

THE INFLUENCE OF STUDENTS' WRITING SKILL BY WRITING DIARY IN RECOUNT TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The focus of the learning English as an ESL student is able to communicate in English. The communicated competence refers to listening, speaking, reading and writing. Based on the other research, as an ESL student, writing is often considered as a difficult English skill. Some techniques are needed by a teacher to solve the writing difficulties. One of the problem solving is writing diary. Additionally, students often make mistake in writing. Therefore, this research was to know whether there is a significant influence of students' writing skill by writing diary in recount text for junior high school students. The method of this research was quasi experimental method which is the treatment held in several meetings as they need, and eighty minutes for each meeting. In collecting the data, the researcher used the instrument in written test questions. After tried out, the instrument was used for the pre-test and post-test. Pre-test used to find out students' writing ability before treatment. Then post-test used to find out students' writing ability after treatment, then the researcher analyzed the data. The population of this research was students volunteer in eighth grade, which consisted of 20 students. The sample taken from announcement in social media, it means that the researcher make an announcement for the teacher who wants their students to be selected as a smple in this research. It was taken by using randomly that is cluster random sampling technique.

Based on the data analysis, it was found that the result is the students' writing skill had significant influence. The conclusion of this research is writing diary was effective to influence the students' writing skill. It is clear that there is any significant influence of using writing diary technique towards students' writing skill. It is better to use this technique in teaching writing for the teachers and other reader because this technique is interesting and enjoyable when it is applied.

Keywords: writing skill, diary, recount text,

INTRODUCTION

The focuse in this research is explaining the effectiveness of writing diary inorder to increase the students' writing skill. The text type used in this research is recount text.

Recount text means the text that telling about someone experience in the past, such the experience, adventure or someone day's activities. In this research, recount text is a proper text to let the students write their experiences. By writing recount text, they learn how to tell their own life story at least.

Based on the pre-research, by interviewing the English teacher, and

some junior high school students, the researcher found there were some problems that the students faced in learning English especially in writing.

The teacher said that they seldom taught writing skill and only focused on how to get good score in assessment test. The teacher just thought about making students expert in answering questions in the examination instead of teaching the language skills. Moreover, there was no writing test in the examination, so writing skill was considered less important to teach.

The other reason is getting from pre-test in writing skill. In fact, the quality or

the students' writing skill is low. The students cannot reach the proper criteria in writing skill rubric. Almost the students confused in developing their writing skill. Therefore, the teachers needs are finding an appropriate, fun, and effective tool to teach writing and to motivate students to write, so the objectives of teaching learning will be reached optimally.

That is why the researcher offer an alternative media to influence the students' writing skill by writing diary. It is supported by Brown who states that writing diary is in which students write thoughts, feeling, reaction, and response to something happened that is included in self-writing category, or writing with only the self in mind as an audience.

Diary is one of methods document and explore the particulars of life as self-report instruments examining experiences. Diaries provide opportunities to investigate social life and physiological situations.

The rules in this research for the researcher and the teachers are never correct linguistic errors but respond to the message in a meaningfull way.

Procedures in Writing Diary

There are some steps in writing diary activities, such as: the teacher explains what writing diary is, how they are going to use their diary, then the students wrote diary entries, after which the teacher collected the diaries, after this the teacher read each diary and at the end of each entry wrote a comment.

The comment encourages self expression and more writing. Some comments are about interesting topic, and the topics that the teacher would have liked to hear more about. However, the teacher does not comment on the

vocabulary employed or grammatical mistakes.

The diaries are returned to the students in the next day and the students requested to continue writing.

In the class the teacher pinpoints main features in diary writing. The students discuss the difficulties they faced, and the things they might change starting the next entry.

The teacher sets a time for diary writing (15-20 minutes), so the students know when they should be finished. In the next, the diaries are collected to view the amount of writing, and connect the comments with the change in writing styles and quantity.

Research Method

The method of this research uses an experimental method in order to know whether there was significant influence of students' writing skill through writing diary. It is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variables.

Furthermore, the researcher used quasi-experiment research design. It was lack randomization but employs other strategies to provide some control over extraneous variables. It was used, for instance, when intact classrooms were used as the experimental and control groups.

Based on the explanation above, the writer formulates the hypotheses as follows:

H₀: there is no significant influence in writing diary towards students' writing skill.

H_a : there is a significant influence in writing diary towards students' writing

skill.

Operational Definition of Variables

The operational definition of variables in this research as follows:

First, students' writing skill is the students' skill in producing or composing a text telling about past experiences, which fulfills such criteria as content, organization, vocabulary, language and mechanics.

Second, writing diary is a kind of media in teaching writing used by the teacher to help students in build their confidence and skill as writers because they find it easy to write down their ideas on paper; the students can write their experiences in the past, so it helps the students to improve and learn more about writing English.

Sample and Sampling Technique

The sample in this research was chosen by using cluster random sampling. The researcher selected two classes as the sample; experimental class and control class.

The data were analyzed by using t-test to investigate whether there was significant influence of using writing diary towards students' writing skill.

Collecting data is the most important thing in conducting this research. The data of this research were collected by administering the test to the students. In this case, the test has two kinds: pre-test, before treatment as the researcher explained before and post-test, after treatment.

After giving the test above, the collected data were scored. The scoring was used to measuring the students' writing skill. There are some aspects to be scored in writing, the writer used the assesment scale for written work proposed

by Tribble as follows; (1) content (the ability to think creatively and develop thoughts), (2) organization (the ability to write in an appropriate manner), (3) vocabulary (the ability to use language thoughts), (4) language use (the ability to write in an appropriate sentence) and (5) mechanics (the ability to use correctly those conventions peculiar to the written language punctuation and spelling).

To minimize subjectivity, the researcher used interrater. It was done by two raters who examine the students' writing test. The raters were the researcher and the English teacher.

Research Result

The result in this research has shown that there is any significant influence of using writing diary towards students' writing skill. The result seen that the average score of students' writing skill who are taught using writing diary higher than who are taught using controlled writing.

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