



## The Effect Of Students’ Diary On Students’ Recount Text Writing Skill Of Class X MAS PP. Raudlatul Hasanah

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### ABSTRACT

This study attempts to find out about the effect of diary on students’ writing skill in recount text. The objective of the study is to discover whether the effect of writing diary technique could significantly increase students’ interest in developing their writing skill especially in recount text. And to find out the ability of students before and after using this technique. This study was conducted by applying experimental design. Two classes were involved in this research, experimental class and control class. The experimental class consists of the students who received treatment. The subject of this study of tenth grade students of Raudlatul Hasanah which consisted of 30 students each class. The test is based on students’ writing on their daily diary with the component of writing : the content, organization, vocabulary which was analyzed by using T-test formula. It was shown from the score of the students with the calculation of t-test (4,41) with degree of freedom (df) = 58 was higher than  $t_{table} (1,67) (p=58)$  . There is significant effect on students’ scores in each writing test. Therefore, it can be concluded that diary writing affected students’ recount text writing skill.

### Keywords

*Diary Writing Technique, Writing Recount Text Ability*

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## INTRODUCTION

English inundates us, most of people speak this language. Hence, English become international language. The aim of teaching-learning English as foreign language is important to gain four basic language skills in English, they are : listening, speaking, reading and writing.

Writing is one of these four skills which is particularly significant in academic field. Writing skill means to write down the thoughts, ideas, opinion, and facts, in manner which makes the thoughts clear and compherensible to the reader. Good writing needs to have good vocabulary, correct grammar and spelling along with perfect punctuation. Through writing, students can share or inform others their story, good idea or thought into written text which everyone can read it.

Nevertheless, writing skill is not something that easily to be mastered. McCrimmon (1998: 56) stated that writing is the most difficult skill in learning process that allows the researcher to explore thoughts and ideas. Therefore students need a lot of practices to apply their writing ability. How to motivate and support students developing their writing skill to write in English is teacher's responsibility. Hence, the teacher must be able to apply teaching technique and activity to solve the students' problem. In addition, this activity will be more difficult because students are involved in the process of writing including, making an idea, writing, and editing.

To write something, we might not make it directly into a good composition. There must be steps in arranging a good composition. The psycholinguist Eric Lenneberg (1967) states that writing is related with someone's behavior. Someone learns how to write if he or she is the member of a literate society, and because someone teaches him or her how to write. Thus, because writing relate with someone's behavior, he or she can start his or her writing by using something done as a habit. Habitual activity means something is done as routine which they get used to do. If someone treat writing as a habit, writing activity can be involved in his or her real life. The point is, if teacher can turn writing as students' habitual activity, the students can find many interesting things inside their writing and enjoy their writing because it is something fun to do.

In this case, Senior High School students need something to encourage them to compose writing comfortably, and enjoyable. So, the teacher should take a role who create more fun teaching to stimulate student's interest especially in writing. If the student find their joy of writing, they will write freely without any burden. In term of making writing activity to be more fun is when they are writing about their own personal experiences, such as writing journal or diary. It is related to the theory of Moon (1999: 12), when they write for themselves, it helps them to be confident and they will realize that they can write. It's one of teachers' responsibility to make students confident in writing.

In addition, Byrne (1979) stated that students required chances to share their idea through enjoyable writing. In this case writing diary is one of the ways to make students enjoy in writing activity because diary writing is fun and adaptable to a variety of writing experiences. As what Carr says (1997: 5), that journal or diary can be one of the effective and factual way that can be used as teaching and learning tool to develop students' writing skill. A diary itself has contents that are similar to a recount text. As a recount text, a diary or journal also tells about past events and sequences of events. So, students

writing through his or her own diary can help them to develop their achievement in writing especially writing recount text.

Based on the explanation above, the researcher interests in finding out the use of diary writing to improve students' achievement in writing recount text. It hopes that writing diary can be helpful for the students to reduce their problems in writing. In other words, the researcher conduct diary writing as an activity in improving students' achievement in writing recount text. Therefore, the research is entitled " The effect of students' diary on students' recount text writing skill"

## RESEARCH METHOD

This research will be conducted based on the action quantitative method. This research will conducted in MAS PP Raudlatul Hasanah which is located at Jl.Setia Budi Medan.

In this research, the researcher used the experimental design to know the real data which applied from respondent. According to Nunan (1992) states that experimental research are particularly concerned with the issue of external validity, and the formal experiment is specially designs to enable the researcher to extrapolate the outcomes of researcher from the sample to the broader population.

The data analysis used quantitative research which means that researcher collects the data from samples. The researcher uses experimental research because in the research there are pre-test and post-test to get the data. Two classes where involved in this research, experimental class and control class. The experimental class consists of the students who received treatment.

However, the control classes received a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment has been given. To make this research more clear, the researcher provided the research design as follows:

**Table 1 : Reseach Design**

No	Class	Pre-Ttest	Treatment	Pro-test
1	Experimental Class	✓	✓	✓
2	Control Class	✓	-	✓

## RESEARCH RESULT AND DISCUSSION

### The Data

The data of experimental class above shows that the sum of the students' score of pre-test is 1535, The mean score of them compared as below :

$$\text{Mean} = \frac{1535}{30}$$

$$= 51,16$$

From the pre-test, the experimental class gained score : 51,16

Based on the table above, that the control class had a sum of the students' score of pre-test is 1515.

The mean score of them as below :

$$\text{Mean} = \frac{1515}{30}$$

$$= 50,5$$

From the pre-test, the control class's mean score is : 50,33

**Table 2. The Means Comparison of Pre-Test for Both Class**

Pre-test Experimental Class	Pre-test Control Class	Difference
51,16	50,55	0,61

The table above showed the data that the comparison between two class of pre-test is 0,61

According to post-test result of control class above was shown that sum of students' score is 2195 which mean of the score is :

$$\text{Mean} = \frac{2195}{30}$$

$$= 73,1$$

Could be concluded that control class had mean score : 73,1

**Table 3. The Mean Comparison of Post-Test for Both Class**

Post-test Experimental Class	Post-test Control Class	Difference
76,5	73,1	3,4

Thus, the comparison of post-test for both class produced the difference 3,4

**Table 4. Result of Post-test Score for Both Experimental and Control Class**

Class	N	Max.Score	Min.Score	Mean	Standard Deviation	Sum Score
Experimental	30	95	60	76,5	10,5	2295
Control	30	90	60	73,1	9,8	2195

### Data Analysis

The students writing scores were analyzed by calculating the five components of writing: content, organization, vocabulary, language use, and mechanism. According to the data, it explained that in experimental class which was conducted a treatment reached 95 as high score and 60 as the lowest with the mean 76,5 standard deviation was 10,5 and with sum 2295. Meanwhile the result of post-test in control class were 90 as the highest score and 60 as the lowest with mean 73,1 , standard deviation 9,8 and with sum 2195.

The calculation of t-test between mean score of experimental and control group in term of post-test is described below:

$$S_1^2 = 10,5 \quad N_1 = 30$$

$$S_2^2 = 9,8 \quad N_2 = 30$$

$$S =$$

$$\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}$$

$$\frac{(30 - 1)10,5 + (30 - 1)9,8}{30 + 30 - 2}$$

$$\frac{304,5 + 284,2}{58}$$

$$588,7$$

$$58$$

$$= 10,15$$

$$= \sqrt{10,15}$$

$$= 3,18$$

Next, the calculation of t-test between mean score of both experimental and control class in term of post test is as follow :

$$t_o =$$

$$\frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$X_1 = 76,5 \quad X_2 = 73,1$$

$$N_1 = 30 \quad N_2 = 30$$

$$S = 3,18$$

$$t_o = \frac{\bar{X}_1 - \bar{X}_2}{\frac{s}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}}$$

$$\frac{76,5 - 73,1}{\frac{3,18}{\sqrt{\frac{1}{30} + \frac{1}{30}}}}$$

$$\frac{3,4}{\sqrt{0,06}}$$

$$\frac{3,4}{0,77}$$

$$= 4,41$$

Based on the calculation above, it claimed that  $t_o$  is 4,41 while the  $t_{table}$  for  $N=60$  and  $\alpha = 0.05$  is 1,67.

### Hypothesis Testing

The hypothesis testing is concerned on the null hypothesis ( $H_o$ ). It means that the treatment is effective if  $H_o$  is rejected and it is not effective is  $H_o$  is accepted. From the calculation of  $t_o$  and  $t_{table}$  above, it is concluded that  $t_o$  is higher than  $t_{table}$  ( $4,41 > 1,67$ ). From the data analysis above showed that there is significant difference. The pre-test mean score of experimental class 51,16 and post-test 76,5 the difference 25,34. The value of  $t_o$  is higher than  $t_{table}$  ( $4,41 > 1,67$ ) degree of freedom was 58. It can be described as follow:

$$t_o > t_{table} \quad (p = 0,05 \text{ with } df = 58)$$

$$4,41 > 1,67 \quad (p = 0,05 \text{ with } df = 58)$$

As the result which shown previously, that  $H_o$  was rejected and  $H_a$  was accepted, in other words that using diary encouraged improvement for students in writing recount text.

### Research Findings

The finding of this research showed that student's diary was able to improve the students' achievement in writing recount text. It was proved by the data, which showed that the scores of the students' reading comprehension from the pre-test until post-test.

Based on the result by the research used t-test,  $t_o$  is 4,41 and  $t_{table}$  is 1,67, so it is obtained that the hypothesis which formulated "Using diary improves students' achievement in writing recount text" is reliable accepted.

## CONCLUSION

After analyzing the data, the researcher found out that there was significant effect on students' recount writing skill from the pre-test and post-test process. It means that there was an improvement toward students' ability in writing recount text by using students' diary. It was shown from the score of the students with the calculation of t-test (4,41) with degree of freedom (df) = 58 was higher than  $t_{table}$  (1,67) ( $p=58$ ). There was significant effect on students' scores in each writing test. Therefore, it can be concluded that diary writing affected students' recount text writing skill.

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