

**DIARY WRITING TOWARD A RECOUNT TEXT WRITING ABILITY**

**A RESEARCH ARTICLE**

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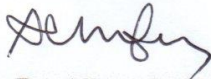
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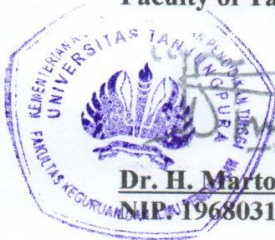
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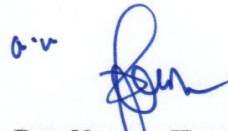
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# DIARY WRITING TOWARD A RECOUNT TEXT WRITING ABILITY

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## Abstract

This research was conducted on the effect of Diary Writing was effective in teaching writing a recount text to the eighth grade students of SMPN 11 Pontianak in academic year 2017/2018. The purposes of this research is to know the effectiveness of diary writing to improve student' writing ability of a recount text. Sample of this research are Class VIII A was the experimental group and class VIII F was the control group. The experimental group given a treatment that is diary writing and the control group did not given the treatment. To know the effectiveness of diary writing the writer gave a pretest and posttest. Pretest before treatment and posttest after treatment. The students' write a diary writing with the generic structure of recount text. Diary writing and recount text is a text to tell the reader about past experience. The result of this research showed that diary writing was effective to improve students' writing ability in recount text.

**Keywords :** *Writing, Recount text, Diary Writing*

## INTRODUCTION

Writing is a way communication u happens in written language. In writing students' should be able to convey meaning accurately from an essay. In order to be able to write well, the students need a lot of practices to improve their writing ability and to use appropriate sentences, grammar and mechanics.

According to the curriculum KTSP (Kurikulum Tingkat Satuan Peendidikan) of English subject in Junior High School, English students of the first semester in grade VIII are given writing lesson including writing recount text. In writing recount text, the students should know how to write the recount text correctly and easily. They have to be able to use the form of simple past tense correctly.

Based on the writer's observation at SMPN 11 Pontianak, the students had a problem to write a recount text. It was causes in organizing ideas, using the right grammar and vocabulary to write their sentences or text and using the mechanics, the students had a problem how to start their writing.

Besides, they were also confused in making the sentence into the form of past tense.

To solve the problem the writer using Diary Writing as a media in teaching writing a recount text to helps the students in organizing ideas, generating sentences and improving students' vocabularies from their past experience. The writers' choose Diary Writing because it's about their daily life and personal experience. By Diary Writing, the students are free to express their feeling and share their own experience. In Diary Writing the students' record their daily life and tell about what they did in past. The students write the recount text in form of diary writing.

The use of diary writing supported by previous researchers by Kusumah (2010) conducted Quasi-Experimental study to improve the students writing skill through a Personal Diary. The result were personal diary can improve the students writing a recount text.

Based on the previous observation, it can be concluded that the use of diary writing

helps the students to write their past experience. The researcher had conducted a quasi-experimental design by using Diary Writing Toward a Recount Text Writing Ability to know the effectiveness of diary writing on helping the students writing a recount text to the eighth grade on the first year of SMPN 11 Pontianak in academic year 2017/2018.

Diary is one of the writing strategies to help the students in improving students writing recount text ability. Fitzpatrick (2005, p.4) states that a diary is a personal record of a writer's life experience and is usually private. In diary writing, someone can share what he or she has in their mind after they showed or felt something. Diary will be means to communicate people thought, ideas, feelings, and emotions. Diary makes the learner interest with their activities and their experience.

Diary writing provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Bailey, Kathleen M. (1990.p.215) states that a diary study is an-depth reflection on learning processes or teaching experiences regularly kept by an individual and then analyzed to look for recurring patterns or significant events. Diary can also make writing as a familiar part of the students' life. By using personal diary as the technique in the teaching learning process, the students were able to write everything freely.

Diary writing helps the students to generating ideas and paragraph. It means that using diary writing, students will be able to generate paragraph from their past experience.

According to Brown (2001,p.92) writing is a good way for students who learn English. When writing, students need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Teaching writing for Junior High School is not an easy job, because the teachers must be helping them be aware of constructing ideas, then let them to resolve it by themselves even though still with the

teacher's guidance. The purpose of writing is communication. It means the students learn how to write in order to be able to communicate. Therefore, before starting to write, the students should think what to write or to begin and how to write it based on the topic or title.

Recount text refers to text which retell chronological activities in the past usually from writer's personal interpretation (Emilia 2010, p. 106). Recount text is a text retells events or experiences in the past. It's purpose is either to inform or entertain the audience. There is no complication among the participants and that differentiates from narrative.

In writing recount text, there is the aspect that must be considered for the students, it is the generic structure of recount. The writer describes the explanation of the text organization as follow: a).Orientation is the setting and introducing the participants. The orientation provides all necessary background information to make the audience make sense of the text. the opening paragraph should answer the question : who, what, where, when and why. The writer needs to give information about what happened, who or what was involved, when and where the events happened and why. For example, They, we, I, You, place (beach, mountain, mall, etc) and time (Sunday, Monday, etc). b).Events tell what happened, in what sequences. The recount then unfolds in paragraphs that retell a series event, usually told in chronological order. c).Reorientation is the conclusion from events, the end of the text.

## **METHOD**

In order to know whether the use of diary is effective in improving students' writing in recount text, the researcher were conducted the experimental design since it is employed to see the effect of the treatment in group. In experimental research, the investigators can control and manipulate the conditions, which determine the events (Cohen 2007, p.211).

The quasi experimental design is the study that involve manipulation of an independent variable and subject are not randomly assigned to treatment group and this design also not provide full control (Ary et al 2010, p.316). In quasi-experimental design the subject are dividing into two groups control groups and experimental groups. The experimental group and control group was given pretest and posttest. The experimental group was given the treatment and control group was not given the treatment.

The design of this research is represented as follows:

Table of quasi-experimental formula

Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>1</sub>		O <sub>2</sub>

Where :

O<sub>1</sub> = Pretest

O<sub>2</sub> = Post-test

### Procedures of Research

There are some steps in the process of conducting quasi-experimental study as explanation as follows:

#### 1. Define the population

In this research, the population is all eight grade students of SMP Negeri 11 Pontianak

#### 2. Taking the sample

In this research, the researcher takes class VIII-A consisting of 34 students are the experimental group and class VIII-F consisting of 34 students as the control group.

#### 3. Administering the pre-test

Researcher administers pre-test to both experimental and control groups in order to measure some characteristics that is assess for participants before they receive the treatment. Then, researcher analyzes the results and compares the mean score.

#### 4. Giving the treatment

Researcher gives the treatment by applying diary writing in teaching Recount Text. The researcher will do three treatment for the experimental group.

#### 5. Administering the post-test

Researcher administrate the post-test to both experimental and control groups in order to measure some characteristics that is assessed for participants after the receiving the treatment.

#### 6. Organizing and analyzing the data

Researcher organizes all the data and then analyzes the results of the post-test and then compare the mean score between the experimental and control group.

### Population and Sample

The population of this research is the eighth grade of SMPN 11 Pontianak in academic year 2017/2018. The total number of the population is 238 students. In this research, the selected sample are class VIII-A and class VIII-F. Class VIII-A consist of 34 students was the experimental group and class VIII-F consist of 34 students was the control group. The total number of the sample is 68 students.

### Technique of Data Collection

In this research, the researcher uses the measurement technique to measure the writing recount text by using diary. The measurement technique is the way of how to measure the students test be administrated. To collect the data the researcher giving pretest before the treatment and post-test is to collect the data after treatment to see whether the diary improves the students' writing in recount text.

### Data Analysis

In analysis students' writing, the writer use scoring profile to determine the appropriate score for students' writing. The scoring includes the item to be evaluated, the score and the description of the score given to the students' writing.

### Research Preparation

The steps of research preparation were as follows: The first preparation of this research was done by proposing a research outline .The research outline conducted seminar in order to get additional inputs to complete the research. c).Revised the

research design based on the inputs that were given in seminar. d).Submitted the research lisenca to the headmaster of SMPN 11 Pontianak to ask permission to conduct the research.

### Research Implementation

The pretest was given before the treatment. The writers give pretest for both VIII A as experimental group and VIII F as control group. The pretest was held on september 13<sup>rd</sup> 2017. In pretest the students were asked to write a recount text about “My Holiday”. The first treatment was held on september 19<sup>th</sup> 2017 for experimental group and without treatment for control group. In the first meeting the writer together with students discuss about recount text and the writer introduce diary writing, gave them an example and explanation about it. In the second treatment was held on september 20 2017 the writer ask the students to write a recount text in diary writing form based on their past experience. The third treatment was held on september 27 2017 the writer also ask the students to write a recount text in dairy writing form. After giving treatment, the writers give posttest for students. It was given to find out the students achievement after the treatment. It was held on september 26<sup>th</sup> 2017 for both experimental group and control group. In post test the writer ask the students to write a recount text about “My Holiday”.

### Findings And Discussion

This research conducted to get the accurate data about the differences of teaching writing recount text through diary writing and without applying diary writings to eighth grade students of SMPN 11 Pontianak in academic year 2017/2018. The result of calculation showed that the post-test score of the experimental group and control group is higher than the pre-test of both the experimental and the control group.

The result of students’ pretest (M<sub>1</sub>) score in experimental group

$$M_1 = \frac{\sum X_1}{N}$$

$$= \frac{1340}{34}$$

$$= 39.4$$

The result of students’ pretest (M<sub>1</sub>) score in control group

$$M_1 = \frac{\sum X_1}{N}$$

$$= \frac{1100}{34}$$

$$= 32.3$$

From the result above, the mean score of pretest for experimental group was 39.4 and the mean score of pretest for control group was 32.3

The result of students’ posttest (M<sub>2</sub>) score in experimental group

$$M_2 = \frac{\sum X_2}{N}$$

$$= \frac{2060}{34}$$

$$= 60.5$$

The result of students’ posttest (M<sub>2</sub>) score in control group

$$M_2 = \frac{\sum X_2}{N}$$

$$= \frac{1835}{34}$$

$$= 53.9$$

From the result above, the mean score of posttest for experimental group was 60.5 and the mean score of posttest for control group was 53.9

The interval score of pretest and posttest for the experimental group

$$MD = M_2 - M_1$$

$$= 60.5 - 39.4$$

$$= 21.1$$

The interval score of pretest and posttest for control group

$$MD = M_2 - M_1$$

$$= 53.9 - 32.3$$

$$= 21.6$$

The result of computation above, the interval score for experimental group was 21.1 and the interval score for control group was 21.6

The test significance of the students’ score for the experimental group

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 18125 - \frac{(730)^2}{34}$$

$$= 18125 - \frac{532900}{34}$$

$$= 8.49$$

The test significance of the students' score for the control group

$$\sum X^2d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 18975 - \frac{(725)^2}{34}$$

$$= 18975 - \frac{525625}{34}$$

$$= 10.1$$

From the computation above, it obtained that the t-test score for experimental group was 8.49. The t-test score for control group was 10.1

To find out the significance difference of two groups we use the t-test. The t-test is required to examine Ho. The t-test of experimental group and control group as follow:

$$t = \frac{M1 - M2}{\sqrt{\frac{(N1-1)S1^2 + (N2-1)S2^2}{N1+N2-2} \left[ \frac{1}{N1} + \frac{1}{N2} \right]}}$$

$$= \frac{39.4 - 32.3}{\sqrt{\frac{(34-1)8.49 + (34-1)10.1}{34+34-2} \left[ \frac{1}{34} + \frac{1}{34} \right]}}$$

$$= \frac{7.1}{\sqrt{\frac{49.41}{66} [0.04]}}$$

$$= 41.7$$

The result of computation of t-test is 41.7 with df = N1+N2-2, the writer find df = 34+34-2=66. From the t-table, it is needed for the t-value to be significant at the 0.05 level, therefore regarding to the degree of freedom in this research that is 66 and the closest number of t-value is 60 therefore it is resulted therefore it is resulted 2.000. It means that t-value 41.7 is bigger than t-table. There is a significant difference of students' achievement between those who are thought diary writing toward a recount text writing ability and who are not taught diary writing.

Effect size

$$ES = \frac{Me - Mc}{Sc}$$

$$= \frac{39.4 - 32.3}{10.1}$$

$$= \frac{7.1}{10.1}$$

$$= 0.70$$

From the result above, the effect size was 0.70 with the category moderate effect.

Based on the result of the data computation, it was obtained that the score of pretest in experimental group (39.4) was higher than control group (32.3). The score of posttest in experimental group (60.5) was also higher than control group (53.9) and degree of freedom df = 34 + 34 - 2 = 66. This could prove that teaching recount text by using diary writing was effective to measure the students writing recount text. Therefore, the null Hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis was accepted that diary writing toward a recount text writing ability to the eighth grade students of SMPN 11 Pontianak in academic year 2017/2018.

In this research, the writer used diary writing in teaching recount text writing. Diary writing helps the students to be able to write recount text by their past experience. Students an easier in making sentences into paragraph with their personal experience that they already got in the past.

In implementing this research the researcher acted as a teacher. The researcher gave pretest and posttest to both experimental and control group. There were three meetings of treatments for each experimental group and control group. The experimental group treated by using diary writing. The control group treated without diary writing. In experimental group the writer firstly introduced and explained the learning material, and then the writer introduced diary writing to the students. The writer used diary writing in teaching recount text and the students have to write their personal experience that they did in the past. The researcher find out that diary writing was very useful for students due to their activity in organize the idea and got information from their experience in the past.

The contribution of diary writing in teaching writing a recount text to the students can be seen in the posttest score. Diary

writing helps the students in generating ideas, the students' write a part of recount text, they start to write about their past experience, introduced they friends or family, they share what they did, how they feel and with when they did. Diary writing is a good strategy to be applied before the writing process the stages of the diary writing that is finding the information from their personal experience in the past.

The difference in result between experimental group and control group was higher because the treatment by using diary writing that was given to the experimental group. In every treatment both experimental group and control group got explanation about the language feature, the text organization and the definition of recount text.

In experimental group the researcher introduced the diary writing to the students and explained the processes of diary writing in the classroom. The students wrote a recount text in form of diary writing. In every treatment the students were ask to write about their personal experience in the past. In generating the recount text the students in experimental group use information and vocabulary from what they feelings. The students choose what information from their past experience that already they do in the past, then the students introduced when, with, and where they do. After that, the students write about what they do, than in last the students write the conclusion about their experience.

In control group the students did not receive any treatment in teaching and learning process of recount text. The students listen to the teacher explaining about recount text. The teacher gave an example of recount text and explained the text organization. The students were asked to write a recount text based on their understanding from the teacher explaining.

The improvement in experimental group was because they used their information from their past experience with help diary writing. The improvement of students writing was showed in how they generated the sentence

into paragraph. In posttest showed that most of students were able to write three generic structure of recount text. Diary help the students to write what they get from their past experience and the students tell how their feelings.

In conclusion, the result of this research is contrast to what the researchers predict, students' score in writing recount text increased significantly when they are being taught by using diary writing.

## **CONCLUSION AND SUGGESTION**

Based on the result of data analysis stated in the earlier chapters, in this chapter the researcher gives conclusion and some suggestions for the sake of developing the teaching and learning process of writing recount text through diary writing to the eighth grade students of SMPN 11 Pontianak in academic year 2017/2018.

### **Conclusion**

Referring to the discussion in chapter IV, it could be concluded that the difficulties in writing a recount text at SMPN 11 Pontianak especially class eight. In pretest, the researcher found that the students had a problem to start their writing. They did not know about recount text and the generic structure. In the first treatment, the students start to know what is recount text and how to write recount text with diary. In the second treatment, the students start to write about their feelings, their experience and their activity using past tense. In the last treatment, the students write about their feelings, experience and activity with generic structure and used past tense. In posttest, the students write a recount text, they write their experience, feelings and activity using past tense and generic structure of recount text. Diary writing helps the students to start their writing like their feeling, their experience and their activity in the past.

### **Suggestion**

Referring to the result of the research, the writer provides some suggestions: The teacher should apply diary writing in



teaching recount text because it helps the students to be easier in writing recount text, gives the students more practices.

The students should not think that writing is difficult and boring. They should make writing as the part of their life. They should practice about how to write an English text starting from their daily life because what they write is actually an example of recount text. Besides, they should consider some criterion to make a good writing recount text.

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