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A PICTURE OF THE ABILITY TO WRITE A JOURNAL DAILY BY STUDENTS OF ENGLISH DEPARTMENT**Wirhayati**

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ABSTRACT

Producing a good writing needs methods and strategies that can help authors to develop their ideas and then train them continuously to produce good writing and systematic compilation according to rules applied. The purpose of this research is to know the development of writing skill in the students of English Department after using daily journal method. This research was conducted by using Journal Writing method written by 25 participants. All participants are the students of the English Department Faculty of Letters of Pamulang University who are studying in the third semester writing class. The instruments used for this study are the paragraphs written by the participants every day for 4 months. All writings are identified and checked to know the progress of their writing for a semester. This research is intended to explain how the students are able to write according to the target language, and can write paragraphs with various topics. This issue is useful for lecturers as it provides information about common problems in writing that can be useful guides in effective writing materials for students.

Keywords: *writing, paragraphs, methods, strategies, and daily journals*

Introduction

Writing is one of the English skills taught and studied by English Department students in faculty of letters. The course of writing teaches students how to convey information, messages, ideas, and events in the grammatically correct cluster of sentences. As the students of English Department they follow and learn how to write a good paragraph or essay in accordance with the standard of teaching English to improve the ability to write effectively with the targets to be achieved. Since English is a foreign language in Indonesia writing a paragraph or essay is not easy for the students. Writing is a process that requires aspects of specific aspects that must be considered to produce good writing.

Many people love reading rather than writing because writing is felt to be slower and more difficult. However, writing skills are indispensable both in school life and in society. Students need writing skills to copy, record or complete their tasks. People need the ability to write for the purpose of sending letters, filling out forms, or making notes. Expressive writing is expressing thoughts and or feelings into a form of writing, so that it can be understood by others. Expressive writing is also called composing or composition. In order to be able to write expressively one must first have the ability to speak speech, read, spell, write clearly, and understand the various rules that are applied to a type of writing.

Writing will be an exciting and rewarding activity for students if they already know and understand the correct way of writing. Therefore, the role of a teacher or a lecturer is very important to support student activeness in writing. It should be understood to the students that they must understand correctly with what will be written. It is important that the understanding of what is to be written must be completely clear so that the information or message to be conveyed to reader is clear. Many aspects to note in writing are not only grammatical but also including capitalization, punctuation and content.

Some students think that writing is difficult because English is a foreign language and many things that must be considered to produce good writing according to the applicable standards. One of solutions to produce a good writing is to train a student on continuous writing is one effective way to reduce mistakes and improve their writing skills. Many students have difficulty to write because of their lack of knowledge about writing and also lack of practice. When they get into trouble and there is no significant increase in writing, it makes them lazy to continue. To overcome the problems faced by the students in writing need to find a solution so that the constraints faced when writing can be overcome and they still want to continue writing and do not stop when facing with the problem.

The difficulties students face when writing are an important issue and must be solved. Usually the errors that students often encounter are the use of inaccurate grammatical, unintelligible sentences and meaningless sentences. This error is often found in writing a paragraph or essay because of their lack of understanding and ignorance of it. It is necessary for a teacher or lecturer to teach on how to write well according to the applicable English teaching standards. To achieve the purpose of teaching writing as expected, then it is necessary to find and apply an

interesting and effective method so that students can follow and gain a lot of knowledge, pleasure and motivation to write more.

Writing daily journals is a method that can be used to train and motivate students to be more frequent and good at writing both in the classroom and at home. With a daily journal the student is expected to deliver their various information, ideas, and experiences in writing every day. They write what they see, hear, taste and experience daily by spending about ten minutes each day writing it in their journal. For the topic of writing, lecturers or teachers can direct or give some of the topic suggestions they can use in writing. By giving the topic of choice will help and facilitate the student in conveying his idea. This method can be applied as a good and effective way for improving students' writing skills. Daily journal method is aimed to encourage students who are usually passive to be active writing. This method is used to assist students in solving problems they face in writing. The difficulties they face in writing are expected to be helped in the right way and strategy so that they get a solution to the problems they face in writing. The method of writing this daily journal is one of the best methods applied for the purpose of encouraging students' enthusiasm to write things that happen in their daily activities so that it helps the passive students become active in writing.

The picture of student's writing before using a daily journal and the picture of student's writing after a daily journal are the problems found in this research. Also, the interest of a student's writing using daily journal is described in this research. For these reasons, then this research is formulated and analyzed in order to get the solution of the students' problems. Based on theories, Oshima (1998) explains, author writes ideas in a paragraph or an essay has to follow some steps to produce a good paragraph or an essay because writing is a process, not a product and any kinds of writing, whether it is a composition for an English class or lab report for a chemistry class, is never perfect, it is always possible to review and revise, and review and revise again. It means that learners need to do some steps to produce a good result of their writing. Next, Harmer (2011) says, students make mistakes in their writing, slips or errors are commonly mistakes cover all terms in wrongness. Then, According to Tarigan (2008) writing is the activity of expressing idea and mind into the form of graphic symbols to become a unified language unity, so that others can read the symbols of that language in form of essay. O'Malley and Pierce (1996) states, the author uses a way of writing to convey or inform news, ideas or pointers to the reader with a form describing

events and experiences, analyzing concepts, causal and developing related new ideas. Finally, Johnson and Smith (1998), argue that teacher-centered learning and student-centered learning have their own benefits in educating students.

The approach used in this research is important for explaining the results of later inventions. Thus the method used in this research is descriptive qualitative. According to Creswell (1994), qualitative research is qualitative data in the form of words, and is conducted in the reality of the object in its natural setting. Then, Flick (2007:57) states, “a major part of qualitative research is based on text and writing form field notes and transcripts to description and interpretation and finally to the presentation of the findings and of the research as a whole”. Based on experts’ opinion above, it is clear that qualitative descriptive method is a research method that produces descriptive data described in the form of words, schemes, and images.

Findings and Discussion

The research activities include (a) description of the initial conditions of student writing skills, (b) initial conditions of student writing interest, (c) final condition of writing skill with daily journal.

Description of Initial Conditions of Student Writing Skill

In this research, the data collected for compiling the report was obtained from observations, interviews, questionnaires, and document review. Learning writing for students of the 3rd semester has reached the advanced writing stage. The learning has led to the preparation of writing descriptions and narratives as a means of expression and communication that is not too simple. In class they are only required to write a paragraph in descriptive and narrative.

Writing lessons learned by students are already in simple paragraph writing with a structured technique. Writing activities have begun in the exercise of pouring ideas, feelings, and experiences through writing to be read and understood by others. This means that students are simply required to organize their thoughts in sentences composed with some of the rules they have learned.

The importance of writing exercises to achieve good writing in accordance with English grammar standards and correct writing techniques is of paramount importance because there are still many students who have not understood these matters. Basic competencies to be achieved include: writing descriptions, writing fictitious stories, completing unfinished paragraphs, and

compiling paragraphs. The subject matter listed in the syllabus: description of a person, thing, place, and animal based on its characteristics, and a story of experience or event that also includes paying attention to the writing of punctuation and capitalization.

From the observation of the initial learning found some conditions that need to be followed up, among others:

1) The implementation of learning is still classical. It is active lecturer of passive students. This is apparent in the classroom writing lessons during observation. Lecturers speak more and students listen. In learning there are components that must be done in effective teaching. What is meant by effective learning is student-centered learning. Starting from lecturers acting in front of the class, students watch the students acting, working, and working, lecturers directing. Teaching should focus on "how to" students use their new knowledge. Learning strategy is more important than the result. Feedback is very important for students, which comes from the correct assessment process assessment.

(2) The use of lecture method is still dominant, the student sounds simultaneously when answering lecturer questions. The courage to ask students has not been seen. The lecturer teaches about the structure, it appears in the explanation of the use of capital letters, punctuation, and paragraph writing. Use of teaching methods, skills to assess learners' learning outcomes as well as selecting and using learning strategies.

(3) In addition, the interest of writing students is still low. During this time, students always assume that writing is a difficult task, in addition it also saturate. That's because they are still a bit of knowledge writing so that when they write they can not develop the idea. So some students complain when got the writing assignment. Moreover, if the writing assignments are done in the classroom because they have little time to write and they do not have much idea or information to write.

From the description of the three conditions found in the process of learning to write students in the classroom and questionnaire interest in writing students can be drawn conclusion as follows. So far, learning is still centered on lecturers. Students are still passive. Classroom management is not maximized. Students can not work or write well. And the interest of writing students is still low. Seeing from the state of all the students in writing (writing) class, it is necessary to learn the writing habits to optimize the role of students so that active, productive,

creating a fun learning atmosphere, achieving meaningful learning outcomes for students and students can produce good writing in the activities writing class.

Most students have no writing habit. There are still very few students who are used to writing essays in English. They have no interest and motivation to write every day. That is because they do not have the ability to write and do not know what the right writing, let alone revise it. At home some of them are not guided by parents because parents, unable to guide writing let alone write in English. For that, lecturers need to guide students write and revise it and cultivate their writing hobby

Tabel.1
Values of Writing Skills Prior to Daily Journal

No	Name	COMPONENT					Score
		Idea (30)	Orga nizati on (25)	Structu re (20)	Vocab ulary (15)	Spelli ng (10)	
1	Student 1	16	15	13	8	8	60
2	Student 2	17	17	15	9	8	66
3	Student 3	20	20	16	10	9	75
4	Student 4	20	18	15	7	9	69
5	Student 5	17	16	12	7	8	60
6	Student 6	18	17	15	8	9	67
7	Student 7	21	20	16	10	9	76
8	Student 8	20	20	18	8	8	74
9	Student 9	16	18	16	7	8	65
10	Student 10	15	15	12	7	7	58
11	Student 11	15	13	14	7	7	56
12	Student 12	16	17	15	8	8	64
13	Student 13	18	17	15	8	8	66
14	Student 14	12	15	15	7	7	56
15	Student 15	20	19	18	9	9	75
16	Student 16	16	17	16	6	8	65
17	Student 17	21	20	18	7	8	74
18	Student 18	19	18	16	8	8	69
19	Student 19	18	17	16	6	7	64
20	Student 20	22	22	17	10	8	79
21	Student 21	18	18	18	7	8	72
22	Student 22	20	20	17	8	8	73
23	Student 23	23	22	18	8	9	80

24	Student 24	17	17	15	8	8	65
25	Student 25	19	20	18	7	8	72

Table.2
Rating Scale of Writing Skills

Component	Very good	Good	Enough	Less
Ideas (I)	27-30	22-26	17-21	13-16
Organization (O)	22-25	18-21	14-17	10-13
Structure (T)	18-20	14-17	10-13	6-9
Vocabulary (K)	13-15	10-12	7-9	4-6
Spelling (E)	9-10	6-8	3-5	0-2

Table. 3
Level of Assessment Qualification

No	Level of Success	Qualification
1.	80 – 100	Very Good (A)
2.	70 – 79	Good (B)
3.	56 – 6	Enough (C)
4.	46 – 55	Less (D)
5.	0 -45	Very Less (E)

Final Condition of the Students Writing Skills with Daily Journal

In this research, the problem studied is the learning of writing on the students of English literature that is writing by creating a "daily journal". To make it easier for students to write and develop their ideas in this case the students are advised to write their daily journal in the form of descriptive and narrative writing. In this study, the focus is daily journals with a variety of topics that they usually see, taste and also personal experiences or other people's experiences. They can also write with their own imagination. They should spend a few minutes each day writing about the free topic they want to write by following the procedures and stages of the writing that they have learned, or they may take the topic of some examples of topics that have been given by lecturers in class. Previously they had learned how to write paragraphs including correct writing procedures and techniques, then as an assignment, they had to write a daily journal. Lecturers give

time for approximately four months. Every week they should report the results of writing that they wrote. Lecturers then corrected their writing.

Table 4.
Values Writing Skills after The Daily Journal

No	Name	COMPONENT					Score
		Idea (30)	Organiz ation (25)	Structure (20)	Vocab ulary (15)	Spelli ng (10)	
1	Student 1	20	18	15	8	9	70
2	Student 2	22	21	20	10	8	81
3	Student 3	23	23	19	10	8	83
4	Student 4	22	22	18	10	8	80
5	Student 5	20	20	18	9	8	75
6	Student 6	20	20	19	10	8	77
7	Student 7	22	22	17	13	9	83
8	Student 8	20	21	20	8	9	78
9	Student 9	16	21	19	8	8	72
10	Student 10	18	19	18	8	9	72
11	Student 11	18	18	17	8	8	69
12	Student 12	18	19	18	9	8	72
13	Student 13	17	19	18	9	9	72
14	Student 14	20	19	18	8	9	74
15	Student 15	21	20	21	9	8	79
16	Student 16	18	18	18	8	8	70
17	Student 17	22	22	18	8	8	78
18	Student 18	18	19	19	8	9	74
19	Student 19	18	18	18	8	8	70
20	Student 20	24	23	18	11	9	85
21	Student 21	21	20	20	8	8	77
22	Student 22	22	20	18	9	9	78
23	Student 23	25	22	20	10	9	86
24	Student 24	20	19	17	9	8	73
25	Student 25	22	21	18	9	9	79

Writing Analysis after the Daily Journal

At the end of the practice of writing in the way of daily journals, students' writing skills have improved. From the results of their writing during the journals that successfully achieved by students is to write the contents of the ideas raised, organize content, grammar, and spelling.

This success is achieved by applying continuous writing exercises consistent on students. The application of daily journals with the help of paragraph modeling with lecturers as examples, learning to develop ideas, ask questions, and understanding. By looking at models or examples of a few paragraphs from lecturers, friends, books or magazines, they can learn to write more varied and interesting paragraphs by developing other thoughts or ideas. Then the students in class also discussed to solve the problem. In the discussion of question and answer about the problems they face in writing. At the time of questioning students find and solve the problem. Little by little the students have changed. This change leads to improve writing skills. The change of each student varies. The speed of thinking and understanding of a concept will influence on the level of ability. Therefore, lecturers must understand and appreciate individual differences. Lecturers must be able to provide services to each student in accordance with the level of improvement. Difficulties experienced by students then used as a basis in taking action or solution. At the end of writing training with daily journals, students are improving. Writing skills increase students. They are able to express the content, the idea correctly, the path is coherent. Students are also able to organize the contents, writing has been formed framework; opening, content and cover. In addition, students have been able to use grammar and spelling well. They also use Components of grammar that have been mastered by using capital letters, and punctuation. For the sentence structure there is still a lack of mastery on some students. As for the spelling, they do not make many mistakes most of the students have been able to write the word spelling correctly.

From the writings that have been done by students can be seen their ability in writing. It is described that some students have good writing skills. This may be because their interest and in writing is very positive. And feeling is a psychic activity that should not be ignored because the feelings in the child will affect the writing activity. Feelings of joy, satisfaction, or joy will shape a positive attitude, while feelings of fear, sadness, hatred, and so on will create a negative attitude. With pleasure, intrinsic motivation can be develop and lead to the achievement of goals. Child's interest is a capital that can not be ignored in writing activities. Interest is a non-intellectual factor that has a major influence on the success of writing. This interest is one of the cause differences in the child's ability level. Great interest will achieve a satisfactory writing ability. Conversely, writing without interest will result in low achievement. A person who is interested in something usually has a strong urge to actively engage in the goods or activities that interest him. From him

arises the urge to perform activities that can satisfy his desire in achieving a goal. An activity will not succeed in reaching its destination without any interest in it.

In addition to develop the creativity of students, lecturers should take the material from several sources in accordance with the teaching materials in class. The smooth learning of writing in the class still needs to be improved with discussion, question and answer. Demand lecturers to be active, creative, and innovative. The lecturer should prepare lesson plans, preparing media, creating worksheets, prepare an evaluation tool, always be in the middle of students. The need for writing exercises to improve writing skills of students in a variety of interesting topics in such of daily journal is a good way.

Conclusion

Based on the formulation of the problem, the presentation of data and discussion of research results that have been implemented, it can be concluded that the use of writing activity strategies with daily journals in the process of learning writing can improve the ability to write a paragraph to the third semester students of writing class. From the results of this study note that the use of writing activity strategies with daily journals on students is a significant impact on improving the ability to write English essay. Besides, the level of their writing interest increases. Students are more motivated to write various topics for their paragraphs. In terms of content and organization also has begun in progress and more arranged in order of events with a neat. Then grammar, vocabulary and spelling have been improved. There are still grammar errors but not too much and the use of vocabulary has started to vary. It can be seen from the test results before using the daily journal strategy of their writing is still lacking or has not achieved satisfactory results. While the results of student writing after the implementation of daily journal strategy, the results of writing that they make is better and get a satisfactory rate. Although there has been progress in writing skills but there are still some students whose grades are not satisfactory and therefore still need practice to improve their writing results.

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