

**THE USE OF DIARY WRITING TO HELP STUDENTS' ESSAY
WRITING SKILL**

THESIS

Submitted by

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Diary Writing to Improve Students' Essay Writing Skill

Adalah benar – benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Agustus 2024

Saya yang membuat surat pertanyaan



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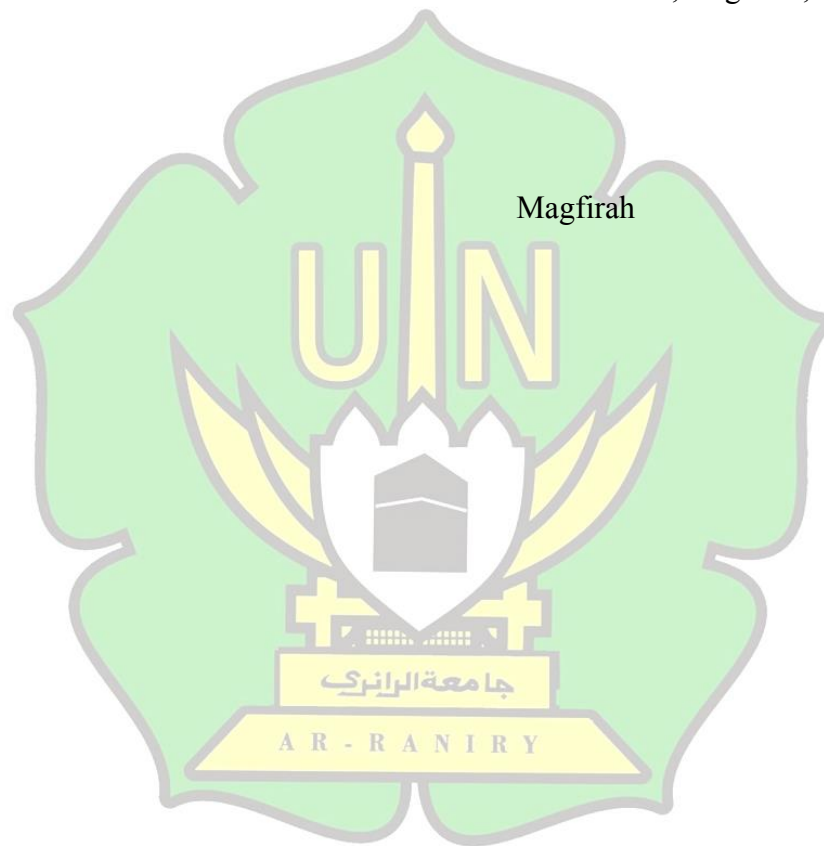
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ABSTRACT

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This study was conducted to investigate students' responses to the use of diary writing in helping their essay writing skills. The research applied a descriptive qualitative method. The participants of this study were six randomly selected 10th grade students from SMAN 1 Bandar Baru. The researcher used semi-structured interviews to collect the data. The results showed that students generally responded positively to diary writing as a tool for enhancing their essay writing abilities. Benefits reported included improved self-expression, increased writing fluency, expanded vocabulary, and enhanced reflective thinking skills. Students also noted heightened motivation and engagement with writing tasks. However, some challenges were identified, including difficulties with consistency and time management. Moreover, strategies used by students to maintain diary writing included setting specific times for writing, integrating it into daily routines, and viewing it as a long-term beneficial practice. The study concludes that while diary writing shows promise as an effective method for developing essay writing skills, individual needs and challenges should be considered in its implementation.

جامعة الرانري

A R - R A N I R Y

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vii
TABLE OF CONTENTS	viii
CHAPTER I INTRODUCTION	1
A. Backgrounds of the Study.....	1
B. Research Question	3
C. Research Aim.....	3
D. Significant of Study	3
E. Research Terminologies.....	4
CHAPTER II LITERATURE REVIEW	5
A. Problem in Writing	5
B. Benefit of writing skill.....	7
C. Challenges in Diary Writing	17
D. Previous Research.....	22
CHAPTER III RESEARCH METHODOLOGY	24
A. Research Design	24
B. Research Participant	24
C. Methods of Data Collection.....	25
D. Methods of Analysis	26
CHAPTER IV FINDINGS AND DISCUSSION	27
A. Research Findings.....	27
B. Discussion.....	36
CHAPTER V CONCLUSION.....	39
A. Conclusion	39
B. Suggestion.....	40
REFERENCES.....	41
APPENDIXES	46
Appendix A: Interview Guideline	
Appendix B: Research Documentation	47

Appendix C: Appointment Letter of Supervisor	
Appendix D: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research	51
AUTOBIOGRAPHY.....	



CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

English, as an international language, plays a crucial role in various fields worldwide, including education, technology, sciences, business, and culture (Rao, 2019). Its significance in our globalized world necessitates a deep understanding and mastery of the language, particularly in academic and professional contexts.

In Indonesia, English is taught as a foreign language and is a compulsory subject, especially at the secondary level. The Ministry of Education and Culture has developed a curriculum aimed at equipping students with the knowledge and skills to communicate effectively in English, both orally and in writing. Among the four essential language skills, writing is often considered one of the most challenging for students to master.

Writing is a complex skill that requires a combination of ideas, vocabulary, and grammar. List and Du (2021)) assert that producing good writing is more intricate than speaking, as it involves mastering various aspects such as organization, mechanics, and grammar. Unlike speaking, writing demands the ability to combine words and sentences grammatically into coherent written text.

The current curriculum, known as “Merdeka Belajar” (Freedom to Learn), emphasizes the importance of students being able to use English at an informational level. This means students should be capable of accessing and sharing information as part of their learning process, both in spoken and written forms. In the context of writing, students are expected to develop the ability to

express their thoughts and ideas clearly and effectively in various formats, including essays.

However, based on observations conducted by the researcher on Monday, August 21, 2023, at SMAN 1 Bandar Baru, it was evident that despite the school's high academic standards, students still face challenges in writing. The English teacher reported that students often struggle with punctuation, article usage, subject-verb agreement, and developing original ideas in their writing. Additionally, class activities tend to focus more on reading and textbook assessments, leaving students with limited opportunities to explore and express their thoughts in written form.

To address these challenges and improve students' essay writing skills, the researcher proposes the use of diary writing as an effective method. Diary writing offers students a personal and continuous platform to practice their writing skills, explore their ideas, and develop their unique voice. Tanrıku (2022). suggests that the best way to learn writing is through regular practice, likening it to writing letters to oneself. This practice can help students improve their ability to explore subjects, communicate effectively in written form, and preserve their ideas and insights.

By implementing diary writing as a regular activity, students can potentially overcome their writing difficulties, enhance their creativity, and improve their overall essay writing skills (Zumbrunn et al., 2019) This method aligns with the curriculum's goal of developing students' ability to use English for accessing and

sharing information, while also providing a more personalized and engaging approach to writing practice.

Based on a reason above, the researcher wants to do a research with tittle *“The Use of Diary To Help Students’ Essay Writing Skill SMAN 1 Bandar Baru”*.

B. Research Question

Based on the background of the study, the researcher formulates the research question as follows “How do students respond to the use of diary writing in improving their essay writing skills?”

C. Research Aim

The aim of this study is to investigate students' responses to the use of diary writing as a method for improving their essay writing skills.

D. Significant of Study

This study is significant as it aims to provide insights into the effectiveness of diary writing as a tool for enhancing students' essay writing skills. The findings may benefit English teachers by offering an alternative approach to teaching writing, potentially leading to improved instructional strategies. For students, this study may introduce a practical and engaging method to develop their writing abilities. Additionally, the results could contribute to the broader field of English language teaching, particularly in the area of writing instruction in EFL contexts.

E. Research Terminologies

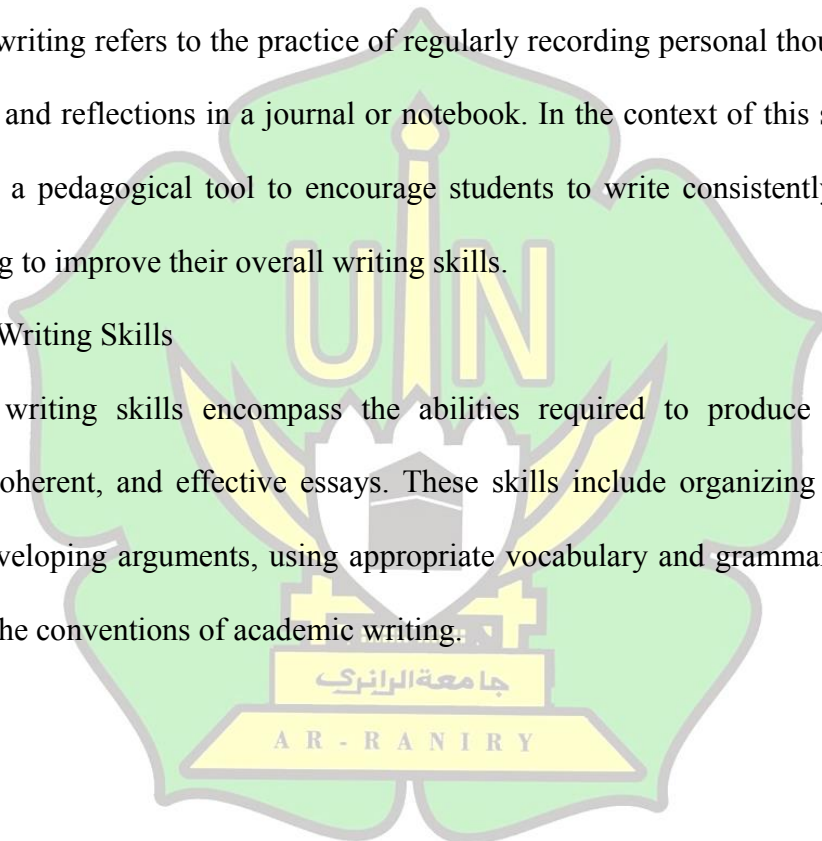
To ensure clarity and avoid misunderstandings, the following terminologies are defined as follows:

1. Diary Writing

Diary writing refers to the practice of regularly recording personal thoughts, experiences, and reflections in a journal or notebook. In the context of this study, it is used as a pedagogical tool to encourage students to write consistently and freely, aiming to improve their overall writing skills.

2. Essay Writing Skills

Essay writing skills encompass the abilities required to produce well-structured, coherent, and effective essays. These skills include organizing ideas logically, developing arguments, using appropriate vocabulary and grammar, and adhering to the conventions of academic writing.



CHAPTER II

LITERATURE REVIEW

A. Problem in Writing

Writing is a complex skill that presents various challenges for students. These difficulties can significantly impact their ability to produce clear, coherent, and effective written work. The following are some of the most common problems students face in writing:

1. Structure

Structure is a fundamental aspect of writing that many students struggle with, encompassing the organization of ideas from the overall composition down to individual paragraphs and sentences (Jagaiah et al., 2020a). A primary issue is creating a clear and logical flow of ideas. Students often find it challenging to arrange their thoughts in a coherent sequence, resulting in writing that jumps from one point to another without clear connections (Purser et al., 2020). This is often compounded by the lack of a strong thesis statement or main idea, leading to unfocused and meandering writing.

Another common structural problem lies in paragraph construction and transitions (Melati, 2020). Many students have difficulty crafting well-structured paragraphs with clear topic sentences, supporting details, and concluding statements. Additionally, creating smooth transitions between paragraphs and sections poses a challenge, often resulting in disjointed writing that confuses the reader and disrupts the overall flow of ideas.

Lastly, students frequently struggle with crafting effective introductions and conclusions (Fields et al., 2021). A weak introduction fails to engage the reader or clearly state the purpose of the writing, while a poor conclusion may leave the reader feeling unsatisfied or unclear about the main takeaways. These structural elements are crucial for framing the entire piece and leaving a lasting impression, yet they often prove challenging for many students to execute effectively.

2. Organization

Organization is a critical aspect of effective writing that many students struggle with (Graham, 2019). It involves structuring ideas and information in a logical, coherent manner that guides the reader through the text. Poor organization can lead to confusion, lack of clarity, and a weakened overall argument or message. Students often find it challenging to arrange their thoughts in a way that flows naturally from one point to the next, resulting in disjointed or scattered writing.

One common organizational issue is the lack of a clear thesis or main idea (García-Buades et al., 2019). Without a strong central focus, students may struggle to develop a coherent structure for their writing. This can result in paragraphs that seem disconnected or irrelevant to the main topic. Additionally, students may have difficulty creating smooth transitions between ideas, leading to abrupt shifts in topic or tone that can disorient the reader.

Another organizational challenge is maintaining a balanced and logical progression of ideas throughout the piece (Pasmore et al., 2019). Students may spend too much time on less important points while giving insufficient attention to

key arguments. They might also struggle with creating effective introductions and conclusions that frame their work properly. Furthermore, the inability to group related ideas together or to present information in a hierarchical structure can make it difficult for readers to follow the writer's thought process and grasp the overall message of the text.

Addressing these organizational issues requires developing skills in outlining, structuring arguments, and understanding the logical flow of information (Joseph and Gaba, 2020). Students need to learn how to create clear topic sentences, use transitional phrases effectively, and maintain a consistent focus throughout their writing. By mastering these organizational skills, students can significantly improve the clarity and impact of their written work.

B. Benefit of writing skill

Writing skills is A complex cognitive process that involves planning, organizing, and articulating ideas in a coherent and logical manner. It requires the writer to think critically about their message and how best to convey it to their intended audience.

1. Improved Writing Style

Developing an improved writing style is one of the primary benefits of honing one's writing skills (Huber et al., 2020). This process involves refining one's ability to express ideas clearly, coherently, and engagingly. As writers practice and gain experience, they become more adept at crafting sentences and

paragraphs that effectively convey their thoughts and resonate with their intended audience.

A key aspect of improving writing style is the development of a unique voice (Zhao and Liu, 2021). Through consistent practice, writers learn to infuse their personality and perspective into their work, making it more distinctive and memorable. This personal touch can help writers connect with readers on a deeper level, whether in academic papers, professional reports, or creative pieces. Additionally, an improved writing style often includes a better grasp of tone and rhetoric, allowing writers to adapt their approach to suit different contexts and purposes.

Another important element of enhanced writing style is the ability to structure ideas more effectively (Crossley, 2020a). As writers refine their skills, they become more proficient at organizing their thoughts in a logical and coherent manner. This includes crafting strong introductions that hook the reader, developing well-supported arguments or narratives in the body of the text, and concluding with impactful closing statements. The ability to create a clear and engaging flow of ideas is crucial for maintaining reader interest and ensuring that the intended message is effectively communicated.

Lastly, an improved writing style often encompasses a more sophisticated use of language (Crossley, 2020b). This involves expanding vocabulary, mastering various sentence structures, and employing literary devices appropriately. Skilled writers can choose words precisely to convey nuanced meanings and create desired effects. They can vary their sentence length and structure to maintain

reader engagement and emphasis key points. Furthermore, they can effectively use techniques such as metaphors, analogies, and rhetorical questions to enhance the impact and memorability of their writing. This level of linguistic proficiency not only makes the writing more enjoyable to read but also increases its persuasiveness and effectiveness in achieving its intended purpose.

2. Vocabulary Enhancement

Vocabulary enhancement is one of the significant advantages that comes from developing strong writing skills (Coyne et al., 2019). As writers engage in the process of composing texts, they are continually challenged to express their ideas with precision and clarity. This challenge often leads them to explore and utilize a wider range of words, thereby expanding their vocabulary over time.

The act of writing provides a meaningful context for learning and retaining new words (Schmitt, 2019). When writers encounter a need to express a specific concept or nuance, they are motivated to search for the most appropriate term. This active engagement with language encourages them to not only learn new words but also understand their subtle connotations and proper usage. As a result, writers tend to develop a more nuanced and diverse vocabulary compared to those who do not regularly engage in writing activities.

Moreover, writing across various genres and for different purposes exposes individuals to specialized vocabularies (Sidhu and Nor, 2020). For instance, academic writing introduces learners to scholarly terminology, while creative writing might encourage the use of more expressive or evocative language. This exposure to different types of vocabulary not only enriches the writer's lexicon but

also enhances their ability to communicate effectively in various contexts. Over time, this expanded vocabulary becomes an invaluable asset, allowing writers to articulate their thoughts with greater accuracy and sophistication in both written and verbal communication.

3. Grammar Improvement

Grammar improvement is a significant benefit that comes from developing and practicing writing skills (Myhill et al., 2020). As writers engage in the process of composing texts, they naturally become more aware of the grammatical structures and rules that govern language use. This increased awareness leads to a better understanding of how sentences are constructed and how different grammatical elements work together to convey meaning effectively.

Regular writing practice provides numerous opportunities for writers to apply grammatical rules in context (Zhao and Liu, 2021). As they craft sentences and paragraphs, writers must make decisions about verb tenses, subject-verb agreement, pronoun usage, and sentence structure. This active application of grammar rules reinforces their understanding and helps internalize these concepts. Moreover, the process of revising and editing one's own work further hones grammatical skills, as writers critically examine their sentences for clarity and correctness.

Feedback on written work, whether from instructors, peers, or self-reflection, plays a crucial role in grammar improvement (Joseph and Gaba, 2020). When writers receive specific feedback on their grammatical errors or areas for improvement, they can focus on these aspects in future writing tasks. This targeted

approach to grammar learning is often more effective than studying grammar rules in isolation, as it directly relates to the writer's personal areas of difficulty and occurs within the context of meaningful communication.

Over time, consistent writing practice leads to a more intuitive grasp of grammar. Writers develop a "feel" for what sounds right grammatically, even if they can't always articulate the specific rule being applied. This intuitive understanding allows for more fluent and natural writing, as grammatical considerations become second nature rather than conscious efforts. As a result, writers can focus more on content and style, knowing that their foundational grammar skills are solid.

4. Increased Language Fluency

Writing regularly enhances language fluency by strengthening one's grasp of linguistic structures. As writers craft their thoughts, they must pay close attention to grammar, syntax, and other language rules (García-Buades et al., 2019). This process naturally boosts linguistic awareness and helps integrate these rules into everyday usage. Over time, writers become more adept at constructing complex sentences and employing a variety of language structures effectively, which translates into improved fluency in both written and spoken communication.

The act of writing encourages vocabulary expansion, a key component of language fluency. When composing, individuals often search for precise words to express their ideas clearly and accurately (Purser et al., 2020). This practice motivates writers to learn and use new words, idioms, and expressions that they might not typically employ in daily conversation. Actively using this new

vocabulary in meaningful contexts helps reinforce memory and enhances the ability to use it spontaneously in various forms of communication, contributing significantly to overall language fluency.

Writing also hones the skill of organizing and articulating thoughts coherently, which is crucial for language fluency (Jagaiah et al., 2020b). As writers develop their ideas on paper, they learn to connect concepts, develop arguments, and arrange information in a logical sequence. This ability to structure thoughts transfers to oral communication, enabling speakers to convey their ideas more clearly and persuasively. The practice of writing thus cultivates a more structured approach to language use, allowing individuals to express complex ideas more fluently and effectively in both written and spoken forms.

5. Confidence Building

Writing skills play a crucial role in building confidence, offering numerous benefits that extend beyond the written word (Büschken and Allenby, 2020). As individuals develop their writing abilities, they often experience a significant boost in self-assurance that permeates various aspects of their personal and professional lives.

Through consistent practice and improvement in writing, people gain a stronger sense of control over their thoughts and ideas. The ability to articulate complex concepts clearly and persuasively on paper translates into increased confidence in verbal communication (Borise and Kiss, 2023a). This newfound assurance often leads to more active participation in discussions, meetings, and

presentations, as individuals feel better equipped to express their viewpoints effectively.

Moreover, the process of writing and receiving feedback helps individuals become more comfortable with constructive criticism and self-improvement. As writers learn to analyze and refine their work, they develop resilience and a growth mindset. This attitude fosters a sense of continuous learning and adaptability, which are valuable traits in any professional setting. The ability to accept and implement feedback constructively further enhances self-confidence and professional growth.

Additionally, proficient writing skills often lead to recognition and appreciation from peers, supervisors, and a wider audience (Rahyab and Fakor, 2023). Whether it's through well-crafted emails, reports, or published articles, strong writing can elevate one's professional reputation. This external validation reinforces internal confidence, creating a positive cycle of self-assurance and skill development. As a result, individuals with strong writing skills often find themselves more willing to take on challenging tasks and leadership roles, further boosting their overall confidence and career prospects.

6. Idea Generation

Writing skills play a crucial role in enhancing idea generation, a key component of creative and critical thinking (Soufi and See, 2019). The act of writing itself often serves as a catalyst for generating new ideas and expanding upon existing ones.

When engaging in the writing process, individuals are compelled to delve deeper into their thoughts and explore various angles of a topic (Alsaleh, 2020). This exploration often leads to unexpected connections and insights that might not have surfaced through mere contemplation. As writers articulate their ideas on paper or screen, they frequently discover new perspectives and possibilities, leading to a cascade of related thoughts and concepts.

Moreover, the structured nature of writing encourages systematic thinking, which can be particularly beneficial for idea generation (Din, 2020). By organizing thoughts in a logical sequence, writers often identify gaps in their reasoning or areas that require further development. This process naturally prompts the generation of additional ideas to fill these gaps or to strengthen existing arguments. The act of writing also allows for the manipulation and combination of different concepts, potentially leading to innovative ideas or solutions.

Writing also provides a tangible record of thoughts, enabling individuals to revisit and build upon their ideas over time (Turan et al., 2019). This iterative process can lead to the refinement and expansion of initial concepts, fostering a cycle of continuous idea generation and improvement. Additionally, the practice of regularly expressing ideas through writing can train the mind to become more adept at generating and articulating new thoughts, enhancing overall creativity and cognitive flexibility.

7. Personal Expression and Reflection

Writing serves as a powerful tool for personal expression and reflection, offering individuals a unique avenue to explore their thoughts, emotions, and experiences (Bicker et al., 2003). Through the act of writing, people can delve deep into their inner worlds, articulating feelings and ideas that might otherwise remain nebulous or unexplored. This process of putting pen to paper (or fingers to keyboard) allows for a level of introspection that is often difficult to achieve through other means.

The act of writing for personal expression can be incredibly cathartic and therapeutic. It provides a safe space for individuals to confront challenging emotions, work through complex problems, or celebrate joyous moments (Puspitasari et al., 2020). Whether through journaling, poetry, or creative prose, writing enables people to process their experiences and gain new perspectives on their lives. This reflective practice can lead to increased self-awareness, emotional intelligence, and personal growth.

Moreover, personal writing can serve as a record of one's journey through life, capturing moments, thoughts, and personal evolution over time (Fathia Baresh, 2022). Revisiting past writings can offer valuable insights into personal growth, recurring patterns, and changes in perspective. This longitudinal view of one's thoughts and experiences can be invaluable for self-understanding and can inform future decision-making and personal development. In essence, writing for personal expression and reflection not only enhances one's ability to communicate but also fosters a deeper connection with oneself, promoting mental and emotional well-being.

8. Adaptability in Writing

Writing serves as a powerful tool for personal expression and reflection, offering individuals a unique avenue to explore their thoughts, emotions, and experiences (Zumbrunn et al., 2019). Through the act of writing, people can delve deep into their inner worlds, articulating feelings and ideas that might otherwise remain nebulous or unexplored. This process of putting pen to paper (or fingers to keyboard) allows for a level of introspection that is often difficult to achieve through other means (Herman et al., 2020a).

The act of writing for personal expression can be incredibly cathartic and therapeutic. It provides a safe space for individuals to confront challenging emotions, work through complex problems, or celebrate joyous moments (Tanrikulu, 2022). Whether through journaling, poetry, or creative prose, writing enables people to process their experiences and gain new perspectives on their lives. This reflective practice can lead to increased self-awareness, emotional intelligence, and personal growth.

Moreover, personal writing can serve as a record of one's journey through life, capturing moments, thoughts, and personal evolution over time. Revisiting past writings can offer valuable insights into personal growth, recurring patterns, and changes in perspective (Cingi et al., 2023). This longitudinal view of one's thoughts and experiences can be invaluable for self-understanding and can inform future decision-making and personal development. In essence, writing for personal expression and reflection not only enhances one's ability to communicate

but also fosters a deeper connection with oneself, promoting mental and emotional well-being.

C. Challenges in Diary Writing

Diary writing can be a rewarding and therapeutic practice, but it comes with its own set of challenges that writers often face. These obstacles can sometimes hinder the consistency and effectiveness of maintaining a personal journal. Understanding and addressing these challenges is crucial for those who wish to cultivate a meaningful diary writing habit.

1. Time Management

Time management is one of the most significant challenges in diary writing. In our fast-paced world, finding the time to sit down and reflect on our daily experiences can be difficult (Adams and Blair, 2019). Many people struggle to carve out a dedicated slot in their busy schedules for journaling, especially when faced with work, family, and social commitments. This lack of time often leads to inconsistent entries or completely abandoned diaries.

Moreover, the challenge of time management in diary writing extends beyond just finding the time to write. It also involves the ability to write efficiently and effectively within the time available (Wolters and Brady, 2021). Some individuals may find themselves spending too much time on a single entry, overthinking every detail, which can make the process feel burdensome rather than enjoyable. Others might rush through their entries, resulting in superficial reflections that don't capture the true essence of their experiences.

Another aspect of the time management challenge is choosing the right moment to write (Košíková et al., 2019). Some people prefer to journal in the morning to set intentions for the day, while others opt for evening reflections. However, energy levels and mental clarity can vary throughout the day, affecting the quality and depth of the writing. Finding the optimal time that balances availability with mental alertness can be a persistent challenge for many diary writers.

2. Finding a Suitable Atmosphere

Finding a suitable atmosphere for diary writing can be a significant challenge for many individuals (Crossley, 2020b). The ideal environment for journaling often requires a delicate balance of comfort, privacy, and inspiration, which can be difficult to achieve consistently.

One of the primary obstacles in creating a suitable atmosphere for diary writing is finding a quiet and private space (Zhao and Liu, 2021). Many people live in busy households or shared living situations where moments of solitude are rare. The fear of being interrupted or overheard can inhibit the honest and introspective nature of diary writing, making it challenging to fully express oneself. This lack of privacy can lead to self-censorship or reluctance to delve into deeper, more personal topics.

Another aspect of this challenge is establishing the right ambiance that encourages reflection and creativity (Joseph and Gaba, 2020). Some individuals find it difficult to write in sterile or uninspiring environments, while others may struggle with too many distractions in a more stimulating setting. The ideal

atmosphere often varies from person to person – some may prefer a cozy corner with soft lighting, while others might find inspiration in a bustling café or a serene natural setting. Finding and consistently accessing this perfect spot can be a continual struggle.

Time constraints also play a role in the challenge of creating a suitable atmosphere for diary writing (Pasmore et al., 2019). In today's fast-paced world, carving out dedicated time for introspection and writing can be difficult. Many people find themselves trying to squeeze in diary entries during brief moments between other activities, which can lead to a less than ideal writing atmosphere. The pressure of limited time can disrupt the relaxed and reflective state of mind that is often crucial for meaningful diary writing.

3. Maintaining Concentration

Maintaining concentration is a significant challenge in diary writing that many individuals face (Fields et al., 2021). The act of sitting down to write regularly requires focused attention, which can be difficult to sustain in our fast-paced, distraction-filled world. When writing a diary, one needs to reflect on their experiences, emotions, and thoughts, which demands a level of mental engagement that can be taxing, especially after a long day or when there are other pressing matters on one's mind.

External distractions pose a considerable threat to concentration during diary writing (Melati, 2020). In today's digital age, the constant notifications from smartphones, social media, and other devices can easily break one's focus. Even in a quiet environment, the temptation to check messages or browse the internet can

disrupt the writing process, making it challenging to maintain a consistent flow of thoughts and emotions on paper.

Internal distractions can be equally challenging. As one attempts to reflect on their day or explore their feelings, the mind may wander to unrelated topics, worries about future events, or lingering thoughts about past experiences (Purser et al., 2020). This internal dialogue can make it difficult to stay present with the writing task at hand, often leading to fragmented entries or a sense of frustration with the writing process.

Overcoming these concentration challenges requires developing strategies and habits that support focused writing (Jagaiah et al., 2020b). This might involve creating a dedicated writing space, setting specific times for diary entries, practicing mindfulness techniques, or using tools to minimize digital distractions. While maintaining concentration for diary writing can be difficult, the reward of capturing one's thoughts and experiences in a meaningful way often outweighs the struggle, encouraging writers to persist and develop their focus over time.

4. Memory Retention

Memory retention presents a significant challenge in diary writing. When keeping a diary, individuals often aim to capture the details of their daily experiences, thoughts, and emotions (Masini, 2019). However, human memory is fallible, and as time passes between an event and the act of writing about it, some details may become fuzzy or forgotten entirely. This can lead to incomplete or inaccurate entries, potentially diminishing the diary's value as a personal historical record.

The challenge of memory retention in diary writing extends beyond just recalling events. It also encompasses the ability to accurately remember and convey the emotions, thoughts, and sensations associated with those experiences (Büschken and Allenby, 2020). The nuances of how one felt in a particular moment or the exact train of thought that led to a decision can be especially difficult to recall and articulate after the fact. This emotional and cognitive detail is often what gives a diary entry its depth and personal significance.

To combat this challenge, many diarists develop strategies to enhance their memory retention. Some choose to jot down quick notes throughout the day to serve as memory triggers when they sit down to write their full entry later. Others may incorporate physical mementos or photographs into their diary to help evoke memories (Borise and Kiss, 2023b). Additionally, some writers find that maintaining a consistent writing schedule, preferably close to the time of the events they're recording, helps improve their ability to recall and record experiences accurately. Despite these strategies, the limitations of human memory remain a persistent challenge in the practice of diary writing.

5. Lack of Intrinsic Motivation

Lack of intrinsic motivation is a significant challenge in diary writing that can hinder the consistent practice of this beneficial habit (Adams and Blair, 2019). Many individuals struggle to find the internal drive to sit down and write regularly, especially when faced with competing priorities or distractions. Without a strong personal desire or sense of purpose, diary writing can feel like a chore rather than an enjoyable or meaningful activity.

This lack of motivation often stems from a misconception about the value of diary writing. Some people may not fully appreciate the potential benefits of self-reflection, emotional processing, and personal growth that can come from maintaining a diary (Bontuyan, 2022). As a result, they may not prioritize it in their daily routines, leading to inconsistent entries or abandonment of the practice altogether.

Moreover, the absence of immediate tangible rewards can further diminish intrinsic motivation. Unlike other activities that provide instant gratification or visible progress, the benefits of diary writing often accrue gradually over time (Altalhab et al., 2021). This delayed gratification can make it challenging for individuals to stay committed, especially if they don't see immediate improvements in their well-being or writing skills. Overcoming this challenge requires developing a deeper understanding of the long-term benefits of diary writing and finding ways to make the process itself more engaging and personally meaningful.

D. Previous Research

Several studies have explored the effectiveness of diary writing in enhancing students' writing abilities. Herman et al. (2020) found that high school students who engaged in daily diary writing showed significant improvement in structuring and organizing recount texts over six months. Johnson noted that diary writing helped develop a natural sense of chronological order and improved transitional phrase use.

Tanrikulu (2022) revealed that college ESL students using digital platforms for daily journaling demonstrated enhanced vocabulary and greater syntactic complexity in their formal essays, attributing improvements to increased writing practice and a lowered affective filter. Zumbrunn et al. (2019) found that regular diary writing improved high school students' writing fluency and confidence in expressing personal experiences, with students reporting increased comfort with the writing process and easier idea generation.

Baresh (2022) conducted a meta-analysis of 15 studies, confirming a moderate to strong positive effect of diary writing on organization, content development, and language use in ESL/EFL writing. The benefits were more pronounced with clear guidance and regular feedback from instructors. These studies collectively suggest that diary writing, whether traditional or digital, can effectively improve students' essay writing skills, particularly in recount text composition, with regular practice, guidance, and feedback being crucial components.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses several essential aspects. The first is the research design, which explains the approach and design used in this study. The second is the research participants. The third is the data sources and data collection methods the researcher uses to gather data for the study. The fourth is data analysis, which involves coding to analyze data from interviewing the participants.

A. Research Design

This study used a qualitative descriptive approach to analyze students' responses to the use of diary writing in improving their essay writing skills. Qualitative research, as described by Stenfors et al. (2020), operates within various paradigms, each with unique methods of understanding and reporting quality. This approach facilitated a rich, contextualized understanding of the phenomenon, capturing the nuances and complexities of students' responses (Peterson, 2019). The researcher collected detailed data to investigate how students interacted with the diary-based writing method and its impact on their writing skills and learning motivation.

B. Research Participant

This study was conducted at SMAN 1 Bandar Baru with a focus on tenth-grade students during the 2023/2024 academic year. Initially, there were 32 potential participants in the target class. To ensure a manageable yet representative

sample, 20% of this population was selected, resulting in 9 students. However, after further consideration and invitation, the final number of participants was set at 6 students. These six students were randomly selected as participants to allow for an in-depth analysis of their responses. This smaller sample size prioritizes quality and depth of data, reduces bias by ensuring equal chances of selection, and is sufficient to achieve data saturation, enabling the identification of common patterns and individual variations in students' reactions to using diary writing in their learning process.

C. Methods of Data Collection

This study employs a descriptive qualitative research approach, with data analysis aimed at addressing the research questions. Data collection is carried out through semi-structured interviews.

Semi-structured interviews involve a systematic and structured guide with a series of predetermined questions, while allowing participants to provide detailed and comprehensive responses. This method enables in-depth exploration of participants' experiences and perceptions. The researcher conducts face-to-face interviews, asking open-ended questions to gather rich, detailed information on the topic. The interviews are recorded to ensure accuracy and thoroughness in capturing participants' responses.

The researcher first develops an interview guide and then schedules and conducts the interviews with participants, arranging the timing and location to suit their availability. This approach ensures a comprehensive understanding of participants' views on using diary writing to improve their essay writing skills.

D. Methods of Analysis

After gathering the data through interviews, the researcher proceeds to analyze the collected data. This process is broken down into the following steps:

1. Transcribe

The researcher converts recorded interview data into written text verbatim. This involves carefully listening to recordings and writing down every word and phrase to ensure all critical information is captured, including nuances like pauses and emphasis.

2. Code the Data

The researcher assigns labels or codes to relevant sections of text to organize data and identify themes. This includes categorizing aspects such as improvements in writing skills, challenges, and motivation. Coding helps in organizing data and discovering emerging themes.

3. Reporting Findings

The researcher compiles a report based on the coded data, presenting key themes supported by direct quotes from interviews. This report outlines how diary writing affects students' essay-writing skills, challenges, and perceived benefits, and analyzes patterns related to the research questions and existing literature.

4. Summarizing the Findings

The researcher synthesizes the main findings to provide an overview of how diary writing impacts students' essay-writing skills. This summary includes critical points, such as positive impacts, challenges, and implications for teaching practices, and highlights any unexpected findings compared to previous research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions, focusing on how diary writing influences students' essay writing skills. The findings are based on interviews with six tenth-grade students from SMAN 1 Bandar Baru.

A. Research Findings

From the interview data, several key themes emerged about students' experiences with diary writing and its impact on their essay writing skills. Participants are coded as R1 through R6.

1. Experience Using Diary

a. Improve Writing

Students' experiences with diary writing as a tool for enhancing their essay writing skills revealed predominantly positive outcomes. The participants shared their thoughts on how this practice has impacted their writing abilities and personal expression

“I've come to really enjoy writing about my daily life, and I've found that I can express myself better by keeping a diary.” (R1)

“My experience with writing a diary has been very enjoyable and remarkable. There is a unique sense of happiness that comes when I write in my diary, and it allows me to express my feelings in a special way”. (R2)

“I have experience in writing a diary, as it allows me to express all the problems I encounter in daily life.” (R3)

The participants' responses reveal that diary writing has significantly impacted their academic and personal lives. It has enhanced their ability to articulate thoughts and feelings, turning writing from a daunting task into an enjoyable and meaningful activity. Diary writing has evolved into a valuable personal habit, providing a unique outlet for emotions and daily challenges. This practice not only improves expression but also serves as a therapeutic tool, fostering emotional intelligence and self-awareness. These benefits contribute to better essay writing skills by offering students a richer reservoir of personal insights and experiences for their compositions.

b. Idea

The generation of new ideas emerged as a significant benefit of diary writing, as highlighted by the participants. This theme underscores the cognitive stimulation that regular writing practice can provide.

“Writing in my diary brings new ideas to mind”. (R1)

Diary writing appears to significantly enhance idea generation and cognitive processes relevant to essay writing. Participants indicated that regular diary practice stimulates creativity and helps in exploring new concepts, which is crucial for developing effective essay content. By reflecting on experiences and observations in a structured way, students improve their ability to brainstorm, recognize patterns, and synthesize information. The informal nature of diary writing allows for a free flow of ideas, fostering creativity that can be applied to

academic writing tasks. Thus, diary writing not only aids in personal expression but also contributes to better idea generation and writing skills, aligning with the research aim of understanding how diary writing impacts essay writing skills.

2. Impact on Writing Skill

a. Writing Style

The impact of diary writing on students' writing skills emerged as a significant theme in the interviews. Participants were asked to reflect on how the practice of keeping a diary has influenced their writing abilities. Their responses provide valuable insights into the various ways diary writing has contributed to the development of their writing skills.

“Yes, of course, by frequently writing in my diary, my writing style and neatness have significantly improved.... (R2)

“My writing has gotten better, I'm starting to understand what constitutes good and correct writing style, and sometimes I add words that I find in the dictionary into my diary, thus increasing the variety of words in my diary.” (R4)

“Basically, my writing is already neat, but by writing this diary, I can further improve my writing skills, such as getting used to using punctuation marks and trying to apply formal language, making it more aesthetic.” (R5)

The students reported several improvements in their writing as a result of regular diary entries. Many noted enhancements in writing style, including better neatness and punctuation, and a more thoughtful approach to word choice, reflecting a greater attention to expressing their feelings and thoughts accurately. This suggests that diary writing fosters deliberate and expressive language use. Additionally, students expanded their vocabulary by incorporating new words

from dictionaries into their diaries, demonstrating a proactive approach to language learning.

The interviews also revealed that diary writing has helped students develop a clearer understanding of good writing practices. Participants became more aware of correct writing styles and formal language use, which appears to influence their writing in other contexts. One student even mentioned a greater focus on making their writing visually appealing, a skill valuable in both academic and professional settings. Overall, these findings indicate that regular diary writing effectively improves various aspects of students' writing skills, aligning with the study's aim to explore how diary writing enhances essay writing abilities.

b. Punctuation

The practice of diary writing has shown to have a positive impact on students' punctuation skills, an essential component of effective written communication. Through regular diary entries, students have reported increased awareness and improved application of punctuation rules, contributing to the overall enhancement of their writing quality. One student's response particularly highlights this improvement:

“....and I pay more attention to punctuation and the use of words that best express my feelings when I write in my diary.” (R2)

This statement highlights the increased awareness of punctuation's role in writing developed through diary writing. The informal nature of diaries provides a space for students to experiment with punctuation, allowing them to practice and internalize punctuation rules in a meaningful context. The student's recognition

that punctuation aids in conveying tone and nuance indicates an understanding that proper punctuation enhances expressiveness and clarity. As students refine their punctuation skills through diary writing, these improved abilities are likely to transfer to other writing tasks, thereby enhancing their overall essay writing skills. This aligns with the study's aim to investigate how diary writing can improve students' writing abilities by fostering better punctuation usage and overall writing proficiency.

3. Challenges in Writing

a. Time

While diary writing has shown positive impacts on students' writing skills, it is not without its challenges. One of the primary obstacles that students face is related to time management and consistency in maintaining their diary writing practice.

“It's not difficult, but in my opinion, I can't consistently write in a diary, and I don't have enough time to do so.” (R1)

This response highlights a common challenge among students: consistently finding time for diary writing. Despite acknowledging its benefits, some students struggle to incorporate diary writing into their daily routines. This indicates that time management and prioritization are key obstacles, affecting their ability to use diary writing effectively to enhance their essay writing skills.

“Actually, there aren't many difficulties in writing a diary, but sometimes I forget what I want to write, even though I've thought about it thoroughly at school.” (R2)

This comment highlights a challenge related to the time gap between experiencing events or thoughts and recording them. Students may struggle to document ideas or experiences effectively if they wait too long, causing these thoughts to fade. This underscores the importance of timely writing and suggests that strategies for capturing ideas quickly throughout the day could be beneficial. Responses from R3 and R5 also point to environmental factors that can hinder diary writing, which could impact the effectiveness of using diary writing to improve essay writing skills.

“It's difficult to find a comfortable atmosphere because I'm quick to forget things, so if I don't write them down immediately, I'll forget later on. However, in class, it's often noisy, which disrupts my concentration for writing, or it can also be lost.”. (R3)

“I find it difficult to write a diary because when I'm focused on writing, many things disturb me, such as being invited to chat about unimportant things, or having mischievous friends who sometimes open my diary, which makes me embarrassed”. (R5)

These statements underscore the need for a conducive environment for effective diary writing. Distractions and privacy concerns can significantly affect students' ability to concentrate and write. While students recognize the benefits of diary writing, challenges such as time management, memory retention, and finding suitable writing environments can hinder the consistency and quality of their entries. To address these issues, it is important to develop strategies for better time management, create opportunities for immediate reflection, and establish private, distraction-free spaces for writing. Overcoming these challenges can help students maximize the benefits of diary writing in improving their overall writing skills.

b. Atmosphere

A significant concern among students was finding an appropriate atmosphere for diary writing. The physical and auditory environment plays a crucial role in effective writing, especially for activities requiring concentration and personal reflection. Participant R3 highlighted this issue:

“It's difficult to find a comfortable atmosphere because I'm quick to forget things, so if I don't write them down immediately, I'll forget later on. However, in class, it's often noisy, which disrupts my concentration for writing, or it can also be lost.” (R3)

R3's response illustrates the dual challenge of needing a quiet space to prevent loss of thoughts and dealing with classroom noise that disrupts concentration. This highlights how the effectiveness of diary writing for improving essay writing skills may be influenced by the availability of a suitable writing environment. A conducive atmosphere is essential for maintaining focus and capturing valuable reflections, which are integral to enhancing writing skills.

c. Concentration

Concentration is a notable challenge for students using diary writing, as reflected in their experiences. Participants reported difficulty in maintaining focus due to external distractions and concerns about privacy. For instance, one student mentioned”

“I find it difficult to write a diary because when I'm focused on writing, many things disturb me, such as being invited to chat about unimportant things, or having mischievous friends who sometimes open my diary, which makes me embarrassed” (R5)

This highlights that interruptions from trivial conversations and privacy concerns significantly affect students' ability to concentrate and engage fully in diary writing. These challenges impact the effectiveness of diary writing as a tool for improving essay writing skills by hindering the depth of self-expression and reflection needed for meaningful writing development.

4. Benefits of Diary Writing for English Skills

a. Grammar Improvement

One notable benefit of diary writing is the enhancement of grammar skills. Students reported that regular practice in writing diaries positively affects their understanding and application of grammatical rules. For example, R2 noted:

“To me, in writing this diary, I can improve good writing arrangements accordingly with SPOK, so does with my English, it will improve the quality of my grammar in the writing” (R2)

This suggests that diary writing aids in developing sentence structure awareness in both Indonesian and English. By frequently engaging in writing, students reinforce their grammar knowledge and improve their ability to apply grammatical rules. This continuous practice helps internalize grammar concepts, potentially leading to better accuracy and fluency in English writing and speaking. This aligns with the research aim of exploring how diary writing can enhance essay writing skills by improving fundamental aspects of writing, such as grammar.

b. Vocabulary Enhancement

Diary writing has proven to be an effective method for expanding students' English vocabulary. By incorporating new words into their daily entries, students enhance their retention and usage of these words. As one participant noted,

“The benefit for English lessons, I might add or supplement some English vocabulary into my diary, or I try to write it in English, even though my English is not that good, but maybe my English language skills will increase, along with writing a diary” (R3)

This approach allows students to use new vocabulary in a personal context, making it more memorable and relevant. Additionally, diary writing provides a low-stakes environment for language experimentation, where students can freely practice and integrate new words. This practice helps students improve their overall English proficiency by gradually increasing their vocabulary and enhancing their writing skills.

c. Confidence Building

An unexpected benefit of diary writing is the boost in confidence it provides students in their language learning. Diary writing offers a private space for self-expression and reflection, which enhances students' overall confidence in using English. One participant noted:

“The benefit I get from writing a diary, is that I can be more confident, because the problems I face have been poured into my diary, so let them stay in the diary, and help improve my literacy skills” (R5)

This response highlights how diary writing helps students articulate their thoughts and manage personal challenges, leading to increased self-awareness and

emotional regulation. As students become more skilled at writing, their confidence extends to other language areas, including speaking and academic writing. The practice not only improves literacy skills but also serves as a record of progress, reinforcing students' belief in their ability to learn and use English effectively.

d. Language Fluency

Diary writing significantly enhances language fluency, helping students shift from consciously constructing sentences to expressing themselves more naturally in English. One participant noted:

“Writing a diary in English can enhance vocabulary, grammar, and writing fluency. It also helps in thinking directly in English without translating”
(R6)

This practice strengthens vocabulary, grammar, and overall writing skills, fostering a more fluid and natural use of the language. Crucially, it facilitates a cognitive shift, allowing students to think and express ideas directly in English rather than relying on translation. This transition is essential for improving language fluency, as it helps students use English more intuitively and effectively in both writing and speech.

B. Discussion

The study reveals that students generally responded positively to diary writing as a method for improving their essay writing skills. Several key themes emerged from the interviews, addressing how students perceive and experience diary writing in enhancing their writing abilities.

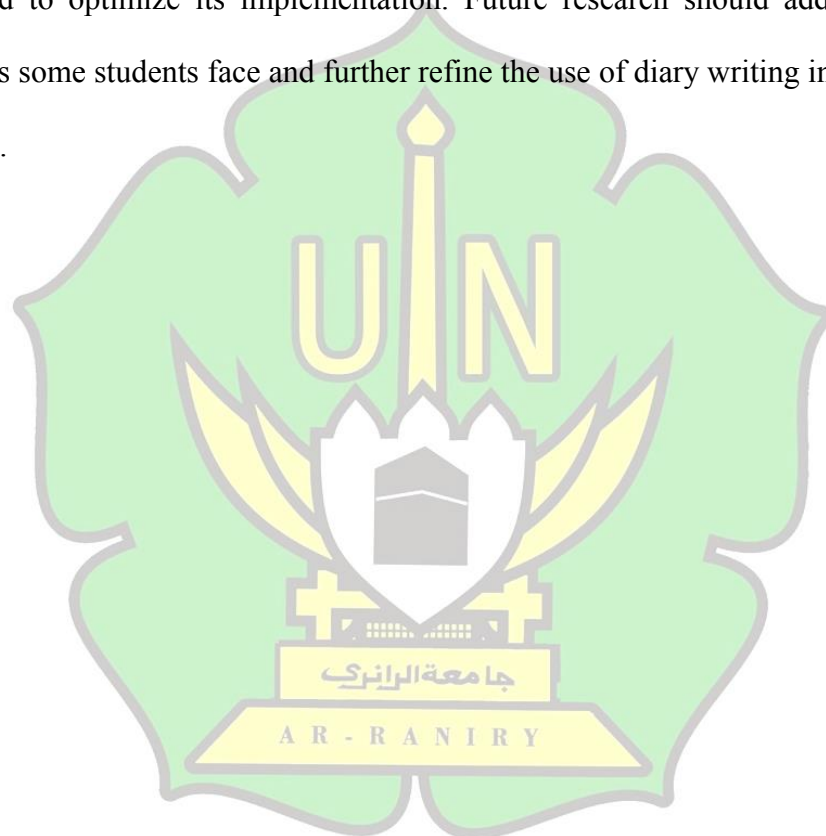
Firstly, students highlighted the motivational benefits of diary writing. Many found the practice enjoyable and rewarding, which increased their overall interest in writing. This intrinsic motivation is crucial for sustained improvement in writing skills, as noted by Barratt-Pugh et al. (2021) who emphasize its role in long-term writing development. The personal nature of diary writing fosters a positive attitude toward writing tasks, potentially enhancing students' engagement with essay assignments.

Another significant finding was the development of reflective thinking skills. Students reported that diary writing helped them analyze and interpret their experiences more deeply. This reflective practice, which aligns with Farahian et al. (2021), contributes to adding depth and insight to their essays, making their writing more meaningful and nuanced.

Additionally, students appreciated the flexibility and accessibility of diary writing. The practice could be seamlessly integrated into their daily routines, providing consistent writing practice without feeling burdensome. This ease of integration is essential for the effectiveness of any writing improvement technique, as highlighted Atkinson and Corbitt (2023) in their study on sustainable writing habits.

However, not all students had a uniformly positive experience. Some faced challenges with maintaining consistency and finding time for regular writing. This variation underscores the need for personalized approaches in writing instruction, a point emphasized by Rahiem (2021).

In conclusion, diary writing has been shown to be an effective tool for enhancing students' essay writing skills. It improves self-expression, technical writing abilities, motivation, and reflective thinking, while also being a practical and flexible approach. Despite these benefits, individual differences should be considered to optimize its implementation. Future research should address the challenges some students face and further refine the use of diary writing in writing education.



CHAPTER V

CONCLUSION

This final chapter aims to summarize the findings of the study. Additionally, the researcher offers recommendations for individuals connected to or interested in the subject matter of this investigation.

A. Conclusion

This study finds that students generally respond positively to diary writing as a method for improving their essay writing skills. The practice enhances self-expression, creativity, and technical writing abilities, including vocabulary, grammar, and sentence structure. Diary writing also boosts motivation and engagement with writing tasks, while developing reflective thinking skills that contribute to more insightful essays.

The flexibility of diary writing supports sustained practice, integrating easily into students' routines. However, some face challenges with consistency and time management. While diary writing proves to be an effective tool for enhancing essay writing skills, individual needs should be considered during implementation.

Overall, diary writing is valuable for improving essay writing skills, though some adjustments may be necessary to address specific challenges faced by students.

B. Suggestion

Based on the study's findings, recommendations are made for students, teachers, and future researchers to enhance the effectiveness of diary writing for improving writing skills.

Students are advised to engage in regular diary writing, exploring various topics and reflections to enhance their personal and academic writing skills. They should use their diaries to experiment with new ideas and styles, fostering creativity and improving writing fluency.

Teachers are encouraged to integrate diary writing into the curriculum, providing structured guidance and feedback on students' entries. Offering prompts or themes can maintain engagement and provide direction. Teachers should also model diary writing and share experiences to create a supportive environment valuing reflective practice.

Future researchers could explore ways to address challenges in diary writing, such as maintaining consistency and finding adequate time. Studies could investigate diary writing's impact in different educational contexts and subjects. Observational studies could complement interview data to provide a comprehensive understanding of how diary writing influences writing skills in real classroom settings.

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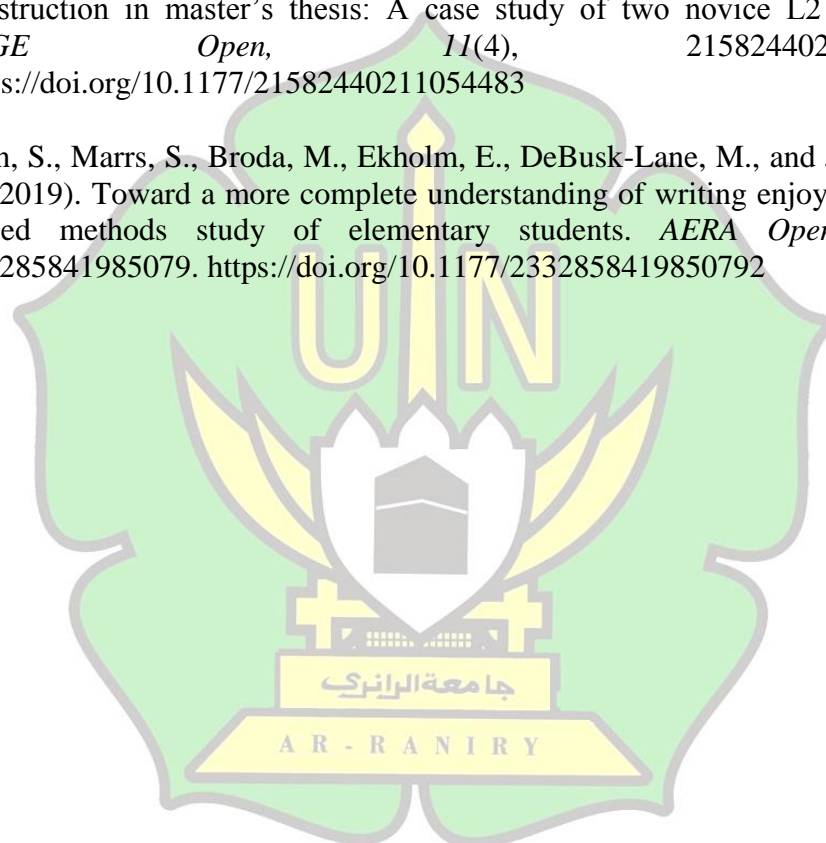
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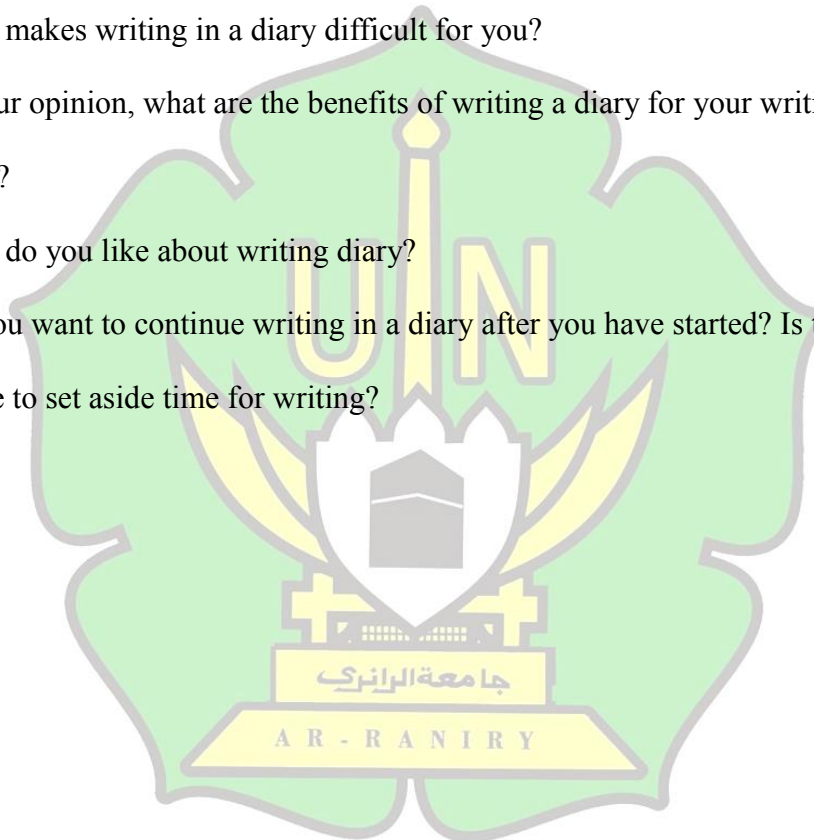
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APPENDIXES

Appendix A: Interview Guideline

1. How your experience been after using diary?
2. Has using diary improved your writing?
3. What makes writing in a diary difficult for you?
4. In your opinion, what are the benefits of writing a diary for your writing
5. skills?
6. What do you like about writing diary?
7. Do you want to continue writing in a diary after you have started? Is there a
8. desire to set aside time for writing?



Appendix B: Research Documentation

Page :
Date :

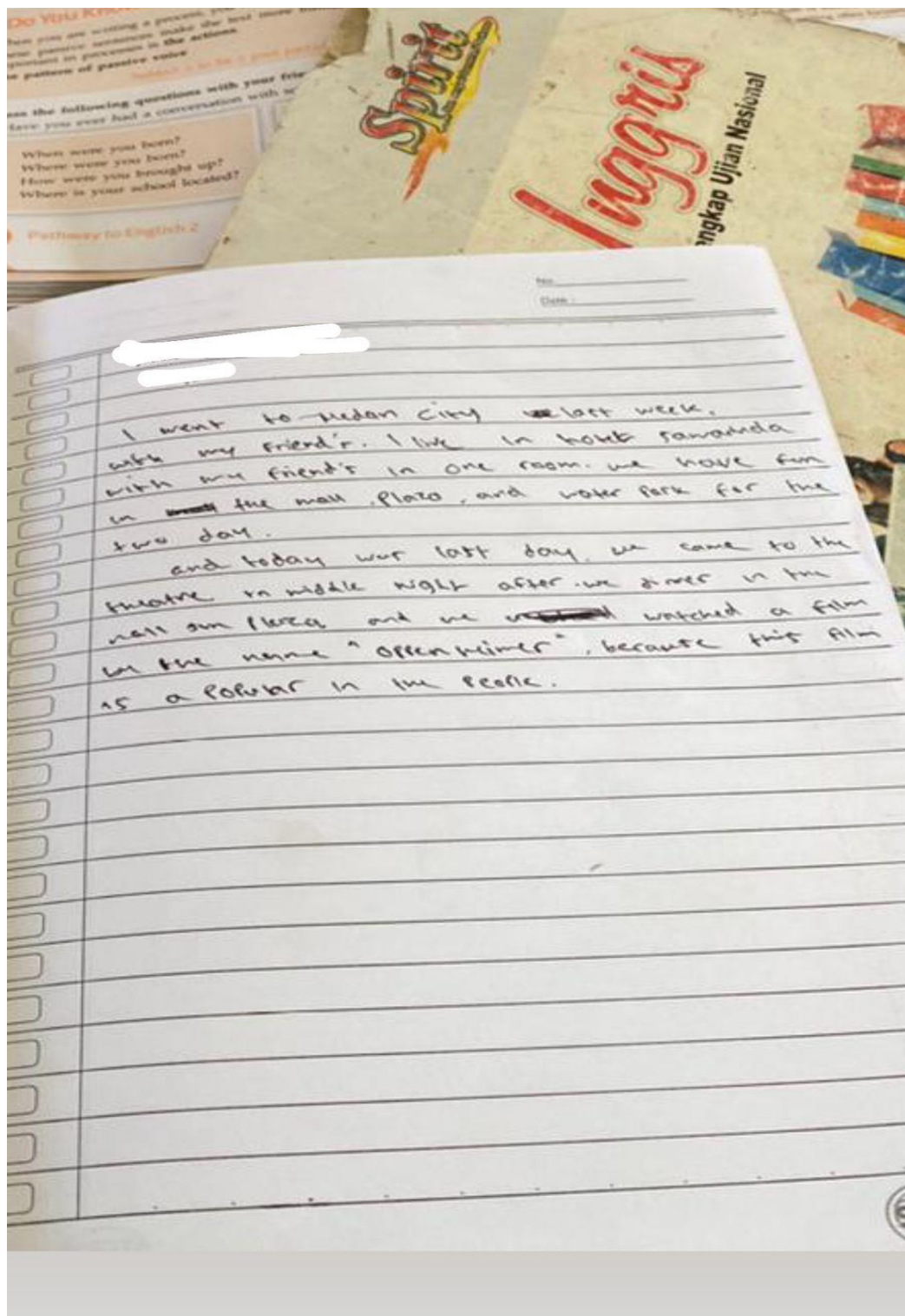
The night of Eid we made Timphan.
It was ready at 10 PM then I went to sleep.
In the morning I woke up at 06.00 and
I immediately took a shower and when I
the mosque for Eid Prayers.
and after came home from mosque and
I and my uncle went on a pilgrimage to the
Graves of my grandfather and my mother.
After that I went to a relative's house to
have a friendly visit.
and after that I went to the teacher's house.
On the second day of Eid I went to
my sister's house in Merdu.
when I go there my sister gave me
of 100.000 thousand.
coming home from my sister's house,
stopped at the Islamic beach in Trengganu
and on the next day I will just stay
at home.

Date: _____

One day during school holidays, on Saturday afternoon, I went to meet friend to go to market together. After returning home from the market, we immediately gathered to prepare grilled ~~plh~~ that night because we were fasting.

The next day we gathered again to go for a walk to enjoy the afternoon trip and buy takil.

we all give nature to our teachers (tengku).



Appendix C: Appointment Letter of Supervisor


KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1722/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat** :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU** : Menunjuk Saudara : **R - RANIRY**
Fithriyah, S. Ag., M. Pd
- Untuk membimbing Skripsi
- Nama : **Magfirah**
NIM : **190203055**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The use of diary writing to improve students' essay writing skill**
- KEDUA** : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA** : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT** : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 31 Januari 2024
Dekan,


Saifur Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix D: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557323, Email : uin@ar-raniry.ac.id

Nomor : B-2401/Un.08/FTK.1/TL.00/3/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala SMAN 1 Bandar Baru Kabupaten Pidie Jaya

Assalamu'alaikum Wr Wb,

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAGFIRAH / 190203055**

Semester/Jurusan : X / Pendidikan Bahasa Inggris

Alamat sekarang : Jeulingke

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Diary Writing to Improve Students' Essay Writing Skill*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

جامعة الرانيري

Banda Aceh, 06 Maret 2024

A R - R /an/Dekan Y

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 26 April 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.