

CHAPTER V

CONCLUSION & SUGGESTION

This chapter consists of two sections. The first section describes the research conclusion. The second section describes the research suggestions.

5.1 Conclusion

This study explores the diary writing habits of EFL students in the English Education Study Program at Universitas Jambi. It focuses on the frequency, content, motivation, language goals and the challenges they face in maintaining the habit. The study also examines the strategies students apply to overcome the challenges and analyzes the impact of social and emotional influences on their writing practices.

The results indicate that diary writing plays an important role in helping students enhance their English language skills, especially in terms of vocabulary development, grammar awareness, and writing fluency. Students used diary writing as a form of emotional expression, reflection, and personal documentation. While some maintained regular routines, others wrote more sporadically, influenced by their mood, schedule, or specific life events. The varied formats used ranging from traditional notebooks to digital entries also highlight the students' sense of autonomy in choosing how and when to write.

However, the study revealed several major challenges faced by students. Time constraints, lack of motivation, and language difficulties were common obstacles. Students often struggled with vocabulary gaps or translating complex thoughts into English. Despite this, they showed determination by using different writing techniques such as using online dictionaries, setting personal writing goals, managing distractions, or free-writing without pressure to be grammatically

perfect. Social and emotional influences also played a significant role in shaping the students' writing behaviors, with inspiration often coming from friends, family members, or fictional characters.

Overall, diary writing not only facilitated language development but also enhanced students' self-regulation, confidence, and emotional well-being. When practiced consistently, it can develop into a meaningful habit that fosters both personal and language development.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions as consideration, those are:

5.2.1 For Students

Students are encouraged to adopt diary writing letters as a regular and fulfilling activity that will help them with self-reflection and emotional expression in addition to helping them become more proficient in English. To sustain this habit, they should experiment with digital or traditional media that best suit their preferences and use techniques like vocabulary building, free writing, or setting small daily goals.

5.2.2 For Lecturers and Educators

To encourage students to write consistently, lecturers can incorporate diary writing into assignments or classroom activities. They should provide supportive feedback and acknowledge the personal nature of diary writing, helping students see its relevance to language development and emotional well-being. Students are likely to write more confidently when they feel supported in a safe and non-judgmental environment.

5.2.3 For Further Researchers

This study opens up room for a wider exploration of the role of diary writing in learning English as a foreign language (EFL), especially in the context of higher education. To gain a more comprehensive understanding, future researchers are encouraged to broaden the study's scope and methodology. To more objectively examine the relationship between the frequency of diary writing and the development of writing skills or other linguistic elements such as vocabulary, grammar, and discourse structure, future studies could consider using quantitative or mixed-methods approaches. For example, researchers can use instruments such as pre-tests and post-tests, academic assessment rubrics, or text analysis to measure changes in writing ability over time.

Future researchers can also explore the psychological and emotional impact of diary writing in English. This study shows how a diary can serve not only as a tool for language development but also as a means of self-expression and emotional regulation. Therefore, future research could examine the relationship between diary writing and aspects of emotional well-being, such as stress reduction, increased self-confidence, or enhanced reflective capacity. Additionally, researchers can examine how the use of technology influences diary writing habits by comparing digital media and traditional (handwritten) formats. Is there a significant difference in the depth of reflection, writing fluency, or consistency based on the media used. This will be relevant in answering the challenges of language learning in the digital era.