USING DIARY TO DEVELOP WRITING ABILITY OF THE FOURTH GRADERS OF KANISIUS NOTOYUDAN YOGYAKARTA ELEMENTARY SCHOOL

A Thesis

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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I honestly declare that the thesis, which I wrote does not contain the works or part of the works of other people, except those cited in the quotation and references, as a scientific writing should.

Yogyakarta, January 24, 2008

The writer,

[Signature]

Leli Ana Veritasari
Lord, grant that I may seek rather
To comfort – than to be comforted;
To understand – than to be understood;
To love – than to be loved;
For it is by giving – that one receives;
It is by self-forgetting that one finds;
It is by forgiving that one is forgiven;
It is by dying that one awakens to eternal life.

- Francis of Assisi -

This thesis is dedicated to:
My Savior, Jesus Christ and Mother Mary
My beloved family: Babe Daliman and (the late) Ibu Mi’, Mama Mawar-Papa Yes, Tuyul Ganteng “Nathan – Yon-yon”, Bunda Dahlia-Ayah Elas.
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Pada tanggal 14 februari 2008
Yang menyatakan

(Leli Ana Veritasari)
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ABSTRACT


This study was conducted to find out the contribution of the implementation of diary in the writing class in *Kanisius Notoyudan Yogyakarta* Elementary School. The study was also aimed to describe the students’ perception towards its implementation. There were two research problems formulated in the problem formulation. First, what is the contribution of using diary in teaching writing to the fourth graders of *Kanisius Notoyudan Yogyakarta* Elementary School? Second, what are the students’ perceptions towards the use of diaries in developing their writing skill?

To answer the first research question the writer conducted a mixed-quantitative-qualitative research in which the research process was used to gain the data about the improvement of the students’ writing ability during the implementation of writing diary. Quantitative research was done when the researcher conducted an experiment to the participants. In the research the writer divided the research participants into two groups, experimental group and control group. In order to obtain the data the writer asked the participants in the experimental group to write diary by using guidance questions. The participants in the control group were also asked to write compositions with the similar questions given to the experimental group. The qualitative research was done when the researcher analyzed the diary. The writer also conducted a survey by using an interview with open-ended questions to the experimental group in order to answer the second question in the problem formulation.

Based on the data obtained, the researcher concluded that writing diary contributed to the students’ writing ability which consisted of the writing content, the grammar, the vocabulary, and the punctuations used in the writing. The writer also found out that the students gave positive perceptions of the implementation of writing diary in writing class. In the end the writer hopes that this study will be useful for the students and the teacher who would like to apply certain method in the teaching learning activity. The writer also hopes that this study will inspire other researchers or instructors to develop this study from another aspect.
Penelitian ini dilaksanakan untuk meneliti kontribusi yang didapat dari penerapan penulisan diari dalam kegiatan menulis. Selain itu skripsi ini juga bertujuan untuk mendeskripsikan persepsi para murid terhadap penggunaan diari tersebut.

Terdapat dua masalah yang dibahas dalam skripsi ini. Pertama, apa kontribusi yang didapat dari penerapan diari dalam kegiatan menulis? Kedua, apa persepsi para murid terhadap penggunaan diari dalam kegiatan menulis tersebut?


Berdasarkan data yang diperoleh, penulis mengambil kesimpulan bahwa penulis diari memberikan kontribusi kepada para murid untuk mengembangkan keahlian menulis mereka yang terdiri atas isi tulisan, tata bahasa, penggunaan kata, dan tanda baca dalam menulis. Penulis juga mendapatkan persepsi yang positif dari para murid atas penggunaan diari ini. Akhirnya, penulis mengharapkan bahwa skripsi ini dapat berguna bagi para murid dan guru yang akan menerapkan metode yang sama dalam kegiatan belajar dan mengajar. Penulis juga mengharapkan bahwa skripsi ini dapat memberi inspirasi kepada peneliti-peneliti yang lain yang akan mengembangkan skripsi ini dari sisi yang lain.
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem identification, the problem limitation, the problem formulation, the objectives of the study, the benefits of the research and the definition of terms.

1.1 Research Background

Writing is an activity or process both mentally and physically in which one looks for ideas, think about how he/she can express them and then organize them into good statements and even into good paragraphs so that the reader can read them clearly. Because of its mental and physical acts writing is said to be the same as speaking. When people are speaking, they are also looking for ideas and then trying to express them orally. It means that both in writing and speaking the writer and the speaker wants to express their ideas or feeling in certain ways (Sokolik, 2003).

Expressing ideas and feeling can be done in many ways. In writing, for example, people can express their ideas or feeling through poems, lyrics of songs, even through diary. As stated in the previous paragraph, writing is both physical and mental acts. It means that there is a result of the acts. The result of the physical acts can be seen from its product. The product of writing activity is in written form. Therefore its product can be read. Sokolik also states that in writing...
activity, there is also an action called mental act. This action can not be seen externally since it is done inside the human brain.

Writing should be developed intensively, especially for learning English as the second language. Since writing is considered to be the most difficult and boring skill to be learned, people should have many ways to do to develop their writing skill. People should find interesting ways to be conducted in the learning. These are to make the learner more habituated to English. Writing diary is one example of many ways people can do for developing their writing skill.

Diary, according to Hornby (1995: 320) in *Oxford Advanced Learners Dictionary*, is a book, sometimes with spaces for each day of the year, in which one writes about one’s daily experiences, records one’s private thoughts. It means that people can write everything in a diary; it can be feeling, daily activities, or even plans that are going to do next.

However, most people use diary as one of the ways of expressing their feeling and thoughts; people just write what they have done in a day and also what they feel during the day. People usually do this such activity because they want to be relieved and free from what they feel.

When writing diary, people take spaces for each day for some period. It can be for a month, even for a year. Writing diary everyday makes people to be accustomed to writing. If people write the diary in English everyday, it will also make them accustomed to English. By writing their diary in English, people are facing English everyday. Later they will be very fluent in English writing. Fluent in English writing means that the writer can write smoothly and easily.
Writing smoothly can be interpreted as writing without mistakes. The writer makes a composition without doing wrong things in the writing product. It means that the product of the writing is accurate. Writing English fluently is also said as writing English easily. It means that the writer can make a composition without facing problems, such as grammatical problem.

Writing an English diary everyday contributes to both for the English skills and the language focus. Through writing diary in English, people’s writing skill will be developed. Writing skill itself has several components such as the content of the writing itself, the grammar used in the writing, the word or expression used in the writing. Therefore, when people write a diary in English, they have practised their writing skill. They have tried to improve their writing skill. However, they do writing practicing subconsciously. Sometimes they do not realize that they have done practicing through writing diary (Oxford, 1999).

Reading skill will also be developed as well as the writing skill. It is because when people are writing something, for example write down our thoughts and feelings in a diary, they might reread it. This process is called proof-reading. In proof-reading the writer is trying to comprehend his own writing (Sokolik, 2003). Instead of comprehending his own writing, the writer also looks for the mistakes he has done during the writing process.

One can develop his/her English language focus while writing diary. Language focuses are grammar and vocabulary. Grammar means the tenses the writer uses in writing the diary. For English writing people have rules that are
used for changing the form of words and combining them into sentences (Hornby, 1995: 517).

People use diary as a means of expressing his feelings or thoughts and writing everything which has been done during the day. It means that people use past tense in it. Writing what has been done and what has been felt during the day means that the writer of the diary is trying to restate what happens in the past.

Vocabulary is also one of the language focuses which is also be developed when one is writing a diary. When a writer writes something, usually he/she is looking for words or expressions which are suitable. Sometimes the writer finds difficulties in digging up the right words or expressions. Usually, the writer will look them up in the dictionary or the writer may also ask somebody else to obtain the right English words. Once the writer acquires the words he will remember them. Then the writer will use those words in his writing.

Through writing diary everyday the writer can do many language learning strategies subconsciously. The first language strategy is Memory Strategies; it happens when the writer acquires new words and tries to apply them in writing the diary. The second is Cognitive Strategies; it happens when the writer is doing writing the diary itself. It is just the same as doing practicing. The third is Metacognitive Strategies; it happens while the writer does the writing diary.

When the writer of the diary writes something, he/she may centre what is going to write. He/she is centring his/her ideas and then arranges them into a good writing. He/she concentrates his/her ideas and makes up his/her idea into writing.
After the writer writes those ideas usually there would be proof-reading to find the mistakes done during the writing process (Oxford, 1999: 17).

In the common technique in teaching writing, usually the teacher uses the traditional technique. In the traditional technique, the teacher only gives a certain topic of something and then he/she will ask the students to make a composition using the particular topic. The students are not given motivation in making the composition. By using diary, the students are motivated to be free in making a composition. It is because diary is used to express one’s feeling, ideas, and thoughts freely.

Throughout the consideration that most teachers use the common technique in which they only give certain topic and ask the students to make a composition, the researcher decides to conduct the research by using diary. Diary is chosen as a media in teaching writing in order to motivate the students in making the composition and also in order to improve their writing ability. The researcher would observe the students’ writing ability and achievement through the students’ diaries since there is freedom for the students to make a composition, even though in the research the students were given a guidance question to help them write the diary.

1.2 Problem Identification

Writing diary not only develops writing skill itself but also the grammar, vocabulary, and expressions. Writing skill is how one obtains the ideas, write those ideas, and reread what the writer has written in order to evaluate his writing. During the writing diary process the writer is using past form to state what he has
done and what he feels during the day. The writer also looks for and thinks about the words or expressions the writer is going to use when writing the diary; it means that the writer is enriching his vocabularies. The writer also wants to express what he feels, such as sadness, happiness, and sorrow in the diary.

Since the subjects of this research were the fourth graders of SD Kanisius Notoyudan Yogyakarta who considered having minimum English language learning, the researcher asked the students to write the diary in present tense. This was done through the consideration that the elementary students only learn about the introduction of English. Along with the consideration of having the minimum learning experience, the researcher also helped the students to write their diary by giving a guidance question in every meeting during the research.

1.3 Problem Formulation

The researcher has two objectives in doing the research, they are as follows:

1. What is the contribution of using diary in teaching writing to the fourth graders of Kanisius Notoyudan Yogyakarta Elementary School?
2. What are the students’ perceptions towards the use of diaries in developing their writing skill?

1.4 Problem Limitation

This study was concerned on what contributions of writing diary to develop students’ writing skills. They were the content of the writing, the word
order in the writing, the grammar, the vocabularies, and the expressions in the writing.

1.5 Objectives

This study was conducted to find out the contribution of diary to the students’ writing skill. This study was also conducted to describe the students’ perceptions towards the use of diaries in developing their writing skill.

1.6 Benefits

The researcher hopes that this research can give benefits to:

1. The English teachers of Elementary School

It is hope that research could be beneficial for the English teachers of Elementary School in teaching writing. The English teachers can use this media in their classes. It is because most of the recent teacher still uses the traditional techniques.

2. The students of Elementary School

By applying this research, it is hoped that the students of Elementary School will be more interested in English, especially in writing. It is hoped that they will have more motivation in learning English, especially in writing because they can use this media to improve their writing ability. Further, hopefully, by using diary they can improve their writing achievement.
3. Other researchers

This research deals with the fourth grade students of Elementary School. It is hoped that the other researcher can conduct the similar research to the other levels of learners.

1.7 Definition of Terms

The thesis mainly concerns about particular concept and theory. Therefore, the writer provides several fundamental concepts in order to avoid any misconceptions due to the lack of information on the terms to be discussed later on.

1. Diary

According to Hornby, diary is a book, sometimes with spaces for each day of the year, in which one writes about one’s daily experiences, records one’s private thoughts (1995: 320). Here, one can write and express what he feels, experiences, or even plans. While as stated in Personal Journal from Free Encyclopaedia Wikipedia (--, 2007 as cited in http://en.wikipedia.org/wiki/Personal_journal#column-one), diary is a personal journal which is arranged by date reporting on what has happened over the course of a day or other period.

In this study, diary is used as one of several techniques used in teaching writing. Diary is chosen to develop the students’ writing ability and to give the students’ different technique in learning English writing.
2. Writing

Writing means both physical and mental acts of gaining ideas and thoughts and also finding ways of expressing them into a good organization i.e. in a form of statements and paragraphs then make it clear to the reader or audience (Sokolik, 2003: 88). In this study, the researcher observes the students’ writing skill which consists of the content of the writing, the grammar used in the writing, the vocabularies and the expressions in the students’ writing.

3. Fourth graders of Elementary School

Fourth graders of elementary school are the students who learn English in the fourth level of elementary school. Generally the learners have not had much English learning experience. The learners have minimum experience of learning English. The age range of this level is from 9-10 years old.

4. Kanisius Notoyudan Yogyakarta Elementary School

*Kanisius Notoyudan Yogyakarta* Elementary School is one of private elementary schools in Yogyakarta. This school is located on Jl. Letjend. Soeprapto No. 95 Yogyakarta. The total number of the students there is 215 which consist of 41 first grade students, 37 second grade students, 40 third grade students, 32 fourth grade students, 31 fifth grade students, and 34 sixth grade students.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three main parts. The first part is the theoretical description, the second part is the theoretical framework, and the last part is the hypothesis testing. There are four main points discussed in the first part. Language learning strategies is going to be discussed in the first point. Then it is followed with the discussion of writing, media in teaching writing, and finally the discussion of diary. The theoretical framework and hypothesis testing used in this research follow this part.

2.1 Theoretical Description

In the theoretical description, the writer would like to discuss the related theories about language learning strategies and its relationship with learning writing. It is followed with the theories of writing and this section would be closed with the theories of media which is used in teaching writing and its relationship with teaching-learning writing.

2.1.1 Language Learning Strategies

Learning a language needs strategies which can be used to enhance the learner’s learning. The strategies help the learner mastering the language easily. The learner would be more motivated to learn the target language if he/she set his/her own strategies (Oxford, 1990: 1)

As stated in the previous part, language strategies can be used to enhance the learner’s learning. Some experts state the definition of language learning
strategies. According to Oxford (1990: 1-5), language learning strategies are steps taken by the students or the learners to enhance their own learning. Strategies are important needed in learning a language. Since strategies can be used as tools for active, self-direct involvement, and developing communicative competence, language learners should have strategies in learning the target language. Both the teachers and the language learners should choose the appropriate strategies in the teaching and learning the target language. Those appropriate strategies may effect in improving the proficiency and greater self confidence.

2.1.1.1 Direct Strategies

According to Oxford (1999: 57), direct strategies are the strategies used in English language learning in order to develop each of the four language skills: listening, speaking, reading and writing. Direct strategies will not work best if there is no support from the indirect strategies. Those direct strategies are memory strategies (creating mental linkage, applying images and sounds, reviewing well, employing action), cognitive strategies (practicing, receiving and sending message, analyzing and reasoning, creating structure for input and output), and compensation strategies (guessing intelligently and overcoming limitations in speaking and writing).

2.1.1.2 Indirect Strategies

Instead of direct strategies, in English language learning there are also indirect strategies. Indirect strategies support the direct strategies in the language learning process. Indirect strategies, according to Oxford (1999, 135), are the strategies used to support and manage the language learning without directly involving the target language that is English. These strategies support the direct
strategies so that the strategies of language learning can work best. Those strategies are metacognitive strategies (centering your learning, arranging and planning your learning, evaluating your learning), affective strategies (lowering your anxiety, encouraging yourself, taking your emotional temperature), and social strategies (asking questions, cooperating with others, empathizing with others).

2.1.1.3 Language Learning Strategies in Learning Writing

As stated before in the previous sub-topic, in learning the target language the learner needs strategies so that the learning can be achieve maximally. Since writing is part of language learning, the learner needs strategy in learning writing.

While the writer does a writing activity, the writer uses all of the metacognitive strategies. Metacognitive means beyond, beside, or with the cognitive. It is meaning to say that metacognitive strategies is the actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies are very essential for language learning. It is because people see many new things in learning a new language and usually they lose their focus of learning the target language. However the focus can be gained again by using these strategies (Oxford, 1999:134).

In the metacognitive strategies, there are three main groups of it; there are (1) centering the learning, (2) arranging and planning the learning, (3) evaluating the learning (Oxford, 1999:17). It is clearly seen in Figure 1.
2.1.2 Writing

Some definitions of writing are presented by some experts. Some experts say that writing is a means of communication. Zimmerman and Rodrigues say that writing is much more than letters put together in meaningful patterns. It is a way of thinking, a way of learning, a way of sharing ideas with others, (1992: 4). This
theory is supported by William James’s ideas about way of thinking in the writing process. He says that writing is just stream of thought (Irmscher, 1969:22). He says that in the writing thought flows like a stream. He objects the image of thought chopped into segments.

According to Hornby (1995: 1382), to write means to compose something in written form, to put information on a sheet of paper or in the appropriate places on a form. Then the definition of writing according to Sokolik in Nunan’s book (2003: 88); writing is both physical and mental act of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. One is committing words or ideas then expressing them in a written form. It means that in writing one has process and also the product. The process happens when he/she is thinking about ideas and the way how he/she can express them, while the product of it is the writing itself.

Additionally, Zimmerman and Rodrigues (1992: 5-6) say that writing is a social activity. It means that writing is related to other people. Other people in this case are called as the reader of the writing. Through the writing product, the writer wants to give a message to the reader. Besides, writing can used to solve problems, to work together on tasks, and to challenge one another’s ideas.

Zimmerman and Rodrigues (1992: 5-6) also say that the writer develops and shapes his/her ideas and views through social interactions. Usually, most diary entries are written as a result of an individual’s reaction to social events. Every people are facing others everyday. They meet others in their life and
interact with other. Then when people are facing others, they speak to them, do activities with them, and experience things with them. What people interact in their social environment is the written in a diary.

Zimmerman and Rodrigues (1992: 5-6) also state that writing is a complex, cognitive process. Writing is the process of what goes on inside a writer’s mind. Zimmerman and Rodrigues quoted the Flower and Hayes Problem-Solving Model of Writing. In this model (see Figure 4), it is explained the process of writing. When a writer starts to write something, of course he/she has to choose the topic of what he/she going to discuss, the audience who will read his/her writing, and also the urgent need and demand related to his/her topic.

After considering what the writer needs in producing the writing, then he/she has to plan what is going to write. In this part, there are three components: organizing, goal setting and generating. In organizing, the writer organizes his/her ideas. Then he/she sets the goal of his/her writing. The writer states the aim of his/her writing. Next, the writer starts to generate his/her writing. He/she concentrates oh his/her ideas and starts to write. Though, the writer keeps monitoring his/her writing. The writer keeps watching his/her writing to find out whether there is mistake(s) or not in his/her writing.

The writing process does not end in the product of the writing itself; it continuous to the reader. After the writer finishes his/her writing, it is the reader’s job to continue the process of writing. It is time for the reader to translate the writer’s product. Translating means to read and to understand the writing. Afterwards, the reader reviews, evaluates and gives some comments to the
writing. Finally, the writer has to revise his/her writing based on the evaluation given by the reader. Nevertheless, this writing process does not end in the revising the writing. It rotates. The writing can be seen in Figure 2.

**Figure 2: The Flower and Hayes Problem-Solving Model of Writing** (Zimmerman and Rodrigues (1992: 5-6)
2.1.2.1 Categories of Writing

Writing is clustered into some categories. Gie (1992: 23-29) categorizes writing into some categories based on its forms, aims, contents, characteristics, and also its functions. Based on its forms, Gie categorizes writing into four types, narration, description, exposition, and argumentation. This category is also known as the primary category.

The second category of writing is based on its aims. In this category, writing is classified based on the aim and the content of the writing itself. Basically, people write something because they want to give some information or tell something to the reader. People want to send a message to the reader. While the content of the writing usually about realities and facts. The content of writing based on the real facts is called factual writing; while writing which is made to amuse others is called imaginative writing.

The next category of writing is based on its characteristics and its function. Gie (1992: 25-26) states that based on its characteristics and functions, there are two kinds of writing, scientific and informative writing. Scientific writing presents scientific knowledge and based on particular facts. While in the informative writing there are no factual facts and based on its rhyme.

2.1.2.2 Advantages of Writing

Writing is an important skill; this is important in so many fields. However, writing is often neglected by students in formal education. Students often consider this skill to be something boring and uninteresting skill. Nevertheless, students
still have to learn this skill when people come to the time when they have to enter working fields; they have to write an application letter.

The Liang Gie (1992: 23-29) quotes Percy’s opinion about the advantages of writing. The first advantage is that writing is used as a tool for self expression. It is because people always want to express what they feel or what they experience. Moreover generally people write it in their diaries. The second advantage, writing is used as a tool for understanding. The source people make a composition can be based on their experiences, observation, imagination, or may be from what people have already learned. By making a composition, people can get a new understanding or even may be deeper understanding on what they have written.

Then, writing can be as a tool to help the writer develop personal satisfaction, pride, and a feeling of self worth. Good writing produced by someone can result proudness and satisfaction for the writer. This can motivate the writer to make better composition. Writing can also be used as a tool for increasing awareness and perception of one’s environment. People can improve their awareness of what happens in their surroundings and then criticize it by having more writing.

Besides, people can use writing as a tool for active involvement, not passive acceptance. In the writing, usually people express ideas and opinions and also create something new. Additionally, people also use writing to develop an understanding of and ability to use language. It is known as the aim of formal
education. The students are expected to be able to use the language well when doing writing. The students have to be able to use the target language in order to express their ideas and opinions to be understood by the readers.

2.1.2.3 Teaching Writing

According to Sokolik in Nunan’s writing instruction, the instruction of making good writing is related to rules and principles. It means that it is the teacher’s duty to relate these rules and principles and then the teacher asks the students to write something (make composition).

In the second language learning, the rules of writing are concerned with correctness of form. The students tend to spend a great deal of time in copying correct models rather than producing and expressing their own ideas.

In teaching writing, the instructions come out to the students are in the process of writing, those are invention, drafting, feedback, and revision. Sokolik (2003: 89) considers these instructions as not only the product. Writing is the process, not the product.

2.1.2.4 General Principles for Teaching Writing

Sokolik presents principles for teaching writing in Nunan’s book (2003: 92-96). First, when teaching writing the teacher should understand his/her students’ reasons for writing. It is important for the teacher to understand both the teacher’s and the students’ goals and convey those goals in ways that make sense to the students. Second, the teacher should provide many opportunities for students to write. It is because writing almost always improves with practice. Since writing is in part of a physical activity, it is like other physical activities, it requires practice, and lots of it. Third, the teacher should make feedback helpful
and meaningful. The feedback consists of comments and corrections to make improvement on students’ writing. Fourth, clarifying the teachers’ and the students’ selves and how students’ writing will be evaluated. Since students feel that the evaluation of their writing is completely subjective, it is important to the teacher to develop a rubric, a kind of scoring grid, that elaborates the elements of writing that are to be evaluated.

2.1.2.5 Learning to Write

There are some techniques presented by Sokolik as quoted by Nunan (2003: 96-99) due to the writing teaching-learning process. These techniques are parts of the process of writing. The first technique is called as invention techniques. Invention techniques consist of brainstorming (the students list all the ideas they can think of related to the topic), word mapping (the students begin their writing with an idea at the top or centre of a blank piece of paper, then think of related ideas or words and draw relationships with a series of boxes, circles, and arrows), and quick writing (the students begin their writing with a topic, then write a composition without any corrections, and or stopping).

The second technique is the writing process itself. It consists of drafting (after the students are given a certain topic, it is their job to make their first draft of writing), feedback (after the students’ first draft is finished, it is teacher’s job to give comments and corrections to improve students’ writing), revising (after the students receive comments from the teacher they have to revise their writing), the last, proofreading and editing. Sokolik states that before the final draft is turned in for evaluation, the students should read the mistakes in spelling, grammar,
punctuation, and so forth. It is important for the students to proofread and edit on their own work as much as possible.

2.1.2.6 Good Writing

Accuracy in writing is very important. It needs much attention. Both the writer and the reader should pay attention to this. The accuracy of a writing can be valued from spelling, grammatical mistakes, vocabulary, and the content of the writing itself. If the writing is accurate then the writing is good (Rivers, 1968: 258-260).

2.1.3 Media in Teaching Writing

Media comes from the word *medium*, which means any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes (Gerlach and Ely, 1980).

2.1.3.1 Kinds of Media in Teaching Writing

There are various types of media that can be used in teaching writing. Media used in the teaching-learning process sometimes is called as visual aid. Many types of visual aids are used to support the teaching-learning process. The media in the teaching-learning process was chosen based on its potential for implementing a certain stated object (Gerlach and Ely, 1980: 240-243). The following are kinds of media in teaching writing which are presented by Gerlach and Ely (1980: 247-249). First, still picture which is defined as a record or a copy of a real object or event which may be larger or smaller than the object or event it represents. An example of still pictures is photograph. Second, audio recording
which is known as the reproduction of actual events or of sound effects which is made on magnetic tape, on discs, or on motion picture sound tracks. The example is cassette. Third, motion picture, which is also known as the videotape recording, is a moving image in colour or black and white produced from live action or from graphic representations, the example is film or videotape. Fourth, television which is defined as all types of audio-video electronic distribution systems which eventually appear on a cathode ray tube (television monitor). The fifth is real things, simulations, and models. Real things are people, events, objects, and demonstrations which are not substitutes for the actual object or events; while simulation is the replication of real situations which have been designed to be as near the actual event or process as possible. Then a model is a replica or representation of reality. The last type of media in teaching learning is programmed and computer-assisted instruction. It is the sequence of information which is designed to elicit predetermined responses and is prepared for computer.

2.1.3.2 The Use of Media in Teaching Writing

Even though writing is considered to be something boring, it is still an important skill to be taught and learnt since in the beginning level of the learner. The reasons is because writing is part of physical act, and like other physical act, it needs practice (Nunan, 2003: 92). It means that writing is not an instant process. It needs a long time to be a good writer. It needs a long time to be good at writing. Therefore, writing needs to be introduced and taught since the very beginning of the language learners.
Since writing is considered to be something (skill) boring in the English language learning process, it is the teachers’ job to provide a nice and an enjoyable classroom. The teacher should provide him/herself and also the students something (media) that can attract students’ interest and then can motivate them to learn and to be better.

Considering those reasons, it is important for the teacher to provide interesting media in the teaching writing. It is because interesting medias can help the teacher in explaining the lesson and also in motivating the students to learn the target language.

2.1.3.3 Diary

The definition of diary presented by Hornby (1995: 320) is a book, in which sometimes one writes about his/her feelings and daily experiences. Usually diary is written with spaces for each day of the year. One may also record his thoughts in his/her diary. Hornby also states that in diary someone can write down appointments and things which are going to be done in the future.

Another definition as stated in Personal Journal (--, 2007 as cited in http://en.wikipedia.org/wiki/Personal_journal#column-one), diary is a book for writing discrete entries arranged by date reporting on what has happened over the course of a day or other period.

Diary is also defined as personal journal which is aimed to reflect on significant experiences associated particularly with the learners’ learning. (--, 2007 as cited in http://en.wikipedia.org/wiki/Personal_journal#column-one). It
also stated that in diary usually write about their experiences or learning that went well or feeling about the way they doing were doing something.

2.1.3.4 The Advantages of Diary

Based on the explanation above about diary as presented by Hornby (1995: 320) there are some advantages that can be achieved by writing diaries. Those advantages are a tool for expressing one’s feeling, a tool for recording one’s daily experiences, a tool for recording one’s thought, a tool for listing appointments and activities which are going to be done later (in the future).

Psychologically, diary can be functioned as a “listener” for some people. Some said that diary can be an audience for one's self-expression and a personal space. Moreover, some people name his/her diary. For instance, Anne Frank names her diary as “Kitty”, while Friedrich Kellner names his diary as “Mein Widerstand”. He also called his diary as "My Opposition" (--, 2007 as cited in http://en.wikipedia.org/wiki/Personal_journal#column-one).

While in the teaching and learning activities, diary can be used to develop the students’ writing ability. The teacher can monitor the students’ writing achievement by conducting diary writing in the teaching learning activities. Diary can also be used by the teacher to find out the students’ feelings and they reactions of what they have learnt during the teaching learning. Diary is also can be used as the reflection of the learning.
2.2 Theoretical Framework

In the previous section, the writer has stated that writing is the most neglected skill among the other three language skills: reading, listening, and speaking. Many people consider that writing is the most difficult skill among the other three language skills. Writing is considered to be the most difficult skill because the writer has to consider many things when he/she produces his/her writing, such as the grammar, the vocabularies, the organization of the writing and how he/she sends the message correctly to the reader. The writer has to make sure that his/her writing is accurate and can give the correct message to the reader. Even though there are many understanding come out in the reader's mind when the reader read the writing.

However, writing is still an important skill to be taught and to be learned in the second language learning, even though the students often consider it as the boring activity. Writing itself is a process which needs a long time for the learners to be good at writing. Since it is a physical activity which needs a lot of practice, the students have to be encouraged to have more practice in writing.

Considering those reasons, the writer chooses diary as the media to be used in the writing teaching learning process. In the diary, the students can write everything they feel during the learning process. By using diary, it is hoped that the students can be more interested in joining writing class. It is also hoped that the students can improve their writing skill through writing diary. The effectiveness of this media is measured by comparing the result of the students’
achievement (between the experimental group and the control group) in the final test.

The researcher compares the students’ writing in every meeting. She observes whether the writing is improved or not during the treatment. The researcher also tries to find grammar mistakes and the vocabularies used by the students in their writing. If the writing is becoming better and better, it means that the use of diary in teaching writing is effective.
CHAPTER III

METHODOLOGY

This chapter consists of six subtopics. The first subtopic explains about the method used by the researcher, and then it is followed by the participants of the research, the research instrument, the data gathering techniques, and data analysis techniques. The last subtopic is the research procedures.

3.1 Method

There were two questions formulated in the problem formulation. The first question was aimed to identify what the contribution of using diary to develop students’ writing of the fourth graders of *Kanisius Notoyudan Yogyakarta* Elementary School was. Second, it was to gain the students’ perceptions towards the use of diary.

In order to answer the first question i.e. about the contribution of diary to the students’ writing skill, the researcher conducted mixed-quantitative-qualitative research. The quantitative research was conducted when the researcher treated the experimental group by asking its members to write diary based on the guidance questions; whereas, the qualitative research was conducted when the researcher analyzed the students’ writing by comparing the writings of the experimental group to the writings of the control group. This research was an experimental research since there was a treatment or experiment conducted to certain group.
The definition of mixed-quantitative-qualitative is presented by Bazeley (2002) which cited in http://www.researchsupport.com.au/MMIssues.pdf. According to Bazeley (2002), mixed-quantitative-qualitative is the combination of quantitative and qualitative approaches to research, could be on the basis of the type data used in the research, the logic employed, the type of investigation, the method of analysis, the approach to explanation, and for some on the basis of the presumed underlying paradigm.

There are some definitions of quantitative and qualitative research. According to Ary, Jacobs, and Razavieh (1990: 24-25), quantitative research is a research which uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. In quantitative research there is also a well-controlled setting. However, related to this research, the researcher use quantitative research in the way of getting the data i.e. conducting an experiment to the participants.

Afterwards, Brown and Rodgers (2002: 10-12) stated the definition of qualitative research. Qualitative research is a research which is based on non-numerical data. The data analyzed in the qualitative research is inductive data. It means that there will be word description in the data analysis rather than numerical data.

Another definition of qualitative research comes from Ary, Jacobs, and Razavieh (1990: 22-28). They state that qualitative research is a research which focuses on understanding of a social phenomenon and is conducted in a natural
setting. Furthermore, this research (qualitative research) is aimed to generate theory rather than testing theory.

In qualitative research there are many classifications, such as ethnography, case study, and document or content analysis. In this study the researcher conducted a research and used a document to analyze. The document used by the researcher in this study is the diaries of the fourth graders of Kanisius Notoyudan Yogyakarta Elementary School. In the teaching-learning activities the researcher, who is also the teacher of Kanisius Notoyudan Yogyakarta Elementary School, asked the students to write diary as a certain technique to develop the students’ writing ability.

There are many purposes of content analysis. Related to one of the content analysis’ purposes, this study was aimed to find out the contribution of using diary in teaching writing. The contribution of using diary can be gained through the analysis of types of errors in the students’ writing.

However, in this study the researcher conducted an experiment. The experiment was done by having two groups in the research which consisted of the research participants. The first group was asked to write a composition in their diary while the other did not. Then the writing of both groups would be compared and analyzed to find out whether using diary was beneficial or not. The researcher did not use the score of the students’ writings to be analyzed in the data analysis; the researcher used the students’ writings to be analyzed since this research was done to find out the contribution of diary to the students’ writing skill.
In order to answer the second questions stated in the problem formulation i.e. about the students’ perception towards the implementation of diary, the researcher conducted a survey to the students. In the survey, the researcher conducted an interview to the experimental group. This interview was done to gain the data about the students’ perception of the implementation of diary to develop the students’ writing skill.

3.2 Research Participants

This study was conducted to the fourth graders in Kanisius Notoyudan Yogyakarta Elementary School in the odd semester year 2007/2008. The writer chose the fourth graders in Kanisius Notoyudan Yogyakarta Elementary School because of their English learning experience since the English materials taught in this level was still about the introduction of English. The researcher herself was the English teacher there. It was easier for the writer to conduct this research.

The sample of this research was the whole class members which consisted of 32 students. Since there were two groups in the quantitative research, experimental group and control group, the researcher divided those two groups by using the students’ student numbers. The odd number students were the experimental group while the even number students were the control group.

The research was conducted in the odd semester started from 17 July – 6 August 2007. With the consideration that the research participants had minimum experience in learning English, the researcher gave them a guidance question. It was done to make research participants understand what they should write in their diary.
3.3 Research Instrument

The instrument used in gathering the data of the research was the students’ diary and interview with open-ended questions. The diary was used to gain the data that was the students’ error while they were learning English especially the English writings. While the interview was used to find out the students’ opinions after they were given job to write a diary everyday. The interview was done by using open-ended questions. Therefore the students could express their answers freely.

3.4 Data Gathering Techniques

In gathering the data, the researcher used a certain media that was diary. The diary was used to gain data about the students’ writing ability. The data which is used by the researcher in the thesis was gathered in sixteen days starting from 17 July – 6 August 2007. In every meeting, the students had to write a composition based on the guiding question. Afterwards, the compositions were corrected and analyzed. The researcher also used an interview to gather the data which was used to answer the second question in the problem formulation. This interview which was using open-ended questions was used to find out the student’s perception towards the use of diaries to develop students’ writing skill.

3.5 Data Analysis Techniques

After the researcher gained the data (students’ diaries) then the researcher started to provide feedback to the students’ diaries. The researcher started to
analyze the diaries from the first day of the conducted diary until the fifth day of writing diary. After the students wrote their diaries, they were supposed to submit their diaries. The researcher also gained data from the control group by asking them to write compositions using the similar questions given to the experimental group.

In every meeting, the researcher acknowledged the grammar mistakes and vocabulary used by the students in the diaries. The grammar mistakes and vocabulary used in the diaries were compared from the first meeting to the last meeting. Afterwards those comparisons were reported.

The researcher reported every improvement which was gained in every meeting. Through the report the researcher could follow the progress of the students. From the report, the researcher could also adjust whether the students’ writing has improved or not.

3.6 Research Procedure

In order to conduct the research, the researcher had done some procedures to follow. The procedures are as follows:

1. Asking the students to start writing the diary after the class

   In this step, the researcher conducted sixteen meeting starting from 17 July – 6 August 2007. In every meeting the researcher asked the students to write a composition based on the guided question which was given in every meeting.

   The compositions were about the students’ selves and their activities.
2. Collecting the students’ diary

After the students wrote a composition in every meeting, they had to submit their diary. Then the researcher corrected and graded them. In correcting and giving grades to the students’ compositions, the researcher recognized the grammar mistakes and the vocabularies used in the compositions.

3. Report the mistakes in the diaries

After the researcher corrected the compositions, then she took some notes about the grammar mistakes and the vocabularies used in the compositions. They were reported in the researcher’s daily report. It was done to make the researcher easier in making the research report later.

4. Analyzing the diary

The diaries were analyzed through the grammar mistakes and the vocabularies reported in the researcher daily report. The researcher compared the first composition to the last composition. She also analyzed whether the students’ writing improved or not during the use of diary.

5. Writing the research report

The last step done by the researcher was writing the research report. The report was about every activity done related to the research and the analysis of the diary. The research report was discussed in the fourth chapter of this thesis. The discussion was started from the process of the research, the result of the research, and the analysis of the diary.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

There are three parts discussed in this chapter. The first part discusses the process, and then it is followed by the result of the research as the second part of this chapter. The last is the discussion of the research result. The discussion of the research compared the students’ writing product between the student’s writing product with the diaries and students’ writing product without diaries. It also studied the students’ perception towards the use of diary in the teaching-learning activities.

4.1 Research Findings

The research was conducted in fifteen days started from 18 July 2007 up to 6 August 2007. The number of the participants was thirty students which were divided into two groups. In conducting the research, the researcher took thirty up to forty five minutes every meeting to conduct the research. The aim of the research was to make effective lessons during the teaching-learning activities considering that the students had many materials to learn besides the English material itself. Writing diary was not conducted in the first meeting. The researcher used the first meeting to explain why she took the meeting everyday. The researcher started to ask the students to write diaries in day two.

In every meeting the researcher taught the materials to the students first and at the end of the meeting she asked the students to write a diary. The materials
given in the teaching learning activities were about what were going to be given in the guidance question. The students were given a question for each meeting. This was to guide the students in writing a short composition.

The students were supposed to answer the question in a form of composition. There was different question in every meeting. The questions which were given to the students for the sixteen meeting were formulated in Table 4.1.

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19-07-07</td>
<td>What is your name? What is your nickname? Where do you live? Where do you study at? How old are you?</td>
</tr>
<tr>
<td>2</td>
<td>20-07-07</td>
<td>What are you doing in the class?</td>
</tr>
<tr>
<td>3</td>
<td>21-07-07</td>
<td>What do you feel today? Why?</td>
</tr>
<tr>
<td>4</td>
<td>23-07-07</td>
<td>Where are you going to go after the class?</td>
</tr>
<tr>
<td>5</td>
<td>24-07-07</td>
<td>What is your teacher doing in the class today?</td>
</tr>
<tr>
<td>6</td>
<td>25-07-07</td>
<td>What subjects do you have in class today?</td>
</tr>
<tr>
<td>7</td>
<td>28-07-07</td>
<td>What are you doing this Saturday?</td>
</tr>
<tr>
<td>8</td>
<td>29-07-07</td>
<td>What are you doing this Sunday?</td>
</tr>
<tr>
<td>9</td>
<td>30-07-07</td>
<td>Tell me some occupations you know!</td>
</tr>
<tr>
<td>10</td>
<td>31-07-07</td>
<td>Find one of public places for me and tell about it!</td>
</tr>
<tr>
<td>11</td>
<td>02-08-07</td>
<td>Where do you want to go this Sunday?</td>
</tr>
<tr>
<td>12</td>
<td>03-08-07</td>
<td>What is your favourite food</td>
</tr>
<tr>
<td>13</td>
<td>26-07-07</td>
<td>Tell me about your family!</td>
</tr>
</tbody>
</table>

After the students finished writing their diary, they were asked to submit their diaries to the teacher. Then the teacher corrected the diaries, the teacher evaluated the students’ writing to identify the grammar and the vocabularies the students used in their diary. This was aimed to know the grammar and the words (vocabulary) used by the students in writing their diary. The researcher also observed the content and the punctuation(s) used in the writing.
After asking the students to write the diaries for several days, the researcher also conducted a final assignment. The aim of this assignment was to measure the student’s mastery of the materials given in the teaching learning using diaries. The researcher corrected the students’ final assignment and scored it. The result of the research and its analysis would be discussed in the next part of this chapter, including the result of the final assignment.

After conducting sixteen meetings using diary as the media in teaching writing, the researcher gained the result of the research. From the fifteen-day diary expected by the researcher, there were only thirteen-day diaries. The reason was because the researcher used two days of the meeting to hold assessments to measure the students’ mastery of the materials given during writing diary. From the thirteen-day research using diary treatment for the experimental group and without diary for the control group, there are only five meetings which used exactly the same guidance questions, since the researcher had to teach the same materials twice for some materials. The same guidance questions given to both group were about the students’ identities, the students’ feeling of the particular day, and the students’ activities on the weekend (on Saturday and on Sunday) and the students’ favourite places they wanted to go on the particular day.

4.1.1 The Writing of the Experimental Group

The experimental group was the group in which the researcher asked its members (the students) to write a diary for several days. The students wrote the diary based on the questions given to them. The questions were given to the students to guide them writing their diary. There were five days-writings of the
experimental group which was going to be presented. The findings of this group would be presented as follows.

Table 4.2: The Writings of the Experimental Group

<table>
<thead>
<tr>
<th>Writing</th>
<th>Content</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Punctuation</th>
</tr>
</thead>
</table>
| 1st writing | a. The students were able to answer all questions.  
b. The contents and the writings were understandable. | a. The students used “be” in a wrong way.  
b. The students were also wrong in using the correct subject pronoun.  
c. The students did not know when to use “in” and “on”. | a. The students used limited vocabularies.  
b. The word order was not good. | a. The students did not use the correct punctuations.  
b. There were no capital letters in the writings. |
| 2nd writing | a. The content was rising.  
b. The students were able to deliver the message. | a. The students did not know how to make negative (-) sentence correctly.  
b. The students were not able to use “be” correctly. | a. The students were able to choose their own vocabularies.  
b. The vocabularies were complex. | a. The students started to use correct punctuations.  
b. The students started to use capital letter. |
| 3rd writing | a. Some of the students were better at delivering the message.  
b. There were still students who could not write correctly. | a. The students started to use the grammar correctly.  
b. The students used mixed language. | a. The vocabulary was decreasing.  
b. The students used correct punctuations.  
b. The students used capital letters at the beginning of the sentence. | |
| 4th writing | a. The content was better  
b. Some of the writing could not be understood. | a. The grammar was getting better. | a. The students still mixed the language.  
b. The vocabulary was not improved. | a. There were barely mistakes in the punctuations. |
The first day writing was the answers of five questions about the students’ identities i.e. students’ name and nickname, address, age, and where they study at. These questions were given to the students with the consideration that those questions were the simplest questions, and most students were asked those kinds of questions at the first time they acquainted with others. It was also aimed to find out whether the students could write the answers of the simplest questions correctly. Most of the students were able to answer those questions. Even though there were mistakes in the writings. The mistakes mostly were about the grammar, word order, and punctuation.

The first grammar mistakes in the students’ writings were the wrong use of *be*. The students did not know how to use *be* in the sentence correctly. It could be seen in the writing of student number 13 and 15 (see appendix B, page 75). “I live is Kumetiran Kidul” and “My live is Notoyudan”. The second was in the writing of student number 13. The writer’s sentence was “My old a nine”. Then, there was a student who did not put *be* in the sentence whereas the writer should put *be*. The sentences were “My name Putri Sulistiyanty. My nickname Putri.”.

Another grammar mistake was the wrong use of subject pronouns in the sentence. The example was the writing of student whose student number was 9, “My name it is Bobby. My nickname it is Bobby”. There were also sentences

<table>
<thead>
<tr>
<th>5th writing</th>
<th>a. The writings were improved.</th>
<th>a. The grammar was improved</th>
<th>a. There were more words used in the writing.</th>
<th>a. There were no mistakes in the punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. The students were better at delivering the message.</td>
<td></td>
<td>b. The word order was getting better.</td>
<td></td>
</tr>
</tbody>
</table>

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which was wrong at choosing the right subject pronoun. The sentences were “I age is nine. My live is Notoyudan. My study Kanisius School.” (see appendix B, St. # 15, page 75). Then the students were also unable to differentiate the use of preposition in and on. The example was “My study art in school” (see appendix B, St. # 27, page 70), “I am live Serangan” (see appendix B, St. # 17, page 84).

The orders of the words in the students’ writing were also incorrect. The students were not able to form the words into a correct sentence. It could be seen in the writing of student number 17, “I am old eight.” (see appendix B, page 84). That sentence should be “I am eight years old.” Concerning the punctuations used in the writing, the students were not using correct punctuation in the writing. The students did not place a period in every sentence. This happened to the entire students who were asked to write diary. The examples were in the following.

“My name is Lukas Aries Cahya Kristi My nickname is Lukas I live is Kumetiran Kidul I study is classroom I age is nine” (see appendix B, St. # 15, page 75)

Then, concerning the vocabularies used in the writing in the first day-writing was very limited since the students were just able to tell about their identities. The students just answered the questions given to them without making a composition as what asked to them.

The second day writing was to answer the question about the students’ feelings. On this day the students were supposed to tell their feelings during the day. They were asked about what they feel by answering “What do you feel
today”. They did not only tell what they felt during the day, but also tell the reason(s) why they felt the particular feeling.

The improvement seemed to be insignificant. However, the students started to be able to write in English. The content of their writing was rising. They started to be able to deliver the message of their writing to the reader, even though there were only one or two sentences for some students.

The students started to be able to correct grammar in their writing. It could be seen in the following writings.

“Im happy Because I can study in class and to write in class.” (see appendix B, St. # 27, page 71).

“This morning I’m Asti happy because I have study English. In the class I can study very nice just now. Putri S not come to class because she is sick. In home I give to my mother about school. My mother happy to hear that.” (St. # 31)

“I so happy. Because today is my birthday.” (see appendix B, St. # 29, page 80)

From the example writings above, it showed that the writings were getting better. Even though the students only wrote one or two sentences, the students could deliver the message in their writings to the reader. The students could choose their own vocabularies they used in their writings. Then, some of the students started to use correct punctuations such as comma, a period, and capital letters at the beginning of the sentence.

The third day writing was to answer a question about the students’ activities done on the weekend. The question was formulated into “What are you
doing on Saturday”. The students were supposed to tell what they were doing during the weekend. The students wrote what they did during the day, starting from their activities at school and at their home.

There were still some improvements in the writings. Some of the students were able to use correct grammar. The students were also able to deliver the message of their writings. Since it was about the students' activities on the weekend, the students had to explore more vocabulary about kinds of activities. However, it showed that the students’ vocabulary was limited because some of the students mixed the language used in the writing. The vocabulary was mixed between Indonesian and English. The result was presented as follows.

“I am ulangan and I am going to go home. After to go home I am a breakfast. Before breakfast I am going to go home. Before sampai the home I am a sliping. (see appendix B, St.# 29, page 81).

“I am in the football, I am in the PS, I am in the a kite.” (see appendix B, St.# 17, page 85).

Even though there were some improvements, the decreasing of the students’ writing could be seen explicitly. Some of the students wrote something which could be understood by the researcher. These are the writing.

“I am buy toys new for reach I am happy. And I am because meet toys clever and I am become ideal my brother.” (St.# 9).

“Yesterday I am study English. I am write. And Ms. Lelly study my English. I am happy I can language English. I can play with friend.” (see appendix B, St.# 27, page 72).
The next writing was about the students’ activities on the weekend. The students were asked to write what activities they did on Sunday. Even though it was on Sunday and there was no teaching learning activities at school, the students were asked to keep writing diary at home as a homework for them. The students were given homework on Saturday (the day before) to write their diary for two days, Saturday and Sunday. The guidance question was the same as before. It was “What are you doing on Sunday”.

Sunday was a holiday and there might be a lot of activities could be done. Therefore the students were asked to tell their activities and write them in their diary. The students were supposed to make a story of what they had done on Sunday.

The result of it was still the same as the day before. There was insignificant improvement on Sunday. The students used mixed language (Indonesian and English) in writing the diary. Some of them only listed their activities. Even, there were students’ writings which could not be understood. The examples of the result were in the following.

“Pagi hari itu saya mandi. And 06.30 I am sudah berangkat. Before berangkat in circle I am a make up. Before make up I am dance. Before a dance I am a show models. Bad I am terlambat so I am not show models. So I am not happy. (see appendix B, St.# 29, page 82).

“Yesterday I am going to mall. I am want buy hat, burger, table. and I am want play game in mall. but I am don’t have coin. and I am got coin in here. I am so happy going to mall. (see appendix B, St.# 27, page 73).
“I am in the football, I am in the PS, I am in the basket.” (see appendix B, St.# 17, page 86).

“I am playing play station and my brother. For ideal, I am happy because I am win toys play station. (St.# 9).

It was seen clearly that the writings was unable to be understood. The readers might not be able to understand what the students wanted to tell about. Even though the writing could not be understood, there was a little improvement in the writings. It could be seen in the writing of the student whose number is 27 (see appendix B, page 70). The grammar in the particular writing was incorrect, nevertheless its contents was understandable. The students used correct punctuations in their writings, such as comma, a period and capital letters.

The last writing was the answer of “Where do you want to go this Sunday”. It was aimed to find out the students’ favourite places they wanted to go on the weekend. It could be public places or private places such as grandmother’s house. The examples of the writing were presented in the following.

“I want to go to church. I am because in the church is komuni pertama and mass. ‘(see appendix B, St.# 17, page 88).

“I am go to church I am follow mass I am go to church the church with my family. ‘” (St.# 5)

“Sunday, I’m and my family going to church. After in church I going in Gramedia, I buy book animal, and boo dinosaur after in Gramedia I’m going to home, book after I buy, I read. Wow…the book is so good. (see appendix B, St.# 27, page 74).
“I go to tropis café I follow the competition of fashion show.” (see appendix B, St.# 29, page 83).

“I am and brother, sister, brother father are the park. There are a swing, a slide, and a see-saw at the park. I am is swinging and brother is flaying a kite, sisters are at the park too. I am is rrunning around. Sister is playing a slide.” (St.# 21).

Based on the writings above, it could be seen that the students’ writings were improved. Some of the students were able to write longer writings. They used more vocabularies in their writings. The content of the writing was improving. The students started to be able to deliver correct messages to the reader even though their writings were incorrect. There were incorrect grammar; however, the content was nearly correct. Then, the students used capital letters in every sentence and ended it with a period. The students also put comma for plural sentence.

4.1.2 The Writing of the Control Group

The control group was the group which was not treated using diary. Even though the students in this group were not asked to write a diary, they kept being given assignments to make some writings. The questions given in the assignments were the same as given to the experimental group. The writings of the control group would be presented as follow.
Table 4.3: The Writings of the Control Group

<table>
<thead>
<tr>
<th>Writing</th>
<th>Content</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st writing</td>
<td>a. The students were able to answer all questions. b. The contents and the writings were understandable.</td>
<td>a. The students used “be” in a wrong way. b. The students were also wrong in using the correct subject pronoun. c. The students did not know how to use the correct preposition.</td>
<td>a. The students used limited vocabularies. b. The word order was not good.</td>
<td>a. The students did not use the correct punctuations. b. There were no capital letters in the writings.</td>
</tr>
<tr>
<td>2nd writing</td>
<td>a. The content was the same as the first writing. b. Some of the students were not able to deliver the message.</td>
<td>a. The students did not know how to make negative (-) sentence correctly. b. The students were confused when to use “be” and a particular verb.</td>
<td>a. The students were able to choose their own vocabularies. b. The vocabularies were getting complex.</td>
<td>a. The students started to use correct punctuations. b. The students started to use capital letter.</td>
</tr>
<tr>
<td>3rd writing</td>
<td>a. The content was decreasing. b. The writing could not be understood.</td>
<td>a. The grammar was not getting better. b. The students could not use correct preposition of “to”.</td>
<td>a. The vocabulary was decreasing. b. There were limited vocabularies.</td>
<td>a. Some of the students did not use correct punctuations. b. The students started to use capital letters at the beginning of the sentence.</td>
</tr>
<tr>
<td>4th writing</td>
<td>a. The writing could not be understood. b. The content was decreasing. c. None of the writing could be understood.</td>
<td>a. The grammar was getting worse.</td>
<td>a. The vocabulary was not improved.</td>
<td>a. There punctuations were getting worse.</td>
</tr>
<tr>
<td>5th writing</td>
<td>a. The writings were the same as the fourth writing. b. The content and the message could not be understood.</td>
<td>a. The grammar was not getting better.</td>
<td>a. There were limited words used in the writing.</td>
<td>a. There were still mistakes in the punctuation.</td>
</tr>
</tbody>
</table>
The first writing was to answer five questions about the students’ identities. The students had to answer the questions about their name (full name and nick name), their address (where the students lived), where the students study at, and the students’ age.

The finding of this group was rather the same as the experimental group. The students could answer the questions well even though there were mistakes in the writing. However, the students could send message to the reader about their identities. It could be seen in the following examples.

“My name is Alfredo Gusta Danu Putra My Nick name is Edo My live is Ngampilan My study is Kanisius Notoyudan” (St.# 6).

“My name Sekolastika puan maharani My name is puan Am live at home Am study at school My old nine yer’s” (see appendix B, St.# 26, page 99).

“My name is Anggya Sekar Juang Relawan My nick name is Anggi My live in Sudagaran My study AT SD Kanisius Notoyudan My age is aight” (see appendix B, St.# 4, page 103).

From the writings above, it could be seen that there were mistakes in the students’ writing. The students were not able to use be correctly in their sentences. Then the students also could not use the correct preposition in their writings. The other mistake was about the use of correct subject pronouns in the writing. The students were rather confused when should they use my and I in the writings. Besides, the students did not use the appropriate punctuation in the writings. At the end of every sentence there should be a period to show that the sentence was ended.
The question for the second day writing was about the students’ feeling. The students were supposed to answer “What do you feel today” and gave the reason for their answers. The students’ writing was similar to the students’ writing in day 1. Even though the students could answer the question, there were mistakes in the writings such as grammar mistakes, word order mistakes, and punctuation mistakes. The students also chose very limited vocabularies. The examples of the students’ writings could be seen in the following writings.

“Im happy and no happy Im happy because Im eat with tempe and tempe my favourite Im no happy because my mother aut my sister angry” (see appendix B, St.# 4, page 104).

“I am really enjoy the English class. I like reading story books. Today, the air feels so hot.” (see appendix B, St.# 26, page 100).

“I am happy flaying a swing. I am happy study English.” (St.# 10).

“I am happy because am studying English.” (see appendix B, St.# 28).

In the writings above, it could be seen that the students could deliver the message that most of the students were happy. The students were also able to tell the reason why the students felt that particular feeling; even though there were mistakes in the way the students tell the reader.

The next question which was given in the third day of the writing assignment for the control group was “What are you doing on Saturday?” This question was aimed to recognize the students’ activities on the weekend. Moreover, the purpose of this question was to gain students’ understanding of the use of present progressive tense in the writing which was used to express
students’ activities. Then, the example of the students’ writing would be presented as follows.

“**I am doing soping. I am doing swimming. I am doing Mc. D.**” (St.# 8).

“**I am doing on Saturday is the home. I am doing on Saturday is the home grandmother. I am doing on Saturday is the beli kaset.**” (see appendix B, St. # 12, page 102).

“**I am doing on Saturday is the restaurant. I am doing on Saturday is learn basket ball**” (St.# 20).

“**I am going to go gereja. I am going to go Malioboro**” (St.# 22).

“**go to go is taman pintar. to go to is my house grand father. to go to is church**” (St.# 24).

“**I am doing the enggis. I am doing the zoo. I am doing the park.**” (St.# 28).

“**My is in the house in the room is bat room Im sleep. My is the bat room is game is name the play stationces. My is the house is yodi.**” (St.# 6).

“**Im to go in the famili hause. Im to go swiming. Im to go swiming doll.**” (see appendix B, St.# 4, page 105).

“**I am to go swinging on Saturday.**” (see appendix B, St.# 26, page 101).

From the example above, the students’ writings were decreasing. Many students could not write understandable writings. The content could not be understood. Many grammar mistakes were made in the writings. The vocabularies were very limited. Even, some of the writings were not able to be understood at all.
The next writing assignment for the control group was to answer the question which was formulated into “What are you doing on Sunday?” This question was continuously with the question given in the third writing assignment. It was still to find out the students’ activities on the weekend and to find out the students’ mastery of the use of present progressive tense in the writing. The example of the students writings were in the following.

“I am to go on Sunday” (see appendix B, St.# 26, page 101).

“Im to go Kemetiran churs Im to go class Sunday Im to go in the famili house” (see appendix B, St.# 4, page 104).

“ay am to go themle Borobudur ay am to go market ay am to go churs.” (St.# 14).

“my is lague neks house yodi my is tave is ipa my is slep the bat room” (St.# 6).

“I am doing the church I am doing the swimming pool I am doing the park” (St.# 28).

“go to go is church go to go is zuu go to go is my house bhrother” (St.# 24).

The students’ writing could not be understood. Many mistakes made in them, such as grammar mistakes, word order mistakes, and punctuation mistakes. The content of the writings were not able to be understood. The vocabularies used in those writing were not also understandable. The writings showed decreasing quality. None of them was getting better.
Then, “Where do you want to go this Sunday” became the last question which was given to the students. It was aimed to find out the students’ favourite places they want to come since the students had been taught about public places. However, it was opened for the students to answer by using other places such as the students’ family house. Then, the writings of the students would be presented as follow.

“I am to go to Sunday school. I am choir practice and playing gobak sodor.” (St.# 10).

“I am to go want this Sunday Mess. For what to go berdoa.” (St.# 16).

“This Sunday in the church for what? Practice PA” (see appendix B, St.# 2, page 98).

“I want to go to a market. For what? Buy an egg, vegetables, and cake.” (St.# 20).

“What I missa in church and swimming pool be class sundai.” (see appendix B, St.# 4, page 106).

“I am to go church. I am to go is whoris god.” (St.# 22).

“I am in the church, I am is a follow mass.” (see appendix B, St.# 12, page 94).

“I am want to go is the swimming pool, masque and nebres house.” (St.# 6).

“I to go church. I pray to God there.” (St.# 28).

“I am is going to go is I am fameli is Sunday school and floris” (St.# 18).

“I am going to go is church I am for what is Sunday school/worship” (St.# 24).
The writings showed similar writing result as before. There was no increasing quality of the students. Many mistakes were still made by the students. An understandable content still could not be found out in the writings.

4.1.3 Data on Students’ Perception Towards the Use of Diary

After conducting a research of the use diary in the writing teaching and learning, the researcher conducted an interview to the students in the experimental group. The result of the interview showed that the students were interested at using diary when they were learning English. The students sometimes forgot to write their diary. The students felt happy because they could learn English more by using the diary.

Another answers given by the students was that the students sometimes were getting confused how to write and answer the questions. Then, the students also told that they wanted to use diary again in the next teaching learning activities.

4.2 Data Analysis

After the researcher collected the data and reported it, then the next step was to analyze the data. There were two data collected by the researcher i.e. the writings of the experimental group and the writings of the control group. The analysis was done by comparing the two data collected in the research. The writings of the students in the experimental group were compared to the students’ writings in the control group.
The comparison of the students’ writings showed that there were differences in the students’ writing product in both group. The writing product of the students in the experimental group showed better writing than the writing product of the students in the control group. The better quality could be seen from the grammar used by the students, the vocabularies used in the writing, the content or message which was delivered in the writing, and the punctuation used in the writing. The differences that showed in the students’ writings were presented as follow.

4.2.1 Grammar

The grammar used in the writings of the students in the experimental group was better than in the writings of the students in the control group. The grammar taught to the students was generally about present and present progressive tense. The students in the experimental group could use these tense better than the students in the control group. The students used both tenses when they answered the questions given to them in writing the diary. Some of the students were also used other tense i.e. present perfect tense in writing. Even though they had not been able to use the tense correctly, at least there was a trial to make the writing more, while the students in the control group could not use the grammar at all. Both groups made many grammar mistakes however the control group was worse than the experimental group.

4.2.2 Vocabulary

The students in the experimental group showed that they used more vocabularies than the students in the control group. The vocabulary was more
various in the students’ writings of the experimental group. Even though the students used simple vocabulary, they could organize the words better than the students in the control group. The students could put the words they want to use better than the control group.

Based on the students’ writings in the control group, it seemed that the students did not want to use more various vocabularies. The students only used the words they ever heard or taught before; while the students in the experimental group used more vocabularies. They wanted to use the words they did not obtain in the teaching-learning activities. It seemed that the students in the experimental group were more motivated.

4.2.3 Content or Message

Even though there were many mistakes made in the writings, for both groups, the content of the writings were different. The students in the experimental group could deliver the message of their writing better than the students in the control group.

The students’ writing in the experimental group still can be understood by the reader, even though the grammar and the vocabularies were limited; while the students’ writings in the control group were not able to be understood. It was because the students in the control group put the words and use the grammar badly.

4.2.4 Punctuation

The punctuation used in the writing was generally wrong. Most of the students did not use correct punctuations in their writings. It happened to both
groups. The members of both groups always forgot to put a period at the end of every sentence. For plural phrases or plural sentence which was combined with conjunction such as ‘and’, the students did not put a comma. The students just wrote without considering the punctuation.

Some of the students also forgot to use capital letter to begin a new sentence. They just wrote what they had to write directly. Sometimes, the students wrote the sentences by listing their answers, but actually the case was that the students had to answer the guidance question(s) in a form of short paragraph as what the researcher asked them.

However, the students were getting better. They started to use correct punctuations in writing. The students used a period to end the sentence(s). The students also used capital letter at the beginning of the sentence.

4.2.5 The students’ perception towards the use of diary in learning writing

After conducting the research i.e. using diary in the teaching and learning writing, the researcher wanted to find out about the students’ impression of it. The researcher wanted to find out what was the students’ perception of using diary in the teaching-learning, especially for developing students’ writing ability. In gathering the students’ answer to this question, the researcher did an interview to all students in class IV. The researcher did not interview the students one by one because of the limited time.

From the interview done to the students in the experimental group, the researcher gained positive answer. The data showed that the students were happy because they acquired different media and technique in learning English. It was
because the lessons were done continuously, started from 17 July – 6 August 2007. It made the students did not forget the lesson given the day before.

The students also told that they could learn writing more effective than before. Besides, the students could learn English integratedly; they could learn all of the English skills in one technique. The students hoped that this kind of technique would be implemented in the next learning.

The researcher could not deny that there was also negative answer from the students even though it was a little. The students stated that they sometimes did not know how to answer the questions given to them. It was because they did not know the translation of the questions. They did not know the meaning of the questions. Even though the researcher had given the meaning of the questions in the class, however the students did not write or memorize it; so that they forgot it whenever they had to answer it at home. Fortunately some of the students knew what they had to do to handle this problem. They told that they ask their parents or their relatives the meaning of each question so that they could continue writing the diary.

However, for those who did not know to whom they could ask the meaning of the each question, they just answer the question based on what came in their mind. They tried to remember what their teacher (the researcher) had taught to them. Finally they just write what they had to write without considering whether their answer was right or wrong.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part is the conclusion this study. It shows that the implementation of diary in the writing class gave contributions to the students. The second part is the suggestions for the fourth grade English teacher who would like to continue this method (using diary in the teaching and learning writing) or other researcher who would like to conduct the similar research.

5.1 Conclusion

This study was aimed to find out the contributions of using diary in the teaching and learning writing for the fourth graders of Kanisius Notoyudan Yogyakarta Elementary School. There were two problems formulated in the research problem formulation. The first research problem is what the contribution of the implementation of writing diary in teaching writing for the fourth graders of Kanisius Notoyudan Yogyakarta Elementary School. The second research problem is how the students’ perception towards the use of diaries in developing their writing skill.

To answer the first question, the researcher conducted a research by using diary in teaching writing. In the research the researcher asked the students of the fourth graders of Kanisius Notoyudan Yogyakarta Elementary School to write the diary based on the guidance questions given to them for each day. The students were supposed to write their answers in a form of small paragraph. Even though the
students could answer the questions given to them, however, they did not write their answer in a form of paragraph as what they had asked to do. Nevertheless, the students’ writing showed that the students could learn writing effectively, since it was conducted continuously during the research.

The implementation of writing diary in writing class contributes to the content, the grammar, the vocabulary, and the punctuations in the students’ writings. The content of the students’ writing showed both decreasing and increasing quality of the students. At the first time of the writing diary, the students could show good quality of them. Their writing could be understandable. Then in the middle of the research the students were decreasing. The writing could not be understood for some students. However, the students were better then. The students’ writings were getting better. The students’ writings were better until the end of the research. It also happened to the second component of writing skill i.e. grammar. Even though the grammar was decreasing in the middle of the research, generally the students’ grammar was also getting better if it was compared to the first writing. The third component was the vocabulary of the writings. Some of the students used mixed language in the writings because they did not know its terms in English. Nevertheless, the vocabularies of the students were getting better. The students could enrich their vocabulary lists during the research. The last component of writing skill which was observed in the research was the punctuations of the students’ writing. The students did not use the correct punctuations in the first writing. However, the
students started to be better. They use correct punctuations in their writings, such as the comma, the period, and the capital letters.

Then, to answer the second question in the problem formulation, the researcher conducted an interview to the students, especially to the experimental group. From the interview the researcher gained the data which showed that the students had positive perception towards the use of diary during their writing learning. The students told that they were very happy to write their diary because it was an interesting activity. They also told that they obtained advantages from it. For instance, their writing were getting better, their knowledge of English were also improved. They told their hope that in the next learning the teacher could continue this method in the teaching learning activities.

5.2 Suggestions

At the end of the research the researcher would give some suggestions to the English teacher of the fourth grader of elementary school and other researcher who would like to conduct similar research in the following description:

1. For the English teacher

The teachers are suggested to make a good preparation prior to the teaching learning activities since the students in the fourth grade are considered to have minimum knowledge of English. The teachers are also recommended to help the students to prepare and do their project. It would be better if the teachers provide
consultation time for the students beyond the school hour. Due to the limited time of the teachers, it would be better if the teachers can manage their time very well.

2. For the future researchers

Since there are several aspects in this study that can be developed, it is hoped that the future researcher are able to conduct another research which observe and develop those aspects from the other side. The future researcher could develop their own difficulty level of this study. They could also try to develop such method to the other school.
REFERENCES


Internet Sources:

APPENDICES
# APPENDIX A

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Universitas Sanata Dharma
Fakultas Keguruan dan Ilmu Pendidikan


Lamp.:

Hal: Permohonan Ijin Penelitian

Kepada Yth. Kepala Sekolah

SD. Kanicius Notogudan

Yogyakarta

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Uli Ana Veritasari
No. Mhs: 021214083
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Sastra
Semester: VIII ( delapan )

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi: SD. Kanicius Notogudan Yogyakarta
Waktu: Bulan Februari - April
Topik / Judul: The Use of Diary to Develop Students Writing Skill of The Fourth Grade of Kanicius Notogudan Elementary School

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 19 Februari 2007

Dekan

[Signature]

[Name]

[Stamp]

Tembusan Yth:
1. .....................
2. Dekan PKIP
PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SD KANISIUS NOTOYUDAN YOGYAKARTA
Jl. Letjend. Suprapto No. 95 No. Telp. (0274) 7100741 Yogyakarta 55272

SURAT KETERANGAN
Nomor: 102/1/2008

Yang bertanda tangan di bawah ini:
Nama : Drs. Ignasius Dalijo
NIP : 130690292
Jabatan : Kepala Sekolah SD Kanisius Notoyudan Yogyakarta

Menerangkan bahwa Mahasiswa Universitas Sanata Dharma Yogyakarta di bawah ini:
Nama : Leli Ana Veritasari
NIM : 031214083
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Jurusan Pendidikan Bahasa dan Seni
Semester : 8 (delapan)

Telah melaksanakan Penelitian tanggal 17 Juli – 6 Agustus 2007 dengan judul:
Using Diary to Develop the Students' Writing Ability of the Fourth Graders of Kanisius Notoyudan Elementary School.

Demikian surat ini diberikan kepada yang bersangkutan agar dapat dipergunakan dengan sebagaimana mestinya.

[Signature]
Drs. Ign. Dalijo
NIP. 130690292

Kartu, 15 Januari 2008
Kepala Sekolah
APPENDIX B

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SD KANISIUS NOTOYUDAN YOGYAKARTA
Tahun Ajaran 2007/2008

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Mengetahui,

Kepala Sekolah                      Wali Kelas
Drs. Ign. Dalijo            Susana Andri Y
130690292
INTERVIEW

1. Bagaimana perasaan kalian dengan adanya kegiatan menulis diary dalam kegiatan belajar-mengajar pelajaran Bahasa Inggris?

2. Menurut kalian, apakah kegiatan tersebut sulit untuk dilakukan?

3. Apakah ada kendala dalam melaksanakan kegiatan tersebut?

4. Bagaimana cara kalian mengatasi kendala tersebut?

5. Menurut kalian, bagaimana bila dalam kegiatan belajar-mengajar pelajaran Bahasa Inggris selanjutnya diterapkan lagi metode menulis diary?

6. Apakah harapan kalian untuk kegiatan belajar-mengajar yang akan datang?
THE WRITING OF THE EXPERIMENTAL GROUP
1. What is your name?
2. What is your nickname?
3. Where do you live?
4. Where do you study art?
5. How old are you?

1. My name is Dodi
2. My nickname is Dodi
3. My life in Banjumening
4. I study at school
5. I am 9 years old
Why do you feel today? Why?

I'm happy

why?

Because I can study in class and to write in class
PR Tgl 28

Yesterday I\(^2\)m study english.

I am write.

And Ms. Lelly study my english.

I am happy I can language engliss.

I can play with friend.
Yesterday I am going to mall.

I am want buy hat, burger, table.

and I am want play game in mall.

but I am don't have coin.

and I am got coin in here.

I am so happy going to mall.
Where do you want
to go this Sunday

Sunday I'm and my famili going to church.
After before in church I going in Gramedia, I buy
book animal, and book dinosaur after in Gramedia.
I'm going to home. Book after I buy, I read.
Wow... the book is so good.
1. What is your name?
2. What is your middle name?
3. Where are you from?
4. Where do you study?
5. How old are you?

1. My name is Lukas.
2. My name is Lukas.
4. I study in the classroom.
5. I am nine years old.
21-07-67

What do you feel today? Why

I'm happy because I learned capital cities. This morning I went to school and I have studied English in the classroom study very nice. Just now, Paul & I didn't have class because she is sick at home. I gave her a message about school. My mother was happy to hear that.
1. What are you doing on Saturday?
   I'm going to go home.
   I'm street football.
   I'm taking swimming pool.

2. What are you doing on Sunday?
   I'm going to go to church.
   I'm attending the home.
   I'm street football.
Where do you want to go this Sunday?

- I am going to the beach and going for swimming.
- Church and portraits.
- Ambang Tiru.
19-07-2007

1. What is your name?
2. What is your nick name?
3. Where do you live?
4. Where do you study at?
5. How old are you?

Jawapan

1. My name is Sinta and my C.S.
2. My nick name is Sintia
3. My live in the 41 votes
4. My study in the school
5. I am nine old
21-07-2007

What do you feel today? Why?
I'm happy, because today is my birthday.

Ad Dei
majoerem Gloriam
What are you on Saturday?

Jawaban

I am reading and I am going to go home. After going home, I am going to eat breakfast.

Before breakfast, I am going to go home. Before going to the home, I am going to sleep.
29-07-2007

2. What are you doing on Sunday?
   Tapi hari itu saya mandi, and at 6:30 I am already in the
   circle. I am doing make-up, before make up.
   Dance, before dance. I am a show model, and I am waiting for
   So I am not a show model. So I am not happy.

   ____________________________

   ____________________________
Where do you want to go this Sunday?
I go to Trip's care I follow the Competition of fashion show.
19-7-07
1. What is your name?
   My name is Bimo
2. What is your nickname?
   My nickname is Bimo
3. Where do you live?
   I am in Surabaya
4. Where do you study at?
   I study in the library
5. How old are you?
   I am old eight years
21-7-07
What do you feel today? Why?
I am can feel today
What do you feel today?
I am can feel today
1. What are you doing on Saturday? I am in the football game. I am in the PS, I am in the art project. I am writing. I am reading a book.

1-02-2007
25-02-2000

2. What are you doing on Sunday? I am in the football.

I am in the PS, I am in the basket.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Where do you want to go this Sunday?

I want to stay at home.

I am in the football.
THE WRITINGS OF THE CONTROL GROUP

Tell me your identity is!

What is your name?

What is your nickname?

Where do you live?

Where do you study?

How old are you?

Jawan!

My name is Ismail Humala Sari.
My nickname is Isma / Isna.
My live is Jl. Jenderal Sudirman.
My study is in school.
My old is 10 (ten).

What are you doing in the class?
I am doing in the class.
What do yo veel tocky?
why?

Jawaban

1. I am Happy
   school

2. I am Happy
   Playing a see-saw
My Father is YB Suriyono Is Baruh ... My Mather is F. Mushaburh Is Baruh. My Sister is N. Afrida Kurnia Wijaya.

SABTU

What are you doing on saturday?

I am doing in saturday is the home and I am doing on saturday is the homestand. I am doing on saturday is the best mother.
Minggu

What are you doing on Sunday?

I am doing on Sunday is the home.
I am doing on Sunday is the aunt.
I am doing on Sunday is the home.

Grand father
Where do you want to go this Sunday?

For what?

I am a charlatan, eh?
I am, is a fellow mass.
1. What is your name?
2. What is your nickname?
3. Where do you live?
4. Where do you study?
5. How old are you?

Jawaban:

- My nickname is [name]
- My home is [location]
- I study at [school]
- I am [age] years old.
What do you feel today?

1. Happy

2. Haggdaly
1. What are you doing on Saturday?
   - My time zone doing on Saturday
   - My MC'D doing
   - My Narayang doing
Why do you want to go this Sunday?
This Sunday in the Church for what? Practice PA.
Puan

**what is your name**

**who's is nick name**

**where do you live?**

**where do you study at?**

**how old are you**

My name is Puan Maharoni.

My name is Puan.

I live at home.

I study at school.

My old name is Deni.
Name: Rian

What do you feel today?

Why

Jawaban

1. I am really enjoy the english class.
2. I like reading story books.
3. Today, the air feels so hot.

Ad Dei Maiorem Gloriam
1. What are you doing on Saturday?
2. What are you doing on Sunday?

Swadha

1. I am to go swinging on Saturday.
2. I am to go on Sunday.
Son

Plan

☐ Where do you want to go

☐ This Sunday?

☐ For what?

I'm going to Sunday school.

Practice
1. Where is your name?
2. What is your name?
3. Where do you live?
4. Where do you study at?
5. How old are you?

Jawaban

My name is Angga Senar Juang Relawan
My nickname is Anggi
My live in Sudaguran
My study at SD Kornisius Notoarmon
My age is eight
What do you feel today?
Why

Jawaban

I’m happy and not happy
I’m happy because I’m eating with Tempe and Tempe is my favorite.
I’m not happy because my mother cut my sister. Angry.
Nama: Anggi

1. What are you doing on Saturday?

Jawaban:

I'm to go in the family house
I'm to go swimming
I'm to go swimming doll

2. What are you doing on Sunday?

Jawaban:

I'm to go check Kenema church
I'm to go class Sunday
I'm to go in the family house
What I've missed is Church and Sunday school.

Where do you want to go this Sunday?

Amos