

## THE IMPLEMENTATION OF DIARY WRITING IN TEACHING WRITING RECOUNT TEXT FOR TENTH GRADE STUDENTS

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### Abstrak

Menulis buku harian dikenal berfungsi sebagai salah satu cara dalam mengarahkan siswa untuk terus menulis karena akan jauh lebih menarik. Semakin banyak mereka berlatih menulis, semakin baik mereka mengembangkan keterampilan menulis mereka. A. Hanan et al. (2015) mengklaim bahwa buku harian dikenal sebagai aktivitas menulis harian yang mencatat semua jenis aktivitas dalam satu hari. Hal ini diketahui secara pribadi ditulis oleh penulis. Dalam hal itu, ada banyak manfaat yang akan didapat guru ketika mereka mulai menggunakan menulis buku harian di kelas. Berhubungan dengan hal ini, peneliti akhirnya melakukan penelitian di mana itu mencakup bagaimana menulis buku harian dilaksanakan untuk mengajar siswa kelas sepuluh dalam menulis teks *recount*, bagaimana siswa melakukan keterampilan menulis mereka selama pelaksanaan penulisan buku harian, dan juga bagaimana siswa menanggapi penulisan buku harian itu. Untuk mendapatkan data, peneliti melakukan beberapa langkah untuk mendapatkan temuan yang dimulai dengan mengamati dan menganalisis proses belajar mengajar dengan menggunakan lembar observasi. Kemudian peneliti mengumpulkan transkripsi dialog yang diekstrak dari pembicaraan antara siswa dan guru, dan pembicaraan di antara siswa dengan menggunakan catatan lapangan. Selain itu, untuk membenarkan kemampuan menulis siswa, peneliti menilai dan menganalisis komposisi siswa menulis teks *recount* dengan mengali ke dalam aspek konten, organisasi, kosa kata, penggunaan bahasa dan mekanik. Akhirnya, untuk mengetahui bagaimana para siswa merespon keberadaan penulisan buku harian di kelas, peneliti melakukan wawancara. Di sini, temuan menunjukkan bahwa: pertama-tama implementasi penulisan buku harian berjalan ke beberapa tahap memperkenalkan apa itu teks *recount*, menunjukkan bagaimana menghasilkan paragraf yang baik dan akhirnya menunjukkan langkah-langkah dalam menulis buku harian; kedua hampir setengah dari siswa dianggap penulis susu yang baik sementara sisanya membutuhkan lebih banyak latihan; dan terakhir setengah dari siswa menunjukkan reaksi positif terhadap pelaksanaan penulisan buku harian.

**Kata kunci:** penulisan buku harian, keterampilan menulis, teks *recount*.

### Abstract

Diary writing is known to function as one of the ways in leading the students to constantly write since it should a lot more interesting. The more they practice to write, the better they develop their writing skill. A. Hanan et al. (2015) claimed that diary is known as a daily basis activity of writing in which it records all kinds of activities in one day. It is known to privately written by the author. In that case, there are lots of benefits that teachers will get when they start to use diary writing in a classroom. Due to that issue, the researcher finally conducted a research in which it covers how diary writing was implemented to teach tenth grade students in writing recount text, how students performed their writing skill during diary writing's implementation, and also how students responded to the diary writing's implementation. To obtain the data, the researcher did some steps in order to get the findings which it started with observing and analyzing the process of teaching and learning by using observation sheet. Then the researcher collected the transcription of the dialogues extracted from the talk between students and the teacher, and the talk among students by using field notes. Moreover, to justify students' writing ability, the researcher judged and analyzed students' compositions of writing recount text by digging into the aspect of content, organization, vocabulary, language use and mechanics. Finally, in order to know how the students responded to the existence of diary writing in the classroom, the researcher conducted an interview. Here, the findings showed that: first of all the diary writing's implementation went to some sort stages of introducing what recount text is, demonstrating how to produce a good paragraph and finally showing the steps in writing a diary; secondly almost half of the students were considered to be good writers of dairy while the rest needed more practice; and lastly half of the students were showing positive reaction towards the implementation of diary writing.

**Keywords:** diary writing, writing skill, recount text.

## **INTRODUCTION**

When it comes to the process of teaching writing, there is the so called Diary as one the forms of writing that actually helps the students during the process of learning writing. According to A. Hanan et al. (2015), diary is a daily writing routine that capture all activities in a day. It is written privately by the writer. There are many advantages when the teachers apply diary writing in English learning. First, the students will have more self-confidence if they feel the freedom, so the students will develop their fluency in writing. Besides, if diary writing is an enjoyable activity for the students, it can automatically prompt the students' interest in writing. Secondly, it is implemented to determine whether the students can catch the material or not because diary writing contains the reflection of what the students get from the lesson in a day. Thirdly, diary writing also increases the students' creativity which indirectly enables them to advance a communication skill.

Similarly, Blanka (2015) also stated that diary, also called a journal, is a notebook where people can write anything they want such as their thoughts, ideas, feelings or experiences. In line with with this opinion Rubin (2013) as cited at Blanka (2015) said that " more successful learners are in control of their learning; they know what they are doing and what they want to achieve; they know when they make mistakes; and they know how to go about correcting them. And in this process teachers can help their students provided that students allow them to see their diaries, comment on them and make relevant suggestions". Moreover, when the students try to write diary, they will also learn to write recount text because the students apply the past event that is relevant with recount text.

As a matter of fact some studies have been conducted under the issue of how diary writing can be beneficial. Wafa, Syaferi & Riyono (2010) investigated the progress in 10<sup>th</sup> grade EFL students' writing ability after applying journal writing at SMAN I Jekulo Kudus by using pre-test and post-test design. From that study, the result got was the students' scores are better by writing a journal. Furthermore, Dhamar Wisudhawan (2014) also investigated the use of diary writing which boosts the students' writing skill. This study was conducted for 8<sup>th</sup> grade Junior High school by using Recount text. The result of his study showed that there was a significant difference result between the experimental and control groups. He could show that diary writing gives much benefit in language learning and it is effective to be taught in different level of students.

However, both of previous studies only tend to focus on the improvement of student's scores by using 2 kinds of

test, pre-test and post-test. Thus, the researcher decides to conduct a research entitled "*The Implementation Of Diary Writing In Teaching Writing Recount Text For Tenth Grade Students*". In this study, the researcher is going to find out how the implementation of diary writing in teaching writing recount text to tenth grade students is, how the students' ability towards the implementation of diary writing is, and also how the students' response towards the implementation of diary writing is.

Related to the background of the study above, the researcher tries to answer these research questions, as follows.

1. How is the implementation of Diary Writing in teaching writing recount text to tenth grade students?
2. How is students' writing ability towards the implementation of Diary Writing?
3. How is the students' response towards the implementation of Diary Writing?

## **RESEARCH METHOD**

The researcher used qualitative study by presenting the analysis of the data obtained from the interview transcript. The subjects of this study were a teacher and 35 students of tenth grade of SMA N 1 Kota Mojokerto. The researcher chose the tenth graders because based on the basic competence of tenth graders in 2013 curriculum which contained of recount text. The data of the research were in the form of words and it was obtained from the result of field-notes during observation, students' writing task, and the result of students' interview. To collect the data, the researcher made use of observation and interview as the data collection techniques. Here the researcher used Field notes as the instrument to conduct the observation and functioned interview guidelines as the instrument to do the interview. When it comes to the process of analyzing the data, the first step taken was organizing and familiarizing. Here, the researcher got to know the data deeper and selected the most needed one. After that the researcher did the process of data coding and reducing. This was done to make the process of interpretation easier. Finally, the researcher interpreted the data by correlating them with the theories used in this study.

## **FINDING AND DISCUSSION**

### **The implementation of Diary Writing in teaching writing recount text to tenth grade students**

The activity of diary writing were described and explained it aimed to answer the first research question of how the implementation of diary writing in teaching writing

recount text for tenth grade student is. This implementation was done in 3 meetings. The first meeting was held on May, 12<sup>th</sup> 2017, the second meeting was on May, 15<sup>th</sup> 2017, and the last meeting was on May, 18<sup>th</sup> 2017.

According to procedure of the study in chapter three, there are three main stages of diary writing implementation which includes pre-writing 1, pre-writing 2, and main writing.

On Pre-writing 1 (First meeting - March, 12<sup>th</sup> 2017) The teacher did her first observation on May, 12<sup>th</sup> 2017 in X-5 science program. This science class program had 35 students. As the first activity, the teacher began to greet the students and check the students' attendance. After that, she gave the students' two kinds of recount text which had to be guessed by the students based on the theme. The first recount text theme was about happy experience story and the second was about sad experience story. Besides, the teacher also gave them an exercise paper that should be identified. In this part, the students were asked to observe the recount text, the generic structure and the language features. After the students finished, they were given a chance to answer about what they have been discussed. In this part, the teacher also explained and reviewed completely about recount text to make sure the students' understanding. After that, she asked the students to make their personal experience by making a short draft. This activity was focused to ease the students developing their writing in the form of paragraph. She did not forget to remind them about determining the theme, whether it was happy or sad experience story and concerning on the features of recount text. During the writing activity, the teacher also walked around the class. She also checked the students' work. In line with this activity, the researcher acted as an observer who observe the class during writing activity. The researcher would like to see the activity directly as well as to make sure that the students wrote the draft by themselves. When the time was over, the teacher ended the lesson and left the classroom.

On the Pre-writing 2 (Second meeting – May, 15<sup>th</sup> 2017) The second meeting was held on May, 15<sup>th</sup> 2017. The teacher did just like the previous activity at the beginning. She checked the students' attendance for the first time. Then, she continued the next writing activity. In this second meeting, the teacher focused on the students' draft before the students developed it in to diary writing. The teacher made sure the students to check their draft by concerning on the language features of recount text. They were also asked to make the draft by considering the generic structure of recount text. After the students finished their draft, the teacher began to explain about how to write a good paragraph. In this part, the teacher started to combine the students' draft to be diary writing. The

teacher automatically explained what diary writing is, the benefits of writing a diary, the steps to write a diary, and the example of diary. She delivered the material completely to make the students' understood easily. Moreover, she added that the students could show their feelings through this diary writing. The students were asked to create their best writing through the past experiences. This made the students so excited. However, some of them were still confused how to start writing.

The main writing activity was conducted on May, 8<sup>th</sup> 2017. This activity would lead the students to be critical because they were asked to develop their basic draft in the previous meeting. The activities were explained as follows:

The students wrote the first paragraph based on the draft made. Then, the students had to discuss it with the teacher. During this period, the students were guided by the teacher through sort of discussion in an attempt to find the best thesis to write.

The students continued to write the second, third or fourth paragraphs of recount text. Then, their work had to be discussed to the teacher. Within this period, the students were reinforced to write their own story but the teacher no longer fully guided the students. The teacher let them work independently.

The teacher showed the students another complete of recount text and analyzed it based on the text structure and language features. After that, the students did an exercise about related to the text. Within this period the teacher initiated the students to verify their understanding towards what they had written.

The teacher read and checked the students' writing and asked the students to answer some essay questions related to their texts. Finally, the teacher gave a feedback or comments to the students' works.

During implemented diary writing in English class for 3 meetings, the teacher found several problems. One of them was about students' writing skills in Pre-Writing Activity. The teacher had no idea about the students' basic knowledge of writing. Some of the students were still confused how to make draft whether it had to be sentence or just a phrase and how to make a background of the story. By checking the students' draft, the teacher could also know that some of the students still neglected the language features of recount text. Moreover, the teacher had to repeat her instruction for several times to make the students understood about they had to do.

In the main writing activity, the teacher also found some problems. For instance, the students had difficulties in expressing and organizing their ideas. Several students did not understand how to gather the sentence in a chronological order. The students did not chose appropriate vocabulary and they did many grammatical

errors. They also forgot the spelling and punctuation in writing. In line with this, the time for giving feedback and comments to the students was limited.

### **Students' writing ability towards the implementation of Diary Writing**

In the end of the application of diary writing in teaching recount text, the teacher asked students to compose their own recount text in a form of diary. Then, the teacher analyzed students' documents by using ESL composition by Jacob (1981) which include the aspects of; *content, organization, vocabulary, language use and mechanics*. The aspect of content is about ideas of students' document which was paragraph in diary. The aspect of organization aspect includes the compatibility between the students' writing and generic structures of recount text. The aspect of vocabulary analyzes the word choice of students in composing diary, for example the use of past form. The aspect of language use is mostly about the coherence one paragraph to another and how it represents a unity in a piece of writing. The aspect of mechanic includes the writing of word spelling, punctuation and capitalization that was used in diary.

The following contents were the description of students' writing documents:

#### **Content**

For the first component was the content. The result of analyzing was quite satisfying. Most of students were able to deliver their Idea in composing their recount text in a form of diary, concerning the content, three students (student 3, 4, and 5) wrote about their semester holiday, they conveyed about how they spent the holiday. The other three students composed different topics, such as: student 1 wrote about his bad experience when his neck stuck at the top of the spiky fence. The student 2 talked about separation when she was in the elementary school. The content writer by student 6 was about unforgettable experience. The result for all students had successfully completed in composing all structure of recount text in the form of diary writing.

#### **Organization**

The second componet was organization. It measured the suitability of students' writing toward the generic structured of recount text. Moreover, the sequence idea in each past was analyzed here. The result of the analysis was quite satisfying all students were able to compose their recount text well in a form of diary writing with complete generic structure, also they could deliver a sequence idea in their writing.

#### **Vocabulary**

In the term of vocabulary aspect, the students' ability in using and delivering words had increased rather than pre-writing 2. In this section, the improper vocabulary use was analyzed and revealed some students were wrong in using it, it could result in changing of meaning. For example: student 1 entry the sentence, *kite got stuck on my home precarious* must be *kite caught on my home precarious*. Student 2 entry the word *today* in sentence *today we've been waiting for finally come* must be *the that day we've been waiting for finally come*.

#### **Language Use**

In grammatical use, some mistakes were still found from some diary entries. Some students did not use past tense in composing their diary. All students' skill in using proper tense and grammatical rules had grown. However, there were several mistakes and some students' skill had difficulty in producing past form such as students 2 and 5 had some mistakes which they used present form in some words, for example: in student 2 entry, the word *begins* in sentence *the new school year begins* must be *began*. In student 5 entry, the word *sleep* in sentence *I sleep until 2 am* should be *slept*. Meanwhile student 1 achieved the highest score for using past form in whole of his her last entry.

#### **Mechanic**

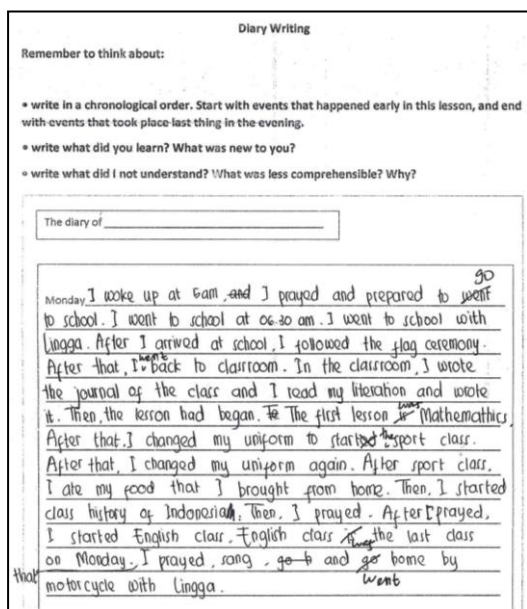
In the last section, amount of sentences and paragraphs of students' entries had significantly increased in which no more students whose diary less than two paragraph. They even conducted more than 2 paragraphs in the last entry. This aspect was also focused on the spelling, punctuation, capitalization and also hand writing. The result was good enough. Most students were able to write every single word correctly. The problem just appeared in the punctuation and also capitalization, in the term of coherence and cohesive, the result was also satisfying. As the teacher observed, although students were able to compose diary writing well, they still needed more practicing on how arrange a good English text.

The result is classified into four categories of: Excellent to very good, Good to average, Fair to poor and Very poor.

#### **1. Excellent to Very Good: student 9**

First of all, within this category, the content of students' writing are considered to be knowledgeable, substantive in terms of developing thesis to be relevant as what the assigned topic wants them to do. Secondly, the organization of students' writing at this point has to show fluent expression, clearly stated/supported ideas, well-organized arrangement of paragraphs in terms of its logical sequencing and cohesive. Thirdly, the vocabulary of students' writing has to show such a sophisticated range

that effective word and idiom choice are frequently used usage while mastering forms of words with appropriate register. Fourthly, the language use of students' writing has to demonstrate effective complex use construction. It also shows few errors of agreement in terms of word order function tense, articles, number, prepositions, and pronouns. Lastly, the mechanics of students' writing has to demonstrate mastery of conventions in which few errors happen on spelling, punctuation, capitalization, and paragraphing. Below is the result this student's diary writing.



2. Good to Average : student 2

To begin with, the content of students' writing under this category is at the level where some knowledge of subject is found to be in an adequate range in which the thesis development is still limited. Besides, it is mostly relevant to topic. However, it lacks of details. Secondly, the organization of students' writing at this level is found to be somewhat choppy, loosely organized but main ideas stand out with limited support and it is logical. However, the sequencing is incomplete. Thirdly, the vocabulary of students' writing is at adequate range where occasional errors happen on word idiom form and choice. Besides, the use of it represents the meaning but it is not obscured. Fourthly, the language use of students' writing is found to be effective but simple in terms of constructions with minor problems. Several errors are found within agreement, pronouns, tense, word order/function, articles, number, and prepositions but meaning is found to be seldom obscured. Lastly, the mechanics of students' writing shows occasional errors in terms of capitalization, punctuation, spelling, and paragraphing. However, the meaning is not obscured.

3. Fair to Poor: student 10

For starters, within this category, the content of students' writing is at the level where the knowledge of subject is found to be limited. It also indicates little substance and inadequate development of topic. Secondly, the organization of students' writing is found to be non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Thirdly, the vocabulary of students' writing is found within limited range of frequent errors in words and idiom forms where choice of words and its usage cause confusion in order to obtain the meaning. Fourthly, the language use of students' writing is at major problems where simple/complex constructions cause frequent errors of negation in terms of tense, agreement, word, number, pronouns order, prepositions or fragments function, articles, deletions where the meaning causes confusion. Last but not least, the mechanics of students' writing show frequent errors in terms of capitalization, punctuation, paragraphing, spelling, poor handwriting, and still the meaning causes confusion.

4. Very Poor : student 11

To begin with, within this category, the content of students' writing does not show knowledge of subject which is considered to be not pertinent, non-substantive, and not enough to be evaluated. Secondly, the organization of students' writing does not communicate well. The organization is also found to be unwell arranged plus not enough to be evaluated. Thirdly, the vocabulary of students' writing is essentially in the form of translation where little knowledge of English vocabulary, idioms, word form exists. Fourthly, the language use of students' writing virtually shows no mastery of sentence within construction rules and it is dominated by errors. Besides it does not communicate well. Finally, the mechanics of students' writing indicates that there is no mastery of conventions and it is dominated by errors within the aspects of paragraphing, spelling, handwriting, illegible capitalization, and punctuation.

**Students' response towards the implementation of Diary Writing**

To know the students' opinion and feelings during diary writing, the teacher used data from interview to get the information of diary writing benefits. It was because the basic implementation of using diary writing enabled the students to express their personal feelings, thoughts, and experiences. Meanwhile, to know the students' response, the researcher used the teacher's note and interview to students' activities. The result of the interview showed that most of the students got some benefits of composing diary writing in the form of recount text. Furthermore, the

students said that implementing diary writing in English class by the teacher could enhance their critical thinking and it was a good way to train their English writing. In English learning, the students become more active and excited to compose their own stories in diary. However, several students were still confused to start their writing in the beginning.

Here, the students were taught and guided how to write well and they were accustomed to write, just not like the previous writing English with monotonous technique. The researcher proved that the students' writing skills had a better progress during the implementation of diary writing. Also, the students had been given an opportunity to share their own ideas and to organize sentence by sentence in their story. Though the students had limitation in English vocabulary, they looked so confident as long as the teacher appreciate their diary writing. The students' fear in writing were decreased. The final result also explained that the students were enjoyable participating in this diary writing. They could decrease their own boredom in English class after they figured out that diary writing was a fun way to empower writing skill.

Here some responses of the students toward diary writing.

### 1. Enhancing Writing Skill

Student 2 said in interview that:

*"Well, this thing is practicing all the skills, like grammar, tenses and vocabulary as well. As well as our creativity in writing also comes to improve."*

Student 4 said:

*"Diary writing is initially boring, but it helps in grammar, vocabulary and tenses."*

Student 1 said:

*"Because it helped students like me, kak. So I could be more accustomed to writing and I could have more practiced that would make me a better writer."*

Student 3 also said:

*"Diary writing was very helpful. The diary writing helps me to be more accustomed to writing, because I rarely wrote before especially in English."*

### 2. Diary As A Fun and An Interesting Way in Writing

Writing activities in a recount text using diary were also recognized by students as one of the interesting ways, because by the form of diary they could input anything from their thought and feeling. It did not look a formal writing. Based on the teacher's note, writing activities using diary was able to make them more active and enthusiastic in following the subject or English lesson.

Related to the interview the student 2 said that:

*"It was so helpful, kak. This is the most interesting and fun way to learn English."*

Student 5 also had similar opinion that:

*"The part that I like, can be straight forward, like we can write anything we want to just feeling free."*

Student 4 said that:

*"Like I said earlier,. I used to not love English. So my English is bad. So when is start to like it how, I will continue to study, use one of them."*

### 3. Difficulties in Making Diary

The task of writing a recount text in the form of diary writing considered difficult by some students. However, this was no longer burden the students, because the task was carried out regularly and the topic was free so that they were enjoying the process of diary writing.

Followed by student 2, he said that:

*"I do not understand about coherence and cohesion a bit. Even though my mate already knows, but I am still confusing using right words to connect the second paragraph to the third paragraph."*

Student 3 said:

*"How is it, to get confused about what to write, the topic."*

Student 4 also said:

*"Well ok then. I am having hard time designing the verb 2 and verb 3. And the tense that are past. Like past continuous, past perfect and many other."*

### CONCLUSION

First of all, the implementation of diary writing in teaching writing recount text for tenth grade students was good and successful. Based on the data got from the observation, the teacher had done the diary writing by following the stages, those are: Pre writing , pre-writing 2 and main writing. It could be proven that the teacher also guide the students before they start to write diary. The teacher were asked the students to make a draft before combine it in to diary writing. Thus, the teacher did good step.

Second of all, the students' writing ability toward the implementation of diary writing showed a good composition and progress. In this case, the students were able to organize and generate their own ideas to be a good diary story. During main writing activity, the students were asked to discuss their own diary writing to the teacher. This activity means that the teacher's role was very active to

check the students' writing, especially checking the students' grammar. This part could decrease the students' fear during diary writing as long as the teacher needed face to face time for the students.

Finally, the students responses toward the implementation of diary writing showed that the students had good enthusiasm. Based on the result of interview, most of students agreed that diary writing was a fun and interesting way to be implemented in English writing. This way led the students' to be more critical and active. The students could explore their ideas and train their mind to create a personal experience story. In fact, the implementation of diary writing for tenth grade students got positive responses.

### Suggestions

Based on the result of the research above, the researcher decides to give some suggestions for the teacher who wants to implement diary writing in English class should select the kinds of the text which is going to be taught. The text given by the teacher can determine the students' interest and willingness to participate in diary writing. Moreover, the teacher should be more creative in delivering the material, such as explaining the material by showing her feelings to the students. The last, the teacher should give clear instruction to the students who will have a writing activity. A clear instruction can ease the students to do the task given by the teacher. For future researcher, who are interested in the use of diary writing in teaching writing can use this research as a reference in order to make a better research in the related field.

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