THE USE OF DIARY WRITING IN LEARNING VOCABULARY AT THE EIGHT GRADE OF SMP "PLUS" DARUS SHOLAH JEMBER

THESIS

Submitted in partial fulfillment of the requirement for the degree of SarjanaPendidikan (S.Pd) in Teaching English



By RosyidaHardiwatiningsih NIM D95214095

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA
2019

PERNYATAAN KEASLIAN PENULISAN

: Rosyida Hardiwatiningsih

Saya yang bertanda tangan dibawah ini:

NIM : D95214095

Jurusan / Program Studi : Pendidikan Bahasa / PBI

Fakultas : FTK

Nama

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> Surabaya, 10 Juli 2019 Yang membuat pernyataan

Rosyida Hardiwatiningsih

NIM.D95214095

ADVISOR APPROVAL SHEET

This thesis by Rosyida Hardiwatiningsth entitled "The Use of Diary Writing in Learning vocabulary at the Eighth Grade of SMP Darus Sholak Jember" has been approved by thesis advisors for further approval by the Board Examiner.

Surabaya, 10 June 2019

Advisor I.

Hilds Izzat/Madlid, M.A NIP. 198602102011012012

Addisor II.

Rukhmawati, M. Pd. NIP. 197803172009122002

EXAMINOR APPROVAL SHEET

This thesis by Rosyida Hardiwatiningsih entitled "The Use of Diary Wriding in Learning vocabulary at the Eighth Grade of SMP Daries Sholah Jember" ims been approved by thesis advisors for further approval by the Board

Examiner.

ear of Faculty of Edifortion and Teacher Training.

To M. Al Mesud, M. Ag M.Pd

Examiner I.

Firiah, Ph. D

NIP. 197610042009122001

Examiner II,

RizkaSafrivani, M.Pd. NIP, 198409142009122005

Examiner III,

Hilds Izzati Madiid, M.A. NIP. 198692 902011012012

Examiner (V

H. MokhamadSvaifudinM,Ed, Ph.D NIP. 197310131997031002



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uimsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Nama	: ROSYIDA HARDIWATININGSIH
NIM	D95214095
Fakultas/June	san : FTK / PENDIDIKAN BAHASA
E-mail address	8 : Rosyidahardiwatiningsih@gmail.com
UIN Sunan A: BZ Sekripsi yang berjudul	nbangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaa mpel Surabaya, Hak Bebus Royalti Non-Eksidusif utas karya ilmaah: Tesis Deserma Lain-lain (
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Denikisa pen	ayataan iiii yang saya baat dengan sebenamya.
	Street, 10 t. J. 2010

(Rosyida Hardiwatiningsih)

ABSTRACT

Hardiwatiningsih, Rosyida. 2019. The Use of Diary Writing in Learning Vocabulary at the Eighht Grade of SMP "Plus" Darus Sholah Jember. Α thesis. English Teacher Education Department, Faculty Education and Teacher Training, Universitas Islam Negeri Surabaya. Advisor: Hilda Izzati Madjid, M. A. and Rakhmawati, M. Pd.

Keywords: Diary Writing, Writing Skill, Vocabulary, Challenges

In learning English, writing is one of productive skill. The example of students' activity in writing is writing diary. By writing diary, students can express their feeling and story without worry about grammar, spelling, style and organization. This research used qualitative method which used descriptive qualitative to analyze the students' use of diary writing in learning vocabulary. The researcher observed the students during writing diary and learning vocabulary to describe the way of students during using diary in learning vocabulary. This research focused on the students' use of diary writing in learning vocabulary and find out the students' challenges during they write diary in learning vocabulary. This research was conducted on eighth grade unggulan at SMP "Plus" Darus Sholah Jember the academic year 2018 – 2019. The researcher found that the students use their diary in learning vocabulary. The students can learn vocabulary by listening the teacher's explanation, reading the example of diary, using any sources and tools during translating their diary and noting the difficult vocabulary from their diary. The researcher also found the students' challenges during they write diary and learn vocabulary such as in determine topic and content, and choose the correct vocabulary toward their diary. The student also showed that they sometime lazy, bored and confused about vocabulary.

ABSTRAK

Hardiwatiningsih,Rosyida. 2019. Penggunaan Penulisan Diari didalam Pembelajaran Kosakata pada Kelas Delapan SMP "Plus" Darus Sholah, Jember.Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya.

Dosen Pembimbing: Hilda Izzati Madjid, M. A. dan Rakhmawati, M.Pd.

Kata Kunci: Penulisan Diari, Keahlian Menulis, Kosakata, Tantangan.

Didalam Pembelajaran Bahasa Inggris, menulis adalah suatu keahlian yang produktif. Contoh aktivitas siswa dalam kepenulisan adalah menulis diari. Dengan menulis diari, siswa dapat mengekspresikan perasaan dan ceritanya tanpa rasa khawatir terhadap grammar, ejaan, gaya dan organisasi kepenulisan. Penelitian ini menggunakan metode kualitatif dengan tehnik kualitatif deskripsi untuk menganalisis penggunaan penulisan diari oleh siswa didalam pembelajaran kosakata. Peneliti mengobservasi siswa selama menggunakan diari didalam pembelajaran kosakata. Penelitian ini fokus pada penggunaan penulisan diari siswa didalam pembelajaran kosakata dan menemukan tantangan siswa selama mereka menulis diari. Penelitian ini dilakukan dikelas delapan unggulan SMP "Plus" Darus Sholah, Jember tahun akademik 2018 - 2019. Peneliti menemukan bahwa siswa dapat mempelajari kosakata yakni dengan mendengarkan penjelasan dari guru, membaca contoh diari, menggunakan sumber dan alat untuk menerjemahkan diari mereka dan dengan kegiatan mencatat kosakata yang sulit dari diari mereka. Peneliti juga menemukan tantangan siswa selama menulis diari dalam pembelajaran kosakata seperti penentuan topik dan isi dan memilih kosakata yang tepat untuk diari mereka. Siswa juga menunjukkan bahwa terkadang mereka merasa malas, bosan dan bingung tentang kosakata.

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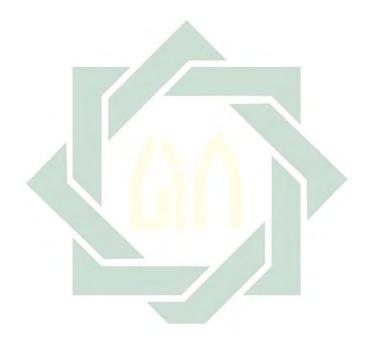


LIST OF ABBREVIATION

1. EFL : English Foreign Language

2. Etc : Et cetera

SMP : Sekolah Menengah Pertama
 UIN : Universitas Islam Negeri



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, problem, objectives of the study, the significance of the study, the scope and limitation of the research and definition key terms.

A. Background of the Study

Writing is a complex skill to learn and to teach. By the writing, students can express their idea and enrich their vocabulary. It develops the students' knowledge about text, context and reader. According to Langan, writing can be used as mean of communication. Therefore, the students must be introduced to the importance of writing during mastery English. In other hand, students use some methods to help them know and to understand their writing such to generate their ideas, choose and organize these ideas, write and revise them and also format them for publication.

In fact, in writing process, students still find many difficulties of writing. They often get bad score in their exercise. Sometimes, they feel confuse to get idea and to understand the content because of the limited vocabulary that they have. Then, the teacher tries to help solving their problem with some activities. According to H. Douglas Brown, there are genres of writing activity that can master the English writing of students. They are academic writing

¹ J. Langan, *College Writing Skills with Readings (6thed.)* (New York: McGraw-Hill, Inc., 2005)

²Garth Sundem, *Improving Student Writing Skills*.(USA: Shell Education, 2006)

(for example: paper, article, thesis, etc.), job related writing (for example: message, email, schedule, advertisement, memos, report, etc.) and personal writing (for example: diaries, questionnaire, etc.) ³ One of activity that can help students' writing is personal writing or we can call as diary writing.

Diary writing is an activity that asks some students to write sentences freely without any worried about grammar. This technique is the traditional technique that teacher and students use during writing process. Diary writing also defines as a kind of handwritten activity that arranged by date for the expression of personal feelings, thoughts and experiences on daily basis and it is not intended for publication.⁴ By writing diary, students can enrich, recall and also more understand with their vocabulary in their English writing.

Vocabulary is important for the students to master their ability such as in writing ability. Without vocabulary, the students can't make any sentences to write, to read, to listen and to speak. In fact, the students have limited vocabularies during learn and mastery English in the class. There are two kinds of vocabularies that help students master their ability. They are receptive vocabulary or passive vocabulary that helps student to get and understand vocabulary from listening or reading activity. The other one is productive vocabulary or active vocabulary that helps the students to use and understand vocabulary during writing and speaking activity. In learning vocabulary toward writing process, there are also several aspects that must student get to solve their problem in writing. They are

³ H. Douglas Brown, Language Assessment Principle and Classroom Practice, (New York: Pearson Education, 2004).

⁴ A. Johnson, "Modern English Teacher". *Journal Writing for Audience*. 2002, 46-50.

vocabulary diversity, content vocabulary, and academic vocabulary. Vocabulary diversity refers to the most common word that students used during writing diary. Content vocabulary refers to the means of each word that students used. When the students write their diary, they should know the content of vocabulary that they used. So, they will not misuse the vocabulary of the sentence they made. The other one is academic vocabulary, is refers to vocabulary in academic context that students use in their diary. This kind of vocabulary often use in formal writing.

Learning vocabulary can be defined as the activity that students do to master their vocabulary. In learning vocabulary, students usually use the vocabulary and recall their vocabulary that they have before. Students sometime use vocabulary from their finding toward dictionary without knows how to use and to understand it. The students need to learn vocabulary in their learning process. Learning vocabulary can help the students to master their skill such as writing skill, which need more vocabulary to practice well. Here, learning vocabulary that students do by writing English diary. It will start from when they don't know about what the vocabulary that they want to write, then they decide to find the vocabulary in some sources and make it understand easily, until when they choose the vocabulary during practice and finish their diary writing.

Based on the preliminary research, the researcher has found the phenomenon in SMP "Plus" Darus Sholah Jember. In grade 8th unggulan, the students write diary as their task. Some reasons why the researcher chooses this school to conduct this research, include the students can express their writing during writing diary freely without any worried about grammar and organization. This school is a school with a boarding school environment; there is any Islamic style in teaching and learning process. This school also applies the writing habit such as Indonesian diary for the students as long as stay in boarding school environment. They feel free to do or not. But here, the research has found the students problem in learning English. They feel so difficult do their English exercise,

caused of their limited vocabulary. This most happen to the students (men) in grade 8th unggulan of SMP Darus Sholah.

So, in this research, the researcher wants to analyze and describe how the students' use diary writing in their learning vocabulary at SMP "Plus" Darus Sholah Jember. Here, the researcher involves in observing the students' activities and analyzing the content of students' diary writing result during observation. They are used to know how the students use their diary in learning their vocabulary. Next, the researcher also wants to find the students' challenge during writing English diary. For finding the students' challenges, the researcher involves interview activity towards all of students. In this research, the researcher focuses to involve the eighth grade in unggulan class of SMP "Plus" Darus Sholah.

There are many similar researches that find by researcher but with different focus or variable. They are the research from Ihda Muflih Saifullah with the title "The Use of Diary Writing to Improve the Students' Writing Skill in Recount Text", the research from Atena Haghnavaz Bazir with the title "The Role of Writing Diary in a Classroom", that discuss about writing improving and the role of diary writing. the other one is the research from Mofareh Alqahtani with title "The Importance of Vocabulary in Language Learning and How to be Taught", that discuss about the importance of vocabulary.

Based on the explanation background above, the writer emphasizes the study in the use of diary writing by asking the students to write English diary for two meetings. The researcher will conduct this research to investigate

⁵Ihda Muflih Saifullah, Thesis: "The use of diary writing to improve the students' writing skill in recount text" (Salatiga: Institute Islamic state of Salatiga, 2017).

⁶Atena Haghnavaz Bazir, "The role of writing diary in a classroom". *JIEB*, vol 4, 2016.

⁷Mofareh Alqahtani, "The importance of vocabulary in language learning and how to be taught". *International Journal of Teaching and Education*, vol 3, 2015.

how the students' use of diary writing in learning vocabulary for the students and to find out the students challenges that they feel during writing diary. This research also focuses on the 8th grade students in *Unggulan* class of SMP "Plus" Darus Sholah Jember. In short, the researcher searches about the use of diary writing in learning vocabulary and also the students' challenges during writing English diary in learning vocabulary.

B. Research Question

Based on the background above, the research will be formulated as these following questions:

- How do the students use English diary writing in learning vocabulary at 8th grade of SMP Plus Darus Sholah?
- 2. What are students' challenges in writing English diary toward their learning vocabulary?

C. Objective of the Study

Based on the problem of the study above, the objectives of the research are to describe the use of English diary writing in 8th grade students' learning vocabulary and also to find out the students' challenges during writing English diary in their learning vocabulary for students of 8th grade.

D. Significance of the Study

The researcher expects that the result of this research can be shared to give advantage and contribution for students, teachers or school, the reader and the further researcher in education. Here, the significances of the study are written to respond the phenomenon of the research. This also shows how importance this research must do toward the students of 8th grade unggulan of SMP "plus" Darus Sholah.

For the English teacher, this research is expected to be able to help her to find the enjoyable way in teaching learning strategies especially during writing activity and teaching vocabulary by using diary writing. Moreover, this study can enrich the teachers' knowledge to develop learning process by using this technique. In contrast, for the students of 8th grade *unggulan* of SMP Plus Darus Sholah,

this research is expected to help them to find the simple technique in learning vocabulary at the writing practice. This also can help them to increase their writing habit in their daily routine.

For the reader, this research is expected to be able to give information to the reader about the use diary writing in learning vocabulary. This also gives information about the students' challenge during implement diary writing activity. There are students' challenges might happen to the students in this research. In other side, for the future researcher, this research is expected to be able to give a reference for other researchers who are interested in doing a further researcher related to diary writing and vocabulary learning. This study can be reference to conduct another study and motivate them to make something new from this research.

E. Scope and Limitation

The scope of this research is the students' writing activity during using English diary that only focus on their diary result and vocabulary learning. This include of the way students use English diary writing and the students' challenge during writing English diary in learning vocabulary.

The limitation of the research is the students who write English diary writing and get difficulties of writing because of limited vocabulary during write it in English lesson and daily routine. Then, the students' learning vocabulary is included.

F. Definition of Key Terms

1. Diary Writing

Diary writing is defined as the students' personal story in daily routine about the students' feeling, past experience, plan, or some important note in English and written form. Diary writing is a record of the author's (students) life experience and is quite their privacy.⁸ In this

⁸ Steinitz, Rebecca. "writing diaries, reading diaries: the mechanics of memory" Department of English, University of California, USA. 2009.p.44

research, diary writing is the students' product of free writing. Diary writing is a technique that helps the students to enhance their vocabulary during writing practice.

2. Learning Vocabulary

Laurie stated that vocabulary is about words where they came from, how to change, how they relate to each other and how we use them to view the world. In this research, learning vocabulary is depends as the ability of students to find, use, recall, understand vocabulary. It's mean that having good vocabulary in learning practice, the students are not only supposed to be able find, use, and recall their vocabulary and know the vocabulary's meaning, but also be able to understand how to use those words correctly.

⁹ Laurie Bauries, *Vocabulary* (London: Rout Ledge, 1988), viii.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses some theories which related with this research. Such as writing skill is consist of writing performance, process of writing, diary writing, rules of diary writing, implementation of diary writing, students' challenges in writing diary. For the vocabulary aspect, this chapter discusses about the nature of vocabulary, learning vocabulary, importance of learning vocabulary, and learning vocabulary in writing activity. This chapter also shows the previous studies.

A. Writing Skill

1. Definition

Writing is a progressive activity. ¹⁰ In learning process, writing is a kind of productive activity that asks the students use their ability. Need skill and creativity to fluent and mastery English writing. It may starts from the easier writing as like writing a sentence, writing a note, writing their personal story (diary). It used to the students fluent their writing freely. They also express, motivate and evaluate them self by their writing in many times of one day. In writing activity, the students need to remember many of vocabulary that they have to write freely such as diary writing. So in this research, the researcher uses one of strategies of writing. The researcher uses diary writing in learning vocabulary and find out their challenges during using it.

2. Writing Performance

The teacher always gives the task for the students to measure how understand them about material that they have discussed before. It can be some written or oral task according the ability or skill that teacher wants to test. According to Penny Ur,

¹⁰Alice Oshima, *Introduction Academic Writing*, (New York: Addison Wesley Longman, 1997), 2.

there are many tasks for evaluating the students writing:11

Book report a)

It can be a fairly routine, exercise which usually done in order to check that students have read a book. Some preliminary guidance sometimes needed on content organization. In this kind for evaluation, the students must to note any book that they have read. It is used to train their reading habit, but still with note that activity in written form.

Book review b)

This kind of writing needs some preliminary guidance, but is more purposeful, audienceoriented and interesting to do. There are some points in rewriting and polishing the reviews for publishing within the class such like a class notice board. In this evaluation, the students will write what activity that they have done before. It is not like a writing their past experience, but they write this book for the review. For example after listen the music, the students will describe by writing the plot or the atmosphere of music as the background. In this evaluation students may make some diagram or chat to describe the content of presentation.

Instruction sheet c)

Students usually find this interesting to do. It can be the students to give advice on the layout of instructions. For example, there is a students who like reading. In instruction sheet, the students may put the advice of time to enjoy their reading or advice of kind of book that they will read.

11 Penny Ur, A Course in Teaching Language (UK: Cambridge University Press, 1991), 164-166.

d) Narrative

Narrative writing can be a fairly interesting task that can be adapted for the most levels. It depends on the preparation of suitable pictures, perhaps cut from the magazine. Here, the students will tell the picture in writing form. The picture that they will tell is usually about fairy tale. So the students tell that picture in narrative form.

e) Personal story

On the whole students are motivated to write (and read) about personal experience, also each can write at his or her level proficiency. Personal story also one of writing performance that motivate the writer such the students to write freely about their past experience, their plan, or their important note. It depends on the writer needs as long as use personal story or can be called as diary.

f) Describing a view

In this task, students can be asked to recall and describe a view they are familiar with. In the students' activity, they will describe and imagine the view that they like. Then, they write in writing form with their own word. It is used to measure how well they can know and describe their familiar view.

g) Describing someone

This task is easy to do, and straight forward to present. It can be interesting both to write and read. In this task, the students will describe someone who stays around them. For example describe their classmate.

h) Describing people

Describing people task is different with the task before. This task can be stimulus to the imagination for the students. It because students will describe by using more preparation included. For example, the

students can describe their idol or someone special. They can start writing the characteristics and all about it.

i) Answering a letter

This task is usually a highly motivating task, fairly advance, with a clear audience and purpose. The students will write letter of complaint, and later each other's letter. Some pre-teaching of conventional letter formalities and layout in the target language is necessary.

j) Job application

Some conventions about letters like this will need to be taught, and perhaps some details about the exact job being applied for. Job application task is introduced to the students, so when they want to join in some companies, they have known how to write job application in right way.

k) Propose change

This task is can be advance writing that involving the organized and convincing presentation of an argument. The teacher can read a similar piece of writing with the students to supply model.

l) News report

This is clear 'model imitation' writing, which is perhaps useful, but not very interesting to do. It may be interesting with the content of the report or genuine local event. In preparation, teacher needs to draw the students' attention to the typical features of this genre of written discourse.

m) Ideal school

A task which is interesting and relevant for school children, it include with some preliminary brainstorming of the kinds of the topics they may wish include. So in this task, the students will write the ideal school based on their perception and imagination. Then

they can tell their imagination of ideal school in descriptive form.

n) Describing process

A more sophisticated task, requiring precise and orderly representation of fact: suitable particularly for learners in science or technology. Here, the students also can describe the process of something do. Usually, this writing task is written in procedure text. So, the students can describe the process and something related with.

o) Film music

This task is a stimulating, fun task for imaginative the students. But, it may take time to select and prepare a suitable piece of music. This task usually is applied in fill the blank lyrics. The first, the students will listen the music or film in many times, and then they fill in the blank with the suitable transcription. This task also applies to describe the film that they have watched.

In this case, the teacher should give many attentions according to students understanding towards many types of writing performance. It used for the students to choose and to organize the idea into the correct written task.

For this research, the researcher uses one type of writing performances. That is personal story or as called diary. By using diary, the students are not only able to write their past experience, they also may write about their feeling about something, plan some activities in future and they can put their important note freely, without any specific grammatical structure. That technique makes the students feel comfort with their own writing result, although, they will get little correction from their teacher as their feedback in learning evaluation.

3. Process of Writing

In improving writing skill, teacher and students should know and understand with the writing process. It used to know their ability in step by step. There are many steps in processing writing for the students:¹²

a) Pre-writing

In pre-writing process, the students should choose the topic for the writing that they want talking about. If not, the teacher can help the students to choose their own topic. Then, the students should gather ideas according the topic that they create before. They will think what they will write about their own topic.

After this, the students can organize them into many paragraphs. Decide which of the ideas they want to use and choose them to talk about the first, which to talk about next, and which to talk the last. It used to make their writing specific. So they can focus and make easy to write the paragraph.

b) Drafting

In this step, students should build their creativity to develop their writing. They can use any notes or references for developing their ideas and organization. For the other ways they can start to write with the list of the ideas that they may make before. In this research, some of students write their diary and learn their vocabulary by translating at their Indonesian diary that they have made in prewriting process into English form. The other students more choose to use their diary in learning vocabulary by writing English diary directly.

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¹² Garth Sundem,M.M, *Improving Students Writing Skills* (USA: Shell Education, 2006)

c) Reviewing and revising

After the students do some steps in drafting and finish make some paragraph in their writing, they must do reviewing and revising their writing. For the first, they must to check what they have written. Then, read it silently to yourself or you can ask your friends to read and get their opinion. Getting a readers' opinion is a good way to know if the students' writing helps them to improve their own. Last, the students can revise the structure and the content of their text before they proofread it.

d) Rewriting

For the last steps, the students might use their ideas from step five to rewrite their text and also making improvements to the structure and content. Adding more detail is needed in this step or just change the organization to more logical (editing). After that, read again to check spell and grammar for each word of the text. Last is making final correction to check that the writer or students have corrected the error in revising step. While in this research, the students do not do any rewriting process. They mark their diary writing in previous step.

B. Diary Writing

1. Definition

Diary is a kind of writing activity that told anything in the past, present or future. It can be just an important note. Diary can define as a set of notes about what one is thinking, doing, feeling at a particular moment. ¹³Diary usually focuses on meaning rather than form where learners send a message about their interesting topic. Diary also contains of stories about

¹³Joan Rubin, "DIARY WRITING AS A PROCESS: Simple, Useful, Powerful" Guidelines. 2003

happiness, hope and fears of what might happen, memories, thoughts and ideas and all the attendant feelings.

According to DonnBryne, writing diary can do to tell famous person of students' choice or to a fictions character is something they will share. ¹⁴In English teaching learning process, diary writing is a good way to enhance the students writing. When students write diary, they just write freely without any worried about grammar. Moreover, with write a diary, student will get and recall more vocabularies as long as they write constantly.

Diary writing can be defined as a kind of free writing practice, where the students write their diary without fear of being evaluated or having mistakes. 15 It meansthat diary writing can be defined as a technique to enhance the students' vocabulary. Therefore, in this research, the students write their diary writing constantly by using English to get their learning vocabulary. So, the students can able to recall the previous vocabulary or to find the other vocabulary as their learning process.

2. Rules of Use Diary Writing

In writing diary, students should know what the rules of their writing context. In many kinds of writing performance, diary writing is the easiest writing activity that has some simple rules to get the best result of writing, they are: 16

¹⁴DonnBryne, *Teaching Writing Skill*, (London: Longman Group Limited, 1988).

¹⁵H. Barjesteh, Vaseghi, R.andGholami R. (2011), *The Effect of Diary Writing on EFL College Students' Writing Improvement and Attitude*. Retrieved: 20th of May 2019 from http://www.Ipedr.com/Vol126/29-ICLLL%202011-L00072.pdf

¹⁶Laura Donahue Latulippe, *Writing as a Personal Product*, (New Jersey: Regents, 1992), 7.

- 1. Writing diary everyday at a regular Writing diary is a progressive writing that do not do in one time. It may write in specific time such one week or several days to improve the students' writing ability and their vocabulary.
- 2. Finding the best time to write
 When the students' write a diary, they should find
 the best time to build their idea in writing diary.
 The best time here defines relax or leisure time for
 30 or 40 minute that no one disturb them to write.
 It used for students to make a diary writing not be
 a formal assignment.
- 3. Trying to average write one page a day with an interesting topic

 An interesting topic is needed to enjoy the students in thinking and learning vocabulary when use diary. Their topic also can be share with their pair or partner in the class.
- 4. No worry about spelling and grammar.

 Writing diary actually use free writing technique.

 The students should not be afraid with their mistakes about grammar and spelling of vocabulary that they have written. It helps the students to write freely and enjoy develop their interesting topic.
- 3. Implementation of Diary Writing

Diary is a simple writing. The students write diary without worrying about grammar. The implementation of diary writing consists of:

- a. The teacher gives the explanation about English diary writing and gives the example of vocabulary. Here, the teacher helps to make the students understanding in writing diary. Their teacher gives the students some examples of diary before they start to write diary in the class.
- b. The students choose an interesting topic that will students use in their English diary. After the students have understood with the teacher's explanation, the students should choose interesting

- topic that will use and support with their content of diary. It's depends on the students' interest in writing. They able to create good diary writing if they feeling interest with the content of diary.
- c. The students can do in pairs to look over each other's diary and make a suggestion. They can give a solution to each other about their diary writing. ¹⁷Here, the students still write by their own content of diary. Then, to finding vocabulary and to reviewing their diary, they can do in pair with their friend.
- d. The students write diary freely. Here, during writing diary, the students do not worry about grammar, style and organization. Students just develop their idea and recall their vocabulary to write diary. It's mean, the students can write diary while they learn and enhance their vocabulary,
- 4. Students' Challenges in Writing Diary

Diary writing is a type of evaluation report. Diary writing is made to retell the writer's past experience, to share the writer's future plan and to make some important notes. In writing diary, students faced some problems include cognitive and affective factors. ¹⁹Those include the problem how the students master their writing or other skills, control their attitude in accepting or responding idea during writing diary. Because of those problems, students may feel not comfort and confuse to write their diary writing. There are cognitive challenges that students get in writing diary:²⁰

¹⁸Curtis, Andy, and Kathleen M. Bailey, "Diary Studies".

The Chinese University of Hong Kong, p. 76

¹⁹ Joan Rubin, "DIARY WRITING AS A PROCESS: Simple, Useful, Powerful" Guidelines. 2003

²⁰FitriPurnama Sari, Refnaldi, Rusdi Noor Rosa. "An Analysis Of Students' Ability and Problems In Writing

¹⁷ Joan Rubin, "DIARY WRITING AS A PROCESS: Simple, Useful, Powerful" Guidelines. 2003

- a. Content, students get difficulty to develop the content. They confuse with the story that they will write.
- b. Vocabulary, students got difficulties in expressing the ideas because of their limited vocabulary. They also forget with the past vocabulary that they have before.
- c. Organization, students have to write clear story and understand well. Students often confuse with type writing that they have written.
- d. Grammar, students got difficulties in making a good and correct sentence. It because the students have limited knowledge of grammar.
- e. Mechanics, the students almost get error in spelling and punctuation.
 It because of their handwriting is not good and they still unread their result.

Moreover, there are some affective challenges that sometime do in writing diary:²¹

- a. Students feel so bored and tired. The students' ideas are blocked with their confusing and it makes them waste time and get bored in their process.
- b. Students feel the obligation to write is as their course assignment.
- Students feel hectic when they must write in daily routine. That include of process that need much time costuming.

Recount text At Grade VIII Of SMPN 29 PADANG". Journal of English Language Teaching. Vol.2 No. 1, September 2013, 77.

²¹M SadeqTalba.and er, el. "EFL Writing Student's perception of the effect of Diary Writing", *International Journal of English Language Teaching*. Vol. 3 No. 2, April 2015, 59.

C. Vocabulary

1. The Nature of Vocabulary

Vocabulary can be defined, roughly as the words we teach in the foreign language. ²² Vocabulary also means the words that someone knows and understands it, Vocabulary is used to communicate with others in a particular language. It shows when the students try to master the vocabulary in their own skill. The students use dictionary to find out a new vocabulary's meaning and try to understand it. Sometimes, students recall their words that they have before toward their long-term memory. Students also master their vocabulary with their conversation practice and write some sentences in their book. That's why vocabulary serves are important aspect in supporting and developing students' writing.

2. Learning Vocabulary

Learning vocabulary is an incremental process and therefore a complicated process in any learning context.²³ The students must to establish relationship between form, meaning and function each word in the text. When students use their vocabulary in their activity, they must to know its meaning, form and the function that suit to explain the sentence. If they do not get those purposes, they will get confusing in understanding their sentence such as when they use it to communicate, to read some texts, and to write their personal story or other kinds writing performances.

In learning vocabulary, students will find many strategies that help them to understand and to remember some vocabularies. Students can learn vocabulary when train their skill, such as writing skill.

²² Penny Ur, *A Course in Language Teaching Practice*, (New York: Cambridge University Press, 1991), 60.

²³ N. Schmit, Current Perspectives on Vocabulary Teaching and Learning In J. Cumminand C Davidson (Eds), *International Handbook of English Language Teaching*, (New York: Springer, 2007)

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Writing skill is a productive skill, which need vocabulary in its activity. For example, when the students want to write sentences, they will need and use some vocabularies. They can use dictionary as the tool to help them when they feel difficult to make those sentences. In this situation, the students need to remember their vocabularies. It is used to enhance their vocabulary during they learn English.

Learning vocabulary also can be done by retrieval practice. Retrieval practice is a strategy in which calling information to mind subsequently enhance and boots learning.²⁴ This strategy is implemented by the students if they forget their vocabulary. By recall the vocabulary, students will use their memory to remember it. In this research, sometimes students also recall their vocabularies during writing their diary. In that time, they need their friends' helping or some tools to remind them about the vocabulary that they will use in their English diary writing.

3. Importance of Learning Vocabulary

Vocabulary is very important thing during English learning process. It is more important than grammar, because if the students want to make a sentence, they must to build their vocabulary. They can make the sentences without worry about grammar, although the sentences structure in disorder. That like Thornbury stated that:²⁵

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

²⁵ Scott Thornbury, *How to Teach Vocabulary*, (longman: Person Education Limited, 2002)

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²⁴Pooja K. Agarwal, et.al ,*How to Use Retrieval Practice to Improve Learning*, (Washington University, 2003), 2.

According to Diana, there are some advantages when the students are learning English vocabulary:²⁶

- a. Students will be better improving their reading, writing, speaking and listening vocabulary. It happens when the students write their diary. They will get and learn more new vocabularies or just recall their past vocabularies ever they use.
- b. Students will think more clearly. Thought are limited by vocabulary. In learning vocabulary toward English diary, the students will think which one is the match vocabulary for their diary content although they only have limited vocabulary. Usually, it is helped by recalling their vocabulary, using their dictionary or asking to their teacher.
- c. Students will understand other people idea and explanation easily. For example, when they have finished their writing diary, they can ask their friend to review their diary each other. By reviewing their diary each other, they can learn vocabulary by understanding their friend's diary.
- d. Students' friend will think they are getting smart. It is proved when the student can recall their past vocabulary and explain their vocabulary to their friend. It also will help them when they write their English diary.

4. Dimension of Vocabulary

Hatch and Brown indicated two kinds of vocabularies; they are receptive and productive vocabulary. So, in this research, the researcher want to measure the students' writing result based on receptive and productive type. Receptive and productive product

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²⁶Diana Bonet, *Vocabulary Improvement*, (Boston: Thomas Course Technology, 1991) iii.

can be viewed through vocabulary tasks representing the skill of speaking and writing.²⁷

Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen. It includes the word that students know and understand its meaning when they read and listen. Usually, they get receptive vocabulary when teacher explains or gives the example of lesson material, when they read a text or listen the story, so they find many vocabularies that have known before. Students receive many of words to enhance their vocabulary. It used to build their vocabulary to dominate another skill in mastering English.

In contrast, productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking.²⁸ Productive vocabulary knowledge refers to the ability to produce a word when they speak and write. Students usually produce the vocabulary when they want to write the text or some exercises during the lesson or in leisure time. They may also produce and practice the vocabulary when they talk with some people or tell their some story or just ask some question.

5. Learning Vocabulary in Writing Activity

In learning vocabulary toward diary writing, the students are not focus on grammatical aspect. It also happens when the students write diary writing in daily routine. The correlation with the vocabulary and writing divide them into many aspect include vocabulary diversity, content vocabulary and academic

²⁸ Michael L. Kamil and Elfrieda H. Hiebert, *Tecahing and Learning Vocabulary*, (New Yersey: Marwah. 2005)3.

²⁷ R. Waring, Doctoral Dissertation:"*Task for Assessing Second Language Receptive and Productive Vocabulary*" (United Kingdom: University of Walles, 1997)

vocabulary.²⁹ Besides that, the students can learn vocabulary by making some vocabulary notes, which consist of difficulty vocabulary.

- a. Vocabulary diversity refers to the most common word used in the text. It usually use in the word that write frequently. The students can list their new or different vocabulary after their finished their diary.
- b. Content vocabulary refers to the means of the word that used in students writing. It is identified based on the context of the text and the unique to different topic. Content vocabulary is measured by the focus of the vocabulary topic. It include with vocabulary that tell the past event, the vocabulary that tell the future plan, and other.
- c. Academic vocabulary refers to the comprised of word that used in a variety of academic context rather than words associated with specific discipline on topic. There are some academic vocabularies that were listed such like "analyze", "chronology", "consider", etc.³⁰

So, in this research, the aspect vocabulary that will support the students' diary writing is the content of vocabulary and vocabulary diversity. It used for the researcher to know the content of vocabulary that students use in their diary writing. The researcher also wants to know how the students learn their vocabulary in their diary by using vocabulary that they have note after write their diary.

²⁹Natalie G. Olinghouse and Joshua Wilson, "The Relation between Vocabulary and Writing quality" *Read Write*. No. 26, 2013, 47.

³⁰ Jim Burke – Rick Smith. "Academic Vocabulary List", (www.englishcompanion.com, accessed on December 20, 2018)

D. Review of Previous Study

There are some studies that have related topics with this research were conducted by other researchers. For the first study is written by Supiani with title "The Use of Diary in Teaching of Recount Texts at SMPN 03 Banjarbaru, South Kalimantan Province"31. The result of Supiani's research are diary writing could help the students to develop their recount text writing. The students also could be a creative in their writing, because they can express their idea towards their interesting topic. The similarity toward this research is the study above analyzes the students' respond toward their problem in writing. This research also discusses about the use of diary writing in junior high school level. In contrast, the difference with this research is just focus on the implementation of diary writing toward teaching and learning English. The text that have used is not from the diary but from the students recount text. For the component of the study, there is not any focuses about what she want occurs like grammar or vocabulary.

The second study is writtenbyAprilia P, Jamaluddin and Abdul Waris with the title "Improving Writing Ability of the Eight Grade Students by Using Diary Writing" This study is aimed toindicated that diary writing can be used to improve writing skill of the eighth grade students of SMP Negeri 6 Palu. It just measures how the improvement of students writing by using diary without any specific technique such the first previous study. The similarity with this research is the studyabove also discuss about diary writing in the eighth grade students. In contrast, the differences from this research is, this study more focus

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³¹Supiani, "The Use of Diary in Teaching of Writing Recount Texts at SMPN 03 Banjarbaru, South Kalimantan Province". *Ethical Lingua*. Vol. 3 No. 1, February 2016. ³²Aprilia.P, dkk. "Improving Writing Ability of the Eight Grade Students by Using Diary Writing". *E-Journal of English Language Teaching Society (ELTS)*. Vol 3.No. 1, 2015.

on identify the students' difficulty in grammar context. It also analyzes the teacher strategy in teaching than the students' learning process. It focuses on the writing improvement which measure in quantitative method.

For the vocabulary learning there are similarity studies that discuss about learning vocabulary. For the third study is written by RullyRaslinaNovianti with the title "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test". 33 This study focuses on the students' receptive and productive vocabulary mastery. This study shows that there are extra hours of English for the students in learning vocabulary and getting more words. The students also could develop their vocabulary knowledge in developing their English skill.For the similarity with this research is this study focus and measure the students' vocabulary in active and passive area. For the differences of the study among these students are object and strategy. Here, this research use junior high school students as the object and this research also focus on the use diary writing in learning vocabulary during writing an English diary.

The last study is written by Enggar Ningtyas, "Vocabulary Notebook in Writing Process at the Eighth Grade of MTsN 6 Nganjuk". 34 In this study, the researcher discusses about vocabulary learning. One of two discussions is about how the students' use vocabulary note book in writing process. In this study, the researcher concludes that notebook help the students to plan phase of writing students to collect vocabulary. This kind of vocabularies can be learned by the students to write something in writing process. This study also gives

33Rully R.N. "A Study of Indonesian University Students'

Vocabulary Mastery with Vocabulary Level Test", *Global Journal of Foreign Language Teaching*. Vol 6, Issue 4, 2016.

³⁴Ningtyas, Enggar. Thesis: "Vocabulary Notebook in Writing Process at the Eighth Grade of MTsN 6 Nganjuk." (Surabaya: UIN SunanAmpel Surabaya, 2019)

differences with this research. This study analyzes a tool that helps students to improve their writing and learning vocabulary. This study also gives the explanation how the students look for the component of vocabulary that they have found in their writing

Based on the previous study above, the researcher designed those researchers by using descriptive concern. This is also applied on this research. It is used to describe how the students use diary writing in learning vocabulary and find out the students challenges during writing diary. In short, the researcher of this research would like to describe the use of diary writing in learning vocabulary at 8th grade of junior high school.

CHAPTER III RESEARCH METHOD

The method used by the researcher is very important in every research as a guideline to attain the objective of the study. This chapter elaborates information dealing with the procedure of the research that the researcher applies while conducting this study. It covers approach and research design, researcher presence, research location, data and source of the data, research instrument, method of data collection and data analysis, checking validity of findings, and research stages

A. Approach and Research Design

This research uses qualitative design. Based on Kothari, qualitative research is concerned with qualitative phenomenon, i.e. phenomenon relating to or involving quality or kind.³⁵ This type of research, aims at discovering the underlying motives and desires, using in depth interviews for the purpose. It means that the researcher tries to understand the other make sense based on their experience.

The researcher uses descriptive approach by doing observation and analyzing to know how does the researcher the students' diary writing in their learning vocabulary. The observation directly does in the class and does interview to several students. The researcher interviews some students to answer the second research question of this research. The researcher wants to find out the students' challenges when they meet during they write diary writing in learning vocabulary.

In short, this research represents the phenomena of the students' English diary writing use and it analyses their learning vocabulary. The researcher explains the processes of writing in the class and the finding of the students' diary in two meeting. The researcher also summarizes what the

³⁵ C. R. Kothari, *Research Methodology*, (New Delhi: New Age International (p) Ltd. Publisher, 2004), 3.

vocabulary content that students learn from the students' diary writing result. Then, the researcher gives several students with around 10 questions based on the theory and the students' problem that will mention to analyze what are the students' challenges during write diary.

B. Research Location

The research location is taken place at SMP "Plus" Darus Sholah Jember which is located in St. M. Yamin Number 25, Tegal Besar, Kaliwates, Jember. This school is chosen as the research location because it has implemented diary writing in the English class.

This research is going to conduct on second semester in academic year 2018/2019. So, the researcher observes and does interview on two meetings of English lesson at 10th and 11th of January 2019 as the date that have been agreed between the researcher and the research subject.

C. Research Subject

The research subject of this research is the eighth grade students of *unggulan* class of SMP "Plus" Darus Sholah, Jember. In eighth garde of unggulan class is consist of twelve students, which already write diary. In the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participant hold about the problem or issue, not meaning that the researchers bring to the research or writers express in the literature. ³⁶ For interview process, those student also was interviewed by the researcher. It used to find the students challenges during writing diary.

D. Data and Source of Data

1. Data

There are some data is used to referring back to research question in qualitative method, such as observation, interviews, document (journal, diaries or

³⁶John W. Creswell, *Research Design*, (USA: SAGE Publications, 2009), 175.

letter).³⁷ In this research, there are data that researcher gets from the observation the students using the explanation of students' diary writing activity in learning vocabulary in the class and also from the interview result to answer the research question. The data during observation is written as observation checklist that consists of 8 statements and students' diary writing product (by using content analysis). In other side, the data during interview is written as transcript from interview's audio record.

2. Source of Data

The source of data to answer the research question was obtained from observation and interview instrument that have field note of them. It is used to get information directly when the students are writing diary and learning vocabulary. The field note from students' diary writing is used to find additional information how the students use writing diary in learning vocabulary and to identify the students' challenges during writing diary.

E. Research Instruments

The instrument of this research is researcher itself. This research instrument supports the result of the research focus. The researcher uses two instruments in this research. They are observation checklist and interview guideline. The researcher designs research instrument as following bellow:

1. Observation Checklist

The researcher uses observation checklist to support the first research question. The researcher stays in the class to observe the students' writing diary process in their learning vocabulary. Here, the researcher's observation checklist is focusing on the students' writing process in learning vocabulary. There are 8 statements that explained the students' activity during writing diary and using their diary to learn their vocabulary.

³⁷John W. Creswell, *Research Design*, (USA: SAGE Publications, 2009), 180.

2. Interview Guideline

The researcher uses interview guideline to gain second research question. There are 12 students that were given some questions related students challenge. This interview process does by open ended question. In this type of interview, the researcher wants to know specific and deep information³⁸. The researcher also wants to find out the students challenges during use vocabulary. The researcher adds some field notes in this section to write important information from students. In this interview process, there are 6 statements that interviewed by the researcher to the students.

F.Data Collection Technique

The task of data collection begins after a research problem has been defined and research design or plan chalked out.³⁹ In data collection technique in qualitative research, deals with interview, observation, documentation, and triangulation⁴⁰. Therefore, researcher mentions some data collection techniques of this research more detail as following below:

1. Observation

Observation is qualitative research is involved in the field of research directly. The aim of this observation is to illustrate the real situation of the research and to know how the students learn vocabulary by writing and using their diary writing in learning vocabulary. The researcher observes in behind of the class. There are 8 statements of students' activity during writing and using their diary in learning vocabulary that

³⁹ C. R. Kothari, *Research Methodology*, (New Delhi: New Age International (p) Ltd. Publisher, 2004), 95

³⁸ Catherine Dawson, "Metode Penelitian Praktis", (Yogyakarta: PustakaPelajar, 2010), 31

⁴⁰Suryana, "Metodologi Penelitian", (Universitas Pendidikan Indonesia, 2010)

helped to explain the researcher about the students' activity. The researcher fill the observation guideline by giving mark (v) to the yes and no column and give the additional field note. The table of observation guideline showed below:

Table 3.1
The Observation Guideline

No.	Step of writing	Students' activities	Yes	No	Note
1.		Students listen to the teacher			
		explanation and example of			
		writing diary			
2.		Students get the specific			
	Prewriting	vocabulary from the teacher			
		before writing diary			
3.		Students choose the topic for			
		their diary is provided by the			
		teacher			
4.		Students write diary in pair			
5.		Students do any discussion		-	
		with their friend during write			
		the diary			
6.	Drafting	Students use the dictionary			
		to find out their vocabulary			
7.		Students ask for help from			
		their teacher to find out the			
		vocabulary			
8.	Reviewing and	Students do any discussion			
	_	with their friend during			
	Revising	revise their diary			

2. Interview

According to Kothari, interview of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.⁴¹ In this research, the researcher uses personal interview, which is doing by

⁴¹ C. R. Kothari, *Research Methodology*, (New Delhi: New Age International (p) Ltd. Publisher, 2004), p.97

interview directly to the students. This interview is held at the last meeting, exactly on 11th of January 2019. The researcher does interview to 12 students by using audio recording. There are 14 questions of interview with the open-ended question that are structured from some theories or condition of the research's object. It include of the students' procedure when they are writing and using their diary in learning vocabulary to add some information of the research question. The other one is contain of students' challenges during writing diary in learning vocabulary. The question of interview section showed below:

The procedure how the students use diary writing in learning vocabulary.

- a. How do you use diary in the English translation?
- b. How do you get the vocabulary during writing diary?
- c. How is your opinion about the role of vocabulary in English diary writing?
- d. Does your teacher help you to find out the vocabulary?
- e. Do you also find out the other vocabulary beside the vocabulary that has been thought by your teacher?
- f. How do you get the vocabulary in your diary writing?
- g. Do you feel comfortable in writing and using your diary for learning vocabulary?
- h. Do you re-read your diary that has you made more than one meeting?

The students' challenges during writing diary in learning vocabulary.

- a. What is your opinion about writing diary in English translation?
- b. What is your opinion about the use of writing diary in learning English diary?
- c. What are your challenges in writing English diary writing?

- d. Is there any difficulty in writing English diary?
- e. Is there any challenges in finding the correct vocabulary?
- f. Does English diary writing can help you in learning vocabulary?"

3. **Documentation**

In this research, the researcher takes some documentation. Those documentations are taken from students' diary writing result. Not only that, some pictures and students' diary writing result be the part of this research's documentation. It is used to know how the students learn their vocabulary during they write diary.

G. Data Analysis Technique

In this study, the researcher analyzed the data by using descriptive qualitative. Qualitative research is a research that concerned with qualitative phenomenon such phenomena relating to or involving quality. All the data obtained by the researcher are presented in the form of description. The data is gained from analyzing the observation and English diary writing result and from analyzing the students' audio record as the students' interview result. For the first, the researcher collects all of data of the research. Then, the researcher analyzes the observation and students' English diary result to answer the first research question. This analysis conducted in several steps:

1. Transcribing

In this step, the researcher uses the data, such video of observation, content analysis and audio record for interview to make easy getting information and analyzing the data. The researcher transcripts those data to help in answering the research question about how the students' use diary writing in learning

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⁴² C.R.Kothari, *Research Methodology*, (New Delhi:New Age International(p)Ltd. Publisher, 2004),p.3

vocabulary and the students' challenges in writing diary writing toward their learning vocabulary.

2. Identifying

Based on the transcription, the researcher identifies how the students use their diary writing in learning vocabulary. The researcher identifies this research based on the steps of writing diary. There are several steps that are used to help the researcher identifies the data such pre-writing step, drafting step, reviewing and revising step and rewriting step. For additional information, the researcher uses the observation's field note and content analysis transcription. The researcher also identifies the students' challenge during writing diary. For this part, the researcher identifies based on the common students' challenges

Data Reduction

In qualitative research, data reduction is used to classify the important data. From the research's questionnaire, the researcher classified the data based on the main focus of this research. To reduce this data, the research codes the data as follows:

- a. Categorizing the procedure of the students' use diary writing in learning vocabulary
- Categorizing the students' challenge in writing English diary writing toward their learning vocabulary

4. Display the data

After reduction the data by doing several categorizations, the data are displayed to make the data more compact an accessible for the reader. Data displays are defined as organization that allows conclusion by presenting the data as narrative and the chart.

5. Drawing the conclusion

The conclusion is taken after displaying the data. The researcher draws the most frequency step that students use during writing diary in learning vocabulary. The researcher also draws the most frequency challenges

toward the students. The conclusion of data finding was drawn based on the regularities and similarities pattern to answer the research question.

H. Research Stage

In this research, research stage is systematic steps that must do when the researcher would to do the research. There are many stages that researcher do during research process, included of:

- First stage is the researcher asks permission to school, which is SMP "Plus" Darus Sholah Jember. After researcher gets permission from the headmaster, the researcher make appointment with English teacher to observe her students.
- 2. Second, researcher does observation during teaching and learning process to know how the implementation of diary writing in the class and making it in valid data and seem naturally. It has done for two meetings (first for observation and last day for observation and interview). The observation is used for describe the students' learning vocabulary and what the content of their diary. So, the researcher takes the students' diary writing result. In the last day, researcher also does observation and some interview for the students to get the information about their learning vocabulary when they write diary and to answer the last research question about the students' challenges in using diary writing.
- Third, data is processed based on the activities data analyzing technique that explains above. The result of students' interview is needed to compare the observation data for analyzing.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the research finding to answer the research problem. There include about how the students use of diary writing in learning vocabulary and analyze the students' challenges during using diary writing in their learning vocabulary.

A. Research Finding

The research has conducted the research from January 10th – January 11th, 2019 through the techniques of collecting data which have been explained in the research method. The data collected were aimed to answer the research question of how the students' use diary writing in learning vocabulary and Students' challenge in using English diary writing toward their learning vocabulary at eighth grade (*unggulan*) of SMP "Plus" Darus Sholah Jember. The findings of this research are categorized in accordance to the research question:

1. The students' use diary writing in learning vocabulary

To gain the data of the question "How do the students use English diary writing in learning vocabulary at 8th grade of SMP "Plus" Darus Sholah Jember", the researcher does observation in two meetings. This observation consists of 12 students that was the participant (research subject). In this observation processes, the student write their diary and learn their vocabulary in several activities. Those are used to help the students in enhancing their vocabulary during writing diary.

a. The students get their vocabulary from the teacher's explanation.

Writing Indonesian diary is a common activity that students did during staying in boarding house environment. But, in this research the students write English diary to help them in learning vocabulary. Here, before the students wrote their English diary, their teacher gave some explanation and the example of English diary. For the explanation, the teacher explained the students what the vocabulary that they might use during writing diary, such as the teacher gave example of diary sentences. "Hari ini kita akan menulis diari. Katakan diari itu ketika kita mencerit<mark>ak</mark>an keseha<mark>ri</mark>an kita atau sesuatu yang telah terjadi kemarin" (Today, we will write a diary. Let diary is happened when we talk about our daily routine or something which happened in the past). "For example, "When I went to Transmart yesterday, I bought some gifts for my friend and my teacher". Here, the teacher mentioned some examples of verb two (past verb) such "went" and "bought". From here, the students learnt about past tense verb, although they haven't learnt about simple past tense. Below, the other example that teacher gave after she finished her explanation. The teacher examples diarv for gave two of the students.

Text 4.1. The Example of Diary that Telling about Past Event

Dear diary,

Today, I felt very happy. I thought today was the best day in this month. Everything was very amazing today. Starting with my grades in English, I never imagine I got such a good grade in my English. I became the best student in the class. Not only that, the most beautiful student in the class congratulated me about my score and she wanted to learn English with me. I really felt happy today.

From the example above, the students learnt more about diary in past tense form. Some of them noted the example for they used in their diary. The other one just, just paid attention to the teacher's explanation.

For the second example, the teacher gave the students diary about planning project. The teacher told when they wanted to planned something in their diary, they should add "will" to their diary, such as "After graduate in this junior high school, I will continue my study in Gontor boarding house". Here, the student learnt about the future form, but they did not learn about the grammar, they learn about the word that constructed in their planning activity. Besides the teacher gave the example of diary sentences about planning, she also gave the diary form to the students. Here, the students learnt more vocabularies about planning.

Text4.2. The Example of Diary that Telling about Future Plan

Dear diary,

Tomorrow, I will go to Kediri to visit my grandma and my cousin. I will spend my holiday in there with my family. It will be the best holiday in this year. I remember, last two year I spent my holiday in there and I was happy. It because I could gather with my grandma and went to many places included tasting *pecel* in Selomangleng cave. It was so interesting holiday. I hope I will get another interesting holiday in this year.

b. The students learn more vocabulary during translating their diary

In this observation, the researcher found that many of students started to write their diary from Indonesia translation. They chose that way for designing and organizing the content of their English diary. During translating their diary, the students could use dictionary or did some discussion with their friend and their teacher. It helped the students to find the difficult vocabulary that they have not known before. Here, the students wrote the Indonesian diary than they translated into English. They created some vocabularies in their diary. Below the example of student's diary product which using Indonesian translation first

Picture 4.1 The Student's Diary Writing Product

Dear diary

Liburan, stapa yang tidak suka pada Liburan? mungkin cemuanya oukal termasuk caya rendiri. Tetapi pada Libura kali ini. caya merara bosan karena fidak rahupun keluanga caya yang mengatuk uburan. Berhari -hari, berminggu munggu caya hanya mengurung diri di dalam numah. Sunpai akhir luburan sekolah wai. Tetapi semua rasa bosan tersebut hilang, setelah kembali bisa bercanda dan ketawa lapi, berrama teman sekolah Memang pertemanan adalah cuahi hal yang sangat berhanga bagi seli ap brang.

Dear diary,

Holidays, who do not like holiday? Maybe everything likes, Including my ref, but on this holiday this I peel back because no ne of my families, who invite holid days, weeks. I just voice of shut my self in the hous until the end of school holiday a over. But all of the bored is last, ofter returning car be backing and laugh again with school friends. Wen friendship is a very valuable thing for everyone

From the diary above, the researcher found that the student was expressing their feeling. Here, the researcher also found that student in many time changed their vocabulary, although there were some error spelling and grammar too. But grammar and organization were not being the first attention in this diary writing activity.

c. The students use some tools to get new vocabulary

In this observation result, the researcher found that students used some tools and techniques to get and learnt their vocabulary. They used dictionary and book to find the vocabulary. But, in that time, the students used the dictionary in turn. So, some of them seen just did some discussion with their friend and their teacher to recall their vocabulary. Below the researcher found some students' answer when they asked about the tools and the technique during learning vocabulary by their English diary.

Table 4.1
The Result of Tool that Students' Use during

	Learning Vocabulary from Their Diary							
	Student/	How did you get and learn vocabulary						
	Students	during writing and using the English						
	' answer	diary?						
		By	By book	By	By			
		dictionar	/	browsi	asking			
		у	example	ng	their			
			of diary	internet	friend			
					or their			
\					teacher			
	Student 1	V						
•	Student		V					
١	2							
	Student	V	4					
	3	7						
	Student		1/4	V				
	4							
	Student				V			
	5							
	Student	V						
	6							
	Student				V			
	7							
	Student				V			
	8							
	Student	V						
	9							
	Student	V						

10				
Student 11	V			
Student 12				V
	6	1	1	4

From the table above, the researcher found that the students learnt vocabulary during writing English diary mostly used dictionary. They used their dictionary to find the difficult vocabulary. Besides that, the students sometimes ask to their friend or their teacher. They can recall their vocabulary when they have discussed with their teacher or their friend directly.

d. The students note difficult vocabulary from their diary

For the last technique learning vocabulary that students did during using English diary writing was noting some difficult vocabulary at the end of their diary. In this writing activity, the teacher asked all of students to write their difficult vocabulary and their meaning for continuing learning vocabulary. The researcher found, by noting some difficult vocabulary, they have already known what the vocabulary that they have written. But, in this research, not all of students did it well. Some of students did not note their vocabulary although the other one chose to write it and sometime used it in the next diary. Here the example of students' diary that have created some notes in their diary.

Picture 4.2 The Student' Diary Writing Product

My aliney,

Testerday, I got to Surabaya to visit my brandma. I will a pend my holiday in there with my pamily. It will be the best kioliday in this year. I remember, cast two years I spent my holiday in there and I was happy. It recourse i coold together with grandma and went to many places. Included tastion, pecelin selomano kay cave. It was so wheresting holidays. I hape I will get another interesting heliday in the year

Spend. Monthebrsken places. Hompat homember: Injat Cave. 900 Interesting: senary Voliday: libuan

From the picture above, the student wrote six his difficult vocabularies from his diary, then, gave them the meaning. The vocabulary that he wrote was about holiday and it has correlated with the student's diary. From here, the student could use the vocabulary in another writing project, such as the next diary or the next writing task from the teacher.

2. The students' challenges in writing English diary toward learning vocabulary at eighth grade of SMP "Plus" Darus Sholah Jember

To answer the second research question, the researcher used interview process. It is used to find out the students' challenges that students get during writing diary in learning vocabulary. In this research, the researcher delivered the question to the students by using Indonesian language. It was used to make an easy the information and the explanation that students brought to the researcher. There are 14 question that researcher have delivered during interviewing the students, but there are six question that delivered to answer the second research question

The first question, the researcher asked the students "What is your opinion about writing diary by using English?" From this question, the researcher wants to know the students' expression and feeling as long as they write their diary. The researcher has found different answers that have covered in chart below:

a. "Diary writing is an activity that have own challenges and I like it".

When the students wrote their diary in learning vocabulary, they found their challenges, such as finding vocabulary, determining the content of diary, until getting lazy and bored during writing.

- b. "Diary writing is easy if we have understood it".

 Some of students felt that diary writing is an easy activity. Because, when they write diary, they were not worry about grammar, style, organization and spelling. They just wrote while learning vocabulary. But, in this finding, the students also showed that they have to understood with the content and the vocabulary that they used to make diary writing is easy.
- c. "Diary writing is little difficult".

 Some of students felt that diary writing is little difficult. Because of the students' vocabulary limitation that happen during writing diary. Besides that, some of students did not bring any dictionary to help them in writing diary
- d. "Diary writing is not bad".

The students thought that diary was not bad for learning vocabulary. That was true, because, when the students write their diary, they also learn more vocabularies (old vocabulary and new vocabulary). Long their diary that they have written, so the diary and vocabulary that students got be good diary.

e. "Diary writing helps me (the students) in learning vocabulary".

During writing diary, the students learned receptive and productive vocabulary. In this

situation, the students put the productive vocabulary as the difficult vocabulary that they noted in the end of their diary.

The second question is about the students' opinion towards diary writing in learning vocabulary. The researcher asked the students "What is your opinion about the use of diary writing in learning vocabulary?". This different with the previous question. Here, the researcher wanted to know the students' responses if diary writing was applied in learning vocabulary. From the answer of this question, 8 students thought that diary writing helped the students in learning vocabulary. They state "Diary writing actually helped me (the student) in learning vocabulary. More English diary that I have written, I will get more vocabulary for learn". For the additional reason, the students stated that by writing diary, they able to more understand with the vocabulary, the content and the diary that they created. It actually used for students to enhance and improve their vocabulary knowledge in writing.

The third question was about the challenges during writing diary in learning vocabulary. The researcher asked the students "What are the students' challenges in writing diary?". This question showed the challenges that students get during writing diary in learning vocabulary. Here the students responded that have covered below:

- In writing diary, finding vocabulary be the main challenging that student get. It caused of some of students felt confuse to choose the match vocabulary or the correct vocabulary for their diary.
- Feeling so confuse and so difficult to write the vocabulary
 As the explanation before, when the students write their diary, they should to learn and to choose the match vocabulary for their diary's sentences. In

this research, some students felt confuse and difficult to write the vocabulary in their diary. It because, the students did not understand well about the vocabulary that they have got and used.

- c. Feeling so lazy and tired in writing
 - Writing in frequently time, actually made some students to be clever and easier to understand about vocabulary and their feeling expression. But, it was not for this research. The students here feel so lazy in writing. It caused of the students mostly used the same vocabulary. They do not try to explore their vocabulary more. In other side, the students also feel so tired when the student have to write diary frequently.
- d. Feeling so difficult in determining the content of diary
 - Beside getting, learning and understanding vocabulary, the students also determined the content of their diary. Because, when they determined the content, the will focus their learning vocabulary.
- e. Feeling so little difficult to translate the diary result.

Some of students started writing by design their diary in Indonesia language. Then, they translated it into English language. Those students felt so difficult did it because of vocabulary that they have before. Besides that, they did not support with the tool that able to help them to understand the vocabulary, such as English dictionary. In fact, only two until three students that brought dictionary in the class.

Those answers above, actually give the researcher the forth and the fifth question answer. It discussed the students' answers were same between three questions. They have answered and explained the those questions directly. But, here there are students who did not give the answer to the researcher, because of confusing.

For the last question was about clarification toward the students. The researcher asked "Do the diary writing help the students in learning vocabulary?" Then, the answer from all of students was yes, the diary writing helps the students in learning vocabulary. But, here, the students give many reasons that support their statement such like by writing diary:

- a. The students were able to add their vocabulary
- b. The students got the vocabulary learning during writing diary
- c. He students were able to arrange the sentence
- d. The students were able to understand about vocabulary
- e. The students were able to remember about vocabulary

B. Discussion

In this section, the researcher discussed the result finding by comparing with some theories based on the research problem. It discussed to answer the research questions. They include of how the students' use English diary writing in learning vocabulary and the students' challenges during writing diary in learning vocabulary. In this discussion, the researcher also showed what the additional findings were different with the theory.

The finding of this research has similarity with the finding achieved by Rully Raslina Novianti. 43 This study was carried out to mention technique in learning vocabulary. This study tries to compare the students' posttest and pre-test. Then, the researcher found that the students use some technique in

⁴³Rully R.N. "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test", *Global Journal of Foreign Language Teaching*. Vol 6, Issue 4, 2016.

improving and learning vocabulary. The students confirm that they can choose more than one technique to improve it.

This research was engage more with technique of learning vocabulary from Enggarningtyas toward using English diary writing. 44 She found that the students did some note when they have finished their writing. She claimed that created the note is an effective way to enhance and learn vocabulary. The students learn more about vocabulary when they create their note and remember it. The same result was also conducted by the present research

In fact, this research was generally an attempt to describe the use of diary writing in learning vocabulary at the eighth grade of SMP "Plus" Darus Sholah Jember. The first part of this research deal with reviewing and related study on using diary writing and learning vocabulary. The second part was an attempt to elaborate on the result of interview and observation. It was conclude that diary writing can be used in learning vocabulary

1. The students' use of diary writing in learning vocabulary

This research explains that using diary writing can be used in learning vocabulary. It depends how the students use diary in several condition. Based on the finding of this research, the students can learn more vocabulary not only when they are writing diary, but also in the pre writing and after writing their diary. For example, the students can learn their vocabulary from the teacher's explanation and when the teacher gave some examples of vocabulary. The students can learn vocabulary that should they used in the past even or the planning moment. Those actually show the differences, although the students do not to need learn about grammar incompletely. Beside the students can learn about the correct vocabulary, they can enhance their vocabulary understanding from the teacher

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⁴⁴ Ningtyas, Enggar. Thesis: "Vocabulary Notebook in Writing Process at the Eighth Grade of MTsN 6 Nganjuk." (Surabaya: UIN SunanAmpel Surabaya, 2019)

explanation. It can be called as receptive vocabulary. The receptive vocabulary is students got when they understand the vocabulary during listening teacher's explanation or reading the example of diary. ⁴⁵ For example, when the teacher mentioned about "holiday", the students listen it and make understand by choose it as their topic in their diary.

In this research also found that some of students translate their diary into English product. The students use any sources and tools to make their diary and find out vocabulary, is means that the students are trying to choose the correct vocabulary that match for their diary sentences. The students use dictionary, internet, book, or just asking their teacher and friends to get their vocabulary. When they discussed, sometimes they recall their vocabulary that they have before. It they do, because sometime they are getting forgotten about vocabulary, which is caused of limited vocabulary. This technique of learning vocabulary can be called as retrieval vocabulary.

Students use their diary for noting their difficult vocabulary. It is a part of learning vocabulary. By noting their difficult vocabulary and creating the meaning, the students already known what the specific meaning of that word and get the students understand about it. This technique have already mentioned in Enggar's research that note their vocabulary is an effective way in learning vocabulary.

From this research, the researchers also find out the things that similar with the theory. It included of all of students have written their English diary not more than one page a day. Then, when the students

⁴⁵ R. Waring, Doctoral Dissertation:"*Task for Assessing Second Language Receptive and Productive Vocabulary*" (United Kingdom: University of Walles, 1997)

⁴⁶ Pooja K. Agarwal, et.al ,*How to Use Retrieval Practice to Improve Learning*, (Washington University, 2003), 2.

wrote down their diary 9 students think that their diary writing made them felt comfortable, 2 students think that they feel pretty comfortable when they learn vocabulary as long as writing diary, and a student does not answer the question. But, in this research, not all of the students write diary every day. Some of them write their diary because of their mind set making diary writing is not as their habit writing activity, but as their obligation of lesson. The students also showed their certainty when they wrote their diary. 8 students feel certainty in writing diary, although in the reality the researcher still find little error spelling, grammar and organizing in their dairy. In other side, 4 students feel uncertainty during writing diary in vocabulary. It proves when the researcher finds out a lot of error spelling, organizing and grammar toward their diary. In writing diary process, all of students use vocabulary that they have understood before (it was called receptive vocabulary) and use vocabulary that they have understood using writing diary (it was called as productive vocabulary). After the students finish their diary, many of them put some vocabularies at the end of their diary and give the meaning. This strategy is used to make the students easy in learning vocabulary during writing diary. This strategy is called as note vocabulary. 47 From that note, the students understand their receptive and productive vocabulary that they have and create during writing diary. Same as the previous study from Rully Raslina.⁴⁸.

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⁴⁷Ningtyas, Enggar. Thesis: "Vocabulary Notebook in Writing Process at the Eighth Grade of MTsN 6 Nganjuk."(Surabaya: UIN SunanAmpel Surabaya, 2019)

⁴⁸Rully R.N. "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test", *Global Journal of Foreign Language Teaching*. Vol 6, Issue 4, 2016.

2. Students' challenges in using English diary writing toward learning vocabulary

Based on the result finding, the researcher finds many students' challenges. From the first challenge is some of students feel that English diary writing is difficult enough, because they feel so confuse to choose the match vocabulary for their diary. Many of students also state that they difficult enough when they determine the content of diary writing, then translate it, when the students do not write English diary directly and arranging the sentences. They also feel confuse to translate their diary into English diary. Those challenges can be categorized as the cognitive challenge. Cognitive challenge is related with the students' vocabulary that they use, content of diary writing that they create, until the grammar pattern, although there is no obligation to worry about grammar during writing diary. The researcher finds that there are similarity challenges with the theory. It also has explained by Natalie G. Olinghouse and Joshua Wilson, there are cognitive challenges toward students' writing diary.

The students feel so lazy, so bored and so tired in writing diary. Because, the students have not made it as a habitual activity. Some of students write diary because of their obligation of the lesson. Not only that, many of students (men) state that when they write diary, they feel bored. It because, their writing diary do not support with the comfortable situation. That is too noise for writing the best diary for the student. These challenges are categorized with the affective challenges. It related with their feeling. As the theory explain that when students feel so bored and tired in writing, it is caused of the students' idea are blocked with their confusing and it make wasting time and getting bored in the process.⁴⁹

⁴⁹M SadeqTalba.and er, el. "EFL Writing Student's perception of the effect of Diary Writing", *International*

Although there are so many challenges that students get during writing diary, they state that diary writing actually is helpful in learning vocabulary. They also state that diary writing is useful and have important role in learning vocabulary. It happened when the students write their diary, they find new vocabulary and recall their last vocabulary.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion, the researcherconcluded the research on this section. In this research, diary writing has important role in learning vocabulary. It helps the students to enhance their vocabulary and recall their vocabulary that have forgotten. In this research, the researcher explains that the students use their diary in learning vocabulary by listening from the teacher's explanation about the diary that student will write, translating their diary into English form, choosing the correct vocabulary and noting the difficult vocabulary to understand what the vocabulary that students use in their diary. By their diary, the students can able to learn about spell of vocabulary until change it based on the students' diary content

For the second question, based on the research finding, the researcher concluded that there are many students' challenges are mentioned in writing diary. The students feel so confuse to choose the match vocabulary for their diary. Many of students also state that they difficult enough when they determine the topic and the content of diary writing, translate it when the students do not write English diary directly and arranging the sentences. They also feel confuse to translate their diary into English diary. In other side, some of students have limited vocabulary. Those challenges can be categorized as the cognitive challenges. The next other challenges are the Students feel so bored and tired with their process of writing, students feel so confuse to choose the vocabulary and the content of diary writing, and students feel lazy when they must write in daily routine. It caused of consume much of time to write diary. These challenges are categorized as the affective challenges. The other challenges also mentioned that the students feel great to find out the correct vocabulary to complete their diary writing. They also feel that when they write their diary, they can able to more understand, more enrich their vocabulary. Then remember easier to use and improve the skill during learning English.

B. Suggestion

1. For the teachers

In the end of the class, reflection and feedback are needed toknow the students challenges in diary writing. Therefore, theteacher gives the feedback to the

students' about their assignments.

2. For the further researchers.

For the further researchers, they can conduct a researchabout; kind of vocabulary that students use in writing diary.

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