

CHAPTER V

DISCUSSION

This chapter presents the discussion of the research findings presented in chapter IV covering (1) the implementation of diary writing in teaching writing, (2) the strengths of diary writing in teaching writing, (3) the weaknesses of diary writing in teaching writing, (4) the students' response in the implementation of diary writing in teaching writing.

A. Important Activities in Teaching Writing Using Diary Writing

Before the implementation of diary writing, there were several procedures to be done, such as familiarize writing a diary to students, designing lesson plan, and designing the learning objectives.

Familiarize writing a diary to students was an important thing that the teacher should explained before ordered an assignment to the students. 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".

Designing lesson plan was an essential thing that the teacher should undertaken before conducting the teaching and learning activities. Designing the learning objectives was a statement of the intended learning outcomes. It described what the students would be able to do when an instruction has been completed.

In the line with this, Harrison states:

Effective lesson design is approached with the learner in mind and with clearly identified goals.¹

Therefore, before conducting a teaching and learning activity, the teacher had to design the instructional objective. It would guide her to achieve the expected result from her teaching plan. The learning objectives provided the framework for teachers as they guided the students to the topic they were teaching.

In the line with this, Teacher and Educational Development state:

A learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes *learners* should be able to exhibit following instruction.²

B. The Implementation of Diary Writing in Teaching Writing

Based on the findings presented in chapter IV, it was identified that the appropriate of the implementation of diary writing in teaching writing including prewriting, whilst writing and post writing.

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.

In the pre-writing activities, one of Kurushi theory was support that the first step is actually teacher can tell the student to familiarize write a diary,

¹Chapter II, p. 30.

² Chapter II, p. 31.

everything what they want. The teacher say to their student “if you want to write, just write”. Here, the writer just found that the teacher told her students to write a diary everything what they want. The teacher explained how to write diary and what they must to write. It was found that the teacher conducted this procedures that in the second until fourth observation. In the first observation do not deal with the theory stated because in the first observation, the teacher did it in the post writing acitivies.

In line with this, Kurushi stated:

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. 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, students are allowed to open the dictionary, but are not obligated to open dictionary too often. Because the teacher will accustom and too often open their dictionary is not very well and can be bad. In every section, learners must deposit their writing and the teacher will evaluate.³

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

³ Chapter II, p. 31.

do not know what it means the student can set aside the words. Here, the students could ask the teacher if they have difficulties in diary writing.

In the whilst-writing activities, two of Kristanti theories support this. The first theory is the teacher can explain about recount text. Before the students write their diary, the teacher explained about recount text. It was support to the students assignment in writing. The writer just found that the teacher explained about recount text. It was found that the teacher conducted this procedures that in the first until fourth observation.

The writer found second theory of Kristanti theory that the teacher discussed about the corrections given to the students' diary. In this activity, the teacher asked the students to read their diary in front of the class and retell it. It could be the teacher correction the students diary. It was found that the teacher conducted procedures that in the second and fourth observation. In the first and the third observation do not deal with the theory stated because in these observation, the teacher focused on explained about recount text.

In line with this, kristanti stated:

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.⁴

Then, it was support Susilo theory that the teacher taught her students how to write well. A teacher had to enable the students to get their ideas. The teacher 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 writer found that the teacher guided her students how to write well. The teacher walked around in the class and looked to students diary writing. She also lead her students to get a good idea to write. It was found that the teacher conducted this procedures that in the first until fourth observation.

In line with this, Susilo stated:

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.⁵

In this step, one of Kurushi theory was support too. The writer found 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. It was found that the teacher conducted procedures that in the first until fourth observation.

In line with this, Kurushi stated:

⁴ Chapter II, p. 32.

⁵ Chapter II, p. 33.

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. 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, students are allowed to open the dictionary, but are not obligated to open dictionary too often. Because the teacher will accustom and too often open their dictionary is not very well and can be bad. In every section, learners must deposit their writing and the teacher will evaluate.⁶

3. Post-writing Activities

In the last, teacher always correction their writing diary. The teacher could look over each diary and give suggestions.

After several diary assignments are in, students can be asked to look through them and see what their own patterns of problems are and what their strategies for solving them are. Then, The teacher can look over the diaries and see what patterns of problems and solutions individual students have and make suggestions. Here, the teacher should give suggestion and checked her students’ diary. Also, the teacher should give a problem solving and ask students to rewrite the text based on the correction.

In the post-writing activities, it was support Rubin theory that the teacher could look over each diary and give suggestions. The writer found the students submitted their diary and then the teacher corrected the students diary and also gave some suggestions in the diary. It was found that the teacher conducted procedures that in the second and fourth observation. In the first and the third

⁶ Chapter II, p. 31.

observation do not deal with the theory stated because in these observation, the teacher was ordered the assignment for the students.

In line with this, Rubin states:

(1)The teacher can look over each diary and make suggestions. (2) 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 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. (3) 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. (4) The teacher can look over the diaries and see what patterns of problems and solutions individual learners have and make suggestions.⁷

One of the theory of Kristanti also support this. The teacher asked students to rewrite the text based on the correction. The teacher had already corrected the students diary. In this section, the teacher asked the students to rewrite or revise their diary based on the the teacher's correction. It was found that the teacher conducted procedures that in the second and fourth observation. In the first and the third observation do not deal with the theory stated because in these observation, the teacher was ordered the assignment for the students.

In line with this, kristanti stated:

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

⁷ Chapter II, p. 34.

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.⁸

C. The Strengths of Diary Writing in Teaching Writing

The strengths of diary writing in teaching writing were; (1) helping the students improve writing ability, (2) helping the students accustomed 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.

In fact there were many similarities of opinion between the teacher and the students. The teacher and the students agree that diary writing can help students express their idea freely and helping the students to improve their writing ability. Rubin theory was support this opinion that diary can help students in build thier idea to write.

In line with this, Rubin stated:

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.⁹

⁸ Chapter II, p. 32.

⁹ Chapter II, p. 34.

Based on the result of research, the writer found two strengths of diary writing that according to the teacher and the students said. They are helping the students improve writing ability and helping the students express their idea freely. Both of them were also mentioned in Rubin's opinion.

D. The Weaknesses of Diary Writing in Teaching Writing

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. Education theory was support of this finding. The writer found there was a contrast of data finding with the theory. The teacher and the students agree that diary writing gives students difficulting to get a good idea.

In line with this:

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.¹⁰

Based on the result of research, the writer found one weakness of diary writing that according to the teacher and the students said. The students have difficult to get a good idea. It was also mentioned in education's and Natanael Saragih, Roswita Silalahi, Hilman Pardede's opinion.

E. The Students' Response in The Implementation of Diary Writing in Teaching Writing

There gave positive responses from the students when the diary writing was implemented. They were (1) felt happy to learn writing using diary writing (90.09%), (2) agree that diary writing can help improving their writing ability

¹⁰ Chapter II, p. 35.

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

Hanayanti theory was support with this finding. The writer found the positive response from the students about the implementing of diary writing in teaching writing. It deals with the theory that shown to the students get the best score in writing.

In line with this:

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.¹¹ The writer conclude, the students agree that diary writing is the interesting technique.

Based on the result of research, the writer found the similarities of the student's response in the implementation of diary writing in teaching writing, according to the result of questionnaires. Many students answered "like" that related to the students' interested in diary writing. It was also mentioned in Hanayanti's opinion.

¹¹ Chapter II, p. 36.