

CHAPTER IV

RESULT OF THE STUDY

This chapter presents the research findings result of the study of the implementation of diary writing in teaching writing. The findings are divided into four times. There were in the first which held on Thursday, August 7, 2014. Second which held on Saturday, August 9, 2014. Third which held on Thursday, August 14, 2014. Fourth Thursday, August 16, 2014.

A. The Implementation of Diary Writing in Teaching Writing

To implement diary writing in teaching writing, there were several important procedures to be done, such as familiarize writing a diary to students, designing lesson plan, and setting the learning objectives.

1. Findings of First Meeting

The first meeting was conducted at 08.00-09.30 on Thursday, August 7, 2014 in classroom. The teacher explained about the learning objectives and the component of diary writing that the students apply them in the learning activity. The next activity was the implementation of diary writing in the classroom.

To implement diary writing in teaching writing, for the first, the teacher explained the model of diary writing of learning implemented. Then, the teacher started her teaching activity by explaining the specific instructional objectives to direct the students to achieve the aims of the lesson. All the students paid attention to the explanation given. Then, the teacher gave a model of recount text. Also, the teacher asked the students to analyze 55 t given. The students had to find the topic, the details, and the transition signals used in the passage.

Then, the teacher explained the material of the course, which was about recount text. Before explaining the main material, the teacher explained the steps to write a paragraph. She also explained the characteristics of a good paragraph. A paragraph should consist of the topic sentence and details. A paragraph should also have unity and coherence.

After explaining in detail about recount text, the teacher opened question-answer sessions. Some students asked questions related to the topic and the teacher responded the students' questions. As described below:

T: "Based on my explanation, do you have any questions? Before we did the next step."

S: "I had a question that what is the other example about recount text?" it was according to an experience, so what else?"

T: "some examples of recount text types are: conversations and letters. They had similar with an experience. In thus, they used past tense to explained"

The next step, the teacher asked the students to write a recount text. They were instructed to write the paragraph covering to the topic sentence and details. The teacher did not limited the words would the student make. The topics were free depending on the the students' interests. The teacher taught her students how to write well. She gave inspiration and some examples to get the idea.

At the end of the class, all students had to submit their final product of writing. Then, The teacher told the student to familiarize write a diary, everything what they want. The teacher said to their student "if you want to write, just write". Here, the students should write a diary in home. As described below:

T: "did you know about diary?"

S: "I know".

T: "I had a homework for you all, as usual, you should write a new recount text in a diary. So, you could write a diary everything that you want to write. If you wanted to tell your experience or your friend's experience and also your letter for your friends. Just write it down. You had 7 days in a week. You should wrote your diary 4 times in week. Do you understand?"

S: "could we write it in the a paper?"

T: "yes, of course."

Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learnt, what benefits they obtained from the class. The teacher also asked them if they were happy and enjoyed the lesson or not.

2. Findings of Second Meeting

In second meeting was conducted at 12.10-13.15 on Saturday, August 9, 2014 in classroom. The teacher explained about the learning objectives and the component of diary writing that the students apply them in the learning activity. The next activity was the implementation of diary writing in the classroom.

The teacher asked the students some display questions related to the topic discussed. This was aimed at activating the students' background knowledge on paragraph writing. Having successfully activated their background knowledge and aroused their attention on the topic discussed, then, the teacher star to implement of diary writing in teaching writing.

First, the teacher explained about diary writing. Then, the teacher gave a model of recount text. Then, she asked the students to analyze the text given. The students had to find the topic, the supporting details, and the transition signals used in the text. In the next step, the teacher asked the student to submit their

diary writing. But, there were several students could not write their diary. As described below:

T: "please submitted your diary on my table." Where were your diary? Please submitted!"

S: "I had not enough for 4 times miss." I just wrote it for 2 times." I forgot it."

T: "I would not give you a punishment. I would give you a consequence. Please, write your diary in behind the class and write it clearly and also be quite." It should finish today!" if did not, you should meet our headmaster." T: "yes, miss!."

They were instructed to read the paragraph that they write done. In the meeting, the students were read their diary in front of class and the other students should retell what their friend said. The teacher called their students' name one by one. As describe below:

S: "Hello... my name is RA, I wanted tell my story with you, here they are "every morning I must get up three o'clock because I must cleaning my home everyday. For get up that time, I think difficult for me, because I not yet be used to do it. So, occasionally I am late for get up three o'clock. With you... do you have intruction for me in order not late get up again? If you have maybe you can tell me about your instruction ok!?"

T: "who wants to retell her story? "Because no one wanted to do it, I called a name."

S: "I heard she told about their activity in the morning, Thank you".

T: "the RA's diary still many comfusing. Because she did not use all parts of recount text language features. For example "I am late" it should be "I was late". You should learn more about past tense that used in recount text."

After that, the teacher taught her students how to write well. A teacher had to enable the students to get their ideas. Then she should lead the students in organizing their ideas on any writable form. The teacher discussed about correction given to the students diary. She kept the students to be stay good in the ways creating their writing.

At the end of the class, all students had to submit their diary. Here, the teacher ordered the students to write a diary. She told the students to write 4 times on a week. The teacher asked students to rewrite the text based on the correction.

Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learnt, what benefits they obtained from the class. The teacher also asked them if they were happy and enjoyed the lesson or not.

3. Findings of Third Meeting

The third meeting was conducted at 08.00-09.30 on Thursday, August 14, 2014 in classroom. The teacher explained about the learning objectives and the component of diary writing that the students apply them in the learning activity. The next activity was the implementation of diary writing in the classroom.

After opening the class, the teacher explained about the learning objectives and the essential components of diary writing in teaching writing. First, the teacher gave a model of recount text. The students had to find the topic, the details, and the transition signals used in the passage. Then, the teacher explained of recount text could be applied in diary writing.

Then, the teacher explained the material of the course, which was about recount text. The teacher gave further explanation about the material, the teacher explained it in more detail which more examples. In addition, the teacher also explained the steps to write a paragraph and the characteristics of good paragraph and gave wait time students to ask questions.

The next step, the teacher asked the students to write a recount text. They were instructed to write the paragraph covering to the topic sentence and details. The teacher did not limited the words would the student make. The topics were free depending on the the students' interests.

Fourth, when the students were doing the assignment, the teacher proactively guided them without waiting for the students to raise the questions. Here, the teacher walked around the class more frequently when students were working their assignment. The teacher guided a student who needed the teacher's helps. As described below:

T: "did you have any problem?"

S: "yeah.. I had a problem to get an idea." I could not find it, find a good idea".

T: "you could remember your experience or your friends' experience. It would help you to find idea. Because it was in your mind. Please, remember more."

S: "I had many experiences, but I could not to tell and write it down.. yeah.. I would try again." Thank you miss."ahhh... could I explain about my idol, miss?"

T: "sorry, you could not explain it. Because it was out of topics."

After that, teacher guided writing in the English language as best they can do. If there are words do not know what it means the student can set aside the words and can ask tomorrow in the class. Here, the students could asked the teacher if they have difficulties in the next meeting.

Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learnt, what benefits they obtained from the class. The teacher also asked them if they were happy and enjoyed the lesson or not.

4. Findings Fourth Meeting

In fourth meeting was conducted at 12.10-13.15 on Saturday, August 16, 2014 in classroom. The teacher explained about the learning objectives and the component of diary writing that the students apply them in the learning activity. The next activity was the implementation of diary writing in the classroom.

The teacher asked the students some display questions related to the topic discussed. This was aimed at activating the students' background knowledge on paragraph writing. Having successfully activated their background knowledge and aroused their attention on the topic discussed, then, the teacher started to implement of diary writing in teaching writing. The teacher explained about familiarize diary writing.

First, the teacher gave a model of recount text. Then, she asked the students to analyze the text given. The students had to find the topic, the supporting details, and the transition signals used in the text. In the next step, the teacher asked the student to submit their diary writing. In the meeting, the students were read their diary in front of class. As described below:

S: "It was Sunday. I usually teach at Hidayatul Insan. But it was holiday the teachers went to Palangka Raya to accompany some students for a contest. So I was free yesterday. At about I want to a bank with me wife and son to pay may monthly bill. Then I look a nap. I get up at twelve o'clock then net may lunch after that I look a bath after that I payed Zhuhur."

T: "there were several parts of recount text language features." for the sentence 'it was holiday the teachers went'. But, your diary writing was still Indonesia style. It just Indonesia people could understand. Please, increase your reading habit."

The teacher taught his students how to write well. A teacher had to enable the students to get their ideas. Then she should lead the students in organizing

their ideas on any writable form. She kept the students to be stay good in the ways creating their writing. The teacher discussed about correction given to the students diary. The teacher would help the students to develop their writing.

Absolutely the students wrote 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. Last, teacher always correction their writing diary. For the teacher, she always correction their writing diary and could look over each diary and make suggestions. The teacher also asked students to rewrite the text based on the correction.

At the end of the class, all students had to submit their diary. Then, The teacher told the student to familiarize write a diary, everything what they want. The teacher said to their student “if you want to write, just write”. Here, the students should write a diary in home.

Before closing the class, the teacher made reflection on the learning process, by asking the students what they had learnt, what benefits they obtained from the class. The teacher also asked them if they were happy and enjoyed the lesson or not. As described below:

S: “I really like writing diary because I often write my secret in diary, so by writing diary in using English, not everyone could understand what I write, especially my secret could be maintained.”

S: “I did not like diary writing because I never write in a diary.”

S: “I like diary writing, but I had difficult write a diary using English.”

S: “I like diary writing, but I could not get a good idea to write. It made me difficult to start writing.”

Table 4.

The Result of Observation

	Teacher’s activities	I	II	III	IV
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Phase		yes	No	yes	no	yes	no	Yes	no
Pre-writing activities	• Teacher opens class and praying together.	√		√		√		√	
	• Teacher does the absence.	√		√		√		√	
	• Teacher gives apperception and showing the objectives to the students.	√		√		√		√	
	• Teacher tells to familiarize to write a diary		√	√		√		√	
Whilst writing activities	• Teacher explain about recount text.	√		√		√		√	
	• Teacher give example about the text.	√		√		√		√	
	• Teacher directing students to explore their idea and give another word indicate of the topic.		√	√		√		√	
	• Teacher guides for write	√		√		√		√	
	• Teacher tells the students how to write	√		√		√		√	
	• Teacher discussed about the corrections given to the students diary		√	√			√	√	
Post writing activities	• Teacher collects the students' work	√		√		√		√	
	• The teacher corrected the student's diary		√	√			√	√	
	• The teacher looks over each diary and make suggestions		√	√			√	√	
	• Teacher gives conclusion and feedback about the material	√		√		√		√	
	• The teacher ask student to rewrite the text based on the correction		√	√			√	√	
	• The teacher concludes the material	√		√		√		√	

In the first observation, it was found:

Yes : 9

No : 6

In the second observation, it was found:

Yes : 15

No : -

In the third observation, it was found:

Yes : 11

No : 4

In the fourth observation, it was found:

Yes : 15

No : -

In the second and also fourth observation, it was found that the teacher conducted all of the procedures that should be applied. It can be concluded that in the first and the third observation do not deal with the theory.

Based on the findings above, the implementation of diary writing in teaching writing could be summarized on follow:

1. Pre-writing Activities

To implement the diary writing, The teacher told the student to familiarize write a diary. The teacher also explained the teacher assigned students to select the interesting topics. The teacher ask the students to write down about their experience in each day of a week. The topics were free depending in the students' interets.

2. Whilst-writing Activities

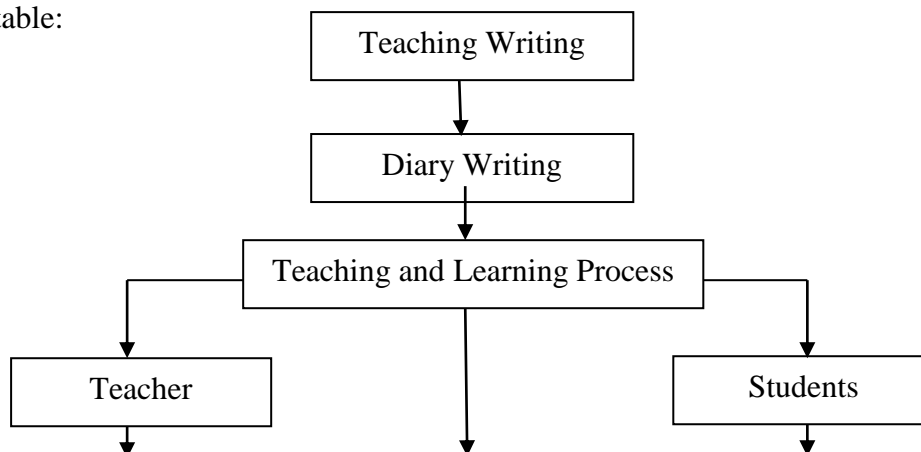
The teacher explained about recount text. The teacher taught her students how to write well. A teacher had to enable the students to get their ideas. Then she should lead the students in organizing their ideas on any writable form. She kept the students to be stay good in the ways creating their writing.

The teacher discussed about the corrections given to the students' diary. The teacher guided writing in the English as best they can do. If there are words do not know what it means the student can set aside the words. Here, the students could asked the teacher if they have difficulties in diary writing.

3. Post-writing Activities

In the last, teacher always correction her students diary writing. For the teacher, she always correction their writing diary and could look over each diary and make suggestions. After several diary writing already checked. The teacher gave back the students' diary and ask students to rewrite the text based on the correction.

The implementation of diary writing in teaching writing was described in the table:



1. Designing the teaching strategy
 - a. Writing a Diary

The teacher told the student to familiarize writing a diary, everything what they want. The teacher said to their student "if you want to write, just write".
 - b. Diary Writing

The implentation of diary writing in teaching writing was the teacher told the student to familiarize write a diary, everything what they want. After that, teacher guided writing in the English language as best they can do. If there are words do not know what it means the student can set aside the words and can ask. The last the teacher corrected their writing diary and could look over each diary and make suggestions. The teacher ask the students to rewrite the text based on the correction
2. Designing the lesson plan and designing intructional objectives.
3. Directing the students to the topic discussed.
 - a. Giving some related questions to the topic discussed.
 - b. Giving wait time to the students to respond the teacher's questions.
4. Managing the class and the students' activities.
5. Implementing Diary Writing
 - a. Directing the students to familiarize to write a diary
 - b. Expalining the procedure of doing assignment

B. The Strengths of Diary Writing in Teaching Writing

The problem of the study stated: “What are the strengths of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya?” Hence, the question looked for an answer about the strengths of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

Based on interview the teacher¹ stated that “the strengths are diary was could help students become accustomed in writing English and it was could help students to express their expression and their idea freely.”

Whereas the students’ opinion about the strengths of diary are vary. The result of interview from the five students when the writer asked about the strengths of diary was follow:²

a. Name : SV

*“Kelebihan diary kita bisa bebas mengungkapkan apa yang kita rasakan saat menulis diary”*³

Based on SV opinion, the strength of diary was could help to express our feeling when we wrote diary freely.

b. Name : IH

¹ Mrs. Susi Wulandari, *Personal Interview*, teacher’s room, at 09.45 a.m on September 1, 2014.

² Students, *Personal Interview*, classroom, at 09.30 a.m, on August 30, 2014.

³ Seteviana, *Personal Interview*, classroom, at 09.35 a.m, on August 30, 2014.

“kelebihannya dapat membiasakan menulis dan dapat melatih menyusun kata sekaligus dapat menghafal arti katanya”⁴

IH said that there was the strength of diary. It was could accostumed in writing and could arrange of words also memorized the meaning.

c. Name : RA

“kelebihan diary dapat membantu belajar dalam menyusun kata”⁵

RA said that there was the strength of diary. It was could help to arrange of words.

d. Name : MH

“kelebihan diary dapat membantu dalam meningkatkan kemampuan menulis”⁶

MH said that there was the strength of diary. It was could improve writing ability.

e. Name : AH

“kelebihannya untuk saya sendiri saya banyak berlatih menulis dan menjadi terbiasa menulis”⁷

Based on AH opinion, the strength of diary was could help practice and become accostumed in writing English.

In fact there were many similarities of opinion between the teacher and the students. The teacher and the students agree that diary help a lot in learn writing. They agree that diary could help to increase writing ability and could become accostumed in writing English. The opinion often appears from the teacher and the students that diary writing was could help to become accostumed in writing English. The result of interview taken from the teacher and five students.

Based on observation, the strength of diary writing is mostly female students liked it very much like writing a diary. They said that they often write in a secret diary, so by writing diary in using English, not everyone can understand what they write, especially the secret that they write can be maintained.

In short, the strengths of diary writing in teaching writing were; (1) helping the students improve writing ability, (2) helping the students accostumed

⁴ Ika Herpiana, *Personal Interview*, classroom, at 09.37 a.m , on August 30, 2014.

⁵ Rabiyyatul Adawiyah, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

⁶ Muhaimin, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

⁷ Ari Hidayat, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

in writing, (3) helping the students express their idea freely, (4) helping the students learn to memorize and arrange the words, (5) helping the students more practice in writing.

C. The Weaknesses of Diary Writing in Teaching Writing

The problem of the study stated: “What are the weaknesses of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya?” Hence, the question looked for an answer about the weaknesses of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

Based on interview, the teacher⁸ stated that “the weaknesses of diary writing are it was make students difficulties in selecting the words. In other hand the students had difficulties to start writing their ideas.”

Whereas the students’ opinion about the weaknesses of diary are vary. The result of interview from the five students when the writer asked about the weaknesses of diary was follow:⁹

a. Name: SV

“kelemahan dari menulis diary itu menurut saya terlalu sulit, karena untuk saya sendiri masih belum banyak menguasai kosa kata bahasa Inggris”¹⁰

SV said that the weakness of diary writing was so difficult, because I did not know more about vocabulary.

b. Name: IH

“sulit, cara menyusun katanya belum bisa.”¹¹

IH said that the weakness of diary. It was difficult, because could not arrange the words.

⁸ Mrs. Susi Wulandari, *Personal Interview*, teacher’s room, at 09.45 a.m, on September 1, 2014.

⁹ Students, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

¹⁰ Seteviana, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

¹¹ Ika Herpiana, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

- c. Name: RA
*"sebenarnya tidak sulit, tapi sering kebingungan mau menulis apa."*¹²
 Based on RA opinion, the weakness actually it was not difficult. But, confused to start writing the idea.
- d. Name: MH
*"bingung mencari ide."*¹³
 IH said that the weakness of diary, was confused to get idea.
- e. Name: AH
*"kesulitan memilih kata dan kesulitan menuangkan ide yang bagus"*¹⁴
 AH said that the weakness of diary, it was difficult to selecting the words and was difficult to get a good idea.

Between the teacher opinion and the students opinion are many matches. Most of the teacher and the students said that the weaknesses of diary writing are it was make students difficulties in selecting the words and was difficult to get a good idea to write. In other words, diary writing that had difficulties. The result of interview taken from the teacher and five students.

Based on observation, the weakness of diary writing was when teachers ordered to write a diary, there were still many students who forgot to write a diary when they were enjoined to write a diary for 4 times a week. Teacher was to provide relief to the students to write a diary only 4 times a week, because according to her, if the students were ordered to write a diary in full every day of the week, they would certainly feel tired and bored. Thus, the weakness of diary writing it was the absence of time students to write every day and write a diary for some students was boring.

Indeed, the weaknesses of diary writing in teaching writing were; (1) difficult to selecting the words, (2) difficult to get a good idea, (3) difficult to arrange the words.

¹² Rabiyyatul Adawiyah, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

¹³ Muhaimin, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

¹⁴ Ari Hidayat, *Personal Interview*, classroom, at 09.40 a.m, on August 30, 2014.

D. The Students' Responses in The Implementation of Diary Writing

The problem of the study stated: "How is the students' response in the implementation of diary writing in teaching writing at eleventh-grade students of MA Hidayatul Insan Palangka Raya?" Hence, the question looked for an answer about the students' response in the implementation of diary writing in teaching writing at eleventh-grade students of MA Hidayatul Insan Palangka Raya.

Based on the result of questionnaires, when the writer gave the students a questionnaire. The students had various answers. For the statement number 1 "I am happy to learn writing using diary writing". There were 3 (13.63%) students answered to strongly agree, 17 (77.27%) students answered agree, 1 (4.54%) student answered disagree and 1 (4.54%) student strongly disagree. There were 90.09% students answered agree and 9.08% answered disagree. In other hand, the students' response about the implementation of diary writing in teaching writing were agree.

The statement number 2 "Diary writing can help improving the writing ability". There were 8 (36.36%) students answered strongly agree, 13 (59.09%) students answered agree, 1 (4.54%) student answered disagree and there was no student answered strongly disagree. There were 95.45% students answered agree and 4.54% answered disagree. In thus, the students' response about diary writing can help improving the writing ability were good. They were agree that diary writing could help their writing ability. Because they could write everything that they want and everything that they think. So, it could be a habit.

The statement number 3 “Learning writing use diary writing is easy to understand”. There were 5 (27.72%) students answered strongly agree, 7 (31.81%) students answered agree, 10 (45.45%) students answered disagree and there was no student answered strongly disagree. There were 59.53% students answered agree and 45.45% answered disagree. In other hand, students felt easy to understand how to write a diary.

The statement number 4 “Diary writing is a good technique for learning writing”. There were 5 (27.72%) students answered strongly agree, 13 (59.09%) students answered agree, 3 (13.63%) students answered disagree and 1 (4.54%) student answered strongly disagree. There were 86.81% students answered agree and 18.17% answered disagree. In thus, many students though that diary writing was a good technique for learning writing.

The statement number 5 “Diary writing make more practicing in writing”. There were 8 (36.36%) students answered strongly agree, 11 (50%) students answered agree, 1 (4.54%) student answered disagree and strongly disagree. There were 86.36% students answered agree and 9.08% answered disagree. In other hand, the students were very enthusiast to write a diary. It could help improve their practicing in writing.

To conclude, the students’ response in the implementation of diary writing in teaching writing gave positive responses (1) felt happy to learn writing using diary writing (90.09%), (2) agree that diary writing can help improving their writing ability (95.45%), (3) agree that learning writing using diary writing is easy to understand (59.53%), (4) agree that diary writing is a good technique for

learning writing (86.81%), (5) agree that diary writing make more practicing in writing (86.36%).