THE CORRELATION BETWEEN STUDENTS' HABIT IN WRITING DIARY AND STUDENTS ABILITY IN WRITING RECOUNT TEXT

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Abstract

The research entitled "The Correlation between Students' Habit in Writing Diary and Students' Ability in Writing Recount Text". It was aimed to find out the significant correlation between students' habit in writing diary and students' ability in writing recount text. Quantitative method was used to find out the correlation between two variables. To find out the significant correlation between students' habit in writing diary and students' ability in writing recount text, this paper used ex post facto. The data of writing recount text result was counted with Pearson Product Momment. The result of Pearson test showed $t_{observed}$ was 0.17and t_{table} was 2.1604. The writer used significant value 5% or 0.05. It means that H_0 was accepted and H_a was rejected. Based on the result of Pearson Product Momment, there were no significant correlation between students' habit in writing diary and students' ability in writing recount text.

Key words: Correlation, Writing, Diary, Recount text.

1   Introduction

English is an International language which is used by many people these days. It is used for communication either in written or spoken. It has many important roles in many areas, especially in education. In Indonesia, English are taught in Junior and Senior High School as a compulsory subject. Based on Undang-undang (1989, Chapter IX, Section 39, Verse 3) English has a place as the first foreign language and makes it one of compulsory subjects to be taught at the secondary levels. It is also supported by Government Regulation (Peraturan Pemerintah), Number 28, 1990, which states that English is to be taught from the first year of Junior High School until Senior High School.

In Senior High School, English has four basic language skills which have to be mastered by the students. The four basic language skills are listening, speaking, reading and writing. Kurniasih (2011) in his journal said that listening is the first skill to master in order to be proficient in a language and no one can say a word before listening to it. Kurniasih (2011) also stated about speaking as the most common form of communication. Whereas the teaching of English in Indonesia should make reading become one of the first priorities to develop. Based on an overview of research on teaching writing as an proses from Kamehameha Schools in United States (2007) writing is a uniquely individual undertaking and the same individual may use different method to express his or her thought.

According to (Morley, 2007) Writing can change people, for writing creates new worlds and possible universes, parallel to an actual. It means that writing has big effects in the world. "By means of writing English, language learners are able to convey messages to the readers across places and time" (Brown, 2007).

In learning English, writing text is defined as the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful.

Writing text in English has about thirteen types of text. But, based on the syllabus there are twelve text types which will be taught in Senior High School. The thirteen types of text in writing text are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item (Syllabus of SMA 15 Garut, 2014).

Narrative text is a text to entertain, create stimulate emotions, and motivate the readers. Its form is like a story. Narrative text are closely related to recounts. Recount text is retelling of past events with a series of events in the order in which they happen. The difference of narrative and recount text is in the climax. Climax is in the narrative text not in the recount text.
Spoof and anecdote are kinds of narrative text. Both tell the event in the past and the purpose is to entertain the reader. Spoof is a text that tells an experience or fiction which is funny and anecdote is a text that tells an odd event.

Describing something is the purpose of descriptive text. It focuses out attention on the characteristic features of a particular thing. Quite same with descriptive text, the purpose of report text is to describe things in general and specific terms.

Procedure text is a text that gives us instructions about how to do or how to make something. In procedure text the language is usually technical. It often begin with a command. If procedure text gives an instruction, explanation text gives an explanation. Explanation text explains how or why things happen scientifically.

Exposition text is a text to state a position with respect to an issue and argue a case for or against. There are two kinds of exposition text. They are analytical exposition and hortatory exposition. Both hortatory and analytical exposition is arguments with supporting evidence. The difference of analytical exposition and hortatory exposition is in the last paragraph of the text. The last paragraph of analytical exposition is reiteration. Reiteration is a conclusion of the thesis and arguments in that text. The last paragraph of hortatory exposition is recommendation. Recommendation is what should or should not be done.

Exposition text has the similar language features with discussion text. Discussion text is a text to examine issues from more than one perspective and make recommendations based on evidence. Discussion text is used to consider an issues from more than one point of view in order to persuade the reader to act or think in a particular way.

The text which can be found in the newspaper is news item and review text. News item is a text which informs readers about important events of the day. Review text is an evaluation, critics or comments of the events or art works for the reader or listener, such as movies, book, and others. This paper will study one of that text types. That is recount text. In curriculum for basic education 2004, recount text must be learnt by the students in the first grade of Senior High School. Recount text is one of the text genres that student learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences or events. According to Djuharie (2008), recount text is a reconstruction of something which happened in

the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. In KTSP, recount text is defined as a text that retells events in purpose of informing or entertaining.

In writing recount text the students sometime do not write the text with the correct grammar and language features. Therefore, the teachers are expected to be able to guide the students when they study to write. So, the students are able to write recount text correctly.

But, in writing recount text there are so many factors influencing students' ability. Not only has the comprehension of the grammar and the language featured, but also the students' motivation. When the students are interested in something, they want to learn about that. The students should be made to interest in learning recount text so that they will be very easy to learn recount text.

There are so many ways to improve students' motivation to learn recount text. One of them is using diary. For each individual only event or experience that have concern directly (Fisher, 1974). According to Lenneberg (1967) stated that writing is related with someone's behavior. Because writing is related with someone behavior, students can start their writing by using something done as a habit. Habitual activity means something done as a way of life of someone. The point is if teacher can develop writing as students' habitual activity, the students can find many interesting things inside their writing. Diary is related with students' real life. They make it based on their own life, their own experiences, and their own habit. It is suitable with the meaning of recount text, to tell past event or experiences. Therefore in this text genre, the students can write about their experiences, If they write something based on their habitual activity through diary, they can be able to manage the idea and then to develop the idea into recount text.

2   Literature Review

2.1   Recount Text
Hickey (2010) stated there are five major non-fiction formats included in the teaching of literacy, each one having its own format (explanation, recount, report, persuasion, instruction).
One of that non-fiction formats is recount text. This text will be discussed further in this research paper. As the writer stated before, recount text is the text which retell past events with a series of events in the order in which they happen. From KTSP, recount text is defined as a text that retells events in purpose of informing or entertaining.

The purpose of recount text is to inform the readers or people about something that happens in the past. Beside that, recount text has the same purpose with narrative text, that is to entertain the readers or the audience. Recount text can tells about experiences or events.
According to Sugeng and Zaimah (2007) in Vita Ningrum's research journal (2013), the characteristics of recount text are listed below :
1.   Recount has a social function of retelling events for informing or entertaining.
2.   It is organized chronologically and is built of three elements.
   a. Orientation: tells who were involved in the story, when, where and why the story happened.
   b. Events: tells what happened in chronological order.
   c. Re-orientation: concludes the experience.
3.   Language features of recount.
   a. The use of nouns and pronouns. (e.g: David, we, her)
   b. The use of action verb. (e.g: went, run, played)
   c. The use of past tense. (e.g: we went for a trip to zoo)

d. The use of time conjunction. (e.g: that, first, next, then)
e. The use of adverbs and adverbs of phrase. (e.g: in my house, two days ago, slowly)
f. Use adjectives. (e.g: beautiful, slow)

It can be concluded that recount text is a kind of the story that retells us about an event, an experience, or an action that happened in the past and it has been proved the truth. So that recount text is nonfiction text or nonfiction story.

2.2   Writing Diary Habit

Has been stated that one of the common forms of personal recount is diary. Bailey (1990) stated that diary study is a first personal account of a language learning or teacher experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events.

Diary writing is a form of sustained silent writing. Sustained silent writing requires students to fill up a period of time writing. According to Wikipedia, a diary is a record with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, thoughts or feelings, including comment on current events outside the writer's direct experience.

From the "Mac Diary" (2010) stated that there are many different types of diaries. There are travel diaries, food diaries, workout diaries, sleep diaries, audio diaries, tagebuch, personal writing diary, creative writing diary, memory diary, and prayer diary.

Travel diary is also called road diary or travelogues. Travel diaries include many records made by voyagers. Generally speaking, these diaries are centered specifically around the courses of where a person has traveled, usually including experiences that occured along the way.

Food diaries is also called diet diaries. This type of diary is basically a daily record of all the types of foods and drinks consumed by a person, usually in order to estimate calorie consumpsion, a person can see how far he has come in weight loss struggles.

Workout diaries or exercise diaries are the type of journals where one explain the exercise he has recently done, including the duration of the workout,and possibly other information, such as how many calories he believes he has burned or how he felt after the workout.

Sleep diaries is a log of person's time spent sleeping and waking, possibly including other information, usually done over a period of many weeks. Generally, sleep diaries are kept by a patient, having been giving by a doctor, psychologist, counselor, etc. Ideally, they are used for diagnosing people with a sleep disorder, like narcolepsy or insomnia.

Audio diaries utilize spoken words, not written words. Many people use tape recorders or voice recorders to talk about parts of their lives that are most fascinating, with each event progressing to the current situation.

Tagebuch is a German diary. German *tagebuch* are basically just diaries, although they could include workbooks or journals as well.

Personal writing diaries is a diaries whis is written personally. In this diaries, people can write about their thoughts about anything they want. For example, someone may write about a crush he has on a girl.

Creating writing diaries are used to record stories, poems, lyrics to song, or drawings. Often times, for example, people get thoughts that come to mind spontaneously and they record them in these types of diaries.

Memory diary allow people to place precious photos, log details about their thoughts, behaviors, and emotions for events that are most important to their lives. The topics that are put into this diary are things that will want to be explored in the future.

The last types of diary is prayer diary. A prayer diary is something that holds a person's thought and feelings concerning life, with the hopes that a greater being (i.e, "God") will look at.

3 Research Methodology

Participant
This chapter had describe the detail technique of collecting data. The writer used questionnaire to obtain students habit in writing diary and writing recount test to measure their ability in writing recount text. Population and sample were at Garut University students. This chapter also had describe about the data analyzing the collected data that used ex post facto to analyzed it. As a sample the writer choose 30 students of the 1st grade students FISIP UNIGA. It devided into two categories. 15 students who have a habit in writing diary and 15 students who don't have a habit in writing diary.

Technique of Data Collection
The researcher found out the students who usually write diary and students who don't write diary. Both of them are given test. They are asked to write recount text based on their experience in the paper given. Then the result of that test will be collected. After getting the result of questionnaire, the writes gave writing recount text.

4 Findings

The writer used correlation coefficient product momment by Pearson. Therefore, the data obtained was based on the procedure of correlation analysis by Pearson, with X as group A's recount text test result , and Y as group B's recount text test result.

Based on the result of computating, the writer has obtained the correlation coefficient (r-observed) is 0.047, according to the criteria, it is slight correlation. It means that there is slight correlation between students' habit in writing diary and their ability in writing recount text.
The result of computation of coefficient correlation is 0.77. According to Sundayana (2013) that size the correlation has a high correlation. And the writer stated that the hypothesis null " There is no correlation between students' habit in writing diary and students' ability in writing recount text" is accepted. It means that there is no correlation between two variables.

In this chapter the writer has counted the correlation coefficient to find out the correlation. The writer also did the hypothesis testing in order to find out if the hypothesis was accepted or not.
From the result of this calculation we can see that the coefficient correlation was 0.17 meant that the correlation was very low. Because the value $t_{observed}$ was 0.17and t_{table} was 2.1604 . It meant that $t_{observed}$ was lower than t_{table} so it was adequate for the researcher to know that there were no significant correlation between students' habit in writing diary and students' ability in writing recount text.

5 Conclusion

The writer found that the correlation between students' habit in writing diary and students' ability in writing recount text is slight correlation. The coefficient correlation was 0.17 meant that the correlation was very low. Because the value $t_{observed}$ was 0.17and t_{table} was 2.1604 . It meant that $t_{observed}$ was lower than t_{table} so it was adequate for the researcher to know that there were no significant correlation between students' habit in writing diary and students' ability in writing recount text. Students' ability in writing recount text is not only influenced by students' writing diary habit, but also it can be influence their experience and vocabulary mastery.

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