

THESIS

**THE STRATEGY TO TEACH WRITING BY USING WRITING A DIARY
AT THE ELEVENTH GRADE STUDENTS OF SMA
DARUSSALAMBLOKAGUNG BANYUWANGI
IN ACADEMIC YEAR 2019/2020**



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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI

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**REQUIREMENT FOR THE DEGREE
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BANYUWANGI
IN ACADEMIC YEAR 2019/2020**

THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

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2020

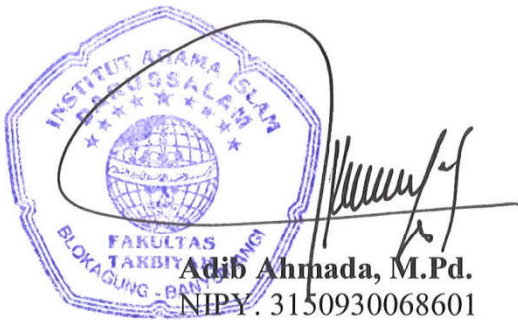
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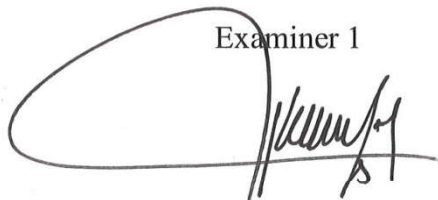
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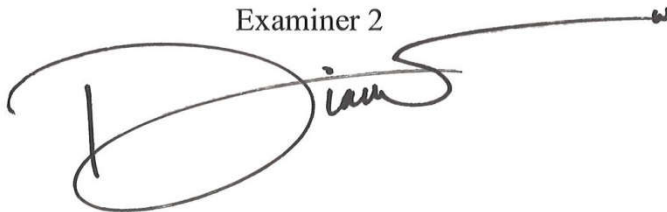
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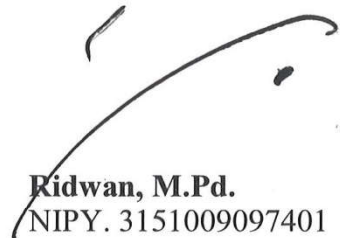
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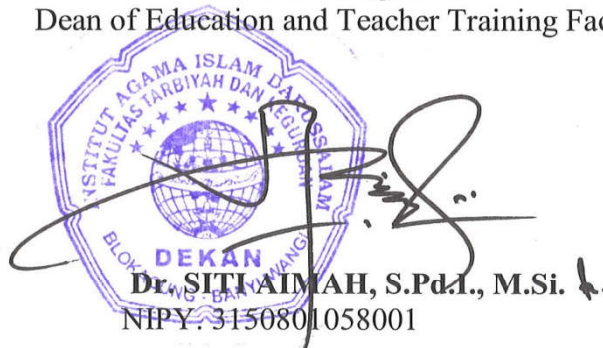
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Acknowledgement
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Himmatul Aliyah

DEDICATION

1. ***My dedicate give to them, two people that i'm love so deep in my heart: my honored father Rusdi, my honored mother Musriah,*** who have given their time to loving me, praying me, supporting me, smiling with me, always hear my sadness and my happiness and always give me motivation. I'm glade you, my parents.
2. ***My beloved old brothers Ahmad Nurudin and his wife Hartati, Masruri Fadli and his wife Ulumatul Hikmah*** who have given me loving, kidding, motivating, praying, and cheering. Thank you.
3. ***Thanks to my big family,*** who have given me supporting, and praying.
4. ***My big thanks to all of my best friends,*** who have fighting with me, and always give praying each others.
5. ***Thanksfull to all of my teachers and lectures*** of their supporting, motivating, educating, and praying.
6. ***Thanksfull to all friends in As Salam Dormitory,*** thanks to all supporting, cheering, smiling, motivating, and thanks to alway spend your time to me.
7. ***Gratefull to all of my friends Tbig 2016,*** thanks to all time that we have passed together, thanks of your motivating, fighting together, laughing together, and creatured all memorize during we together.
8. ***The students' of Elevent Language Grade of SMA DARUSSALAM*** for allowing me to carry out the investigation in their school and for giving the contribution while i was conducting the research there.
9. ***My beloved almamater Darussalam Islamic Institution and Darussalam Islamic Boarding School,*** which have given me educating, teaching, guiding, and training.
10. ***Thanksfull to someone,*** the important figure who Alloh SWT will present to me later.

MOTTO

ومن يتق الله يجعل له من أمره يسرا

*“Dan siapa yang bertaqwa kepada Allah niscaya Allah
menjadikan
baginya kemudahan dalam urusannya”
(Q.S al-Tholaq 4:28)*

قيدوا العلم بالكتاب

“Ikatlah Ilmu dengan Tulisan”

(HR. At-Thabarani)

ACKNOWLEDGMENT

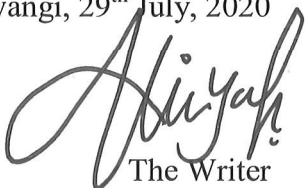
All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish his 'Thesis' after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Institut of Darussalam
2. Siti Aimah, S.Pd.I., M.Si. Dean of the Faculty of Education and Teacher Training
3. Adib Ahmada, M.Pd. Head of Undergraduate Program In English Education Departement
4. Ridwan, M.Pd. as my advisor who has given me sincere advice and available guidance during the preparation and completion of this thesis.
5. All of my family and friends who have supported my spirit and have helped me to finish this thesis.

I do expect this Thesis gives advantages to the world of education. For improvement of this Thesis, I welcome warmly for any constructive and suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 29th July, 2020


The Writer

ABSTRACT

Aliyah, H. (2020). *The Strategy to Teach Writing Ability By Using a Diary At The Eleventh Grade of SMA Darussalam in Academic Year 2019/2020.*

Skripsi. English Language Education Program of Darussalam Islamic Institution.

Key Word: Writing Diary, To Teach Writing Ability

In improving language skills, especially english requires repeated practice. whether it's the ability to writing, listening, reading or speaking. A student is said to be capable of speaking if the students can practice it in a language that is better and correct. Writing is one of the main factors in encouraging one's speaking ability. Therefore in this study, the writer focus on conducting research about the strategy of writing a diary to improve writing ability.

This research using qualitative descriptive study in SMA Darussalam Blokagung Tegalsari Banyuwangi. The metode to collect datas writer using the observation, interview also document and use method triangulasi for validity data. The analysis data writer using the descriptive to describe and explain the data obtained. There were several aspects of writing that student's increased in writing Biography texts such as (Content, Organization, Discourse, Syntax, Vocabulary, and Mechanics). Furthermore, Students were also more enthusiastic and enjoy being taught by implementing writing by using a diary writing.

According to the over data can be concluded that the application of writing a diary has improved student writing skills. After trying to write a diary for a week, there are many student grade increas and exceed the standards value that taken in SMA DARUSSALAM 70. With the acquisition of values asfollow : the lowest value of 67 and the highest value of 78. From these results the writer concluded that implementing writing a diary was been successful in increasing students' abilities in writing.

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CHAPTER I

INTRODUCTION

This chapter presents The Background Of Study, Research Of The Problem, Purpose of the Problem, Limitation Of The Resarch, and The Benefits Of The Resarch.

A. Background Of The Study

English is international language. It has become an important means which take an important role in the development of the world. The development technology, science, cultures, they are the examples of any development which can not separate with english. All of people in the world as the agent of the development. They use english as the international language to communicate, share, give and take information or knowledge to other. In order to follow those developments every nation must equip their citizens with the ability of using english.

There are many ways can be used to learning english. One of the ways is through education. In Indonesia english is one of lesson that should be learned by students especially at the secondary school level, such as in junior and senior high school. For the senior high school level based on standart of curriculum, the porpose of teaching english is to provide students with knowledge and skill in order they can to communicate in english in spoken or written. The progress of speak ability need the writing ability.

Moreover, in the real life communication, can to speak in english is not enough. In this global era, many aspects of life need writing skill as a

part of the necessity. One of the examples which writing take an important role in the education setting. In education setting, student are hoped to be able to write a type of academic writing. Therefore, school or institution must provide their students enough skills which are needed to confront the real world situation with the real language use.

Writing is an activity or process both mentally and physically in which one looks for idea, think about how someone can express them and then organize them into good statements and even into good paragraphs so that the reader can read them clearly (Sokolik, 2003: 88). 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.

Moreover, the writing process can start with the teacher determine the topic. Then developing ideas in writing, you may find some memories are easier to write about than other. Student can begin writing about something easy as writing a diary or journal. Fitzpatrick (2005:4) a diary or journal is personal record, of writer's daily life or experience and is usually private. Diary or journal writing is precious for recording memories because the more you believe on your diary or journal, the easier it will be to retrieve specific details and events. Organizing ideas, put the events, description, or explain about anything what you want. That will help you determine whether you have all details you need or if you should except some that do

not seem suitable. Writing a fast draft for guidance and include plenty of description, details, and dialogue in the draft. Finally, Sharing and revising.

Based on the observation conducted by the writer while doing the practice or PPL program on October 2019 in SMA Darussalam Blokagung Banyuwangi the writer found out that there some problems appeared in the English teaching and learning. Between the four language skills, they are listening, speaking, reading, and writing skills in SMA Darussalam should be given more attention. Although the teacher was conscious that to be able to communicative in written form is important, he did not give enough attention to the students' writing skills.

General problem the students motivation in writing was low and most student even judged themself they were not good in writing. Some student unconfident and reluctand to write due some reason. The main reason was that they thought they had nothing to write and they thought not have skill in writing.

Beside that, when they already to get the ideas of what to write about, the lack vocabulary, grammar, and sentence organization or diction made their ideas could not be necessary conveyed. Therefore, most student seemed frustrating when they have to write about something. Those kinds of thoughts often encumber themselves and influence their attitudes toward writing. So, the result is that they try to avoid writing, and when they do writing, they do not give their best. It is as described by Ninda one of student SMA Darussalam:

“ I am confused what must i write. And i am not confident with the result. Beacause hard to memorize english vocabulary. Because there is too much vocabulary in english and i have nothing to write”. (Source: interview, 10 October 2019)

Based on some problems above show the evidence that value of the students is not achieve the standart value based on the SKM SMA DARUSSALAM (70), as for the value of students are 60, 65. And writing ability of students is low. Therefore, easier way to improve writing skill, student can start to writing a diary or journal. Through diary writing students can keep a record of their ideas, opinions, story of daily activities. It may also motivate the students to become concerned and interesting in writing.

Based on situation above, the teacher need find alternative teaching techniques and media which can encourage and motivate the students in the writing class, and also can improve their writing skills. writing is considered to be the most difficult and boring skill to be learned, people should find interesting ways to be conducted in the learning. There are to make the learner more habitualed to english. Writing diary is one of example of many ways people can do for developing their writing skill (Veritasari, Leli A, 2007:2)

According to the background above, the writer want to know the research about “The strategy to teach writing by using a diary at the eleventh grade students of sma darussalam blokagung

banyuwangi”.Therefore the writer interest to take the reserach from some research to support.

The first writer by Nofi Yulianti “Improving the Writer Skills Through Diary Writing of The Tenth Grade Students of SMA N 1 Ngemplak, Skripsi, English Education Department Faculty of Languages and Arts Yogyakarta State University, 2014”(quantitative-qualitative research) Based on Nofi Yulianti (2014:70). Background of nofi’s reserach The results of the research showed that there were improvements on the students’ writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics.

For the second review, “Using Diary to Develop Writing Ability of The Fourth Grades of Kanisius Notoyudan Yogyakarta Elementary School, skripsi, English Language Education Study Program Department of Language and Arts Education Faculty of Teachers Training and Education Sanata Dharma University Yogyakarta, 2008”.(quantitative-qualitative research) by Leli Ana Veritasari. The place for research in Kanisius Elementary School at fourth grade . based on Leli Ana Veritasari’s research the result of her research is writing diary contributed to students’ writing ability which consisted of writing content, the grammar, the vocabulary, and the punctuation used in the writing.

B. Purpose Of The Research

The purpose of the research is to know the strategies to teach writing by using a diary writing At The Eleventh Grade Students Of SMA Darussalam Blokagung Banyuwangi.

C. Limitation Of The Resarch

Based on the identification of the problem this research focus on the strategies of writing a diary to teach writing described at the eleventh grade students of language department of SMA Darussalam.

D. Research Problems

Based on the background above,the research problems can be formulated as follows

1. How is the strategy of writing a diary to teachwriting skill described at the eleventh grade students of SMA Darussalam?

E. The Benefits Of The Research

The writer hopes this research can give benefits to teacher and students. For the teacher, the result of the study can provide the alternative way for teaching writing which is more gladden to improve the students writing ability.For the students, this research can make the students more interested in English, especially in writing. Increase their motivation and develop their writing skills. And then for the writer, it can be used as an experience of how to conduct the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Strategy Of Learning Writing

1. Definition of Strategy

As stated before in the previous sub topic, in learning the target language the writer needs a strategy, In order that can achieved the purpose to improve writing ability to be maximally. The strategies help the learner would be more motivated to learn the target language if he/she set his/her own strategies (Oxford, 1990:1).

Based on KBBI strategy is precise program about some activities to get specific purpose. The strategy is important and needed in the research. According Fred Nicols in Liliweri (2010: 241). Strategy is bridge which can connect asymmetry among purpose and facility. Writing strategy include understanding the purpose of writing, such as inform, to persuade, and to express personal ideas.

Based on Sunendar (2001:2) strategy is technique used to achieve the goal. While the learning strategy is While the learning strategy is an activity chosen by the teacher in the learning process that can help and make it easy for students to achieve learning goals.

One of the roles of the teacher in teaching writing is as facilitator. As a facilitator, teacher offers guidance in helping student to engage in thinking process of composing a text. Teaching to Junior High School students can be done in many ways. In delivering materials, strategy or technique is very important to use especially in

teaching writing. Kirby and Crovits state that (2013:9) “teaching writing is challenging, it might be one of the toughest jobs as a teacher faces”. That’s why writing is taught at the last after speaking, listening and reading. Teachers must use the appropriate strategies or technique in teaching writing in order to make their students get easier to understand about writing. Also, there are so many media and technique can be used to teach writing. So, teacher must be creative in teaching learning process by using media or technique in delivering materials.

There are some ways to improve students’ writing, especially in writing descriptive text. Nunan (2005: 110) stated that teachers can help students to group their ideas and help to write down their ideas based on several ways below :

- a. Writing Model The writing model is one of some strategies that can help students with an example of writing descriptive text. The teacher can help them by giving a model of descriptive text to inspire idea.
- b. Group Writing In this strategy, the students are grouped in some teams. They will work cooperatively. One student will contribute to share his/her thinking and generating ideas. When students are in group they can built their idea and share them together which can motivate them to start writing. In this group writing there are some strategies for example, jigsaw, number heads together and others collaboratively activities that can help students in gaining their

idea. One of the strategies can be used in teaching writing is write-around. Write-around is one of methods which group students consist of some persons. They are given starter sentence then they continue their sentence by their ideas. The students can write their idea based on time limit. They also can share their thinking and discuss before the time ends.

- c. Talking and Writing Box Another way to learn writing is by talking and writing box. There will be a box contain in picture. The writing box will carry the students to create the text by telling first to their friend. As for the teacher, She /He will give the prompt to the students.
- d. Writing Centers This activity of writing is placed in one room or place called writing center. In this place the students are trying to write everything. The place of writing should be comfortable for students to write.

From the statement above, it can be concluded that there are some strategies to teach students in generating their idea to start writing. Teaching writing to students of junior high school is not easy because writing covers some skill such as grammar, vocabulary, and technique. Usually teachers find students' problems, so that teacher can use some techniques to overcome them.

2. Definition of learning

According Crow and Crow (1973:225) learning is the acquisition of habits, knowledge and attitudes. It involves new ways

of doing things and it operates in an individual's attempts to overcome obstacles or to adjust to new situations. It represents progressive changes in behaviour. It is enable him to satisfy interest to attain goals.

Hilgard (1958:3) learning is process by which an activity originates or is changed through reacting to an encountered situation provide that the characteristics of the change in activity cannot be explained on the basis of native response, tendencies, maturation, or temporary states of organism.

On the basis of Hilgard's definition of learning, the factors or forces responsible for bringing changes in our behaviour can be divided into following three main categories:

- a. The factors or forces that bring permanent or enduring changes in our behaviour, e.g. maturation
- b. The factors or forces that bring temporary changes in our behaviour, like mental or physical fatigue, illness, drugs or intoxicating objects, medicines, sleeplessness and emotions like anger, fear, etc.
- c. The factors or forces that bring relatively enduring or permanent changes (the changes lying between the temporary and permanent status-neither too temporary nor too permanent) in our behaviour, e.g. training, practice, experiences, etc.

B. WritingSkill

1. Definition of Writing

Some definition of writing are presented by some expert that writing is a means of communication. Zimmerman and Rodrigues (1992:4) say that writing is much more than letter put together in meaningful pattern. It is of thinking, way learning, way of sharing ideas with other. This theory is supported by William James's ideas about way of thinking in the writing process. William says that writing is just current of thought (Irmischer, 1969:22)

Based on Harmer (2007:265) Writing is considered as a productive skill along with speaking. When the student deal with language production, it means that the student should use their knowledge to produce the language to achieve a communication goal either in form of spoken or writing language.

According to Hornby (1995:1382) to write means to arrange something in writing form, to put information on sheet of paper or in the suitable places on a form. And the definition of writing according to Sokolik in Nunan's book (2003:88), writing is both of physical and mental act of creating ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.

Among the four language skills, Richards and Renandya, (2002:303) writing is the most difficult skill for second or foreign learners master. It is because writing is considered as a complex

process of putting ideas down on paper to transform thought into words (Brown, 2001:336). It means that the process of writing is more precious than the end of the product.

2. The Writing Process

Ana Joy (2007:119-120) the steps in the writing process will prove useful if defining is the dominant writing strategy for a paper you wish to write. The following consideration will help you apply the writing process to the task of defining subject.

a. Developing Topic

If you write an essay that relies principally on defining to develop ideas, it is based to choose a topic for which you can find specific examples to illustrate your points. The topic you choose should hold some interest for you so that it will keep your attention: this way you will be less likely to put off writing your paper.

b. Developing Ideas

To generate ideas for your definition, you might ask yourself the following questions. They will also help you explore other possible writing strategies for writing your definition.

3. Teaching Writing

Teaching originates from the word teach, which means giving instruction to somebody, in order to know or able to do something. According to Emelie Ahlsen and Natalie Lundh excerpt from (Brown, 2001:335) "A simplistic view of writing would assume that written language is

simply the graphic representation of spoken language...”. Writing is more complex than this, hence writing pedagogy is important, as Brown states by claiming that writing is “As different from speaking as swimming is from walking” (2001:335). This is supported and developed by Hedge, who states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: “Produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers...” (2005:10).

Therefore effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one’s written text (2005:7).

According to Harmer (1998:73) there are four reasons for teaching writing to students of English as a foreign language. Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

1. Reinforcement

The students find it benefit when they practice to use English in written text after studied how to use English rather than given explanation about how English are constructed. The process when they strunggle to make a written text is reinforced their theory. By practicing to make written text, the students mind is working twice. First, they have remember to explanation about how English constructed, and second, the apply those explanations to express their idea.

2. Language Development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the on going learning experience.

3. Learning Style

Writing is a appropriate for learners who to take little longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and brother of interpersonal face-to-face communication.

4. Writing as a skill

Teching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement,etc. They also need to

know some of writing's special convention such as fluctuation, paragraph construction, etc.

4. Model of learning process in Teaching Writing

Harmer (2004: 41-42) points out that there are a number of tasks that the teachers should do to help their students become better writers. They are as follows.

- a. Demonstrating Teachers have to be able to draw the features of the genre of the written texts. So that the students are aware of the differences among the types of written texts.
- b. Motivating and provoking Students often find themselves lost for words when they are writing. In this case teachers can help them by provoking them into having ideas, enthusing them with the value of the task and persuading them what fun it can be.
- c. Supporting Students need a lot of help and reassurance once they get going, both with ideas and with the mean to carry them out.
- d. Responding Teachers react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement.
- e. Evaluating Teachers make a correction of the students' writing. It can be a note which indicates where they wrote well and where they made mistakes. It is a kind of giving feedback towards the students' writing. The explanation above shows that the teachers take an important role in the development of the students' writing skills. Good teachers are they who can perform those tasks while

teaching writing. They can facilitate the students in their learning so that the students could develop their writing strategies.

C. Diary Writing

1. Definition of Diary

Usually diary is written in everyday or every moment that impress for the writer. The definition of diary based on Hornby (1995:320) is about a book, which sometimes one writer about her/his feelings and daily experiences. Someone may also record her/his thought in 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 about diary according to Stanley, Shimkin, and Lanner (1988:3) a journal or diary is record often kept daily of someone's life, a kind of private book. The similar description also proposed by Fitzpatrick (2005:4) a diary is personal record of writer's life experience and is usually private.

Even though writing a diary seems simple thing, it can be effective way to improve and increase a great understanding and help the students to their experience in everyday life routine. The purpose of a journal or a diary is. By making the act of writing something routinely, the students will change it from an irritating and unsuccessful activity to one that they feel comfortable and familiar.

2. Implementation of Diary in Education

Classroom writing is an essential academic requirement. However, most students are reluctant and unconfident when they have to write about something in the classroom. It is because they think that they have nothing to say or write. In addition, the time pressure also makes them cannot write their ideas properly.

In relation to those cases, Chandrasegaran (as cited in Tuan, 2010: 81) states that writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping journals or diaries. Spaventa (as cited in Tuan, 2010: 82) points out that writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about. As Chickering and Gamson (as cited in Tuan, 2010: 82) states that giving the students more chances to write what is relevant to them is “an active learning technique.”

Harmer (2007: 128) states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also

how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students' general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with.

Langan (2008: 16 & 2011: 14) says that keeping a diary is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary or journal can also make writing as a familiar part of the students' life. Therefore, it can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing.

According to Nurhadi (2007: 10) Diary is a form of personal writing. Personal writing is a statement of our ideas and feelings about our experiences. Aspects that can be assessed in writing a diary include:

- a. Quality of contents;
- b. Complete elements of the diary with good and correct language
- c. Spelling and question reading
- d. Word choice
- e. The effectiveness of sentences
- f. Cohesion and coherence
- g. The neatness of the writing

D. Previous Study

This research about “The Strategy To Teach Writing Ability by Writing A Diary At The Eleventh Grade Students Of SMA Darussalam Blokagung Banyuwangi”. Based on exploration of the writer there are some research to support this research. As for the similiar and differences from some reserarch are:

The first writer by Nofi Yulianti “Improving the Writer Skills Through Diary Writing of The Tenth Grade Students of SMA N 1 Ngemplak, Skripsi, English Education Department Faculty of Languages and Arts Yogyakarta State University, 2014”(*quantitative-qualitative research*) Based on Nofi Yulianti(2014:70). This research was an action research study. The participants of this research were 31 students of grade X D, the English teacher, and the collaborator. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview with the English teacher and the students and observations during the teaching and learning process. Meanwhile, the quantitative data were in the form of the results of the students’ writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test). Background of nofi’s reserach The results of the research showed that there were improvements on the students’ writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics. Similiar research between Nofi’s research and this research is using diary to teaching writing

and the different reserat both is research method nofi's reserach is action research study and the writer is qualitative method.

For the second review, "Using Diary to Develop Writing Ability of The Fourth Grades of Kanisius Notoyudan Yogyakarta Elementary School, skripsi, English Language Education Study Program Department of Language and Arts Education Faculty of Teachers Training and Education Sanata Dharma University Yogyakarta, 2008" d by Leli Ana Veritasari. The place for research in Kanisius Elementary School at fourth grade . Based on Leli Ana Veritasari's research the result of her research is writing diary contributed to students' writing ability which consisted of writing content, the grammar, the vocabulary, and the punctuation used in the writing. Differents research between Leli's research and the writer is research method, Leli's research conduct a mixed quantitative-qualitative research and the similiar is concluded that writing diary to contribute to the students' writing ability.

CHAPTER III

RESEARCH METHOD

A. Research Type

Qualitative research according to Bogdan and Taylor in Lexy J. Moleong (2017: 4) is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. This approach is directed towards the background and the individual holistically (whole). According to Nana Syaodih Sukmadinata (2007: 60) explained in his book that qualitative research (qualitative research) is a research that intended to describe (illustrate) and analyze phenomena, events, social activities, attitudes, beliefs, and perceptions individual thinking of groups. Kirk and miller define that qualitative research is a particular tradition in science socially fundamentally dependent on observations of human kind in the area and in terminology.

The type of research used in this study is descriptive qualitative, which is a research method aimed at describe existing phenomena, taking place at the moment or the past (Sukmadinata, 2007: 54). Use of descriptive research type this is because this research starts from a theoretical framework, expert ideas, and understanding of the writers based on experience gained, then developed to obtain a truth in form field empirical data support. The research focused on how to teach english writing ability by using a diary at the elevent grade students SMA Darussalam Blokagung, banyuwangi in the 2019/2020 academic year.

B. Place of the research

Location of this research is SMA Darussalam.

1. Subject Of The Research

In qualitative research the words and actions of people which is observed is a valid data source and in accordance with the purpose the research presented above, it is necessary to determine the informant appropriate and representative in describing the problem under study. Lexy J. Moleong (2017: 132) describes the research subject as informant which means the person used to give information about the situation and conditions of the research setting. Can be said that the research subject is the person observed as a target research, he has a lot of background experience research. Bogdan & Biklen argues in Moleong (2017: 132-133) the usefulness of informants or research subjects for the writing is helpful so that within a relatively short amount of time information is affordable, because the informant is used to talk, exchange ideas or comparing an event found from another subject. Qualitative research is the subject of more widely used research techniques withdrawal is done as needed.

In this study, the techniques in sampling are used is purposive sample (purposive sample), the determination technique this is with certain considerations. The intended use Purpose sample on this research is to make it easier and shorten the time researchers in conducting research. Subject that is the researchers determined in this study were parties consisting of informant. This is done because the informants can

provide information relating to the needs of researchers. The informant predetermined in this study are as follows:

- a. Headmaster
- b. English subject teacher
- c. English Extracurricular Trustees

2. Object Of The Research

The object of research is a matter of concern a study, in the form of a substance or material being studied or solved the problem using theories that concerned. The object of research in this study are:

- a. Implementation (poses) research of the strategy of a diary to teach writing ability at the elevent grade steudents of SMA Darussalam.
- b. The impact of writing a diary to teach writing ability at the elevent grade students of SMA Darussalam.

C. Data Collection Technique

1. Data Collection Technique

In achieving research objectives, engineering or technique is needed the right method for achieving that goal. Because of research using a qualitative approach then data collection techniques used include:

a. Observation

Observation or observation is a method or technique collecting data by observing ongoing activities (Sukmadinata, 2007: 220). Is according to Nasution in Sugiyono (2008: 64) states that observation is the basis of all science.

Observation method used to collect data namely by participant observation (participation) Lexy J. Moleong argues that observation basically plays a role and / or participant observation means making observations and listen carefully to the smallest details though (Moleong, 2017: 164). The degree of role of observation the writer in the field use participants as observers. The role of the writer as observers is not entirely as participant but performs the observation function (observation) (Moleong, 2017: 176-177).

In making observations or observations the writer will went directly to the research location namely SMA Darussalam blokagung, Banyuwangi to observe directly how is the strategy of writing a diary describe in teaching ability. The use of participant observation (Participating) This aims so that the writer can blend in with the para the subject under study so that it is no longer seen as the writer foreign and with such actions, the writer can obtain direct experience of the activities and views of the subject.

b. Interview

According to Lexy J. Moleong (2017: 186) interview is a conversation with a specific purpose, that conversation conducted by two parties, namely the interviewer (interview) who asking questions and being interviewed (interviewees) who provide answers to the interviewer's questions. There are various interview techniques, Guba and Lincoln put forward the division is as follows (Moleong, 2017: 188-191):

1. Interview by a team or panel, i.e. the interview was not conducted only by one person but by two or more people against an interview.
2. Close interview and open interview (convert and over interview).
Close interview no knowing and realizing that they were interviewed, while the open interview is where the subjects are knowing that they are being interviewed and knowing also what is the purpose and purpose of the interview.
3. Verbal interview is interview people who made history or made it major scientific work, social, development, peace, and so.
4. Structure and structure interviews. Structure interview is the interview where the interviewer determines the problem himself and the questions asked. Interview unstructures interrupted and arbiter. This kind of interview is used for find information that is not standart/ single information. The questions are usually not arranged in advance, instead adjusted to the circumstances and unique characteristics of the respondent.

Interviews in this study were conducted in a manner unstructured where the writer only use the core notes of things you want to know. Interview in this study focused on the principal, teacher of Education subjects Islamic religion and students. To dig up relevant information regarding the process and impact of internalizing Islamic moral values, then in conducting interviews can use the design or sheets containing the subject matter that will be made handle in the interview.

c. Documentation

Language documentation means gathering, selection, processing and storage of information in the field knowledge or provision of evidence and information (such as drawings, quotes, newspaper clippings, and other reference materials. According to Lexy J. Moleong (2017: 216) documentation is every written material or films that were not prepared because of a request an investigator. Documentation can also be in the form of writing, a picture, or monumental works of someone.

The writer will use documents to find out various data relating to teaching writing process by using a diary to improve writing ability. For example, documents supporting the process of forming students' character, vision and mission of high school SMA Darussalam and other related supporting data.

2. Instrument Of Collection Data

In qualitative research, which becomes an instrument or tool the research is the researcher itself so the researcher must be "validated". Validation of researchers, including; understanding of research methods qualitative, mastery of insight into the field under study, readiness to enter the object of research both academically and the logic (Sugiyono, 2008: 305).

Based on the description, the data collection instruments in this study are the writer in qualitative research is as a designer, executor, data collector, interpreting the data and reporting on the result of the study.

The instrument other supporters of the writer used document, notes field, recorder and camera according to data collection techniques.

D. Data Validity

Data validity is an important concept that is updated through the concepts of validity (validity) and reliability (reliability) according to version positivism and adjusted to the demands of knowledge, criteria and the paradigm itself (Moleong, 2017: 321). In establishing validity data required the existence of inspection techniques. Triangulation is a technique checking the validity of using something else. Denzin in Moleong (2017: 330-331) distinguish four types of triangulation as follows:

1. Sources Triangulation

Source triangulation namely comparing and checking again degree of trust of information obtained through time and tools different in qualitative research. The steps are there five. First, comparing the observation data with the outcome data interview. Second, compare what people say in front common with what people say in private. Third, compare what people say about the research situation with what is said all the time. Fourth, compare a person's circumstances and perspectives with various opinions and people's views. Fifth, compare the results of the interview with the contents a related document.

2. Methodological Triangulation

Methodological triangulation covering two strategies according to Patton viz checking the degree of confidence of the findings of several research findings data collection techniques and checking multiple

degree of confidence data sources using the same method. the writer can check their findings in a way compare with various sources and methods.

3. Investigator triangulation

Investigator triangulation is by utilizing researchs or other observers for the purpose of double-checking data trust. checking the degree of trust in the findings of several research findings data collection techniques and checking the degree of trust of several sources data with the method.

4. Theoretical triangulation

Theoretical triangulation according to Lincoln and Guba, assumesthat facts cannot be checking the degree of trust with one or more theory. eliminate construction differences reality that exist in the context of astudy when collecting data about various events and relationships of various view.

The steps taken in this study are the examination of the data using the technique of checking the validity of data triangulation methods by checking the degree of trust in the findings of several research findings data collection techniques and checking the degree of trust of several sources data with the method. Thus, the method triangulation technique is the best way to eliminate construction differences reality that exist in the context of astudy when collecting data about various events and relationships of various view. With technique method triangulation, the writer can check their findings in a way compare with various sources and methods.

E. Data Analysis Technique

Qualitative data analysis according to Bogdan and Biklen in Moleong (2017:248) is an effort made by working with data, organize data, sort them into units that can managed, synthesized, searched and found patterns, found what what was important and what is learned and decide what can be told other people. According to Patton data analysis is the process of organizing data, organize it into a category pattern, and a basic description unit. Thus data analysis can be regarded as a process organizing and sorting data into patterns, categories and satua basic description so that it can befound the theme and formulation of a working hypothesis as suggested by the data (Moleong,2017:280).

Qualitative data analysis was carried out since entering the field, during at the field and after the field. But in qualitative research, analysis data is more focused on the process in the field along with data collection. This research uses descriptive qualitative in analyzing data data research result. Qualitative descriptive method is a research method intends to describe (descriptions) about situations and events.

Furthermore, the activities in qualitative data analysis according to the model Miles and Huberman consist of three activities (Mukhtar, 2007: 141):

1. Data reduction. Data reduction is the process of selecting, focusing on things important, discarding unnecessary data, and organizing data as a way to describe and verify the final conclusions.

2. Data display (data presentation). Data display(data presentation) is an effort to compile information organized in an effort to draw conclusions and draw action.
3. Verify and draw conclusions. The conclusion is answers to the problem's formulation or writer's question.

CHAPTER IV

REASEARCH FINDING

Based on the data that researchers in SMA DARUSSALAM have collected both through observation, interviews and documentation, the following is exposure to data related to the themes in research sites:

A. Student Diary In The First Observation

The first observation was made on 05 November 2019 in SMA DARUSSALAM Blokagung. Based on observation done by the writer, the teacher gives a real description of the writing subject according to the informant. The teacher as informant applies a diary writing as strategy. Diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about. The teacher using keyword technique in this learning. This technique application of keyword technique, such as the teacher gives explanations to the student and giving keyword so that the student can explore the keyword. And the rubric score, as following:

1. Content 0-24

Such as: idea, argument, description, focus consistent

2. Organization 0-20

Similiar and conclusion

3. Syntax 0-12

Words arranged into sentences

4. Vocabulary 0-12

the right words to develop ideas

5. Mecanic 0-12

Spelling, punctuation, neatness etc.

B. Student Diary In The Second Observation

The second observation was made on 12 November 2019 in SMA DARUSSALAM Blokagung. Based on the observation done by the writer, the teacher gives a real description of the writing subject according to the informant. There are some steps in the first meeting that are teacher gather talk, a brief reflection, reinforcement, and the last closing.

At the very first beginning, the teacher approaches the students and asks about their condition. The teacher asks about their impressions in writing. Some student said that they had nothing to write and they thought not have skill in writing. Based on the students' problem can taken the conclusion the reason of low student's grade who not yet fulfill the standart value based on the SKM SMA DARUSSALAM 70 in writing subject. Because of that he teacher give some motivations to the students. Then demonstrating to be able to draw the features of the genre of the written texts, so that the students are aware of the differences among the types of written texts and explain about the advantages of writing a diary. Then teachers react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement. Then the

teacher try to make an example about a diary student to write some a diary about they thought and collect to the teacher. Finally closing the meeting, And also make split by saying see you next meeting guys!

C. Student Diary In The Third Observation

The second observation was made on 19 November 2019 in SMA DARUSSALAM Blokagung. In this meeting, The classroom the procedure is classified into some sessions Opening, Brief explanation, disscusion and Closing (Evaluation). This meeting used discussion because the teacher said before within the first meeting.

At the very first beginning, the teacher approaches the students and asks about their condition. In this meeting the teacher delivers brief explanation abaout a diary writing about what is going to do in this class. The students are listening to the teacher's explain about the material and then the teacher giving the example of diary writing.

The next is a discussion. Disscusion about a diary that given from the teacher like as about the content. After the time for discussion finished, All of the students must disclose their argument. The teacher asks the students' argument about the content of a diary. In learning a diary writing the teacher said that this case we need pay attention about content, organization, syntax, vocabulary, and mechanic. Then the teacher ask the students practicing to make a diary and collect to the teacher. The last is closing the meeting, the teacher giving some motivations to students that related with the material.

According to the table post test in appendix , it can be seen that the implementation of this writing a diary method provides a very significant

impact. It can be known from the first until the second observation. Many students score have improved, with the highest student score 78, and the lowest student score was 67.

D. Result Of Interview

Interview1

Principal' soffice

Wednesday,25th Juli 2020

P:Principal

ET :English Teacher

R : Researcher

R : “Selamat siang pak, mohon maaf mengganggu waktu bapak sebentar.”

P : “O iya, silakan masuk mbak. Ada yang bisa saya bantu?”

R : “Begini pak, saya himmatul aliyah dari iaida. Saya bermaksud memohon ijin bapak untuk mengadakan wawancara untuk mengambil data penelitian skripsi di sini.

P : “Oh iya, surat ijin dari kampus ada ya mbak?”

R : “Iya, ada pak, sudah saya serahkan di tu.”

P : “Kapan mbak wawancaranya, kalau saya monggo saja, tapi saya mohon agar sekolah diberi satu bendel hasil skripsinya ya.”

R : “Terima kasih pak, pasti saya akan berikan begitu skripsi saya selesai.”

P : “Sukses ya mbak hima.”

R : “Terima kasih bapak.”

Interview 2

Principal's office

Wednesday, 25th juli 2020

ET : English Teacher

R : Researcher

R : “ Mohon maaf ibu, mengganggu sebentar, bagaimana kabar ibu?”

ET : “Baik mbak, gimana sudah mau wawancara disini ya?”

R: “ Iya bu. Langsung saja ya bu. Kira-kira seberapa antusias siswa dalam pembelajaran menulis?”

ET :” Menurut apa yang saya lihat selama ini, siswa di kelas bahasa kurang begitu antusias. Waktu ditanya kenapa, jawaban mereka berbeda. Ada yang menjawab tidak ahli dalam menulis, bingung mau menulis apa, tidak percaya diri dengan hasil tulisannya. Dan masih banyak lagi.

R: “ Oh jadi seperti itu masalahnya bu. Lalu untuk mengatasinya, ibu menggunakan startegi dalam mengajar menulis?”

ET : “ Dalam pembelajaran menulis diary waktu itu saya memilih strategi metakognitif, karena diary ini bersifat karangan bebas. Jadi saya lebih membebaskan murid untuk menulis sesuai dengan apa yang ingin mereka tuangkan dalam setiap kata yang mereka ingin sampaikan. Dari sini setiap siswa dapat menilai kemampuan diri mereka masing-masing dalam belajar, setiap siswa dapat menentukan kesuksesan belajar dengan menggunakan gaya belajar mereka sendiri. Tugas guru disini hanya menyusun rencana model pembelajaran, menjelaskan dan memberikan arahan pada murid agar terfokus dengan pembelajaran dan yang terakhir mengevaluasi hasil pembelajaran.”

R : “ Oh iya, lalu bagaimana dengan proses pembelajaran di kelasnya bu?”

ET: “Opening, brief explanation, discussion, and closing (evaluating). Saat di kelas jangan lupa untuk memotivasi murid terutama tentang sesuatu yang berkaitan dengan tema pembelajarannya setelah melakukan demonstrasi mengenai bab yang akan diajarkan, misal saat guru mau mengajar menulis, berikan motivasi dan dukungan pada murid agar murid lebih semangat dalam menulis. Lalu evaluasi hasil tulisan murid dan jangan lupa untuk memberikan respon jika ada usulan dari murid. Disini saya mengambil 2 kali pertemuan. Dipertemuan saya meminta siswa untuk latihan menulis diary di rumah selama seminggu. Lalu dipertemuan kedua saya meminta siswa menulis diary lalu dikumpulkan sebagai hasil evaluasi.”

R: “ lalu bagaimana hasil dari tugas menulis siswa?”

ET: “ Alhamdulillah, dari percobaan menulis diary untuk memancing minat menulis siswa, ternyata ada perkembangan dengan nilai yang diraih siswa. Yang sebelumnya banyak siswa yang mendapat nilai dibawah SKM tapi setelah menggunakan metode menulis diary ternyata taterjadi peningkatan terhadap nilai siswa. Selain itu siswa juga lebih familiar dengan menulis.”

R: “ Oh seperti itu. Jadi strategi menulis bisa efektif ya bu dalam pembelajaran menulis?

ET: “ Dengan melihat hasil perolehan yang dicapai siswa, saya rasa setelah menulis diary memang ada sedikit peningkatan nilai siswa. Tapi menulis diary tidak terlalu efektif jika hanya dilakukan hanya dua kali pertemuan saja.

E. The Summary Of Implementation Using A Diary Writing In Teaching Writing

According to the over data can be concluded that the application of writinga diary has improved student writing skills. After trying to write a diary for a week, there are many srudent grade increas and exceed the standards value that taken in SMA DARUSSALAM 70. With the acquisition of values asfollow : the lowest value of 67 and the highest value of 78.

F. General Findings

According to information from the informant described above, it can be seen that the student score is enhanced by applying the writing a diary. It can be known from students' reactions in the class and the scores that students have gained. In short, writing a diary not really effective to use, if just two times meeting.

CHAPTER V

DISCUSSION OF FINDING

This chapter presents discussions of the important activities in teaching writing ability by using writing a diary.

A. Discussion of The Important Activities In Teaching writing By using writing a diary.

Based on the observation, the learning model of the English teacher at SMA DARUSSALAM the teacher demonstrating to be able to draw the features of the genre of the written texts, the teacher delivers brief explanation about a diary writing about what is going to do in this class. The students are listening to the teacher's explanation about the material and then the teacher giving the example of diary writing.

The next is a discussion. Discussion about a diary that given from the teacher like as about the content. After the time for discussion finished, All of the students must disclose their argument. The teacher asks the students' argument about the content of a diary.

In learning a diary writing the teacher said that this case we need pay attention about content, syntax, vocabulary, and punctuation. Then the teacher ask the students practicing to make a diary and collect to the teacher. The last is closing the meeting, the teacher giving some motivations to students that related with the material. Giving motivation and support the students. Then evaluating, the teacher given simulation by a task to write a

diary at the first and second observation as a comparison to find out the writing ability.

1. Specifying the objective

There were specific the objective related to implementing writing a diary in this research, as follows.

- a. To help students to create an idea and variation vocabularies in writing a diary.
- b. To make students be more interesting and fun in writing skill.
- c. To make student more familiar with the writing.

2. Benefits the objective

In writing a diary there are several the benefits that can be reached by the writer, as follow:

- a. Writing a diary can be done anywhere and anytime. The more often practice in writing, the ability to write will increas.
- b. Know yourself. By writing in a diary book then you can see what actually experienced and felt by himself like feeling when being emotional, happy, angry, upset, and confused. By writing down eachevents or feeling that are felt in a diary, then can seen someone's maturity in face internal problems his life.
- c. Diary books can be history withnesses. Diary books can be important documents in history. Whensomething happen historical events then write in a diary book, then the note can be witness in history

B. The Student's Response

After taught by using writing a diary, students to be familiar with the writing process, and easier in writing. Students more interest learn to write by using writing a diary with delight. But, according to the explanation above, the writer concluded writing a diary not really success to increase students' writing skill, because the meeting is not enough if undertaken two times.

C. Interview

Writing is one of the language skills that is very important to teach early on. Because writing is an innate skill, if someone wants to be skilled in writing, so the student must practice diligently and must be done continuously. Some people might think that writing is boring and difficult. That can happen if without being based on liking and without the expertise possessed.

” Menurut apa yang saya lihat selama ini, siswa di kelas bahasa kurang begitu antusias. Waktu ditanya kenapa, jawaban mereka berbeda. Ada yang menjawab tidak ahli dalam menulis, bingung mau menulis apa, tidak percaya diri dengan hasil tulisannya. Dan masih banyak lagi. Jadi saya melatih kebiasaan menulis anak dengan menulis diary.” (Source : interview, 25 juli 2020)

Based on the observation and interview, for starters students can start writing by using free writing or creative to attract interest or stimulate students to want to write. As is the case with English teachers in DARUSSALAM High School who use the diary writing method to attract students' interest in practicing their writing skills. Diary writing is introduced

to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about.

“Opening, brief explanation, discussion, and closing (evaluating). Saat di kelas jangan lupa untuk memotivasi murid terutama tentang sesuatu yang berkaitan dengan tema pembelajarannya setelah melakukan demonstrasi mengenai bab yang akan diajarkan, misal saat guru mau mengajar menulis, berikan motivasi dan dukungan pada murid agar murid lebih semangat dalam menulis. Lalu evaluasi hasil tulisan murid dan jangan lupa untuk memberikan respon jika ada usulan dari murid. Disini saya mengambil 2 kali pertemuan. Dipertemuan saya meminta siswa untuk latihan menulis diary di rumah selama datangnya pertemuan selanjutnya. Lalu dipertemuan kedua saya meminta siswa menulis diary lalu dikumpulkan sebagai hasil evaluasi.”(Source : interview, 25 juli 2020)

The process of repair learning to write by using a diary in DARUSSALAM High School as in accordance with data from the results of interviews conducted with English teachers. From the data that has been described, it shows that English teachers demonstrating to be able to draw the features of the genre of the written texts, the teacher delivers brief explanation about a diary writing about what is going to do in this class. Give the motivations to the students to increase their confidence. And let the students to try in writing a diary. This research undertaken while two times and giving evaluation in final meeting.

“Karena hanya mengalami sedikit perkembangan. Menurut saya dengan melihat hasil perolehan yang dicapai siswa, saya rasa menulis diary tidak terlalu efektif. Mungkin jika ditambah waktu atau pertemuan lagi mungkin akan lebih menaikkan presentasi perkembangannya.”(Source : interview, 25 juli 2020)

According to the explanation above, the writer concluded writing a diary can slightly repair students' writing grades. So, writing a diary not really success in increase students' writing skill, if undertaken two times. Adding more meeting will further increase students' skills.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions on the grounds of study results and discussions. The conclusion deal with the result of description of the teacher' on teaching writing by writing a diary, the subject of teaching writing, material of teaching writing, strategy of teaching writing. Meantime, the suggestion directed to the teachers, the school and the future writers and those who are acted in researching the teaching writing to follow up the research finding of the study.

A. Conclusion

The teacher preparation in teaching writing by using writing a diary technique such as lesson plan every meeting, and syllabus. And then, the teacher provided module writing comprehension. In the module was described what the students do. One of content module is student necessity writing a diary. In addition, the content of syllabus consists of competence, indicator, and instructional material, learning method, evaluation, time allocation and reference. And the lesson plan consists of general instructional objective, specific objective, learning material, teaching and learning activities.

The teacher guidance writing with model of teaching writing by using writing a diary. Teachers demonstrating the lesson to be able to draw the features of the genre of the written texts, so that the students are aware of the differences among the types of written texts. Motivating and provoking, students often find themselves lost for words when they are writing. In this case teachers can help them by provoking them into having ideas, enthusing them with the value of the

task and persuading them what fun it can be. Supporting, students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Responding, the teachers react to the content and construction of a piece supportively and often (but not always) make suggestions for its improvement. Evaluating, the teachers make a correction of the students' writing. It can be a note which indicates where they wrote.

The problem of writing many is bound by the students and the teacher rarely has difficulty. If the students thought they have no skill in writing and they have nothing to write. So it makes them unconfident. Then the student's problem remembers the difficult vocabulary that they do not know before.

The strategy of teaching a diary can be taught at eleventh language grade of SMA DARUSSALAM Blokagung. With the following steps:

- a. Opening
- b. Brief explanation
- c. Discussion and
- d. Closing (Evaluation)

B. Suggestion

Some suggestions are inscribed to students and English teachers.

1. For the teachers, the outcome of this study can be utilized as feedback in teaching writing ability. At least, the teachers understand the weaknesses of the technique and these will help for reconstructing a proper method of teaching writing ability employing the writing a diary technique.
2. Meantime, for the students, they will be motivated to improve their understanding in writing ability by understanding this study. It intends

eventually to help them in achieving English learning. This study will also give information to every student at eleventh language grade of SMA DARUSSALAM Blokagung as one of their English reference in studyingwriting ability.

3. Future writers, the finding of the study can be beneficial for future writers. Since, it can be applied as a department further writers of the some aspects of the study teaching writing ability by using writing a diary.

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Appendix 1

Interview Transcript

Interview Transcripts

Interview 1

Principal' soffice

Wednesday,25th Juli 2020

P :Principal

ET :English Teacher

R : Researcher

R : “Selamat siang pak, mohon maaf mengganggu waktu bapak sebentar.”

p : “O iya, silakan masuk mbak. Ada yang bisa saya bantu?”

R : “Begini pak, saya himmatul aliyah dari iaida. Saya bermaksud memohon ijin bapak untuk mengadakan wawancara untuk mengambil data penelitian skripsi di sini.

P : “Oh iya, surat ijin dari kampus ada ya mbak?”

r : “Iya, ada pak, sudah saya serahkan di tu.”

p : “Kapan mbak wawancaranya, kalau saya monggo saja, tapi saya mohon agar sekolah diberi satu bendel hasil skripsinya ya.”

R : “Terima kasih pak, pasti saya akan berikan begitu skripsi saya selesai.”

p : “Sukses ya mbak hima.”

R : “Terima kasih bapak.”

Interview 2

Principal's office

Wednesday, 25th juli 2020

ET : English Teacher

R : Researcher

R : “ Mohon maaf ibu, mengganggu sebentar, bagaimana kabar ibu?”

et : “Baik mbak, gimana sudah mau wawancara disini ya?”

R: “ Iya bu. Langsung saja ya bu. Kira-kira seberapa antusias siswa dalam pembelajaran menulis?

Et :” Menurut apa yang saya lihat selama ini, siswa di kelas bahasa kurang begitu antusias. Waktu ditanya kenapa, jawaban mereka berbeda. Ada yang menjawab tidak ahli dalam menulis, bingung mau menulis apa, tidak percaya diri dengan hasil tulisannya. Dan masih banyak lagi. Jadi saya melatih kebiasaan menulis anak dengan menulis diary.

R: “ Oh jadi seperti itu masalahnya bu. Lalu untuk mengatasinya, ibu menggunakan startegi dalam mengajar menulis?

Et : “ Dalam pembelajaran menulis diary waktu itu saya memilih strategi metakognitif, karena diary ini bersifat karangan bebas. Jadi saya lebih membebaskan murid untuk menulis sesuai dengan apa yang ingin mereka tuangkan dalam setiap kata yang mereka ingin sampaikan. Dari sini setiap siswa dapat menilai kemampuan diri mereka masing-masing dalam belajar, setiap siswa dapat menentukan kesuksesan belajar dengan menggunakan gaya belajar mereka sendiri. Tugas guru disini hanya menyusun rencana model pembelajaran, menjelaskan dan memberikan arahan pada murid agar terfokus dengan pembelajaran dan yang terakhir mengevaluasi hasil pembelajaran.”

R : “ Oh iya, lalu bagaimana dengan proses pembelajaran di kelasnya bu?

Et: “Opening, brief explanation, discussion, and closing (evaluating). Saat di kelas jangan lupa untuk memotivasi murid terutama tentang sesuatu yang berkaitan dengan tema pembelajarannya setelah melakukan demonstrasi mengenai bab yang akan diajarkan, misal saat guru mau mengajar menulis, berikan motivasi dan dukungan pada murid agar murid lebih semangat dalam menulis. Lalu evaluasi hasil tulisan murid dan jangan lupa untuk memberikan respon jika ada usulan dari murid. Disini saya mengambil 2 kali pertemuan. Dipertemuan saya meminta siswa untuk latihan menulis diary di rumah selama seminggu. Lalu dipertemuan kedua saya meminta siswa menulis diary lalu dikumpulkan sebagai hasil evaluasi.”

R: “ lalu bagaimana hasil dari tugas menulis siswa?”

ET: “ Dari percobaan menulis diary untuk memancing minat menulis siswa, ternyata terjadi sedikit perkembangan dengan nilai yang diraih siswa. Yang sebelumnya banyak siswa yang mendapat nilai dibawah SKM tapi setelah menggunakan metode menulis diary.”

R: “ Oh seperti itu. Jadi strategi menulis bisa efektif ya bu dalam pembelajaran menulis?”

ET: “ Karena hanya mengalami sedikit perkembangan. Menurut saya dengan melihat hasil perolehan yang dicapai siswa, saya rasa menulis diary tidak terlalu efektif. Mungkin jika ditambah waktu atau pertemuan lagi mungkin akan lebih menaikkan presentasi perkembangannya.”

R: “ Berarti dipengaruhi oleh jumlah pertemuannya ya bu. Baiklah bu, terima kasih atas informasinya. Saya pamit dulu.”

ET: “ Iya menurut saya jika jika ingin terjadi peningkatan yang lebih signifikan lagi, maka jika perlu guru menambah jam pertemuannya di materi menulisnya. Iya sama-sama.”

Appendix 2

Student's Post Test

7 Juli 2019

(67)

I really angry with him, cause now I should get bad skor because him. My mother disappointed with me, and I ^{am} so sad when know it. Sorry Mom it is not because of me but it is because of him. I say one again, really sorry.

Rohmatul Umah

29 Mei 2019

(76)

its about my lovely pet. the name is micky. he is a handsome boy cat. the fur is so soft and he have grey and white colour when I sleep in my bed room he come to me and bring something to him eat. so funny eat and he like when my hand touch him offer cat his food my cat follow me sleeping in my bedroom love you my pet cat.

Alfiah Nur Afida

17 Agustus 2019

I am very happy today, because I am to be the winner.
yey... ~~my school~~ in my school there is fashion contest.
I am represent my class. I feel really happy because
all of one look at my proudly.

(72)

Izza Afkaring

01 september 2019

Today is rain. I can't go to the movie with my
friend. I am so sad. = all of my plan is trouble.

(71)

Saisabila Nur Husna.

2 September 2019

Dear Diary,

(72) Today I attending in my brother's graduation party.
I wear my best dress. I am very happyⁱⁿ there.
I meet many brother's friends. They are so handsome.
One of them ask my name. He is so sweet.
I like him. ♥

- Rende Frianka W. -

30 April 2019

(69) Oh my God. I am very shock today.
I meet my ex boyfriend. He look me
very Intens. Honestly I miss him very much.
Maybe He miss me too. =

Litis Maghpiroh =

Friday, April 11th 2019

Yesterday, I helped my mother to cook. My mother order me to make dough. the dough will used to cook tempe. I was so happy because I could help my mother to cook. after we finish cooked, my mother took a bath. when my mother took a bath, I served food for dinner together. after my mother finished to take a bath, we ready to dinner. my mother happy looked me because I could help her. I was happy I could my mother happy. I love you my mother.

(68)

@Zean_najelina

20 Juni 2019

Last Idul Fitri holiday, I am very sad. Because my father did not go home. I am not cry. But, finally I pray. When my father telephone me, I am very be withered, because I don't know what to say.

I try to smile and I hope disappointed did not come in the next Idul Fitri holiday.

(70)

Fasmin - Fauziana

5 Mei 2019

Finally holiday is come. yey -- yey --- yey ---
I am very happy. I will celebrate my birthday
party with my full family in this year. ♡

(72) ♡ Umi Mala ♡

08 June 2019

Dear Diary...

Today, I feel very tired, because of many activities
I do in the school. But the tired a little last
because I play~~ing~~ basketball with my team.

I think playing basketball is fun!

Because you can have many friends.

When I finish playing basketball, I go to home,
but on the way I see a handsome boy. And
I am very happy.

Rizka Oktavia ♡

March, 23th 2019

08.00 P.M

This morning Andika called me. I was surprised, I wondered from whom he got my cell phone number. Confuse, happy, Speechless. My heart beat faster when I heard his voice.

(75)

Lovely

Sandia M



- Habitu jern -

Dear Diary,

2 Agustus 2019

Today is sad for me, because I am sick and I into hospital. And then my parents can't to accompany because their far from me. But, I keep spirit for healthy.

(74)

Vesica Wulandari

26 Januari 2019

Dear Diary

Today, I am very happy because I have appreciation from school and my dorm caretaker give me appreciation and give me reward. And that make me more spirit for study and study.

(78)

- Nabila yesi -

1 April 2019

Dear Diary . . .

Today, I make some problems with my teacher. My friends and I wrote some words that made him angry. We be sorry about it. We ask for perdon with him but it is so hard to not for give that mistake. We try again. finally him fore gave that mistake. We ask thanks you with him. we not repeat again we promise. thank you my teacher. we always love you

(67)

Devi Yupiter . S.

6 february 2019

To day, I feel not very well. my day is boring.
not thing something special. after ended with you, I'm not regret.
now I like someone. He is very handsome and very special in my heart
but he do know about that. when I see you, he look so sad.
maybe he something problem. when you know about that?
I wish you like my too. but what ever I happy with my friend.

(73)

Arancha mayori.

15 Agustus 2019.

Today is my first day in this school to be new
student. I am so nervous when I meet my
new friend. I think they are so friendly.

(74)

Khoirun Nisa.

Appendix 3

Student's Writing Score

1. Pre Test Score

No	Name	Content 0-24	Organi zation 0-20	Syntax 0-12	Vocab ulary 0-12	Punct uation 0-12	Total value
1	Nabila yesi	15	17	11	8	9	60
2	Jessica wulandari	17	13	18	7	8	63
3	Sandia m.	12	18	15	9	10	64
4	Arencha mayori	16	15	11	9	9	60
5	Devi yupita s.	18	14	8	9	8	57
6	Yasmin fauziana	20	16	11	10	10	67
7	Zean najelina sy	15	15	6	8	8	52
8	Rizka oktavia	19	18	7	10	9	63
9	Umi mala	14	19	9	8	6	56
10	Lilis maghfiroh	18	13	9	11	7	58
11	Rade frianka w.	19	17	6	10	7	59
12	Alfiah nur afida	16	18	7	8	11	60
13	Rohmatul umah	17	16	12	8	9	62
14	Salsabilla nur husna	13	17	8	7	8	62
15	Izza afkarina u.	18	14	10	10	9	53
16	Khoirun nisa	17	18	11	8	9	63
THE HIGHEST STUDENT SCORE		64					
THE LOWEST STUDENT SCORE		52					

2. Post Test Score

No	Name	Content 0-24	Organi zation 0-20	Syntax 0-12	Vocab ulary 0-12	Punct uation 0-12	Total value
1	Nabila yesi	24	19	12	11	12	78
2	Jessica wulandari	23	19	10	11	11	74
3	Sandia m.	23	18	11	11	12	75
4	Arencha mayori	22	18	11	10	12	73
5	Devi yupita s.	21	18	8	9	11	67
6	Yasmin fauziana	22	20	8	10	10	70
7	Zean najelina sy	21	19	9	11	9	68
8	Rizka oktavia	23	20	9	10	11	73
9	Umi mala	22	18	11	11	10	72
10	Lilis maghfiroh	20	17	10	12	10	69
11	Rade frianka w.	23	19	9	11	10	72
12	Alfiah nur afida	23	20	10	12	11	76
13	Rohmatul umah	20	18	10	11	9	67
14	Salsabilla nur husna	21	19	11	10	10	71
15	Izza afkarina u.	22	19	11	10	10	72
16	Khoirun nisa	23	20	10	10	11	74
THE HIGHEST STUDENT SCORE		78					
THE LOWEST STUDENT SCORE		67					

3. General Finding Score

No	Name	Pre-test	Post-test
1	Nabila yesi	60	78
2	Jessica wulandari	63	74
3	Sandia m.	64	75
4	Arencha mayori	60	73
5	Devi yupita s.	57	67
6	Yasmin fauziana	67	70
7	Zean najelina sy	52	68
8	Rizka oktavia	63	73
9	Umi mala	56	72
10	Lilis maghfiroh	58	69
11	Rade frianka w.	59	72
12	Alfiah nur afida	60	76
13	Rohmatul umah	62	67
14	Salsabilla nur husna	62	71
15	Izza afkarina u.	53	72
16	Khoirun nisa	63	74

Appendix 4

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA DARUSSALAM BLOKAGUNG
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas /Semester : XI
Tahun Pelajaran : 2019/ 2020
Alokasi Waktu : 4JP (2Pertemuan)

A.KOMPETENSI INTI

1. Menghayati dan menjalankan ajaran agama yang dianutnya
2. Menunjukkan dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan	3.3.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks pemaparan niat melakukan sesuatu sesuai dengan konteks penggunaannya 3.3.2 Menyebutkan fungsi sosial ungkapan-ungkapan untuk memaparkan niat melakukan sesuatu 3.3.3 Membedakan ungkapan-ungkapan yang digunakan dalam pemaparan niat melakukan sesuatu sesuai dengan konteks penggunaannya.

unsur kebahasaan <i>be going to, would like to</i>)	
4.3Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.3.1 Merespon teks lisan mengenai pemaparan niat melakukan sesuatu 4.3.2 Membuat percakapan tertulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri. 4.3.3 Mendemonstrasikan percakapan mengenai pemaparan niat melakukan sesuatu.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menerapkan fungsi sosial
2. Memahami struktur teks
3. Memahami unsur kebahasaan
4. Mampu menyusun teks interaksi interpersonal lisan dan tulis

D. Materi Pembelajaran

- i. Materi pembelajaran regular
 - Teks lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*).
 - Fungsi Sosial
 - Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
 - Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
 - Unsur Kebahasaan
 - Ungkapan pernyataan niat yang sesuai dengan modal *be going to, would like to*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- ii. Materi pembelajaran gayaan
 - Membuat teks tertulis sederhana untuk memberikan ucapan selamat

F. Media Alat dan Bahan Pembelajaran

- ❖ **Media :**
 - ▲ *Worksheet* atau lembar kerja (siswa)
 - ▲ Lembar penilaian
- ❖ **Alat/Bahan :**
 - ▲ spidol, papan tulis

G. Sumber Belajar:

- ❖ Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran bahasa inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- ❖ Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran bahasa inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan
- ❖ Buku teks pelajaran yang relevan

H. PENDEKTAN DAN METODE

- Pendekatan : Scientific Learning
Model Pembelajaran : eksposition Learning
Metode : Ceramah, Tanya Jawab, Diskusi, Penugasan

I. KEGIATAN PEMBELAJARAN

TAHAP	RINCIAN KEGIATAN
PENDAHULUAN	<p>Melakukan Orientasi</p> <ul style="list-style-type: none">❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Guru menyampaikan Apersepsi</p> <ul style="list-style-type: none">❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya❖ Mengingat kembali materi prasyarat dengan bertanya.❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan <p>Motivasi</p> <ul style="list-style-type: none">❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.❖ Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang:<ul style="list-style-type: none">★ <i>Fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan niat melakukan</i>

	<p><i>sesuatu tindakan</i></p> <ul style="list-style-type: none"> ✦ <i>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</i> ✦ <i>Kesesuaian format penulisan/ penyampaian</i> ✦ <i>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan niat melakukan sesuatu tindakan</i> <ul style="list-style-type: none"> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar <p>Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</p>
<p>INTI</p>	<p>Mengamati</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic</p> <p><i>Pemaparan niat melakukan sesuatu tindakan</i></p> <ul style="list-style-type: none"> ❖ Mendengar dan menyaksikan guru dan siswa lain memberi dan meminta informasi terkait niat melakukan suatu tindakan/ kegiatan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. ❖ Mencontoh kebiasaan tersebut dengan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang: <ul style="list-style-type: none"> ➢ <i>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan niat melakukan sesuatu tindakan</i> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk</p>

mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :

➤ *perbedaan antara berbagai pemaparan niat melakukan sesuatu dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.*

➤ *pengucapan dan isi teks yang memaparkan niat melakukan sesuatutindakan*

❖ **Mengumpulkan informasi**

Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:

❖ **Mengamati obyek/kejadian,**

❖ **Membaca sumber informasi melalui teks**

❖ **Aktivitas**

- *Peserta didik mengerjakan tugas pada kegiatan membaca.*

❖ **Mempraktikan**

❖ **Mendiskusikan**

Mengeksplorasi

- Mendengarkan contoh interaksi dengan memberikan ungkapan untuk memaparkan niat melakukan sesuatu tindakan .
- Menjelaskan materi dan identifikasi tentang pemaparan niat melakukan sesuatu.

Mengasosiasikan

Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang:

❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

❖ Peserta didik mengerjakan tugas

- ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :

Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan niat melakukan suatu tindakan

➤ *menganalisis ungkapan memaparkan niat melakukan sesuatutindakan dengan mengelompokannya*

	<p><i>berdasarkan penggunaan</i></p> <ul style="list-style-type: none"> ❖ <i>Secara berkelompok siswa mendiskusikan ungkapan memaparkan niat melakukan sesuatu yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</i> <p>Mengkomunikasikan</p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : <i>Ungkapan pemaparan niat melakukan sesuatutindakan</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran
Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan seputar materi yang telah di pelajari. • Guru menanyakan kesulitan peserta didik dalam memahami materi. yang telah dipelajari. • Memberikan pekerjaan rumah terkait materi yang telah diberikan. • Gur memberikan sedikit motivasi kepada peserta

	<p>didik</p> <ul style="list-style-type: none"> • Guru dan peserta didik mengakhiri pembelajaran dan merencanakan kegiatan pembelajaran yang akan datang. • Guru memberikan salam.
--	--

J. PENILAIAN

A. Teknik Penilaian

a. Penilaian Kompetensi Pengetahuan

1) Tes Tertulis

b. Penilaian Kompetensi Keterampilan

1) Proyek, pengamatan, wawancara

★ *Mempelajari buku teks dan sumber lain tentang materi pokok*

★ *Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi*

B. Instrumen Penilaian

a. Pertemuan Pertama (Terlampir)

C. Pembelajaran Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

★ *Membuat kartu ucapan*

Appendix 5

Description of the School

The general description of SMA Darussalam

A. The history of SMA Darussalam

Darussalam High School is one of the formal education units in the Darussalam Foundation. The beginning of the establishment of Darussalam High School was motivated by the Islamic High School of Darussalam (STAIDA) where in the past many guardians of santri complained because their children who were not living in the boarding school had predicted the target of at least 8 years (graduated Ulya). On the other hand, there were many students who attended before Diniyah graduated on the pretext of pursuing college. Finally, there were initiatives from caregivers to establish tertiary institutions after they were agreed, along with new problems, if there were tertiary institutions, it would not be enough if there were only two senior high schools in the pesantren. There were only two units (MAA and SMKD), finally for completeness and the equilibrium of formal education in Pon.Pes is also agreed upon the caregiver initiative.

After the STAIDA and SMADA education plans were agreed upon, all that's left is to take care of the submission letter. For high school affairs the caregiver appointed Drs, Anas Saeroji, who was then the Principal of the Middle School Plus Darussalam, while for STAIDA affairs the caregiver appointed Drs. Joko Supriyono. Both of them went together to the Banyuwangi Education Office to apply for permission to establish a school. Because the requirements to apply for a school establishment permit must be the Principal, while Drs. Anas Saeroji is still the Principal of SMP Plus School, so the name is Mr. Syamsul Mu'arif, S.Pd. written on the Head of Darussalam High School. After a gap of about one month, exactly July 16, 2001, a decree from the Provincial Education Office and Banyuwangi District came down and set Drs. Anas Saeroji became the head of the Darussalam Tegalsari Banyuwangi High School, which at that time the high school still had

two classes, one male class with 32 students, and one female class with 16 female students, and the program taken was Science. Year after year high school is growing rapidly and until now, which has 23 classes with a total number of students of approximately 624 students in the Natural Sciences, Social Sciences and LANGUAGE programs.

B. Situation of SMA Darussalam

DARUSSALAM High School is located in Blokagung Hamlet, Karangdoro Village, Tegalsari District, Banyuwangi Regency, East Java Province. Darussalam High School is located in a rural environment far from the city so it is very convenient for the learning process.

Territorially the area around Karangdoro Village is limited by:

1. North side with Tamansari village
2. South side with Karangmulyo Village
3. To the west with the village of Barurejo
4. East side with Karangmulyo village

Even though it is located far from the subdistrict center, access to roads and transportation to the village is very easy because the road conditions are quite good.

C. The Organization Structure

The organization structure		Name
1.	Headmaster	SUKARSI, S.Pd.,M.Pd.I
2.	Deputy Chairman of Curriculum field	NUR HAMID, S.Pd.
3.	Deputy Chairman of the Student field	KHANIFUL ADIB, S.Pd.
4.	Vice Chairman of Public	MUNAWAR, S.Pd.

	relations	
5.	Vice Chairman of field of facilities and infrastructure	MUHAMAD NASIR, S.Pd.I
6.	Treasurer	AFAN SUCIPTO, S.Pd.
7.	Head of administration	BAHROWI, S.Pd. (Operator)
8.	Coordinator guidance and counseling	MOH. ALI MURTADHO, S.Pd.
9.	Coordinator Ekstrakurikuler	EMISA UMAMI, S.E
10.	Osis coach	WIFQI FAUZIAH, S.Pd
11.	UKS coach	MIMIN HABIBAH, S.Pd
12.	Scout coach	MAHSUN, S.Pd

D. The Profile Of Teacher

NO.	NAME	M/F	CODE	JOB TITLE
1.	SUKARSI,S.Pd., M.Pd.I	M	A	Headmaster
2.	SYAMSUL, S.Pd M.M	M	B	Teacher
3.	MUNAWIR, M.Ag	M	C	Vice Chairman of Public relations
4.	NUR HAMID, S.Pd	M	D	Deputy Chairman of the Curriculum field
5.	KHANIFUL ADIB, S.Pd	M	E	Deputy Chairman of the Student field
6.	MOHAMAD NASIR, S.Pd I	M	F	Vice Chairman of field of facilities and infrastructure
7.	MOH ALI MURTADHO, S.Pd	M	G	Coordinator guidance and counseling
8.	AFAN SUCIPTO,S.Pd	M	H	Treasurer
9.	BAHROWI, S.Pd	M	I	Head of administration
10.	LATIFATUL MUNAWAROH, S.Pd	F	J	Teacher

11.	ULFIYAH HIDAYATI, S.Sis S.Pd	F	N	Teacher
12.	LILIK SURYATI, M.Si	F	L	Teacher
13.	SUMIARSIH, S.Pd	F	K	Teacher
14.	ANASTASYA PERDANA, S.Pd	F	M	Teacher
15.	ERMAWATI, S.Si S.Pd	F	O	Teacher
16.	MIMIN HABIBAH, S.Pd	F	S	UKS coach
17.	ILLA ATMI JAYANTI, S.Si S.Pd	F	R	Teacher
18.	EMISA UMAMI, S.E	F	W	Coordinator Ekstrakurikuler
19.	WIFI FAUZIAH, S.Pd	F	T	Osis coach
20.	M. SYAMSUL MA'ARIF, S.Pd M.Pd	M	PP	Teacher
21.	M. ALI MAHSUN,	M	AM	Teacher
22.	ANIS AMNAN M, S.T	M	P	Teacher
23.	SITI KHOTIJAH, S.Pd	F	V	Teacher
24.	CLARA ELIS YULITA, S.Pd	F	SL	Teacher
25.	SITI HAMIDAH, S.Pd	F	Q	Teacher
26.	LATIFFATUN NASIROH, S.Pd	F	SP	Teacher
27.	LATIFATUZZAHRO, S.Pd	F	Y	Teacher
28.	RADITYO UTOMO, S.Pd	M	SS	Teacher
29.	YUNUS ERDA M, S.Pd	M	AA	Teacher
30.	AKHMAD JAENURI, S.Pd	M	Z	Teacher
31.	MUH YUSUF, M.Pd I	M	BB	Teacher
32.	SUHARNO, S.Pd	M	CC	Teacher
33.	MAHSUN, S.Pd	M	EE	MAHSUN, S.Pd
34.	MUNAWAR, S.Pd	M	U	Vice Chairman of Public relations
35.	ULFA MAWADAH, S.Pd	F	Z1	Teacher
36.	BELQIS ANZELITA MAZIDAH, BA	F	LM	Teacher
37.	IMAM KHUSNUDIN, S.E	M	KK	Teacher
38.	MUH. JAMHARI, S.E	M	JM	Teacher
39.	MASHURI	M	-	Administration
40.	JAMALI SYAFA'AT,	M	-	Administration

41.	ANANG AS'ARI, S.Pd	M	-	Administration
42.	ALI HIJROH MUBAROK	M	-	Administration

E. The profile student

No	Name	No Induk
1	Nabila yesi	
	Jessica wulandari	
3	Sandia m.	
4	Arencha mayori	
5	Devi yupita s.	
6	Yasmin fauziana	
7	Zean najelina sy	
8	Rizka oktavia	
9	Umi mala	
10	Lilis maghfiroh	
11	Rade frianka w.	
12	Alfiah nur afida	
13	Rohmatul umah	
14	Salsabilla nur husna	
15	Izza afkarina u.	
16	Khoirun nisa	
17		

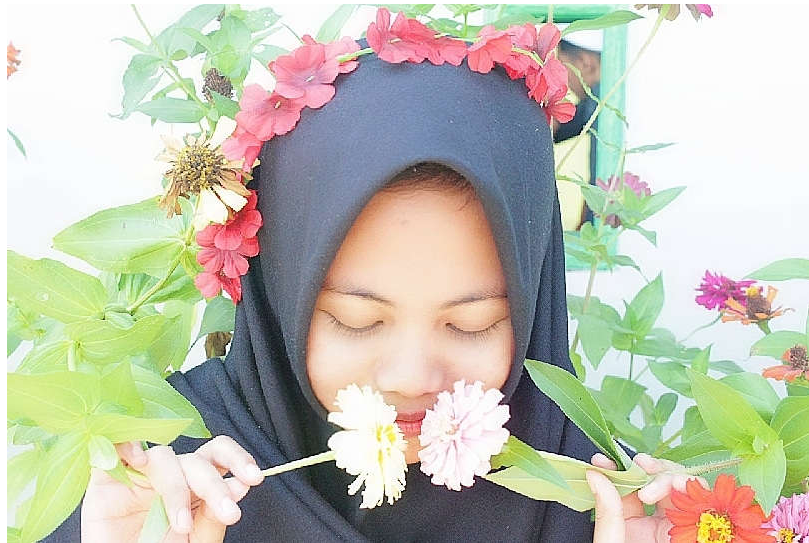
Appendix 6

Permit Letters

Appendix 6

Biography

BIOGRAPHY



Was born in Singojuruh, Banyuwangi, East Java 8th June 1997. I am the third daughter of Mr. Rusdi and Mrs. Musriah. I have two old brothers named Ahmad Nuruddin and Masruri Fadli.

My educational background are:

- TK KHADIJAH 132 (2002-2004)
- SDN 1 GAMBOR (2004-2010)
- SMPN 3 SINGOJURUH (2010-2013)
- SMA DARUSSALAM (2013-2016)

And continue my studies in DARUSSALAM ISLAMIC INSTITUTION BLOKAGUNG BANYUWANGI, and take the English Education Faculty start from 2016-2020.



INSTITUT AGAMA ISLAM DARUSSALAM IAIDA

FAKULTAS TARBIYAH DAN KEGURUAN
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Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

SMA Darussalam
Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Rektor Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **HIMMATUL ALIYAH**
TTL : **Banyuwangi,, 08 Juni 1997**
NIM/NIMKO : **16112210005/2016.4.071.0147.1.000004**
Fakultas : **Tarbiyah**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Krajan - Gabor - Singojuruh - Banyuwangi**
HP : **0**
Dosen Pembimbing : **Ridwan, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

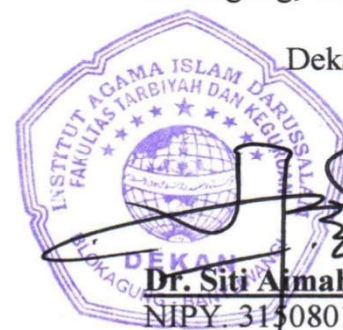
"The Strategy to Teach Writing Ability by Using Diary Writing at the Eleventh Grade Students of SMA Darussalam in Academic Year 2019/2020"

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 13 Juni 2020

Dekan



Dr. Siti Ajmah, S.Pd.I., M.Si.
NIPY 3150801058001



YAYASAN PONDOK PESANTREN DARUSSALAM

SMA DARUSSALAM

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Nomor:31/0165/429.245.300/2020

Yang bertanda tangan dibawah ini, kami Kepala SMA DARUSSALAM Blokagung Tegalsari Banyuwangi menerangkan bahwa :

Nama : HIMMATUL ALIYAH
Tempat Tanggal Lahir : Banyuwangi, 8 Juni 1997
NPM/NIM : 16112210005
Fakultas/Jurusan : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Lembaga : Institut Agama Islam Darussalam
Alamat : Singojuruh Banyuwangi Jawa Timur

Telah melakukan penelitian di SMA Darussalam Blokagung Tegalsari Banyuwangi untuk keperluan penyusunan skripsi dengan judul **"The strategy to teaching writing ability by using writing a diary at the eleventh grade of SMA DARUSSALAM in academic year 2019/2020"**

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Tegalsari, 28 Juli 2020

Kepala SMA Darussalam



AFAN SUCIPTO, S.Pd.

NIM 16112210005
NAMA HIMMATUL ALIYAH
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI S1 TADRIS BAHASA INGGRIS
PERIODE 20192
JUDUL The strategy to teach writing by using writing a diary at the eleventh grade students of SMA DARUSSALAM BlokagungBanyuwangi in academic year 2019-2020.



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	20 April 2020	05 Juli 2020	1. Problem & evidence, some previous thesis, the similarity and differences 2. Add more related literatures 3. What is qualitative? 4. Description of research data , implementation , finding 5. Discussion	20-04-2020 chapter 1 25-04-2020 chapter 2 30-04-2020 chapter 3 14-06-2020 chapter 4 04-07-2020 chapter 5 05-07-2020 chapter 6



Tabal Hija Andista, A.umd.

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CHAPTER I INTRODUCTION This chapter presents The Background Of Study, Research Of The Problem, Purpose of the Problem, Limitation Of The Resarch, The Benefits Of The Resarch, and Previous Study. BACKGROUND OF THE STUDY English is international language. It has become an important means which take an important role in the development of the world.

The development technology, science, cultures, they are the examples of any development which can not separate with english. All of people in the world as the agent of the development. They use english as the international language to communicate, share, give and take information or knowledge to other.

In order to follow those developments every nation must equip their citizens with the ability of using english. There are many ways can be used to learning english. One of the ways is through education. In Indonesia english is one of lesson that should be learned by students especially at the secondary school level, such as in junior and senior high school.

For the senior high school level based on standart of curriculum, the purpose of teaching english is to provide students with knowledge and skill in order they can to communicate in english in spoken or written. The progress of speak ability need the writing ability. Moreover, in the real life communication, can to speak in english is not enough. In this global era, many aspects of life need writing skill as a part of the necessity.

One of the examples which writing take an important role in the education setting. In education setting, student are hoped to be able to write a type of academic writing.