

CHAPTER IV

REPORT OF THE RESEARCH

A. General Description of Research Location

1. Brief History of SMPN I Mandastana

SMPN I Mandastana is a good school and has good facilities and good environment. SMPN I Mandastana was founded in 1983 which is located at Tabing Rimbah Street Km.04 , in the Tabing Rimbah village. SMPN I Mandastana is a good place for study, since in 1983, SMPN I Mandastana has a lot of experience and there is a lot of achievement that has been reached such as achivement in sport, art, science, and scout,etc. This school also has a good manner and attitude. Most of students at SMPN I Mandastana are Javanese and Banjarese. There are no differences for Javanese and Banjarese students, and also Muslim and Christian students, because they have same duty as students.

The Vision,and Mission of the SMPN I Mandastana are :

Vision

- Educated, Pious, cultured

Mission

- Implement the learning and tutoring activities effectively and effeciently in accordance with the curriculum.
- Develop students' appreciation of experience in religion that they believe.
- Develop students' sense of respect to appreciate the nations and thier religions and thier cultures because that are the source of all wisdom in the act and behave.
- Develop students' concern for others and love the cleanliness and preserve the environment.

- Applied the participatory management by involving the citizens of the school and the school committee.

2. Description of Teachers and Administration Staff.

Today, SMPN I Mandastana has 22 Teachers. From 22 Teachers at the school, they teach differences subjects and they have educational background. Their educational background can be seen in the appendix 0.1 in the table 4.1. The condition of organizers and another staff in organizing the SMPN I Mandastana administration can be seen in Table 4.2 in appendix 0.2.

3. Description of the Students at SMPN I Mandastana

In Academic Year 2011/2012, the Total number of students who administratively registered at SMPN I Mandastana is 273 students. There are 83 students from class VII, 97 students from class VIII, and 92 students from class IX. The data can be seen in Table 4.3 in appendix. 0.4.

4. Description of the Facilities at SMPN I Mandastana

SMPN I Mandastana has been supported by many facilities. Clearly, the data can be seen on the table 4.4 in appendix 0.5.

B. Data Presentation

After doing observation at SMPN I Mandastana. The writer presents the data which have been collected. Those data related to the use of learners' diaries in teaching and learning at the eighth grade in SMPN I Mandastana and the influencing factors of using learners' diaries in teaching and learning. The data

about the effects of the use of learners' diaries towards the students' attitude in learning English is also presented.

1. The Use of Learners' Diaries in Teaching and Learning English by The Teacher

Based on observation and interview to the English teacher, the writer has got much information and experience about teaching and learning especially for teaching and learning English by using learners' diaries at the eighth grade in SMPN I Mandastana. The writer has observed the use of learners' diaries in teaching and learning for two months at SMPN I Mandastana .

The first time the writer follows the teacher class, the writer was so excited with the students, as usually teenagers have unique personality, habit, attitude and spirit, in learning. The reasons the teacher using diaries in teaching and learning are to know how far students' understanding and their motivation in learning English. Then the teacher also wants to help shy students to increase their self confidence.

Firstly, teacher gives diary as an assignment that students have to do, if they do not do their diary they will accept some punishments. The teachers use diary twice a week in her teaching. Usually teacher asks students to write their diaries 15 minutes before the lesson is over, and sometimes teacher asks students to write their diary at home.

To prompt students in writing diaries, teacher always gives some fresh and interesting topic. The teacher gives students a chance to choose the topic such as about students' hobbies, favorite movies, musics, actress and actors, then the students choose what are that they like. Through that topic students will be

inspired and it will be easy for them to begin writing. The teacher gives a description and short story to brainstorm students about the idea in writing diary. This is seen telling a short story and it is so interesting. The students are so excited and they are discussing about the topic, the students can take another topic if they feel that topic is not interesting. Then they decided the topic which they think it is more interesting other topic. The teacher does not force students to write about something that they do not like, because it will give effect of decreasing students' motivation in writing.

If the teacher wants to know about students' opinion about their difficulties in reading, listening, writing, and speaking in learning English. Before asking such opinion, the teacher will transfer the knowledge and give it in awesome techniques. Example in reading activity. To prompt students to write their difficulties in reading. Teacher presents the interesting text such as a funny text. Teacher asks students to read it one by one and also look for the difficult word. Students give a good attention to their friend while reading, sometimes they laugh together because their friend is wrong in pronouncing the word. Through reading it students find a fun and enjoyable activity in learning. Fifteen minutes before the class ends. Teacher asks student's to write thier diary through thier experiences in reading activity.

In listening activity the teacher do not present the dialuge but she presents the song, because song is very common for students' ears and it is interesting and entertaining. This is some motivation that teacher gives to the students, and it also through the song teacher wants to open students' perspective about English. English is fun and entertaining. Students will hear the music

together and while they are listening they have to fill in the blank of the missing lyric. As in the reading activity, in the fifteen minutes before the class ends. Students have to write their experience in this meeting in their diary.

The use of learners' diaries in teaching and learning English is divided into four steps, they are

- a. First, the teacher goes to a new material or continues material. The teacher asks one of the students to read his diary in front of class. The other students listen to him carefully and pay attention to their friend. After finishing the teacher and students give the applause for the diarist.
- b. The teacher gives general comment about students' diary such as it is a good job, nice job, excellent, marvelous, and teacher also motivates students to keep writing their diary. The teacher also gives explanation about the material that students always make a mistake of the usage in their diaries for example about possessive pronoun, tenses, the use of to be, and singular and plural noun.
- c. The teacher continues explaining the material and gives some evaluation that related to the material.
- d. The last 5 minutes of the class. The teacher gives some of interesting topics about students' diaries and gives the description in general about the topic, students have decided which is the interesting topic for them. Then the teacher asks students to collect it one week before the next meeting.

Based on the interview with the teacher about the use of diary in teaching and learning, the teacher says that diary is a good technique to know students, a good media for students to help them practice with their English, and this also

helps the teacher to built a good interaction and explore the shy students' abilities. Then based on interview with the teacher about the difficulties in using diary in teaching and learning she says; First. There are some students who are lazy to write their diaries this happen because they are confused about the idea that they want to express and they are seldom make composition even in Indonesian language. Second. They lack vocabulary. They are too lazy to open their dictionaries and it is make them write the vocabulary based on they have heard from their teacher and that is why they usually make mistakes in spelling. Third. Students are still confused about the use of tenses, they still make mistakes in writing sentences. Fourth. There are students to busy with their activities and lazy to spend their time to make composition in English, and they are to shy to make a short story about themselves.

For the teacher. The teacher finds the difficulties in diary since the teacher has another activity and sometimes the teacher does not have a free time for giving her comment and correction the learners' diaries. There are some of students who have strange composition that the teacher does not understand.

2. The Influencing Factors of the Use of Learners' Diaries in Teaching and Learning.

a. Teachers' Factors

– Based on observation. The teacher have a good techniques to make her students like the English subject. She teaches by her responsibility and capability and she seem enjoyed in her teaching. The teacher has good interaction to her students. And she built multi way interaction communication which means that communication is not only involve a teacher and some students, but also

require the students for establishing horizontal interaction among them selves. The students are like their teacher so much. This is because their teacher is friendly teacher. And their teacher always gives students motivation to learn English and also help students who felt difficult in learning English. Then at the end of the semester she will give the best students a reward such as giving students dictionary, tenses book, or short story in English.

The writer categorizes five indicator to identify teachers factors in the use of learners' diaries. The first indicator is teacher educational background. From the interview with English teacher of SMPN I Mandastana, the writer get the data that she graduated from SI English Department of STKIP PGRI Banjarmasin. The second indicator is teacher's experience in teaching English. Based on the result of the interview to the teacher. The writer gets the data that she has taught English for more than ten years. The third indicator is teacher's interaction to students in teaching and learning English. The fourth indicator is Teacher's attention to help students who felt difficult in learning English. The fifth, the Teacher's roles in influencing students' motivation to write diaries. The table below will discribed the data about that :

Table 4.5 The Percentage of the Teacher's Interaction to The Students in Teaching and Learning Process.

No	Category	F	%
1	Good	72	99.73%
2	Good enough	4	5.26%
4	Bad	0	0%
Total		76	(100%)

From the data in the table above, the writer gets 72 students (99.73%) who stated that their teacher has good interaction with them while teaching and learning process happen. 4 students (5.26%) who stated that their teacher has good enough interaction, there is no student (0%) who stated that their teacher has a bad interaction to them.

Table 4.6 The Percentage of the Teacher's Attention to help Students Who Felt Difficult in Learning English

No	Category	F	%
1	Good attention	70	92.10%
2	Enough Attention	6	7.89%
4	No attention	0	0%
Total		76	99.99(100%)

From the data in the table above, the writer gets 70 students (92.10%) who stated that their teacher has a good attention to help students who felt difficult in learning English. There are 6 students (7.89) who stated that their teacher has enough attention to help students who felt difficult in learning English. Then there is no student who stated that there is no attention from the teacher to help student who felt difficult in learning English.

Table 4.7 The Percentage of the Teacher's roles in Influencing Students' Motivation to Write Diaries.

No	Category	F	%
1	Influencing	50	65.78%
2	influencing enough	22	28.94%
4	Not influencing	4	5.26%
Total		76	99.98(100%)

From the data in table table above, the writer gets 50 students (65.78%) who stated that their teacher's role is influencing them to write diaries. There are 22 students (28.94) who state that their teacher's role is influencing enough to write diaries. Then there are 4 students (5.26) who stated that teacher's role is not influencing them to write diaries.

b. Students' Factors

1. Students' Interest

Based on observation students seem so interested to English language since their teacher use diary in her teaching. Every activity students do with a good attitude. And every assignment they do that with a good job. And if they do not understand the lesson they will ask the teacher. They also learn English at home.

Based on the questionnaire to know the data about the interest in learning English in the classroom is measured by the following indicators. The students' interest can be seen in the table as follows:

Table 4.8. The Frequency of Students' Attitude Towards Learning English Lesson.

No	Category	F	%
1	Like	40	52.63%
2	Quite like	31	40.78%
4	Dislike	5	6.57
Total		76	99.98% (100%)

From the data in table table above, the writer gets 40 students (52.63%) who stated that they like learning English. There are 31 students (40.78%) who

stated that they quite like English. There are 5 students (6.57) who stated that they dislike English.

Table 4.9: Percentage of the Students' Reasons to Study English Subject

No	Category	F	%
a.	for mastering English	44 students	57.63 %
b.	because they like English	26 students	34.21 %
c.	for getting the good score	6 students	7.89 %
Total		76	99.99(100%)

The second, for asking the students' reasons to study English subject, the writer presented that who study English subject for mastering English are 57.63 %, who study English because they like English are 34.21% and who study English for getting the good score are 7.89.

Table 4.10: Percentage of the Students' Motivation to Study English Subject

No	Category	F	%
a.	by their own desire	45 students	59.21%
b.	English is one of the subject in the school	29students	38.89%
c.	parents' desire	2	2.63%
Total		76	99.99(100)

The third, for asking the students' motivation to study English subject, the writer presented that who study English subject by their own desire are 59.21%, who study English because English is one of the subjects in the school are 38.89 %, and who study English because of parents' desire are 2.63%.

Table 4.11 : The Students' Frequency in Using Dictionaries in Learning Activity.

No	Category	F	%
a.	Always	56students	73.68 %
b.	Sometimes	20students	26.31%
c.	Never	0 student	0%
Total		76	99.99%(100)

The fourth, for asking the students' frequency in using dictionary in learning activities. the writer presented that who always use their dictionary are 73,68 %, who sometimes use their dictionary are 26,31 % and no one who never use their dictionary are 0%

2. Students' Response

Based the observation in the students' class. The whole of class is good and full of spirit when the teacher used the diary in her teaching. It means, the students is really like and interest with this technique. The technique is appropriate and effective to be used in their class. Especially for teenagers because they can share their feeling to the teacher and also their friends.

To know about the students' response in the classroom is measured by following indicators.

Table 4.10 : Percentage of The Students' Response about Learning English by Using Diaries in Their Class

No	Category	F	%
a.	Very like	49 students	64.47 %
b.	Like enough	20 students	26.31%
c.	Don't like	7 students	9.21 %
Total		76	99.99(100)

The first, for asking the students' response about learning English by using diaries in their class, the writer presented that who very like are 64.47 %, who like enough are 26.31 %, and who don't like are 9.21 %.

Table 4.12 : Percentage of the Students' Reason in Loving Diaries in English Subject

No	Category	F	%
a.	because can share their story	30 students	39.47%
b.	because students can explore their understanding in English	45 students	59.21%
c.	because it is interesting to do	1 students	1.31%
Total		76	99.99(100)

The second, for asking the students' reason in diaries English subject, the writer presented that students who love English subject because can share their story 39.47 %, students who love diaries in English subject because they can explore their understanding in English are 59.21% and 1 student who love diaries in English subject because this in interesting to do is 1.31 %.

Table 4.13: Percentage of the Students' Assumption in Writing Diaries in English

No	Category	F	%
a.	Easy	10 students	13.15 %
b.	Easy enough	37 students	48.68 %
c.	Difficult	29 students	38.15 %
Total		76	99.98(100)

From the data in the table above, the writer gets 10 students (13.15%) who stated that writing diaries in English is easy. There are 37 students (48.68%), who stated that writing diaries in English is easy enough. Then there are 29 students (38.15%) who stated that they feel difficult writing diaries in English.

Table 4.14: Percentage of The Students' Attitude when Students Read Their Diaries in Front Of Class

No	Category	F	%
a.	Like	37 students	48.68 %
b.	Like enough	25 students	32.89 %
c.	Dislike	14 students	18.42 %
Total		76	99.99(100)

From the data in the table above, the writer gets 37 students (48.68%) who stated that students' like their teacher asks them to read the diary in front of class. There are 25 students (32.89%), who stated that students like enough when the teacher asks them to read the diaries in front of class. Then there are 14 students (18.42%) who stated that students dislike when the teacher asks them to read the diaries in front of class.

Table 4.15: Percentage of The Students' Interest to The Diaries' Topics.

No	Category	F	%
a.	Interesting	46 students	60.52 %
b.	Interesting enough	29 students	38.15 %
c.	Not interesting	1 student	1.31 %
Total		76	99.98(100)

From the data in the table above, the writer gets 46 students (60.52%) who stated that students is interested to the diaries' topics. 29 students (38.15) stated that students in interested enough to the diaries' topics. Then there is 1 student (1.31) who stated that students is not interested to the diaries' topics.

Table 4.16 : Percentage of The Students' Attention of the Diaries' Correction.

No	Category	F	%
a.	Very attention	46 students	60.52 %
b.	attention enough	30 students	39.4 %
c.	Not attention	0 student	0%
Total		76	99.99(100)

The table above shows that the 46 students (60.52%).who are very attention to teacher's correction their diaries. There are 30 students (39.4%), who stated that they have attention enough to the teacher's correction their diaries. There is no one student have no attention to teacher's correction in their diaries.

3. The Effect of Learners' Diaries towards Students' Attitude in Learning English

Based on observation in the students' class, it seems that students have good significant attitude towards their English, because they always keep practicing their English, know students have good confident in learning English and believe that they can master it. They also realize that learning English is important because English not as just their subject but also English is a communication tool. Students love to write, read, and listening. Students also like to use the expression that the have learnt in English (example; in asking for and giving opinion) and it helps them to keep practice in speaking.

To know the data about the effect of learners' diaries towards students' attitude in learning English is measured by following indicators.

- a. Increasing students awareness Students' awareness about the important of learning English

Table 4.17 : Percentage of Students' Awareness about English Language After They Writing Diaries

No	Category	F	%
a.	English as communication tool	63 students	82.89%
b.	English as subject that students have to master it and for getting a high score	12 students	15.78%
c.	English as subject that students have master it and to avoid them from punishment.	1 student	1.31 %
Total		76	99.98(100)

The table above shows that 63 students (82.89%) who stated they are aware to learning English as communication tool are. There are 12 students (15.78%) who stated that English as subject that students have master it and for getting a high score as many as, and one student stated that English as subject that students have master it and to avoid them from punishment.

b. To Increase Students' motivation in learning English

Table 4.18 : Percentage of Students' Motivation in Learning English Language After They Are Writing Diaries

No	Category	F	%
a.	Increasing	39 students	51.31%
b.	Increasing enough	35 students	46.05%
c.	Not increasing	2 students	2.63 %
Total		76	99.99(100)

The table above shows that the students who are writing diaries they feel their motivation increasing as many as 39 students (51.31%). While the students who stated writing diaries are increasing enough their motivation as many as 35 students (46.05%), and 2 students stated that writing diaries are not increasing their motivation.

c. Students Development in Learning English

Table 4.19 : Percentage of The Influence Learners' Diaries Toward Students' Development in English Subject

No	Category	F	%
a.	Influencing	35 students	46.05 %
b.	Influencing enough	41 students	53.99 %
c.	Not influencing	0 student	0 %
Total		76	99.99(100)

The table above shows that the students who are feel that diaries is influenced their development in leaning English as many as 35 students (46.05%). While the students who stated writing diaries are influencing enough their development in learning English as many as 41 students (53.99%), and no one students stated that writing English is not influencing them in their development.

Table 4.20 : Percentage of Students' Assumption about Diaries in Their Learning Activities

No	Category	F	%
a.	Diaries as media to practice their English and improve their English	57 students	75 %
b.	Diaries as an assignments and students do that because they want to get a high score	19 students	25 %
c.	Diaries as an assignments and students do that because they want to avoid punishments	0 student	0 %
Total		76	100

The table above shows that the students who feel that diaries influenced their development in leaning English as many as 35 students (46.05%). While the students who stated writing diaries are influencing enough their

development in learning English as many as 41 students (53.99%), and no one students stated that writing English is not influencing them in their development.

Table 4.21 : Percentage of Students' Assumption about The Benefits of Learners Diaries in Learning English.

No	Category	F	%
a.	Diaries help students to share their story and enlarge students' vocabulary	34 students	44.73 %
b.	Diaries help students to enlarge their vocabulary and to understand how to use the good grammar	27 students	35.52%
c.	Diaries help students to guide them to make a good composition and to understand about English language.	15 student	19.73%
Total		76	99.98(100)

The table above shows that the students who feel that diaries is giving benefits for them in help students to share their story and to enlarge students' vocabulary as many as 34 students (44.73%). While the students who stated that diaries is giving them a help to enlarge their vocabulary and to understand how to use the good grammar as many as 27 students (35.52%),and students who feel that diaries is giving benefits for them in help students to guide them to make a good composition and to understand about English language as many as 15 students (19.73%)

C. Data Analysis

All of data from observation, interview and documentary have been presented in data presentation. Then, the data also are analyzed and reported systematically based on the statement of the problem about teaching and learning

English by using diaries at the Eighth grade of SMPN I Mandastana 2011/2012, which consist of the use of learners' diaries by the teacher in teaching and learning English and about The influence factors of the use of learners' diaries in teaching and learning. Then the effect of the use learners' diaries in teaching and learning. For more information, it will be presented and explained as follow:

1. The Use of Learners' Diaries by The Teacher in Teaching and Learning English.

The results of the use learners' diaries in teaching and learning research presents that teacher have good techniques and procedures to teach by using learners' diaries. Through good techniques and procedures teacher can prompt students to write their diaries. Before the meeting teacher has to think about the interesting topic and technique that can influence students' spirit in writing. While teacher teaches, teacher also has to have spirit when she transfer the knowledge, because before the teacher want to motivate her students, the teacher has to motivate herself, the good spirit and techniques will present the enjoyable atmosphere. Teacher needs an appropriate procedure to use learners' diaries in the classroom. Sometimes teacher asks students to write their diary after the activity in the classroom and this is same as an evaluation of themselves, because they will give comments about their learning difficulties. Sometimes teacher also asks students to write diaries in their home, this is same as an assignment and also media for students to keep practice with their English. Although teaching and learning English using diaries is appropriate in teaching and learning, but the teacher still finds many problem and difficulties from before teaching process until teaching process in the class. Before teaching, teacher has to prepare herself

to have a good feeling (not all of teachers can control and keep their feeling in a good feeling). Teacher also has to give her free time to correct and give comment to the students' diaries. Some of students make a strange composition that teacher does not understand what their meant.

From explanation above, it can be concluded that teacher's use diaries is to motivate students to always keeping practice and to explore students understanding about English, and also to create the enjoyable atmosphere in teaching and learning process. And make a good balance between shy students and talk active students.

2. The Influencing Factors of The Use of Learners' Diaries in Teaching and Learning.

a. Teacher's Factor

The result of the research based on my observation and questionnaire about teachers factors toward teaching and learning English by using diaries will be seen more detail.

Based on the table 4.5 about the teacher's interaction to students in teaching and learning English, the writer presents, that students who state that their teacher has good interaction to them while teaching and learning process happen as many as 99.73 % and it is excellent category, and (5.26) students who stated that their teacher has good enough interaction and it is very bad category.

Based on the table 4.6 about the teacher's attention to helps students who felt difficult in learning English. The writer presents. Students who state that their teacher's have a good attention to helps students who felt difficult in learning English as many as 92.10% and it is excellent category. Then there are 7.89%

students state that their teacher's have not attention to helps students who felt difficult in learning English. From this result, the writer concludes that teacher really pay attention to her students and always helps her students in learning English.

Based on the table 4.7 about the teacher's role in influencing students' motivation in writing diaries. The writer presents. Students who state that their teacher's role is influencing them to write diaries as many as 65.78% and it is good category. Then there are 28.94% students state that their teacher's role is influencing enough students' motivation in writing diaries, this is bad category. Then there are 5.29% students that state teacher's is not influencing them to write diaries, this is very bad category. From this result, the writer concludes that teacher's role very influencing students' motivation in writing diaries.

b. Students' Factors

The result of the research based on my observation and questionnaire about students' interest and students' response about using diaries in teaching and learning English will be seen more detail.

Based on the table 4.8 about students' attitude in English lesson. The writers presents that 52.63% students very like English lesson, and there are 40.78% that quite like with English language. There are 6.57 who are dislike with English lesson. It means most of the students like English subjectBased on the table 4.9 about students' reason to study English subject. The writers presents that 57.63% students that study English for mastering it, and 34.21% students that study English because they like English. Then, there are 7.89 % study English for

getting the high score. From that result, the writer concludes that students have their own reason to learn English and most of them learn it because want to master it and get high score.

Based on the table 4.10 about students' motivation to study English, the writer presents that 59.21% students study English by their own desire, and 38.89% students study English because English is one the subject in the school. Then 2.63% students study English because their parents, from that result, the writer takes conclusion that most of students study English by their desire.

Based on the table 4.11 about students' frequency in using dictionaries in learning English. The writer presents that 73.68 students always using their dictionaries in learning English, this is good category. Then 26.31% students sometimes using their dictionaries in learning English and this is bad category. From that result, the writer concludes that most of students use their dictionary to help them look for the vocabulary that they do not know yet.

Based on the table 4.12 about students' response in learning English using diaries. The writer presents, 64. 47% students very like in using diaries in teaching and learning. There are 26.31% students that like enough in using diaries in teaching and learning. Then 9. 21 % students that do not like using diaries in teaching and learning English. The writer concludes that students have a good response in using diaries, most of them very like when their teacher use diary in teaching and learning.

Based on the table 4.13 about students' reason in loving diaries in English subject. The writer presents, 39.47% students love diaries because

students can share their story. There are 59.21% students that love diaries because can explore their understanding in English. Then 1.31% students that love diaries because it is interesting to write diary. From that result, the writer realizes that students there two types of students which they have different reason in living diaries in learning English. The first type is the students love diaries because through diaries students can share their story. The second type is the students love diaries because through diaries they can explore their understanding in English.

Based on the table 4.14 about students' assumption in writing diaries in English. The writer presents, 13.15 % students states that writing English is easy. There are 48.68% students states that writing diaries is easy enough. Then there are 38.15% students states that they are feel difficult to write diaries in English. This result means that students still have difficulties in writing diaries.

Based on the table 4.15 about students' enthusiastic when they read their diaries in front of class. The writers presents 48.68% students like to read their diaries in front of class. There are 32.89% students like enough to read their diarist in front of class. Then 18.42% students that dislike. This result presents that most of students have enthusiastic when their teacher asks them to read their diaries in front of class.

Based on the table 4.16 about students' interest about the diaries topics. The writer presents, 60.52% students are interesting to the topic. There are 38.15% students are interesting enough to the topic. Then 1.31 % students are not interesting to the topic. This result presents that most of students interested to the topic.

Based on the table 4.17 about students' attention of the diaries corrections. The writer presents, 60.52% students attentions to the diaries corrections. There are 39.4% students that attention enough to the diaries correction. This result, presents that most of students have attention to the teacher's correction for their diaries.

3. The Effect of Learners' Diaries Towards Students' Attitude in Learning English

The result of the research based on observation and questionnaire about the effect of learners' diaries in teaching and learning English will be seen more detail as follows:

Based on the table 4.18 about students' awareness about English language after writing diaries. The writer presents 82.89% students aware that English is as communication tool. There are 15.78 students states that English as subject that students have to master it and for getting a high score. Then there are 1.31% students that state that students have master it and to avoid them from punishment. Through diaries students realize that English is as communication tool because in their diaries they built interaction and good communication to their teacher.

Based on the table 4.19 about the influence of learners' diaries towards students' development in English subject. The writer presents, there are 46.05% students feel that diaries influencing their development in English. There are 53.99% students feel that diaries influence enough their development in English. This result presents. Through diaries students feel that diaries influenced their development in learning English.

Based on the table 4.20 about students' assumption about diaries in their learning activities. The writer presents, 75 % students' state diaries as media to practice their English and improve their English. There are 25% students' state that diaries as an assignment and they have to do that because they want to get a high score. It means diaries for students is as media to practice their English and improve their English and get a high score.

Based on the table 4. 21 about students' assumption about the benefits of learners' diaries in learning English. The writer presents, 44.73% students state that diaries help students to share their story and enlarge students vocabulary. There are 35.52% students state that diaries help students to enlarge their vocabulary and to understand how to use the good grammar. Then there are 19,73 state that diaries help students to guide them to make a good composition and to understand about English language. This result presents that students have different assumption about the benefits of learners' diaries, but it is good because they can reach their goal in learning, in their own purposes.