STUDENTS' CHALLENGES IN USING DIARY WRITING PRACTICE FOR WRITING RECOUNT TEXT AT SMAN 1 GRATI PASURUAN

THESIS

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

By:
Fina Yunita Anggraini
NIM. D75213063

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA
2018

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

NAMA   : FINA YUNITA ANGGRAINI
NIM   : D75213063
PRODI   : PENDIDIKAN BAHASA INGGRIS
FAKULTAS   : FAKULTAS TARBIYAH DAN KEGURUAN
JUDUL SKRIPSI   : STUDENTS' CHALLENGES IN USING
                   DIARY WRITING PRACTICE FOR WRITING
                   RECOUNT TEXT AT SMAN 1 GRATI
                   PASURUAN

Menyatakan bahwa karya ilmiah ini asli hasil pekerjaan saya sendiri sepanjang pengetahuan penulis, tidak berisi materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi. Namun kecuali pada bagian penulis yang gunakan sebagai acuan dengan mengikuti tata cara dan etika karya lazim.

SURABAYA, 10 AGUSTUS 2018

METERAI
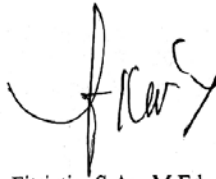TEMPEL
TGL.   20
8B3C1AFF25161930

6000
ENAM RIBU RUPIAH

...nggraini
NIM.D75213063

ADVISOR APPROVAL SHEET

This thesis by Fina Yunita Anggraini entitled *"STUDENTS' CHALLENGES IN USING DIARY WRITING PRACTICE FOR WRITING RECOUNT TEXT AT SMAN 1 GRATI PASURUAN"* has been aproved by the thesis advisor for further approval by th Board of Examiners.

Surabaya, 23 Juli 2018

Advisor I,

Nur Fitriatin, S.Ag,.M.Ed
NIP.196701121997032001

Advisor II,

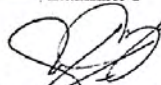Sigit Pramono Jati, M.Pd
NIP. 198605182011011005

EXAMINERS APPROVAL SHEETS

This thesis by Fina Yunita Anggraini entitled *"STUDENTS' CHALLENGES IN USING DIARY WRITING PRACTICE FOR WRITING RECOUNT TEXT AT SMAN I GRATI PASURUAN"* has been examined on July 30th 2013 and approved by the Board of Examiners.
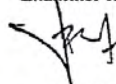
Dean of Faculty of Education and Teacher Training
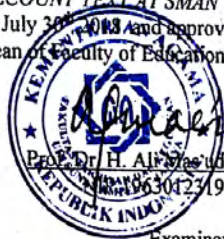
Prof. Dr H. Ali Mas'ud, M.Ag. M.Pd.I.
NIP.196301231993031002

Examiner I
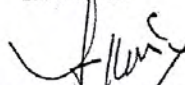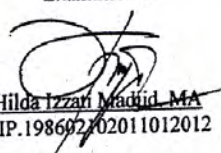
Dra. Irma Soraya, M.Pd
NIP.196709301993032001

Examiner II

Drs. Muhtarom. M.Ed,Gred Dip Tesol
NIP.196512201992031005

Examiner III

Nur Fitriatin, S.Ag,.M.Ed
NIP.196701121997032001

Examiner IV

Hilda Izzati Madjid, MA
NIP.198602102011012012

iv

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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

Nama   : FINA YUNITA ANGGRAINI
NIM   : D75213063
Fakultas/Jurusan : FTK/PENDIDIKAN BAHASA
E-mail address : finayunitaanggraini@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
[✓] Sekripsi   [ ] Tesis   [ ] Desertasi   [ ] Lain-lain (...............................)
yang berjudul :
STUDENTS' CHALLENGES IN USING DIARY WRITING PRACTICE FOR WRITING RECOUNT TEXT AT SMAN 1 GRATI PASURUAN

beserta 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 Agustus 2018

Penulis

(FINA YUNITA ANGGRAINI)
nama terang dan tanda tangan

v

ABSTRACT

Anggraini, Fina Yunita. 2018. **Students' Challenges in Using Diary Writing Practice for Writing Recount Text at SMAN 1 Grati Pasuruan.** A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor: Nur Fitriatin, S.Ag,.M.Ed, and Sigit Pramono Jati, M.Pd.

Keywords: Diary Writing, Writing Skill, Interest, Challenges, Recount Text.

In learning English, Writing is one of productive skill. Students can represent their thought, ideas, and feels through writing activity. Diary Writing practice is one of the strategies in teaching writing. The teacher can apply diary writing in teaching writing recount text. However, there are some challenges faced by students in diary writing. This research focused on the students' interest in writing especially in diary writing practice, the most frequent challenges in diary writing faced by the students and the students' strategies to deal with the challenges in diary writing. This research was conducted on X-Science 1 grade students at SMAN 1 Grati. The subject is 38 students in X-science 1 the academic year 2017-2018. This research used qualitative method which used descriptive qualitative to analyze the data. The researcher contributed a questionnaire and document analysis to gain data. The researcher found that students are not interested with diary writing practice. Besides, the researcher found that the most frequent challenges are lack of vocabulary, and lack of grammar knowledge. In addition, there are several strategies used to deal the challenges, those are setting diary writing's schedule, using their leisure time, finding a comfortable place, writing unforgettable moments, using a dictionary, and giving a self-reward.

ABSTRAK

Anggraini, Fina Yunita. 2018. Students' Challenges in Using Diary Writing Practice for Writing Recount Text at SMAN 1 Grati Pasuruan. Skripsi. English Teacher Education Department, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor: Nur Fitriatin, S.Ag,.M.Ed, and Sigit Pramono Jati, M.Pd.

Kata kunci: Menulis Buku Harian, Kemampuan Menulis, Minat, Teks Recount

Dalam mempelajari Bahasa Inggris, menulis adalah salah satu kemampuan produktif. Siswa dapat merepresentasikan pikiran mereka, ide, dan perasaan melalui kegiatan menulis. Menulis buku harian adalah salah satu strategi dalam pengajaran menulis. Guru dapat menerapkan materi menulis buku harian dalam bab tentang teks cerita. Namun, ada beberapa tantangan yang dihadapi siswa dalam menulis buku harian. Penelitian ini fokus terhadap ketertarikan siswa dalam menulis, khususnya menulis buku harian, tantangan yang sering muncul dalam menulis buku harian yang dihadapi oleh siswa dan strategis siswa menghadapi tantangan dalam menulis buku harian. Penelitian ini dilakukan di kelas XI IPA I tahun ajaran 2017-2018. Subjek penelitian ini adalah 38 murid kelas XI IPA I tahun ajaran 2017-2018. Penelitian ini menggunakan metode deskriptif kualitatif untuk menganalisa data. Peneliti membagikan kuisioner dan menganalisi hasil tulisan untuk mendapatkan data. Peneliti menemukan bahwa siswa tidak tertarik dengan latihan menulis buuku harian. Disamping itu peneliti menemukan tantangan yang paling sering yaitu kekurangan kosakata yang tepat dalam menulis, dan kelemahan dalam tata bahasa. Sebagai tambahan ada beberapa strategi yang digunakan dalam mengatasi tantangan ini, yaitu pengaturan jadwal menulis buku harian, menggunakan waktu luangnya, menemukan tempat yang nyaman, menulis kenangan yang tak terlupakan, menggunakan kamus, dan memberikan penghargaan pada diri sendiri.

TABLE OF CONTENTS

ix

CHAPTER I
INTRODUCTION

This chapter will describe about background of research, describe about research question, objective of the study, scope and limitation, significances of the study, and definition of key terms.

A. Background of research

English is a lingua franca, means that almost people used English for communication although both of them come from English speaking countries or non-English speaking countries students.[1] They have to keep their understanding of how the English language works.[2] For English speaking countries students, there are no challenges in learning English. However, it gives big challenges for students non-English speaking countries in learning English. Meanwhile, another aspect that can influence students in learning English, including motivation, the teacher's strategies in delivering the subject, learning environment, and the manual books for student's literature.[3]

In learning English, students have to master some skills, including receptive skill and productive skill. Receptive skill applies to both of reading and listening.[4] Whereas, productive skill apply to both of writing and speaking.[5] Therefore, Receptive skill and productive skill are the important part in learning English.[6]

One of the productive skill is writing. Through writing, students can write to represent of their ideas, feelings, thought arranged in words and sentences using hands, eyes, and brain for

---

[1] Hermer, jeremy. " The practice of English language teaching" Longman, p.1
[2] In article from Mānoa Writing Program. "Working with ESL Students' Writing: Opportunities for Language Learning" , accessed: http://manoa.hawaii.edu/mwp/program-research/writing-matters/wm-6 , on September 15 2017
[3] In article from web by written by: Alicia Miller. "9 Factors that Influence Language Learning for Kids", acccessed :https://www.whitbyschool.org/passionforlearning/9-factors-that-influence-language-learning , on September 24 2017
[4] Hermer, jeremy. " The practice of English language teaching" Longman, p. 199
[5] Hermer, jeremy. " The practice of English language teaching" longman, p. 255
[6] Hermer, jeremy. " The practice of English language teaching" longman. P. 199

1

creating it.[7] Based on Hamp-Lyons and Kroll, 1997: 8 statement that:

> *"Writing is an act that takes place within context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience."*

Therefore, writing skill is a complex skill. it is not only mastering the grammatical and language use but also about conceptual and the other elements of writing.[8] There are several aspects of writing skill, such as; the content, organization text, grammar, punctuation, capitalization, spelling and the other aspects of writing.[9] Some of students feel difficulties in writing.[10] Because they have to consider the aspects of writing in building the ideas, and represent of their ideas, and also have to consider the readers. Some of foreign language learners, it is quite difficult to make a good written product.[11] It means that the writers have to consider some aspects of writing.

Meanwhile, there are many aspects of writing skill. Content is one important aspects of writing. Thus, content has the important role in writing. Through content, the reader can know what the writer purpose is. There are many purposes of writing, and kinds of writing, such as; to inform and entertain the reader namely recount text.

Recount text is a kind of written texts that retell the author's experiences which occur in the past by focusing on experience chronological sequence.[12] Actually, recount text is easier and

---

[7]Raimes, A. "Techniques in Teaching Writing". New York: Oxford.1983 p.3-4

[8]Heaton, J.B. 1990. Writing English Language Tests. Hongkong : Longman.

[9]Ghabool, Neda, and etc. "Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level". 2012. School of Educational Studies, Universiti Sains Malaysia 11800 Penang, Malaysia

[10]Ghabool, Neda, and etc. "Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level". 2012. School of Educational Studies, Universiti Sains Malaysia 11800 Penang, Malaysia

[11]Ghabool, Neda, and etc. "Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level". 2012. School of Educational Studies, Universiti Sains Malaysia 11800 Penang, Malaysia

[12]Habiburrohim, Affan Mas. 2016. "Improving Students' Reading Comprehension of Recount Text by Using Student Team Achievement Division (STAD): A

simpler than the other genre text. In writing recount text, the writer tells about their experience and recall their memories. Although it is easier than the other genres.

In general, there are several aspects that can influence the students' writing performance. There are two aspects; the firsts aspect comes from the external sides, such as; the teacher's strategy in teaching,[13] lack of book references, and lack of facilitation in the learning process.[14] The second acpect comes from the internal side, such as; the lack of practice in writing.[15] As the English foreign learner, students need practicing more in writing to create the good writing products. It is the important point for the teacher to create the writing strategy to help students in the writing process and give them time for practicing more.

The teacher can apply many techniques in teaching writing recount text. One of the teaching techniques is diary writing practice. Diary writing is likes a record of daily events, a holiday or trip, a record what you have learnt, a life problem, and reminder note.[16] Furthermore, the teacher can apply diary writing practice in teaching writing recount text. by applying diary writing practice, it can give students time for practicing more in writing recount text. Students can write their personal stories or other stories based on their life experience through diary writing practice.

Based on the preliminary research, The researcher found the phenomenon in SMAN 1 GRATI. The teacher used Project Based Learning in the learning method. In this school, teacher asked the students to make diary writing for students' project task. It is one of the students' assessments in the psychomotor domain. There are some reasons why the researcher chooses this school to conduct this research, include the English teacher apply diary writing in the

---

Classroom Action Research on The Eight-Grade Students of SMPN 2 Lumbang Pasuruan." English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya.
[13]Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents.Vermont: Pro Lingua", 2001.
[14]Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents.Vermont: Pro Lingua", 2001.
[15]Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents.Vermont: Pro Lingua", 2001.
[16]Brown, Kristine and Susan Hood. "Writing Matters: Writing Skills and strategies for students of english". 1989. Cambridge University Press. Australia. P. 117

learning process, and also the students' condition that most of the students have a limit capability in applying English language.[17] The other reasons, this school is located in Pasuruan which is well known with the *Santri*-City.[18] Although, This school is not a pure Islamic school, the Islamic ascpects had been taught as like as an Islamic school.[19] some religious activities have already done in this school, such as; when "Maulid Nabi Muhammad SAW" comes, all of the students will celebrate the birthday of Nabi Muhammad SAW, do "*Istighosah*" every week, and praying together.

Teacher wants to build the students' habit of writing. Thus, teacher asks the students to make their diary writing. In this writing class, Teacher did not consider the students' writing aspects.[20] The teacher gives the score based on the students' participation in this assignment. Thus, the student can write everything that they want to write. In this research, researcher interest to analyze the students' interest in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also to find out the students' deal with the challenges in diary writing. Based on the phenomenon above, the researcher will conduct this research in SMAN 1 Grati.

There were several studies that related to writing recount text and writing a diary. The first study was conducted by Natanael Saragih, Roswita Silalahi, Hilman Pardede. The study focusses on the genre that said recount genre can improve the students' writing skill.[21]

The second study was conducted by Fitri Purnama Sari, Refnaldi, and Rusdi Noor Rosa. The study focusses on the problem

---

[17]Nasori, english teacher at SMAN 1 Grati at july 2017
[18]Pasuruan administration, http://welcome-pasuruan.blogspot.co.id/2009/12/dikenal-dengan-kota-satri.html accessed on; jan 17 2018
[19]Nasorni, english teacher at SMAN 1 Grati at desember 2017
[20]Nasori, english teacher at SMAN 1 Grati at july 2017
[21]Natanel Saragih and et, el. "The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar". Postgraduate Program of Universitas HKBP Nommensen. FIB Universitas Sumatra Utara. 2014

of writing recount text, such as; they did not really master in content, vocabulary, and grammar.[22]

Further, many researchers said that writing diary can improve the students' writing skill. Kinds of research prove that diary writing practice can influence the students' writing skill. But, teacher has to consider the elements of writing to create the good writing product. They also never consider about students' challenges in writing the diary. They conclude that by using writing diary, it can be helpful for student to improve writing skill.

Related to this research, there were some previous researches that similar and related to this research; the next study was conducted by Nofi Yulianti.[23] The study focusses on to know the effect of diary writing in writing skill. The result of this study, diary writing can improve the students writing skill.

The next study was conducted by Maryam Yavarian et al.[24] The study focusses on learning grammar by using diary writing. The result of this research showed that diary writing can improve the learning grammar of students and gives them motivation to write in the second language.

The next study was conducted by Dr. Taiba M. Sadeq, et.al.[25] In their research, they want to show students' perception of diary writing include the students' level of interest in writing, students' experiences in their writing level, and the effect of diary writing on teacher-student relationship. This research is quite similar with the present research but different object research. In this present research will focus on to know the students' interest in writing

---

[22]Fitri Purnama Sari, and el. "An analysis of students' ability and problems in writing recount text at grade VIII of SMPN 29 Padang". Program Studi Pendidilam Bahasa dan Sastra Inggris. FBS Universitas Negeri Padang.

[23]yulianti, Nofi. "Improving the writing skills through diary writing of the tenth grades students of SMAN 1 NGemplak" Sarjana Pendidikan Degree in the English Language Education, Jogjakarta state University, 2014

[24]Yavarian, Maryam et al. "The effect of diary writing on learning grammar by intermediate EFL learners" Research Journal of English Language and Literature, MA Student of English Language teaching, Department of English Language, Collage of basic sciences, Zahedan branch, Islamic Azad University, Zahedan, Iran. PhD Student of Aligarh Muslim University, Aligarh, India

[25]Sadeq, Talba M. and er, el. "EFL Writing Student's perception of the effect of Diary Writing", The English Department, The college of Basic Education, Ardhyia, Kuwait, Aprill 2015

especially in diary writing practice, investigate the most frequent challenges in diary writing faced by the students and also analyze the students' deal with the challenges in diary writing at SMAN 1 Grati.

In this research, the researcher wants to analyze the students' interest in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also to find out the students' deal with the challenges in diary writing. The researcher will focus on students' experience in writing a diary.

Based on the case above, the researcher will conduct a research entitled "Students' Challenges in Using Diary Writing for Writing Recount Text at SMAN 1 GRATI Pasuruan". The researcher will conduct this research to investigate the students' interest in writing especially in diary writing practice, analyzing the most frequent challenges in diary writing faced by the students and also analyze the students' deal with the challenges in diary writing.

B. Research Questions

According to the background of the study, the researcher writes out the questions;
1. How is students' interest in writing especially in diary writing practice?
2. What is the most frequent challenge in Diary Writing practice faced by students at SMAN 1 GRATI?
3. How do the students deal with the challenge in diary writing?

C. Objective of the study

According to the research question, the objectives of this research are, below:
1. to analyze the students' interest in writing especially in diary writing practice,
2. To analyze the most frequent challenges in diary writing faced by the students
3. To find out the students deal with the challenges in diary writing.

D. Significances of the study
1. From this research, it will give information to the English teacher. This study will provide some information related to the result of this research give information about the students' interest in writing especially in diary writing practice, to know students' challenges in diary writing, find out the most frequent challenges in diary writing faced by the students and also analyse the students deal with the challenges in diary writing.
2. Interesting learning activity can increase students' motivation in writing. Diary writing activity can help students' to increase their writing habit.
3. This research also gives benefit to the candidate of English teacher. From this research, it helps to make and create an appropriate writing activity to increase the students writing habit and also decrease the students' problem face in writing activity.

E. Scope and Limitation
In this research, the researcher discusses the main case of this research about students' challenges in using diary writing for writing recount text. In this research, the researcher wants to analyze the students' interest in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also to find out the students' deal with the challenges in diary writing.

The limitation of this research is the X-Science 1 grade students at SMAN 1 Grati. The researcher chooses this case for research based on preliminary research; that the teacher already apply the diary writing activity, and not all students can write English well thus they have to do more practice on writing.

F. Definition of key term
1. Diary writing
Diary is a tool for the author's self-reflection, the author's self-improvement, let emotional-flow, keep the author's

history, and record the author's experience.[26] In this study, diary writing is the students' product of writing recount text.

2. Writing skill

Writing skill is one of the productive skill.[27] By writing, student can express their emotions, thought everything that can represent by written production. In this study, writing skill means one of skill that taught in this class.

3. Interest

Interest is the feeling of wanting to give attention to something or to discover about something.[28] It means that the feeling to concern something without any forcing. In this research, Interest means students' feeling in writing a diary.

4. Challenge

Challenge is something that faced which need effort in order to done successfully, in which a test for a person's abilities.[29] Challenge in this research means students problems in writing recount text especially diary writing.

5. Recount text

Recount text is a kind of written texts that retell the author's experiences which occur in the past by focusing on experience chronological sequence.[30] In this research, it means a kind of written texts that taught in this class. It is recount text.

At the end of the research, the researcher understand the students' interest phase in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also find out the students' deal with the challenges in diary writing.

---

[26]Miller, S. D. (2003). How high and low challenge tasks affect motivation and learning: Implications for struggling learning. Reading & Writing Quarterly: Overcoming Learning Difficulties, 19(1), 39-57.

[27]Hermer, jeremy. " The practice of english languange teaching" longman, p. 246

[28] Cambridge dictionary, accessed on july 19 2018

[29] Cambridge dictionary, accessed on agust 01 2018

[30]Habiburrohim, Affan Mas. 2016. "Improving Students' Reading Comprehension of Recount Text by Using Student Team Achievement Division (STAD): A Classroom Action Research on The Eight-Grade Students of SMPN 2 LumbangPasuruan." English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya.

CHAPTER II
REVIEW OF RELATED LITERATURE

This Chapter will describe about the theories which related with the research, such as; writing, writing skill, recount text, diary writing, process to write a diary, the strengethes of diary writing practice, challenges writing a diary and the way to reduce the challenges. This chapter will also show the previous study of this research.

A. Theoritical Framework

1. Writing

a. Definition

Based on 2013 Curriculum about basic of standard competencies, English is one of the supplementary subjects that has been learnt by the students in senior high school, and also since they were elementary school.[1] Moreover, in learning English, there are 4 skills that has been learnt by students. Those are Writing, Speaking, Listening, and Reading. Writing skill is the hardest skill than other skills.

Writing is a process.[2] It means that there are some steps which have to do when to start writing. Firstly, writers have to decide on the topic what the writers want to write. Then, writers explore the topic by reading, listening, and so on that can help the writer build the idea. Thirdly, creating the main idea of the topic. Then, you write the draft. The last you have to consider the content, style, mechanics, structure, and so on to make the best draft.

b. Aspects of writing

Starting to write a paper, a writer has some aspects that have to consider. A writer can write what they want to say. But, a writer has to know that many people will read the paper. Therefore, before starting to write a paper, a writer has to know what the

---

[1]"Kurikulum 2013". Kementrian Pendidikan Dan Kebudayaan. Desember 2012
[2]Eggenschwller, jean, and Biggs, Emlly Dotson. "Writing: Grammar, Usage, and Style". Hungry Minds, New York, 2001 p. 134

9

purpose of the text is, and also who the readers are. Below are some aspects that need to consider by the writer are;[3]

  1) The Writer's Process

In this first aspects, it is related to pre-writing, drafting, revising, and editing. The writers have to decide on the topic what they want to write. Then, the writers develop the topic by combination skill. Later, the writers will start to write the draft. Before publishing the paper, the writers will re-read the paper. And the last, the writers will re-write again with the good writing.

  2) Content

In this part, it relates to the text content about relevance text, clarity, originality, and logic. The writers have to decide if each sentence with the other sentence are still coherence. The writers have to ensure that the text is clear to be understanding by the readers. The writer has to consider that the text is the original written text by the writer. Further, the writing test has to be logic. Through the content, the reader knows what the writer purpose is.

  3) Organization

In the next aspects, It is related to paragraph, topic and supporting sentence, cohesion, and unity. The writers have to ensure that they have written in the good paragraph. In a good paragraph, it contains a topic sentence and supporting sentences. And also, in each sentence has to be cohesion and unity.

  4) Mechanics

The next aspects, It is related to handwriting or typewriting, spelling, and punctuation. It is about how the writers write the paper. The writers write the paper by handwriting or typewriting. The writer also has to ensure that they write the paper with correct spelling, and punctuation.

  5) Syntax

It is related to the structure of sentences, sentence boundaries, and stylistic choice. It is about the writer use appropriate grammar.

---

[3]Raimes, A. Techniques in Teaching Writing. New York: Oxford.1983 p. 6

6) Grammar

It is related to rules of verb, agreement, articles, and pronouns. The writers have to write and use the correct verb, agreement, article, and pronouns.

7) Word Choice

It is related to choose the appropriate vocabulary, idiom, and tone. The writers have to make sure that they choose the appropriate word and vocabulary. They also have to consider when using idiom and tone.

8) Purpose

It is about what the aim of writing the text. Before writing the paper, the writers have to know the purpose of the text. thus, it does not mean that the writers cannot write what they want to write. But, it can be more interesting before writing they know the purpose of the text then they will write according to the purpose of the text.

9) The Reader

The last aspects that the writer have to consider before writing the text is the reader. Thus, creating an interesting text, the writer have to know who the reader is.

2. Writing Skill

Writing skill is one of the productive skill, which representative of our idea, feeling, thought to arrange in words and sentences using hands, eyes, and brain for creating it.[4] Thus, By the written we can express our emotional, thought and everything that we can write which has a purpose. In addition, the aim of writing is to give information to the reader.

In writing skill, there are several aspects that can influence the students' writing performance. There are two aspects; the firsts aspect comes from the external sides, such as; the teacher's strategy in teaching,[5] lack of book references, and lack of facilitation in the learning process.[6] The second acpece comes from

---

[4]Raimes, A. "Techniques in Teaching Writing". New York: Oxford.1983 p.3-4
[5]Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents.Vermont: Pro Lingua", 2001.
[6]Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents.Vermont: Pro Lingua", 2001.

the internal side, such as; the lack of practice in writing.[7] As the English foreign learner, students need more practice in writing to create the good writing products. It is the important point for the teacher to create the writing strategy to help students in the writing process and give them time for more practice.

3. Students' Interest in Writing

For the non-English speaking student, Writing in English language give some challenges. There are many aspects that consider by the writer. Therefore, for students who have no interest in writing English. Writing in English is difficult and complex skill. Moreover, interest matter is important in learning.

Based on a journal, interesting on writing, it affects to the students' achievement in writing.[8] Therefore, students who are interested in a subject, they feel confident to do their work.[9] According to Hidi and Renninger's research, they identified the development of students interest in four phases, below those four phases in the students' interest for writing:[10]

a. Students in phase one

In phase one, students have no much knowledge about writing. They feel that they are bad in writing exercise. Even, they think that writing is a boring exercise because writing is a lot of work. They do not revise much, because they confuse to gain the task.

b. Students in phase two

In this phase, students think that the writing assignment is a duty. It means that they must do the writing exercise. They appreciate the teacher's feedback for comments in their work.

c. Students in phase three

In this phase, student feel enjoy in writing. most of their time spend on writing. they also will revise the assignment to

---

[7]Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents.Vermont: Pro Lingua", 2001.

[8] Hidi, Suzanne, and K. Ann Renninger. "The Four-Phase Model of Interest Development." Educational Psychol-ogist 41.2 (2006): 111-27.

[9] Dewey, John. Interest and Effort in Education. Boston: Houghton, 1913.

[10] Lipstein, Rebecca L., and K. Ann Renninger. "'Putting Things into Words': The Development of 12-15-Year-Old Students' Interest for Writing." Writing and Motivation. Ed. Suzanne Hidi and Pietro Boscolo. New York: Elsevier, 200

make it right. They dislike a feedback that only comment about their writing style.

d.   Students in phase four

The last phase, students spend their time on writing. they have enthusiasts to be a good writer. It is the same phase as the third phase, students will do the right one writing. they will revise their work to make it great work. Which it makes different with the third phase because they appreciate all constructive feedback and welcome to peer conference. But if the feedbacks are constructive.

4.   Recount Text

Recount text is a kind of written texts that was taught by the teacher in the senior high school.[11] Recount text is a kind of written texts that retell the author's experiences which occurred in the past by focusing on experience chronological sequence.[12] The purpose of recount text is to inform and also to entertain the reader. In recount text, there are three types of recount text.[13] Below are the types of recount text:

a.   Personal recount is a text that retells an activity or experience of the writer; such as a diary, autobiography.

b.   Factual recount is a text that record a specific incident already happen; such as research report, and news report.

c.   Imaginative recount which a text retell the author's imagination but with realistic place or a story that never happened before.[14]

Additional, the generic structure of recount text consist of three parts.[15] The first parts, orientation or we call background

---

[11] "Kurikulum 2013". Kementrian Pendidikan Dan Kebudayaan. Desember 2012

[12] Habiburrohim, Affan Mas. 2016. "Improving Students' Reading Comprehension of Recount Text by Using Student Team Achievement Division (STAD): A Classroom Action Research on The Eight-Grade Students of SMPN 2 Lumbang Pasuruan." English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya.

[13] in an article from "English online by the tilte recount", http://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/Features-of-text-forms/Recounts, accessed on april 13, 2017

[14] Targetting Text: Recount, Procedure, Exposition Middle Primary, (Sydney: Blake Education, 2011), 4

information of the text. In this part, it provides the general information such as introduction the event or experience, what the event is, when it occurs, where it occurs. The second part, events or we can say climax. In this part, we explain and describe the event in thevchronological sequence. The students should write the details information about the events. The last part, re-orientation or conclusion, we close the text with providing the author's comments and opinion. In the writing recount text, it is usually written in the past tense.

In this research, the researcher will focus on the personal recount which the students write a recount text through diary writing practice. In this class, the students already write recount text through diary writing practice. Thus, the researcher focuses to find out the students' challenges in diary writing, investigate the most frequent and least frequent challenges in diary writing faced by the students and also analyze the students' effort to deal with the challenges in diary writing.

5. Diary Writing

Diary writing is quite similar with journal writing.[16] Diary is a tool for the author's self-reflection, the author's self-improvement, let emotional-flow, keep the author's history, and record the author's experience.[17] However, Diary is a personal story with self-addressed.[18] Diary is a record of the author's life experience and is quite the author's privacy. It is a not message, but it is a representation of experience.[19] When the authors can not tell the author's story, they choose to write it down in a book. It called a

---

[15]In an article from "English online by the tilte recount", http://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/Features-of-text-forms/Recounts, accessed on april 13, 2017
[16]Harmer, Jeremy. "How to teach writing", Pearson Education Limited, Malaysia, 2007
[17]Miller, S. D. (2003). How high and low challenge tasks affect motivation and learning: Implications for struggling learning. Reading & Writing Quarterly: Overcoming Learning Difficulties, 19(1), 39-57.
[18]Marefat, Fahimeh. "The impact of diary analysis on teaching/learning writing" allameh Tabatabii University
[19]Steinitz, Rebbeca. "writing diaries, reading diaries: the mechanics of memory", department of english, Univercity of Califonia, USA, 2009, p. 44

diary. Actually writing a diary is the easiest writing practice. The writer can write anything that you want to write.

In the nineteenth century, diary becomes the existence handwriting.[20] It means that writing diary has been written for long times ago. There are two kinds of diary.[21] The first one talks about creating the personal experience. Sometimes, it is the author's secret and quite privacy. The second one is more formal then the first kind of diary. In the second one, it representative of experiences which has a relation between the individual and the outside world.

Diary is a personal writing, means that writing for yourself.[22] It can be like a record of daily events, a holiday or trip, a record what you have learnt, a life problem, and reminder note. You can write whatever you like.[23] In this chance, the researcher will find out the students' challenges in diary writing, investigate the most frequect challenges in diary writing faced by the students and also analyze the students' way to deal with the challenges in diary writing. Moreover, recount text and diary have the similarity which retells the past experience and using past tense. The teacher already teaches about recount text. Then, the teacher asked them to write recount text through writing a diary.

6. **Process to write a diary**

In the fact, it is so simple to write a diary. What the students want to write, just write it. But it helps students to be more easily. Before the teacher asked the students to write a diary, teacher has to give instruction clearly. Below are some tips that find for guiding the student to write the diary more easier.[24]

[20]Steinitz, Rebbeca. "writing diaries, reading diaries: the mechanics of memory", department of english, Univercity of Califonia, USA, 2009, p. 49
[21]Steinitz, Rebbeca. "writing diaries, reading diaries: the mechanics of memory", department of english, Univercity of Califonia, USA, 2009, p. 47
[22]Brown, Kristine and Susan Hood. "Writing Matters: Writing Skills and strategies for students of english". 1989. Cambridge University Press. Australia. P. 117
[23]Brown, Kristine and Susan Hood. "Writing Matters: Writing Skills and strategies for students of english". 1989. Cambridge University Press. Australia. P. 117
[24]Curtis, Andy, and Kathleen M. Bailey, "Diary Studies". The Chinese University of Hong Kong, h. 75

a. Trying to recall your memories.[25] You have to record your memories and thought in your diary. Moreover, you have to write as possible as detail information.

b. Setting a time in each day for the students to write their diary. In every learning process, the teacher has to give time for students to write a diary. Thus, the students do not have to write the diary as soon as possible to make it easier to remind in every event that occurred.

c. Taking a comfortable place for writing your diary. Sometimes some of students do not want be disturbed by their friends. Thus, student has to find their comfortable place in writing a diary. students have to feel comfortable for dealing with your idea, thought in writing a diary

d. You have to bring another notebook everywhere. Thus, the student can write in everywhere and every time. Moreover, Some diarists gave suggestion to keep a pocket notebook in bedside, thus they still can write a diary if they want.[26]

e. When you write a diary, don't worry about grammar, style, and organization.[27] Thus, write everything that you thought. You only have to write what your idea in your mind.

7. The Advantages of Diary Writing Practice

Writing is one of the complex skill in the language. It becomes a difficult thing cause students have the limit of time for learning involve grammar, spelling, vocabulary, punctuation, and content at the same time. Thus, students have to be more practice to master this skill.

For a long time, many people already write a diary. In the nineteenth century, diary becomes the existence handwriting.[28] It means that it is not a common thing for many people. In the following, there are some benefits for writer in writing a diary:

---

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

[26]Curtis, Andy, and Kathleen M. Bailey, "Diary Studies". The Chinese University of Hong Kong, h. 75

[27]Curtis, Andy, and Kathleen M. Bailey, "Diary Studies". The Chinese University of Hong Kong, h. 76

[28]Steinitz, Rebbeca. "writing diaries, reading diaries: the mechanics of memory", department of english, Univercity of Califonia, USA, 2009, p. 49

a. It helps our memory for memorizing every moment occurred.[29] It is useful for us who are easy for forgetting thing. It is likes a media in exploring your idea, thought, and experience. Moreover, it is being nice when you are getting older. Thus, you can open your dairy then you can remind everything happened in the past.

b. By writing a diary you can focus on your goals.[30] In your diary, you can write everything that you want to write. You can write everything in your mind, experience, and also your a lot of dreams. Using a diary is the best way to know your progress in which target.[31]

c. Writing a diary can help you to improve your writing skill.[32] It can create the students' habit of writing. Thus, students who do not like writing, they must write. Meanwhile, it can help students in improving their vocabulary by writing.

8. Students' Challenges in Diary writing

Diary writing is likes a life evaluation report. It is similar to the other writing product. But writing diary retells the writer experience. In writing a diary, students faced some problems; include cognitive and affective factors.[33] There are five aspects that influence students' problems in writing.[34] It includes problems of the cognitive factor in writing a diary. Below are the problems of the cognitive factor in writing diary:

---

[29]Sinicki, Adam. "Benefit of keeping a diary", self improvement motivation, accessed: http://www.healthguidance.org/entry/16313/1/Benefits-of-Keeping-a-Diary.html on: july 12, 2017

[30]Sinicki, Adam. "Benefit of keeping a diary", self improvement motivation, accessed: http://www.healthguidance.org/entry/16313/1/Benefits-of-Keeping-a-Diary.html, on july 12, 2017

[31]Sinicki, Adam. "Benefit of keeping a diary", self improvement motivation, accessed: http://www.healthguidance.org/entry/16313/1/Benefits-of-Keeping-a-Diary.html, on july 12, 2017

[32]Sinicki, Adam. "Benefit of keeping a diary", self improvement motivation, accessed: http://www.healthguidance.org/entry/16313/1/Benefits-of-Keeping-a-Diary.html, on july 12, 2017

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

[34]Kim, J. (2005). EFL writing problems in the Korean students. Journal of Pan-Pacific Association of Applied Linguistics, 8, 180-189.

a. Content related to what story will write. Most of students get difficulties to develop the content.[35] They confuse what story will they write.

b. Organization related to the generic structure of the recount text. Some of student do not give pay attention to the generic structure of the text. The students have to write clear story and understand well.

c. Vocabulary related to choosing the appropriate word. Most of students who difficulties in expressing their ideas, because they are lack of vocabulary. They can use a simple word to write the story.

d. Grammar related to writing the good and correct sentences. some students felt difficult to make a correct sentence, because they lack of grammar ability. They do not know how to use tense.

e. Mechanics, it is about errors in spelling and punctuation. It could be the text is unread because the students' handwriting is not good.

Moreover, there are also some affective factors that influence in writing a diary. Below are the problems of affective factor in writing diary:

f. The students feel bored in diary writing process.[36]

g. The students do not interest English subject. It affects the students' writing in English.

h. students can not express what their experience and feel.[37] They confuse to express their story and moments, then they can not choose the best moments to write.

[35]FitriPurnama Sari, Refnaldi, Rusdi Noor Rosa. "An Analysis Of Students' Ability And Problems In Writing Recount text At Grade VIII Of SMPN 29 PADANG" Program Studi Pendidikan Bahasa dan Sastra Inggris, FBS Universitas Negeri Padang

[36]Sadeq, Talba M. and er, el. "EFL Writing Student's perception of the effect of Diary Writing", The English Department, The college of Basic Education, Ardhyia, Kuwait, Aprill 2015

[37]Pajkovic, Angelica, "For my eyes only: The challenges of writing meaningfully in diary or jurnal", accessed: https://www.themindfulword.org/2017/challenge-writing-meaningfully-journal/ , on: febuary 26, 2018

9. **Students' Deal with the challenges of writing diary**

Writing demand the students to learn many aspects at the same time, including grammar, spelling, vocabulary, punctuation, and content.[38] For non English speaking countries, it is a little bit difficult to learn because it is different from their mother tongue. They face some challenges in writing diary, including; coginitive and affective factors. There are some suggestions for reducing the written expression challenges.[39] Below are some suggestion that can help students dealing with the challenges:

a. The students can arrange their schedule to complete the assignments. It means that the students have the target to complete the assignment. Thus, they do not have any reason for not doing the assignments. Moreover, giving the schedule can help the students being discipline with their time.

b. Students can use their leisure time to write the diary. They can write in a productive time.[40] It means that they do not use all the time for writing a diary. Therefore, it can help students reducing the students' boredom in writing and expressing the story.

c. Students can choose the quiet and comfortable place to write the diary. Some people will choose the best place to build their concentration.[41] Therefore, students can choose their best place to recall all memories easily.

d. Students can write unforgettable moment to develop their story. The other challenge to write a diary, students feel difficult to express their experiences and story. Therefore, the

---

[38] Diane Wagner, BA, Grad. Dip. Child Study "Strategies to assist students with writing difficulties", accessed: https://www.ldatschool.ca/strategies-for-writing-difficulties/ on: may 5, 2018

[39] Diane Wagner, BA, Grad. Dip. Child Study "Strategies to assist students with writing difficulties", accessed: https://www.ldatschool.ca/strategies-for-writing-difficulties/ on: may 5, 2018

[40] Simmons, Mike. "The seven major benefit of keeping a schedule", accessed: https://www.ecollegefinder.org/2014/05/17/seven-major-benefits-keeping-schedule/ , on: july 26,2018

[41] Academic resource of Collombia College. "Tactics to improve concertation" accessed: https://www.ccis.edu/offices/academicresources/writingcenter/studyskills/memory/concentration.aspx on: july 27, 2018

students can choose to write their unforgettable moments to help them develop their idea.

e. Students can use a dictionary to choose the appropriate vocabulary.[42] To help students who have limit vocabulary, they can use a dictionary to find out the appropriate word. It also can inprove the students' vocabulary by using a dictionary. Thus, all the students' way deal with the challenges in writing diary.

f. In addition, students can give their selves reward when they can complete the assignment. It can help them to build their passion in learning especially writing skill.[43]

B. Previous Studies

Related to this research, there were some research that similar and relation with this research; the first study was conducted by Natanael Saragih, Roswita Silalahi, Hilman Pardede. The study focusses on the genre that said recount genre can improve the students' writing skill.[44]

The second study was conducted by Fitri Purnama Sari, Refnaldi and Rusdi Noor Rosa. The study focusses on the problem of writing recout text, such as; they did not really master in content, vocabulary and grammar.[45]

Further, many researchers said that writing diary can improve the students' writing skill. Many kinds of research prove that diary writing practice can influence the students' writing skill. But, teacher had to consider the elements of writing to create the good writing product. They also never considered about students' challenges on writing the diary. They concluded that by using

---

[42] Dr. Ece Sarigul. "The Importance of using dictionary in language, learning, and teaching", accessed: http://dergipark.gov.tr/download/article-file/151836 on, july 27, 2018

[43] Baranek, Lori Kay ." The Effect of Rewards and Motivation on Student Achievement", (1996). Masters Theses. 285.

[44] Natanel Saragih and et, el. "The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar". Postgraduate Program of Universitas HKBP Nommensen. FIB Universitas Sumatra Utara. 2014

[45] Fitri Purnama Sari, and el. "An analysis of students' ability and problems in writing recount text at grade VIII of SMPN 29 Padang". Program Studi Pendidilam Bahasa dan Sastra Inggris. FBS Universitas Negeri Padang.

writing a diary, it can be helpful for student to improve writing skill.

Related to this research, there were some researches that similar and related with this research; the next study was conducted by Nofi Yulianti.[46] In her classroom action research, researcher want to know the effectiveness of diary writing. The result of this research, diary writing can improve the students writing skill. This research has done only to know the effect of diary writing in writing skill without knowing the students' challenges in writing.

The next study was conducted by Maryam Yavarian et al.[47] In her experimental research, she wants to know learning grammar by using diary writing. The result of this research said that can improve the learning grammar of students and gives the motivation to write in the second language. It is quite similar with the present research using Diary Writing to conduct the research.

The last study was conducted by Dr. Taiba M. Sadeq, et.al. in their research, they want to show students' perpection of diary writing include the students' level of interest in writing, the progress they experienced in their writing level, and the effect of diary writing on teacher-student relationship. This research is quite similar with the present research but difference object research. In this present, the researcher will focus on analyzing the students' interest in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also to find out the students' deal with the challenges in diary writing. Wheareas in the previous research, it conducted in university students which has different level in English skill.

[46]yulianti, Nofi. "Improving the writing skills through diary writing of the tenth grades students of SMAN 1 NGemplak" SarjanaPendidikan Degree in the English Language Education, Jogjakarta state University, 2014

[47]Yavarian, Maryam et al. "The effect of diary writing on learning grammar by intermediate EFL learners" Research Journal of English Language and Literature, MA Student of English Language teaching, Department of English Language, Collage of basic sciences, Zahedan branch, Islamic Azad University, Zahedan, Iran. PhD Student of Aligarh Muslim University, Aligarh, India

CHAPTER III
RESEARCH METHODOLOGY

This chapter will describe about approach and research design, research presence, subject and setting of the study, data and sources data, research location, data collection technique, and research instrument, data analysis technique.

A. Approach and Research Design

In general, Qualitative research represents people's word and action as experienced in narrative or descriptive ways.[1] In qualitative research, there are some important characteristics to consider.[2] First, qualitative research is designed to discover some interesting phenomenon where people as the participants. Second, qualitative research takes in a natural setting. Third, qualitative research emphasizes on human as instrument.

The design of this research is qualitative design. In this study, the researcher uses descriptive approach to analyze the students' interest in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also to find out the students' deal with the challenges in diary writing.

B. Research Presence

In this research, researcher conduct this research to analyze the students' interest in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also to find out the students' deal with the challenges in diary writing at SMAN 1 Grati.

Moreover, the researcher is the nonparticipant research. The researcher is as the instrument itself. The researcher chooses this place because there is an interesting task that namely diary writing. In which, for non-English speaking students learn English bring some challenges.

---

[1]Maykut, Pamela, and Morehouse, Ricahard. "Beginning Qualitative Research: A Philosophic and Practical Guide", TheFalmer Press, 4 John Street, London. 1994
[2]Maykut, Pamela, and Morehouse, Ricahard. "Beginning Qualitative Research: A Philosophic and Practical Guide", TheFalmer Press, 4 John Street, London. 1994

22

C. Subject and Setting of the study

The research location will use SMA Negeri 1 Grati which is located on Jl. Raya Sumurwaru 32, Sumberanyar, Nguling, Pasuruan. In this class, the students have to write a diary as their assignment.

The subjects of the research conduct the X- science 1 grade students of science programs in academic 2017-2018, consists of 38 students which already write a diary. The research data was from the students. In this research, the researcher will contribute the questionnaires to analyze the students' interest in writing especially in diary writing practice, find out the most frequent challenges in diary writing faced by the students and also to find out the students' deal with the challenges in diary writing. The researcher also analyzes the student writing product.

D. Data and Source of data

1. Types of Data

According to Konthari's book, explained that there are two type of data; include primary data and secondary data. Those type of data explained below:

a. Primary data

Primary data is data which collected by the researcher directly to get the original data.[3] The primary data of this research is students' questionnaire. In the questionnaire, it already consists of some question that can answer the research questions. The questionnaire consists of questions and statements to get information about students' interest in writing especially in diary writing practice, the students' challenges in diary writing faced by the students and the students' deal with the challenges in diary writing.

b. Secondary data

Secondary data is supporting data which already collected from some sources.[4] In this research, the secondary data is the documentation of students' diary writing product. After the researcher collects the data, the researcher will analyze the

---

[3]C.R. Kothari, Research Methodology Methods and Techniques Second Revised Edition (india: New Age International Publisher, 2004), 95
[4]C.R. Kothari, Research Methodology Methods and Techniques Second Revised Edition (india: New Age International Publisher, 2004),111

product to find out the most frequent challenges in diary writing faced by the students.

2. Source of Data

The source of the data is the result of students' questionnaire and the documentation, which is the students writing diary product. In this research, Researcher distributes the students' questionnaire in order to get information about the students' interest while the process of writing diary, what students' challenges in writing a diary, what students opinion about diary writing as a students' project and how the students' deal with the challenges. Moreover, the researcher also analyzes the students' diary writing product used to support the primary data.

E. Research Instrument

The tools (rubric questionnaire, and documents) that researcher uses to collect the data namely instrument.[5] To help the researcher gathering the data, the researcher used the close-ended questionnaire as the instrument. The researcher also collect the documents for supplementary data, those were;

1. Close-ended Questionnaire[6]

The questionnaire is a written form used to gather the data information on subjects which consist of a set of questions. In this study, the researcher used the close-ended questionnaire, which calls for "yes" or "no" response for respondent. The close-ended questionnaire adapted from some previous research and journal, those were:

a. Students' interest in writing and awareness of studying writing skills questionnaire.[7] The researcher adapted the questionnaire for answering the first question.

b. The researcher also adapted questionnaire from "Self-Assessment of English Writing Skills and Use of Writing"[8]

---

[5]Fraenkel, Jack R, and Wallen, Norman E. "How to design and evaluate research in education", The McGraw-Hill Companies, 2009

[6]Key, James. P. 1997. Questionnaire and Interview as Data-Gathering Tools. Oklahoma State University. Available: http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage16.htm

[7]http://shodhganga.inflibnet.ac.in/bitstream/10603/3274/14/14_appendix.pdf. Accessed on May 17, 2018 at 22.53

to answer the first research question. This questions can support answering the research questions.

c. "An Analysis Of Students' Ability And Problems In Writing Recount text At Grade VIII Of SMPN 29 PADANG" written by Fitri Purnama Sari, Refnaldi, Rusdi Noor Rosa. This study discussed the students' problems in writing recount text. In this research, the writing's problem belongs to the problems of cognitive factor in writing a diary. The researcher adapted this aspects for the questionnaire to answer the students' challenges in writing diary for cognitive factor.

d. "EFL Writing Student's perception of the effect of Diary Writing" written by Talba M. Sadeq, and er, el. This study discussed about the students' opinion about writing a diary. This study made a statement that boredom can influence the proses of writing a diary. The researcher adapted this journal for supporting the questionnaire for answering the students' challenges in writing diary for affective factor.

e. "For my eyes only: The challenges of writing meaningfully in diary or jurnal", written by Angelica, Pajkovic.[9] This article discussed about the challenges in writing journal or diary. The researcher adapted this article for supporting the questionnaire about students challenges in writing diary for affective factor.

f. "Strategies to assist students with writing difficulties" written by Diane Wagner, BA, Grad. Dip. Child.[10] This article discussed about the students strategies in reducing the writing problem. The researcher adapted this article for answering the students' effort to deal with the challenges.

2. Documentation

Document analysis or content analysis is analyzing of documentary materials include books, magazines, newspapers

---

[8]http://www.marquette.edu/oie/documents/ESLP82QuestionnaireFa08.pdf. accessed on May 22,2018 at 07.00 a.m
[9]https://www.themindfulword.org/2017/challenge-writing-meaningfully-journal/   , accessed on: febuary 26, 2018
[10] https://www.ldatschool.ca/strategies-for-writing-difficulties/ accessed on: may 5, 2018

and the other verbal material which can be either spoken or printed.[11] In this research, the data in documentation analysis are printed. The data include the students' diary writing products. It used to analyze the students challenges based on the student diary writing products using the assessment writing rubric. The assessment writing rubric is shown below;[12]

Table 3.1 The Assessment Writing Rubric

Score	Organization	Development	Word Choice/Grammar Usage	Mechanics
of 5	**Exemplary Organization** • Clear and logical progression of ideas • Strong beginning, middle and end • Strong, well-developed multiple paragraphs • Strong use of transition	**Exemplary Development** • Strong use of examples, evidence or supporting details • Clear focus maintained ➢ Descriptive: exemplary examples and sensory details ➢ Narrative: exemplary ideas convey the experience	**Exemplary Word Choice/Grammar Usage** • Vivid, specific, precise • Consistent grammar usage ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Regular/irregular verbs	**Exemplary Mechanics** • May have minor errors ➢ Punctuation ➢ Capitalization ➢ Spelling • Needs little or no editing
of 4	**Effective Organizatio**	**Effective Developmen**	**Effective Word**	**Effective Mechanic**

---

[11]Kothari, C.R. "Research Methodology: Method and techniques", New Age International (P) Ltd. 2004

[12] Camphel, Thomas W. "T each 21 Writing Rubric". West Virginia Department of Education. 1900 Kanawha Boulevard Eat Charleston, West Virginia. Accessed from: https://wvde.state.wv.us/teach21/writingrubrics/ on: July 21,2018

			Choice/Grammar Usage	s
	n	**t**		
	• Logical progression of ideas • Clear beginning, middle and end • Appropriate, effective paragraphing • Sufficient use of transition	• Clear use of examples, evidence or supporting details • Clear focus ➢ Descriptive: effective examples and sensory details ➢ Narrative: effective ideas convey the experience	• Specific, precise • Mostly consistent grammar usage ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Regular/irregular verbs	• Few errors ➢ Punctuation ➢ Capitalization ➢ Spelling • Needs some editing
of 3	**Adequate Organization** • Some evidence of a logical progression of ideas • Beginning, middle and end • Some evidence of appropriate paragraphing • Some use of transition	**Adequate Development** • Sufficient use of examples, evidence or supporting details • Some evidence of a continued focus ➢ Descriptive: adequate examples and sensory details ➢ Narrative: adequate ideas convey the	**Adequate Word Choice/Grammar Usage** • Appropriate, somewhat simplistic • Somewhat consistent grammar usage ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Regular/irregular verbs	**Adequate Mechanics** • Some errors ➢ Punctuation ➢ Capitalization ➢ Spelling • Needs editing but doesn't impede readability

		experience		
of 2	**Limited Organization** • Limited evidence of a logical progression of ideas • Beginning, middle and/or end • Attempts at appropriate paragraphing • Limited use of transition	**Limited Development** • Some use of examples, evidence or supporting details • Some evidence of focus ➢ Descriptive: limited examples and sensory details ➢ Narrative: limited ideas convey the experience	**Limited Word Choice/Grammar Usage** • Inadequate, repetitive • Several inconsistencies in grammar usage ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Regular/irregular verbs	**Limited Mechanics** • Frequent errors ➢ Punctuation ➢ Capitalization ➢ Spelling • Begins to impede readability
of 1	**Minimal Organization/Minimal Response** • Lacks evidence of a logica/l progression of ideas • Lacks a beginning, middle and/or end • Minimal evidence of paragraphin	**Minimal Development/Minimal Response** • Lacks sufficient examples, evidence or supporting details • Unclear focus ➢ Descriptive: minimal examples and sensory details	**Minimal Word Choice/Grammar Usage/Minimal Response** • Inadequate, incorrect • Frequent inconsistencies in grammar usage ➢ Subject/verb agreement ➢ Singular/pl	**Minimal Mechanics/Minimal Response** • Consistent errors ➢ Punctuation ➢ Capitalization ➢ Spelling • Impedes readability

		g
		• Lacks clear
		  transition
			➢ Narrative:
			  minimal
			  ideas
			  convey the
			  experience
				ural nouns
				➢ Regular/irr
				  egular
				  verbs	

F. Data collection technique

In this qualitative research, the researcher used closed-eded questionnaire and Document analysis to collect and analyze the data. The closed-ended questionnaire were distributed on May 28, 2018, then the researcher analyzed the data.

1. Close-ended questionnaire

This instrument was created to gather the data for those research question. Here are the explanations:

a. "How do students' interest in writing especially in diary writing practice?". For the first research question, learner anwered 11 question about their possion and interest in writing diary, which divided into 3 categories: first, it is about students' interest in writing including 5 items (1,2,3,4, and 5). Second, it is about student's opinion about the learning technique including 2 items (6 and 7). The last, it is about students' interest in writing diary including 4 items (8,9,10 and 11). The respondent choose onoe of 4 choices (strongly disagree, disagree, agree, and strongly agree)), then the result explantion present by using percent (%).

b. "What are the Students' challenges in Diary Writing practice for writing skill of Recount Text at SMAN 1 GRATI?". For the second research question, learner answered 7 questions about the students' challenges. It is about their challenges which the most frequent and least frequent challenges in writing diary. The respondent choose onoe of 4 choices (strongly disagree, disagree, agree, and strongly agree), then the result explantion present by using percent (%).

c. "How do the students' effort to deal with the challenge in diary writing?". For the las research question, learner answered 6 questions. It is about the students' way to deal with the challenges in writing diary. The respondent choose onoe of 4 choices (strongly disagree, disagree, agree, and

strongly agree), then the result explantion present by using percent (%).

2. Documentation

This instrument was used to gain data about the most frequent challenges faced by the students in writing diary. The researcher analyzed the students' diary writing products using assessment writing rubric which adapted from the expert.

G. Data analysis technique

After the researcher collected all the data, the researcher analyzed the data. In qualitative research, data analysis stages include data reduction, data display, conclusion drawing.[13] Below the process of analysis and interpretation qualitative research;[14]

1. Data Reduction

In qualitative research, data redution is used to classify the important data. From the close-ended questionnaire, the researcher classified the answer each questions based on the 4 categories including strongly disagree, disagree, agree, and strongly agree. Meanwhile, from the documentation, the researcher analyzed some of students' diary writing product using assessment writing rubric to know the most frequent challenges. Then, the data process to the next steps.

2. Displying Data

In this step, the researcher presented the data by using percent (%). The following are the explanations:

a. Displaying close-ended questionnaire data

After classified the data, based on the scale rate, the data calculate to take percentage using formula :

$$\% = \frac{Total\ respondents\ answer\ the\ same\ Scale}{Total\ respondents} \times 100\%$$

[13]A.M. Huberman, M.B. Miles. "Data Management and Analysis Method". NK Denzin and YS.

[14] A.M. Huberman, M.B. Miles. "Data Management and Analysis Method". NK Denzin and YS.

Lincoln (Eds.), Handbook of Qualitative Research(USA: SAGE, 1994), 429.

Thus the result percentage help the researcher explained answer for each research question.

b. Displaying Documentation data

After the researcher analyzed the students diary writing product using assessment writing rubric, the data calculate to the average using formula:

$$\text{Average} = \frac{\text{Total points each challenges}}{\text{Total of writing product}}$$

3. Drawing Conclusion

After analyzing the data, the researcher concluded the development of students interest phase in writing diary. Then, the researcher concluded the most frequent challenges based on the questionnaire result. The last, the researcher concluded the student's deal with the challenges in writing diary. the researcher also used the documentation data to interpret the most frequent challenges in diary writing. The researcher explain it, in the discussion of research finding.

H. Checking Validity of Finding

The purpose of checking validity is to make sure that the findings are accurate.[15] In this research, the resercher uses trianguation. Triangulation is the most common technique to check the validity of the data in qualitative research. Triangulation compares some of data sources to check the validity of data.[16] Therefore, it can be evidence when compare similar data from different sources. In this research, the researcher compared the data from the result questionnaire, and students' diary writing product.

I. Research Stages

The researcher conduct this research the the research procedure. In the following are the stages of research;

---

[15] Creswell, John. M, Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative, (Lincoln: University of Nebraska, 2012), 259
[16] Creswell, John. M, Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative, (Lincoln: University of Nebraska, 2012), 259

1. Preliminary Research

   Preliminary research is the first stage to do the research. In this stage, the research make sure that the object and subject, the problem to do analysis already conduct in that school. The researcher confirms to the english teacher about the reseacher planning.

2. Planning

   In this second stage, the researcher create the close-ended questionnaire adapted from some previous reserach journal. The researcher also decide the students' participation, the research instrument, data analysia techniques and also checking validity.

3. Implementing

   The researcher collected the students' diary writing product. The researcher also distributed the close-ended questionnaire on May 28, 2018. The questionnaire was distributed by using paper based task.

4. Analyzing Data

   After the researcher collects all the data, include; closed-ended questionnaire and documentation. The researcher analyzed the data, calculated the data based on close-ended questionnaire and also analyze all the document for supporting the data research. The researcher explained the questionnaire result clearly by using percent. Then, the researcher also explained the documantation data by using average.

5. Concluding Data

   In the last stage, the researcher concluded the research data, then comparasion with some theory that relevance with this research. Morover, the researcher answered the research questions through the finding data. The researcher also confirms to the other expert person which is relevance with this research to ensure that is correct. The researcher wrote it in chapter 4.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result research finding to answer the research problems. These include about the students' interest in writing especially in diary writing practice, analyze the most frequent and least frequent challenges in diary writing faced by the students and also to find out the students' effort to deal with the challenges in diary writing.

A. Finding
1. Students' interest in writing especially in diary writing practice

To gain the data of the question "*How are students' interest in writing especially in diary writing practice*", the researcher contributed close-ended questionnaire, consist of 11 items related to students' passion in writing diary. Items 1 to 5 talked about students' interest in English writing, items 6 to 7 are about students' opinion in learning technique, and items of 8 to 11 are about students' interest in writing diary. The researcher adopted the questionnaire from the previous studies about students' interest in writing.

The respondents of research were 38 students of X-science 1. The researcher distributed the questionnaire, on May 25th to 28th 2018. The respondents chose one of 4 choices (strongly disagree, disagree, agree, and strongly agree). The result explanation presented by using percent(%). From the questionnaire, those can be seen the result:

a. Students' interest in writing

Based on the questionnaire items number 1 which is "I like writing in English", the researcher gains the data that a rate of 23 students or 61% of respondents agreed that they liked writing in English. 12 students or 32% of 38 respondents disagreed that they liked writing in English. 3 students or 8% of 38 respondents strongly disagreed with this statement

33

From the questionnaire items number 2 which is "I wish to be a good writer", total of 8 students or 21% of respondents strongly agreed that they wished to be a good writer. 20 students or 53% of respondents agreed that they wished to be a good writer. 6 students or 16% of respondents disagreed that they wished to be a good writer. 4 students or 11% of respondents strongly disagreed with this statement.

From the questionnaire items number 3 which is "Writing skills are simple for me", total of 5 students or 13% of respondents strongly agreed that writing skills were simple for them. 12 students or 32% of respondents agreed that writing skills were simple for them. 18 students or 47% of respondents disagreed that writing skills were simple for them. 3 students or 8% of respondents strongly disagreed with this statement.

From the questionnaire items number 4 which is "I like to share knowledge and story by using writing works", a rate 5 students or 13% of respondents strongly agreed that they liked to share to share knowledge and story by using writing works. 7 students or 18% of respondents agreed that they liked to share knowledge and story by using writing works. 24 students or 63% of respondents disagreed that they liked to share knowledge and story by using writing works. 2 students or 5% of respondents strongly disagreed with this statement.

From the questionnaire items number 5 which is "I think, a writing activity is essential and useful", total of 13 students or 34% of respondents strongly agreed that a writing activity was essential and useful. Then, 22 students or 58% of respondents agreed with this statement. 2 students or 5% of respondents disagreed with this statement. A student or 3% of respondent strongly disagreed that a writing activity was essential and useful.

Table 4.1
Students' interest in writing

No	Students' interest in writing	Total Respondents			
		STS	**TS**	**S**	**SS**
1	I like writing in English. (*Saya suka menulis dalam Bahasa Inggris*)	3 8%	12 32%	23 61%	0
2	I wish to be a good writer (*Aku berharap menjadi penulis hebat*)	4 11%	6 16%	20 53%	8 21%
3	Writing skills are simple for me (*Menulis sangat mudah bagi saya*)	3 8%	18 47%	12 37%	5 13%
4	I like to share knowledge and story by using writing works (*Saya suka berbagi ilmu dan cerita melalui tulisan*)	2 5%	24 63%	7 18%	5 13%
5	I think, a writing activity is essential and useful. (*Saya berfikir menulis sangatlah penting dan berguna*)	1 3%	2 5%	22 58%	13 34%

b. *Students' opinion in learning technique*

Based on the questionnaire items number 6 which is "Teacher gives the effective way to improve writing skill", a rate of 9 students or 24% of respondents strongrly agreed that teacher gave the effective way to improve writing skill. 21 students or 55% of respondents agreed that teacher gave the way to improve writing skill. 7 students or 18% of

respondents disagreed that teacher gave the effective way to
improve writing skill. the last, A student or 3% of respondent
strongly disagreed with thid statements.

Moreover, the questionnaire items number 7 which is
"Teacher give explanation and comprehension about writing
a diary", a rate of 5 students or 13% of respondents strongly
agreed that the teacher also gave the explanation and
comprehension about writing diary. 27 students or 71% of
respondents agreed that the teacher also gave the explanation
and comprehension about writing diary. However, 6 students
or 16% of respondents disagreed with this statement.

Table 4.2
Students' opinion in learning technique

No	Students' opinion in learning technique	Total Respondents			
		STS	TS	S	SS
6	Teacher gives the effective way to improve writing skill. (Guru memberikan cara efektif untuk meningkatkan kemampuan menulis)	1 3%	7 18%	21 55%	9 24%
7	Teacher give explanation and comprehension about writing a diary (Guru memberikan penjelasan dan pemahaman tentang menulis buku harian)	0	6 16%	27 71%	5 13%

c. *Students' interest in writing diary*

According to the questionnaire items number 8 which is
"Diary writing is the effective way to practice writing skill",
a rate of 15 students or 39% of respondents strongly agreed
that diary writing improved writing skill. 20 students or 53%
of respondents agreed that diary writing can improved writing
skill. Then, 2 students or 5% of respondents disagreed that

diary writing improved writing skill. A student or 3% of respondent strongly disgareed with this statement.

From the questionnaire items number 9, which is "I like writing a diary", total of 4 students or 11% of respondents strongly agreed that they likde writing a diary. 18 students or 47% of respondents agreed with this statement. 13 students or 34% disagreed with this statement. The last, 3 students or 8% off respondents strongly disagreed with this statement.

However, From the questionnaire items number 10 which is "I write my diary everyday", total of a student or 3% of respondent strongly agreed that they wrote diary everyday. 4 students or 11% respondents agreed that they wrote diary everyday. 23 students or 61% of respondents disagreed with this statement. Last, 10 students or 26% of respondents strongly disagreed with this statement.

From the questionnaire items number 11 which is "I make my writing assignments fun for myself", a rate of a student or 3% of respondent strongly agreed with this statement. 18 students or 47% of respondents agreed with this statement. Then, 19 students or 50% of respondents disagreed with this statement.

Table 4.3
Students' interest in writing diary

No	Students' interest in writing diary	Total Respondents			
		STS	**TS**	**S**	**SS**
8	Diary writing is the effective way to practice writing skill. (Menulis buku harian adalah cara effektip untuk melatih kemampuan menulis)	1 3%	2 5%	20 53%	15 39%
9	I like writing a diary (Saya senang menulis buku harian)	3 8%	13 34%	18 47%	4 11%
10	I write my diary	10	23	4	1

		26%	61%	11%	3%
	everyday. (Saya menulis buku harian setiap hari)				
11	I make my writing assignments fun for myself. (saya membuat tugas menulis saya menyenangkan untuk diri saya)		19 50%	18 47%	1 3%

2. The most frequent challenges in diary writing faced by the students

To answer the second research question about *"What is the most frequesnt challenges in Diary Writing practice faced by students at SMAN 1 GRATI?"*. The researcher used close-ended questionnaire in which distributed in the same questionnaire with the first questionnaire and also used document analysis result. The explanation is shown below:

a. The result of close-ended questionnaire

Table 4.4

Difficulties and Challenges in Diary Writing

No	Statement	Total of Respondents			
		STS	TS	S	SS
1	I get difficulties in developing my story in diary writing (*Saya mendapat kesulitan dalam mengembangkan cerita saya di buku harian*)	4 11%	9 24%	21 55%	4 11%
2	I concern to content organization. (*saya fokus terhadap organization teks*)	4 11%	18 47%	14 37%	2 5%

3	I get difficulties in using new words when writing in English (*saya mendapat kesulitan dalam penggunaan kata baru ketika menulis dalam bahasa inggris*)	1 3%	8 21%	21 55%	8 31%
4	I get difficulties in using English grammar. (*saya mendapatkan kesulitan dalam penggunaan struktur kebahasaan*)	1 3%	8 21%	24 63%	5 13%
5	I concern with spelling and puntuation. (*saya fokus dengan pengejaan dan tanda baca.*)	3 8%	12 32%	16 42%	7 18%
6	I concern with the deadline. (*saya fokus dengan batas waktu)*	2 5%	20 53%	11 29%	5 13%
7	I get difficulties for expressing my experience and emotional. (*Saya mendapat kesulitan dalam mengungkapkan pengalaman dan perasaan saya*)	4 11%	15 39%	14 37%	5 13%

1) *I get difficulties in developing my story in diary writing*

Based on the questionnaire number 1, a rate of 4 students or 11% of respondents strongly disagreed with this statement, in which they never got difficulties in developing their story. Total of 9 students or 24% of respondents said that they disagreed with it. However, 21 students or 55% of respondents agreed that they got difficulties in developing the story. And the last, 4 students or 11% of respondents strongly agreed.

I concern to content organization.

From the result of questionnaire items number 2, total 4 or 11% of respondents strongly disagreed with this statement. Total of 18 students or 47% of respondents disagreed with this item. Then, 14 students or 37% of respondents agreed they concerned to organization of the content. And the last, 2 students or 5% of respondents strongly agreed with it.

2) *I get difficulties in using new words when writing in English*

Based on the questionnaire items number 3, a student or 3% respondent strongly disagreed with this statement. Then 8 students or 21% of respondents disagreed that they got difficulties in using new word when writing in English. In the other side, total of 21 students or 55% of respondents agreed that they got difficulties in using new word in English writing. Last, 8 students or 31% strongrly agreed with this statemen.

3) *I get difficulties in using English grammar*

From the result of questionnaire items number 4, a student or 3% respondent strongly disagreed that they got difficulties in using grammar. 8 students or 21% of respondents disagreed with this difficulties. However, total 24 students or 63% of respondents agreed that they got difficulties in new English word. Last 5 students or 13% respondents strongly agreed with this statement.

4) *I concern with spelling and puntuation.*

According to the result of questionnaire number 5, total of 3 students or 8% of respondents strongly disagreed

that they concerned with spelling and punctuation. 12 students or 32% of respondents disagreed with this statement. In which, a rate of 16 students agreed with this challenges. Moreover, 7 students or 18% of respondents strongly that they concerned with spelling and puntuation.

5) *I concern with the deadline.*

From the questionnaire ites 6, a rate of 2 students or 5% of respondents strongly disagreed with this statement. Then, 20 students or 53% disagreed that they concerned with the deadline. In which, total of 11 students or 29% of respondents agreed with this items. Then, 5 students or 13% of respondents strongly agreed that they concerned the deadline.

6) *I get difficulties for expressing my experience and emotional.*

According to the questionnaire items, total of 4 students or 11% of respondents strongly disagreed that they got difficulties for expressing their experience and emotional. 15 students or 39% of respondents disagreed with this challenges. However, 14 students or 37% of respondents agreed if they got difficulties for expressing their experience and emotional. The last, 5 students or 13% of respondents strongly disagreed with this one.

b. The result of students' diary writing product analysis

Table 4.5

Assessment Writing Rubric

Students Number	ORGANIZATION	DEVELOPMENT	WORD CHOICE/GRAMMAR USAGE	MECHANICS	TOTAL
1	2	2	2	3	9
2	3	2	2	2	9
3	3	2	2	3	10
4	2	2	1	3	8
5	3	3	2	4	12
6	2	3	2	2	9
7	3	1	2	3	9
8	3	4	1	3	11
9	2	1	1	2	6
10	2	2	1	2	7
11	1	3	1	2	7
AVERAGE	2.36	2.27	1.54	2.63	

According to the result of students diary writing product analysis. The explanations are below:

1) **Organization**

In this part, it explained about challenges in organization of the contents. Based on the analysis result which consist of eleven students product, the average of the content organization is 2.36

2) **Development**

This part explained about challenges in developing the story, and expressing the experience and emotional. Based on the analysis result, the average of the development is 2.27

3) **Word Choice/ Grammar Usage**

In this part, it explained about challenges in lack of vocabulary and grammar usage. The analysis result show the average of the word choice/grammar usage is 1.54

4) **Mechanic**

The last part explained about the challenge in spelling and panctuation. Based on the analysis result, the average of the mechanic is 2.63

Based on the students' writing analysis, the researcher found that the most frequent challenges is the aspect of word choice / grammar usage. Which, it has the lowest average then the other aspects.

3. **Students' deal with the challenges in diary writing**.

To obtain data of the last research question "*How do the students' deal with the challenge in diary writing?*", the researcher used the same instruments with the first and second research question. The researcher used close-ended questionnaire, in which distribute in the same time with the first and second research question. There are four choices (strongly disagree, disagree, agree, and strongly agree). The table is presented below:

Table 4.5
Students' deal with the challenges in diary writing

No	Statement	Total of Respondents			
		STS	TS	S	SS
1	I arrange diary writing schedule to complete the assignment.	4 11%	11 29%	17 45%	6 16%

No	Statement				
	(saya menyusun jadwal menulis buku harian untuk melengkapi tugas)				
2	I use my leisure time to write a diary. (*saya menggunakan waktu luang untuk menulis buku harian*)	4 11%	12 32%	19 50%	3 8%
3	I try to write in a comfortable, quite place where I can concentrate. (saya mencoba menulis di kenyamanan, tempat yang sunyi dimana saya dapat berkonsentrasi.)	4 11%	3 8%	18 47%	13 34%
4	I write my unforgettable moment in diary. (*saya menulis kejadian yang tak terlupakan saya dalam buku harian*)	0	8 21%	22 58%	8 21%
5	I use a dictionary to check things, I am not sure about when I write. (*Saya menggunakan kamus untuk memeriksakan hal yang tidak saya yakini ketika saya menulis*)	1 3%	3 8%	16 42%	18 47%
6	I give myself a reward when I have finished writing. (*Saya memberi diri saya hadiah ketika saya menyelesaikan tulisan.*)	4 11%	21 55%	11 29%	2 5%

a. I arrange diary writing schedule to complete the assignment.

In this statement, a rate of 15 respondents disagreed which consist of 4 respondents strongly disagreed and 11 respondents disagreed with this statement. It meant that they did not have

schedule to write their diary. However, the other respondents tried to solve the challenges with arranged their diary writing schedule. Total of 23 respondents agreed that they arranged the schedule to write diary, which consist of 17 respondent agreed and 6 respondent strongly agreed that they arranged their diary writing schedule.

b. *I use my leisure time to write a diary*

In this items, a total 16 respondents disagreed which consists of 4 respondents strongly disagreed and 12 respondents disagreed with this item. They said that they did not use their leisure time to write a diary. Meanwhile, 22 respondents agreed that consist of 19 respondents agreed and 3 respondent strongly agreed that they used their leisure time for writing a diary.

c. *I try to write in a comfortable, quite place where I can concentrate.*

In this statement, 7 respondents disagreed which consists of 4 respondents strongly disagreed and 3 respondents disagree that there were no effect wherever and whatever the situation they still could consentrate to write a diary. Moreover, around 31 respondents agreed which consists of 18 respondents agreed and 13 respondents strongly agreed that they needed a comfortable and quite place to build their concentration.

d. *I write my unforgettable moment in diary.*

In this items, 30 respondents agreed which consist 22 respondents agreed and 8 respondents strongly agreed that writing your unforgettable moments in diary to solve the challenges. It was their way to help them when they got difficulties in developing their story. in the other answer, there were 8 respondent that disagreed with it.

e. *I use a dictionary to check things I am not sure about when I write.*

In this statement, a total 34 respondents agreed which consist of 16 respondents agreed and 18 respondents strongly agreed that to solve the challenges, they used dictionary to check the right vocabulary. They ensured that they wrote the right one. They also checked the spelling word using dictionary. But the other 4 respondent disagreed with this statement, which consists of 3 respondents disagreed and a respondents strongly diagreed. They

did not have difficulties in English vocabulary. Thus, they did not use dictionary to write the diary.

f.   *I give myself a reward when I have finished writing.*

Total of 25 respondents disagreed which consists of 4 repondents strongly disagreed and 21 respondents disagreed with this statement giving a self reward. They said thay did not need a reward to finish their writing work. Moreover, there were 13 respondents who agreed with this statement. They gave a self reward to boost their mood in writing.

B.   Discussion

In this section, the researcher discussed those result finding by comparing with some theories based on the research problems. It discussed about students' interest in writing especially in diary writing practice, the most frequent students' challenges in diary writing, and Students' deal with the challenges in diary writing.

1.   Students' interest in writing especially in diary writing practice

Based on the result finding, the researcher concluded the finding in a genaral part. From the result, the researcher found that it had 23 students or 61% of respondents agreed that they liked writing in English, which consists of 23 agreed respondents. Then, it had 74% of respondents wished to be a good writer which consist of 8 strongly agreed students and 20 agreed students. Then, it had 55% of respondents disagreed that writing skill was simple, consist of 3 strongly disagreed students and 18 disagreed students. Meanwhile, total of 68% of respondents disagreed that they liked to share knowledge and story by writing include 24 disagreed respondents and 2 strongly disagreed respondents. Last, it had 35 respondents agreed that writing activity was essential and useful.

From the other aspect result, the researcher found 92% of respondents agreed that teacher gave the way to improve writing, that consist of 13 strongly agreed students and 22 agreed students. In this class, the teacher applied diary writing for improving their writing skill. The students had to write their own diary, then in every week they had to submit the diary. Therefore, the students agreed that the teacher's way in teacher was helpful for improving their writing skill. Moreover, total of 84% of respondents agreed

that teacher also gave explanation and comprehension about writing diary.

From the other questionnaire item result, it had 92% of respondents agreed that diary writing was the effective way to practice writing skill, included 20 agreed respondents and 15 strongly agreed respondents about it. Moreover, the researcher found that 87% of respondent disagreed if they wrote a diary everyday which consist of 10 strongrly agreed students and 23 agreed students. They did not write their diary everyday. According to Hidi and Renninger's research, they identified the development of students' interest in four phase. The first phase, students have no much knowledge and feel bad in writing exercise. The second phase, students do not interest in writing. Meanwhile, writing assignment is their duty, thus they must do their writing exercise. The third phase, students enjoy in writing and spend their time for writing, but they do not like feedback and comments about their writing style. The last phase, students spend more time for writing and antusiate to be a good writer.

In this case, based on the finding result, the students do not interest with writing but they have ability in writing. Because it is their duty to write their diary, means that they must complete their diary writing exercise. According to the theory above, based on the finding the students belong to the development of students' interest in second phase.

2. The most frequent challenges in diary writing faced by the students

Based on the finding both of the result of close-ended questionnaire and document analysis, the most frequent challenges are:

a. Lack of vocabularies and grammar knowledge

It was shown from the close-ended questionnaire result that a total of 29 respondents who got difficulties in vocabularies. It was a same total respondents who got difficulties in using english grammar. Meanwhile, from the document analysis result, it shown that the aspect of word choices/grammar usage is the most frequent challenges in diary writing.

It is shown from the avarage of word choices/ grammar usage. The average of word choice/grammar usage is 1.54

which it is the lowest average from the other avarage challenges. Therefore, the researcher concluded that the most frequent challenges in diary writing is word choice/vocabulary and grammar usage.

3. Students' deal with the challenges in diary writing.

Based on the result finding, studuents have their own effort to deal with the challngess in writing. There were two differents aspect, those strategies were used to deal their challenges:

a. Personal management

    1) I arrange diary writing schedule to complete the assignment.

Based on the finding, there are 23 students or 61% of respondents said agreed with this strategies. Meanwhile, 15 students or 39% of respondents disagreed with this statement. However, there were several benefit in keeping a schedule.[1] One of the benefits in keeping a schedule was the students can remember their writing deadline. Thus, they did not forget another assignments. Most of students agreed to make a writing schedule.

    2) I use my leisure time to write a diary

For this items, 22 students or 58% of respondents agreed with the strategies to solve their challenges. Moreover, 16 students or 42% of respondents did not use their leisure time for writing a diary. Using their leisure time, it helps student be more productive.[2] Through leisure time, it can make students along by laziness.[3] Thus, students can spend their leisure time, to reduce their laziness.

---

[1] Simmons, Mike. "The seven major benefit of keeping a schedule", accessed: https://www.ecollegefinder.org/2014/05/17/seven-major-benefits-keeping-schedule/ , on: july 26,2018

[2] Simmons, Mike. "The seven major benefit of keeping a schedule", accessed: https://www.ecollegefinder.org/2014/05/17/seven-major-benefits-keeping-schedule/ , on: july 26,2018

[3] J.M. Martín y J. Verdiá. "Leisure and Free Time", accessed: https://multimedia.opusdei.org/pdf/en/web-obr11-12.pdf , on: july 27, 2018

3) I try to write in a comfortable, quite place where I can concentrate.

In this items, 31 students or 82% of respondents said agree that they need a comfortable and quite place to build their concertations. However, 7 students or 18% of respondents did not have problem wherever they write. According to Academic resoursce of Colombia College, Finding a quite place is one of strategies to improve concentration.[4] Quite place is useful for students who need concetations in writing

4) I write my unforgettable moment in diary.

For this strategies, 30 students or 79% of respondents agreed that they wrote their unforgettable moment to solve their challenges. In the other opinion, 21% of respondents or 8 students disagreed with this strategies. Students can write their unforgettable memories, which students still remember the memory easily. It helps to develop their story on diary.

5) I give myself a reward when I have finished writing.

Therefore based on the result, there were only 13 students or 34% of respondents agreed that they gave a self reward when they finished their writing work. 25 students or 66% of respondents did not used this strategies. A reward had the important role in enhancing the students' achievement.[5] However, the finding show that students seldom give a self reward for them.

b. Language Facility

a) I use a dictionary to check things I am not sure about when I write.

Based on, total of 34 students or 89% of respondents agreed that they used dictionary to help their difficulties. Meanwhile, 4 students or 11% of respondents disagreed with this strategies. Dictionary is useful in language learning or

---

[4] Academic resource of Collombia College. "Tactics to improve concertation" accessed:
https://www.ccis.edu/offices/academicresources/writingcenter/studyskills/memory/concentration.aspx on: july 27, 2018
[5] Baranek, Lori Kay ." The Effect of Rewards and Motivation on Student Achievement", (1996). Masters Theses. 285.

teaching process.[6] In dictionary, it contains words of language reference. Through dictionary, it also helps students with pronounciation, grammar, word families, preposition, phrasal verb, idioms, and so on. According to the finding, the most frequent challenges are word choice, and grammar usage. Therefore, most of students agreed with this strategy.

[6] Dr. Ece Sarigul. "The Importance of using dictionary in language, learning, and teaching", accessed: http://dergipark.gov.tr/download/article-file/151836 on, july 27, 2018

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the research finding and discussion in the previous chapter. This chapter divided into two sections. Those are conclusion and suggestion.

A. Conclusion

Based on the research finding and discussion, the researcher concluded the research on this section. The conclusion represent in the following:

1. For the first research questions, based on the finding, the researcher concluded that the students are not interested in diary writing but they have ability in writing. They do not write their diary everyday. In this research, the researcher identified the students' interest in writing diary is in second phase.

2. For the second research questions, there were several challenges faced by learners in diary writing. The most frequent challenges were lack of vocabularies and lack of grammar knowledge, which was shown that the total of 29 respondents agree that they got difficulties both of vocabularies and grammar knowledge. It was also shown from the students' writing analysis that the lowest average from the other aspect was word choices and grammar usage. The other challenges that also faced by students were developing their stories, spelling and punctuation, difficulties in expressing their experience and emotional, diary writing's deadline time, and content organization.

3. For the third research questions, there were several strategies that used to deal with their challenges. Those strategies are setting diary writing's schedule, using their leisure time, finding a comfortable, and quiet place, writing your unforgettable moments, using dictionary, and giving a self reward. Those strategies were used depends on the students' difficulties. In this research, the researcher concluded that most of students used dictionary to help them in reducing their challenges.

51

B. Suggestion
  1. For the teachers

      In the end of the class, reflection and feedback are needed to know the students challenges in diary writing. Therefore, the teacher gives the feedback to the students' about their assignments.

  2. For the further researchers

      For the further researchers, they can conduct a reseach about; the correlation between the student diary writing's feedback with their motivation in writing diary.
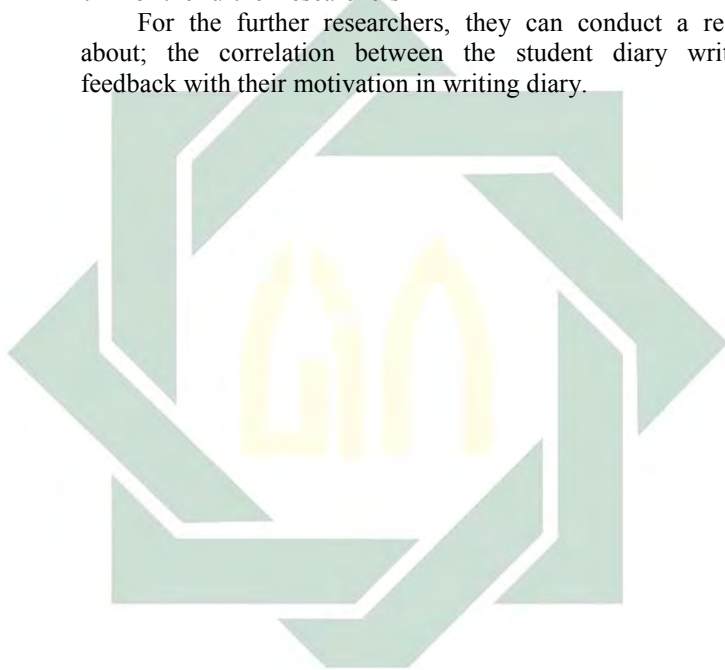
REFERENCES

Academic resource of Collombia College. "Tactics to improve concertation" accessed: https://www.ccis.edu/offices/academicresources/writin gcenter/studyskills/memory/concentration.aspx on: july 27, 2018

Adam Sinicki,. "Benefit of keeping a diary", self improvement motivation, accessed: http://www.healthguidance.org/entry/16313/1/Benefits -of-Keeping-a-Diary.html on: july 12, 2017

A.M. Huberman, M.B. Miles. "Data Management and Analysis Method". NK Denzin and YS. Lincoln (Eds.), Handbook of Qualitative Research(USA: SAGE, 1994)

Andy Curtis, and Kathleen M. Bailey, "Diary Studies". The Chinese University of Hong Kong

Angelica Pajkovic,, "For my eyes only: The challenges of writing meaningfully in diary or jurnal", accessed: https://www.themindfulword.org/2017/challenge-writing-meaningfully-journal/ , on: febuary 26, 2018

C.R. Kothari, Research Methodology Methods and Techniques Second Revised Edition (india: New Age International Publisher, 2004)

Diane Wagner, BA, Grad. Dip. Child Study "Strategies to assist students with writing difficulties", accessed: https://www.ldatschool.ca/strategies-for-writing-difficulties/ on: may 5, 2018

Dorret, T. "Breaking the Writing Barrier: Activities for Adolecents.Vermont: Pro Lingua", 2001.

Dr. Ece Sarigul. "The Importance of using dictionary in language, learning, and teaching", accessed: http://dergipark.gov.tr/download/article-file/151836 on, july 27, 2018

Eggenschwller, jean, and Biggs, Emlly Dotson. "Writing: Grammar, Usage, and Style". Hungry Minds, New York, 2001 p. 134

53

Fahimeh Marefat, "The impact of diary analysis on teaching/learning writing" allameh Tabatabii University

Fitri Purnama Sari, and el. "An analysis of students' ability and problems in writing recount text at grade VIII of SMPN 29

Padang". Program Studi Pendidilam Bahasa dan Sastra Inggris. FBS Universitas Negeri Padang.

Ghabool, Neda, and etc. "Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level". 2012. School of Educational Studies, Universiti Sains Malaysia 11800 Penang, Malaysia

Habiburrohim, Affan Mas. 2016. "Improving Students' Reading Comprehension of Recount Text by Using Student Team Achievement Division (STAD): A Classroom Action Research on The Eight-Grade Students of SMPN 2 Lumbang Pasuruan." English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya.

Heaton, J.B. 1990. Writing English Language Tests. Hongkong : Longman.

in an article from "English online by the tilte recount", http://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/Features-of-text-forms/Recounts, accessed on april 13, 2017

In an article from "English online by the tilte recount", http://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/Features-of-text-forms/Recounts, accessed on april 13, 2017

In article from Mānoa Writing Program. "Working with ESL Students' Writing: Opportunities for Language Learning" , accessed: http://manoa.hawaii.edu/mwp/program-research/writing-matters/wm-6 , on September 15 2017

In article from web by written by: Alicia Miller. "9 Factors that Influence Language Learning for Kids", acccessed :https://www.whitbyschool.org/passionforlearning/9-factors-that-influence-language-learning , on September 24 2017

In the document available from https://www.themindfulword.org/2017/challenge-writing-meaningfully-journal/ , accessed on: febuary 26, 2018

In the document from Available http://www.okstate.edu/ag/agedcm4h/academic/aged5 980a/5980/newpage16.htm and http://shodhganga.inflibnet.ac.in/bitstream/10603/327 4/14/14_appendix.pdf.

Accessed on May 17, 2018 at 22.53, In the documents available from http://www.marquette.edu/oie/documents/ESLP82Que stionnaireFa08.pdf. Accessed on May 22,2018 at 07.00 a.m

In the document available from https://www.ldatschool.ca/strategies-for-writing-difficulties/ accessed on: may 5, 2018

J.M. Martín y J. Verdiá. "Leisure and Free Time", accessed: https://multimedia.opusdei.org/pdf/en/web-obr11-12.pdf , on: july 27, 2018

Jack R, Fraenkel, and Wallen, Norman E. "How to design and evaluate research in education", The McGraw-Hill Companies, 2009

James. P. Key, 1997. Questionnaire and Interview as Data-Gathering Tools. Oklahoma State University.

Jeremy Hermer, " The practice of English language teaching" longman

Jeremy Harmer, "How to teach writing", Pearson Education Limited, Malaysia, 2007

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

John Dewey. Interest and Effort in Education. Boston: Houghton, 1913.

John. M Creswell,, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative, (Lincoln: University of Nebraska, 2012)*

Kim, J. (2005). EFL writing problems in the Korean students. Journal of Pan-Pacific Association of Applied Linguistics, 8, 180-189.

Kristine Brown, and Susan Hood. "Writing Matters: Writing Skills and strategies for students of english". 1989. Cambridge University Press. Australia. P. 117

Kurikulum 2013". Kementrian Pendidikan Dan Kebudayaan. Desember 2012

Lori Kay Baranek,." The Effect of Rewards and Motivation on Student Achievement", (1996). Masters Theses. 285.

Miller, S. D. (2003). How high and low challenge tasks affect motivation and learning: Implications for struggling learning. Reading & Writing Quarterly: Overcoming Learning Difficulties, 19(1), 39-57.

Nasori, english teacher at SMAN 1 Grati on 2018

Natanel Saragih and et, el. "The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar". Postgraduate Program of Universitas HKBP Nommensen. FIB Universitas Sumatra Utara. 2014

Nofi yulianti, "Improving the writing skills through diary writing of the tenth grades students of SMAN 1 NGemplak" Sarjana Pendidikan Degree in the English Language Education, Jogjakarta state University, 2014

Maryam Yavarian, et al. "The effect of diary writing on learning grammar by intermediate EFL learners" Research Journal of English Language and Literature, MA Student of English Language teaching, Department of English Language, Collage of basic sciences, Zahedan branch, Islamic Azad University, Zahedan, Iran. PhD Student of Aligarh Muslim University, Aligarh, India

Mike Simmons,. "The seven major benefit of keeping a schedule", accessed:

https://www.ecollegefinder.org/2014/05/17/seven-major-benefits-keeping-schedule/ , on: july 26,2018

Pamela Maykut, and Morehouse, Ricahard. "Beginning Qualitative Research: A Philosophic and Practical Guide", TheFalmer Press, 4 John Street, London. 1994

Pasuruan administration, http://welcome-pasuruan.blogspot.co.id/2009/12/dikenal-dengan-kota-satri.html accessed on; jan 17 2018

Raimes, A. "Techniques in Teaching Writing". New York: Oxford.1983

Rebecca L. Lipstein,, and K. Ann Renninger. "'Putting Things into Words': The Development of 12-15-Year-Old Students' Interest for Writing." Writing and Motivation. Ed. Suzanne Hidi and Pietro Boscolo. New York: Elsevier, 200

Rebbeca Steinitz,. "Writing Diaries, Reading Diaries: the mechanics of memory", department of english, Univercity of Califonia, USA, 2009

Suzanne Hidi, and K. Ann Renninger. "The Four-Phase Model of Interest Development." Educational Psychol-ogist 41.2 (2006)

Talba M. Sadeq, and er, el. "EFL Writing Student's perception of the effect of Diary Writing", The English Department, The college of Basic Education, Ardhyia, Kuwait, Aprill 2015

Targetting Text: Recount, Procedure, Exposition Middle Primary, (Sydney: Blake Education, 2011), 4