

THE USE OF DIARY WRITING TO IMPROVE STUDENTS RECOUNT TEXT

Uray Ryan Hermawan, Clarry Sada, Yanti Sri Rezeki

English Language Education Study Program of Teacher Training and Education Faculty
Tanjungpura University, Pontianak
Email: urayryan2@gmail.com

Abstract

The research was aimed to investigate the use of diary writing to overcome students' problem in writing recount texts. The problems include writing a recount text in chronological order, writing correct verb changes and developing ideas. Classroom action research was conducted by applying diary as the technique to help students overcome their problem. There were two cycles conducted in this research. The data were taken from the students' individual score, observation checklist, and field notes. The result showed that teaching writing through diary writing improved students' writing recount text. Referring to the research findings, the data showed that diary writing improved students' recount text, as seen in their score. These in terms of score, students' improved from 71.96 to 76.03 and improving the motivation to the students which makes them eager to write also makes the teaching learning process better. In conclusions, students' writing recount text of the tenth grade students of class IPS 1 of SMAN 4 Sungai Raya in academic year 2018/2019 improved by using diary.

Key words: Classroom Action Research, Diary Writing, Teaching Writing, Recount Texts

BACKGROUND

Writing is one of the productive skills that need to be practiced. Writing must be practiced not only at school but also at home to make students' writing better. In the senior high school level, based on the School-Based Curriculum at SMAN 4 Sui. Raya, the goal of teaching writing is to provide students with knowledge and skills to make them able to communicate in English in written language at the informational level which means that students should be able to use the language to access and share information as a part of their learning in the written form.

Based on the researcher's pre research observation while interviewing the teacher program and students in SMAN 4 Sungai Raya Tenth grade IPS 1, most of the students not really interested in English subject. Most of the students have problems with their writing especially in recount text. The problems that faced by the students was finding idea, the verb changes, and chronological order of recount text. The fact was the teacher did not give enough practices both in the classroom and outside the classroom. Besides that, the students' motivation to write was low. Some students were extremely unconfident and reluctant to write due to some reasons. While interviewing the students, the main reason of their struggle in recount text was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary, grammar, and sentence organization made their ideas could not be properly conveyed. Because of the problem, the researcher thought of a way for students to practice their writing, that is by using diary.

Broadly speaking, there are many kinds of techniques and learning strategies which have been developed to teach students in increasing their interest, creativity, ability and motivation during learning process. With some circumstances such as no electricity, diary may be very helpful for students to improve their writing and it is familiar to the students. Diary can be used everyday and the students can write anything

in the diary. According to Oshima (2007,p.181), “diary writing allows students to express feelings more freely and also develops the language students need every day.” Based on Oshima, diary writing helps learners’ writing better day by day since it provides learners with more opportunities to freely write about what they want to write.

The use of diary to improve students recount text writing ability has been done by many researchers. The researcher found some research topics that are related with his research, one of them is from Yulianti (2014). Yulianti has a same problem in students’ recount text ability which is the vocabulary spelling and she uses diary as her solution to overcome that problem. There is also a slight difference between Yulianti’s research and the researcher that is in collecting data. She uses pre-test and post-test to compare students’ score before and after the research is conducted. Meanwhile in this research, the researcher only used the post test. To Yulianti’s research revealed that the result of students’ score increased in each cycle and did not make the same mistakes in their future writing through the given feedback and regular writing.

The second research is from Tuan (2010), Tuan also wants to reveal if diary could improve students’ writing accuracy. The research has a difference in design, which is using experimental design. Tuan’s research revealed the average number of mistakes made by the students in the experimental group dropped around 64.64% in the post test compared with the pretest, while in the control group dropped around 29.70% in the post test compared with the pretest. It implies that the students in the experimental group that is using diary has better progress in the level of writing accuracy than those in the control group. The other was done by Puspitasari, Iwan, and Salam (2017). The used WH-Question as a guide to improve the students writing competence.

Those previous research are guides to help the researcher in making this research. The difference between this research and the previous one are the method of the research, this research also focusing on the progress of the students not only the score. That is why based on the previous research and information above, the researcher’s research title is The Use of Diary to Improve Students Recount Text Writing Ability at the tenth grade of SMAN 4 Sungai Raya in academic year 2017/2018. The researcher hopes this research will overcome students’ writing recount text problem especially at tenth grade students in SMAN 4 Sungai Raya.

METHOD

The research was conducted in Classroom Action Research (CAR), that is a process to improve education by incorporating change and involves educators working together to improve their own practice (Ary, 2006). Classroom Action Research (CAR) also collaborative and encourages educators working and talking together in empowering relationships, including educators as integral, participating members of the process.

In conducting this research, the researcher choses 10 IPS 1 class, the students were treated by using Diary. Kemmis and McTaggart in Burns (2010, p.9) describes CAR into 4 steps: planning, acting, observing, and reflecting. So, the design of this research can be illustrated as follows:

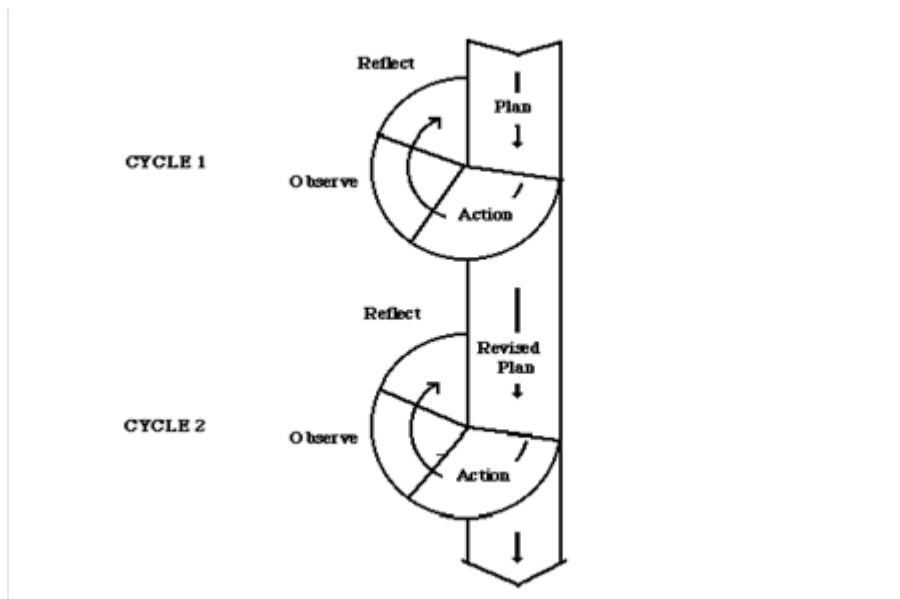


Figure 1. Cyclical Action Research Model (Kemmis & McTaggart in Burns (2010, p.9)

According to Kemmis and McTaggart in Burns (2010, p.8), “action research involves four broad phases in a cycle of research. The first cycle may become a spiral of cycles which recur until the researcher has achieved a satisfactory outcome and feels it is time to stop.” The subjects of the research were 32 students on 10 IPS 1 class of SMAN 4 Sungai Raya. The researcher chooses this class based on the result of the discussion with the English teachers, students tend to have a problem in writing recount text. The object of this research is diary and students’ recount text writing.

In this study, the researcher used qualitative and quantitative method in collecting the data. Qualitative method included observation checklist, field notes and field records. The data were in the form of words taken from the result of observations. It was done with the collaborator to know the situation of the teaching learning process. The researcher was using field notes in order to know the weaknesses and the strength in the teaching learning process.

In collecting data using quantitative method, the writer used test. The test was distributed to measure the process of students’ writing comprehension in recount text. In this research, qualitative and quantitative technique had been done by using observation checklist, field note, and test to help the researcher collect the data easily, as explained below:

- a. Koshy (2005, p.98) stated that it is important to collect the data and most used as an instrument in action research and we can make decisions from the observation.
- b. Observation checklist had been used as a basis to see students’ progress in teaching and learning process and to determine the planning if there will be a following cycle.
- c. Field notes were aimed to note the supporting data related to the object in this study (students’ progress). It was used to record the teaching learning process related to the weaknesses and the obstacles that is faced both by the teacher and the students. Field note was formed as a table consisting of four columns; planning, acting, observing, and reflecting.
- d. Test had been used to know the students’ writing in recount text and as the result of students’ performance in the class after the action of each cycle. The students

had been tested by asking them to write a diary recount paragraph after they made a text together with the teacher. Before the students made their diary personally e. To score or evaluate the students' work in writing diary recount text, the items in text which would be scored are styles, organizing and paragraphing text, spelling and also sentence construction.

In analyzing numerical data, the writer calculated that the average of students' writing score per action within one cycle. The writer used the formula:

- a. To find out the students' mean score

$$M = \frac{\sum X}{N}$$

(Kubiszyn, 2003, p.251)

Note:

M = students' mean score

$\sum X$ = the sum of students' score

N = number of students

Test score	Qualification
90 – 100	Excellent
80 – 89	Good
70 – 79	Average
50 – 69	Poor
0 – 49	Very Poor

To find out the class percentage which passes the minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75, the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F: total students who passed the KKM

N : number of students

RESULTS AND DISCUSSION

Results

This part was intended to find out how diary writing on recount text solves the problem found in recount text. This research was conducted in two cycles. In applying this method, the researcher and the collaborator cooperated to record the process during the teaching learning process in the classroom using the field notes and observation checklist. After giving the assessment that obtained from the diary, the researcher computed the students' score and classified the mean score into qualification. All those steps were done in order to obtain the research findings. These steps were done in order to gain the research findings. The description as follows:

1. First cycle

a. Planning

The researcher collaborated with the teacher in constructing the lesson plan and preparing the teaching media. The observation checklist, field notes and field records had been prepared by the researcher beforehand. The lesson plan and the teaching media were constructed in such a way to make the students more interested and got involved in teaching learning process. The researcher planned to start the first cycle on October 25th, 2018.

The researcher used diary writing to get the students' interest and also make the students more engaged in learning the materials of recount text.

b. Acting

Firstly, the teacher greeted the students and introduced the plan of that day's activity, then told them about diary in recount text. After that, the teacher implemented diary writing in recount text to the students. First, the teacher tried to attract the students' attention with asking them about their experience. After they get involved in the process, the teacher asked them to conclude what they were going to learn, and then briefly explain about the recount text. The students were given some examples of recount text, both of the teacher and the students would discuss about the context of the text. Next, the teacher would ask them to read the text for identifying the main ideas and conclude about the text, and ask them several questions about the details of the text.

In this process, the teacher let the students to get to know more about recount text by giving them the chance to make it. The students was given some diary recount text as their reference and compose a text together with the teacher. Then, the teacher ask a students to make a diary text based on their own experience. The teacher did not make any limitation about students' text.

The last step was evaluation. The students and the teacher evaluated the students' work during the assignment. After that, the teacher asked the students to write their diary as homework.

c. Observing

The teacher and the collaborator observed the result of the whole first cycle. By observing the process through the observation checklist that had been filled by the collaborator and the students' responses, the teacher tried to identify the strength and weaknesses. The teacher and the collaborator found out that some students gave the positive responses during the teaching learning process.

After collecting the students' task, both the teacher and the collaborator worked together to compute the individual students score to obtain. The result of the first meeting in the first cycle was unsatisfactory and it did not achieve the indicator of success point, in fact, it was really far away. From 32 students who were present, no one was qualified very poor (0-49), 21.87% (7 students) were qualified poor (50-69), 68.75% (22 students) were qualified average (70-79) 9.37% (3 students) good (80-89) and no one was qualified excellent (90-100). Thus, the mean score of the first cycle was 71.96.

The researcher also asked the students their problem during the teaching learning process in order to support the problems found in their test score, and what were their real difficulties in writing diary. The researcher found 37.5% (12 students) had difficulties in what text they would write, 81.3% (26 students) had difficulties in the

changes of verb and 75% (24 students) were confused about the chronological order of recount text.

d. Reflecting

Based on the discussion between the researcher and the collaborator, it could be concluded that the first cycle was not satisfying and it needed so much effort to overcome their problem. Since the first cycle was like an introduction phase for the students, the researcher needed the second cycle to conduct the research. The problems of the first cycle were follows:

- 1) The lesson plan was not really explaining about the activities that were happening during the teaching learning process.

Time management. The teacher did not have any time to conclude the material in the last activity because the time was over.

- 2) Based on the test score 53% students were had difficulties in what text they would write and 37,5% students responded that they were confused in identifying the main ideas when the teacher asked them.
- 3) Based on the test score 87,5% students had difficulties in the changes of verb and 81,3% students responded that they were had difficulties in the changes of verb when the teacher asked them.
- 4) Based on the test score 100% students still made mistakes about the chronological order of recount text and 75% students responded that they were confused about the chronological order of recount text when the teacher asked them.

Therefore, the researcher tried to use some new ideas to solve those problems found during the acting stage. The researcher obtained a lot of input from the collaborator to develop the actions which were considered to be positive and contributive in the acting stage.

2. Second Cycle

a. Planning

Based on the result of reflection in the first cycle, the researcher and the collaborator achieved a lot of input and information from the first cycle. The problem of the diary recount text writing had yet been solved, they were the chronological order of recount text, the changes of verb, and helping them to find an idea to write. The teacher needed to manage the time as good as possible.

The teacher needed to find a way to get the students be more active during the teaching learning process. The teacher planned to add the question and answer session in order to get the students attention, also made the students be more aware at the material with using pair group works. The teacher asked the students to bring their dictionary in order to find the changes of the verbs. Moreover, the teacher would use the time and class management during the teaching learning process. It was hoped that the students would do their work seriously.

b. Acting

The teacher managed the class to make sure that the students could understand the material better with just a brief explanation. The students also could identify the main ideas better when the teacher asked them to read the text. It also got better when the teacher asked the students to make a text based on their experience as pair group. It

could be shown by their enthusiasm in the question and answer session that was done by the teacher.

Then, the teacher grouped the students based on the score that was shown in the first cycle. The teacher grouped the students with different weaknesses so that they could overcome the weaknesses and help one another. The students could be more focused during the teaching learning process since the teacher keeps monitoring the class. They became more active in making diary as their assignment. The students also could think more critically since the teacher asked them to make a draft before submitting the assignment. The teacher then gave them the test to write their own diary themed "Hari Pahlawan", they should made a draft before submitting it. The teacher could manage the time at the assignment, so that the teacher and the students still had a lot of time in doing the evaluation.

The third phase was the evaluation process, in this process the teacher asked the students to present their text in front of the class. Then, at the end of the process the other students would share their idea if they found any mistakes from the student and discuss it together.

c. Observing

By observing the process and the students' participation, they tried to identify its strength and weaknesses

The teacher and the collaborator concluded that the students gave positive responses during the activity. Students prepared the dictionary that the teacher asked them to bring, so that they did not take a long time to wonder about the changes of the verb. The teacher also succeeded in managing the time and the class, since they could finish the lesson just in time. The students' score also gave a big difference with the first cycle, it was quite satisfying since most of the students showed the improvement of their achievement.

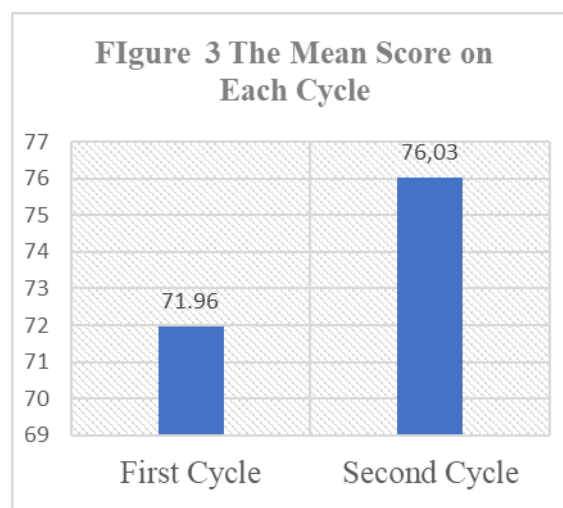
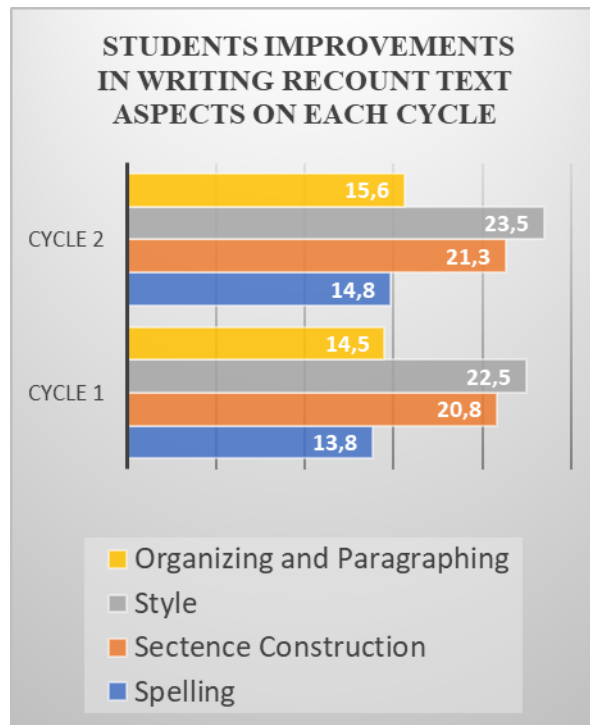
It can be seen from 32 students who were present, no one was qualified very poor (0-49), 6.25% (2 students) were qualified poor (50-69), 65.62% (21 students) were qualified average (70-79) and 28.12% (9 students) were qualified good (80-89) but no one qualified excellent (90-100). Thus, the mean score of the second cycle was 76.03.

The result of the students' score and the mean score of the second cycle was satisfied. There were 76.03. The KKM score is 75. Which mean the students could reached the standard score, even higher. The students' improvements also quite good. The researcher still found 15,6% (5 students) had difficulties in what text they would write, 31,25% (10 students) had difficulties in the changes of verb and 28,1 (9 students) were confused about the chronological order of recount text.

d. Reflecting

After doing the observation, the researcher and the collaborator reflected what had done in this cycle. Based on the result of students' achievement score in reading comprehension, they concluded that the second cycle had been successful. The students' writing on recount text have improved by implementing diary as a media. In this cycle, by keeping the strength of the previous cycle and overcome the weaknesses that were found, the students could finding the idea to write, overcome the verb changes, and understand the chronological order of recount text.

In every cycle, the students' showed a lot of improvements in every writing comprehension that was being tested. Those are generic structure, vocabulary, and orientation. The students' improvement of some aspects can be seen clearly in the following chart:



The charts above discuss the improvement of the students' mean score when conducting classroom action research in teaching writing comprehension on recount text. The students' mean score in the first cycle is 71.96 and not qualified to KKM. In the second cycle the students' mean score was increasing to 76.03 the difference was not big, yet the score is qualified to KKM. Based on the result of field notes and field records, the process approach was helpful. They showed a lot of improvements in writing diary on recount text. It could be seen on the students' individual score and students' mean score.

Discussion

Based on the result of two cycles above, the data showed that diary writing in recount text could overcome students' problem and improve their writing. Those examples of literature that researcher uses are in line with the result, Harmer (2007, p.128) states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. This literature is suitable with the finding from

the students that they are become better in writing after they need to write diary repeatedly day by day.

Trying to overcome the students' problem is quite challenging for the researcher. He has to make some limitation to the students and using themed type test for the students so, the students texts organized well. It helps the researcher to identify the students work. In this research, the researcher found that diary writing was useful to overcome students' problem in writing recount text and makes their writing better day by day. It is in line with what Masseilo (1986, p.37) stated that diary or journal is to give your writing "muscles", "a daily workout" and the result of findings are also supported by Langan (2011), diary writing is one of excellent ways to get practice in writing and it will help the students deadlock the habit of thinking on paper. The result of this research could overcome the problem of tenth grade IPS 1 students of SMAN 4 Sungai Raya. Thus, this finding is in line with Yulianti (2014) as she claimed that her research had been successful to improve every skills of writing in her cluster. The finding also is in line with Tuan (2010) as the result of his research was the average posttest score gained from students in experimental group by 1.49 points (24.67%) from 6.04 to 7.53. Diary or journal can also make writing familiar part of the students' life. Students' motivation from this research is also in line with those previous researches, the motivation of the students increased in writing after diary technique was implemented to them.

The diary writing is useful to be used every day to boost students' writing. It provided students to be creative and familiar to writing. If this technique is used in long term, the mistakes and problem that faced by the students will decreased significantly. While implementing this technique at school, the teacher should be able to communicate and control the class to avoid mistakes that happened at first cycle. The finding of this research become evidence that diary writing could be used to solve the problem of the class, but to use this technique at school the teacher needed to use themed type of text to limit the text. It doesn't mean the teacher is stopping the creativity of the students, because even the text that given to the student is themed type the text will be different since it will be taken from different point of view.

In conclusion, the research findings of the classroom action research were satisfying. The students' writing recount text were improved by implementing diary as a technique. Diary succeeded helping students in organizing the content of chronological order and using language feature properly and appropriately. Students' mean score also improved and teaching learning process become better. Thus the prediction of hypothesis was accepted.

Conclusion and Suggestion

Conclusion

Referring to the research findings and analysis of the students' test result, the researcher would like to present the conclusions as follows:

1. Diary writing were a media to overcome the problem which were existed in the writing comprehension on recount text of ten grade students. The problems were identifying recount text chronological order, the use of verb changes, and the main idea of making a diary.
2. To improve students' writing recount in chronological order, the teacher made a text together with the students. Making a text together the students explore more about the recount text. Collaborative teaching is one of the best ways to use in teaching writing comprehension. The students also need to write their draft before they submitted it to the teacher to give them chance to proof read their text.

3. The verb problem of verb changes that faced by the students has been overcome by using a paper that content of the change of verb and the structure of past tenses also, giving them some exercises to get them get used to make past tenses.

4. The teacher makes some limitation about the idea of students' work, the teacher decide the theme of students' diary while taught them to makes their diary with their own ideas. It helps them on having some ideas on making diary in recount text.

Suggestion

Based on the result of the research, the writer would like to give some suggestion as follows:

1. It is recommended to teacher to use diary writing in teaching writing comprehension as an alternative teaching technique.

2. In order to get the better achievement for the students through diary writing, it is better if the teacher understand about the characteristic of the class, including the weaknesses and the strength of the students, also the use of diary should be used as a long term teaching so that the teacher can optimize the students' learning.

3. In teaching and learning process, it is so important to create a good class atmosphere also fun learning situation.

4. The topic of the reading materials should be familiar to the students.

5. If the students are difficult in exposing their prior knowledge, the teacher could prepare a set of verb changes and examples, also some encouragement to them.

To overcome the problem in writing comprehension, such as, identifying recount text chronological order, the use of verb changes, and the main idea of making a recount text, the implementation of diary writing in teaching recount text is one of the good approach. The diary itself is helping the students to get familiar with the order of recount text and making some text daily will help the students to write better whether about the fluency of writing, the style and the ideas to write.

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