

ANALYSIS OF STUDENTS' WRITING ABILITY THROUGH DIARY WRITING HABITS AT MIN 11 MEDAN CITY

Siti Nurhalizah & Safran
UIN Sumatera Utara Medan
sitinurhalizah663@gmail.com ; safranhsb@uinsu.ac.id

Abstract

The essence of the problems in this study are: first, to determine the writing ability of students of class V MIN 11 Medan City. Second, to find out the teacher's strategy in improving students' writing skills through the habit of writing diaries in class V MIN 11 Medan City. Third, to find out the process of habituating the ability to write diaries in class V MIN 11 Medan City. This research is a qualitative research, which was conducted in class V MIN 11 Medan City, who acted as research subjects were students of class V MIN 11 Medan City, totaling 28 people. Data collection techniques in this study, namely observation, interviews, and documentation. Based on the findings and results of data analysis, it can be concluded that the habit of writing diaries in fifth grade students at MIN 11 Medan City has proven to have a positive impact on improving children's writing abilities when learning to write in Indonesian. The indicators that can be seen are from the 28 students in grade 20, some of them are already able to write essays coherently. Coherently means writing essays correctly, and other rules that are in accordance with the demands of learning to write essays. As for the habituation made by the teacher in improving students' writing skills in writing diaries, including instructing children to make a writing that tells memorable experiences for them in their diaries and instructing children to write down their daily activities both at home and at school into their diary.

Keywords : *Diary ; Writing ; Habits*

INTRODUCTION

Language skills can be observed as an indicator through the ability to write in children. Writing is commonly seen as an activity that is not very valuable, because other abilities such as speaking and reading are considered more visible than writing. Even so, no one dares to say that writing is useless, because a lot of knowledge is obtained through writing. A person's ability to write is considered an extraordinary skill, because he is able to turn abstract ideas or ideas into concrete ones in writing. Widiastuti, *et.al.* (2022) adds that the beginning of

literary writing can be started from simple events, such as private problems, family problems, and other problems in order to build a habit of experience.

Writing activity is interpreted as a unidirectional communication technique between the writer and the reader through a series of words. A writer is considered productive through activities related to his work and its use in society. In fact, the thoughts of a writer can be recognized by his characteristics through the strokes of sentences on paper or books. In addition, for some people, writing is considered a special passion that is fun and entertaining, because it can express ideas, ideas, and feelings holistically about a particular theme (topic) (Kurniasih, 2020).

In the context of learning, writing activities can be an active stimulus in improving students' thinking (cognitive) skills. This is because it is not easy for students to write down what they think, it requires special skills in arranging words correctly according to SPOK, and increasing vocabulary in writing a work. Writing skills require someone to think before pouring ideas or ideas. For this reason, learning Indonesian in schools is teaching that must stimulate students to write correctly (correctly).

Learning Indonesian at the basic education level (elementary school/madrasah ibtidaiyah) requires students to be skilled in writing (Yamtinah, *et.al.*, 2021) and 3 other skills, including speaking, reading and listening (Ningrat, *et.al.*, 2020). Writing skills are one of the important aspects for students to have from an elementary age, this is considering that writing is a series of individual capacities in training oneself to express ideas, thoughts, feelings, and emotions through writing. The accumulation of all of them requires structured thinking, so it is important to learn Indonesian language teaching materials (Adriani, *et.al.*, 2018).

Writing is one of the most challenging assignments because it requires students to be able to relate many thoughts, feelings, and ideas to major problems or frequent occurrences. Students will be able to process their thoughts, refine, and articulate their conclusions through writing and essays. The quality of the material used to create concepts or ideas will be reflected in the writing itself, because the better the students produce, the better their minds will be (Riyanti, *et.al.*, 2019).

The reality on the ground shows that elementary school students (SD/MI) have low levels of writing ability. The students thought that writing skills were boring and tended to be difficult, because they had to string words together correctly, while reading or speaking

and listening skills tended to be easier (Agusti, *et.al.*, 2021). In general, the problem of students' perceptions that writing is difficult is caused by the lack of optimal teachers in training these skills in students. In addition, teachers are less creative and learning facilities are inadequate (Simanjuntak, *et.al.*, 2019). Of course, this is not a problem without a solution, so teachers are asked to improve the quality of learning, especially in the aspect of writing skills.

When examined, in fact children in Indonesia are generally able to speak Indonesian. However, the use of language has not been properly practiced in children's daily lives, causing problems when they want to write down ideas or feelings. This can be observed from the choice of diction (words) when writing down ideas, difficulties in composing words, weaknesses in constructing sentences, weaknesses in developing ideas and sharpening analysis, and a relatively small vocabulary. Of course this contrasts with the capacity to choose or find thoughts or ideas, reveal facts, and organize writing as part of the important factors that must be taken into account when engaging in writing activities.

Regarding writing, one type of writing that has been interesting for a long time and still exists today is the diary. A diary is a personal account of daily thoughts, events, interactions, and other experiences. Writing has developed into a tool for self-improvement and for recognizing one's creative potential. A diary is a medium of personal writing in which one can express the deepest personal feelings of every individual, including those of joy and respect.

Similar to how adults write in diaries, many students do it to push themselves to become better writers and to be able to produce written work. The famous female writer, Maryanne Raphael, revealed that keeping a diary might make writing more enjoyable. Writers can enjoy their writing activities because they are used to writing a paper, in the form of lots of interesting and significant notes, which will be a very useful resource for their next writing assignment.

There are several previous studies that provide explanations about writing, including Kurniawan (2019) concluding that Indonesian language learning material at SD Negeri 10 Kendari, especially grade V, is more focused on students' ability to write descriptive discourse. Students are trained and guided to express ideas or ideas through writing descriptive discourse activities. Seeing this description, it is clear that learning to write descriptions as part of a component in learning Indonesian Language and Literature has been

carried out in schools. However, in reality in schools there are still many students who have not been able to write good descriptions.

Based on this research, it is understood that the first study discussed the ability to compose descriptive discourse in increasing students' interest in learning, while this study discussed efforts to improve writing skills through the habit of writing diaries. The difference between previous research and this research is the media used, the subjects studied, the time and place of research. The similarity of this research is that there is an increase in students' writing skills.

Another study, Idarliati (2018) discusses efforts to improve students' skills in writing descriptive essays using media images. In his research, he disclosed the main issues relating to the skills of writing descriptive essays through the application of media images. Through this research it was concluded that the differences between previous research and this research were the media used, the subjects studied, the time and place of research and the media used. The similarities are found in the actions taken against students.

Based on the two previous studies, the writer can draw the conclusion that improving students' ability to write through the habit of writing diaries can be done well by a teacher, using various methods, provided that if students have been directed and trained in the habit of writing diaries, then as a teacher should carry out assessments and guide students so they can develop their writing potential through the habit of writing diaries.

In fact, other relevant research related to this theme has been widely reviewed by previous researchers. One of them discusses the aspect of students' ability to write habituation-based essays for diaries (Nurhaeni, 2019), efforts to facilitate students skilled in writing narratives through the diary (Pertiwi, 2016), developing a writing literacy culture in children through the habit of writing diaries (Priyanti, *et.al.*, 2022), implementation of the school literacy movement for elementary age children (Mardiani & Wahyuni, 2022), the practice of cultivating literacy in elementary age children (Ramadhan, 2019), implementation of student literacy activities (Mutia, *et.al.*, 2018), internalization of educational values through the school literacy movement (Sudrajat & Wijaya, 2023), and strengthening the library in improving children's language skills (Ratnawita, *et.al.*, 2022).

The results of initial observations at MIN 11 Medan City, it was found that students' writing abilities were still in the low category. This can be seen when students do writing assignments in Indonesian lessons with certain themes given by the teacher, students do not

immediately do them. At the beginning of the lesson students had not prepared themselves and stationery for learning, students tended to be lazy, many of them even preferred to spend their time playing with friends in class. Lack of readiness to learn, it will be difficult for students to understand the lessons given by the teacher. Meanwhile, the basic competence of Indonesian cannot be separated from writing activities.

Based on the literature review above, it can be seen that relevant studies on efforts to improve the writing skills of elementary-age children through the habit of keeping diaries (diary) still discuss the theme of methods, conditions, training and habituation carried out by teachers on students. Meanwhile, special analysis or focus on student abilities has not been studied optimally. This is what makes this research different, so the researchers seek to reveal the results of the analysis, in order to help improve children's writing skills, which starts with the habit of writing daily activities in a diary.

Therefore, the researcher intends to improve writing skills using the habit of students writing diaries, where basically the aim of this effort is to train students to write and choose words that are arranged into a sentence. In this study, the researcher intends to find out how the process of getting used to writing diaries in MIN 11 Medan City, especially in class V. Therefore, researchers are interested in elevating this problem into a study. The purposes of this research are (1) to determine the level of children's writing ability; (2) to find out the teacher's strategy in improving children's writing skills; and (3) to analyze children's writing skills through the habit of writing diaries for fifth grade students at MIN 11 Medan City.

METHODS

This research was conducted at MIN 11 Medan City, having its address at Jalan Bunga Cempaka, No XIII A, Padang Bulan Selayang II, Medan Selayang District, Medan City. This study uses a qualitative approach with a descriptive study method, which focuses on improving the writing skills of elementary school children through the habit of writing diaries. Collecting data in this study, namely by using methods of observation, interviews and documentation (Assingkily, 2021). This research was carried out from Desember 2022 to March 2023 (\pm 4 months), including initial observation (preliminary study), identification and determination of problems to be studied, permits, data mining, preparation of reports, guidance with lecturers, revisions, to finalization of reports in article format scientific.

In observation, the researcher collected data directly from the data source being studied, namely the fifth grade teacher and fifth grade students, while the interview used several stages to collect interview data from several informants which were then processed. The results of observations that have been made in the field use documents related to diary writing through the Indonesian language subject at MIN 11 Medan City. There are two research sources used by researchers, namely primary data sources and secondary data sources. Primary data sources were conducted with school principals, teachers and grade V students at MIN 11 Medan City, while secondary data sources included books, learning tools, journals and documentation. While the data analysis technique uses data collection, then data reduction, data presentation and drawing conclusions on the data that has been obtained (Sugiyono, 2014).

RESULTS

1. Writing Ability of Class V Students at MIN 11 Medan City

Writing ability is the ability to be able to express new ideas and present them in written form in a complete, clear and complete manner, so that those ideas are easily understood and understood by others for communication purposes. Or it can be concluded that a person's ability to write is determined by the accuracy in using language elements, the organization of discourse in the form of essays, and the accuracy in using language, as well as the choice of words used in writing (Mundziroh, *et.al.*, 2013).

Based on the initial observations made by the teacher, it is known that the writing ability of class V students at MIN 11 Medan City is still low. It is evident that there are still many students who still leave a lot of blank pages in their books when learning to write. They also take a long time to complete their writing. In learning to write essays, there were only 15 students out of 28 students who could finish their essays on time. Based on these observations, the teacher has found several possible causes of students' low writing skills.

From the problems that cause low students' writing skills, the class teacher analyzes possible steps that can be taken in learning activities that can improve students' writing skills. The method is to try to make continuous observations, read reading sources related to efforts to improve students' writing skills, and discuss with other teachers. Based on these steps, it was finally agreed that the teacher would use the diary as a medium to improve students' writing skills.

The diary is considered sufficient to represent the daily life of students. A diary is a record of events or circumstances of the daily events that are passed. For example, on this day, we record important events in a diary. The diary serves as a record of the moments that have passed. This may also be a significant time in individual history. People are more stressed from changing times too quickly, be it with their families or jobs (Sidabutar, 2021).

The diary now functions as a medium to express one's emotions about the problems they are experiencing, in addition to their original purpose of only storing memories of a memory. Another view argues that the diary is a medium that records personal events, including happy, sad, poignant, and even sad ones. Anything can be recorded in a diary, including very private and confidential information. In class V MIN 11 Medan, the use of a diary was introduced to help students write. After knowing that keeping a diary (diary) is a good practice to improve writing skills, the teacher makes a plan in the form of a Learning Implementation Plan (RPP) to ensure that this practice is followed, especially in class V MIN 11 Medan City.

2. Teacher's Strategy in Improving the Diary Writing Ability of Class V Students at MIN 11 Medan City

Strategy is a plan that is carried out by someone in order to achieve a certain goal properly and optimally in accordance with the goals to be achieved. The teacher is the most important component in pursuing quality student abilities in a school because a teacher is able to maintain harmony between words, orders and prohibitions with deeds. Such a teacher will be a role model for his students and truly a teacher who can be emulated (Sari, *et.al.*, 2020).

Teachers have a very strategic role in the formation of students' knowledge, skills, and character. Therefore, professional education staff will carry out their duties in a professional manner, resulting in higher quality graduates. Becoming a professional education staff will not just happen without efforts to improve it, while one way to make it happen is by developing this professionalism requires support from parties who have an important role in this case, namely parents, friends and school principals, where the principal is a very important educational leader, because the principal is directly related to the implementation of educational programs in schools (Inggriyani & Fazriyah, 2017).

One strategy to improve students' writing skills is to plan a strategy to improve students' writing skills in writing diaries. First, planning a learning strategy that refers to basic competencies in accordance with the applicable curriculum and adapted to learning objectives. Second, the planning of learning strategies should involve media, effective and efficient learning methods so that students are able to interact well. Third, in planning a strategy for learning to write, it should be adapted to the situation and conditions, the characteristics of the students, the basic competencies being discussed, the media and methods, and the geographical conditions of the school (Alawia, 2019).

In improving students' writing skills through writing teacher diaries for class V at MIN 11 Medan City, the teacher uses many variations of the method in the learning process. According to the information obtained from the results of the interviews conducted by the researcher with Ms. Rosmaini Nasution, S.Pd., she stated that apart from getting her students used to writing diaries, she also applied her learning methods. Where using the lecture method then there is also a demonstration or practice method. Taking students out of class observing the environment when they are being asked to write essays about the environment.

In addition, the strategy carried out by Mrs. Rosmaini Nasution as homeroom teacher for class V to improve the quality of writing in children, where students were asked to retell their memorable personal experiences in notebooks, then I directed students back through their experiences which were written in notebooks, then students I directed compiling the writing into a text.

Another strategy carried out by Ms. Rosmaini Nasution, S.Pd., in improving students' writing skills was by asking students to try to retell memorable things in notebooks and the teacher's role here directs and guides students to compose words and then pours them into in writing.

In educating students to be able to write, the length of time needed from one student to another is of course different. There are students who are only briefly explained, already able to understand and immediately put into practice. There are also those that take a very long time, it could take weeks, up to months before you can put them into practice. Therefore, a teacher must always have a lot of energy to hone the potential and talents of students. A teacher who has the sincerity to continue training, is serious about the process, without fear of failure. Because failure alone is the door to success.

Cognitive development of students seen in the new field to concrete operations. Where is the cognitive ability of new students to remember and think about things that are happening now, and which they are familiar with. Therefore, a teacher should understand this. By understanding the level of student development, the teacher can formulate learning according to student conditions (Rinawati, *et.al.*, 2020).

Based on the main problem of this study, namely the low writing skills in class V MIN 11 Medan City in the Indonesian language subject, the teacher needs to consider the cognitive development of students in designing learning to write a diary which is one of the writing activities. Students at MIN 11 Medan City still need dominant guidance from the teacher. Therefore, in improving these conditions, it is necessary to apply learning strategies that make it easier for students.

Students' writing skills must be guided and developed in order to produce meaningful writing, beginning with diary writing. After students get used to writing diaries, the next strategy is to write down the experiences in the diary into writing that is appropriate to the spelling. This writing is also accompanied by the teacher in correcting the writing so that it matches the correct spelling.

Writing experiences and writing students' daily activities into diaries is an alternative in improving students' writing skills. Through diary writing activities, students are accustomed to writing things they experience in a coherent and easy to understand way for other people. Writing a diary is one way to express their experiences through written media.

The steps to getting used to writing diaries in fifth grade students at MIN 11 Medan City have proven to have a positive impact on improving children's writing skills when learning to write in Indonesian. The indicators that can be seen are from the 28 students in grade 20, some of them are already able to write essays coherently. Coherently means writing essays correctly, and other rules that are in accordance with the demands of learning to write essays.

3. The Process of Habituating the Ability to Write a Diary in Class V Students at MIN 11 Medan City

In the second month of the even school year, when students first enter the class, the teacher begins to plan activities for the habit of recording daily events that students encounter in a diary. Each student has a different diary. Each student keeps a diary. Students are allowed to write whatever they want in their diary based on current events or daily occurrences. This incident happened to them both at home and at school. Besides, no one knows what they will write.

Regarding the adequacy of their writing related to spelling or word choice, students discuss their work with the teacher. In this case, the teacher protects the privacy of students' writing because sometimes some children are reluctant to discuss what happened to them. Teachers should also carefully study each student's writing to verify what they have written. Editing is done so that student work can be corrected for further writing.

The teacher always follows the sequence of events that are planned for delivery as is done in this custom. A writer, in this example a student, usually finds it difficult to start writing because he is confused or not sure what to write. As a result, teachers must take appropriate actions to facilitate learning. The steps for learning to write with the habit of keeping diaries in grade V are: a) making goals to be achieved; b) write down the events experienced and what activities were carried out today in detail and coherently; write down the events that are experienced today in detail and coherently based on the framework that has been written before; make the writing into an essay; and write down the events they experienced during the full day done every day in each student's diary.

Many students only write a few sentences at first, when they first get into the habit of writing. This is because children are not used to expressing their feelings through writing. In this case, the teacher must be able to motivate students to write more by asking several questions. The teacher will ask the following questions: (a) What did you experience today? (b) Where did this incident take place? (c) With whom did you experience this? (d) Are you happy with what happened? Why? (e) What lessons can you take from this incident? f) what would you do if it happened again in the future?

The teacher adjusts these questions based on the ability of students at each opportunity. Each of these questions was answered and the written responses were used as a framework for writing. The teacher patiently helps students in the framework which will

then be used as a written result. With this, it will make it easier for students to have clear ideas about the topics they will write about since they answer these questions. Students are used to recording everything they encounter in a note. After one month of practicing this in class. The notes in each student's diary are also unique. Similar to how they speak, guna aims to guide students so that their writing follows proper grammatical conventions for Indonesian (Yarmi, 2017).

The teacher uses the method by recording in a diary based on student experience. The teacher gives assignments to write from personal experience. The teacher will instruct students to select events from those they have recorded in their one-month diaries. Students can choose a story from a collection and then copy their own experience as a piece of writing. In these situations, teacher guidance is still needed to ensure that students write with the correct spelling, choose the right headings, and use the right grammar.

Of course, being able to practice diary writing definitely has its challenges. Following are some of the challenges faced in carrying out the habituation process: (a) Not all students are able to express what they experience in written language, therefore the teacher must provide motivation for students to do so; (b) students' word mastery is still lacking, so the teacher adopts the habit of reading five to fifteen minutes before class to improve word mastery; (c) student sentences are often misspelled, so the teacher helps students connect student words.

The role of the teacher in overcoming these various obstacles is very important, it is not uncommon for the teacher to also experience difficulties, so the teacher does not hesitate to consult with other teachers so that they can provide meaningful input for improving the implementation of this diary writing habit. In addition to the several obstacles encountered and several actions that have been taken by the teacher to overcome student difficulties, there are several factors that motivate the teacher to carry out the habituation process of writing the diary, namely: a) the desire of students to write in diaries is very high, b) support from the principal in giving literacy permission, in this case writing, in every lesson. If usually literacy activities are only filled with reading activities, the teacher varies it through diary writing activities (Atmojo, 2020).

Factors supporting the implementation of the habit of writing diaries are one of the sources of student motivation in implementing this habit so that it goes as expected. These factors can also support the selection of strategies to improve writing skills. In this case,

teachers are required to be more creative in order to develop strategies for learning to write for students.

DISCUSSION

1. Elementary Students' Writing Ability

The ability to write in elementary age children is still in the low category. This is also directly proportional to the perception that a child's reading ability is higher than his writing ability. In line with this, Nurlaily & Pranata (2022) explained that children's writing ability is still low, caused by a lack of practice or habituation of children expressing ideas in written form. Pebriana (2018) added that the reason why children have higher reading or speaking abilities is because children are often asked by the teacher to re-communicate their understanding of an oral-based teaching material.

The opinion above explains that in the daily life of children the learning process is carried out by prioritizing oral tests. Likewise, at the end of learning in each quarter or semester, students are asked to answer a writing test. The implementation of such learning is disproportionate in improving language skills in children, especially at the elementary age level. This is further emphasized by Hayati & Setiawan (2022), that learning in Indonesia tends to ask children to actively listen to teaching material delivered by teachers, so that children's exploration space to actively communicate and express ideas through writing is still relatively low.

According to Sugara, *et.al.* (2021), assignment-based writing activities are considered a burden by children, so that feelings of happiness do not arise when children carry them out. This becomes one of the triggers for children not to be enthusiastic about writing, even though through writing children can express certain symbols of ideas, ideas, even emotions. In this context, teacher creativity is needed in practicing various active learning strategies that can stimulate children to be enthusiastic about writing something regularly or periodically. Thus, elementary age children will get used to writing by no longer perceiving it as something that burdens the mind.

Furthermore, Zainab, *et.al.* (2020) offered the results of their research, that children's writing skills can be improved through the habit of writing daily notes. Where, children are allowed to pour all their experiences every day into a special book, known as a diary. These

notes will be easy for children to write because they relate to personal experiences, and children are "free" to write them without having to think about the structure of language (subject, predicate, object, and description). Plus, children don't need to think about the impact of their writing, it's easy for others to read or understand, because it's limited to expressing a full day's activities in writing.

Based on the description above, it is understood that children's ability to express their ideas, ideas and emotions in written form as a whole (comprehensive) is still relatively low. This shows the level of children's communication through writing which is considered ineffective, considering that children are not yet skilled at compiling vocabulary into a sentence referring to SPOK. In addition, children are also not confident in expressing ideas, because they are worried that their writing will be ridiculed or not understood by their peers. For this reason, efforts are needed to train or accustom children to writing their daily activities in a diary, so that children are free to express and explore knowledge in writing.

2. Teacher's Strategy in Improving Elementary Students' Diary Writing Ability

The teacher's strategy in getting used to writing diaries is an alternative to practicing writing skills in elementary age children. Where children can express personal experiences based on writing, besides in the end they are also asked to retell the results of their writing in front of other students. The themes in writing the diary also seem free, around children's daily activities. Thus, this will be in harmony with one of the Indonesian language learning materials which asks children to actively write essays, around holiday themes or certain activities on Islamic holidays. According to Khamidah (2017), this further emphasizes that the habit of writing diaries will help children to become skilled at writing essays in Indonesian language lessons.

The child's habit of writing something based on personal experience, at least stimulates the spirit of writing in children. This habit will also be converted into a hobby or passion that is attached to the child. Children will get used to noting things that are considered important, starting to increase vocabulary, skilled at choosing diction to write a sentence, and confident in writing down their personal experiences or thoughts. Kurniasih (2020) adds that writing skills through the habit of writing a diary will help children compose or arrange sentences coherently (systematically).

Diaries are very useful for children, especially in efforts to improve writing skills. In addition, children will make important moments experienced as something urgent to write down (record) (Nugroho, 2014). Thus, children are motivated to write personal experiences as individual history without any compulsion to record them. In fact, according to Sidabutar (2021), this can reduce the level of boredom of children with the workload, because writing a diary is considered an effort to reflect on life stories for 1x24 hours.

The teacher's strategy in getting children to write their daily activities serves as a medium for children to explore their emotional self as a whole. Usually, children will write down anything without hesitation that other people won't hear or fear of being ridiculed by others. The child's privacy as a writer is maintained, and the child's emotions are comprehensively contained in a piece of writing (Kurniawati, 2019). This media diary or diary also makes children appreciate their life experiences or important moments more, starting from notes of happiness, sadness, joy, and others. This shows that diaries are important information and privacy in a child's daily life (Arif, *et.al.*, 2022).

The role of the teacher in getting used to this child is classified as very central. Where, the teacher is responsible for internalizing values, transferring knowledge, and training certain skills in children. The professional duties carried out by teachers at the elementary age level greatly impact the child's advanced age phase, including training children to be skilled in writing (Karlina, 2016). For this reason, the assignment of Indonesian language teachers in terms of writing to SD/MI level children should be given through the habit of writing an essay based on the child's personal experience. Thus, the diary becomes an important alternative in stimulating the writing skills of elementary age children.

Based on the description above, it is concluded that the teacher's strategy in training children's writing skills is very varied, including getting students used to writing diaries. In this context, students are asked to write down personal experiences throughout the day, perhaps from experiences at home or in the madrasa environment. Thus, students will feel comfortable because they can channel their emotions (sad, happy, happy, and so on) in a piece of writing, without the burden of thinking that what they are doing is the task of the Indonesian language subject.

3. The Process of Habituating the Ability to Write a Diary in Elementary Students

Habituation is an appropriate method to be practiced in elementary age children. This is considering the theory of cognitive development of children, namely the stage of concrete thinking. So that every thing that is easily remembered, experienced, and known by children becomes the limiting phase of children's thinking at that age (Umami, *et.al.*, 2020). Even so, through practice children will easily digest an understanding and learning through the conditions closest to them. In this context, the role of teachers, parents and the surrounding community is needed in getting used to positive things for children, one of which is the habit of practicing diary-based writing (Rachman & Verawati, 2022).

Elementary children are a phase that really needs guidance and ability development from adults (Surifah, *et.al.*, 2018). In the context of writing skills, children must be given special guidance so that students are able to produce meaningful work, starting from the closest thing, namely writing personal experiences in a diary (Pujiastuti, 2020). The habit of writing notes on important events (moments) will be corrected by educators on a regular basis, starting from the systematics of writing, writing standard words, to the spelling correction section according to the General Guidelines for Indonesian Spelling (PUEBI). The assistance provided by the teacher through this correction will train students to write correctly (Mardika, 2019).

Habituation of children to write in a diary is the first step in developing children's creative thinking. Slowly, children will be able to self-correct independently of their writing, so that children try to produce writing that is easy to read, understand and like by others. More than that, the meaningfulness of children's writing will also be reflected through the children's efforts to share personal experiences with many people, even inspiring their peers (Qur'ani, *et.al.*, 2023). Besides that, children also get various emotions through the essays they write. This certainly has a positive impact on getting used to the daily life of children.

In the context of efforts to accustom children to writing, the teacher plays an important role in instilling this attitude. Where, at the beginning of the class meeting, the Indonesian teacher requires students to have 1 special book to record important events or experiences every day. Each student will be asked to write down this experience, both in the madrasa environment and in their respective homes. This certainly results in a different experience from one student to another. In this way, various interesting stories will be broken down based on students' daily experiences (Kurniawati, 2019).

After writing down experiences for 4-5 days, students are asked to correct each other's writing, starting from the standard word column, spelling according to general Indonesian language guidelines, and the systematics of writing sentences. After that, then the teacher assesses the writing as well as the results of each student's correction. Likewise, the teacher's role is to maintain confidentiality between students, so that there are no attempts to ridicule each other between students. The main goal is, of course, to edit each student's essay, before being displayed orally in class (Kurniwati, 2019).

Based on the efforts above, it is understood that the teacher plays an important role in getting used to writing important events for each student. This also stimulates students to think creatively about writing themes, and to write correctly according to the framework given by the teacher. Furthermore, students no longer feel burdened with writing assignments, because they are considered to be "chatting" with their respective diaries, so they are free to express certain emotions. This habit is also expected to be a trigger for students to be skilled at writing correctly, both from the aspect of using standard words, writing according to spelling guidelines, and writing systematics according to the framework provided by the teacher.

CONCLUSION

Based on the description above, the results show that (1) the writing ability of students at MIN 11 Medan City is still low. (2) The strategy practiced by the teacher is the habit of writing diaries in a book for all students. (3) Through the habit of writing diaries, the writing ability of elementary age children can be increased. This is evident in the findings at MIN 11 Medan City, where Indonesian teachers train children to write diaries. Thus, children can explore their daily lives through writing, so that children are trained to express ideas or ideas, arrange words, and increase the vocabulary of children's vocabulary, and are able to write essays in a coherent (systematic) manner.

REFERENCES

- Adriani, E. Y., Subyantoro, S., & Mardikantoro, H. B. (2018). Pengembangan Buku Pengayaan Keterampilan Menulis Permulaan yang Bermuatan Nilai Karakter pada Peserta Didik Kelas I SD. *JP-BSI (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)*, 3(1), 27. <https://doi.org/10.26737/jp-bsi.v3i1.445>
- Agusti, R., R. S., & Hakim, R. (2021). Peningkatan Kemampuan Menulis Narasi Berbasis Pendekatan Konstruktivisme di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 930–942. <https://doi.org/10.31004/basicedu.v5i2.820>
- Alawia, A. (2019). “Penerapan Media Gambar Lingkungan Sekitar dalam Meningkatkan Kemampuan Menulis Karangan Deskripsi di Sekolah Dasar” *Pedagogik Journal of Islamic Elementary School*, 2(2), 147-158. <http://ejournal.iainpalopo.ac.id/index.php/PiJIES/article/view/959>.
- Arif, M., Munfa’ati, K., & Winarti, A. G. (2022). “Peran Guru Kelas dalam Menumbuhkan Minat Literasi Menulis pada Siswa di Madrasah Ibtidaiyah Nurul Huda Sedenganmijen Krian, Sidoarjo Jawa Timur” *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 22(2), 187-209. <https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/10899>.
- Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Atmojo, E. R. D. (2020). “Pengembangan Kemampuan Menulis Cerita Fiksi Siswa Sekolah Dasar” *Jurnal Abdidas*, 1(3), 172-182. <https://abdidas.org/index.php/abdidas/article/view/39>.
- Hayati, N., & Setiawan, D. (2022). “Dampak Rendahnya Kemampuan Berbahasa dan Bernalar Terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar” *Jurnal Basicedu*, 6(5). <https://jbasic.org/index.php/basicedu/article/view/3650>.
- Hayati, N., Khairani, Z., & Muthia Chan, D. (2022). Peningkatan Kemampuan Menulis Teks Buku Harian Dengan Menggunakan Model Belajar Kooperatif Tipe Stad Pada Siswa Kelas Ii Sd Negeri 18 Air Tawar Selatan. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 7(1), 99–106. <https://doi.org/10.34125/kp.v7i1.727>
- Hidayah, I. (2018). Pengaruh penerapan aplikasi Sistem Informasi Penilaian (SIP) Bandung Juara dalam meningkatkan kinerja camat dan lurah Kota Bandung tahun 2016-2017. <https://Digilib.Umsgd.Ac.Id/>, 1, 1–143.
- Inggriyani, F., & Fazriyah, N. (2017). “Pengaruh Berpikir Kritis Terhadap Kemampuan Menulis Narasi Siswa Kelas V di Sekolah Dasar” *JPSd (Jurnal Pendidikan Sekolah Dasar)*, 3(2), 105-116. <http://jurnal.untirta.ac.id/index.php/jpsd/article/view/2132>.
- Karlina, D. A. (2016). “Menulis Buku Diari dalam Keseharian Siswa untuk Meningkatkan Layanan Bimbingan dan Konseling di SD” *Mimbar Sekolah Dasar*, 3(2), 151-162. <https://core.ac.uk/download/pdf/304717107.pdf>.
- Khamidah, N. (2017). “Penggunaan Media Cerita Bergambar untuk Meningkatkan Kemampuan Menulis Puisi Siswa Kelas V Sekolah Dasar” *ELSE: Elementary School Education Journal*, 1(2). <https://journal.um-surabaya.ac.id/index.php/pgsd/article/view/1059>.
- Krismasari Dewi, N. N., Kristiantari, M. . R., & Ganing, N. N. (2019). Pengaruh Model Pembelajaran Picture and Picture Berbantuan Media Visual Terhadap Keterampilan

- Menulis Bahasa Indonesia. *Journal of Education Technology*, 3(4), 278.
<https://doi.org/10.23887/jet.v3i4.22364>
- Kurniasih, D. A. (2020). "Pembiasaan Menulis Buku Harian untuk Meningkatkan Kemampuan Menulis Narasi Bagi Siswa Kelas V SD Negeri 2 Sukorejo" *Jurnal Profesi Keguruan*, 6(1), 36-44.
<https://journal.unnes.ac.id/nju/index.php/jpk/article/view/22940>.
- Kurniawati, R. (2019). *INOBEL: Inovasi Pembelajaran Bahasa Indonesia*. Jakarta: Graf Literatur.
- Mardiani, N., & Wahyuni, S. (2022). "Implementasi Gerakan Literasi Sekolah (GLS) Sebagai Upaya Meningkatkan Keterampilan Membaca dan Menulis di SMA Negeri 3 Batusangkar" *JIPIS: Jurnal Ilmu Perpustakaan dan Informasi Islam*, 1(1), 8-14.
<https://ojs.iainbatusangkar.ac.id/ojs/index.php/jipis/article/view/5946>.
- Mardika, T. (2019). "Analisis Faktor-faktor Kesulitan Membaca Menulis dan Berhitung Siswa Kelas 1 SD" *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 10(1).
<http://jurnalnasional.ump.ac.id/index.php/Dinamika/article/view/4049>.
- Mundziroh, S., Sumarwati, S., & Saddhono, K. (2013). "Peningkatan Kemampuan Menulis Cerita dengan Menggunakan Metode *Picture and Picture* pada Siswa Sekolah Dasar" *Basastra*, 1(2), 318-327.
https://jurnal.fkip.uns.ac.id/index.php/bhs_indonesia/article/view/2148.
- Mutia, P., Atmazaki, A., & Nursaid, N. (2018). "Implementasi Aktivitas Literasi di SMA Negeri Batusangkar" *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(3), 257-266.
<https://ejournal.unp.ac.id/index.php/pbs/article/view/100745>.
- Nugroho, R. S. (2014). "Kemampuan Menulis Buku Harian dalam Pelajaran Bahasa pada Anak Tunarungu di Kelas Dasar 3 SLB B Karnnamanohara Yogyakarta" *Widia Ortodidaktika*, 3(3).
<https://journal.student.uny.ac.id/index.php/plb/article/viewFile/6368/6148>.
- Nurhaeni. (2019). Upaya Guru Meningkatkan Kemampuan Mengarang Melalui Pembiasaan Menulis Buku Harian Pada Siswa Kelas V Madrasah Ibtidaiyah Al-Mawasir Padang Kalua Kecamatan Lamasi Kabupaten Luwu. (Skripsi Sarjana, Institut Agama Islam Negeri (IAIN) Palopo). <http://repository.iainpalopo.ac.id/id/eprint/1131/1>.
- Nurlaily, F., & Pranata, K. (2022). "Analisis Faktor-faktor yang Mempengaruhi Rendahnya Kemampuan Menulis Peserta Didik Kelas Rendah di Sekolah Dasar" *Jurnal Paedagogy*, 9(3), 476-485.
<http://ejournal.undikma.ac.id/index.php/pedagogy/article/view/5297>.
- Pebriana, P. H. (2018). "Penerapan Metode Hypnoteaching untuk Meningkatkan Kemampuan Menulis Puisi Anak pada Siswa Kelas III SDN 030 Bagan Jaya" *Jurnal Basicedu*, 2(1), 148-153. <https://www.neliti.com/publications/278070/penerapan-metode-hypnoteaching-untuk-meningkatkan-kemampuan-menulis-puisi-anak-p>.
- Pertiwi, H. (2016). "Meningkatkan Keterampilan Menulis Narasi Melalui Media Buku Harian pada Siswa Kelas IV SDN Rawabadak Utara 11 Jakarta Utara" *Skripsi*, Universitas Negeri Jakarta. <http://repository.unj.ac.id/1225/14/JURNAL.pdf>.
- Priyanti, P., Wiyani, N. A., & Amini, M. (2022). "Kontribusi Media Buku Harian dalam Pengembangan Budaya Literasi Menulis Bagi Siswa Sekolah Dasar" *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 27(1), 26-40.
<https://ejournal.uinsaizu.ac.id/index.php/insania/article/view/5199>.

- Pujiastuti, A. U. (2020). "Analisis Penerapan Metode Index Card Match dalam Pembiasaan Literasi Bahasa Produktif Siswa Sekolah Dasar" *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 11(1), 96-101. <https://jurnal.umk.ac.id/index.php/RE/article/view/4879>.
- Qur'ani, H. B., Kumalasan, M. P., Nuryasin, M., Sari, D. F., Sarasanti, E., Dirgantara, F. P. B., & Ananda, D. A. (2023). "Meningkatkan Produktifitas Guru SD Melalui Pendampingan Penulisan Cerita Anak Berbasis Profil Pelajar Pancasila" *Abdimas Galuh*, 5(1), 486-496. <https://jurnal.unigal.ac.id/abdimasgaluh/article/view/9800>.
- Rachman, A., & Verawati, I. (2022). "Pentingnya Dukungan Orang Tua dalam Penguatan Literasi Berbasis Pembiasaan Bagi Siswa Sekolah Dasar" *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 8(1), 67-76. <https://journal.umpr.ac.id/index.php/tunas/article/view/3181>.
- Ramadhan, R. (2019). "Manajemen Program Literasi dalam Praktik Pembudayaan Membaca Siswa di Sekolah" *Prosiding Seminar Nasional Manajemen Pendidikan*, 1(1). <https://jurnal.ustjogja.ac.id/index.php/semnasmp/article/view/5572>.
- Ratnawita, R., Masyhudi, F., Frandy, R. N., & Alfurqan, A. (2022). "Penguatan Perpustakaan pada Gerakan Literasi Sekolah di SMPN 18 Padang" *Shaut Al-Maktabah: Jurnal Perpustakaan, Arsip dan Dokumentasi*, 14(1), 74-85. <https://www.rjfahuinib.org/index.php/shaut/article/view/676>.
- Rinawati, A., Mirnawati, L. B., & Setiawan, F. (2020). "Analisis Hubungan Keterampilan Membaca dengan Keterampilan Menulis Siswa Sekolah Dasar" *Education Journal: Journal Educational Research and Development*, 4(2). <http://jurnal.ikipjember.ac.id/index.php/ej/article/view/343>.
- Riyanti, S., Susetyo, S., & Wardhana, D. E. C. (2019). Korelasi antara Minat Baca dengan Kemampuan Menulis Teks Prosedur Kompleks pada Siswa Kelas VII SMP Negeri Sumber Rejo Kabupaten Musi Rawas. *Diksa: Pendidikan Bahasa Dan Sastra Indonesia*, 5(1), 42-51. <https://doi.org/10.33369/diksa.v5i1.9236>
- Sari, Y., Luvita, R. D., Cahyaningtyas, A. P., Iasha, V., & Setiawan, B. (2020). "Pengaruh Metode Pembelajaran Struktural Analitik Sitentik Terhadap Kemampuan Menulis Permulaan di Sekolah Dasar" *Jurnal Basicedu*, 4(4). <https://www.neliti.com/publications/444852/pengaruh-metode-pembelajaran-struktural-analitik-sitentik-terhadap-kemampuan-men>.
- Sidabutar, Y. A. (2021). "Pengaruh Kemampuan Berpikir Kreatif Terhadap Kemampuan Menulis Karangan Deskripsi Siswa Sekolah Dasar" *Jurnal Basicedu*, 5(6). <http://www.jbasic.org/index.php/basicedu/article/view/1658>.
- Simanjuntak, I. A., Akbar, S., & Mudiono, A. (2019). Asesmen Formatif Perkembangan Bahasa Anak. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 4(8), 1097. <https://doi.org/10.17977/jptpp.v4i8.12686>
- Sudrajat, H., & Wijaya, H. (2023). "Internalisasi Nilai-nilai Pendidikan Karakter dalam Gerakan Literasi Sekolah pada Siswa Kelas Rendah" *Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Amin*, 2(1), 62-75. <https://ejournal.staialamin.ac.id/index.php/pgmi/article/view/45>.
- Sugara, U., Slamet, S. Y., & Budiharto, T. (2021). "Hubungan antara Penguasaan Literasi Sastra dan Minat Belajar dengan Kemampuan Menulis Cerita Anak pada Peserta Didik

Kelas IV Sekolah Dasar” *Didaktika Dwija Indria*, 9(4).
<https://jurnal.uns.ac.id/JDDI/article/view/48714>.

- Sugiyono, S. (2014). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Surifah, J., Rosidah, L., & Fahmi, F. (2018). “Pengaruh Metode Pembiasaan Terhadap Pembentukan Sikap Tanggung Jawab Anak Usia 4-5 Tahun (Penelitian Ex-Post Facto di KB-TKIT Raudhatul Jannah Cilegon Banten)” *Jurnal Penelitian dan Pengembangan Pendidikan Anak Usia Dini*, 5(2), 113-124.
<http://jurnal.untirta.ac.id/index.php/jpppaud/article/view/4699>.
- Umami, A. R., Romdanih, R., & Wulan, S. (2020). “Penerapan Metode Pembiasaan dalam Pembelajaran Membaca dan Menulis Al-Qur’an” *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 3(1), 468-474.
<http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/489>.
- Widiastuti, N. P. K., Putrayasa, I. B., & ... (2022). Menyusun Instrument Penilaian Keterampilan Menulis Siswa Sekolah Dasar. ... *dan Pembelajaran*, 5(1), 50–56.
<https://ejournal.undiksha.ac.id/index.php/JP2/article/view/42473>
<https://ejournal.undiksha.ac.id/index.php/JP2/article/download/42473/22326>
- Yarmi, G. (2017). “Pembelajaran Menulis di Sekolah Dasar” *Perspektif Ilmu Pendidikan*, 31(1), 1-6. <http://journal.unj.ac.id/unj/index.php/pip/article/view/2640>.
- Zainab, I., Jaya, G. B., & Artini, L. P. (2020). “Meningkatkan Keterampilan Menulis Peserta Didik Melalui *WhatsApp Diary Writing*” *Indonesian Gender and Society Journal*, 1(2), 60-68.
<https://ejournal.undiksha.ac.id/index.php/IGSJ/article/view/39082>.