

**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 Sarjana Pendidikan (S.Pd) in Teaching English



By
RosyidaHardiwatningsih
NIM D95214095

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

PERNYATAAN KEASLIAN PENULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Rosyida Hardiwatiningsih
NIM : D95214095
Jurusan /Program Studi : Pendidikan Bahasa/ PBI
Fakultas : FTK

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar – benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri.

Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut

Surabaya, 10 Juli 2019

Yang membuat pernyataan




Rosyida Hardiwatiningsih
NIM.D95214095

ADVISOR APPROVAL SHEET

This thesis by Roryida Hardiwatiningsih entitled *"The Use of Diary Writing in Learning vocabulary at the Eighth Grade of SMP Darius Sholah Jember"* has been approved by thesis advisors for further approval by the Board Examiner.

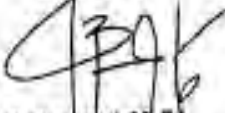
Surabaya, 10 June 2019

Advisor I,



Hilda Izzati Muliadi, M.A
NIP. 198602102011012012

Advisor II,



Rakhmawati, M.Pd
NIP. 197803172009122002

EXAMINOR APPROVAL SHEET

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

Dean of Faculty of Education and Teacher Training,



Prof. Dr. H. Agus Sud, M. Ag M.Pd.

NIP. 196501231993031002

Examiner I,

Fitriah, Ph. D

NIP. 197610042009122001

Examiner II,

Rizka Safriyanti, M.Pd.

NIP. 198409142009122005

Examiner III,

Hilda Tazetun Madjid, M.A.

NIP. 198602102011012012

Examiner IV

H. Mochamad Syaifudin M.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@uin-sby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya

Nama : ROSYIDA HARDIWATINGSIH
NIM : D95214095
Fakultas/Jurusan : FTK / PENDIDIKAN BAHASA
E-mail address : Rosyidahardiwatingsih@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Disertasi Lain-lain (.....)

yang berjudul :
The Use of Diary Writing in Learning Vocabulary at the Eighth Grade of SMP "Plus" Dana

Sholah Jember

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 10 Juli 2019

Berdis

(Rosyida Hardiwatingsih)

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,

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

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

- Kamil, Michael L. and Elfrieda H. Hiebert. *Tecahing and Learning Vocabulary*. New Yersey: Marwah. 2005.
- Kothari, C. R. *Research Methodology*. New Delhi: New Age International (p) Ltd. Publisher, 2004.
- Langan, J. *College Writing Skills with Readings (6th ed.)* New York: McGraw-Hill, Inc., 2005.
- Latulippe, Laura Donahue. *Writing as a Personal Product*. New Jersey: Regents, 1992.
- N, Rully R. 2016. "A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test": *Global Journal of Foreign Language Teaching*. Vol 6, Issue 4.
- Ningtyas, Enggar. Thesis: "*Vocabulary Notebook in Writing Process at the Eighth Grade of MTsN 6 Nganjuk.*" (Surabaya: UIN Sunan Ampel Surabaya, 2019)
- Olinghouse, Natalie G. and Joshua Wilson, "The Relation between Vocabulary and Writing quality" *Read Writ*. No. 26, 2013, 47.
- Oshima, Alice. *Introduction Academic Writing*. New York: Addison Wesley Longman, 1997.
- P, Aprilia, and friends. 2015. "Improving Writing Ability of the Eight Grade Students by Using Diary Writing". *E-Journal of English Language Teaching Society (ELTS)*. Vol 3.No. 1.
- Rubin, Joan. "DIARY WRITING AS A PROCESS: Simple, Useful, Powerful" Guidelines. 2003.
- Sadeq, Taiba M., Rahima S. Akbar, Hanan A. Taqil, and Khaled M. Shuqair. 2015. "EFL Writing Student's Perception of The Effect of Diary Writing". *International Journal of English Language Teaching*. Vol. 3 No. 2 April 2015. 54 – 63.
- Saifullah, Ihda Muflih. Thesis: "*The use of diary writing to improve the students' writing skill In recount text*". Salatiga: Institute Islamic state of Salatiga, 2017.
- Sari, Fitri Purnama, and el. "An analysis of students' ability and problems in writing recount text at grade VIII of SMPN 29 Padang". Program Studi Pendidikan

