

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the related literature. It covers seven major sections. They are (1) the nature of writing (2) the nature of teaching (3) teaching English at SMA Level (4) the nature of diary (5) qualitative research.

A. The Nature of Writing

Writing is one of four language skills. Writing is perhaps the most demanding skill of English. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to human. It is skill which has been develop in civilized society to past on knowledge or messages beyond constrains of here and now.

The nature of writing is to be displaced in time and space. That is, that is any piece of writing transients throughout time and space. It has been argued that learning to write fluently and expressively is the most difficult of the macroskills for all language users regardless of wether the language in question is a first, second or foreign language. All children, except those with physiological disabilities, learn to comprehend and speak their native language. Not all of these learn to read. Fewer still learn to write fluently and legibly.¹ White puts it this way:

Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is crucial difference between the spoken and written forms of

¹ David Nunan, *Designing Tasks for* 12 *Communicative Classroom*, UK: Cambridge University Press, 2001, p. 35-36.

language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored and referred back to at any time. It is permanent in comparison with the ephemeral 'here one minute and gone the next' character of spoken language, even of spoken language that is recorded on tape or disk.²

1. The Meaning of Writing

According to Bell and Burnaby in Nunan, point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.³

2. The Writing Process

The five-step process writing approach described by Donald Graves in Johnson is presented here. This will provide a context for the writing activities found in the next chapters.

Step 1: Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

² *Ibid.*

³ David Nunan, *Designing*, p. 36.

Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

Step 3: Revising. This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around. Again, not every draft should be taken to this stage.⁴

Graves recommends that students be given a choice as to which of these drafts they want to take to the revision step. Generally, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.⁵

Step 4: Editing. This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics. One last thing about the

⁴ Andrew P. Johnson, *Teaching Reading and Writing*, UK: Library of Congress Cataloging-in-Publication Data, 2008, p. 179.

⁵ *Ibid.*

editing phase: Real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

Step 5: Publishing and sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.⁶

White and Arndt in Harmer, in their model, process writing is an interrelated set of recursive stages which include:

- a. Drafting
- b. Structuring (ordering information, experimenting with arrangements).
- c. Reviewing (checking content, connections, assessing impact, editing)
- d. Focusing (taht is making sure you are getting the message across you want to get across).

⁶ Andrew P. Johnson, *Teaching* , p. 180.

- e. Generating ideas and evaluation (assessing the draft and/ or subsequent drafts).⁷

In another state, writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Bereiter & Scardamalia, Flower & Hayes, and Murray state characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping. However, researchers and educators have identified several logical steps that most writers go through, displayed in Figure 1.⁸

Table 1. The Writing Process⁹

1	2	3	4	5
Pre-writing	Drafting & Writing	Sharing & Responding	Revising & Editing	Publishing
a. Getting ready to write b. Decide on a topic c. Brainstorm d. Organize ideas	a. Write and refine paragraphs b. Focus on communication of meaning	a. Share work to gain feedback b. Peer editing c. Writing Workshops	a. Revise content b. Proofread for writing conventions c. Text reorganization	a. Celebrate and showcase finished products b. Build confidence in students as writers

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman, 2007, p. 273.

⁸ Kamehameha Schools, *The Writing Process Research & Evaluation Report*, Honolulu: Department of Kamehameha Schools 567 South King Street, 2007, p. 2.

⁹ *Ibid.*

3. Elements of Writing

Based on Stephen, elements of writing are the various skills that are needed for most type of writing:

- a. Begin defining a term in the title.
- b. Make some generalizations about the subject.
- c. Need to provide references of sources used.
- d. Need to employ an appropriate academic style.
- e. To provide examples of how these various elements are employed in one text.¹⁰

From the statement we can conclude that before we write we should master the elements of writing first. The aim to master elements of writing is the students can write well.¹¹

4. The Purposes of Writing

The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think to motivate people to write.¹²

- a. To express ideas

A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

- b. To provide information

¹⁰ Anik Yuliana, *Using Changing Pairs Technique to Improve the Students' Writing Ability in the Report Text of Ninth Grade students of SMP Islam Al'Azhar Kedungmalang, Jepara in the Academic Year 2012 / 2013*, Unpublished Thesis, Semarang: IKIP PGRI Semarang, 2010, p. 17.

¹¹ *Ibid.*

¹² Erlik Widiyani Styati, *The Effectiveness Of Clustering Technique To Teach Writing Skill Viewed From Students' Linguistic Intelligence*, Unpublished Thesis, Surakarta: Graduate School Sebelas Maret University Surakarta, 2010, p. 23-24.

It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers' point of view.

d. To create literary work

It means that a work which is based on one's point of view (opinion, attitude, and observation) of other matters occurring in one's environment.

When the receiver of the communication is not physically present, writing is used. Except professional people like writers, journalists, lawyers, teachers etc., others have very few occasions to resort to this mode of communication. Writing also fulfills a pedagogic purpose in second language teaching. It is used to fix the structures and vocabulary already learnt.

Verghese writes that the student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy, and of the appropriateness of the style of writing as demanded by the occasion or situation.¹³

5. Recount Text

a. The Definition of Recount Text

¹³ *Ibid.*

Recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means telling about oneself adventures or the day's activities.¹⁴

b. The Purpose of Recount Text

A recount has social function. Recount "tell what happened". The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

c. Types of Recount Text

1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

Language features of personal recount are:

- a) Use of first pronoun (I, we).
- b) Personal responses to the events can be included, particularly at the end.
- c) Details are often chosen to add interest or humor.

2) Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount).

¹⁴ Dwi Nur Indah, *Improving Writing Recount Text By Using Photographs: A Case Study Of The Eleventh Year Students Of Sma Negeri 1 Batangan Pati In The Academic Year Of 2009/2010*, Unpublished Thesis, Semarang: IKIP PGRI Semarang. 2010, p. 16-20.

Language features of factual recount are:

- a) Use of third person pronouns (he, she, it, they).
- b) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d) Mention of personal feelings is probably not appropriate.
- e) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd).
- f) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- g) The passive voice may be used (e.g. the breaker was filled with water).
- h) It may be appropriate to include explanations and satisfactions.¹⁵

3) Imaginative Recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...).

4) Constructing a Written Recount Text

The steps for constructing of written recount text are:

- a) The First paragraph that give background information about who, what, where and when. It is called on orientation.

¹⁵ *Ibid.*

- b) A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c) A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d) A reorientation which “rounds off “the sequences of events or retell about what happened in the end.¹⁶

5) Languages Features in a Recount Text

The language features usually found in a recount:

- a) Use of nouns and pronouns to identify people, animals or things involved.
- b) Use of past action verbs to refer the events.
- c) Use of past tense to located events in relation to speaker`s or writer`s time.
- d) Use conjunctions and time connectives to sequence the event.
- e) Use of adverb and adverbial phrases to indicate place and time.
- f) Use of adjectives to describe nouns.¹⁷

6) Significant of Lexical Grammatical Features

The significant common grammatical patterns of recount include:

- a) Focus on specific participant.
- b) Use of material process or action verb.
- c) Circumstance of time and place.
- d) Use past tense and focus on temporal sequences.¹⁸

B. The Nature of Teaching

¹⁶ *Ibid.*

¹⁷ *Ibid.*

¹⁸ *Ibid.*

At the core of the difficulties facing teachers, as David Cohen has put it, is that “teaching is a practice of human improvement”. One problem that arises from being in such a practice is that these “practitioners depend on their clients to achieve any results”. A surgeon can fix the ailment of a patient who sleeps through the operation, and a lawyer can successfully defend a client who remains mute during the trial, but success for a teacher depends heavily on the active cooperation of the student.¹⁹

Dewey had in mind when he said the student must be willing to learn what the teacher is teaching. Unless this intended learning takes place, the teacher is understood as having failed. It was this reciprocal notion of the teacher-student relationship, “There is the same exact equation between teaching and learning that there is between selling and buying”. That is, you can’t be a good salesperson unless someone is buying, and you can’t be a good teacher unless someone is learning.²⁰

1. The Meaning of Teaching

Teaching is a process of internal and external dialogue about things of importance conducted with passion and discipline. Teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved within an area of study. Teaching involves getting people to think critically about such issues.

In addition, teaching is a performance art. Like actors on a stage, faculty play their assigned roles before an audience of students, and like any good performer. Teachers must prepare what they will say and do in advance to have a maximum effect on that audience. That impact, however, lasts for only a brief

¹⁹ David F. Labaree, ‘On the Nature of Teaching and Teacher Education’, *Journal of Teacher Education*, May/June 2000, Volume 51, Number 3, p. 228.

²⁰ *Ibid.*

amount of time during the performance. What happened is soon forgotten or becomes a distant memory stripped of much of its content.²¹

2. Teaching Writing

Brown states recognition of the compositional nature of writing has changed the face of writing classes. A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should “look” like. Compositoins were supposed to:

- a) Meet certain standards of prescribed English rhetorical style.
- b) Reflect accurate grammar.
- c) Be organized in conformity with what the audience would consider to be conventional.²²

A good deal of attention was placed on “model” compositions that student would emulate and on how well a student’s final product measured up againts a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and pronunciation. It begans to develop what is now termed the process approach to writing instruction. Process approaches do most of the following:

- a) Focus on the process of writing that leads to the final written product.
- b) Help student writers to understand their own composing process.
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- d) Give students time to write and rewrite.

²¹ Anthony F. Grasha, *Teaching With Style*, USA: Alliance Publisher, 2002, p. 113.

²² H. Douglas brown, *Teaching*, p. 335-336.

- e) Place central importance on the process of revision.
- f) Let students discover what they want to say as they write.
- g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
- h) Encourage feedback from both the instructor and peers.
- i) Include individual conferences between teacher and student during the process of composition.²³

According to Harmer the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing is a skill in its own right. We will look at each of these in turn.²⁴

- a) Reinforcement, some students acquire languages in a purely oral or aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.
- b) Language development, it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

²³ *Ibid.*

²⁴ Jeremy Harmer, *How to Teach English*, England: Longman, 2001, p. 79.

- c) Learning style, some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and brother of interpersonal face-to-face communication.
- d) Writing as a skill, by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letter, how to put written reports together, how to reply to advertisement.²⁵

C. Teaching English at SMA Level

Teaching English in Indonesia has been compulsory in junior and senior high school until the higher level intuitions in Indonesia. The purpose of teaching English to high school students is to direct the students to apply the language in the daily school communication, even outside the school. By mastering English, the high school students are expected to be able to take part in social live and able to communicate even gain information which is mostly using English as medium. In senior high school, the teaching of English should emphasize the students to achieve high proficiency in four skills, i.e., listening, speaking, reading, and speaking according to the literacy level as stated in Law of National Ministry of Education No 22 year 2006. In line with the ultimate goal in English teaching, the

²⁵ *Ibid.*

English Curriculum (2004) states that language competences which the senior high school students are expected to master are directed particularly at the informational level among the other three levels, which are performative, functional, and epistemic.

Unfortunately, in real condition it is still difficult for teachers to encourage their students to learn English because of some reasons, they are: the shyness of students in performing their ability, large students in a class, and practically the students are not exposed to hear and use English everywhere and all the time. Since language learning is a hard task, teachers are now faced a big challenge to find techniques and ways so that the students can be active in learning English.²⁶

Whether ESL students come into classrooms in Grade 7 or Grade 10, they already have an established first language for communicating aside from any exceptional cases. Depending on age and/or background, English may be the second, third, fourth or even fifth language they will learn.²⁷

The term second language refers to a language that is learned after the first language is relatively well-established. By the age of five, children have control over most of their first language grammar. Any language they learn subsequently is filtered through their previously learned language(s). In this way, second language learning is qualitatively different from the first language learning process. Nonetheless, both first and second language learning are developmental

²⁶ Lusi Dyah Ayu and Murdibjono, *The Use Of Games in Teaching English At SMAN 2 Pare*, Unpublished Thesis, Malang: State University of Malang, 2012, p. 1.

²⁷ Alberta, *English as a second language : senior high school guide to implementation*, Canada: The Crown in Right of Alberta, 2002, p. 12.

processes in which the learner is actively testing hypotheses about the new system being learned.²⁸

Alberta Learning's English as a Second Language Senior High School Program of Studies, 1997 provides schools with a formal framework in which to develop programming to meet the needs of ESL students. It sets out the program rationale and philosophy as well as general and specific outcomes. These outcomes are related to curriculum outcomes in other subject areas taught in senior high schools. In addition, the program of studies provides a list of suggested grammatical concepts and structures related to each group of specific outcomes.²⁹

D. The Nature of Diary

Everyone knows what a diary is a set of notes about what one is thinking, doing, feeling at a particular moment. Successful learners are aware of the process of learning and how their efforts affect the outcome of their learning.³⁰

Problems can include both cognitive and affective factors. Writing a diary can increase the learner's awareness of the strategies he/she uses and enable him/her to consider the appropriateness of the strategies used to address problems. Finally, when shared with a peer or a teacher, a diary can allow the peer or teacher to make suggestions about alternative ways to solve problems or to identify

²⁸ *Ibid.*

²⁹ *Ibid.*

³⁰ Joan Rubin, 'Diary Writing As A Process: Simple, Useful, Powerful', *An EFL Journal International*, Volume 10, Number 14, 2003, p. 1.

patterns (or problems and/or solutions) the learner may have overlooked or not be fully aware of.³¹

1. The Meaning of Diary

The word *diary* is derived from the Latin *diarium* (daily allowance). A diary is typically a notebook, booklet of blank pages, or any source for students to record thoughts, reactions to learning experiences, and even innermost fears about a learning activity. Some learners prefer to create electronic or audio diaries. Regardless of the particular format, entries of daily experiences, insights, and problems often are made: "Diary writing usually involves the unstructured, chronological recording of the events of a person's life" as they are perceived.³²

Diary writing is one of media in teaching writing. By diary writing, the students are free to express their ideas, experiences, activities that have happened in their life. The advantages of diary writing in teaching writing recount text are the students can apply the use of simple past tense in context, and they can organize their ideas by using correct grammar, in this case simple past tense, good mechanics, and rich vocabulary. Diary writing has a lot of fun, and can be adapted to a variety of writing experiences.³³ In addition, Writing diary was proposed as an alternative strategy to solve the students problems in writing" Writing diary describes their daily activities and requires them to write on their private book telling about their lives".

³¹ *Ibid.*

³² Roger Hiemstra, *Uses and Benefits of Journal Writing*, San Francisco: Jossey-Bass, 2002, p. 1.

³³ Vita Ningrum, Ferry Rita, And Hastini, 'Improving Writing Skill In Writing Recount Text Through Diary Writing', *E-Journal Of English Language Teaching Society (ELTS)*, 2013, Volume 1, Number 1, p. 1.

2. The Benefits of Diary

Diaries are generally used to track participants' daily activities and objective experiences, whereas journals capture writing that includes emotion, introspection, and self-reflection. Diaries encouraged women to pursue self-fulfillment and creativity through habitual writing. Diaries have been used in the academic realm to study a large spectrum of human activities, including but not limited to sexual and dating practices, sleep habits, exercise routines, television viewing, social activities, food consumption, educational pursuits, eating behaviors, work interactions, internet habits, leisure activities, cell phone use, travel routines, menstrual and fertility cycles, and a wide range of physical and mental health events. Diaries are particularly appropriate in recording routine or everyday processes that are otherwise unnoticed if not documented. Using journal is one of the most effective tools to mine the rich personal experiences and emotions of participants' inner lives.³⁴

Example of Diary:

“On Friday, we went to Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court. On Saturday, we saw the Three Sisters and went on the scenic railway. It was scary. The, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon, we went home.”³⁵

3. Teaching Writing Using Diary

³⁴ Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Method*, London: Sage Publications, 2008, p. 213.

³⁵ Susilo, *Improving Writing Recount Text Ability by Using Diary*, Unpublished Thesis, Semarang: Faculty of Language and Arts Education of IKIP PGRI Semarang, 2011, p. 39.

Before the implementation of diary writing, there were several procedures to be done, such as designing lesson plan, and designing the learning objectives. Harrison states that effective lesson design is approached with the learner in mind and with clearly identified goals.³⁶

The learning objectives provided the framework for teachers as they guided the students to the topic they were teaching. Teacher and Educational Development states that a learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes *learners* should be able to exhibit following instruction.³⁷

Kurushi states the step using diary writing in teaching are, the first step is actually teacher can tell the student to familiarize write a diary, everything what they want. The teacher say to their student “if you want to write, just write”. After that guided writing in the English language as best they can do. Teacher always correction their writing diary. If there are words do not know what it means the student can set aside the words and can ask tomorrow in the class. Absolutely they write their feeling and whatever they want to write it can be short story but in this section especially in diary so they can explain and write it down. Then, student are allowed to open the dictionary, but is not obligated to open dictionary too often. Because the teacher will accustom and too often open their dictionary is not very

³⁶Bob Harrison, *Lesson Design and Planning*, Sierra Training Associates, Inc, 2007, p. 1.

³⁷Teacher and Educational Development, *Effective Use of Performance Objectives for Learning and Assessment (for Use With Fink's and Bloom's Taxonomies)*, Mexico: University of New Mexico School of Medicine. 2005, p. 1.

well and can be bad. In every section, learners must deposit their writing and the teacher will evaluate.³⁸

Kristanti devotes that in applying this kind of technique the teacher can use action method. The process can be as follow:

- a. In this process, the teacher can apply the students' diary as media to write the students daily experiences.
- b. At the first meeting the teacher can explain about recount text and simple past tense.
- c. The teacher can ask the students to write down about their experience in each day of a week.
- d. Every day, the teacher can ask the students to collect their diary about their activity of a day before.
- e. The teacher can make some corrections to their writing.
- f. After a week, in each teaching learning process the teacher can discuss about the corrections given to the students' diary.
- g. After a week, the teacher can ask the students to rewrite their diary into a recount text.
- h. The students collected their recount text.
- i. The teacher can do some corrections to the students writing.
- j. In the next meeting, the teacher can distribute the students recount text, and ask them to rewrite the text based on the correction and to define the generic structure of recount text of their writing.³⁹

³⁸ Kurushi, *Using Writing Diary as Strategy to Improve Writing Skill*, (Online), 2011, p. 1
URL: <http://writing-diary-as-strategy-to.html?m=1>, (Accssed 2014, February 22).

Susilo claims that writing is a process of discovering and organizing ideas, diary also needs a process of discovering and organizing ideas. It means that to create diary, we need to discover our ideas in our mind, and then we try to get them out to become words as a symbol of our ideas. In doing writing our ideas on a paper, for example, we are supposed to organize them well so that what we will have written will be easy to understand. In teaching writing, a teacher must teach his students how to write well. A teacher has to enable the students to get their ideas. Then he must lead the students in organizing their ideas on any writable form. He keeps the students to be stay good in the ways creating their writing. If the students get stuck in the middle of constructing their writing, the teacher will help the students to develop it.⁴⁰

The use of diary is solely to help students comprehend what to master and improve their ability in writing by retelling what they experienced. Retelling their experiences through diary can be good and continuously practice to teach writing, especially in writing recount text.⁴¹

Rubin argues that teachers can use the diaries in the following ways:

- a. The teacher can look over each diary and make suggestions.
- b. The teacher can ask peers to look over each other's diaries and make suggestions.

This can be very efficient for a number of reasons (a) peers can often suggest other ways to address a problem (b) peers can learn from the solutions

³⁹ Lusiana Kristanti, *Improving Junior High School Students' Ability In Writing Recount Text By Using Students Diary*, unpublished Thesis, 2011, p. 1.

⁴⁰ Susilo, *Improving Writing Recount Text Ability by Using Diary*, Unpublished Thesis, Semarang: Faculty of Language and Arts Education of IKIP PGRI Semarang, 2011, p. 34.

⁴¹ *Ibid.*

of their fellow peers, and (c) the teacher may not have time to read all the diaries but learners can still get input this way.

- c. After several diary assignments are in, learners can be asked to look through them and see what their own patterns of problems are and what their strategies for solving them are.
- d. The teacher can look over the diaries and see what patterns of problems and solutions individual learners have and make suggestions.⁴²

4. The strength of Diary

Rubin claims that diaries can help build this awareness and can allow us as teachers to help learners improve the process. Diaries can help the learner begin to monitor his/her own progress and give the teacher some idea of the ways learners address their problems. It can also provide an opportunity for the teacher to scaffold, that is, to suggest other ways to address a problem for the learner to try out and/or note patterns of problems or solutions that the learner has.⁴³

Writing a diary can increase the learner's awareness of the strategies he/she uses and enable him/her to consider the appropriateness of the strategies used to address problems. Finally, when shared with a peer or a teacher, a diary can allow the peer or teacher to make suggestions about alternative ways to solve problems or to identify patterns (or problems and/or solutions) the learner may have overlooked or not be fully aware of.⁴⁴

Thus, diaries can help learners become aware of their own learning process if teachers encourage them to (a) identify what problems they have, both

⁴² Joan Rubin, 'Diary Writing As A Process: Simple, Useful, Powerful', *An EFL Journal International*, Volume 10, Number 14, 2003, p. 5.

⁴³ *Ibid*, p. 1.

⁴⁴ *Ibid*.

intellectual and emotional, (b) describe how they address these problems, and (c) consider whether their strategies work for them and (d) state why they work or don't work. Once learners have written their diaries, teachers (or peers) can offer praise (no criticism, please), ask questions about whether the strategies worked and why, and make suggestions about other strategies (solutions) to a learner's problem (s).⁴⁵

Using diaries in language classes is an easy and simple technique—everyone knows what a diary is so it is not hard to learn and to get learners to write one, though they will need the suggestions given above to focus the diary. It is very useful because it helps bring a learner's attention to the learning process, makes them aware of their problems, solutions, and allows them to consider the appropriateness of their solutions. By scaffolding their peers, learners can learn new strategies. And, teachers can become aware of some of their students' problems. It is powerful because it motivates students and allows them to begin to take control of their learning. The more experience learners have with diary writing, the better they become at it and the more reflective they become.⁴⁶

5. The Weakness of Diary

The the students often encountered problem in digging their idea and implementing the [language features](#) of recount text in their writing. So, the students have difficulting in finding a good idea to write. The weakness of diary writing, it makes problem in digging their idea.⁴⁷

The student has the problem in writing is to develop ideas. They do not know how to arrange their ideas in a diary. The students have difficulties and get bored in writing activity as they must spend many times to express their ideas into

⁴⁵ *Ibid.*

⁴⁶ *Ibid.*

⁴⁷ Education, [Writing Diary as an Alternative Technique in Teaching Written Recount Text](#) (Online), 2013, p. 1, URL: [Http:// Writing Diary as an Alternative Technique in Teaching Written Recount Text _ education Blog.htm](Http://Writing%20Diary%20as%20an%20Alternative%20Technique%20in%20Teaching%20Written%20Recount%20Text%20_education%20Blog.htm) (Accessed 2014, March 11).

writing product. The students writing are not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. It makes many errors in vocabulary, grammar, and spelling. Another problem is the students have low motivation and are not interested in doing writing diary since the writing activities are not interesting.⁴⁸

6. The Students' Response of Diary

Based on the finding of the Hanayanti's research, diary writing gives the positive response. It shown that 95,66% students get the best score in writing and 52,2% answered "I like" that related to the students' interested in diary writing.⁴⁹ The writer conclude, the students agree that diary writing is the interesting technique.

E. Qualitative Research

According to Ary, Qualitative research is examine a phenomenon as it is, in rich detail, flexible, evolves during study, uses small samples, and may generate theory.⁵⁰ Woods states qualitative research is concerned with life as it is lived, things as they happen, situations as they are constructed in the day-to-day, moment-to-moment course of events. Qualitative researchers seek lived experiences in real situations. In general, they try not to disturb the scene and to

⁴⁸ Natanael Saragih, Roswita Silalahi, Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*, IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 1, Ver. XII (Feb. 2014), p 56-64.

⁴⁹ Citra Hanayanti, *Writing a Diary as A Strategy to Improve The Tenth Graders' Ability in Writing Recount Texts at SMAN 6 Malang*. Unpublished Thesis. UM University: Malang, 2011. P. 1.

⁵⁰ Donald Ary, Lucy Cheser jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Canada: Wadsworth, 2010, p. 29.

be unobtrusive in their methods. This is in an attempt to ensure that data and analysis will closely reflect what is happening.⁵¹

Given states the nature of inquiry concerning the use of qualitative research methods continues to evolve over time; for example, from positive to critical theory research paradigms. However, the role of qualitative methods comes in the wider discussion of where methods reside within the educational research process. Methods are used to collect data that have been shaped by literature reviews that ultimately address a research problem.⁵²

The qualitative researcher therefore seeks to discover the meanings that participants attach to their behavior, how they interpret situations and what their perspectives are on particular issues. Just as situations can influence perspectives, so people can redefine and construct situations. Research methods have to be sensitive to the perspectives of all participants, and must sample across place and over time as perspectives may vary accordingly. Researchers have to be close to groups, live with them, look out at the world through their eyes, empathies with them, appreciate the inconsistencies, ambiguities and contradictions in their behavior, explore the nature of their interests understand their relationships.⁵³

Qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative researchers, then, are most interested in how humans arrange themselves and their

⁵¹ Peter Woods, *Successful Writing for Qualitative Researchers*, London: Routledge, 1999, p. 2.

⁵² Lisa M. Given, *The SAGE*, p. 240.

⁵³ *Ibid.*

settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles, and so forth.⁵⁴

Mills writes qualitative procedures provide a means of accessing unquantifiable facts about the actual people researchers observe and talk to or people represented by their personal traces (such as letters, photographs, newspaper accounts, diaries, and so on). As a result, qualitative techniques allow researchers to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives. Researchers using qualitative techniques examine how people learn about and make sense of themselves and others.⁵⁵

Wahyuni claims qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person's or group's experience. Some definition about qualitative research express as beneath.⁵⁶ Holloway writes:

Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. A number of different approaches exist within the wider framework of this type of research, but most of these have the same aim: to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behavior, perspectives and experiences of the people they study. The basis of qualitative research lies in the interpretive approach to social reality.⁵⁷

⁵⁴ Bruce L. Berg, *Qualitative Research Methods For The Social Sciences*, Boston: Allyn & Bacon, 2001, p. 7.

⁵⁵ *Ibid.*

⁵⁶ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, Jakarta: Salemba Empat, 2012, p. 1.

⁵⁷ *Ibid.*, p. 2.