

THE EFFECTIVENESS OF USING DIARY TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT

(A MIXED METHOD STUDY)

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ABSTRACT

This paper reports on the effectiveness of using Diary to improve students' achievement in writing recount text. Diary provides the teacher a teaching medium, especially in teaching writing recount text due to the fact that diary and recount text are closely the same. The diary writing can assist the students to have an improvement in writing skills and increase students' motivation in writing. The study used quantitative and qualitative research. The research design used pre-experimental design with one group pre-test and post-test from quantitative, for qualitative approach use questionnaire. The data analysis was used Saphiro-Wilk with SPSS 16.0 with $\alpha = 0.05$. The tests used were normality and homogeneity test. The research collected scales questionnaire. In analysing the data, the researcher calculated the percentage. The findings revealed that the students mean pre-test score was 74.25, and the means post-test score was 83.65. After using *paired sample t-test*, it showed that the output of SPSS in the table above showed that the significance of 2-tailed was 0.000 and the t-table for $\alpha = 0.05$. Consequently H_1 was accepted because the significance value (sig 2-tailed) is less than 0.05 which means the use of diary as a teaching and learning affected the students' recount writing skill. The conclusion of this study is diary can be employed as an alternative way to teach writing, in particular, in writing recount text. Then, diary can improve the writing skills of the eight grade students of SMPN 2 Purwadadi. The suggestion of this research is expected to provide them information regarding the effectiveness of using diary in teaching writing recount text, so the teacher can utilize alternative way or strategy in teaching writing of recount text.

Keywords: *Diary, Effectiveness, Writing Recount text*

INTRODUCTION

Writing has been considered as the most difficult skill for many years. It is very often for the people to think that the successful language learning is generally determined by the main skill of speaking ability skill rather than writing skill. The reason is that the people find writing as difficult skill to do (Wafa, Syafei, & Riyono, 2010, p. 2). Writing is very beneficial to support other skills in teaching and learning English language.

Diary is a note at which a person convey her or his life experience, or something important things happened in her or his life. Diary plays a role as best friend for someone and it is believed that there will be no complain to him for everything which she or he has written on a diary. Someone could realize that diary, as a private book, can keep his private story (Wisdhawan, 2014, p. 3).

The frequency of diary writing utilization in teaching writing recount text is still low. The reason is that many teachers still consider the use of textbook as sufficient tool for teaching recount text. Besides, teacher usually employs the same strategy and techniques in their teaching writing of all genres. As far as it was concerned, each genre has different generic structure and the characteristic of linguistics features. The use of similar technique which is applied by teacher in teaching writing results in low achievement, especially in writing genre, as well as students' feeling of boredom (Zahiroh, 2010, p. 1).

The Nature of Writing

Writing needs the involvement of a message communication using a sign or symbol on a page (Spratt, Pulverness, & Williams, 2005, p. 26). It is necessary to make series of words or sentences in the process of writing in order to communicate in the written language. Writing is also one of the beneficial skills that must be developed by students in order to support their achievement in their academic context, business and relationship among people the world forum. Therefore, students are encouraged to develop writing skill in academic context.

According to Oshima & Hogue (1997, p. 2), writing is an ongoing activity which is begun with the thinking resulting from what the writer starts to express. Accordingly, the nature of composing process in writing is considered as a major theme in pedagogical writing research (Brown, 2001, p. 335). The final process of writing a text is proofreading the draft of writing and making corrections.

The Definition of Recount Text

A recount refers to speaking or writing events which occurred in the past or a piece of text telling past events occurred orderly (Anderson, and Anderson, 1997, p. 48). It means that Recount text is the type of the text about someone experience occurred in the past, such as adventure and daily activities.

There three types of Recount text, namely, Personal recount, Factual recount text, and Imaginative recount (Derewinka, 1990, p. 15-17). The social function of recount text is to retell event with the purpose of informing or entertaining (Hartono, 2005, p. 9). Recount text has three Generic structures consisting of Orientation, Event, and Reorientation (Derewianka, 1990).

Diary Writing

Diary is a device for the author's self-reflection and self-improvement, for flowing her/ his emotional, for keeping the author's own story and life experience which is private (Harmer, 2007; Miller, 2003; Marefat, 2002).

According to Jones (20080, the advantages of Diary comprise 1) Developing motivation in writing skill, and 2) decreasing anxieties and contributing to class learning. In constructing the diary writing, the writer must follow the following steps (Ihsan & Ardhiyawan, 2016) : 1) determining the aim of the way they will use their diary, and 2) writing diary entries.

METHOD

Research design

Relevant to the research questions and research purposes, a mixed method research applied in this study. It used both quantitative and qualitative data to answer the questions (Hesse-Biber, 2010, p. 3). As suggested by Fraenkel, Wallen, & Hyun (2012, p. 557) who says that both quantitative and qualitative methods provide the researcher a more complete understanding of research problems than using a single approach. Therefore, the researcher utilized a mixed method research in this study because it gives more complete data to answer the research questions and mixed method is relevant to be applied.

Research Site

This study was conducted in one of Junior High Schools in Ciamis regency. The researcher chose this school because of two reasons, namely, feasibility and accessibility. In terms of feasibility, the researcher conducted the research because the participants are compatible with the research. In terms of accessibility, the location of this school is strategic and near to the researcher place. Therefore, it would make easier for the researcher to conduct the research.

Research participant

The participant of this study the students of English Junior High School in SMP Negeri 2 Purwadadi.

Data Collection

Data collecting method was used to obtain the data. Data of this study were collected quantitative and qualitatively. The researcher divided these steps. First, pre-test was used to measure some attributes or characteristics that was assessed for participants through an experiment before receiving a treatment (Creswell, 2012, p. 297). At first meeting, the 20 students of experimental group were given pre-test to measure their ability before the process of treatment.

The second step is Post-test. The Post-test was employed to measure some attributes or characteristics that was assessed for participants through an experiment after being given treatment (Creswell, 2012, p. 297). Post-test also was administered to 32 students of experimental group.

The third step is conducting a process of qualitative data, i.e., administering a questionnaire to the students. The researcher utilized questionnaire to find out the way the student's improvement in writing skill of Recount text after being taught by using diary.

Data analysis techniques

In this research, the researcher used quantitative and qualitative data analysis technique. The data analysis is needed to interpret and to give the depth meaning of the data collected by researcher. The first was quantitative data analysis technique. The data analysis was conducted after collecting the data and it was formulated by some steps.

The first was to process the pre-test and post-test data by using SPSS 16.0. Subsequently, it was to test the normality by using used Saphiro-Wilk and to examine

homogeneity by using Lavene. At last, parametric statistic was employed at which the t-test was used to compare the means of two groups. The second was to process the qualitative data. The data obtained from questionnaires were processed by calculating the percentage of each response of questionnaire. The percentage computation employed the formula from Hatch and Larazaton (1991, p. 136

FINDINGS AND DISCUSSION

Finding

The first step taken by the researcher to obtain the qualitative data was by performing normality and homogeneity test. These tests were assumption tested to determine whether parametric or non-parametric statistic was used. Here are the result of normality and homogeneity test:

1) Test of data normality

This test was purposed to know whether the sample from a normally distributed or not. This test used Saphiro-Wilk with SPSS 16.0 (Statistical Product and Service Solution) with $\alpha = 0.05$. The result of normality test could be seen in the table below:

Table 1The Output of Normality Test by SPSS

gTest		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-test	.130	20	.200	.956	20	.476
	Post-test	.152	20	.200	.923	20	.113

The normality of data can be seen from the value of Shapiro-Wilk. Based on the output of the test, it was found that the significance value is 0.476 and 0.113. Therefore, it can be concluded that H_0 was accepted and H_1 was rejected because the significance value (two tailed) was bigger than α that is $0.476 > 0.05$ and $0.113 > 0.05$ that means the scores of both pre-test and post-test are normal distribution.

2) Test of data homogeneity

In testing the data homogeneity, the researcher used SPSS 16.0 (Statistical Product and Service Solution). This test was conducted by using Levene statistic. It purposed to know whether the data of this research had some variance or not. The result of the data homogeneity test could be seen as follows:

Table 2 The Output of Homogeneity of Variances Test

Test Score	Levene Statistic	df1	df2	Sig.
Based on Mean	.306	1	38	.584
Based on Median	.239	1	38	.627
Based on Median and with adjusted df	.239	1	37.976	.627
Based on trimmed mean	.312	1	38	.580

The data was categorized as homogeneous data if significance value was more than 0.05. Based on the criteria of the test, it could be seen that the result of homogeneity of variances test in the table above was homogeneous because the significance value was more than 0.05. Consequently H_0 was accepted and H_1 was rejected.

Furthermore, because of the data was normally distributed and homogenous, consequently the data of this research fulfilled the requirements of parametric statistic. Hence, the researcher used parametric statistic in analyzing quantitative data. The parametric statistic used by the researcher was t- test formula for comparing means between two data groups, pre- test score and post- test score, for testing research hypotheses. In conducting t-test, the researcher used SPSS (Statistical Product and Service Solution). The result of t-test was provided in the table below:

Table 3 Paired Samples Test

	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Post-test	- 9.40000	1.5008 8	.33561	- 10.1024	- 8.69757	- 28.009	1 9	.00 0

The finding of first research question showed that the significance of 2-tailed was 0.000 and the t-table for $\alpha = 0.05$. Consequently, H_1 was accepted because the significance value (sig 2-tailed) was less than 0.05 which means the use of diary as a teaching and learning affected on the students' recount writing skill.

The questionnaire consisted of 10 statements and the respondents had to choose one of the five alternative answers in each item. Those alternative answers were strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). In analysing the data, the researcher calculated the percentage of each response to each questionnaire using percentage computation from Hatch and Larazaton (1991, p. 136). The formula of computation is:

$$\text{Proportion} = \frac{\text{number of frequency}}{\text{total}} \times 100\%$$

The Responses of the Questionnaire

Table 4 Statement number 1

No.	STATEMENT	SA	A	N	D	SD	TOTAL
1.	I like English subject, especially for writing activity.	4,34%	86,95%	4,34%	4,34%	0%	100%

Based on the percentage on the statement number one, "I like English subject, especially for writing activity", the researcher found that 4.34% of students' response are strongly agree and most of respondents that is 86.95% chosen agree for this questionnaire. Neutral and degree was chosen by 4.34%. It is very clear that the students like study English by using recount text.

Table 5 Statement number 2

No.	STATEMENT	SA	A	N	D	SD	TOTAL
2.	I like writing recount text.	4,34%	56,52%	26,08%	8,09%	3,34%	100%

Referring to the statement number two "I like writing recount text", the researcher found the result that that most of students agree if they like writing recount text. There are 56,52% chose agree, and 26,08% chose Neutral and 8,09% chose degree and 4,34% students who chose strongly agree and the last 3,34% who chose strongly disagree for this statement.

Table 6 Statement number 3

No.	STATEMENT	SA	A	N	D	SD	TOTAL
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3.	I have a problem with comprehending recount text.	0%	52,17%	34,78%	13,04%	0%	100%
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Based on the percentage on the statement number three “I have a problem with comprehending recount text” shows that most of students chose agreement for this statement. The most of student that is 52,17% was chosen agree, and 34,78% chose Neutral. The last is 13,04% who chose disagree. Furthermore, the researcher concludes that most of students have a problem with comprehending recount text.

Table 7 Statement number 4

No.	STATEMENT	SA	A	N	D	SD	TOTAL
4.	My teacher always uses a technique during teaching writing.	26,08%	30,43%	30,43%	8,69%	4,34%	100%

Based on statement number four “My teacher always uses a technique during teaching writing”, the most of respondent that is 30,43% chosen agree and Neutral to the statement, 26,08% was chosen by the students for strongly agree, and 8,69% chosen disagree, the last is 4,34% was chosen by the students for strongly disagree. From those finding the researcher argues that most of students agree and neutral that the teacher always uses a technique during teaching writing.

Table 8 Statement number 5

No.	STATEMENT	SA	A	N	D	SD	TOTAL
5.	I am very happy when study by using writing technique in comprehending recount text	30,43%	52,17%	17,39%	13,04%	4,34%	100%

	through diary.						
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Percentage of statement number five “I am very happy to when using writing technique in comprehending recount text through diary”, showed 30,43% who answered strongly agree and 52,17% answered ‘agree’ and 17,39% answered Neutral for this. ‘Disagree’ was answered by 13,04% of the students, the last was 4,34% who chose ‘strongly disagree’. Furthermore, the researcher assumes that the most students agree that I am very happy to study using writing technique in comprehending recount text through diary.

Table 9 Statement number 6

No.	STATEMENT	SA	A	N	D	SD	TOTAL
6.	I feel bored when study by using writing technique in comprehending recount text through diary.	8,69%	30,43%	26,08%	26,08%	8,69%	100%

Based on statement number five “I feel bored to study using writing technique in comprehending recount text through diary”, 8,69% answered strongly agree and 30,43% answered ‘agree’ and 26,08% answered Neutral. Statement of ‘disagree’ was answered by 26,08% of the students. The last is 8,69% who answered strongly disagree. The researcher assumes that most students agree that I feel bored to study using writing technique in comprehending recount text through diary.

Table 10 Statement number 7

No.	STATEMENT	SA	A	N	D	SD	TOTAL
7.	In my opinion, writing technique by using diary made me interested in	26,08%	47,82%	17,39%	8,69%	0%	100%

writing recount text.							
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Referring to the statement number seven “In my opinion, writing technique by using diary made me interested in writing recount text”, 26,08% answered strongly agree and 47,82% answered agree and 17,39% answered Neutral. ‘Disagree’ was answered by 8,69% of the students. Thus, the researcher assumes that most students agree, in my opinion, that writing technique by using diary made me interested in writing recount text.

Table 11 Statement number 8

No.	STATEMENT	SA	A	N	D	SD	TOTAL
8.	Learning to write diary through recount text is hard to comprehend.	8,69%	26,08%	43,47%	21,73%	0%	100%

Based on statement number eight “Learning to write diary through recount text is hard to comprehend”, 21,73% answered disagree and 43,47% answered Neutral and statement ‘agree’ was answered by 26, 08% of the students, the last is the students who answered strongly agree showed 8,69%. From those finding, the researcher argues that most of students chose Neutral that learning to write diary through recount text is hard to comprehend.

Table 12 Statement number 9

No.	STATEMENT	SA	A	N	D	SD	TOTAL
9.	Writing by using diary helped me to write recount text.	26,08%	47,82%	13,04%	8,69%	4,34%	100%

The percentage of the statement number nine “Writing by using diary helped me to write recount text”, 26,08% chose strongly agree, 47,82% chose agree, 13,04% chose Neutral, 8,69% chose disagree and the last is 4,34% who chose strongly disagree.

Furthermore, the researcher assumes that most students agree that Writing by using diary helped me to write recount text.

Table 13 Statement number 10

No.	STATEMENT	SA	A	N	D	SD	TOTAL
10.	Writing technique through diary can enhance my ability in comprehending recount text.	43,47%	39,13%	8,69%	4,34%	4,34%	100%

The percentage of the statement number ten “Writing technique through diary can enhance my ability in comprehending recount text”, that most of participant chose strongly agree. It can be shown that 43,47% is the most percentage, 39,13% of students chose agree, 8,69% of participants showed their agreement for Neutral and the last percentage is strongly disagree chosen by 4,34% of participants. Furthermore, the researcher concluded that Writing technique through diary can enhance my ability in comprehending recount text.

The finding of research question number two about how the students’ perceive on writing recount text after being taught by using diary, the researcher used close ended questionnaire. Furthermore, the researcher concluded from the respondents of questionnaire that most of students enjoyed and felt happy joining the class by using diary. It was relevant with the theory from Frankel and Wallen (2007, p. 125) who stated that questionnaire, the subject respond to the questions by writing or more commonly, by marking and answering sheet.

Discussion

From the analysis of quantitative data, the objective of this study is to know if there is an effect applying diary in teaching writing to the eighth-grade students of SMP Negeri 2 Purwadadi. In order to gain the research problems are stated in Chapter I, the researcher conducted an experiment in a pre-test and post-test design. The procedures done during teaching and learning process were divided into three steps. The first step was administering a pre-test. It was conducted to know the students’ basic competence

and earlier knowledge before got the treatment. The next step was applying the treatment that is using diary in teaching writing. The writing chosen by researcher was recount text. The treatment was done in four meetings. The last step was giving post-test. In the post-test, the students were given a test to know their writing scores after they were treated by using diary. After the steps were conducted, the researcher got data in the form of pre-test and post-test scores. Next, the researcher analysed them by using paired sample t-test through SPSS 16.0. The output of SPSS in the table above showed that the significance of 2-tailed was 0.000 and the t-table for $\alpha = 0.05$. Consequently, H_1 was accepted because the significance value (sig 2-tailed) less than 0.05 which means the use of diary as a teaching and learning affected on the students' recount writing skill. Based on explanation above, there is a significant effect of using diary to improve students' achievement in writing recount text. Thus, it can conclude that the use of diary is effective to improve students' writing achievement and it is suggested to be used in teaching writing, especially at the eighth grade of SMP Negeri 2 Purwadadi.

CONCLUSIONS

This finding shows that the use of technique in writing, in particular, diary, can shape students' writing ability such as how to generate ideas, compose, revise, edit, format, and print anything from every single word to a long essay (Purcell et al, 2013, p. 215). When students are writing recount text using diary, teachers can provide the students fully time to comprehend the material, and then deliver response. As an individual work, Diary can provide the learner motivation to hold practice regularly in his or her daily life conveniently. Retelling experiences written in diary is a suitable practice for teaching recount text, especially in grammatical aspects. All in all, the advantages aforementioned can be assumed that that the utilization of diary provides the students positive effects to improve their achievement in writing. In conclusion, the use of diary is effective in improving students' achievement in writing and it is suggested that the use of diary must be applied in teaching writing.

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