

THE EFFECTIVENESS OF WRITING DIARY ON STUDENTS' WRITING RECOUNT TEXT: A QUASI-EXPERIMENTAL RESEARCH

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Abstrak

Tujuan dari penelitian ini adalah untuk memperoleh bukti empiris tentang keefektifan menulis buku harian pada kemampuan menulis teks recount menulis siswa pada jenjang SMP. Penelitian ini menggunakan metode eksperimen semu (quasi-experimental) dan menggunakan siswa SMP kelas VIII di sekolah tersebut sebagai populasi dalam penelitian ini. Dua kelas sebagai sampel penelitian dipilih untuk kelas eksperimen dan kelas kontrol. Kelas eksperimen diberi perlakuan berupa menulis diary dan kelas kontrol diajar dengan metode ceramah. Pretest dan posttest digunakan sebagai teknik pengumpulan data. Selanjutnya data dianalisis dengan menggunakan rumus uji-t dan hasil pengujian menunjukkan bahwa rata-rata nilai posttest siswa kelas eksperimen adalah 77,75 yang mana lebih tinggi dari nilai kelas kontrol yaitu 69,58. Selain itu, hasil perhitungan statistik menunjukkan bahwa t_0 (nilai t) lebih tinggi dari pada t_t ($1,7 < 2,60 > 2,4$). Dengan kata lain, terdapat keefektifan menulis diary pada kemampuan menulis teks recount menulis siswa kelas delapan di salah satu SMP di Jakarta. Hasil penelitian ini diharapkan dapat merangsang dan mengawali penelitian selanjutnya.

Kata kunci: Keterampilan Menulis, Teks Recount, Menulis Diary, Penelitian Eksperimen, Metode Mengajar.

Abstract

The aim of this research was to obtain empirical evidence about the effectiveness of writing a diary on students' writing recount text in one of Junior High School in Jakarta. This research employed a quasi-experimental method and the population is all eight grade students in that school. Two classes as the sample of the research were chosen for the experimental class and the control class. The experimental class was given a treatment which was writing diary and the control class was teaching by lecturing. Pretest and posttest were applied as the technique to collect the data. Afterward, the data were analyzed by using the t-test formula and the result of the test shows that the average score of students' posttest of the experimental class was 77.75 which was higher than 69.58 that belonged to the control class. Besides, the result of the statistical calculation showed that t_0 (t-value) was higher than the t_t ($1.7 < 2.60 > 2.4$). In other words, there is an effectiveness of writing diary on students' writing recount text of eight grade students in one of Junior High School in Jakarta. The result of this research is hoped can stimulate and initiate for further research.

Keywords: Writing Skill, Recount Text, Writing Diary, Experimental Research, Teaching Methods.

INTRODUCTION

English has four basic skills that should be taught in the teaching and

learning process. There are reading and listening as receptive skills while writing and speaking as productive skills. Every skill has its own difficulty.

In the case of productive skills, according to Harmer, it is more difficult to make good writing rather than making good speaking (Richard & Renandya, 2002). It happened because, in order to make good writing, the writer should be aware of the syntactic choices and appropriate lexical. Not only that, but also the ability to represent their idea clearly in the written text should be paid attention more by the writer (Watcharapunyawon & Usaha, 2013).

However, representing the idea into readable text is not an easy activity. Some writers feel that writing is hard because they do not know how to transfer their idea into a text (Richard & Renandya, 2002). Moreover, the situation becomes worse because they are poor in vocabulary and grammar (Alfiah, 2019). This is in line with the fact that the writer found when she did PPKT (Teaching Practice) in Junior High School. When students were asked to write a story, most of them would say that they did not know how to explain about their story even after the teacher had given them a topic to write about. They also made a lot of mistakes in vocabulary and grammar when they try to deliver the idea. It shows that most of the students have problems to share their idea into a text.

In line with the statements above, there are also some other problems students face in learning writing; one of them is that students as the writers do not discover what they want to write (Langan, 2002). The writer found in the school, most of the students grouch about not having any ideas if they are asked to write. They said that they feel blank and do not have story to be told about. This is also supported by Tho who said that most of non-native students feel how they can write if they may not have idea to be

written, even they do not know what they want to say. Students face it as one of difficulties in learning writing (Tuan, 2010). Those problems can be evidences for what Richard said that writing is the most difficult skill students should master.

Even writing is categorized as a hard skill for students, yet, the current curriculum in Indonesia demands the students in the eight grade of junior high school students to be able to write in English for many kinds of the text including recount text. Recount text is a text that retell the writer's past event or experience. Unfortunately, according to Sutikno in Ellaneri Karani research, recount text has some features that become problems which are the grammatical system like tense used in the text and the organization of the recount text (Karani, 2008).

In more detail explanation, Utami & Apsari (2020) reveals that grammar became the major issue when the students were asked to write a writing recount text. The changing of the tense used in the recount text, which is from present tense into simple past tense, become the most challenging part. The same problem was also found by the writer when she interviewed the eight grade students. It happened since they learned present tense first before learning past tense. Have not fully understood about present tense, they are obligated to continue the lesson about past tense. It makes them difficult to apply that tense when they write. Also, some students reveal, that what makes it difficult is because there is no tenses system in Indonesia. Those reasons above become the real struggle for students in writing recount text.

That grammatical issue is then followed by problems of mechanic and organization of the recount text Utami & Apsari (2020). Organization of the

text, becomes one of the problems because there are only few proper and correct samples that can be taken as a model to be used for teaching in the classroom, so that, students can understand about the organization of the recount text better.

In addition, the other problem the students have is they do not know why they learn recount text is for because they feel they do not need it in their life. It makes them lack of motivation to learn recount text. It was seemed when the writer as a teacher training for eight grade students in Junior High School. Most of students are unexciting to learn recount text. They do not know the value and the purpose to learn recount text. It is contrast with what Chaisiri (2010) mentioned in his research about teaching writing in EFL classroom. He reveals that much attention should be paid to address students' need in learning many kinds of text in order to promote students' motivation. It means that students' need has a powerful impact to build students' motivation.

Based on the explanation above, there are several techniques that can be used to solve the problem. In this research, the writer intends to use writing diary as a technique to solve the problems. Some previous studies (Wafa, dkk, 2010; Yulianti, 2014; Taqil dkk, 2015; Bazir, 2016; Aristyawan, 2018) show writing diary is one of the ways can be used to help students to be able to write a recount text because diary is written in the form of recount. In writing a diary, the students can practice to write recount text without pressuring time because they do it in their house. It can make the students will be more aware with the used of grammar of the text and the organization of the text (Hidayat, 2011).

Referring to all of the theories, the problems and the exploration above, one of the ways to overcome the problems is writing diary. Therefore, the writer intends to examine whether writing diary can enhance students' ability in writing recount text in eight grade students at one of Junior High School in Jakarta. This school is taken because based on the interview with the students and the English teacher, this school encounter the same problems that have been explored above. By using writing diary, the students are expected to write constantly and get used to transferring their idea into a paper. In case of changing tenses and the organization of the recount text, writing diary is expected to solve those problems because diary is written in the form of recount text.

After all the problems served, to prove the effectiveness of writing diary, the research question is formulated as follow: Is writing diary effective on students' writing recount text at eight grade students of SMP Negeri 36 Jakarta?

Based on the research question is this study is limited only on examining the effectiveness of writing the diary on students' ability in writing recount text of eight grade students at SMP Negeri 36 Jakarta.

METHODS

This research is quantitative research which employed experiment as the method. The kind of experimental studies the writer decided to apply is quasi-experimental design because the writer modified the writing diary as the independent variable to be the treatment in order to know whether it is effective or not by comparing the outcome between the experimental group and the control group.

In this study, the eight grade students of Junior High School X in Jakarta is the population of this research. The decision to implement the research in the second grade is because according to curriculum in Indonesia, recount text is kind of a text that should be mastered by the students in this grade. The sample taken in this research was 8th D class as the experimental class and 8th F class as the control class. The classes chosen are based on the consideration of the English teacher in that school that both of those classes had the similarity in term of the ability in writing recount text. The instrument used in this research was test and the kind of the test used is pretest and post-test. After getting all of students' scores from pretest and post-test, the data were tested in term of the normality and the homogeneity by using .

IBM SPSS 22. Then, the writer applied t-test formula to know whether there was an effectiveness of using writing diary in teaching writing recount text by comparing the result of the t-test and the t-table. The last, the

hypothesis is formulated to be used in this study as described below:

1. If the t-test (t_{obt}) > t_{table} (tt) in significant degree 5% and 1%, H_0 (Null Hypothesis) is rejected. It means that the average score in experimental class is higher rather than the controlled class. In other word, the applied of writing diary is effective on students' writing recount text.
2. If the t-test (t_{obt}) < t_{table} (tt) in significant degree 5% and 1%, H_0 (Null Hypothesis) is accepted. It means that the average score in experimental class is lower rather than the controlled class. In other word, the applied of writing diary is not effective on students' writing recount text.

RESULTS AND DISCUSSION

The comparison of students score between experimental class and controlled class in pretest and post-test was described on the table below:

Table 1. Pretest & Posttest Results

Class	Test	Mean	Min	Max	Median
Experiment	Pretest	59.33	51	71	56.5
	Posttest	77.75	55	100	77.5
Control	Pretest	61.14	50	70	55.5
	Postets	69.59	59	78	70

As the table presented, there were a lot of significant changes happened to both of the classes, included the mean score. The mean score of students' pretests in experimental class was lower than in the controlled class. In the experimental class the pretest score was 59.33 while in the controlled class was 61.14. Both of the classes increased their score in the posttest. The experimental class posttest score was 77.75 while the mean

of controlled class posttest score was 69.59.

However, The experimental class gained 18.42 as an increasing score from pretest to posttest while the controlled class only gained 8.44 as an increasing score from pretest to posttest.

Furthermore, the statistical result in this research showed that the value of t_{obt} was 2.60 higher than the t_{table} in significant degree 5% (1.7) and in significant degree 1% (2.4). The

calculation of t_0 and t_t was $1.7 < 2.60 >$ 2.4. Therefore, the Null Hypotheses in this research was rejected and the Alternative Hypotheses was accepted. It means that writing diary is effective on students' writing recount text. Thereby, it is confirmed that this experimental research is successful since there is a rise in term of writing recount text score students in the experimental class after they got the treatment. Moreover, the increased of the score is quite significant compared to the control class score that experienced lecturing method only. It is strengthened by the previous study conducted some previous research that show by implementing writing diary in teaching writing skills can improve the ability of students writing recount text.

Based on the data taken both from the experimental class and the controlled class, the score of the students' posttest of both of the class was increased. The pretest of experimental class was 59.33 and the controlled class was 61.14. In the post-test, the score of experimental class was 77.75 while on the controlled class 69.58. Nonetheless, the experimental class received higher score than the controlled class on the post-test. The significant increase of the mean score of experimental class can be based on the availability of the chance for students in experimental class to drill their writing skill. It was different with the controlled class which only got the conventional teaching method in the classroom. Another difference was in experimental class was the teacher wrote the feedback and gave marks to make the students know what and where their mistake of their writing in every entry of their diary. It made them try to correct it in the other entries. Therefore, the score of students' writing of experimental class improved significantly. It was different

with the controlled class which only got the feedback when they were writing on the classroom twice a week. It makes them not too aware with the mistakes they made and keep making the same mistake continually in the other writing recount text task

CONCLUSION

To summarize, according to the analysis of the data, writing a diary was found to have a positive influence on students writing recount text ability. The mean score and the gained score (pretest to posttest) of students posttest in experimental class was higher than the mean score and the gained score (pretest to posttest) of control class. It shows that writing diary can help the students' achievement on writing recount text.

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