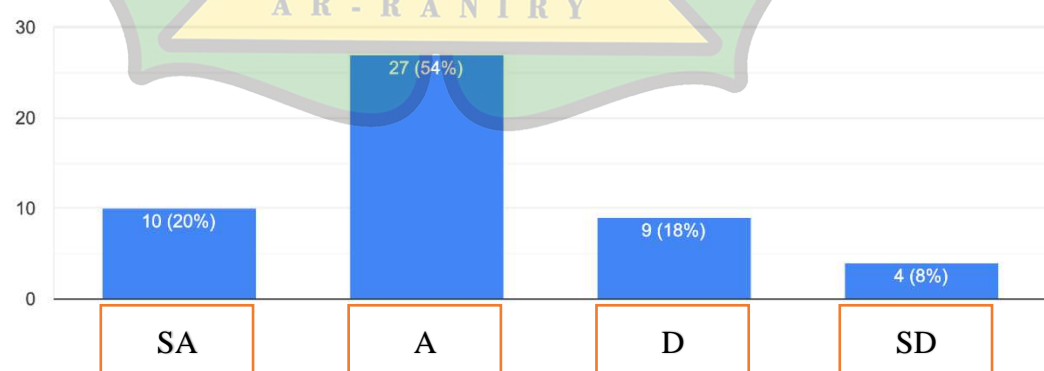
Figure 4.9 Percentage of students who can detect their weaknesses while doing weekly report in teaching learning process

Then, point 9 indicated that a small portion of students \ (20%) said they strongly agreed that Weekly report can detect weaknesses during teaching learning process and (54%) of the students said agree. While others state neutral (18%) and disagree (8%). Thus, it can be concluded if they disagree that weekly report can detect the weaknesses during teaching learning process.

From the findings above the students' perception can be outlined as:

Table 4.3
Analysis result of students' perception

| Statement	Analysis Result	P ($)	Interpretation
1. Weekly report helps me in examination test	Agree	64.00%	More than Half
2. Doing weekly report helps me increase my understanding about material that I learned.	Agree	68.00%	More than Half
3. Weekly report becomes a great learning tool for me	Agree	48.00%	Almost half
4. I can broaden my knowledge while doing report	Agree	56.00%	More than Half
5. Doing report helps me assess my ability in learning	Agree	64.00%	More than Half
6. Doing weekly report helps me advance in writing course	Agree	56.00%	More than Half
7. Writing weekly report forces me to memorize all materials during teaching - learning process	Agree	72.00%	More than Half
8. I often read a lot of journals related to the material that can help me write the weekly report	Agree	60.00%	More than Half
9. Weekly report can detect my weaknesses during teaching learning process	Disagree	32.00%	More Disagree

B. Findings the Common Obstacle Faced by the Students in Doing Weekly Report

The presenting of data description in this section is based on the research question which focuses on common obstacle that face by the students in doing weekly report. The data descriptions of the questionnaire is presented on separated chapter.

This is the data of the questionnaire that contains 9 multiple choice questions that have been administered to the English Department students. Below is the result of the questionnaire.

Table 4.4
Tabulation Data from the Questionnaire

Statement	Alternative			
	SA	A	D	SD
1. I feel difficult to understand about weekly report rules	4	5	38	3
2. I don't have any idea to start writing the report	2	15	22	11
3. Having a lot of assignments makes me less time to do weekly report	4	17	17	12
4. Lack of vocabulary makes me difficult to write weekly report	6	10	27	7
5. Doing weekly report makes me frustrated	4	6	22	18
6. Weekly report consumes a lot of my study time	5	5	26	14
7. It force some to grab the idea that was presented in the class	2	8	27	13
8. Sometimes I can't remember the material that I should write	1	12	24	13
9. Difficult to arrange the sentence makes me lazy to do report	6	7	22	14

Annotation: SA: Strongly Agree   A: Agree, D: Disagree, SD: Strongly Disagree

The collected data from the questionnaire will be served by using analysis statistic descriptive by using the formula:

$$P = \frac{F}{N} x\ 100$$

The purpose of data processing above is to give detail explanation. To make it easier in analyzing data from the questionnaire, below are the tabulation data from the questionnaire and the detail explanation from the table.

Table 4.5
Tabulation Data from the Questionnaire

Statement	Alternative (%)			
	SA	A	N	D
1. I feel difficult to understand about weekly report rules	8.00%	10.00%	76.00%	3.00%
2. I don't have any idea to start writing the report	4.00%	30.00%	44.00%	22.00%
3. Having a lot of assignments makes me less time to do weekly report	8.00%	34.00%	34.00%	24.00%
4. Lack of vocabulary makes me difficult to write weekly report	12.00%	20.00%	54.00%	14.00%
5. Doing weekly report makes me frustrated	8.00%	12.00%	44.00%	36.00%
6. Weekly report consumes a lot of my study time	10.00%	10.00%	52.00%	28.00%
7. It force some to grab the idea that was presented in the class	4.00%	16.00%	54.00%	26.00%
8. Sometimes I can't remember the material that I should write	2.00%	12.00%	48.00%	26.00%
9. Difficult to arrange the sentence makes me lazy to do report	12.00%	14.00%	44.00%	30.00%

Annotation:

SA: Strongly Agree   A: Agree

N: Neutral   DA: Disagree

1. I feel difficult to understand about weekly report rules
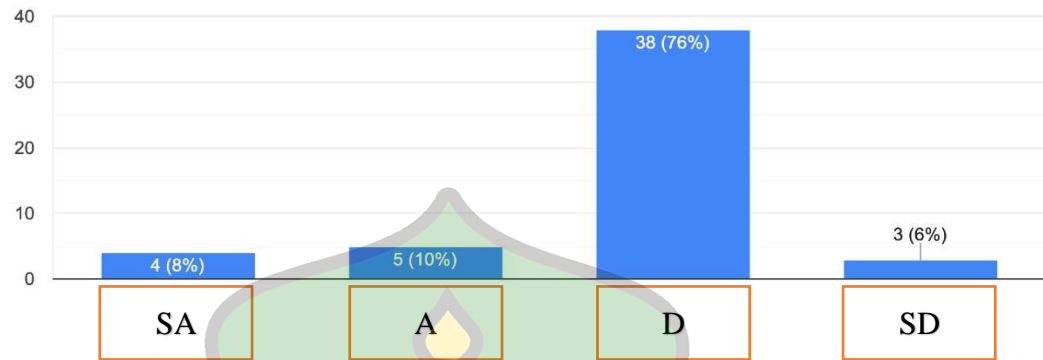
50 tanggapan

| SA | A | D | SD |

Figure 4.10 Percentage of students about their difficulties to understand about weekly report

Then point 1 indicates that a small portion of students (8%) said strongly agree that they feel difficult to understand about weekly report rules and most other small of the students said (10%). While Neutral (76%) and more than half states don' agree (6%). Thus it can be concluded if they neutral that they feel difficult to understand about weekly report rules.

2. I don't have any idea to start writing the report
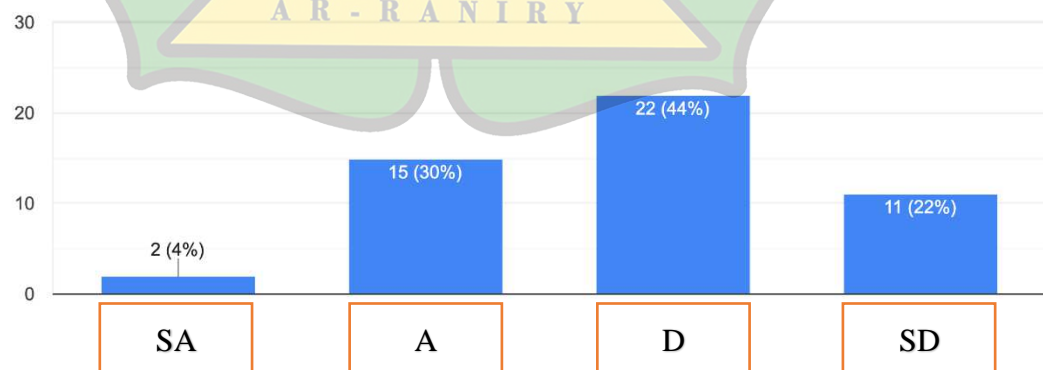
50 tanggapan

| SA | A | D | SD |

Figure 4.11 Percentage of students are getting confuse in getting the idea to start weekly report

Next is point 2. It indicates that a small portion of students (4%) said strongly agree that they don't have any idea to start writing the report and small portion of the students said agree (30%). While almost half states neutral (44%) and do not agree (22%). Thus, it can be concluded if they disagreed that they do not have any idea to start writing the report.

Figure 4.12 Percentage of students about their time management in doing weekly report
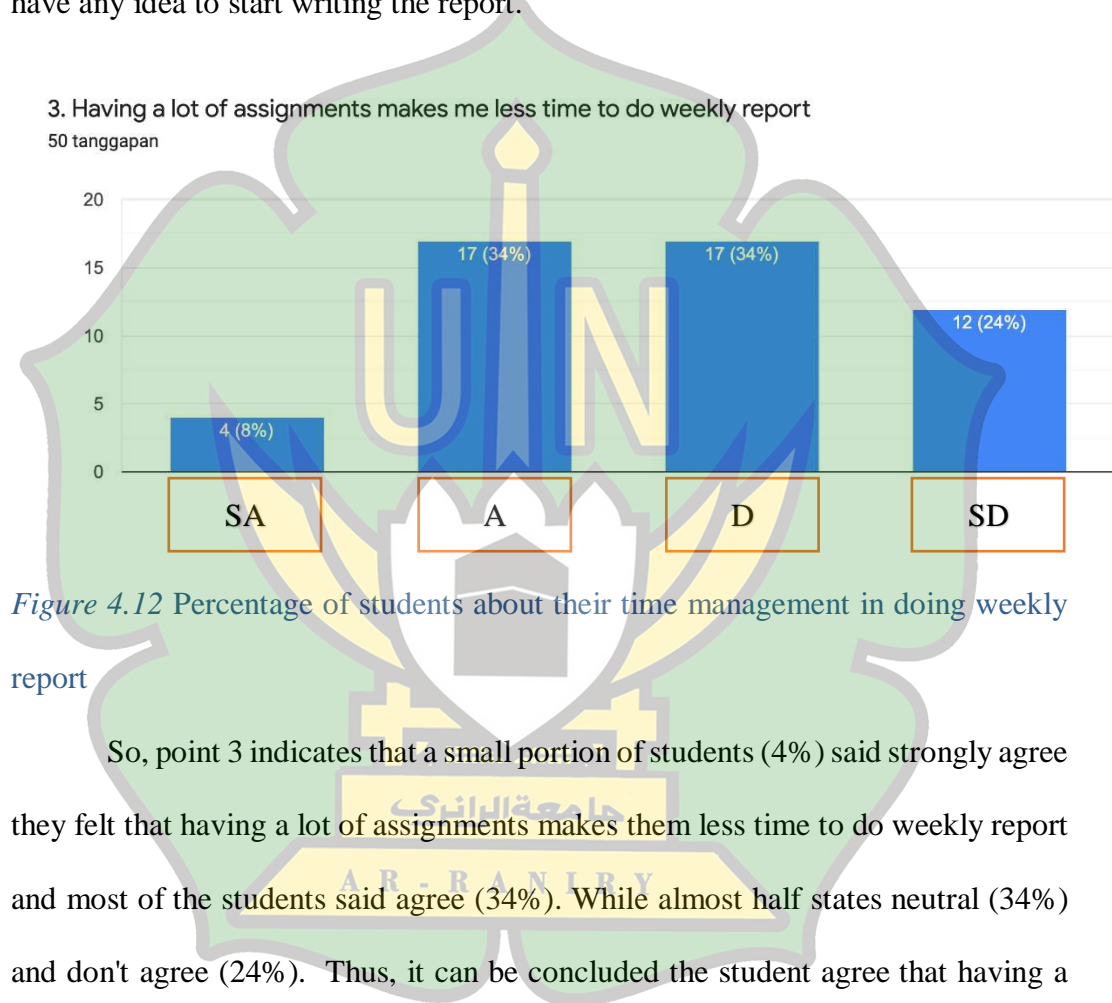
So, point 3 indicates that a small portion of students (4%) said strongly agree they felt that having a lot of assignments makes them less time to do weekly report and most of the students said agree (34%). While almost half states neutral (34%) and don't agree (24%). Thus, it can be concluded the student agree that having a lot of assignments makes it less time to do.

4. Lack of vocabulary makes me difficult to write weekly report
50 tanggapan
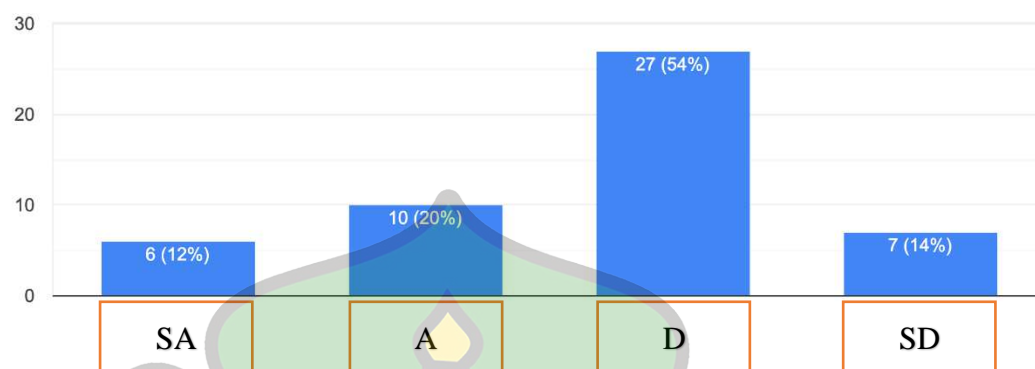
Figure 4.13 Percentage of students who getting in trouble because lack of vocabulary

The next is point 4. It indicates that a small portion of students (12%) said strongly agree that in their opinion, Lack of vocabulary makes them difficult to write weekly report and also small portion of the students said agree (10%). While other small part states neutral (54%) and more than half of the students (14%) said disagree. Thus, it can be concluded if they disagree that in their opinion, lack of vocabulary makes them difficult to write weekly report.

5. Doing weekly report makes me frustrated
50 tanggapan

Figure 4.14 Percentage of students who getting frustrated by doing weekly report

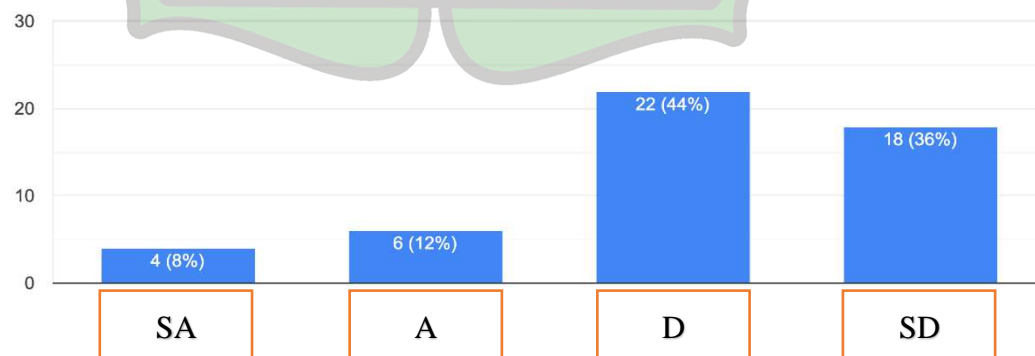However, point indicates that almost half of students said they strongly agree that doing weekly report makes me frustrated (8%) and (12%) of the students said agree. While small portion of student state neutral (44%) and said disagree (36%). So, it can be concluded that the students are disagree about doing weekly report makes them frustrated.

6. Weekly report consumes a lot of my study time
50 tanggapan

5 (10%) SA
5 (10%) A
26 (52%) D
14 (28%) SD
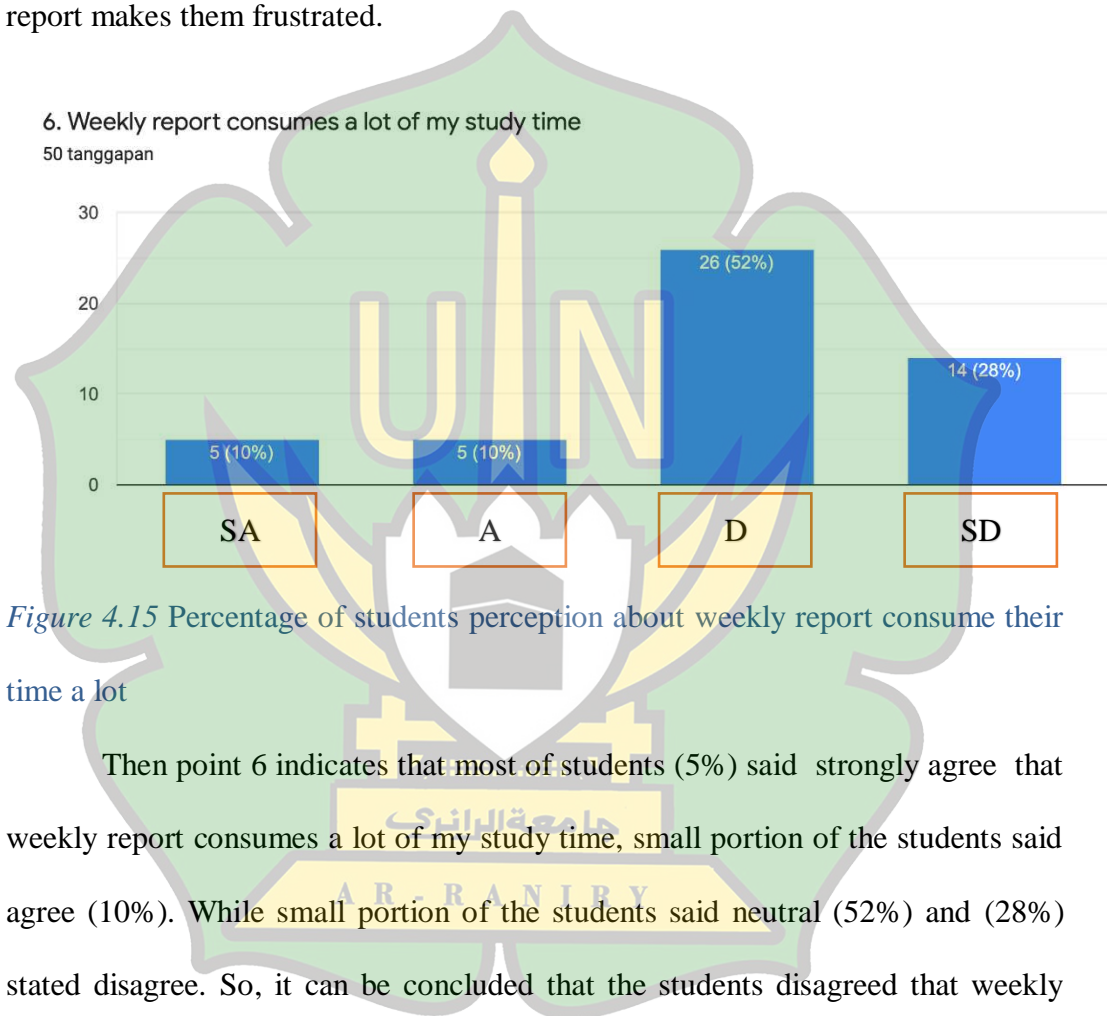
Figure 4.15 Percentage of students perception about weekly report consume their time a lot

Then point 6 indicates that most of students (5%) said strongly agree that weekly report consumes a lot of my study time, small portion of the students said agree (10%). While small portion of the students said neutral (52%) and (28%) stated disagree. So, it can be concluded that the students disagreed that weekly report consumes a lot of their study time.

7. It force me to grab the idea that was presented in the class
50 tanggapan
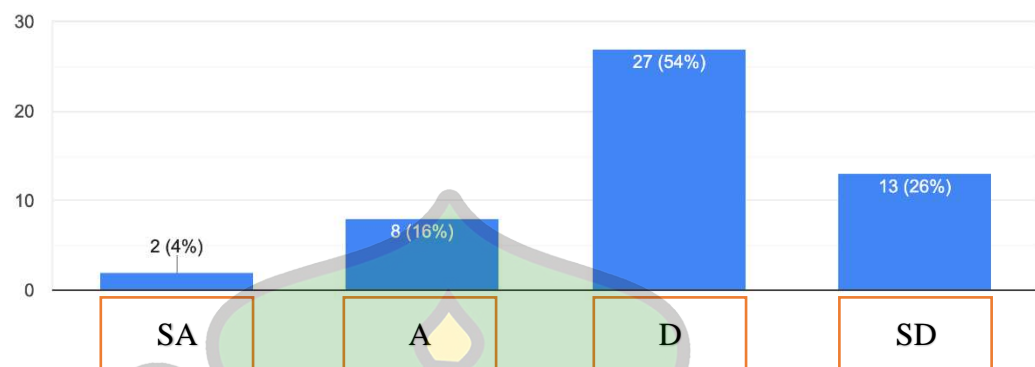
Figure 4.16 Percentage of students who getting forced to grab the idea by doing weekly report

Furthermore, points 7 indicates that only (4%) said they strongly agree that weekly report force them to grab the idea that was presented in the class, small portion of the students said agree (16%) and neutral (54%). While another part of the students' states disagree (26%) So it can be concluded that the students are disagree about weekly report force them to grab the idea that was presented in the class.

8. Sometimes I can't remember the material that I should write
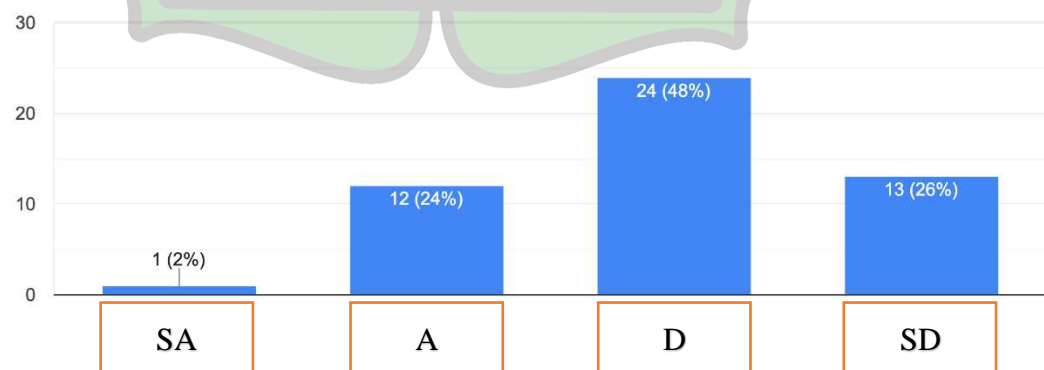50 tanggapan

Figure 4.17 Percentage of students who can't remember the material

So, point 8 indicates that small portion of student (2%) said they strongly agree that, and (24%) did agree. While almost half of the students states neutral (48%) and disagree (26%). So, it can be concluded that the students agree about sometimes they can't remember the material that should write.
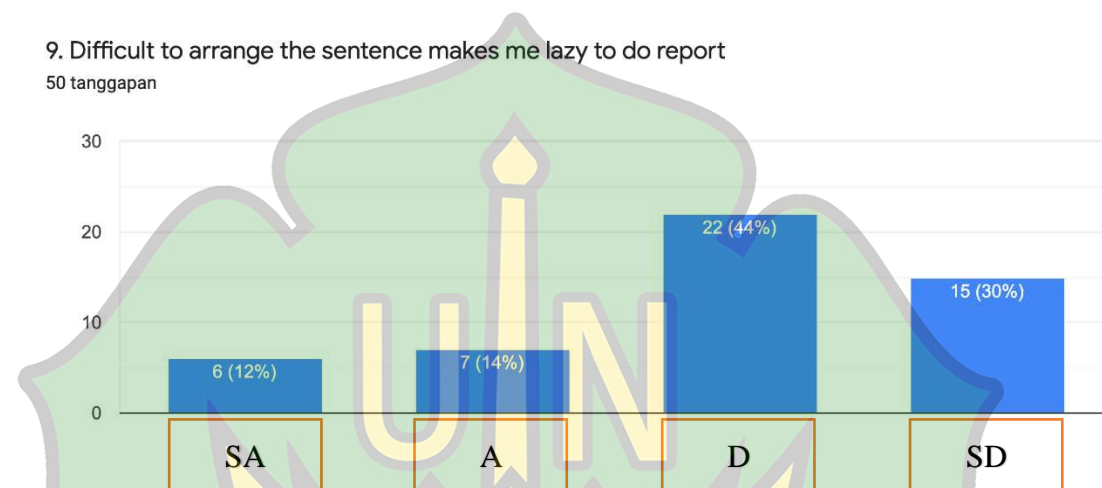
Figure 4.18 Percentage of students who get difficulties to arrange the sentence in writing weekly report

The last point 9. It indicates small portion of students (12%) who stated strongly agree that Difficult to arrange the sentence makes them lazy to do report, also small part of students said agree (14%) and another small part of students said neutral (44%) and stated disagree (30%). So, it can be concluded that students disagree about difficulties to arrange the sentence makes them lazy to do report. From the findings above the students' perception can be outlined as:

Table 4.6
Analysis result of students' perception

Statement	Analysis Result	P ($)	Interpretation
1. I feel difficult to understand about weekly report rules	Disagree	32.00%	Small Portion

2. I don't have any idea to start writing the report	Disagree	20.00%	Small Portion
3. Having a lot of assignments makes me less time to do weekly report	Disagree	40.00%	Almost Half
4. Lack of vocabulary makes me difficult to write weekly report	Disagree	28.00%	Small Portion
5. Doing weekly report makes me frustrated	Disagree	40.00%	Almost Half
6. Weekly report consumes a lot of my study time	Disagree	36.00%	Small Portion
7. It force some to grab the idea that was presented in the class	Disagree	36.00%	Small Portion
8. Sometimes I can't remember the material that I should write	Agree	52.00%	More than Half
9. Difficult to arrange the sentence makes me lazy to do report	Disagree	28.00%	Almost Half

Annotation:

SA: Strongly Agree   A: Agree

D: Disagree   SD: Strongly Disagree

C. Discussion

Learning is a process to broaden the knowledge which gained from reading, writing, speaking and listening of information surrounding. As a learner, someone should master in some of skills even she or he is a foreign learner to make it ease in understanding learning material. In the other hand, comprehend and mastering all skill become challenging for them. From all of that skills, writing has been identified as one of the most essential skills because the world has become so text-oriented.

The main research objective of this study is about the students' perception towards the lecturer's teaching style and personality traits at English Education Department of UIN Ar-Raniry. Then the researcher formulated research questions

in order to find out the perception of the students on weekly report task and to find out the most common obstacle students face in doing weekly report.

This study takes focus on the student's perception in doing weekly report, especially for them who review or preview the material in several lectures every-week. According to Tubbs & Mors (2006), perception is a process that perceived, organized, and interpreted based on perceivers experience. It can be human behavior, knowledge or feeling. The meaning of students' perception in this research is the students' point of view about their experience in doing weekly report during the learning process

Related to the result of observation above the researcher and previous study in last chapter about weekly report, Winarti (2018) found that the students writing ability increased after being taught by using weekly report in this study the researcher concluded that the perception of the students at English Education Department of UIN Ar-Raniry was positive that the weekly report can help them in understanding the subject delivered by the teacher, meanwhile the common obstacle faced by the students in doing weekly report is that writing weekly report need extra time.

Weekly report is a record of work which can encourage learners to report whether they study in self-access learning center, in the laboratory, or in computer using internet, and how many times they have studied there (Husain, 2003: 102). According to Etkina (1999), a weekly report is a paper that students write to analyze and reflect on what they have learned. Weekly report provides rapid

feedback about what students think about what they are learning and what conceptual difficulties they are experiencing.

Based on the result of questionnaire above, it can be concluded that most of the students have the positive perception of the use using weekly report in teaching and learning process. More than half of the students (57.78%) stated that using weekly report in teaching and learning process is not a good way toward the students writing skill. They also agree that weekly report can help them in understanding the subject delivered by the teacher.
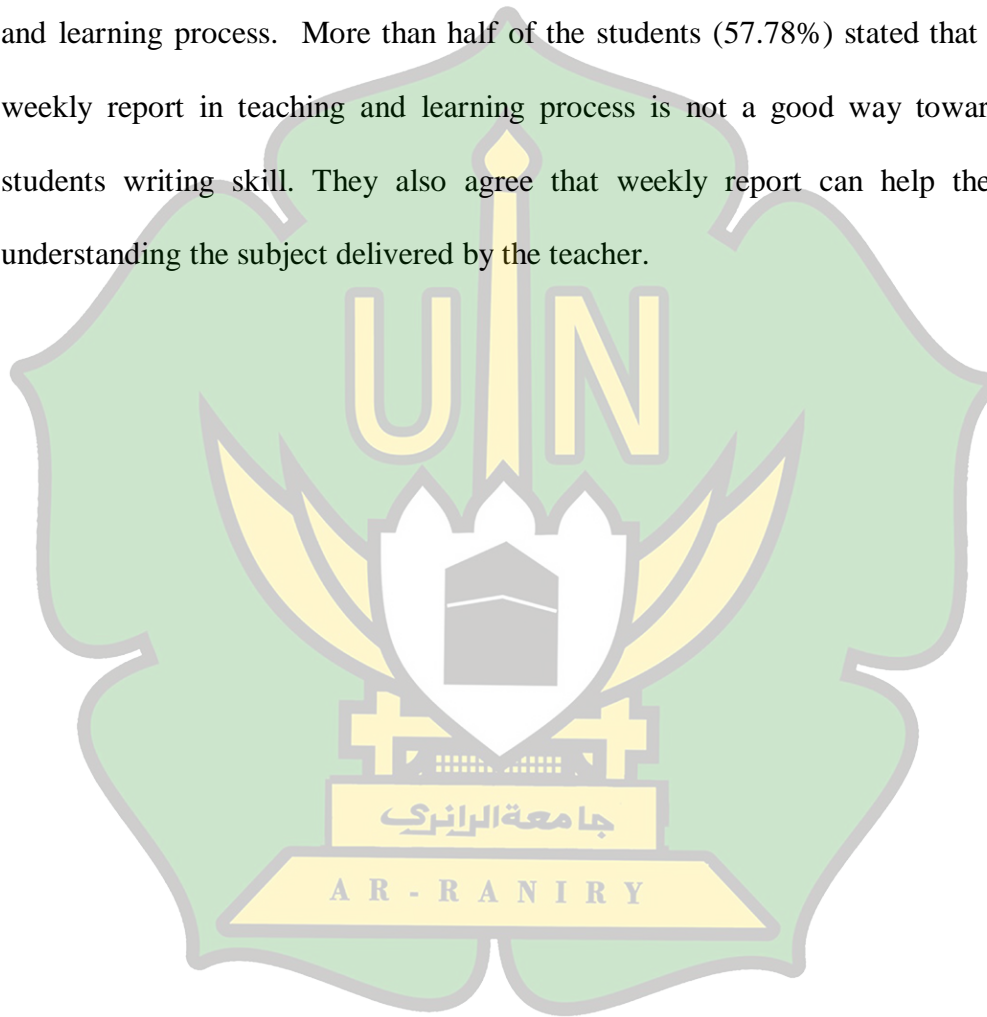
CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

After all the findings and discussion, the conclusion can be taken that students who face the weekly report are motivated by it, in writing, and reporting the learning material. Most of them indicated that weekly report has been forced to memorize the material.

For the second research question that asking about kinds of obstacles in doing weekly reports found that most students were hard in memorized the material. It can be assumed that students doing the weekly report based on a deadline. Related to the result of observation above the researcher and previous study in the last chapter about the weekly report, Winarti (2018) found that the students writing ability increased after being taught by using the weekly report in this study the researcher concluded that the perception of the students at English Education Department of UIN Ar-Raniry was positive that the weekly report can help them in understanding the subject delivered by the teacher. Meanwhile, the common obstacle faced by the students in doing a weekly report is that writing a weekly report need extra time.

B. Recommendation

Some suggestions are given to participants who are closely related to this research. The suggestions are made based on the conclusions and implications of this research. They are presented as follows:

The lecturer should consider the students' needs and interests before designing the writing materials. The lecturer needs to use various strategies that are appropriate in consideration of the students' needs because it would spark interest in learning amongst students during the teaching and learning process.

For the students the use of the weekly report is a good way in teaching-learning process, the students have to make sure the materials that use to improve the writing ability, the way must be easy and comfortable to apply

The last is for future researcher, further research can be conducted by using qualitative method rather than quantitative in case to find out the students perception. And it is hoped that this research will not only be used for students or lecturers but also for the management of the Faculty of Education and Teacher Training, especially for English department.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 17115/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-13898/UN.08/FTK/KP.07.6/12/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-13898/UN.08/FTK/KP.07.6/12/2018** tanggal 14 Desember 2018
KEDUA		Menunjuk Saudara:

1. Siti Khasinah, M.Pd   Sebagai Pembimbing Pertama
2. Mulia, M. Ed   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Rifqi**
NIM	:	**140203189**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Perception on Weekly Report in English Education Department**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Nomor : B-15424/Un.08/FTK.1/TL.00/10/2019   Banda Aceh,   24 Oktober 2019
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
          Penyusun Skripsi

Kepada Yth.
_____
_____

Di -
     Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	RIFQI
N I M	:	140203189
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	XI
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t	:	Desa Tingkeum Kec. Darul Imarah Kab. Aceh Besar

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perception on Weekly Report in English Education Departmen

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode eva-6244

SURAT KETERANGAN
Nomor: B-258/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15424/Un.08/FTK.I/TL.00/10/2019 tanggal 24 Oktober 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Rifqi
NIM   : 140203189
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Students' Perception on Weekly Report in English Education Department"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Section I: Personal Information

- Name : _____
- Gender : M/F
- Unit : _____
- Student's ID : _____
- Semester : _____

INSTRUCTIONS

This questionnaire has two sections and consists of two printed pages. Please ✔ the most appropriate response when answering the questions.

Section II: Students' Perception Toward Weekly Report

A. Always   **B.** Often   **C.** Sometimes   **D.** Never

How is your perception towards weekly report?	A	B	C	D
1. Weekly report helps me in examination test				
2. Doing weekly report helps me increase my understanding about material that I learned.				
3. Weekly report becomes a great learning tool for me				
4. I can broaden my knowledge while doing report				
5. Doing report helps me assess my ability in learning				
6. Doing weekly report helps me advance in writing course				
7. Writing weekly report forces me to memorise all materials during teaching - learning process				
8. I often read a lot of journals related to the material that can help me write the weekly report				
9. Weekly report can detect my weaknesses during teaching learning process				

Section III: Students' Obstacles

A. Always   **B.** Often   **C.** Sometimes   **D.** Never

What are the obstacles that you got when writing weekly report	A	B	C	D
1. **I feel difficult to understand about weekly report rules**				
2. **I don't have any idea to start writing the report**				
3. **Having a lot of assignments makes me less time to do weekly report**				
4. **Lack of vocabulary makes me difficult to write weekly report**				
5. **Doing weekly report makes me frustrated**				
6. **Weekly report consumes a lot of my study time**				
7. **It force some to grab the idea that was presented in the class**				
8. **Sometimes I can't remember the material that I should write**				
9. **Difficult to arrange the sentence makes me lazy to do report**				