

**THE EFFECT OF DIARY ON STUDENTS' SKILL IN
WRITING RECOUNT TEXT AT SMP NEGERI 6
TANJUNGPINANG**



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THE EFFECT OF DIARY ON STUDENTS SKILL IN WRITING RECOUNT TEXT AT SMPN 6 TANJUNGPINANG

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Abstract

The researcher intends to observe the effect of diary on students' skill in writing Recount text of SMPN 6 Tanjungpinang. The population is the second-grade students of SMPN 6 Tanjungpinang. The method that is used is quantitative method which the data is served by numerical. Through the process of investigation, the researcher found that there is a positive influence of diary on students writing skill. Because of the significance of $< 0,05$ in the rejection zone. H_a is accepted. It means that the effect of diary on students' skill in writing is significant. The mean of the experiment class is 81,37 and mean of the control class is 70. So the result of the test of experimental class is better than the result of the control class. Therefore, the researcher can accept the positive hypothesis that there is a significant difference of using diary on students' skill in writing recount text at SMPN 6 Tanjungpinang.

Keywords: Diary, Writing, Recount Text, Students' skill

INTRODUCTION

Writing is one of productive skills speaking. It is one way to communicate. It is a skill which requires students to express their feelings and ideas on paper. Through writing students can explore their thought and ideas and make them be visible (on paper). Writing is a process of transforming thought and also ideas into written form.

Actually, writing is a good way to help student to develop English ability, but most of the students especially in junior high school consider that writing is a difficult activity. The students think that the success of language learning is the speaking ability seen generally through the speaking ability as the primary skill while writing is ignored. This is because they felt that writing is so difficult to do.

Base on the researcher experience, not all students like writing. They feel difficult to write especially writing recount text. To teach writing recount text there are many ways or media, such as picture series, jumbled picture, video, diary etc. In this research, researcher use diary as a media for teaching writing recount text. Diary is one of media that can be used to help students more interested and enjoy in learning writing. By writing diary, they can express their idea, feeling and also experience into written form without any pressure. Diary is a private place where someone writes down his/her feeling and experience. Usually the form of diary is a handwritten. One benefit of diary is being specific days or time. It means that this media appropriate to teach recount text in Junior High School because recount text also retell the past experience and the benefit of diary is show personal feeling. The use of diary in teaching writing recount text is still rare. It is because of the fact that many teachers consider that teaching recount text is enough only through the use of textbook.

Diary is considered as one of appropriate media that can be applied in teaching recount text because it has same characteristic as recount text. Writing recount text and writing diary are similar in their generic structures, retelling past events, and using past tense. Writing diary is recommended as a media in teaching recount text because it is assumed that students will be easier to understand how to write recount text .Writing diary becomes a part of people's life. It is usually done every day that makes students more familiar and close in writing. By using diary the researcher hope that students can improve their ability in writing, for example what they do at home or activity in one day, their feelings, even their activities in the past, or another, they can write them in their book, namely diary book.

In this case, the students especially for eight grades of students in Junior High School have many problems in doing writing. The students cannot enjoy writing activity; the students have not idea about what they will write in recount text. And the teacher cannot provide media in teaching writing recount text. So, in this research the researcher tries to test a new way to teach writing recount text in eight grade students. The researcher tries to apply diary to teaching writing recount text.

RESEARCH METHODOLOGY

In this research, the researcher used experimental design by using pre-test and post-test. The researcher chose this design because the researcher wanted to know the effect of using diary in students' skill in writing recount text. Obviously, this research analyzed by statistic test with the help of SPSS22 data processing application (Statistical Package Social Science).

The design of this research can be seen in the table below:

Class	Pre-test	Treatment	Post-test
Experiment	Y1	X	Y2
Control	Y1	-	Y2

Note: Y1 = Pre-test

Y2 = Post-test

X = Treatment

- = There is no treatment

This research was conducted at eight grade students of SMP Negeri 6 Tanjungpinang, which is located at at Jl. Arif Rahman Hakim No. 2 kota Tanjungpinang kota Tanjungpinang. The study was conducted on November 2018.

Hanlon and Larget (2011:7) state that a population is all the individuals or units of interest; typically, there is no available data for almost all individuals in a population. For example, in the cow set data, the population is cows of the same breed on dairy farms. In a population, there is no available data (numbers).. The population in this research were the second grade of SMPN 6 Tanjungpinang in the academic year 2018/2019. It was divided into

seven classes (I until VII), and there is also differentiation of level. The total of the population was 210 students.

According to Fraenkel and Wallen (2008: 90), a sample in a research study is the group on which information is obtained. The Sample in this research was students on class VIII-3 and VIII-4 at SMPN 6 Tanjungpinang. The number of students in each class was 30 students. The VIII-3 was for experimental class. The experimental class used diary for learning recount text. The VIII-4 was a control class.

The researcher used the test as the research instrument. The Pre-test and post-test used in this research both in control and experimental groups. The researcher used written test form and it is a recount text. The test used are pre-test and post-test. A pre-test was given to check the students' skill in writing recount text before treatment. Post-test used to gain the data of students' skill in writing recount text after the treatment.

Data analysis technique conducted in this research, this was a quantitative descriptive technique. This technique was used to analyze data obtained from the achievement of writing in the form of score/value. The steps are giving the test to the students to write the recount text in the form of 40 minutes, then test was done with the help of diary that has been provided. The test given to the student is a writing test, after completion, the researcher collected the tasks that have been made by the students to be graded according to the aspect of the assessment determined and last step, examination of stories made by students based on rubric assessment.

In this research, the researcher used the measurement scale according to Sugiyono (2012:98), in the form of Rating-Scale that is raw data in the form of numbers then interpreted with quantitative understanding. The scale used in this study is 4 levels

(Excellent, good, average, poor). Then the researcher put the score into the research table achievement writing story recount text.

RESEARCH FINDINGS AND DISCUSSION

To find the result of the test, the researcher made the table of students score for each group. The result of experiment group was tabulated and calculated in the following table. After getting the data, the researcher used the skill test in the process of collecting data. The researcher gave a test to the experiment group.

Table 4.1

Frequency description of writing skill score of experiment class (Pre-test)

NO	Student's score (X)	Frequency (F)	Percentage
1	40	1	3.3 %
2	56	8	26.7 %
3	59.75	3	10 %
4	63.5	5	16,7 %
5	67.25	2	6,7 %
6	71	4	13,3 %
7	75,5	2	6,7 %
8	82,75	2	6,7 %
9	85	2	6,7 %
10	95	1	3,7 %
Total		30	100 %

Table 4.1 shows that the highest score result of the experimental was 95, there were 1 student. The lowest score of the experimental class was 40, there was 1 student. The total score of the experimental class was 19.417. The mean of the pre-test of experimental class was 66,16.

Table 4.2

Frequency description of writing skill score of experiment class (Post-test)

NO	Student's score (X)	Frequency (F)	Percentage
1	56	1	3,3 %
2	67,25	5	16,7 %
3	71	2	6,7 %
4	75,5	2	6,7 %
5	80	6	20 %
6	84,5	4	13,3 %
7	89	2	6,7 %
8	92	2	6,7 %
9	95	4	13,3 %
10	98	2	6,7 %
Total		30	100 %

Table 4.2 shows that the highest score result of the experimental was 98, there were 2 students. The lowest score of the experimental class was 56, there was 1 student. The total score of the experimental class was 2441,25. The mean of the post-test of experimental class was 81,37.

Table 4.3

Frequency description of writing skill score of control class (Pre-test)

NO	Student's score (X)	Frequency (F)	Percentage
1	56	8	26,7 %
2	60	5	16,7 %
3	67,5	5	16,7 %
4	71	9	30 %
5	80	2	6,7 %

6	89	1	3,3 %
Total		30	100 %

Table 4.3 shows that the highest score result of the control class was 89, there were 1 student. The lowest score of the control class was 56, there were 8 students. The total score of the control class was 1973,5. The mean of the pre-test of control class was 65,7.

Table 4.4

Frequency description of writing skill score of control class (Post-test)

NO	Student's score (X)	Frequency (F)	Percentage
1	45	1	3,3 %
2	56	3	10 %
3	60	2	6,7 %
4	63,5	5	16,7 %
5	71	10	33,3 %
6	75,5	3	10 %
7	80	2	6,7 %
8	82,75	1	3,3 %
9	84,5	2	6,7 %
10	90	1	3,3 %
Total		30	100 %

Table 4.4 shows that the highest score result of the experimental was 90, there was 1 student. The lowest score of the control class was 45, there was 1 student. The total score of the control class was 2088,75. The mean of the post-test of control class was 70.

The table 4.1 through 4.4 show that the result of the experimental class was greater than the control class. The total score of the experimental class was 2441,25 and the total score of control class was 2088,75. The mean of the experimental class was 81,37 and mean of control class was 70. The different result of experimental class and control class was 352,5.

Analysis of data and hypothesis testing

a. Normality test

The normality test was performed using Kolmogorov Smirnov. The test for the two groups, both post-test and pre-test group, to determine if the distribution of the data from the sample is normal. Thus, the researcher used SPSS 20 software. If the normality was more than the level of significances α (0,05), the score would be normally distributed.

Table 4.5

Normality Test of Pretest Score

	Group	Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
Pretest	Experimental	,161	30	,047
	Control	,182	30	,012

No	Variable	p-value	α	Note
1	Experiment	0,047	0,05	p-value < α = not normal
2	Control	0,012	0,05	p-value < α = not normal

Based on the results of normality testing in the table above it can be seen that:

a. In the experimental group, The calculations of the significance value pretest data according to Kolmogorov Smirnov is $0.047 < 0.05$ so it is not normal,

b. In the experimental group, The calculations of the significance value pretest data according to Kolmogorov Smirnov is $0.012 < 0.05$ so it is not normal.

Table 4.6

Normality Test of Posttest Score

	Kelompok	Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
Posttest	Experimental	,126	30	,200*
	Control	,188	30	,008

No	Variable	p-value	α	Note
1	Experiment	0,200	0,05	p-value > α = normal
2	Control	0,008	0,05	p-value < α = not normal

Based on the results of normality testing in the table above it can be seen that:

- a. In the experimental group, The calculations of the significance value posttest data according to Kolmogorov smirnov is $0.200 > 0.05$ so it is normal.
- b. In experimental group, The calculations of the significance value of posttest data according to Kolmogorov smirnov is $0.008 < 0.05$ so it is not normal.

b. Homogeneity test

Homogeneity test was used to test whether the data from the two groups have the same variant in order that the hypotheses can be tested by t-test. Like a normality test, this kind of test also used SPSS version 20 software. Homogeneity test was calculated by using Levene. The following tables contained the result of the test of homogeneity between both of the class.

Table 4.7

Homogeneity Test of Pretest Score

	Levene Statistic	df1	df2	Sig.
Based on Mean	2,181	1	58	,145
Based on Median	1,471	1	58	,230
Pretest Based on Median and with adjusted df	1,471	1	49,696	,231
Based on trimmed mean	1,971	1	58	,166

No	Variable	p-value	α	Note
1	Both samples (Pretest)	0,145	0,05	p-value $>$ α = Homogen

Based on the results of homogeneity testing it can be seen that the significance value or p value is $0.145 > 0.05$ so the data has a homogeneous variance.

Mann Whitney Test

Table 4.9

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	30	66,1917	11,80274	2,15488
	Control	30	65,7500	8,57548	1,56566

From the statistics above, it can be seen that the average experimental group pretest is 66.1917 more than the average control group pretest of 65.7500.

Test Statistics^a

	Pretest
Mann-Whitney U	448,000
Wilcoxon W	913,000
Z	-,030
Asymp. Sig. (2-tailed)	,976

Based on mann-whitney's test results in the table above, it can be concluded that the significance value or p-value is $0.976 > 0.05$ so that it can be concluded that in the pretest data there was no significant difference between the experimental and control groups. This is good for research because it shows that students' initial abilities are the same or not different.

Table 4.8

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	30	81,1583	11,23965	2,05207
	Control	30	69,6250	10,00662	1,82695

From the statistics above it can be seen that the average experimental group posttest was 81.16 more than the average posttest of the control group 69.63.

Table 4.9**Mann-Whitney Test**

	Posttest
Mann-Whitney U	209,000
Wilcoxon W	674,000
Z	-3,586
Asymp. Sig. (2-tailed)	,000

No	Class	p-value	α	Note
1	Post-test	0,000	0,05	p-value < α

Based on the results of the mann-whitney test in the table above, it can be concluded that the significance value or p-value is $0,000 < 0,05$ so that it can be concluded that in the posttest data there are significant differences between the experimental and control groups. This shows that in this study the experiments carried out were effective because they were able to improve students' abilities.

4.2 Discussion

Based on the calculation above, the researcher concluded that *Diary* has a significant effect to students' skill in writing recount text at SMP Negeri 6 Tanjungpinang. This result can be proved from the differences between students' scores which were taught by *Diary* and powerpoint. The posttest mean score of the experimental class was 81.37 while the posttest score of the control class was 70. The mean score of the experimental class was higher than the mean score of the control class. It means that there is a significant effect of the *Diary* through students' skill in writing recount text at SMP Negeri 6 Tanjungpinang.

These findings can be proved by the theories from Nunan (1992) that diaries are excellent tools for language research. Using diary was more effective and it also had good effect on the students. Students had more ideas to write and made them enjoyed to write.

It is in the same point of view of While Barjesteh et al. (2001) talks about diary being beneficial as makes students write more. Diary can explore students' thoughts and reactions towards course materials and content or their feelings, attitudes and the effect of free writing on their confidence. Diary was an effective and interested teaching media. A few studies have investigated the effect of diary writing on students' skill and knowledge of vocabulary.

Bailey (1990) defines a diary study as a first person account of a language learning or teaching experience written regularly and is analyzed later for recurring themes. Similarly, Hiemstra (2001) writes about learning diaries where learners record their thoughts, feelings and reactions to specific course activities. Diaries usually focus on meaning rather than form where learners send a message about a topic of interest to them. Similarly, teachers do not correct linguistic errors but respond to the message in a meaningful way.

A comprehensive list of the purpose of diary writing is given by Absalom & Leger (2011), diaries can be used by a learner to reflect on his/her learning experience of learning or by a pre-service teacher as a way of reflection on their practice. Also, a learner can use the diary to develop a critical skills or analytic strategies. Learner can use diary as a means to improve their communication skills and develop to support planning for research and finally, diaries can be used by teacher to find out whether students understood the concepts in the lesson. Likewise, diaries gain more importance in the literature not only for their different uses but mainly for the benefits and gains they may fulfil.

Based on the researcher's observation, the students of experiment class had higher motivation in learning process than students of the control class. The experiment class atmosphere was also so active and lively that they enjoyed the teaching-learning process and learned the material easily. In control class, the students seem bored and less motivation.

CONCLUSION

After conducting the research and calculating the data, it can be concluded that it was effective of using the diary on students' skill in writing recount text. The mean of pre-test was 65,93 and the mean score of post-test was 75,68. Students' writing of recount text got the higher score if students used diary to help them in writing as it can help to build their ideas. Students who did not receive treatment got the lower score than students who receives treatment. So the answer of research problem was proven that there was effective of using diary on students' skill in writing recount text, where there was a significant progress in students' recount text.



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