USING DIARY IN WRITING CLASS
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ABSTRACT

This research was aimed at: (1) Finding whether the use of Diary in teaching recount text can improve the writing skill of eight grade students of SMP N 7 Surakarta in the academic year 2016/2017, and (2) Describing the class condition when the diary implemented in the process of teaching writing on Recount text of eighth grade students at SMP N 7 Surakarta in academic year 2016/2017.

The research was carried out at SMP N 7 Surakarta from September until October 2016. The method used in this research was a Classroom Action Research. The subject of the research was the VIII-C students of SMP N 7 Surakarta in the academic year of 2016/2017. The research was conducted in two cycles. In collecting the data, the researcher used tests and non-tests. The tests consisted of pre-test and post-tests, while the non-tests were divided into four steps: they were observation, interview, document and documentation. In analyzing the data, the researcher used qualitative and quantitative data. In qualitative data, the researcher used three steps: data reduction, data display, conclusion drawing/ verification. To analyze the quantitative data, the researcher used mean score and t-test formula.

Based on the result of the research, there was improvement of students writing skill on the aspects of grammar, vocabulary, content, mechanic, organization. The improvement can also be seen from the mean score of pre-test (45,37) post-test (63,31) post-test 2 (77,84). The t-test result of cycle one was (25, 57) and t-test result of cycle two was (33, 79). Based on the research finding, it can be concluded that diary can improve students’ motivation in learning English.

Keyword: Diary, Writing Skill, Recount Text, Classroom Action Research
INTRODUCTION

In globalization era, many occupations require ones who are able to master writing skill. Because writing is very important in many aspects, for example in business aspect, they should have the ability to write letter, memo, or any letters. Now days in this modern life, many people can obtain much money from their writing, from example a journalist, a novelist, or a script writer.

Writing is one of basic skills in English. It is an important skill in teaching and learning English. According to Raimes (1983: 3-5), writing generally demands standard forms of the grammatical structures, idioms, vocabulary; they have change to be adventorous with the language; use punctuation, spell and the effort to express idea.

The researcher conducted by using Classroom Action Research. Burns (1999 : 30) states that action research is the application of fact finding to practical problem solving in social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researcher, practitioners, and laymen. In writing issues which was observed at SMP N 7 Surakarta. The result shows that the problems of students’ writing concerned on the grammar, vocabulary, and ideas development.

The use of diary was used as a media for teaching writing it is effective to solve the writing problems because students especially in Junior high school have many past stories and experiences around them, they can write their experiences daily life on their diary, it will be really helpful when they want to write on their diary using English. Langan (2008: 16) said that, keeping diary is one of excellent
ways to get practice in writing and it will help the students develop the habit of thinking paper.

The researcher focuses on two problems. The first problem can the use of diary in teaching recount text improve students writing skill. The second problem is to know how the class condition when diary implemented in the process of teaching writing.

METHODOLOGY

This research is Classroom Action Research. It was conducted at SMP N 7 Surakarta which is located at Jl. Mr. Sartono no. 34, Surakarta. The subject of this research was students of class VIII-C at SMP N 7 Surakarta. It consisted of 32 students.

This research was conducted into two cycles. Each cycle consisted of several stages of Classroom Action Research procedure, there are: Planning, Acting, Observing and Reflecting. In planning, the researcher prepared lesson plans, teaching media and teaching materials to be taught to the students. In acting, the researcher implemented the lesson plans by using diary in teaching recount text in writing class. In observing, the researcher observed the weaknesses and strength during teaching learning process by using diary. In reflecting, the researcher evaluated the use of diary in writing class improve students’ writing skill. Thus, the researcher could continue study to the afterward point.

In collecting the data, the students were given tests of pre-test, post- test 1 and post-test. In pre-test the students were given test to write recount text about
happiest day. In post-test 1, the students were given test to write diary about activities yesterday. In post-test 2, the students were given test to write their experience holiday.

RESULT AND DISCUSSION

The pre-test was held on Wednesday, September 17th 2016. The pre-test was consisted of one item. The students were asked to make a recount text about the happiest day. The mean of students’ pre-test result was 45, 37. The students’ writing was assessed by using writing scoring rubric. The whole students did not achieve KKM yet. Many aspect of students’ writing needed to be repaired and improved. The aspects of students’ writing needed to be improved were: content, organization, grammar, vocabulary, and mechanics.

Post- Test 1 was held on September 28, 2016. Post- test 1 was done to know the improvement students’ writing skill after diary was implemented in cycle 1. In post-test 1 the students write diary about “activities yesterday”. The mean of post-test 1 was 63, 31 higher than pre-test that was only 45, 37. The improvement of students’ writing was assessed by using writing scoring rubric. There were significant improvements of content, organization, and mechanics aspects. The students’ were able to develop the idea according the topic. The paragraphs of recount text were organized in correct generic structures and good coherence. The students’ are able to used mechanics. In cycle one, the researcher found some weaknesses and strength during the research. There were some weaknesses in cycle 1, such us; some of students still faced difficulties in grammar; they were still confused to use simple past tense, the students’ vocabulary mastery was lack,
the students needed time to finish their writing. The strengths were; the students seemed enthusiastic in teaching learning process; they became active to ask a question, more active to tell a story, active discuss with their friends, the students could organize paragraph; they could write recount text in correct generic structure. There was an improvement on students’ writing ability; it can be viewed from the result of the first post-test was 63, 31 which was higher than the students’ score of pre-test was 45,37. Then, the researcher conducted cycle 2 to solve the problems appeared in cycle 1.

For the cycle 2, the researcher revised the plan to solve the students’ problem in understanding grammar and depending dictionary excessively. The researcher and the teacher revised the lesson plans for cycle 2, the revised lesson plans for cycle 2, the revised lesson plans were emphasized more in teaching grammatical structure. The revised lesson plans provided a new strategy to solve the students’ using dictionary to much in writing activity. After the cycle 2 had been completed, the researcher conducted of post-test 2. The post-test 2 was held on October 8th, 2016. In post-test 2 the students were asked to make a diary about “experience holiday”. The mean score of post-test 2 was 77, 84. The improvement of students’ writing was assessed by using scoring rubric. There were significant improvements of students’ grammar and vocabulary aspect based on the post-test 2 result. After the cycle 2 was completed, the researcher did a reflection. Many improvements were showed in cycle 2. Those improvements were showed in cycle 2. Those improvements were: the students become more active during teaching and learning process, the students looked enthusiastic to
write, the students’ grammatical structure increased better; they had understood how to write past-tense sentences correctly.

Based on the result observation, the use of diary in teaching recount text can improve students’ writing skill. The use of diary improved on the students’ process and achievement in writing. The improvement of students’ score of pre-test, post-test 1 and post-test 2 can be seen from the table below:

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score</td>
<td>45.37</td>
<td>63.31</td>
<td>77.84</td>
</tr>
</tbody>
</table>

The mean score of post-test 1 was 63.31 higher than the mean of pre-test that was only 45.37. Then, the students’ mean score increased up to 77.84 in Cycle two. Beside analysing quantitative data by using mean score, the researcher also used t-test formula to know the difference before and after Diary was applied by the students in writing class. The t-test result in cycle one was 25.57. And the t-test result of cycle two was 33.79. The implementation of diary in teaching writing was successfully done to solve the students’ writing problems. Thus, can be concluded that diary is an interested media for teaching writing.

CONCLUSION

Based on the result of the research, can be concluded that:

1. The use of diary can improve students’ writing skill. The improvement can be seen from the achievement of students’ writing. The mean score of students’ pre-test got (45.37) mean score. It means that the score was under standard minimum criteria. In the post-test 1, the mean score was
improving to (63, 31) point from the pre-test, and increased up to (77, 84) in post-test 2.

2. The use of diary in teaching recount text can influence the class condition to be better. The use of diary in writing recount text was interesting for the students, the researcher used diary in teaching recount text because it can motivate the students to writing easily. Through diary, the students got more writing practice. The students were very enthusiastic and enjoyable, it can be seen the students more active to discuss with their friends.
REFERENCE


