

## **Students' Perception On Their Writing Competency Through Diary At The Ninth Grade Of MTsN 8 Agam**

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### **Abstrak**

Penelitian ini dilakukan berdasarkan fakta penggunaan buku harian dalam proses pengajaran keterampilan menulis di MTsN 8 Agam. Pertama, tanggung jawab siswa terhadap tugas buku harian masih rendah. Kedua, beberapa siswa mengalami kesulitan dalam menghasilkan ide melalui buku harian. Ketiga, beberapa siswa mengalami kesulitan dalam membuat kalimat melalui buku harian. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap kompetensi menulis melalui buku harian di kelas sembilan MtsN 8 Agam. Penelitian deskriptif kuantitatif digunakan sebagai metode penelitian. Sampel penelitian ini adalah 56 siswa. Pengumpulan data dilakukan dengan menggunakan kuesioner yang disebarakan kepada siswa dengan menggunakan Google Forms. Data dianalisis menggunakan langkah statistik metode kuantitatif. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap kompetensi menulis melalui buku harian adalah 78% yang berarti positif. Secara rinci diperoleh persepsi siswa berdasarkan persepsi kognitif sebesar 81,2% (kategori positif). Persepsi siswa ditinjau dari persepsi afektif sebesar 74,8% (kategori positif). Dan persepsi siswa ditinjau dari persepsi konatif sebesar 74,5% (kategori positif). Disimpulkan bahwa persepsi siswa terhadap kompetensi menulis melalui buku harian secara umum termasuk dalam kategori persepsi positif.

**Kata kunci :** *Persepsi Siswa, Kompetensi Menulis, Buku Harian.*

### **Abstract**

The research is conducted based on the facts on the use of diary in the process of teaching writing skill in MTsN 8 Agam. Firstly, students' responsibility for the diary task was still low. Secondly, some students has difficulty to generate the ideas through diary. Thirdly, some students has difficulty in making sentences through diary. This research aims to determining students' perception on their writing competency through diary at the ninth grade of MtsN 8 Agam. The descriptive quantitative research was applied as the research method. The sample of this research was 56 students. The data were collected by using a questionnaire distributed to students by using Google Forms. The data were analyzed using statistical

steps of the quantitative method. The result of this research showed that students' perception on their writing competency through diary was 78%, which means it was positive. In detail, it was found that students' perception based on cognitive perception was 81,2% (positive category). The students' perception in terms of affective perception was 74,8% (positive category). And students' perception in terms of connative perception was 74,5% (positive category). It is concluded that students' perception on their writing competency through diary generally was categorized as positive perception.

**Keywords :** *Students' Perception, Writing Competency, Diary.*

## INTRODUCTION

In English language teaching, writing is one of the important skills since it facilitates those who want to express their ideas and feelings to others. Writing can be used as a way to share opinions, experiences and information with others. Through writing skills, students can write down what is in their mind and express their opinion according to what they want to convey. Students can also increase the knowledge they already known and those they do not know yet.

Writing is the process of expressing the writers' feelings, ideas, and thoughts to the readers. Through writing, students can share information, stories, ideas, or thoughts with others in the form of written text that can be read by everyone. Based on Curriculum 2013, the purpose of teaching English is to provide students with the knowledge and skills necessary to communicate in English both in spoken or written at the informative level. In writing competence, students are expected to develop their potential to have communicative competence in functional texts using various written English texts. In other words, students can express their ideas and form it into a good written text. However, it is not easy for students to master writing skill. Students often find difficulties in writing, mostly on how to get generate the ideas and develop them into good sentence structure. In addition, the lack of vocabulary also are obstacle for students to write. Therefore, students need intensive writing practice becomes aimed to improving their writing skill, both of in the school and out of the school. Teachers also play a role in making teaching more fun to stimulate students' interesting in writing.

One of the activities that can help students improve their writing skills is keeping a diary. Writing a diary can help students improve their writing skills. Keeping a diary is a tool for recording personal thoughts, daily experiences, and developing insights (Dincel & Savur, 2019). Diaries usually focus on meaning rather than form in which students can write an interesting topic. According to Oshima in Hermawan et al., (2020), writing a diary can help students develop their writing and provide many opportunities for students to write freely. Diaries also make students more motivated and make it easier for them to express their feelings. Through diaries, students can write whatever and whenever they want, such as about their feelings, daily activities, experiences, etc.

Harmer states that writing a diary is the same as writing a journal. Harmer added that there are several benefits in using a diary. First, diary contain the value of reflection. Diaries allow students to think about what and how they are learning. This kind of introspection may

well lead them to insights which will greatly enhance their progress. Second, freedom of expression. Writing a diary makes students more free to express their feelings. Furthermore, developing writing skills. Writing a diary contributes to improving their fluency in writing (Harmer, 2004). Writing a diary is one of the ways to make students enjoy doing writing activities because writing a diary is fun and can be adapted to the various experiences that students have.

Based on preliminary research conducted through observations and interviews on 20-21 February 2023, it was found that teachers used diaries as learning media in the English learning process. The teacher applied diary to train students in writing and also to enrich students' vocabulary. At first, the teacher gave instructions on how to write the diary. In this case, the teacher got the students to write whatever they want in the diary, such about their activities, their feeling, their experience, and many others.

Then the teacher got students to collect the diary every week to be given assessment. In giving the assessment, there are four assessment criteria, namely content, grammar, creativity, and number of pages. Content aspect refers to the students' ability to write their ideas in the diary, grammar aspect refers to the accuracy in the use of grammar, creativity refers to the students' creativity in decorating their diary, and number of pages refers to how many page that students use in writing the diary. Students who fulfil all four criteria will be given prizes by the teacher while students who do not keep a diary will be punished.

The research on the students' perception on their writing competency through diary is conducted based on three rationalities. Firstly, students' responsibility for diary assignments is still low. From the interview with the teacher, there were many students who were late in submitting their diary assignments. The teacher explained that some students forgot to write the diary. There are even students who copy their friends' diaries to avoid punishment. In addition, some students also do not comply with the rules of diary writing that have been given by the teacher such as including time information and giving decorations in diary writing to make it look more beautiful.

Secondly, students have difficulty to generate their ideas through diary. Based on interviews with students, they often feel confused about how to start writing and what they want to write. They have difficulty in expressing themselves. They are also afraid of making mistakes in writing. In addition, most of students consider themselves not good in writing. They assume that they have no talent in writing so that it affects their attitude in writing.

Thirdly, students have difficulty in making sentences through diary. This is caused by the lack of vocabulary and grammar mastery. Based on observations, some students are still confused about how to write a word, what tenses they should use and also punctuation. From the observation, when students were given the task to write a recount text, some students made mistakes in grammar, such as changing the word "find" to "found", "go" to "went" and others. This caused their ideas not to be conveyed well. Based on the explanation above, it is scientific reason to conduct the research about students' perception on their writing competency through diary. So, from these background of the problems, researcher are interested in exploring students' perception after experiencing the learning process through diary.

## METHOD

This research used descriptive quantitative. Descriptive quantitative is research conducted to provide answers to a problem and obtain broader information about a phenomenon by using the stages of a quantitative approach. The descriptive quantitative is used to make a picture or describe a situation objectively. So, this research relates to the description of students' perception on their writing competency through diary. The population of this research was Third-Grade students in MTSN 8 Agam. In this research, the researcher used simple random sampling. Simple random sampling is sampling that provides an equal opportunity for each member of population to be selected as a member of the sample (Creswell, 2012). In this research, the researcher used simple random sampling because every member of the population has an equal chance of being selected. The number of sample in this study was 56 students. The instrument used in this research was questionnaire that consist 20 statements. To collected the data, the researcher distributed the questionnaire to the students through Google Form. Then, the researcher collected the data. In analyzing the data, the researcher calculated the percentage of data, then the researcher looks for the mean of the data. After found the mean of the data, the researcher calculates all the percentages obtained from each indicator and get an interpretation of the data. The results of the percentage of data can be seen from the interpretation of the data below:

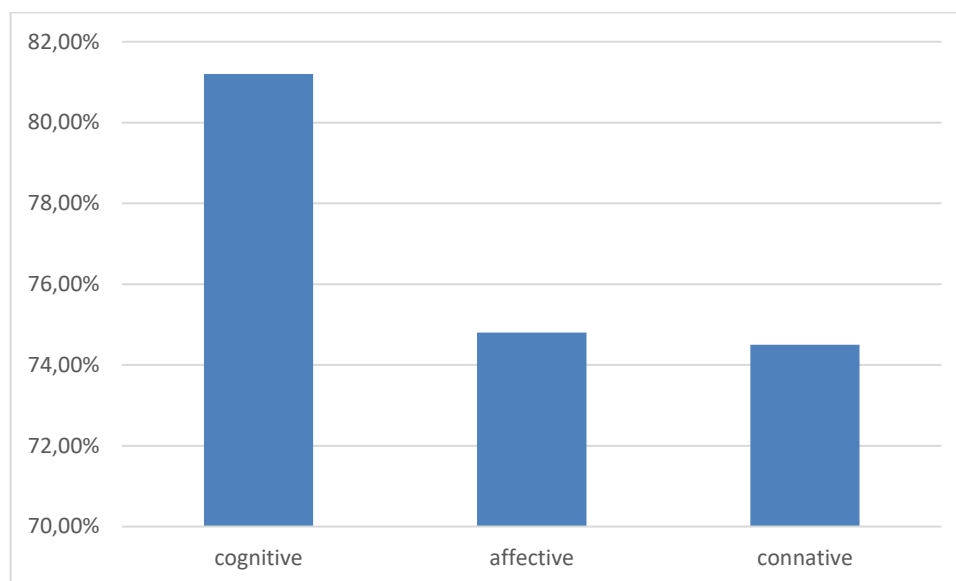
Perception Classification	
Range of Scale	Students' Perception
85-100%	Strongly Positive
69-84%	Positive
53-68%	Moderate
37-52%	Negative
20-36%	Strongly Negative

In the last step, the researcher made conclusions about students' perceptions on their writing competency through diary based on the percentage of data.

## RESULTS AND DISCUSSION

The data of this research is gotten based on questionnaire that distributed by the researcher. The data is in the form of a closed questionnaire. The items from the questionnaire were 20 statement which consist of cognitive aspect, affective aspect, and connative aspect. The items had five option of frequencies: Strongly Agreed (5), Agreed (4), Neutral (3), Disagreed (2), Strongly Disagreed (1). The questionnaire given to 56 ninth grade students at MTsN 8 Agam. In distributing questionnaire, the researcher used the link of google form. Then, the researcher calculated the students' answer into the chart. The description of the data about the students' perception on their writing competency through diary at the ninth grade of MtsN 8 Agam are as follow:

### The Percentage of Students' Perception on Their Writing Competecy through Diary



The chart above explained the total percentage of the students' perception on their writing competency through diary. The general percentage was 78% with positive category. In detail, the students' perception on their competence through diary based on cognitive aspect was 81,2% with positive category, in affective aspect was 74,8% with positive category, and in connative aspect was 74,5% with positive category.

Based on theory above, according to Robbins (2016) perception is the process by which individuals organize and interpret their impressions to give meaning to their environment. Perception can reflect someone understanding and feeling about something. Hong in Nurpasari (2022) stated students have their own opinion toward something that they get from teaching learning process and how they reach it. There are three component of perception, namely: cognitive, affective and connative.

Firstly, the cognitive component is a perceptual component that relates to knowledge, opinion and belief about an object. Diaries make it easier for them to create sentences and help them to develop writing ideas and make them fluent in writing. This is supported by Harmer's (2004) theory which states that one of the benefits of a diary is developing writing skills. Diaries contribute to improving student writing and help students become fluent in writing. Furthermore, Spaventa in Sholah (2019) also states that diaries help learners to develop their creativity. Diaries help students to write better and provide many opportunities to write freely about how they feel whenever it is.

Secondly, affective component relates to someone's feelings towards the object. From the results of the data above, it can be concluded that students feel confident in writing after using a diary. It is related to Moon's (1999) theory that when they write for

themselves, it encourages them to be confident and recognize that they can write. Apart from that, students also enjoy using diaries because they can help to preserve valuable ideas, insights and memories. Moreover, diaries also help to improve the relationship between teachers and students, which is supported by Harmer's theory, where diaries can create communication between teachers and students, thereby making their relationship closer. Moreover, Ngoh in Sholah (2019) argues that diary makes writing activities more enjoyable because students do not feel afraid during the writing process. Thus, a supportive learning atmosphere will be created along with high student motivation, which students will increasingly integrate into their formal writing.

Thirdly, connative component, also called the action aspect relates to the tendency and motivation toward an object. Diary writing can be a fun learning activity, as it gives students more practice and motivates them to produce good writing. Writing a diary can also be a good habit for students. In addition, writing a diary makes students become creative and familiar with writing. Thus, it can reduce errors and problems faced by students if used in the long term. Moreover, diaries can help build student awareness. This is consistent with Takaesu's conclusion in Sadeq et al (2015) that diary writing allows students to increase their self-awareness, change their attitude toward writing in English, boost their self-confidence, and increase their motivation to take on more difficult writing tasks. In line with Lagan in Sholah (2019), writing diary can help students to develop the habit of thinking on paper and demonstrate how ideas may be discovered through the writing process. The diary makes writing a familiar part of students' lives and also serves as a continuing source of ideas for writing activities. In addition, the diary also makes students to consider diary writing as a way to express one's thoughts into paper by looking upon diary writing as a way to develop accuracy in writing.

In conclusion, it can be interpreted that students have a positive perception of writing competence through diaries based on three components with an overall average score of 78% (positive).

## CONCLUSION

Based on the finding above, the researcher concludes that there are three component related to students perception on their writing competency through diary. There are cognitive, affective and connative. For cognitive component, the percentage of the students' answer is 81,2%. The second component is affective component, the percentage of students' answer is 74,8%. The third component is connative component, the percentage of students' answer is 74,5%. The researcher found the mean of the percentage of the three components was 78%. Based on the table of interpretation, this percentage in the range 69-84% (positive category). The researcher concluded that students' perception on their writing competency through diary was good.

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