

**THE USE OF DIARY WRITING IN TEACHING WRITING
RECOUNT TEXT**

AN ARTICLE

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THE USE OF DIARY WRITING IN TEACHING WRITING RECOUNT TEXT

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Abstract

Most of students' problems in writing are they haven't know how to generate and develop the idea. They write based on what in their mind randomly without any technique that can help them to write the ideas and used their thinking skill well. To solve the problem, Diary Writing technique was applied to improve the students' skill in writing recount text. To examine the technique, a pre-experimental research was conducted in MAN 1 Pontianak with tenth grade students as the population and class X IPA 1 as the sample that consisted of 38 students. To gain the data indicating the effect of the technique used pre-test and post-test as the instruments and measurement test was used as the tool of the data collection. Based on the result of hypothesis testing as well as analysis of the effect size, it shows that use of diary writing had a strong effect in teaching writing recount text in MAN 1 Pontianak. Diary writing enabled the students to get more practices in writing and it could help them to elaborate the idea in writing. It was indicated by the improvement of students' writing achievement after getting the treatments. Therefore, this technique is recommended to be implemented in teaching writing recount text.

Keywords: *Diary Writing, Recount Text, Writing Achievement*

INTRODUCTION

One of the skills in learning that must be mastered by students is writing. Writing is the skill used to explore the idea and other communication activities. Among the four language skills, writing is the most difficult skill for second or foreign learners to master (Richards & Renandya, 2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). It is considered as a difficult skill to be mastered because it is a mixture of idea, grammatical and rhetorical devices, and also conceptual and judgement. Moreover, writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). In other words, that the process of writing is more important than the end of

the product. Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is merely conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

Besides, writing is an important skill for daily life because it can be used as one of the ways to communicate, share and express some ideas, opinions, experiences, and information to other people. It can be seen from the fact that scientific books, memos, novels, reports, letters, newspaper, magazines, brochures, diary, commercial advertisements are products of writing

proved that writing skill is necessary for everybody especially students.

In senior high school, writing becomes a difficult subject because the students always find difficulties in learning writing. The major difficulty is lack of vocabulary. Besides, they are difficult to visualize the ideas while writing. They need a lot of time to think about the idea itself and hard to visualize it thus it makes the learning process is not efficient. Moreover, the teacher rare ask the students to write a text. That is why an English teacher needs an appropriate technique in teaching learning especially in teaching writing.

Diary writing which is one of the techniques in teaching writing; the thing related to structure is not needed in this case, students' job is just write without any considerations. That is a great way to express emotions and experiences. It is known as diary because it is writing activity that done in every day. It is good for students to practice writing by using diary. They can practice their writing by diary writing. Besides, having practice in writing everyday will help the students write English text appropriately. Diary writing was applied to teaching writing recount text MAN 1 Pontianak to find out whether or not the effective the technique. This school had been chosen because the students have some writing problems as in general. By using diary writing, it could help the students and also facilitate the teacher in teaching writing recount text.

It also stated by Johnson, Cutis and Bailey as cited in Taqi et al (2015:76) a diary is usually handwritten that is used to express personal feeling, thoughts, and experiences on daily basis, arranged by date and it is not for publication. This statements is related to recount text, which the writer can write the events or feeling in the text, but in writing recount text, the writer needs to consider about the grammar. Common problems those were found in learning writing was grammar. It need more teacher's attention to make the transfer of writing process easier to get and more fun to learn. Teachers are hoped to

have intelligence in teaching by using any kind of teaching aids that already exist in their environments.

According to Harmer (2007:128) stated that diary is similar to journal. Both journal and diary have similar purpose that is to reflect on something that happened in written form. Moreover, by writing diary or journal, particularly for teaching and learning of writing, the students will get the benefits of diary writing. In addition, there are some benefit of writing a diary stated by Harmer (2007: 128), the first benefits of diary writing is the value of reflection. A diary provides an opportunity for students to think about what and how they learn. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students' general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with. Being able to write a recount text is one of the learning objectives for the tenth grade students. However the students are still reluctant and unconfident when they asked to write. It is because they think they have nothing to write. Harmer (2007:113) recommend teacher to engage students with writing activities that are easy and enjoyable to take part in. Writing a diary was applied in as a technique to enhance students' skill in writing recount text. At the same way, writing a diary and recount text have same writing pattern. By doing that, writing activities will not only be a normal part of classroom life but also present opportunities for students to achieve success.

In this research, the researcher used diary writing as the technique for teaching writing recount text. Knowing the way how to use it was needed by researcher when doing the research in implementing that technique in the class. In line with Kurnianingsih (2009:19) in teaching and learning activities, using diary writing

technique in teaching recount text put in the modelling of the stage step. Teacher gave model of diary writing then explain about it. For the exercise the teacher asks students to write their past experiences in the diary form. They should keep in their mind to make writing as the part of their lives. They should practice about how to write an English text starting from their daily life because what they write is actually an example of recount text. Besides, they should consider some criteria to make a good writing recount text.

The researcher used diary writing as an alternative technique in teaching recount text and the topic was students' unforgettable experiences. It is a supporting point that unforgettable experiences are really close with teenager life because it tells the story that happened in the past.

According to Taqi et al (2015), diary itself can be defined as a daily log that records the events that happen during the day. It is updated on a daily basis and private. By writing a diary, students can hopefully find writing ideas more quickly as they can write about their daily experiences and feelings and help them practice their writing inside and outside the class. In addition, the researcher found the similar research that had been conducted by Mutslihah(2015) reported that writing a diary was a effective technique in teaching writing because it could help students to elaborate the idea and make students' writing achievement became better.

Therefore, diary writing could be an appropriate technique that was used to help students to improve their writing skill and facilitate the teacher in teaching writing recount text.

METHODOLOGY

The purpose of this research was to indicate whether or not effective of the technique that use in teaching writing recount text. The researcher was a pre-experimental research. Pre-experimental research was the research procedure that has no control group which a single group of subjects was observed, the treatment was administered and the group was observed again after the

treatment. The effect of the treatment was judged by the change in observed scores between the pre-test and post-test. Cohen (2005:212) also stated that in the pre-experiment, the focus of the research are the students and the treatment in one class.

The design of pre-experimental research with one group pre-test and post-test is describe as follow:

Table 1
The One Group Pretest-Posttest Design

X1	T	X2
(Pre-test)	(Treatment)	(Post-test)

(Cohen, 2005:212)

Pre-test (X1) was organized to know the students' mastery before the given treatment. The treatment (T) was done 2 times when the Diary writing technique was applied to the students. Post-test (X2) was given when the treatment had been conducted. .

The population of this research was Tenth Grade Students of MAN 1 Pontianak (2016/2017) which consist of seven classes. Population is a complete set of element (person or object) that established by the researcher. Cohen et.al (2000:92) defines population as all members of any well define class of people, events, or objects.

Table 2
The Tenth Grade Students Number of MAN 1 Pontianak (2016/2017)

Class	Students Number
X IPA 1	38
X IPA 2	38
X IPA 3	39
X IPS 1	39
X IPS 2	39
X IPS 3	38
X IAI	40
Total	271

Therefore only one class was being a sample of the research that was class X IPA 1

which consist of 38 students. The sample of this research was taken by using clustered random sampling. It was chosen because researcher assumed that the sample have the same chance and the population was homogeny. This reason was supported by Cohen, Mansion & Morison (2007:110) who stated that the participants are selected randomly because of probability and chance, the sample should contain subjects with characteristics similar to the population as a whole.

Selecting and using the appropriate technique to collect the data of the research is very important to gain the objective outcomes. In this research, the researcher used the quantitative measurement to measure students' ability in writing by administering pre-test and post-test on the experimental group in this research. Measurement is a series of process of describing, explaining and predicting the phenomena and concept that occurs (Kaplan; Pedhazur&Schmelkin cited in Marczyk, DeMatteo, and Festinger, 2005:95).

Any tool to measure, observe, or document numeric data collected from a large number of individuals is instrument of data collection (Creswell, 2008:55). In order to measure students' writing achievement, the researcher used written test. The tests are divided into pre-test and post-test. The pre-test was done before giving the treatment to the students through writing recount text and post-test was given after the treatment. The test conducted in form of essay writing about recount text. The test required students to be able in organizing and developing their ideas related to the topic and based on generic structure of recount text.

The pre-test was administered to the students before applying the treatment. Then the post-test was administered to see the effect of the given treatment towards the students' writing skill. In this research, written test was used to collect the data from the students. The researcher used pre-test and post-test in order to discover students' skill improvement in writing recount text. The students asked to write a personal recount

text based their own experiences and with their own words.

Procedure of Data Collecting

The procedure of data collecting of this research was conducted as follows:

1. The researcher was chosen the Tenth Grade Students of MAN 1 Pontianak as the population.
2. The researcher took class X IPA 1 as the sample of the experiment.
3. The researcher gave the pre-test and in order to measure the students' ability in writing recount text before doing the treatment.
4. The researcher conducted the treatment using diary writing.
5. The research gave the post-test in order to measure the students' achievement in writing recount text after doing the treatment.
6. After conducting the points above, the researcher analyzed the result of the tests. An analysis was done to get the significant data result.

- a. Analysis of the individual scores. To get students' individual score for pre-test and post-test, this research used the following formula:

$$\Sigma = \frac{r}{n} \times 100 \dots\dots\dots(i)$$

Note:
 Σ = student's individual score
 r = score achievement
 n = maximum score
 100 = constant score
 (Ary, Jacobs, & Sorensen, 2010:108)

- b. Analysis of students' means score. It used to know the mean score of the sample class. It is counted with the following formula;

$$\bar{x} = \frac{\Sigma X}{N} \dots\dots\dots(ii)$$

Note:

\bar{x} = mean score
 ΣX = the sum of score achieved
 N = total number of students
 (Ary, Jacobs, & Sorensen, 2010:108)

c. The Significant of the interval score of pre-test and post-test. This computation is to examine whether the means of two groups are statistically different from each other or not. It was used to test whether the Null Hypothesis (Ho) was accepted or Alternative Hypothesis (Ha) was accepted. It was counted with the following formula;

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}} \dots \dots \dots (iii)$$

Note:
 t = t-counted score
 D = difference
 \bar{D} = mean of different
 N = total number of students
 I = constant number
 (Ary, Jacobs, & Sorensen, 2010:108)

d. The analysis of the effect size of the treatment.

$$SD_1 = \sqrt{\frac{\Sigma(x - \bar{x})^2}{N - 1}}$$

$$SD_2 = \sqrt{\frac{\Sigma(y - \bar{y})^2}{N - 1}}$$

$$ES = \frac{\bar{y} - \bar{x}}{SD} \dots \dots \dots (iv)$$

Note:
 ES : Effect size

\bar{y} : Mean of the Post-test
 \bar{x} : Mean of the Pre-test
 SD : The standard of deviation
 N : The total number of students
 N_2 : The total number of the students in the Post-test
 N_1 : The total number of the students in the Pre-test
 SD_2 : Standard deviation of the Post-test
 SD_1 : Standard deviation of the Pre-test
 $\Sigma(x - \bar{x})$: The sum of score minus mean score of Pre-test
 $\Sigma(y - \bar{y})$: The sum of score minus mean score of Post-test
 (Cohen, Manion, & Morrison, 2007: 521)

FINDINGS AND DISCUSSION

Findings

After conducting the research, the use of diary writing in teaching writing recount text for tenth grade students of MAN 1 Pontianak in Academic Year 2016/2017, the data were analyzed to answer the research questions and test the hypothesis. All of the result of data analysis of this research can be seen on the table below:

**Table 3
The Data Analysis**

Aspect	Scores
Mean score of pre-test	51.26
Mean score of post-test	70.18
Different score	18.92
t-test	11.32
Effect Size	1.62

$SD = \sqrt{\frac{(N_1 - 1)SD_1^2 + (N_2 - 1)SD_2^2}{N_1 + N_2 - 2}}$
 Based on the result of data analysis above, the result showed that t_{obtain} is higher than t_{table} on significant level = 0.05 (11.32 > 2.026) and significant level = 0.01 (11.32 > 2.744). This could be prove that teaching recount text by using diary writing was significantly increased students' score in writing. Therefore, the Null Hypothesis (Ho) said "the use of diary writing in teaching

writing recount text” was rejected and the Alternative Hypothesis (Ha) which said “the use of diary writing in teaching writing recount text” was accepted.

In addition, the research finding was proved after the result of the effect size calculation. The effect size calculation produce the index of the effect size in different range and degree. As the result showed that the research hypothesis was accepted, then it was needed to know the significant effect of the treatment in teaching writing recount text. So that the researcher analyzed the effect size. It was calculation to know how far the effectiveness of the use of diary writing in teaching writing recount text. The effect size was difference in mean between the pre-test and post-test divided by the standard deviation. According to Ary, Jacobs, Sorensen & Razavieh (2010:136), Furthermore, The criteria of the effect size can be seen in table as follow:

Table 4
The Effect Size

Range of Index	Degree
10 – 0,20	Weak effect
0,21 – 0,50	Modest effect
0,51 – 1,00	Moderate effect
> 1,00	String effect

(Cohen, Manion, & Morrison, 2007: 521)

It showed that the effect size of the technique was categorized as strong effect with the score $1.62 > 1.00$ means that the use of diary writing has a significant effect in teaching writing recount text.

Discussion

In this research, diary writing was proven to be able to improve students’ achievement in writing recount text. The finding was consistent with Harmer (2007) where students have a good achievements in learning when they’ve got practices and fun learning activities. In line with Johnson,

Cutis, and Bailey as cited in Taqi et al (2015), students showed better in writing after more practices like write a diary. Writing a diary can develop a great understanding and help students write their experiences in daily life routine. It provided an opportunity for students to think about what and how they learn, after that they could express their feelings and ideas freely. Besides, it made students motivated in writing. As the result, students’ writing had increased significantly.

In this research, the result showed that diary writing was effective in teaching writing recount text. It was proved by the all data computation in research findings. The students’ achievement of writing recount text in post-test was higher than pre-test after they were given the treatment. Besides that, the effect size of the treatment in this research categorized as strong effect. The effectiveness of the treatment could be seen by the students’ writing. From the pre-test until post-test, students got improvement in their writing, moreover they got the treatment. They knew how to write a text correctly and their writing became better.

The result of this research was in line with the previous research conducted Kurnianingsih (2009) which stated that diary writing for personal experience could increase students’ score in writing because it could help students to generate their ideas and feeling. Therefore, the similar finding was found in Hidayat (2012) which stated that diary writing is effective to improve students’ writing fluency because by writing diary students can practice every day to improve their writing skill. The process in diary writing makes the students focus on the ideas that they want to elaborate. Besides, the students were able to write more information based on their feeling and experiences.

In other words, the findings show that using diary writing in teaching writing recount text can increase students’ achievement in writing significantly. Writing a diary can be one of fun learning activities especially in writing because the students can

get more practices and make them motivated to have good writing production

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion of this research, it discovered that the use of Diary Writing is effective on students' writing on recount text. It was indicated by students' achievement in writing test. Then, it is proven by the hypothesis testing that the alternative hypothesis was accepted while the null hypothesis was rejected. Furthermore, the effectiveness of the technique which categorized as strong effect by the effect size. Therefore, the diary writing significantly helped students to elaborate the ideas or expression better than before the treatment given.

The diary writing was effective to be applied in convincing the students that writing is not something difficult to be done. The ideas or feelings can be created easier when they know the way to help them to express their ideas or feeling in written form. Besides, in this technique students did the test individually so it can motivate and help students to explore their writing and thinking skill. Therefore, diary writing was effective particularly in helping students find writing ideas, improving their writing fluency, and building their writing habit.

Suggestion

Based on conclusion above, there are some points are suggested to the teachers, readers, and students. Firstly for for English teachers. English teachers are advised to apply the Diary Writing technique as one of the technique in teaching English, especially in teaching writing recount text. It helps the students in mastering the material about recount text easily, because by writing the activity in their daily life or their experiences make the students easy to understand the materials. Second is for readers, this research may give the readers good understanding on Diary Writing as one of the alternative strategies to build the students' interest in

writing recount text. The last is For the students. The students have given their cooperation and attention when the teacher applying Diary writing in teaching writing recount text. The students should be more concentrate when they are writing. The students also might be responsible with their writing when they are understanding the material.

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