

**STUDENTS' EXPERIENCES IN PRODUCING DIARY TO
DEVELOP WRITING SKILLS: A NARRATIVE STUDY**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the
Degree of *Sarjana Pendidikan* in English Education Department**



By

Erina Nadya Faroh
2520097

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM NEGERI K.H. ABDURRAHMAN**

WAHID PEKALONGAN

2024

**STUDENTS' EXPERIENCES IN PRODUCING DIARY TO
DEVELOP WRITING SKILLS: A NARRATIVE STUDY**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the
Degree of *Sarjana Pendidikan* in English Education Department**



By

Erina Nadya Faroh
2520097

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM NEGERI K.H. ABDURRAHMAN**

WAHID PEKALONGAN

2024

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Erina Nadya Faroh

NIM : 2520097

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Students' experiences in producing diary writing to develop writing skills : a narrative study”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar - benarnya.

Pekalongan, 28 Febuari 2025



ERINA NADYA FAROH
NIM. 2520097

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Erina Nadya Faroh

Kepada
Yth. Dekan FTIK IAIN Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

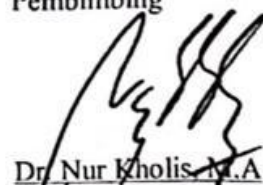
Nama : Erina Nadya Faroh
NIM : 2520097
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : **STUDENTS' EXPERIENCES IN PRODUCING DIARY TO
DEVELOP WRITING SKILLS: A NARRATIVE STUDY**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 27 Februari 2025
Pembimbing



Dr. Nur Kholis, M.A
NIP 197502071999031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI**

**K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website : <https://ftik.uingusdur.ac.id>/Email : ftik@uingusdur.ac.id

APPROVAL SHEET

The dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirm that the undergraduate thesis by:

Name : ERINA NADYA FAROH

NIM : 2520097

**Judul : STUDENTS' EXPERIENCES IN PRODUCING DIARY
TO DEVELOP WRITING SKILLS: A NARRATIVE
STUDY**

Has been examined and approved by the panel of examiners on March 17 2025 as a partial fulfillment of the requirements for Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Dewi Puspitasari, M.Pd.

NIP. 197902212008012008

Examiner II

Riskiana, M.Pd.

NIP. 197606121999032001

Pekalongan, March 17 2025

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan

Prof. Dr. H. M. Sugeng Sholehuddin, M.Ag.

NIP. 197301122000031001



MOTO

My Mom and dad once said:

"Allah akan mengangkat derajat orang yang berilmu"

- Umi Hanik & Agus Ilyas



ABSTRACT

Writing is one of the skills that many students in Indonesia anxiety. Diary writing, a method that encourages regular and personal reflection, has been suggested as an effective tool to developing writing skills. This study aimed to explore the experiences of Junior High school students in using diary writing to develop their English writing abilities. This research employed a narrative methodology to know deeply into the personal and educational journeys of students as they engage in diary writing. Through this narrative approach, the study sought to capture students' subjective and varied experiences of students, providing a rich, detailed understanding of how diary writing influences their writing skills. The data collection involves in-depth interviews and the analysis of the diaries written by the students over a specific period. Thematic analysis is utilized to interpret the data, identifying key themes and patterns that emerge from the students' narratives. The findings reveal that students' experiences with diary writing can be categorized into both positive and negative aspects. The positive experiences include inclination, happiness, security, and satisfaction. Inclination reflects students' growing attachment to diary writing, as some participants expressed missing the activity when they skipped it for a few days. Happiness emerges from the joy of self-expression and the ability to track personal memories and learning progress. Security is observed in students' comfort in expressing their thoughts privately, especially in English, where they feel less judged. Satisfaction arises when students see improvements in their writing skills, gain confidence, and recognize their progress in vocabulary and grammar. On the other hand, negative experiences include disinclination, unhappiness, insecurity, and dissatisfaction. Disinclination is evident in students' feelings of boredom and fatigue due to the repetitive nature of daily diary writing. Unhappiness is linked to the stress of having to complete diary entries even when students feel uninspired or lack engaging experiences to write about. Insecurity arises from concerns about grammar and sentence structure, with some students feeling that their writing is inferior to their peers. Dissatisfaction is experienced when students struggle with self-expression or feel pressure to complete their diaries under time constraints, sometimes leading to rushed and less meaningful writing.

Keyword: *Writing Skill, Dairy Writing, Students' Experiences, Students' Experiences in Writing Dairy.*

ABSTRAK

Menulis adalah salah satu keterampilan yang seringkali menimbulkan kecemasan bagi banyak siswa di Indonesia. Menulis buku harian, sebagai metode yang mendorong refleksi secara teratur dan personal, telah diusulkan sebagai alat yang efektif untuk mengembangkan keterampilan menulis. Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa sekolah menengah pertama dalam menggunakan buku harian untuk mengembangkan kemampuan menulis mereka dalam bahasa Inggris. Penelitian ini menggunakan metodologi naratif untuk menggali secara mendalam pengalaman pribadi dan pendidikan siswa saat terlibat dalam kegiatan menulis buku harian. Melalui pendekatan naratif, penelitian ini berupaya menangkap pengalaman siswa yang mendalam dan subjektif, sehingga memberikan pemahaman yang kaya dan terperinci tentang bagaimana menulis buku harian memengaruhi keterampilan menulis mereka. Pengumpulan data dilakukan melalui wawancara mendalam dan analisis terhadap buku harian yang ditulis oleh siswa selama periode tertentu. Analisis tematik digunakan untuk menafsirkan data, dengan mengidentifikasi tema-tema utama dan pola-pola yang muncul dari narasi siswa. Temuan mengungkapkan bahwa pengalaman siswa dengan menulis buku harian dapat dikategorikan ke dalam aspek positif dan negatif. Pengalaman positif meliputi kecenderungan, kebahagiaan, keamanan, dan kepuasan. Kecenderungan tersebut mencerminkan semakin besarnya keterikatan siswa terhadap penulisan buku harian, karena beberapa peserta menyatakan melewatkan aktivitas tersebut karena mereka melewatkannya selama beberapa hari. Kebahagiaan muncul dari kegembiraan dalam mengekspresikan diri dan kemampuan melacak ingatan pribadi serta kemajuan pembelajaran. Rasa aman terlihat pada kenyamanan siswa dalam mengungkapkan pemikirannya secara privat, terutama dalam bahasa Inggris, dimana mereka merasa tidak terlalu dihakimi. Kepuasan muncul ketika siswa melihat peningkatan dalam keterampilan menulis mereka, mendapatkan kepercayaan diri, dan mengakui kemajuan mereka dalam kosa kata dan tata Bahasa. Di sisi lain, pengalaman negatif mencakup keengganan, ketidakbahagiaan, rasa tidak aman, dan ketidakpuasan. Keengganan tersebut tampak pada perasaan bosan dan penat yang dirasakan siswa akibat sifat penulisan buku harian sehari-hari yang berulang-ulang. Ketidakbahagiaan dikaitkan dengan stres karena harus menyelesaikan entri buku harian bahkan ketika siswa merasa tidak bersemangat atau kurang memiliki pengalaman menarik untuk ditulis. Ketidakamanan muncul dari kekhawatiran tentang tata bahasa dan struktur kalimat, dengan beberapa siswa merasa bahwa tulisan mereka lebih rendah dibandingkan rekan-rekan mereka. Ketidakpuasan dialami ketika siswa kesulitan dalam mengekspresikan diri atau merasakan tekanan untuk menyelesaikan buku hariannya dalam keterbatasan waktu, yang terkadang menyebabkan tulisan terburu-buru dan kurang bermakna.

Keyword: *Writing Skill, Dairy Writing, Students' Experiences, Students' Experiences in Writing Dairy.*

PREFACE

I sincerely express my gratitude and praise to Allah SWT for His blessings, which have granted me guidance, health, and patience throughout the process of preparing my research proposal, titled " **Students' Experiences in Producing Diary to Develop Writing Skills: A Narrative Study**" This research is submitted to the English Education Department at UIN K.H. Abdurrahman Wahid as a requirement for the Thesis.

The successful completion of this proposed study would not have been possible without the invaluable support of several individuals, to whom I extend my deepest appreciation:

1. Mr. Ahmad Burhannudin, M.A., Head of the English Education Department and Teacher Training Faculty at UIN K.H. Abdurrahman Wahid.
2. Dr. Nur Kholis, M.A my supervisor, for his insightful suggestions, guidance, and dedication throughout the development of this research.
3. My parents, whose unwavering support, prayers, advice, and encouragement have played a crucial role in the completion of this study.
4. My best friends Destia, Lisa, Farah who always accompanied me during the process of making this thesis

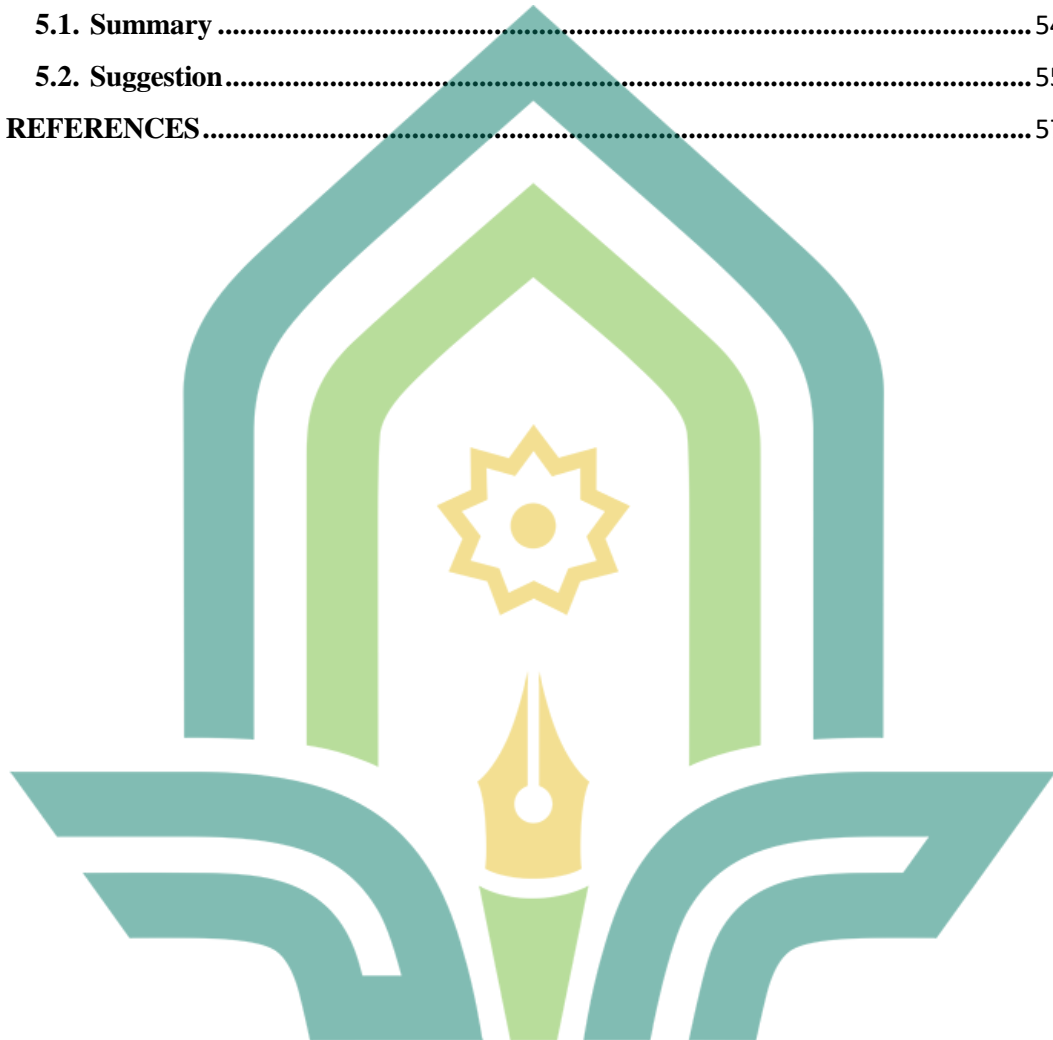
Pekalongan, February 18, 2025

The Researcher

TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APROVAL SHEET	iv
MOTO	v
ABSTRACT	vi
ABSTRAK	vii
PREFACE	viii
TABLE OF CONTENTS	ix
CHAPTER I INTRODUCTION	1
1.1. Background of the Study	1
1.2. Operational Definition	3
1.3. Scope	4
1.4. Formulation of the Problem	5
1.5. Aim of the Study	5
1.6. Significances of the study	5
CHAPTER II LITERATURE REVIEW	7
2.1. Theoretical Framework	7
2.1.1. Diary Writing	7
2.1.2. Writing Skills	14
2.1.3. Students' Experiences.....	16
2.2. Previous Studies	18
2.3. Conceptual Framework	21
CHAPTER III RESEARCH METHODOLOGY	22
3.1. Research Design	22
3.2. Datta Collections	22
3.3. Setting	23
3.4. Data Analysis	24
CHAPTER IV FINDINGS AND DISCUSSION	26
4.1. Findings	26
4.1.1. Students' Positive Experiences in Writing Diary to Develop Writing Skills .	31
4.1.2. Students' Negative Experiences in Writing Diary to Develop Writing Skills	39

4.2. Discussion	44
4.2.1. Students' Positive Experiences in Writing Diary to Develop Writing Skills .	44
4.2.2. Students' Negative Experiences in Writing Diary to Develop Writing Skills	49
CHAPTER V CONCLUSION	54
5.1. Summary	54
5.2. Suggestion	55
REFERENCES	57



CHAPTER I

INTRODUCTION

Chapter I discussed the research background, problem formulation, scope of the study, aim, and significances of this research. It provided an overview of the context and significance of the study, outlining the key questions that guide the research. Additionally, this chapter explained the expected contributions and advantages of the study.

1.1. Background of the Study

Writing is a challenging skill for students. According to Nik et al. (2010), writing is the most difficult skill for students because they must read to understand and interpret their writing. According to Purba and Hutaruk (2022) Writing is also the most challenging skill for learners of a foreign language to master. Nunan (2003) states that writing is not an easy task as it requires the writer to generate ideas, express them, and organize them into paragraphs that are easily understood by readers. Consequently, students tend to perceive writing as difficult.

Diary writing can contribute fundamentally to students' writing skills. According to Oktaviani et al. (2018), one significant technique to encourage creativity is diary writing. This is supported by Oshima and Ann (2007), who stated that diary writing can motivate students to express their feelings extensively and deeply. Additionally, other benefits according to Brown and Hood (1989) in Sitio (2021), are that diaries serve as reminders

and records of daily activities, journeys or vacations, learning experiences, and personal problems. Thus, students can utilize diary writing as a method to develop their writing skills in English.

Daily diary writing helps students build a habit of writing, encouraging them to write independently and consistently. This practice allows students to gradually building upon their writing skills and produce strengthening compositions over time. As noted by Artof (cited in Tan, 2004), keeping a diary offers significant benefits, such as unlocking untapped creativity, exploring family history, gaining a clearer experience on the world, addressing unresolved issues, understanding personal fears, and boosting self-motivation. In essence, regular diary writing supports and sustains the students' writing development process.

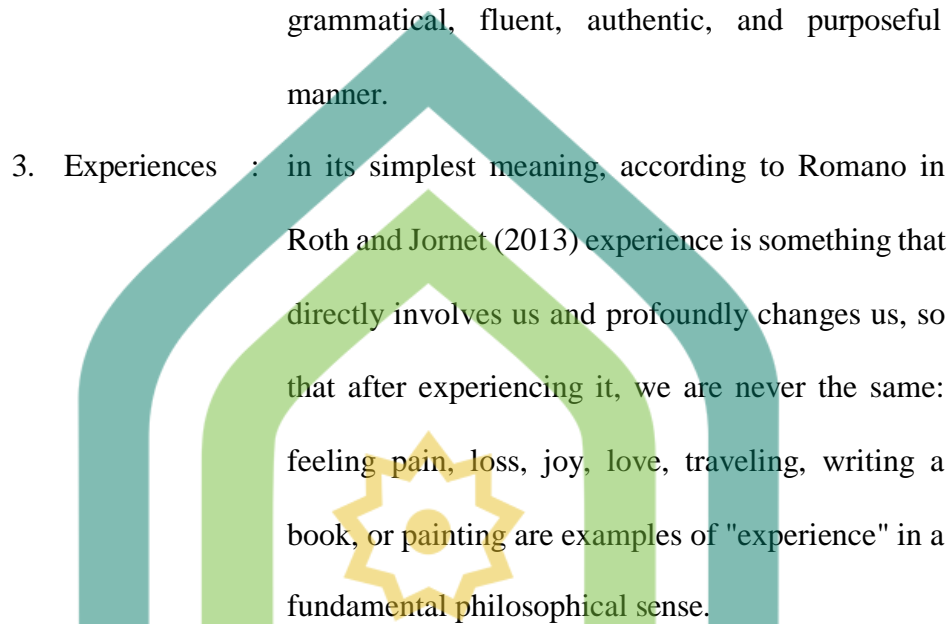
Writing a diary can influence the interaction between thinking and writing. Salema (1987) emphasized that written language is not only a tool for representing thought but also a factor in developing thinking skills, such as the ability to focus on specific goals and explore unknown ideas. Zabalza (1994) highlighted that writing a diary has the advantage of enabling a direct and in-depth engagement with relevant facts. Therefore, considering that diary writing helps develop the skill of reflecting on described facts, it offers strong potential for analyzing and understanding social processes in the classroom.

Writing experiences influence writing skills. Zumbrunn et al. (2016) state that student's experiences affect how they view themselves as writers and their approach to writing. According to Graham et al. (2012), writing attitudes or the manner in which one writes impacts the writer's emotions. This, in turn, Zumbrunn et al. (2010) can alter students' motivation and their experiences of writing and its environment. Therefore, students' writing experiences will affect their writing skills.

In conclusion, writing is an essential skill for students, playing a crucial role in their academic and personal development. Diary writing can significantly aid students in developing their writing abilities by providing a regular and reflective practice. Moreover, students' experiences of writing are vital, as they shape their attitudes, motivation, and overall proficiency in writing. By fostering positive writing experiences and encouraging diary writing, educators can support students in becoming more confident and competent writers.

1.2. Operational Definition

1. **Diary Writing** : according to Bolton (2001), a diary is one of the oldest literary forms in the West, encompassing narratives of events, aspirations, anxieties about future possibilities, memories, thoughts, ideas, and the writer's emotions.

- 
2. Writing Skills : according to Brown (2001) writing skill is the capability to compose text in a natural, coherent, grammatical, fluent, authentic, and purposeful manner.
 3. Experiences : in its simplest meaning, according to Romano in Roth and Jornet (2013) experience is something that directly involves us and profoundly changes us, so that after experiencing it, we are never the same: feeling pain, loss, joy, love, traveling, writing a book, or painting are examples of "experience" in a fundamental philosophical sense.

1.3. Scope

Writing can be intimidating for students, especially at the junior high school level. English is also a subject that many students dislike. These two issues are common in schools across Indonesia, as English is introduced as a foreign language at the junior high school level through the 2013 curriculum. Writing a diary is one alternative that helps students become more familiar with English vocabulary. Through diary writing, students are expected to develop their writing skills and become more accustomed to using English.

This study focuses on diary writing in English. Specifically, it examines students' experiences in writing diaries to enhance their writing

skills, particularly in English, at a school in Pemalang, Central Java. The school has implemented a year-end project for final-year junior high school students, requiring them to write a diary for two semesters. At the end of the program, the diaries are submitted for additional grades. This program has been running for several years. The study aims to understand how diary writing influences students' writing skills based on their experiences.

1.4. Formulation of the Problem

This study presented a single research question: "What do the students experience of producing diary writing to develop writing skills?"

1.5. Aim of the Study

Based on the questions above, this study aimed to explore students' experiences in producing diary to develop their writing skills.

1.6. Significances of the study

1. Empirical : empirical significance of this study lies in its significance ability to provide concrete evidence on the meaningful of diary writing in developing middle school students' writing skills. By analysing students' experiences, the research offers insights into how regular diary writing can developing technical writing abilities, boost motivation, and foster engagement.

2. Practical : This study has practical significance in helping teachers understand students' experiences in diary writing to develop their writing skills. The findings can guide educators in designing more engaging and effective writing activities that support vocabulary and grammar development. Additionally, this research can benefit students by encouraging them to use diary writing as a tool for self-expression and language learning.



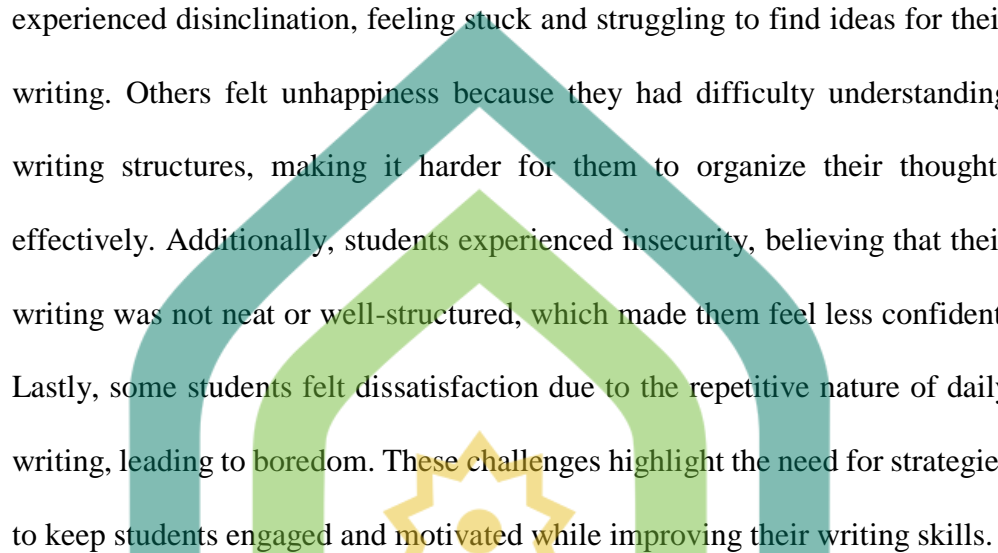
CHAPTER V

CONCLUSION

Last Chapter covers the summary and suggestions of the study. It provides a concise overview of the research findings and highlights key conclusions drawn from the analysis. Additionally, this chapter offers recommendations for future research and practical implications based on the study's results.

5.1. Summary

This study explored students' experiences with diary writing in English to explore the research question of what do the students experience of producing diary writing to develop writing skills? and highlights several positive and negative experiences. Students developed an inclination toward writing as they learn to organize their thoughts more coherently, improving their ability to structure ideas in a logical sequence. They also experience happiness because diary writing helps them expand their vocabulary and master grammar, making them feel accomplished and motivated. Additionally, they gain a sense of security as they become more confident in understanding and translating English words into Indonesian. Furthermore, they feel satisfaction as their writing skills improve, allowing them to construct sentences correctly and use vocabulary more fluently. Overall, diary writing enhances students' English learning by strengthening their vocabulary, grammar, writing structure, and confidence in using the language.



Besides the positive experiences, this study also found some negative experiences students faced while writing diaries in English. Some students experienced disinclination, feeling stuck and struggling to find ideas for their writing. Others felt unhappiness because they had difficulty understanding writing structures, making it harder for them to organize their thoughts effectively. Additionally, students experienced insecurity, believing that their writing was not neat or well-structured, which made them feel less confident. Lastly, some students felt dissatisfaction due to the repetitive nature of daily writing, leading to boredom. These challenges highlight the need for strategies to keep students engaged and motivated while improving their writing skills.

5.2. Suggestion

1. For Teachers:

- a.) Provide writing guidance: since some students struggle with writing structure and grammar, teachers should offer clear explanations, examples, and structured exercises to help them improve.
- b.) Encourage some ideas: to overcome students' difficulties in finding ideas, teachers can give simple themes to certain days.
- c.) Offer varied writing activities: To reduce boredom, teachers can introduce different diary formats picture to add at diary or using technology to write writing via smartphone.

2. For Researchers:

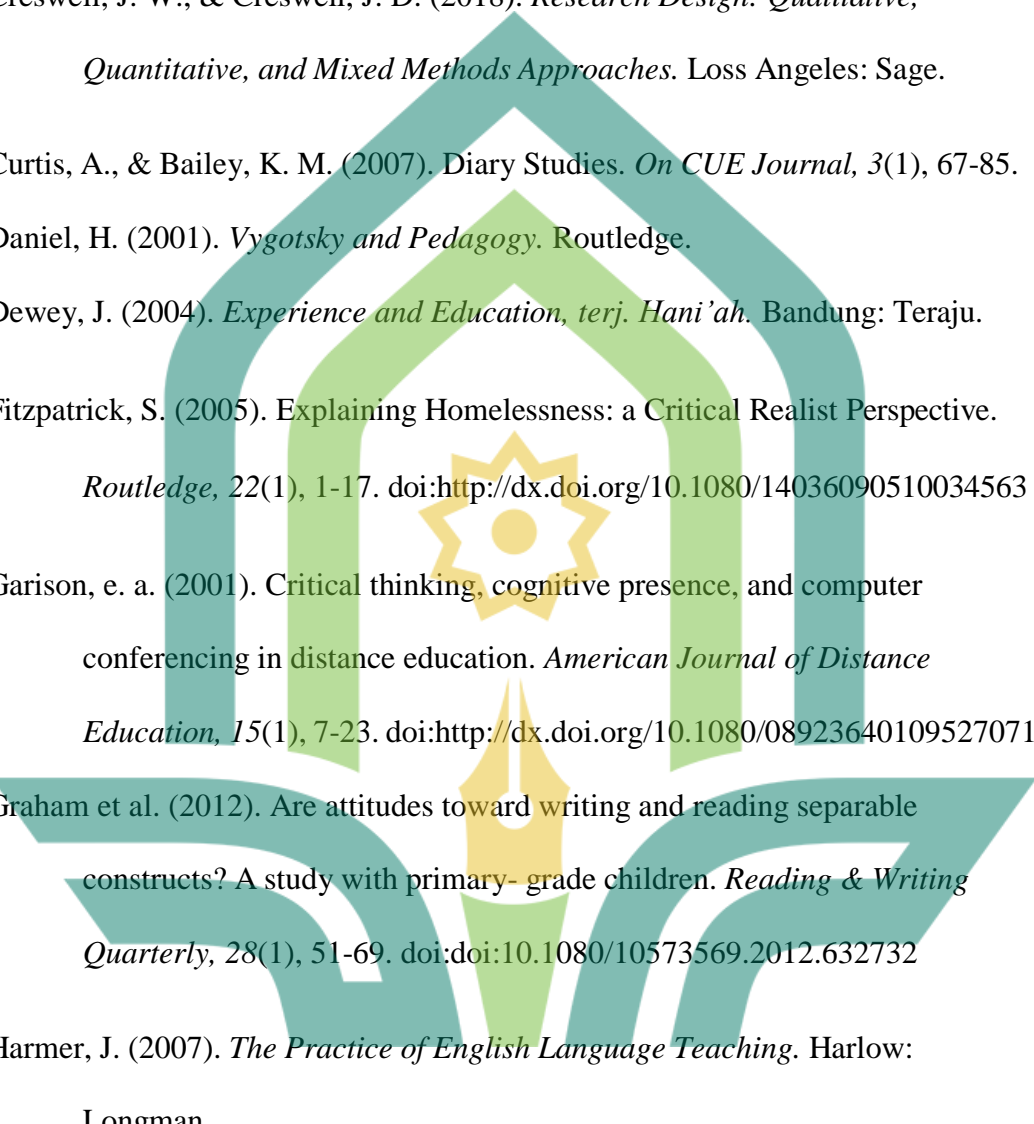
- a.) No compare different contexts: examining diary writing experiences in different schools or grade levels can provide deeper insights into how students benefit from this practice.
- b.) Taking too few participants: the small number of participants, which may result in less in-depth data collection.

3. Implications and suggestions

- a.) Hopefully this research can be a reference source for further research that can focus on how writing a diary affects students' emotions, self-confidence and attitudes towards learning English.
- b.) It is hoped that this research can be a consideration for other schools to implement diary writing for students so that students can become more familiar with English.
- c.) With this research, teachers can find out students' negative experiences and get the best solutions.

REFERENCES

- Altınmakas, D., & Bayyurt, Y. (2019). An Exploratory Study on Factors Influencing Undergraduate Student's Academic Writing practices. *Journal of English for Academic Purposes*, 88-103.
- Autila, R. (2017). Improving Students' Writing Skill of Recount Text Through Diary Writing. *TELL-Us Journal*, 3(1), 45-55.
doi:<https://doi.org/10.22202/tus.2017.v3i1.2527>
- Baresh, E. F. (2022). Developing Libyan Undergraduates' Writing Skills through Reflective Journaling: A Critical Literature Review. *Journal of English Language Teaching and Learning*, 3(1), 27-35.
doi:DOI:10.33365/jeltl.v3i1.1835
- Barjesteh et al. (2011). The Effect of Diary Writing on EFL college students' Writing Improvements and Attitudes. 2-5.
- Bissell, L. (2025). My Diary Diary. *Routledge Taylor & Francis Group*, 22(1), 1-25. doi:<https://doi.org/10.1080/14484528.2023.2273358>
- Boardman, C. A. (2002). Writing to Communicate: Paragraphs and Essays. *Pearson Education, Inc*, 194.
- Bolton, G. (2001). *Reflective Practice*. London: Paul Chapman Publishing Ltd.
- Braun, V., & Clark, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 77-101.
- Brown. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.

- 
- Clandinin, D. J., & Connelly, F. M. (1990). Stories of Experience and Narrative Inquiry. *Educational research*, 2-14.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Loss Angeles: Sage.
- Curtis, A., & Bailey, K. M. (2007). Diary Studies. *On CUE Journal*, 3(1), 67-85.
- Daniel, H. (2001). *Vygotsky and Pedagogy*. Routledge.
- Dewey, J. (2004). *Experience and Education*, terj. Hani'ah. Bandung: Teraju.
- Fitzpatrick, S. (2005). Explaining Homelessness: a Critical Realist Perspective. *Routledge*, 22(1), 1-17. doi:<http://dx.doi.org/10.1080/14036090510034563>
- Garison, e. a. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7-23. doi:<http://dx.doi.org/10.1080/08923640109527071>
- Graham et al. (2012). Are attitudes toward writing and reading separable constructs? A study with primary- grade children. *Reading & Writing Quarterly*, 28(1), 51-69. doi:[doi:10.1080/10573569.2012.632732](http://dx.doi.org/10.1080/10573569.2012.632732)
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Longman.
- Klimovaa, B. (2015). Diary writing as a tool for students' self-reflection and teacher's. *Procedia - Social and Behavioral Sciences*, 549 – 553. doi:[doi:10.1016/j.sbspro.2015.07.189](http://dx.doi.org/10.1016/j.sbspro.2015.07.189)
- Kurniasih, D. A. (2020). Pembiasaan Menulis Buku Harian Untuk Meningkatkan Kemampuan Menulis Narasi Bagi Siswa Kelas V SDNegeri 2 Sukorejo. *Profesi Keguruan*, 6(1), 36-44.

- Martin, J. R., & White, P. R. (2005). *The Language of Evaluation: Appraisal in English*. Retrieved from http://www.thepdfportal.com/languageofevaluationbook_113387.pdf
- Meyer, e. a. (2004). Employee Commitment and Motivation: A Conceptual Analysis and Integrative Model. *Journal of Applied Psychology*, 991-1007. doi:<https://doi.org/10.1037/0021-9010.89.6.991>
- Nik et al. (2010). The Writing Performance of Undergraduates in the University of Technology Mara. *Journal of Educational and Information Technology (ICEIT)*, 110-117.
- Notoatmojo. (2012). *Metode Penelitian Kesehatan*. Jakarta: Rineka Cipta.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Oktaviani et al. (2018). Diary Media Towards Students' Writing Recount Text. Channing: English Language Education and Literature. *Journal of English Language and Literature*, 3(2), 82-87.
- Oshima , A., & Ann, H. (2007). *Introduction to academic writing*. New York: Longman.
- Priyanti et al. (2022). 26The Contribution of a DiaryinDeveloping the Writing Literacy Culture for Elementary School Students. *INSANIA :Jurnal Pemikiran Alternatif Kependidikan*Vol. 27No. 1, June2022, 26-40e-ISSN: 2598-3091; p-ISSN: 1410-005INSANIA : Jurnal Pemikiran Alternatif Kependidikan, 27(1), 26-40.
doi:<https://doi.org/10.24090/insania.v27i1.5199>

Purba, C. N., & Hutauruk, B. S. (2022). Error Analysis of the Students in Using Simple Present Tense riting Descriptive Text. *ndonesian Journal of Education, Social Sciences and Research (IJESSR)*, 3(2), 44--51. doi: <http://jurnal.umsu.ac.id/index.php/ijessr>

Richard, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge : Cambridge University Press. Retrieved from <https://doi.org/10.1017/CBO9780511667190>

Roth, W.-M., & Jornet, A. (2013). Toward a Theory of Experience. *Science Education*, 107-127.

Salema, H. (1987). Thinking and writing. In V. e. al., *Aprender a pensar: Projecto Dianoia* (pp. 73-91). Portugal: Departamento de Educação da Faculdade de Ciências da Universidade de Lisboa.

Salsabila et al. (2024). The Implementation Of Daily Journal To Improve Writing Skills for University Students. *Jurnal Onoma: Pendidikan, Bahasa dan Sastra*, 10(1), 1134 -1142.

Sitio, T. I. (2021). The Effect of Applying Diary-Writing on Junior High School EFL Learners' Achievement in Writing Recount Text. *Conference: 11th. National Seminar on Linguistic, Literature, Culture, and Language Teaching*, 1(1), 135-143.

Skehan, P. (1996). Second Language Acquisition Research and Task Based Instruction. In J. Willis, & D. Willis, *Challenge and Change in Language Teaching* (pp. 17-30). Oxford: Heinemann.

Soufi, N. E., & See, B. H. (2019). Does explicit teaching of critical thinking

improve critical thinking skills of English language learners in higher education? A critical review of causal evidence. *Studies in Educational*, 140–162.

Syarifah, N. (2020). *Improving Students' Writing Ability Through Diary Writing at The Eight Grade Kubuhitu Lampung at the Second Semester in the Academic year of 2019/2020*. Lampung: Islamic University Raden Intan.

Tan, B. T. (2004). *Creative Writing in EFL/ESL Classrooms*. Malaysia: Universiti Putra Malaysia Press.

Tuan, L. T. (2010). Enhancing EFL Learners' Writing Skill via Journal Writing. *Published by Canadian Center of Science and Education*, 3(3), 81-89.

Wang, H. C., & Chen, C. W. (2020). Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube. *Innovation in Language Learning and Teaching. Scientific Reaserch An Academic Publisher*, 14, 333-346.

doi:<https://doi.org/10.1080/17501229.2019.1607356>

Zalbalza, M. A. (1994). *Teachers' class diaries*. Portugal: Porto Editora.

Zumbrunn et al. (2010). Explaining determinants of confidence and success in the elementary writing classroom. *Poster session presented at the annual meeting of the American Educational Research Association, Denver*.

Zumbrunn et al. (2017). Student Experiences With Writing Taking the Temperature of the Classroom. *The Reading Teacher*, 70(6), 667-677.

Zumbrunn, S. (2016). "They Teach Their Hearts Out": Communicating the Importance of Writing. *National of Council of Teachers of English*, 27(2),

2-10. doi:<https://doi.org/10.58680/tp201628581>

