

IMPROVING STUDENTS' WRITING SKILL OF RECOUNT TEXT THROUGH DIARY WRITING AT EIGHTH GRADE STUDENTS OF MTS NEGERI 2 PALU

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Abstract

This research with a quantitative approach aims to determine whether the use of diary writing strategy is effective to improve writing skill in recount text of eighth grade students at MTS Negeri 2 Palu. The population in this research were students at MTS Negeri 2 Palu and the sample was students in grades VIII A and B with a total sample of 70 students. However, due to the pandemic covid-19 with all the limitation, the researcher only obtained 24 students as the samples who took the test in this research. In this research the researcher used a purposive sampling technique. The data collection technique using test, namely pre-test and post-test. The technique of data analysis is that the researcher used is the t-test. The results of the data analysis showed that t-count is and t-table ($t\text{-count} 10,632 > t\text{-table} 1,796$). It means the results of the research showed that there is improvement in the eighth grade students' writing skill in recount text after the implementation of Diary writing strategy at MTS Negeri 2 Palu.

Key Words: Improving, Recount Text, Diary Writing

1. Background

English is an international language that most people use to communicate from various countries or in other words English is a lingua franca¹. In a country that makes English as a second language, every person will easily master English, thus that there is no difficulty for students to learn English. In contrast to Indonesia which makes English a foreign language, this is a big challenge for this country, therefore English is one of the important subjects in school. In addition, we often encounter English in science book, newspaper, journal, articles, even social media.

In learning English there are four skills that students have to master, these skills are divided into two types; receptive skills such as reading and listening and productive skills including writing and speaking skills². Receptive skills where meaning is extracted from the discourse and productive skills is the process that students can produce by themselves.

Writing is one of the skills taught in English. Writing is a complex skill, that includes more components that students have to master such as: grammar, vocabulary, conceptual skill and other elements of writing³. Writing is the social contexts that have relationship between reader and writer⁴. Accordingly, writers are required to write clearly, in context, and can be understood by readers.

Therefore writing is the difficult subject, because in writing there are some aspects that students have to consider such as: the content, organization text, conventions, grammar, spelling, punctuation, capitalization and some of the basic aspects of writing⁵.⁵ According to Eric

Gould, Robert, Di Yanni and William Smith, writing is a creative act; the act of writing is reactive because it requires to interpret or make sense of something: experience, a text, and event. In addition, writing is the process of channeling ideas and points of view. Thus, that literacy culture is very closely related to interest in writing. As well, writing is also a communication tool that is widely used to convey long-term information.

In the fact, writing is a subject that is difficult to practice because it occurs due to several factors such as in effective teaching method⁶.⁶ In general there are some aspects that can influence the quality of students writing skill and divided into two aspects; internal and external. External aspects: teacher's technique and strategy in teaching, lack of book, and lack of facilitation in the learning process. While internal aspect: the lack of practice in writing⁷.

Mostly, in the teaching and learning process, students have difficulty in writing skill in various forms, such as transactional, narrative, descriptive, recount text, etc⁸. However, the researcher wants to conduct research focuses on the problem of lack of writing skills in recount text for students based on the researcher observation.

Recount text is one of writing form that retells some experience in the past events, supported by chronological sequence of what already got in the past⁹. In fact,

¹ Jeremy Harmer. *The Practice Of English Language Teaching*. (Longman 2004), 13

² *Ibid*, 265

³ J.B, Heaton, *Writing English Language Tests*. Hongkong, (Longman, 1990).

⁴ Roby Marlina, *Teaching Language skill* (SEAMEO-RELC 2018), 12

⁵ Neda, Ghaboo I, and etc. "Investigating Malaysian ESL Students' Writing Problems on

Conventions, Punctuation, and Language Use at Secondary School Level". 2012. School of Educational Studies, Universiti Sains Malaysia 11800 Penang, Malaysia

⁶ Muhammad Fareed & Almas Ashraf, "ESL Learners' Writing Skills Problem, Factors and Suggestions", *Journal of Education and Social Science* (Karachi: University of Engineering and Technology 2016), 81

⁷ Fina Yunita Anggraini, "Students' Challenges In Using Diary Writing Practice For Writing Recount Text At Sman 1 Grati Pasuruan",

⁸ Types of writing, <https://www.grammarly.com/17December2020>

⁹ Atikasari Husna, Akhmad Multazim. "Students Difficulties In writing Recount Text At

recount text is easier and simple form than other. The students just focus on explaining what they already got in the past and recall their memories.

Therefore, from this research the researcher tries to implement a diary writing as the strategy¹⁰ to improve the quality of students writing of recount text. According to Fitzpatrick in Ihda, diary writing is a record (originally in hand written format) with discrete entries arranged by data reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences and/or thought, and feelings, including comment on current events outside the writer's direct experiences¹¹. Based on this theory, by applying diary writing strategy, the researcher wants the students have more time to practice writing recount text.

Meanwhile, in applying this strategy the researcher use several media as a supporting tool. Such as gadget and social media, it aims to foster good habit for students in the use of gadget and social media. According to Heinich, media is as a mediator that delivers information between sender and receiver¹². Thus media can bring instructional messages or information that contains learning purpose.

Based on the background above, the researcher aims in the use of diary as a strategy by giving an assignment or home work for students as their pleasant habit can improve students writing skill in recount text, like wise this strategy will helps students to understand and applying the recount text easily. Thus, this research focuses on: "Improving Students' Writing Skill of Recount Text Through Diary

Writing" (at Eighth Grade Students of Mts Negeri 2 Kota Palu in The Academic Year of 2020/2021).

2. Review of Related Literature

2.1. Previous Studies

There were several researchers rising this issue; the first from research was conducted by Novi Yulianti, the title is "Improving The Writing Skill Through Diary Writing of The Tenth Grade Students of SMA Negeri 1 Ngemplak." This research was aimed of the implementation of using diary writing strategy to improve students writing skill by action research method. The results of this research was proven that using diary writing can improve students writing skill¹³.

The second research was conducted by Icha Chairunnisa entitled "The Effectiveness of Writing Diary Activities in Improving The Students' Ability in Teaching Recount Text at Eighth Grade Mts Al- Jam'iyatul Wasliyah Medan in Academic Year 2016/2017." This research focuses on the effectiveness of diary writing practice to improve the ability to write recount text. The conclusion of this research showed that the hypothesis was proven¹⁴.

The last research, the researcher took as the reference by Jayakaran Mukundan and Hamed Barjesteh. This research entitled "Diary Writing: A Tool Enhance Second Language Writing Autonomy." This research used quantitative experimental research method that have control class and experimental class. Moreover the participants of this research are 60 female EFL learners. This research aims to explore advanced EFL Learners ability to make improvement in writing skill by autonomously writing diary as an assignment. Based on recent literature in SLA suggests that classroom task can be

Inclusion Classes", *LET Journal* (Yogyakarta: University Of Ahmad Dahlan, 2019). 55

¹⁰ Roberta de Fatima, *Writing About Yourself As A Learning Strategy*, Britania Raya: Cambridge University Press, 2019

¹¹ Ihda Muflih Saifullah, *The Use Of Diary Writing To Improve The Students Writing Skill In Recount Text* .(Salatiga, Institut Agama Islam Negeri Salatiga 2017). 1

¹² Heinich, Robert. *Instructional Media And The New Technologies Of Intruction*. (Macmillan 1990)

¹³ Nofi Yulianti, *Improving The riting Skills Through Diary Writing*.(Yogyakarta: UNY, 2018)

¹⁴ Icha Chairunnisa, *The Effectiveness Of Writing Diary Activities In Improving The students' Ability In Teaching Recount Text*. (Medan: UIN Sumatera Utara, 2017)

used to foster autonomous. The results indicate that diary writing is an effective classroom task that helps learners foster writing autonomy¹⁵.

2.2. Writing Skill

Writing is one of the productive skill, when we write or speak we were producing language and no one argue with the idea that language activation take place when we were doing that¹⁶. Furthermore, writing is used for a wide variety of purpose it is produce in different forms¹⁷.

2.3. Purpose of Writing

In general there are four purpose of writing, to inform, to entertain, to influence and to educate¹⁸.

2.4. Aspects of Writing

In teaching writing skill, there are several aspects that must be considered and assessed for the results of evaluation and evidence of improvement in the teaching learning process. According to Jacob there are 5 aspects of writing, such as: Content, Organization, Vocabulary, Language use, and Mechanics¹⁹.

2.5. Genre of Writing

According to Derewianka there are six main genres according to their primary social purposes. Such as; Narrative text, recount text, report text, instruction text, explanations text, and expository text²⁰.

2.6. Recount Text

According to Knappin Natanel, recount text basically is written out to make a report about experience of series of related event²¹. Recount text purpose is to inform or entertain the reader. Moreover recount text is kinds of text based on personal experiences or experiences of others that occurred in the past, e.g weekend story, visiting place story, etc.

2.7. Generic Structure of Recount Text

Generic structure is a general structure that combines several sentences into paragraphs or narratives. In recount text has several generic structure consists of orientation, events, and reorientation²².

2.8. Diary Writing

Diary writing is similar with journal writing that include daily activity²³. According to Fitzpatrickin Ihda, a diary is a personal record of a writer's life experience and is usually private²⁴. Based on statement above diary writing has a purpose to bring a better habit for students as their daily practice so that students can improve their writing skill especially in recount text. Likewise students can feel confidence, and familiar in writing.

2.9. Teacher Teaching Writing

According to Seow, teacher in implementing teaching writing divided into five steps such as: Teacher Modeling, Relating Process to Product, Working

¹⁵ Jayakaran Mukundan & Hamed Barjesteh, "Diary Writing: A Tool To Enhance Second Language Writing Autonomy", Medwell Journals, (Malaysia: University Putra Malaysia, 2014) 124

¹⁶ Jeremy Harmer. *The Practice Of English Language Teaching*. (Longman, 2004) 265

¹⁷ Jeremy Harmer. *How To Teach Writing*, (Longman, 2004) 4

¹⁸ Tom Tynes, *Collage Writing Skill*. (Amerika, 2016), 4

¹⁹ "123 dok," *Aspects of Writing*, <https://text-id.123dok.com/document/7q06n5jq-types-of-writing-aspects-of-writing.html>. (January 282021)

²⁰ Janeiro, Junho. "Teaching Writing Through Genre-Based Approach," *BELT Journal*

2011) 122

²¹ Natanael Saragih, Roswita Silalahi, and etc. *The Effectiveness Of Using Recount Text To Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*. (IOSR-JHSS, 2014) 57

²² Atikasari Husna, Akhmad Multazi. *Students' Difficulties In Writing Recount Text At Inclusion Classes*. LET Journal. (Yogyakarta, University of Ahmad Dahlan, 2019) 55-56

²³ Jeremy Harmer, *How To Teach Writing*, (Longman, England 2004) 125

²⁴ Ihda Muflih Saifullah, *The Use Of Diary Writing To Improve The Students Writing Skill In Recount Text*. (Salatiga, IAIN Salatiga 2017).37

Within Institutional Constrains, Catering to Diverse students Need, and Exploiting The Use of Computers in Process of Writing²⁵.

3. Research Methodology

This research the researcher used quantitative experimental research especially Quasi-experiments. Quasi-Experiment is a research research that conducted using a control and treatment group system to measure that causal effect between the independent and dependent variables. Likewise quasi-experiments that use non randomized assignment and included single subject designs²⁶.

This research was conducted in MTS Negeri 2 Palu and the sample of this research were students of eighth grade, A and B class.

In collecting data the researcher used testsuch as; Pre-test and Post-test. The test that the researcher used in the pre and post test was a writing recount text test.

The technique used to analyze the results of the research conducted by researchers was the t-test. It is a statistical test that is used to compare the means of two groups. It is often used in hypothesis is testing to determine whether a processor treatment actually has an effect on the population of interest, or whether two groups are different from one another²⁷.

This research was conducted in the second semester in the academic year 2020/2021of students eighth grade at MTs Negeri2 Palu. Moreover, subject of the research were the students of class VIII A and B, 35 students of class A (class treatment) and 35 Students of class B (class

control). Thus total sample of this research are 70 students.

However, due to the pandemic covid-19 with all the limitation. Then, more students do not active in the class during the test in this research. Thus, the researcher only obtained 12 students in each class as the sample. Likewise, time take during researching were 8 meetings.

4. Research Findings and Discussion

The results of this research show that the students' scores were higher after the treatment in experimental class using diary writing strategy. The students in experimental class showed their improvement more than the control class. Most of them were in excellent and very good score. Thus, the diary writing strategy was absolutely beneficial to improve the students' writing skill in recount text.

The analysis of the mean score range in the post-test between the experimental and the control class assured if the strategy was effective. The mean score of the experimental class was 88,67 and 74,17 for control class. It means the range of the students' score of the experimental and control class was 14,5. Can be concluded, the experimental class showed higher improvement than the control class.

In summary, the alternative hypothesis of this research would be accepted if the t-count is higher than the t-table. While, if the t-count is smaller than the t-table it means the alternative hypothesis is would be rejected. The results of the data analysis in experimental class showed the t-count (10,631) was higher than the t-table (1,796). It can be conclude that the Ha was accepted and the use of diary writing strategy was effective to improve students' writing skill in recount text.

5. Conclusion and Suggestion

5.1. Conclusion

The diary writing strategy can improve students writing skill of recount text. It is proved by the results of data analysis which showed that the score of t-

²⁵ Anthony Seow, *The Writing Process and Process Writing*. In Richards J.C and Renandya W.A. (Methodology In Language Teaching: An Anthology of Current Practice, Cambridge, Cambridge University Press, 2002) 319

²⁶ Jhon W. Creswell, *Research Design Quantitative, Qualitative, and Mixed Methods Approaches Fourth Edition*, (United State Amerika, Sage Publications, 2014) .42

²⁷ "Scribbr," An Introduction to t-Test, <https://www.scribbr.com/statistics/t-test/> (January 282021)

count is 10,631 and the t-table 1,796. It means t-count greater than t-table or (t-count $10,631 > t\text{-table } 1,796$).

Likewise, the data analysis also showed that the alternative hypothesis H_a was accepted and the null hypothesis H_o was rejected. It means there is a significant effect of using diary writing strategy to improve writing skill in recount text of the eighth grade students of Mts Negeri 2 Palu.

In summary, the data showed an improving in both the class that was given treatment using diary writing strategy and the class without treatment. However, the class that was given treatment was more improve students writing skill of recount text than the class without treatment.

The conclusion, there is improvement in the eighth grade students' writing skill in recount text after the implementation of Diary writing strategy at MTS Negeri 2 Palu.

5.2. Suggestion

- a. Students should more practice in writing to make they are familiar and get used to it.
- b. English teacher should to know what is the appropriate approach, technique, method, and strategy in teaching learning. Furthermore, in this research the researcher suggests and gives option to used diary writing strategy in teaching writing of recount text. Because this strategy has been proven.

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