TEACHING WRITING SKILL THROUGH DIARY ACTIVITIES

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Abstrak

Kata Kunci: Keterampilan Menulis, kegiatan Buku Harian

Abstract
This research aims to find out whether diary activities can improve students' writing skill or not. This research is also quantitative research using quasi experimental research design with non-equivalent control group design. The population of this research was student of SMPN 1 Luwuk grade VIII. The sample of this research was 50 students, 25 students from class VIIIa and 25 students from class VIIIb. The instrument of this research was test, where it was divided into pre-test and post-test. Treatment was given after giving pre-test in experimental class for about six meetings. Five aspects were assessed in order to find out the result. They are content, organization, vocabulary, language use and mechanism. The result of shows that the t-test of 73.9644 was higher than the t-table of 1.6772 with a significance level of 0.05 with 48 degrees of freedom. Therefore, the hypothesis of "Diary writing can improve the writing skills of the eighth grade students of SMPN 1 Luwuk" is accepted. In conclusion, diary activities can be used to improve students’ writing skill at SMPN 1 Luwuk significantly.

Keywords: Writing Skill, diary activity
Introduction

Teaching English in Indonesia concerned with communicative based acquisition. It contains four basic skills that are usually taught in an integrated way. One of them is writing skill. Writing is a skill that entails using symbols on paper to convey a message. Writing is a form of self-expression as well as communication. One of humanity's most significant cultural achievements is writing. It assists us in saving and sharing information and stories that are no longer relevant. Writing includes not only the content of the post but also the process of producing a huge volume of content that attracts readers' attention.

Ningrum et al (2013) states that writing is a complex skill to learn and to teach, as it necessitates the acquisition of many other skills. Students are asked to write by developing their thoughts, ideas, experiences and even anything happened in their daily life they found difficulties. Some of them are extremely unconfident and reluctant to write due to some reasons. The main reason is that they believed they had nothing to write about, and even if they did have ideas for what to write about, their lack of vocabulary, diction, grammar, and sentence organization prevented their ideas from being adequately conveyed. As a result, when they have to write about something, the majority of them appear to be frustrated. The majority of them even think they aren't very good at writing. They believed that they lacked writing abilities. In fact, such thoughts frequently stress people and influence their attitudes toward writing. As a result, they attempt to avoid writing, and when they do, they don't provide their best effort. Those mentioned really happened at the school where researcher conducted her preliminary research which is SMPN 1 Luwuk.

Based on the aforementioned phenomena, a strategy used by teacher should be both encourage and motivate them in writing class, as well as increase their writing ability. Its diary activities are beneficial in increasing students' positive responses and interest in learning English since they allow them to write freely and have a lot of fun while doing so.

The researcher assumes that diary activities could be the way to solve the students' problems in writing. Fitzpatrick (2005) described that diary activity is a record of discrete entries ordered by date that explains what happened during a day or other period of time (originally handwritten). A person's ideas, feelings, and experiences, as well as commentary on current events that aren't directly related to the writer, can all be found in a personal journal. By using it, children will be able to freely express their thoughts, feelings, and events in their lives in writing. Furthermore, it has the potential to improve their vocabulary as well as their grammar and writing mechanics. As a result, kids will be able to improve their writing skills.

Based on the problem above, that is why the researcher wants to conduct research with the title "Teaching Writing Skill through Diary Activities".

Definition of Writing

Brown (2001) said that Writing allows us to think about things we might not have thought about otherwise. Writing is a difficult task. While trying to adhere to the standards of syntax, structure, punctuation, and style in writing text, the writers must make judgments about the purpose, context, and content.

Spartt, et al (2005) stated that Reading, writing, listening, and speaking are the four basic language skills. Writing and speaking are useful abilities. That is, rather than absorbing language, they are involved in generating it. While Tarigan, (2008), mentioned that writing is a language ability that allows a person to speak with another person indirectly, rather than face-to-face.

To summarize, writing is a form of indirect communication with others in which someone expresses his ideas, thoughts, and feelings, as well as the ability to process and
present these ideas into text in a good and interesting manner, so that it is easily understood by the reader and consistent with the values that exist in language and culture.

**Narrative Text**

Dewi (2013) stated that writing is expression of language through the use of letters, symbols, or words. While Wahidi (2009) said that a narrative is a text that focuses on a single character. Its societal function is to entertain readers by telling stories or recounting past events. The dilemma of the events is dealt with in narrative, which leads to a crisis or turning point of some sort, which is then resolved. It may be argued that a narrative text is typically a product of writing that is developed into a story about events that occurred at a specific point in time in the past.

1. Orientation (introduction)
2. Sequence of Events (complication)
3. Resolution
4. Re-orientation
5. Evaluation

**Diary Activities**

Harmer (2007) noted that diary activities had certain advantages. The first is the importance of contemplation. Students can use a diary to think about what they're learning as well as how they're learning it. The second is the right to free expression. Students can express their emotions more freely through diary activities. For example, people can write about their daily lives, love stories, or whatever else they choose in their writing.

The next step is to improve your writing abilities. Students' overall growth, such as their writing fluency, is aided by diary exercises. Because they write on a daily basis and are more familiar with, their writing fluency will increase. Writing can also become a habitual part of a student's life through the use of a diary or journal. As a result, it can be concluded that journaling can assist students in improving their writing skills and motivation to write.

According to Harmer (2004:12) dairy can benefit in any field such as.

a. The value of reflection
   Students can use their diaries to reflect on how they learn as well as what they are learning. This kind of self-examination could lead to important insights that will help them make significant progress.

b. Right to free expression
   Students can express themselves more freely in a diary than they might in public.

c. Improving writing abilities
   Diary activities help students improve their overall writing skills in the same way that training helps athletes improve their performance, it makes them fit.

**Hypothesis**

The researcher believes that using writing diary activities to teach English writing can help eighth grade students at SMPN 1 Luwuk improve their writing skills, based on the obstacles and theories.

**Research Method**

This is a quantitative research project. Quantitative research collects information in order to quantify it and use statistical analysis to support or refute "alternative knowledge statements" (Creswell, 2003).
Population and Sample
The population of this research was student of class VIII grade at SMPN 1 Luwuk which has grouped into 5 classes. The sample of this research was two classes (VIII A and VIII B). Every class consisted of 25 students.

Instrument of Data Collection
The instrument of this research was test which was distributed into two, in pre-test and post-test. Pre-test was given before the treatment. First, the researcher came to the class. Post-test was held after all treatments are conducted. This test was used to measure students’ ability after they were given treatments.

Data Analysis Technique
After collecting the data, the next step of the research was analyzed the data. To get the students score of experimental and control group, the research used the formula by Sugiyono (2010):

\[ \sum \frac{n}{x} \times 100 \]

The next step was to calculate the mean score in experimental and control group. The formula was from Sugiyono (2010):

\[ x_1 = \frac{\sum x_1}{n_1} \]
\[ x_2 = \frac{\sum x}{n_2} \]

To calculate standard deviation the researcher used the formula by Sugiyono (2010):

\[ s_1^2 = \frac{n_1 \sum x_1^2 - (\sum x_1)^2}{n(n-1)} \]
\[ s_2^2 = \frac{n_2 \sum x_2^2 - (\sum x_2)^2}{n(n-1)} \]

Finally to calculate the t-test researcher used formula polled variant of t-test according Sugiyono (2011) as follows

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \]
Findings and Discussion

Every student’s pre-test and post-test score was calculated by the researcher. The mean score of the class’s pre-test and post-test was presented in the table below, along with a summary of mean deviation. The table interpretation is as follows:

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean Score of Pre-test</th>
<th>Mean Score of Post-test</th>
<th>Score Deviation</th>
<th>df</th>
<th>Sig Level</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIIIa (Experimental Class)</td>
<td>25</td>
<td>47.8</td>
<td>76.04</td>
<td>28.24</td>
<td>48</td>
<td>0.05</td>
<td>7.648</td>
</tr>
</tbody>
</table>

The result of the t-test is 7.648, with 48 degrees of freedom, based on the above calculation. T-table is 1.677. It has 48 degrees of freedom (df) and a significance degree of 5% = 0.05. The researcher investigates Ha (Alternative Hypothesis): using diary activities in narrative texts has considerable effectiveness in improving students' writing skills using the t-test procedure. H0 (Null Hypothesis): the use of diary activities in narrative texts does not have a major impact on improving students' writing skills. The following are the criteria used:

t-test > t-table means diary activities in narrative text will be affective

The test result clearly demonstrated that the t-test is higher than the t-table (7.648>1.677). Between the t-test and the t-table, there was a significant difference. It indicates that the H0 has been rejected and the Ha has been accepted. The results indicated that including a diary activity in a narrative text can help students improve their writing skills.

The goal of this research was to determine whether or not students’ ability to write narrative prose improved after being taught through diary exercises. The researcher presented the results of the investigation as well as the analysis of the data acquired through pre-test and post-test in these findings. The purpose of this study was to learn more about eighth-grade students at SMPN 1 Luwuk's narrative text writing talents. As a result, students must improve their writing skills to study English effectively. One of the beneficial impacts is that if someone can write, they will have no trouble expressing themselves appropriately and according to their desires. To make it simple for students to rewrite, the researcher must first understand their problem.

The goal of this research was to explore how including diary activities in narrative texts affected students ability to write in English. This is done to check if there is any impact on the kids' ability to write well. Before beginning therapy, the researcher administered a pre-test to the experimental and control groups to assess their prior knowledge. The results revealed that in the pre-test, the experimental and control classes past competencies were nearly identical. This is supported by the results of the two classes: the average pre-test value of the experimental class is 47.80, while the control class is 47.68. That is, before treatment, there was no significant difference between the two groups. The researcher considers these results to be treated in both classes. Now is the time for the researcher to give the treatment after giving the pre-test. The researcher employed diary activities for the experimental class, but did not use diary activities for
the control class. Materials about narrative text are also provided by the researcher. From the second to the seventh meeting, the teaching and learning process was carried out through a zoom meeting.

Following treatment, the researcher conducted a post-test on both classes to compare the results before and after treatment. The post-test results revealed that both students’ writing skills had improved. The experimental class averaged 76.04, while the control class averaged 56.28. This is reflected by the post-test average score, although the experimental class shows a greater gain than the control class. This demonstrates that incorporating diary activities with narrative text is an effective technique for teaching English, particularly in writing.

From the finding research above, it can be shown that the use of diary activities with narrative text can improve the students writing ability in writing narrative text because of this media encourages students to be actively engage in the writing process, moreover they can enjoy and easy to write because this media can help them remind the story past. It can be easy to write narrative text. The average score of the experimental and control classes taught by the use of diary activities in narrative text increased from 47.80 to 76.04 demonstrating this. Finally, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted based on the hypothesis testing results.

Conclusion

The researcher concluded that the use of diary activities in narrative texts was helpful in developing the writing skills of eighth graders at SMPN 1 Luwuk based on the results of the research that was conducted in two classes (class A was the experiment class and class B was the control class). The experimental class's average value is 76.04, whereas the control class's average value is 56.28. This explains why the experimental class's average value is higher than the control class's.

In addition, the t-test result of 73.9644 is larger than the t-table value of 1.6772. According to the explanation, H0 (Null Hypothesis) is rejected, whereas Ha (Alternative Hypothesis) is accepted. The incorporation of diary activities in narrative texts was found to help eighth-grade students at SMPN 1 Luwuk improve their writing skills.

Having the result of this research, the researcher proposes some suggestions as presented below.
1. For English teachers
   It is important for English teachers, especially English teachers to consider paying more attention to students' writing skills. Teachers should consider using diary writing as a medium to provide more writing practice to students both inside and outside the classroom. Since writing is a skill, the more students write, the better their writing will be.
2. For other researchers
   The results of this study can be used as a reference for other research researchers who want to conduct similar research related to the use of diaries write with other types of text.

References