

THE USE OF DIARY WRITING TO IMPROVE STUDENTS' WRITING SKILL IN RECOUNT TEXT

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Abstract

This research aimed to improve students' writing skill in recount text by using diary writing. This research questions (1) How is the improvement of students' writing skills in recount text by using the diary writing of SMP Wahid Hasyim Malang? (2) To what extent can the use of diary writing improve students' writing skills in the second grade at SMP Wahid Hasyim Malang? The research method is used classroom action research (CAR). The participants involved in this study were the students' of SMP Wahid Hasyim Malang. There were one class of VIII.B of the second semester which consist of 22 students. 12 of them are female and 10 of them are male. The instruments were used in this study: interview guides, questionnaire, observation checklist, field notes, and writing test. The research procedure they are planning, implementing, observing, and reflecting. The finding of the study, the improvement could be seen from the preliminary study scores that was 42%, or 13 out of 22 students, passed the minimum score of 75, while the post-test result score was 86%, or 19 out of 22 students passed. It indicates that the criteria for success have been met, as 80% of students could pass with a score of more than 75. After being giving a writing test with a diary writing test in recount text of the report, the results obtained were 86% (19) of students' in grade VIII.B at SMP Wahid Hasyim Malang. Which means most of the students' get score above 75. Suggestions, The future researcher can add duration on teaching activities in the diary writing, to ease the students to learn writing skill in recount text. The future researcher can add more of test items than the previous study. The future researcher can develop the other research such as experimental research design.

Keywords: Diary, Writing Skill, Recount.

INTRODUCTION

In Indonesia nowadays, English is taught as a foreign language to all students in preschool through university. Learning English is done to enable students to communicate both orally and in writing. The students master all English language abilities, including speaking and writing, especially in junior high school. One of the four language talents is writing.

Writing is very important for students because, by writing, they will develop their critical thinking skills, communicate ideas and opinions, express their feelings, and gain knowledge to improve their ability to understand the lesson in the classroom or outside the classroom. Kane (2000), stated that " Writing is divided into three steps: think, do, do again (more and more as time permits and with patience)". (p. 17). However, most students now find writing to be a frequent challenge; in fact, they acknowledge it as a challenge. According to Mathers (2012), students in every grade and school frequently express frustration that as soon as they take up their pencils, their minds get foggy and muddled. Students struggle to come up with ideas rapidly when writing. Here, students often start writing five to ten minutes after they are given the assignment; sometimes not even that. She added that students who will eventually become writers actually give up on their studies.

Writing involves a mix of ideas, language, and grammar since it requires technique and order. According to Harmer (2004), writing well is more difficult to do than speaking well. Writing is more challenging to learn than speaking because it involves so many different skills, including organization, mechanism and language. Writing should be more than just making words and sentences; must have thought. During the writing process, students should be able to engage with grammar these elements to create written content. Written text comes in a wide variety of forms. Recount text is one of them.

Recount is a type of text that is used to tell the story of past events. The orientation, event, and re-orientation generic text structures used in recount texts. When learners study recount texts, there are some difficulties that they will face, such as difficulties in planning, writing, and revising the text. However, In this study, there are many problems. The problems about students' writing skill. The first problem is that students write irrelevant; bad ideas and advice. The second problem is that there are too many words, phrases and spelling mistakes.

Another problem is that it is difficult for students to share their experiences. This is because their low vocabulary and poor grammar make writing difficult for them. Also, because writing is not fun, students are less motivated and less inclined to complete work. Students are often asked to write involuntary sentences and phrases, so it is difficult for them to express their thoughts in writing.

Saifullah (2016), claimed that students have difficulty in writing skills in various forms of text types. Then it becomes a requirement for teachers to think and solve this problem. Besides that, this problem is also becomes an opportunity for researcher to make a study concerning the difficulty or lack of writing skills for students. The other research is from Supriyanto (2015) showing that students got difficulties in "finding" their own ideas. Sahaya (2019) found some problems in the first, students had difficulties in expressing their ideas into written text, the second, students are lack of practice in the class, the third, students was less of motivation in improving their writing ability, and the last, many students got bored in their writing classes because the teaching learning activities were monotonous. Euis and Riski (2015) they say that, the lack of students' chance as well as the motivation to explore their ideas in written form partly cause the low students' writing ability.

Those are the especially in learning to write, students have great problems. Students' diaries are limited, as some do not have a language. That's why they get bored of writing. From the problems from students and teachers, it was determined that the student's scores were below 70 points, that is, they did not meet the minimum standard. According to Yunus (2015), comprehension is part of the learning processes listed at the low level of cognitive achievement: knowledge, comprehension, and application. From the result of previous studies shows that by using diary writing can help solving the students' problems in writing.

Here, researcher uses the idea of using effective learning by improving the learning to write process. Researcher is eager to use the diary. Scientists use some research as inspiration for research and decision making. It will create a specific teaching or support program for students. According to Fitzpatrick (2005), a diary is a written record (initially in the form of a diary) containing separate notes by date, showing what happened on one day or another. A personal diary can contain the students' thoughts on past events, as well as their feelings and thoughts about the present. Students who keep diaries can record their thoughts, opinions, and daily experiences. It might also inspire the students to engage with and take an interest in writing. Students can write their thoughts, opinions, and daily experiences by keeping diaries. It might also inspire students to engage with and take an interest in writing.

In the previous research of Yulianti (2014), she argued that keeping a diary writing can helpful to improve students' the writing skills. The English-language content is easier for the students to understand. She used a diary book from the experience and did a jumbled word game. The results of this study were collected by qualitative and quantitative methods. The study showed that there were improvements on the students' writing skill in five aspects content, organization, vocabulary,

language use, and mechanics. According to all of the above explanations, scientists are really interested in conducting research titled "The Use of Diary Writing to Improve Students' Writing Skill in Recount Text" at SMP Wahid Hasyim Malang.

METHOD

The design of this study was Classroom Action Research (CAR). Because the researcher was about behavior during learning, the researchers chose classroom research as the method. The design was used because it correlates with classroom settings, and the study was directed to improve students' writing skills in the second grade students of SMP Wahid Hasyim, using diary as media. According to Kemmis and McTaggart (2007), classroom action research typically involves the use of qualitative interpretative modes of inquiry, and data goes into the class.

As defined by Latief (2003), Classroom research includes four steps: plan the action, follow the plan, observe the implementation, reflect or evaluate the process and results. This means that if the first cycle fails, the design must continue to the next cycle until the objectives of the research are achieved.

By doing preliminary research, learn about the problems and issues faced by student writers. Previous research conducted through direct observation of classroom activities has revealed that no previous mention of teaching in the classroom, resulting in reduced student improvement. The problem with most student writers is that they don't have a lot of ideas. Also, most teachers simply express their opinions and ask them to write an article on the topic, without forcing them to think creatively and stick to simple ideas. Because of this problem, most of the students cannot write well. The researcher also got the score from the teacher that only 42% of students (9 of 22 students) did not pass the KKM score. KKM evaluation is 75 (see Appendix 11). From the interview process, the researcher found that the students' problems in writing were that first, they lacked vocabulary, and with a lack of vocabulary, they had difficulty expressing English words both orally and in writing. Second, students are too lazy to memorize vocabulary. The results of the preliminary research were used to create a plan for the first cycle. Action plans are designed to solve problems.

Success criteria are established to determine whether a strategy successfully solves a problem. In this case, the success of the implementation of this strategy is measured by the improvement in the students' scores. The research is successful if 80% of the students reach the KKM score is 75. The researcher chose 80% as the criterion of success because of the obstacles encountered during the research, and the researcher had a discussion with the teacher about the students improve in choosing 80% as the criterion of success. If an improvement is significant, the cycle will be stopped. In addition, if the improvement is not significant, the cycle will be continued to the next cycle under the revised plan.

The writing test was the main instrument used to see the students improvement and to see the effectiveness of this strategy. A diary was the strategy that was used to know the students improvement in the writing skill. The test itself was made by researcher and has been approved by the English teacher of the class. The test was based on the topics that the researcher had prepared. This test was used to determine how students understood the dairy writing in recount text. Students did a test; they chose one of the topics that the researcher had prepared. The researcher reminded the students to write their real story and at least six sentences in every paragraph.

To calculate the student's final score so that the test would be reliable, the researcher used two raters. The first rater was the researcher, while the second rater was a colleague of the researcher. The reason for choosing the researcher's colleague as the second rater is to avoid subjectivity and bias during the scoring process from the first rater. The researcher decided to use the scoring rubric as the measurement. The scoring rubric was taken from Heaton and consists of five categories that have a mathematical assignment of 100 points, where contents have 30 points,

language use has 25 points, organization has 20 points, vocabulary has 20 points, and mechanics has 5 points (See Appendix 12).

The data analysis was done to know if the implementation of the strategy fulfills the criteria of success that the researcher has set or not. There are two ways of analyzing the data. There is qualitative and quantitative data. The qualitative data were gathered from the teacher interview, student questionnaire, and observation checklist. The researcher transcribed the conversation with English teacher. Researchers explain their calculations questionnaire and also describes observation checklists from the students and the researcher as the teacher's activity during teaching and learning.

The quantitative data were obtained from the students' scores before and after the implementation of the strategy to know the effectiveness of the strategy. The researcher used the scoring rubric to analyze the score. The researcher counted the percentage by using the formula below. The formula was taken from Sudjiono (2012).

$$P = \frac{f}{N} \times 100 \%$$

P: The class percentage

F: Number of passing students

N: Total number of students in the class

The researcher used an observation checklist during the implementation of the strategy. The observation checklist was filled out by the observers to help the researcher improve the way the researcher teaches and to know how students acted towards the researcher when the researcher taught them.

The collected data was analyzed to determine whether the research should be stopped or continued. Based on the criteria of success, when the result showed that 80% of the students' score reached the KKM, the researcher would stop, but if it had not reached 80%, the researcher would conduct cycle 2.

FINDINGS

The finding of this research was related to the several findings of the students' data before and after implementing the action. This classroom action research was done in one cycle. After conducting classroom action research in class VIII.B (one of the classes at SMP Wahid Hasyim Malang), the researcher focused on the use of diary writing to improve students' writing skill in recount text. the researcher taught the students by using a diary write recount text in one meeting.

The result of the English teacher's observation of the students' performances showed that 60%–80% of the students paid attention to the researcher's explanation and listened carefully to the instructions from the researcher. It was shown at the first meeting when researcher explained definition of recount text and an example of a diary. In addition, about 40%–60% of students were active during the teaching and learning process. They asked the teacher questions or answered the teacher's questions. About 60% to 80% of the students in the class did the assignment that the researcher had given them as stated in the instruction, and about >80% of students are disciplined in the classroom during the lesson they were not playing around in the class and they sat on their own desks in orderly fashion.

The students' perceptions were obtained from the questionnaire that had been distributed to the students of VIII-B class on June 16, 2023. The questionnaire was conducted to find out the students opinions after having a lesson using a diary as the class activity. There were six questions in the questionnaire form (Appendix 4).

The first question is the feeling of liking in recount text learning; in this case, 81.1% of students like learning recount text, and 18% of them do not like it. The second question is about the feeling of liking writing stories and experiences in a diary. 59.1% of students like writing experience stories into their diaries, while 40.9% don't. The third question is their understanding of the definition of the function of recounting text using a diary. The results of the study showed that

around 54.5% of students had difficulty understanding it, and the remaining 45.5% of students still did not understand it clearly. The fourth question is whether students' opinions regarding writing language structures using a diary are correct or not. 22.7% of students write correctly, while around 77.3% of students are still not correct in writing. The fifth question is about recount text, which is used to improve enthusiasm for learning to write diary stories. In this case, 72.7% of students used recount text as an addition to improve enthusiasm for learning to write diary stories, while 27.3% of students did not use it. The last question is about the improvement of writing skills; 77.3% of students can improve their writing skills. 22.7% of students' do not improve their writing skills (See Appendix 5).

The results of the questionnaire could be concluded to show that the students of VIII-B class gave a positive response toward the implementation of the diary. It could be shown by the improvement in students during the learning process. Because the goal of improving students' writing skills in recount texts and success criteria had been improved, the researcher stopped the cycle.

From the results of this study indicate that there is an improve in students' with a total of 22 students' using writing test. After being giving a writing test with a diary writing test in recount text of the report, the results obtained were 86% (19) of students' in grade VIII.B at SMP Wahid Hasyim Malang. Which means most of the students' get score above 75. It can be concluded that the students' have an improve in diary writing.

The results of students' writing performances were scored using the analytical scoring method. The students' score on writing recount, which was taught by using a diary in the post-test, is presented (See Appendix 11). To get the class percentage that passed the minimum score of 75, the researcher used the formula shown below:

$$P = \frac{f}{N} \times 100 \%$$

P: The class percentage

F: Number of passing students

N: Total number of students in the class

From the calculation of students' scores, it could be known that around 19 out of 22 students got scores equal to or greater than 75. The details of the calculation are derived as follows:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{19}{22} \times 100 \%$$

$$P = 86\%$$

Thus, it could be determined that around 86% of the students could improve the minimum score. It also indicated that the criterion of success has been improved, as 80% of students could pass with a score of 75. From the calculation See Table 1 for students' writing scores: of the preliminary study and post-test (See Appendix 11).

Based on the result of the students writing score, there was a better improvement in the students' scores from the students writing in the preliminary study to the students writing in the post-test. Beside considering the improvement of students writing, other findings the result are found in the observation checklist, and questionnaire.

Furthermore, the students' scores also improved from the preliminary study to the final cycle. In the preliminary study, some problems that the researcher found in writing were that 42% of the students reached the criteria of success and 9 students, or 58% of the students, had not

reached the target of the criteria of success. Proven by the score of the post-test, which is higher than the score of the preliminary study, 86% of the students met the criteria for success, and 3 students, or 14% of the students, did not reach the target in the post-test the students'.

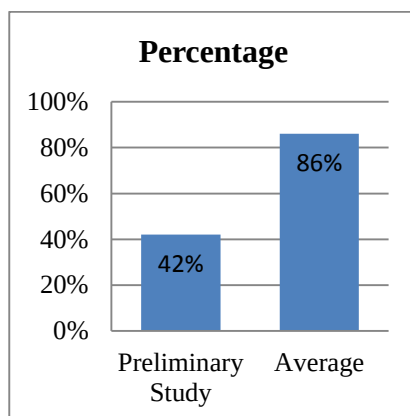


Figure 4.2: Graphic of Improvement Students' Score Diary Writing in Recount.

From the graph above, the improvement could be seen from the preliminary study score, which showed that only 42%, or 13 out of 22 students, passed the minimum score of 75, while the post-test result score was 86%, or 19 out of 22 students passed. It indicates that the criteria for success have been met, as 80% of students could pass with a score of more than 75.

In giving a score to the students' final writing test, the researcher used two raters. The first rater is the researcher, while the second rater is the researcher's colleague. There were five aspects to evaluate students' writing: content, organization, language, usage and ideas. for avoid the unreliability and subjectivity of the scores given by the two raters, the researcher inputted the results of the data in the preliminary study and post-test into a table (See Appendix 11).

The success criterion states that the study is considered successful if 80% of the students get a score equal to or above the minimum standard (KKM) of 75. Based on the quantitative data obtained, the study was considered successful since it met the criteria for success. Therefore, the researcher stopped the cycle and did not conduct the second cycle.

DISCUSSION

The data in the finding showed that the use of the diary technique was very effective in improving students' writing skills in recount texts. It is revealed that using a diary can improve students writing skills in recounting text by several results in this study. As Tuan (2010) points out, Ngoh it also adds to the benefit of writing in that it provides good information opportunity for students to develop their writing skills as well as a good time to write down their thoughts and feelings. As a result of the observation checklist, the students participated actively in writing diary researcher listened to the teacher explanation and were also more active in the teaching and learning process. From the results of the questionnaire, it was shown that the students gave positive responses toward the implementation of the diary. They felt that diaries helped them in writing recount texts, and most of them admitted that they could use the correct tense in recount texts after learning it by using diaries.

In the previous research of Yulianti (2014) the researcher argued that diary was helpful to improve students' interested in learning English. The students can easier understand the material of English. The researcher used diary from the students' experience. This research was an action research study. She found that there are positive effects of applying the diary in learning English. In this case, the students were able to achieve goal of interested in learning English. Based on the

finding of the previous studies done by Yulianti (2014), Supiani and Mutslihah (2016), and Saifullah (2017), It can be concluded that the use of diary as media has positive effects on students' writing skill. It can be seen that there were similarities with the current research because the previous studies and the current research used the same media and most of the previous studies tend to use media diary to enrich students' writing skill. While, the difference were the previous study of Yulianti (2014) used diary writing as media in order to make students interested in learning English whereas the current researcher used the same media in order to improve students' writing skill.

CONCLUSION AND SUGGESTION

From the classroom action research at SMP Wahid Hasyim Malang it can be concluded that, the researcher started teaching students about recount text. After the researcher has describe the text being recount, the researcher asks the students to a handout with examples of recount text, such as the title is Holiday. The researcher gave the example of the diary entry about traveling to Bali. Students' became interested in diary that would be discussed together. After discussing the story of the diary together, the researcher asked the students' to make a simple diary with at least six sentences individually, as per the topic prepared by researcher. The topic was about holidays, friendship, experiences, and trips. After used the diary students are able to improved their writing skill through diary writing. 86% of students could improve the minimum score above 75.

The implementation of a diary could improve the students' participation during the lesson. The result of the observation checklist also showed that students gave more attention to the lesson and understood more about the text in the teaching and learning process. A diary also helps students improve their writing skills. Diary helps students understand writing recount texts better. In addition, students can write stories on various topics based on their real lives about how stories are structured so as to make them easy to understand and improve their writing skills. Most of the students are interested in writing diaries because it makes them write their real stories freely and makes them more confident in their writing.

Based on the findings, some suggestions were made for English teachers, students and other researchers to improve the English teaching and learning process. (1) English teachers can use the diary to teach the recount text in the classroom. This technique has been shown to improve students' writing skills in recount texts. (2) For students' in their eighth year at SMP Wahid Hasyim Malang, it is also suggested to keep their motivation and improve their writing more intensively. They can use the technique to write other types of text in the form of different media or strategies. In this way, the students will be able to develop and improve their writing skills by diary. (3) The future researcher can add duration on teaching activities in the diary writing, to ease the students to learn writing skill in recount text. The future researcher can add more of test items than the previous study. The future researcher can develop the other research such as experimental research design.

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