



UTILISATION OF DIARY TO DEVELOP WRITING SKILLS OF GRADE 2 STUDENTS

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Abstract

It is known that grade 2 students have not mastered the initial writing skills, which are influenced by the lack of interest and minimal talent of students in writing. This study aims to describe the use of diaries in developing the initial writing skills of grade 2 students of SDN 007 Kampung Baru Cerenti. The research method used in this study is qualitative with a verification research type. The researcher used data collection techniques through observation, interviews and documentation involving subjects, namely teachers and grade 2 students of SDN 007 Kampung Baru Cerenti. The data analysis technique in this study used the Miles and Huberman model, which consisted of data reduction, data presentation, and conclusion. Based on the results of the survey show that there are three approaches used to determine the use of diaries in developing the initial writing skills of grade 2 students of SDN 007 Kampung Baru Cerenti, namely by using diaries and grouping them according to the level of student ability and by motivating students to learn to improve their writing skills. This study implies that it can help grade 2 students improve their writing skills by composing sentences with the correct writing structure.

Keywords: Diary, diary, beginning writing skills.

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INTRODUCTION

Education is a conscious effort to develop children's potential (Lestari & Mustika (2021). Education at the Elementary School level has an important role in the effort to form basic knowledge in children to become a guideline or guideline that will be used in the process of stages or levels of education that the child will go through next. Therefore, the learning process in elementary school must be optimal. (Windi & Mustika, 2022).

In the learning process in elementary school, mastery of reading and writing skills is very necessary. (Ramahdani & Mustika, 2023). Writing is called beginning writing in lower grades and is more oriented towards mechanical abilities. According to Nuraeni et al., (2023) Said that children are trained to write written symbols which, when arranged in a structure, become meaningful. According to Prabowo et al., (2021) said that writing skills taught in grades I and II of elementary school include writing words and sentences using lowercase letters to learning to use uppercase or capital letters

Initial writing skills are skills that students must master as a basis for studying and learning other sciences at the next level. Mastery of writing skills greatly affects students' abilities, especially their cognitive abilities and psychomotor abilities. This is in line with the opinion. Sakti et al (2021), states that reading and writing must be mastered early on because both are the basis for understanding and learning other sciences.

Writing is an abstract activity in which students express their ideas, opinions, and feelings to the reader through written language. (Rahmayanti et al., 2022). According to (Asni, 2015), Writing is an activity that requires complex skills. Many people who learn to write, even professionals, have many difficulties. Therefore, teachers and students also experience many problems learning initial writing activities. Moreover, according to Piaget, students in grades 1 and 2 of elementary school who are still at the concrete operational stage are still bound to concrete or real things.

According to observations that have been made, initial writing learning in grade 2 at SDN 007 Kampung Baru Cerenti also experienced difficulties in teaching students initial writing skills. From the results of direct observations of the results of the 15 students' grade 2 assignment exercises, there were still mistakes in writing letters and spelling, and even the accuracy of the writing position could not be done correctly by students. In teaching these initial writing skills, SDN 007 Kampung Baru Cerenti teachers used a learning model using a Diary. This learning model has been going on for 1 year of teaching.

After observations, grade 2 students had not mastered initial writing skills, which was a factor in students' lack of interest and minimal talent in writing. So, using learning media with a Diary is a solution implemented by teachers at SDN 007 Kampung Baru Cerenti. This is my opinion. Zainab et al (2021) Which states that the problems that arise from students are the low talent and interest of students in mastering writing skills. The study will analyse the use of diaries to arouse interest and help develop early writing skills in grade 2 students.

The selection of SDN 007 Kampung Baru Cerenti as the research location is based on the need to improve the early writing skills of grade 2 elementary school students through diaries. This school is located in an area with limited facilities, where traditional learning

methods are often less effective in motivating students to develop writing skills. By using diaries, students can practice writing routinely in a more personal and enjoyable way to gradually improve their writing skills. In addition, the characteristics of SDN 007 Kampung Baru Cerenti students, who may be more open to an approach based on everyday experiences, make diaries a relevant tool to connect learning with their real lives.

With the various reasons above, learning techniques and tools for learning outside the classroom can be an alternative for teachers to encourage students to get used to writing and sharing sentences every day. One way that can be done is to get used to writing in a diary. (Trisnawati, 2023). According Yusriadi & Asfar (2024) A diary is a special book that expresses pleasant experiences, sad experiences, annoying experiences, feelings of satisfaction or disappointment, and thoughts that arise that day. Diaries can be equipped with pictures to suit children. Diaries equipped with pictures have often been used for learning in training writing for first-grade elementary school students in several elementary schools, in the form of portraits of daily events formed with pictures and brief explanations of the pictures. Students' diaries must be brought to school every day. In addition, student diaries also function as a measuring tool for student learning outcomes at school and home. (Amelia & Nurfadilah, 2021).

According Widiastuti et al (2022)- Three approaches can be used to achieve effectiveness: a)—the resource approach, namely measuring the effectiveness of input. The approach prioritises the organisation's success in obtaining physical and non-physical resources in accordance with the organisation's needs. b). The process approach is to see the extent of the effectiveness of the implementation of the program from all internal process activities or organisational mechanisms. c). The target approach (goals approach) is focuses on output, measuring the organisation's success in achieving results (output) by the plan.

According to research in line conducted by Kurniasih (2021) The habitual steps of writing a diary for fifth-grade students of SD Negeri 2 Sukorejo have been proven to impact improving students' narrative writing skills positively. The indicator that can be seen is that around 90% of students can write narratives coherently. Coherently means writing narratives correctly, with correct spelling and other rules in accordance with the demands of narrative writing learning. Furthermore, research conducted by Octriani et al (2023) Which shows that students' composition skills are still relatively lacking. Writing a diary regularly is an alternative method to help students become better essay writers.

Based on previous research, it can be seen that diaries can help improve students' initial writing skills. Thus, this study aims to describe the use of diaries in developing the initial writing skills of grade 2 students of SDN 007 Kampung Baru Cerenti. This study can be used as a basis for developing students' initial writing skills and for implementing learning in diary writing skills.

METHODS

This study uses a qualitative method with a descriptive qualitative type. According to Fathurokhmah (2024) Qualitative methods provide systematic explanations or descriptions of facts, data, and written objects in line with real-world scenarios. This descriptive qualitative method is used to provide an in-depth description of the use of diaries in developing the

beginning writing skills of grade 2 students of SDN 007 Kampung Baru Cerenti. Data were collected through observations of student activities while writing, interviews with students and teachers, and analysis of student writing documentation. This approach focuses on understanding the process, experience, and learning outcomes, such as increased vocabulary, sentence structure, and student confidence. The purpose of this study was to describe the use of diaries in developing the beginning writing skills of grade 2 students of SDN 007 Kampung Baru Cerenti.

There are two types of information sources, namely primary data sources and secondary data sources. Primary data comes from original information sources collected directly by researchers through the process of observation, interviews, and documentation with class teachers and grade 2 students of SDN 007 Kampung Baru Cerenti. Meanwhile, secondary data is obtained from journals, books, supporting documents, and notes relevant to the study. Data collection methods in this study include observation, interviews, and documentation. In the data collection process, various tools are used, such as observation guidelines, interview guidelines, and documentation review guidelines. The following is a grid of research instrument guidelines in the use of diaries in developing the initial writing skills of grade 2 students of SDN 007 Kampung Baru Cerenti

Table 1. Research Instrument Guidelines Grid

No.	Indicator	Sub Indicators
1.	Source Approach	Diary as a source to achieve goals
		Diaries are effective for beginning writing
2.	Process approach	Grouping of student abilities
		Improving student abilities
3.	Target Approach	Motivation and enthusiasm for using a diary

Source: : Modified quote from Richard M. Steers (in Agung 2019))

In this study, data validity testing was conducted so that the data obtained by the researcher can be proven scientifically and accounted for. The data validity testing technique used in this study used triangulation. Triangulation has various models that can be used to carry out data validity techniques for a study, namely source, technique and time triangulation. Source, technique, and time triangulation were used in the study at SDN 007 Kampung Baru Cerenti to ensure the validity of data related to the use of diaries in improving the writing skills of grade 2 students. Source triangulation involves collecting data from various parties, such as teachers, students, and principals, to obtain diverse perspectives. Technique triangulation includes the use of various data collection methods, such as interviews, observations, and document analysis, to strengthen research findings. Meanwhile, time triangulation is carried out by collecting data at several points in time, namely before, during, and after the use of diaries, to observe changes in students' writing skills continuously. With this approach, research can ensure that the data obtained is more valid, comprehensive, and reliable.

The data analysis technique in this study follows the Miles and Huberman model, which explains that data analysis in the field involves three steps, namely data reduction, data

presentation, and drawing conclusions. First, data reduction is carried out by filtering and selecting relevant data from various sources, such as interviews with teachers and students, classroom observations, and student writing results, to ensure that only information that supports the research objectives is retained. Furthermore, the reduced data is presented in an easy-to-understand form, such as narratives, tables, or graphs, to describe the findings clearly and in a structured manner. Finally, conclusions are drawn by analyzing the patterns and relationships that emerge from the data presented, to determine whether the use of diaries is effective in improving students' beginning writing skills, as well as evaluating other factors that may influence the results. Thus, these three steps allow researchers to analyze data systematically and conclude valid and comprehensive findings.

RESULTS AND DISCUSSION

This study explains the use of diaries in developing the beginning writing skills of grade 2 students of SDN 007 Kampung Baru Cerenti. Based on the results of observations and interviews by teachers and grade 2 students of SDN 007 Kampung Baru Cerenti, we can see each indicator below:

Source Approach

Based on the results of observations and interviews with teachers and students, it is known that in developing early writing skills in grade 2 students, teachers use alternatives by using diary media during early writing lessons for grade 2 elementary school. In addition to training students' writing skills, this diary is also useful for increasing self-confidence and motivation to continue writing. Writing in a diary regularly helps build good writing habits from an early age. Overall, a diary is an effective tool to support the development of students' writing skills and creativity.

In using this diary, the homeroom teacher for grade 2 stated that of course the teacher has a target. The target of using diary media in writing lessons in grade 2 elementary school includes several important aspects. Such as improving students' writing skills by encouraging them to practice expressing their thoughts and feelings in writing. And through regular writing, students will become familiar with the structure and rules of language, which ultimately contributes to improving overall reading and writing skills. That way, diaries can be an effective medium in achieving various holistic learning targets.

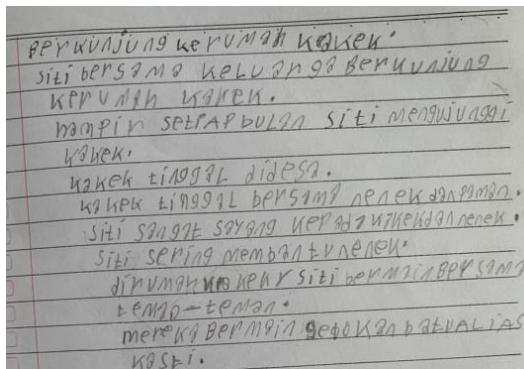


Figure 1. Before Using a Diary (Diary)

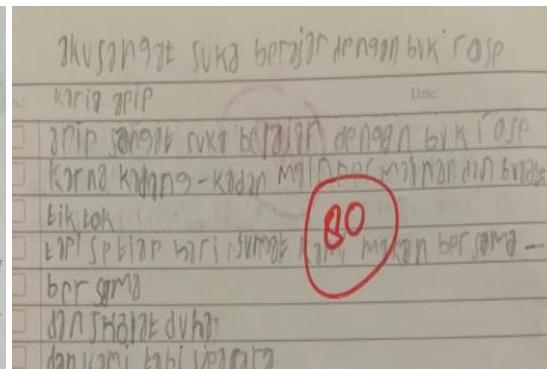


Figure 2. After using a diary (Diary)

Based on the documentation review in Figures 1 and 2 above, it is known that the use of this diary shows quite positive results. With the habit of writing a diary, students' writing skills look better in terms of neater writing than before. In addition, the results of implementing the use of diaries in writing learning in grade 2 of elementary school show significant effectiveness in improving students' writing skills. This can be seen in the teacher's grade book that there has been an increase in writing skills. Of the 25 students in grade 2, 20 students got scores above the KKM, which means there has been an increase.

Students become more active and motivated to write regularly, which has a positive impact on their skills in expressing their thoughts and feelings. With a variety of themes, students are able to explore various topics, so that their creativity develops. In addition, the evaluation results show an increase in grammar and spelling. Students who previously had difficulty in composing sentences began to show improvement, and they were more confident when sharing their writing with friends. So overall, the implementation of diaries not only improves writing skills, but also forms positive habits in learning. This success can be seen from the increasing interest and enthusiasm of students in writing activities, which is an indicator of the success of the learning methods applied.

Process Approach

Based on the results of observations and interviews with teachers and students, in the process approach, teachers usually group students according to their abilities. In writing diaries, teachers usually group students' abilities to understand the skill level of each student. This grouping allows teachers to provide more appropriate guidance and support according to the needs of each student. The teacher also said that students will feel more confident when working in groups that match their abilities, thus encouraging them to actively participate. With this grouping, teachers know the weaknesses that need to be improved, such as grammar, vocabulary, or neatness in writing the diary.

In the results of observations and interviews, the teacher also said that in writing diaries, teachers assess the initial writing skills through reflection activities such as "What have you learned from writing a diary?" or "What did you feel when writing a diary today?" By providing

reflection, teachers can measure the improvement of students' writing skills, as well as provide constructive feedback to support further development..

Target Approach

Based on the results of observations and interviews with teachers and students, in the target approach, teachers must be able to understand the characteristics of students. The teacher said that in the activity of writing diaries in grade 2, it is very important for teachers to understand the characteristics of students, because this understanding will help in providing more effective support and in accordance with the needs of each student. First of all, students at this age show varying levels of independence. Some of them still need more intensive guidance in composing sentences and expressing ideas, while others are already able to write more freely and creatively without too much help. In addition, the characteristics of students in grade 2 are also marked by abundant creativity, where they often express everyday experiences in imaginative and colorful ways, so teachers need to create an atmosphere that supports creative freedom in writing. Furthermore, students' language development is ongoing at this stage, and therefore, teachers need to pay attention to progress in the use of vocabulary, grammar, and sentence structures that they apply in writing. This is important to help students understand and improve the way they communicate in writing. In addition, students' interests and motivations in writing are very diverse; There are students who are very enthusiastic and enjoy the writing process, while others may feel awkward or lack confidence, so teachers need to find ways to motivate all students by choosing topics that are interesting and relevant to them. By understanding and integrating all these characteristics, teachers will be better able to design more appropriate and effective activities, making the process of writing a diary a positive, useful and enjoyable experience for students, which in turn will support the development of their writing skills as a whole



Figure 3. Students Using Diaries

Based on the documentation review, it is known that students follow the learning media provided by the teacher because the media is designed to support the learning process effectively and enjoyably. By using various types of media, such as diaries, pictures, or teaching aids, students can more easily understand the concept of writing and stimulate their creativity. However, in reality there are still students who are not all students can recognize the alphabet well, write well, and provide proper punctuation in writing. Even so, of course there are students who are enthusiastic about learning to write when using this diary media, so it can be said that

the use of this diary can help students in writing beginnings in class 2 SDN 007 Kampung Baru Cerenti.

Based on the results of observations, interviews and documentation during the study, the teacher of class 2 SDN 007 Kampung Baru Cerenti said that the use of diaries to improve students' writing skills faces various challenges. One of them is the difference in students' abilities in writing. Some students are already able to compose simple sentences, but some still have difficulty writing letters correctly. This requires teachers to provide additional guidance, while the time available is very limited. In addition, not all students have high motivation to write. Some of them feel confused or bored, so teachers need to provide topics or examples to arouse their interest. The large number of students is also an obstacle, because teachers have difficulty giving individual attention to each student. Another challenge is uneven parental support, where some students do not get encouragement to write at home.

However, teachers try to overcome this challenge by giving assignments that are appropriate to students' abilities, choosing interesting topics, and integrating diary activities with other subjects such as Indonesian. Teachers also involve parents through regular communication to support this writing activity at home. Despite the challenges, teachers believe that using diaries can help students become more confident in writing and get them used to expressing their ideas in writing..

DISCUSSION

Beginning writing is the first step in learning advanced writing skills and is a prerequisite for learning the next steps as a main menu learning program that focuses on beginning writing skills in the classroom when children start school (Eliza et al., 2023). According Hanum & Subrata (2021), said writing exercises for beginners will not be complete if participants are not able to use reading comprehension, speaking, and listening as additional skills. Starting from elementary school grades 1 and 2, writing and reading instruction is given in formal schools as basic subjects for writing and reading (Azizah et al., 2024).

According Damayanti et al (2023), writing is something that cannot be separated from a student, because it is very necessary in doing school assignments. Therefore, one of the language skills that is very important for human existence is writing. After listening, speaking, and reading skills, writing skills are the last in language skills. In order for writing to be cohesive and coherent, writing skills must include aspects of writing that will form the content of the writing. Meanwhile, according to (Hasanah et al., 2024), writing skills are one of the productive and expressive language skills used to communicate indirectly and not face to face with other parties.

According to Suyati (2022), argues that writing skills are taught since grade I in elementary school, which is always used in every lesson. In lower grades I, II, and III, writing learning is called beginning writing learning. The first step to developing advanced writing skills is learning to write, and this is a requirement to continue to the next level of learning. According to (Ahmad et al., 2022) Writing has its own power because writing is a form of exploration and expression of the area of thought, emotion and spirituality that can be used as a means to communicate with oneself and develop an event. One of the writing media that is starting to be

abandoned, but is still considered effective in minimizing mental health problems, especially at the level of stress and depression, is a diary.

According to Care (dalam Guslianawati & Nugraheni, 2023) reveals that writing is a form of communication. Because there are four components: 1) by writing can show a form of self-articulation; 2) writing is a general structure that is passed on to the reader; 3) writing is a behavior and rule; 4) writing forms a learning experience. With that it should be able to be self-articulation because writing communicates, as a bridge to convey an idea that passes through boundaries and space. This means that writing can be done anytime and anywhere according to the circumstances that suit the creator. The indicators of initial writing in this study include: 1). clarity of letters, 2). accuracy of spelling, 3). accuracy of word use in sentences, 4). integration between sentences, 5). neatness, 6). suitability with the object (Gunawan et al., 2019).

Factors that influence students' initial writing skills are divided into two, namely internal factors and external factors. Internal factors that influence initial writing skills are physiological factors, which are related to the physical health of students. Psychological factors, which consist of interests, motivations, and intelligence possessed by students. Findings in the field show that students who have low initial writing skills have low motivation and interest. External factors that influence initial writing skills are family environmental factors, school environment and community environment (Prasetyaningsih et al., 2022; Rakima & Wulandari, 2022).

Diaries are closely related to students' daily activities (Kufuhan et al., 2023). According to Mahrani et al (2022), mentioned that the purpose of this diary is to arouse children's curiosity and encourage them to write down their daily activities. Writing in a diary is not only fun but also a good way to practice writing, overcome frustration, release melancholy, and collect ideas. The limitation of this study is that the researcher only used research subjects in grade 2. It is hoped that further researchers can involve more research subjects in order to obtain more comprehensive data.

CONCLUSION

Based on the research findings that have been presented, it can be seen that the use of diaries in developing writing skills at SDN 007 Kampung Baru Cerenti can be seen from three approaches, namely the source approach, the process approach and the target approach. In the source approach, where teachers use diary media during early writing learning for grade 2 elementary school, have targets, and see the results of the implementation in the form of the effectiveness of diaries in improving students' early writing skills. In the process approach, teachers group students' abilities and measure students' abilities in writing diaries. In the target approach, teachers can understand students' characteristics in early writing skills and students must follow the learning media provided by the teacher so that students are enthusiastic about learning to write when using diary media.

For further research, it is hoped that teachers can provide planned strategies, such as differentiated learning to meet the needs of students with different abilities, integration of diary writing activities into other lessons, parental involvement through active communication, and teacher training to improve their ability to manage creative writing activities. The implication of this study is that the use of diaries as a learning method can help students develop basic literacy

skills, such as composing sentences, increasing vocabulary, and understanding language structures. In addition, this activity also trains students to think reflectively and creatively.

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