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**EXPLORING PERSONAL DIARY BENEFITS OF ENGLISH WRITING FOR  
CLASS X IN MAN 1 MEMPAWAH**

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**Abstract**

*This study aims to explore the benefits of diary writing in English writing class for grade X students of MAN 1 Mempawah. Diary writing has been seen as a way of directing students to keep writing, because it has become much more interesting. The more they have been practicing writing, the better they have been getting at developing their writing skills. The method used in this research has been a case study, with the research subjects being the X grade students of MAN 1 Mempawah. The research data has been obtained through observation and interviews.*

*The results have been showing that the application of diary writing in English writing class has been providing several benefits for students, including: improving students' writing skills in English, helping students in organizing and generating their own ideas, increasing students' engagement in learning, increasing students' interest in learning to write, and increasing students' creativity in writing. Based on the results of this study, it has been recommended that English teachers consider using diary writing media in English writing classes to improve students' writing skills. In addition, the selection of the type of text to be taught has been needing to be considered, because an interesting.*

**Keywords :** *Personal diary, English writing, Benefits.*

**A. Introduction**

Nowadays, English writing skills are increasingly important for students in this era of globalization. This research focuses on Madrasah Aliyah Negeri (MAN) 1 Mempawah, a senior high school located in Jalan Bemban, Sejegi village, East Mempawah sub-district. MAN 1 Mempawah has been the only Madrasah Aliyah Negeri in Mempawah district since 2003, under the guidance of the Indonesian Ministry of Religious Affairs. The decision to choose MAN 1 Mempawah as the research location is based on the need for in-depth understanding of the context of English language learning at the secondary school level, especially at grade X.

Class X of MAN 1 Mempawah is the starting point for senior high school-level students in their understanding and mastery of English. At this level, students are in an important developmental phase where they begin to develop personal identity, explore interests and talents, and adapt to increasing academic

demands. Some students show strong interest and motivation in learning English, while others may be less motivated or feel less confident in using English, especially in writing.

As a learning context, English writing plays a crucial role in developing students' ability to use English efficiently. The writing process helps develop students' writing skills by providing regular and systematic writing practice. It involves the ability to create text clearly, structurally, and effectively in English, and to convey ideas and thoughts appropriately. The writing process also helps students practice critical, analytical, and creative thinking skills.

MAN 1 Mempawah has been used as a research location because the researcher taught an English major program there in the academic years 2023/2024. During observations, many students have been experiencing problems with English writing. The school is an ideal location for this research due to its adequate facilities, including a language laboratory and a complete library.

However, the process of learning to write frequently challenges idea development, the correct organization of writing, and the application of good grammar. To overcome these challenges, innovative learning methods must be explored. Using diaries writing in English writing class has the potential to provide solutions to the challenges students face. It creates an environment that supports the development of creative ideas and the exploration of the English language.

Diary writing affects students' performance in English writing and EFL students' writing skills. Various types of diaries, including personal, reflective, learning, dialogical, expressive, and public diaries, can be effective strategies to improve English writing skills. These diaries help students record personal experiences, reflect on their experiences and thoughts, track progress, facilitate interaction, and explore creativity and self-confidence in writing.

Previous studies have discussed the benefits of diaries in English writing class. Local studies have shown improvements in students' writing skills, while national studies have focused on innovative approaches to improve students' writing ability. International studies have explored the use of Web 2.0 tools like Penzu. However, research gaps remain in exploring the benefits of diaries,

particularly in different school contexts. The geographical and environmental differences between schools can influence student characteristics, learning environments, and challenges faced in learning English. Therefore, this research aims to understand more deeply how the use of diaries can benefit the learning of English writing in different schools.

On the other hand, the effectiveness of the diaries writing approach in improving students' writing proficiency. Based on the geographical and populational aspect, the focus of this research is on MTs Baniy Kholiel Bangsalsari in a specific geographical location and gap in the student population. This research was conducted on eighth grade students at MTs Baniy Kholiel Bangsalsari. Yet, it lacks in explaining to what extent geographical and cultural factors can influence students' responses to the application of the diaries writing approach in the context of different geographical areas. In observing the positive impact of implementing this method, further research could explore how geographical and cultural factors may influence students' interaction with the diaries writing method.

Research gap in population and geography on the use of Penzu as an online English writing learning tool highlighted the population in MAN 1 Mempawah. In this case, Erkan Yüce's research in Turkey was specifically for university students. MAN 1 Mempawah in Indonesia could impact the social, cultural, and educational context in which the use of diaries in English language learning will be applied. It is therefore necessary to conduct a study focusing on MAN 1 Mempawah to explore the effectiveness of diaries use in improving English writing class in this educational context. This is through consideration of the relevant population gap and geography of the participants.

Finally, the background of this study aims to not only look at the end result of the student's writing, but also understand the process behind it. It is the student's journey in exploring the world of English, understanding their writing style, and getting knowledge about how they express ideas in different language patterns. In this context, the teacher needs to find alternative teaching techniques and media which to that encourage and motivate the students in writing class, and also can improve their English writing class. The results of the study are expected

to provide valuable insights for educators in designing effective teaching. As well, by exploring the benefits of implementing diaries writing in English learning.

Based on the background described above, the researcher wants to do a research to find out how exploring diaries benefits in English writing. The title of the research is “Exploring Personal Diary Benefits of English Writing for Class X in MAN 1 Mempawah” (a case study at class X of MAN 1 Mempawah).

## **B. Research Metodology**

Qualitative method have been applied in this research to get an in-depth understanding of the application of diaries writing in English writing class for students of class X MAN 1 Mempawah. In the context of this research, qualitative type is the right choice because the main objective is to explore the advantages of using diaries in learning English writing. The advantage of qualitative type lies in its ability to explore the meaning, views, and experiences of the research subjects. By using interviews, observations, and content analysis, this research can detail the process of diaries application, students' perceptions of this method, as well as the benefits they gain in more depth.

Furthermore, qualitative type aims to understand the phenomena experienced by the research subject. This method involves an in-depth description of behavior, perceptions, motivations, and other aspects as a whole. Qualitative type refers to the disclosure of meaning in terms of language and in a certain natural context. This method utilizes various techniques and tools to detail the observed phenomena. The qualitative data is then analyzed in depth to understand the students' experience in writing personal diaries and its impact on their writing ability. By using qualitative type, this research will provide a deep insight into students' experiences in diaries writing and its impact on their writing ability. Thus, this type of qualitative research is expected to provide a comprehensive and contextualized picture related to the use of personal diaries in writing learning in MAN 1 Mempawah.

This study used a Case Study design. The case study research design is chosen to explor personal diaries benefits in writing class. Case study is an in-depth research approach to one or several context specific cases. The researcher comprehensively analyzes the case by paying attention to relevant aspects, such

as behavior, attitude, context, and other related factors. Case studies are usually conducted in situations where researchers want to understand complex and unique phenomena in a specific context.

The main focus of this research is to understand students' behavior and attitudes in facing challenges in learning English writing skills. The observation of the learning process using diaries is conducted by the researcher, and data is collected through interviews with students and teachers. This research uses a case Study research design with the aim of providing an in-depth understanding of the effectiveness of using personal diaries in English writing class and understanding students' attitudes and behaviors in facing challenges in learning English writing skills.

The students in this study were instructed to write the diaries and submit it to the teacher in every English class meeting following the teaching-learning schedule in MAN 1 Mempawah. They had two English class meetings a week. So, they had to submit the diaries twice in a week. The teacher gave them some rules to write their own diaries (to make what they wrote more directed and to get the specific findings). Such as, it should contain stories of what happened to their lives and what they experienced before, they should write at least one paragraph of each story, and it should be submitted at the end of the meetings. The teacher would give them feed back of their writing orally and writtenly.

## **C. Discussion**

### **1. Exploring Personal Diary Benefits of English Writing for Class X**

Exploring personal diary benefits has significantly affected students' learning in class X. In this study, the researcher has explained and elaborated in more detail each of these exploring personal diary benefits. The application of personal diary writing has been found to be very effective in improving students' writing skills in English. Personal diaries have allowed students to regularly practice writing in their target language. The consistent process of writing a personal diary has helped students to hone their grammar and vocabulary skills. As a result, students have begun to understand correct sentence structure and grammar, and have expanded their vocabulary. As a result, they have been able to express their ideas better in their writing, and this

can be seen in the improvement of the quality of their writing.

In addition, the use of personal diary has also helped students in generating their own ideas. Personal diary has become a place where students have recorded their thoughts, ideas, and experiences. In this process, students have learned to organize and articulate their thoughts better. They have also felt more free to express themselves, which has in turn supported the development of their writing skills.

On the other hand, students who use personal diaries have felt more motivated to write and have found writing more enjoyable. They have seen the personal diaries as a tool that allows them to express themselves and pour out their thoughts in writing. This interest has encouraged them to continue learning and practicing writing. In addition, the application of personal diary has also supported students' increased creativity in writing. Students have the freedom to express their ideas in the personal diaries, which has naturally encouraged their creativity. They have learned to think "out of the box" and have developed unique and original writing. This has created students who are more creative in expressing their ideas and thoughts in writing.

During the process of this research, it has been found that the application of personal diaries writing in English writing class has provided significant benefits for grade X students at MAN 1 Mempawah. The results of this study have proven that personal diaries is not only a tool for reflecting on experiences, but also an effective tool in improving students' writing skills, creativity, interest, and engagement in learning. Therefore, it has been known that the use of personal diaries in English writing classes has been an effective approach in improving students' writing skills. It has also promoted their creativity and interest in writing. Personal diaries has not only been a daily record, but also a useful and valuable learning tool for students' development in writing in English.

## **2. The Students' Perceptions of Using Personal Diary in English Writing Class**

According to the researcher, students have shown that writing personal diary is an effective and useful English learning way. Personal diary writing

has helped students overcome fear and lack of confidence in writing English. Although there have been difficulties with language usage, regular diaries writing has improved confidence, fluency, grammatical accuracy, vocabulary, and the ability to express themselves in English. Most students have enjoyed this activity and have seen the benefits for the development of their English skills.

#### **D. Conclusion**

This research has been a case study research conducted at MAN 1 Mempawah. It has been conducted from April to June 2024. The participants of this research have been students of class X. The data analysis in this study has concluded that the application of personal diary writing in the teaching and learning process of writing has been believed to be successfully implemented and certainly very useful.

In supporting these results, there have been two kinds of data sources presented in this study, namely: observation, and interviews. During observation, the researcher has recorded every phenomenon that has occurred during the research, this has been indicated by a detailed description on the observation sheet. Next, students have been asked to write daily notes and submit them to the teacher at the end of each English session, which has been about once a week, on Tuesdays. In the interview, students gave responses to diary writing, namely: diaries have many benefits, improving their writing skills, difficulties in writing diaries, and diaries as a fun and interesting way of writing.

As a result, the researcher has encountered several obstacles in implementing diary writing such as: repetition twice and three times due to the students' low understanding of diary writing. The researcher also has a limited time of only 10 to 15 minutes per session to record the phenomenon while writing the diary that has been submitted. Through diary writing, students have gotten more writing practice, which they rarely do in class.

In conclusion, the study has demonstrated the benefits of personal diary writing in improving English writing skills among class X students at MAN 1 Mempawah. The study has provided valuable insights into the effects of personal diaries writing on students' writing habits, creativity, and self-awareness in

English writing. The findings of the study have significant implications for English language teaching and learning, particularly in the context of Indonesian education.

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