

JURNAL

*Pengaruh Penggunaan Diary Terhadap Kemampuan Menulis Siswa Kelas
Sepuluh Di SMA Muhammadiyah Kediri Tahun Ajaran 2016/2017*

*The Effect of Using Diary To Tenth Grade Students' Writing Ability Of SMA
Muhammadiyah Kediri In The Academic Year 2016/2017*



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ABSTRACT

Faradisa Fitriani : The Effect of Using Diary to Tenth Grade Students' Writing Ability of SMA Muhammadiyah Kediri In the Academic Year 2016/2017, Skripsi, English Education, UN PGRI Kediri, 2017.

Writing is the most difficult skill for second or foreign language learners to master. It means that writing is complicated language skill which need the skill how to write language correctly and how to arrange words into sentences become paragraph that be meaningful according to grammatical rules. According to the some opinions above, the researcher conclude that writing is not only a medium that can be used for sharing and communicating ideas to other people in written form, but writing also a way to learn because it's need to do some activities such as reading, thinking, experimenting, during our writing process. This research is aimed to find out whether the effect of using diary to tenth grade students' writing ability. The research uses quantitative approach and the method is experimental study, one group pre-test and post-test design. The population of study is tenth grade of SMA Muhammadiyah Kediri in academic year 2016/2017 that consist of 76 students. The sample taken using purposive random sampling, are 20 students in class x-1. The instrument used is essay test. The result of the pre- test and posttest are analyzed using t-test. The result of the analysis showed that posttest mean score (77.25) is higher than pre-test mean score (60.85). It means that students' writing ability after being taught using diary increased. In addition, the result of t-test computation showed that t-score (10.205) is higher than t-table (2.093). In conclusion, there was a significant effect of diary on students' writing ability. It is suggested that the teacher should use diary in teaching writing ability.

Key words: writing, writing skill, diary

I. BACKGROUND OF THE RESEARCH

Writing is the activity of creating ideas which has process. According to Nunan (2003:88) Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader

Writing skill is one of the language skills should be taught to express idea or feeling to give any information. It can be used to convey the content through informal literacy such as short functional text, monologue, and essay in some text genres. It can be seen in human work, such as in an article, a magazine, newspaper, and a book as information resource.

On suggests an interactive process which takes place between the writer and the reader via text. According to the statement before, it is said that written text is able to present an act of communication which can be easily understood and involved the writer and the readers.

Writing is not as easy as thinking. There are some manners that must be understood in writing. Hyland (2009:19) stated that writing as a creative act of discovery in which the process is as important as the product. It means that writing is an creative activity that students

should be able to create a product by doing some stages.

To produce a good writing, there are a series of writing process that should be followed to the writer since it is the activity from beginning until the end that results the product. Without the ability to organize and express them easily and clearly, the students will be difficult to write. The sentences in writing also must be linked together in some manners, if not they fall apart completely. But it is also complicated and difficult to describe because it has to put so many ideas almost at the sometime. Consequently, some people said that writing make bored and frustrated as long as they do not have more time to think what they want to write and it is also hard for them to produce their ideas in good sentence or paragraph. The researcher considers that writing is the hardest skill for people who learn English the students face some difficulties form and in transferring thought and ideas in writing also to compose in the correct grammatical and coherence sentence, especially for Indonesia students.

The statement tells that having lack of vocabulary and weakness grammatical skill makes them unconfidence to create story or

writing English project. The students do not have confidence to write; therefore they do not have habitual in writing. They are sometimes afraid that they make mistakes by the reason of not mastering and the arrangement of the good word.

One of the main objectives of learning English is to be able to write various short functional text and monologue text. In monolog text, there are 13 text types that are learnt by the students; they are narrative, recount, spoof, discussion, analytical exposition, hortatory exposition, review, procedure, description, report, explanation, and news item.

One of the texts that use in tenth grade of SMA Muhammadiyah is recount text. Recount text is text retells about event or experience. This story is to inform and entertain the reader about story that happened in the past time, so it is formed in past tense. Here, the researcher collaborate the problem that is explained before with recount text to find the suitable media to improve students' writing ability.

To solve the problem above, this study explains about how to write easily. The teacher can use some media learning – teaching

process. Media can be used by both teachers and students. It gives more detail information and focuses the students on the material and skill that is being taught. The use of media also allows the students to be involved in teaching and learning process. It gives the teacher and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students. They are suggested to find teaching method to create fun-learning activity. Brown (2004:16) says that method is a generalized set of classroom specifications for accomplishing linguistic objectives. It means the teacher should provide method or media in teaching and learning in the class in order the students have object for practice about the material which is giving from the teacher. One of the media that can be used by the teacher in improving the students' writing ability is diary book. Writing is not always about creating a book and publishing in mass media. Having habitual to write in diary book also includes in writing activity. The students can write about their experience, feeling, and activity or even prose creation in their diary

book. It is also alternative ways to build Indonesian students for having habitual in writing. Writing experience by writing in diary book becomes a part of teenagers' life.

This research uses diary book as learning media to improve the students' ability in writing. Diary book is a book which tells about reflection of human being activity, feeling, and whatever happened to him or her to help the students in expressing their feeling in written ability. This is supported by Astri (2009:20) concluded that writing diary is joyful activity so the students hopefully can be freely writing their idea and digging their idea. When teachers tell his or her students to write a diary, they might enjoy the process. So, there is a freedom for the students to express their ideas and write it. As much as the students write, they build many ideas. The more often they write, their writing will be better.

Then, from the explanation background above, this study takes title that is "The Effect of Using Diary to Tenth Grade Students' Writing Ability of SMA Muhammadiyah Kediri".

II. METHOD

Research design is an important way to get new facts or addition information. It is also needed to achieve the scientific truth for a research. The approach that is used in this research is quantitative approach because the data is presented in form of number and analyzed using statistical formula. The data is also used to prove the research hypothesis.

The design used in this research is experimental design in the One- Group Pretest – Posttest. It Adopted from Creswell (2012:113)

Table 3.1 One Group Pre-test and Post-test Design

Pretest	Independent	Posttest
Y_1	X	Y_2

Y_1 : Dependnt variable before the manipulation of the independent variable.

X : Independent variable.

Y_2 : Dependent variable after the manipulation of the independent variable.

The one-group pre-test and post-test design usually involves three steps: (1) administering a pre-test measuring the dependent

variable (2) applying the experimental treatment X to the subjects and (3) administering a post-test, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pre-test and post-test scores.

III. Finding and Discussion

In this section, the researcher showed the result of students' pre-test and post-test score. The mean of pre-test score is 60.85 while the mean of post-test score is 77.25. It means that the students' writing ability was increasing after being taught using diary.

From several calculation with t-test formula, it was known that the result of t-score is 10.205 at the degree freedom 19 with t-table 1% is 2.093 while 5% is 2.861. The t-score is higher than t-table.

The implementation diary writing technique could really help the students to decide the main idea of their writing, because once that barrier of form is broken, they start to express themselves also they will be able to imagine what they want

to write so they will not get difficult idea to write text. This is in line with Harmer (2007:126) the second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. In addition, as stated by Astri (2009:20) concluded that writing diary is joyful activity so the students hopefully can be freely writing their idea and digging their idea.

The diary also could be sharpening someone's memory about the event also can add some vocabularies about the event that was happen. This is in line with Harmer (2007:126) states that a marked benefit of such creative introspection is its effect on memory. There are good reasons for supposing that when we have chance to reflect carefully on what we have done we are far more likely to remember it than we simply discard an experience the moment it is over.

Diary writing contributes to the students' general improvement such as the content of

students' writing and the way they organize the sentences, and because diary is daily routine writing so it used same structure every time, so it can help students to understand more about fit structure in writing. This is in line with Harmer (2007:127) diary writing contributes to a student's general writing improvement in the same way as training enhances an athlete's in performance, it makes them fit. Diary or journal can also make writing as a familiar part of the students' life. Therefore, it can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing.

On the other hand diary also had some weakness. The weakness could be inferred in the result of the students' writing. They

faced some difficulties in making complex sentences because they only accustomed to make simple past tense sentences. Sometimes the students less their notion in punctuation in writing story because they wrote in a freeway. This is in line with Harmer(2007:127) journal writing is a genre in its own right, of course but within that genre authors are at liberty to impose their own idiosyncratic style on the writing since their primary audience is, after all, themselves.

Finally, the researcher concludes that teaching writing recount text using diary has effect toward students ability. It has proven based on the students' score, and t-score that is better than before being taught using diary aspect.

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