STUDENTS' WRITING SKILL THROUGH DIARY WRITING TECHNIQUE AT SMA NEGERI 5 KOTA TERNATE

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ABSTRACT

The study that aims to determine does the use of diary writing technique can significantly improve students' writing skills at SMA Negeri 5 Kota Ternate. This study used a quantitative method with a pre-experimental design. The researcher involved 20 students as the sample selected by using the convenient sampling technique. The research instrument was in the form of diary writing of students' personal experiences. The finding shows that diary writing technique at class X (IPA) can significantly improve. It provided the data of the pretest is 60.35 and post-test is 82, 95. It is evident that the result of post-test is higher than pretest. The analysis that the statistical value (4.35) is higher than the t-critical value (1.729) at the significant level of (0.05). This alternative hypothesis (Ha) stating that, diary writing technique improve students' writing skill at SMA Negeri 5 Kota Ternate is accepted and hypothesis null (Ho) stating that diary writing technique does not improve student writing skill at first year student of SMA Negeri 5 Kota Ternate is rejected. This suggests that the use of this technique is effective to improve student writing skill at SMA Negeri 5 Kota Ternate.

Keywords: Diary Writing, Writing Skills

INTRODUCTION

In general meaning, writing is to express ideas and opinions. The aim of writing is to inform everything related to facts, events, opinions, views and data to readers. Accordingly readers can get new insights and knowledge from the writing. Second, writing aims to persuade readers to determine attitudes, support and agree with ideas, ideas or opinions outlined by the author. Third, educating is one of the goals of communication through writing. Information or data conveyed through writing will provide new insights and knowledge for the readers. Fourth, entertain is the function and purpose of communication through writing. Because, there are several written works that aim to entertain their readers, such as short stories, novels or other funny stories (Anton et.al, 2017).

Writing skill is one of the language skills that students must have. Through writing activities, students can express all ideas and feelings although writing skill is not easily mastered by everyone (Alwasilah, 2015). Writers are required to be able to express all ideas, understand the language structure and vocabulary of a language. In addition, writing skill cannot be achieved by itself, but can be developed through practice and writing exercises. It covered how to get ideas, develop them into sentences, and structure those sentences well. Lack of ideas or limited knowledge can dampen the desire or even enthusiasm to write. Starting to write by writing down their thoughts, feelings, experiences, or anything that happens in everyday life makes it easier for them to write.

One technique that activates the students writing skills is diary writing technique. Diary is interesting events experienced by someone. Through a diary one can express experiences, thoughts and feelings experienced. Klimova (2015) explains that a diary, also known as a journal, is a notebook in which people can write down whatever they want, such as their thoughts, thoughts, feelings or experiences. Also, when students try to write a diary, they also learn to write personal recount because students apply the relevant past events to the personal recount. Diary is a personal recount, because it is a type of personal recount or story based on the author's personal experience. The personal experience in question can be anything, for example a funny, fun, sad, or scary experience. The text is told chronologically to help the reader understand the order of the story. Because the incident has passed in the past, the tenses used in this text are simple past tense. It will help them to develop the habit of the thinking and show ideas in the process of writing.

Through informal observation in SMA Negeri 5 Kota Ternate, researcher found that many students has difficulty in writing due to lack of ideas or limited knowledge about how to write. To overcome students' weaknesses in writing and improve their writing skills, the researcher offers diary technique as a form of personal writing that they can use to write about their life or personal situations with the title "Students' Writing Skill through Diary Writing Technique" In this study, the researcher intends to improve students' writing skills by experimenting with the diary writing technique in teaching writing for students of SMA Negeri 5 Kota Ternate.

1. Writing

According to Indriyani (2020) writing is one of the basic skills for lifelong learning. Learners need to master these skills to facilitate the learning process. In fact, writing alone is not enough; learners must be able to understand the text they are reading and be able to use the newly acquired knowledge to benefit. Furthermore, the purpose of writing is that students must be able to write themselves and then be able to understand their own writing. Even teachers should become better educators by learning and implementing writing strategies that will help students achieve their goals. Rofiqoh, et al (2022) stated that Writing is an activity of creating a written product done recursively, it requires a wide range of knowledge and the ability to produce an intelligible text, knowledge about writing plays an important role as a source in the writing process and product.

Writing is thinking on paper or talking to someone on paper, meaning that by writing someone can express ideas, thoughts, and feelings to others. Writing, of course, is the practice of writing something, such as an article, book, story, or even diaries. We can spend more time thinking and choosing words to express our emotions, thoughts and feelings. If it's not very clear what we're going to write, we can always review, revise, and change our writing (Indriyani, 2020).

In mastering writing, even in the highest level of education, the students still find many difficulties, when they are asking to write, they are thinking about how to get ideas, how to develop them into sentences, and how to make a good construction of those sentences (Maharani, 2017). The lack of idea or limited knowledge on something new can fall the desire and even the enthusiasm to write. Ningrum et al. (2013) stated that writing is a complex skill to learn and teach, as it requires the acquisition of many other skills.

2. Diary Writing

According to Bazir (2016) diary is a frequently kept, often daily, record of personal experiences and observations in which on-going thoughts, feelings, and ideas can be expressed. Diary, also called a journal, is a notebook where people can write anything they want such as their feelings thoughts, ideas, or experiences. Each person may have a different reason for writing a diary. Someone is worried about forgetting most of the things they have done. Someone is afraid to talk to other people. There can be a lot of reasons. For example, some people are ashamed of their secrets or they just do not want to reveal them. All these reasons may lead to diary writing. Some scholars such as Klimova (2015) believes that diaries can be written on a daily basis, but at least once a week and also in teaching and learning of languages it has crucial role.

Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine. The purpose of a journal or diary is to give your writing muscles a daily workout (Massielo, 1986) as cited in (Yulianti, 2014). By making the act of writing something routinely, the students will change it from an irritating and unsuccessful activity to one that they feel comfortable and familiar.

3. Recount text

According to Autila (2017) recount text is a text that tells about events occurred in the past. It is one of texts that help students to develop their experience into writing. Besides Anderson (1997) as quoted in Indriyani (2020) says that recount text is a paragraph of text that is used to retell past

events, generally in the order in which they happened. Intended to retell past events to inform the reader. This type of text mostly deals with past events or activities such as interesting experiences, diaries, historical events, autobiographies and personal letters.

Wisdhawan (2014) stated that recount text is a text that retells everything that happened in the past, usually in the order in which it happened, or a text that retells past events or experiences. Its purpose is to inform or entertain the audience. Recount text is very similar to narrative text. In the recount text there is no complication section, while in the narrative text there is. There are three types of recounts. Namely personal recounts such as diaries and personal letters and factual retelling such as science experiments or news and incident reports and the last is imaginative recounts.

Hudaya (2018) stated that recount text is an activity where people are telling people about something that has happened in their lives. It might be about what they did at the weekend or about exciting things that happened on their holiday last year. Recount text can also be interpreted as a text that is basically written to make a report about the past experience of a series of related events in the order in which they occurred. Recount text also tells and expresses the importance of people and events by sharing personal feelings about them, sometimes including some events that happened. Unexpected or even setbacks, but these events do not become a crisis for the person experiencing it.

RESEARCH METHOD

This study used a quantitative method with a pre-experimental design, because it examines the differences between the pre-test and post-test. Sugiono (2015), pre experimental design is not really considerers experimental result because there are variables beyond which take effect on the formation of the dependent variable. There is a pre-test and post-test therefore that the effect of the treatment can be calculated by comparing the value of the data test. Thus the treatment results can be found to be more accurate in this design; the research was conducted in one class. The implementation is done by doing a pre-test, namely a test that is carried out before the treatment, and then the treatment is carried out by the post-test. In this research, the researcher was using two variables: dependent variable and independent variable. The dependent variable is writing skill and the independent variable is diary writing technique, where the researcher design by using one group pre-test and post-test of pre-experimental design.

Diagram of research:

$$\boxed{O_1 \quad X \quad O_2}$$
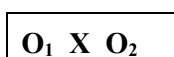
Where:
O_1 : pre-test before giving treatment by using diary writing technique
X : in the treatment by using diary writing technique
O_2 : the value of the post test

(Sugiyono, 2013: 111)

Technique of Data Analysis

The researcher used statistical technique to analize the data. The data is quantitative to analisze by using statistical data analysis.

FINDINGS AND DISCUSSION

Research Findings

1. Pre-test scores

At this stage the researcher gave test sheets to students and asked students to write short stories about their activities or past events that happened to them yesterday, last week, or last month, whenever that is. After that, the students' scores will be given by the researcher based on the students' results in writing. Below is a table of students' pretest results.

Table 1. The data of students' pretest result

No.	Respondents	Pre-test	Categories
1	MR	58	Fair
2	SMK	60	Fair
3	SS	60	Fair
4	AM	63	Fair
5	IS	59	Fair
6	NAM	69	Fairly Good
7	SI	51	Poor
8	ISS	57	Fair
9	FT	53	Poor
10	SB	61	Fair
11	MR	58	Fair
12	RI	70	Fairly Good
13	NM	56	Fair
14	WSS	70	Fairly Good
15	SW	65	Fair
16	YR	59	Fair
17	MA	57	Fair
18	NI	63	Fair
19	SSH	58	Fair
20	DS	60	Fair
N=20		$\sum$= 1.207	

Table 1 above shows the students' scores on the pretest were three students got fairly good scores (66-75), fifteen students got fair scores (56-65), two students got poor (36-55), and no student got excellent scores. From the pretest data it can be seen that students of class X (IPA) are still low in writing; this is evidenced by the results found when the researcher conducted the pretest, so students got different grades. The problem faced is the students' limited ideas in writing, due to a lack of ideas so that the content section is too short or lacksdetail. Then some of the students' writing was incoherent, and lastly the past tenses grammar mistakes.

2. Post-test scores

At this stage of the study, the researcher gave the same form of test as the pretest, namely asking students to write diaries about their activities or past events that happened to them yesterday, last

week, or last month, whenever that is. The Posttest aims to interpret students' writing skills after being given treatment andbelow are student learning outcomes.

Table 2. The data of students' posttest result

No.	Respondents	Post-test	Categories
1	MR	81	Good
2	SMK	93	Very Good
3	SS	90	Very Good
4	AM	91	Very Good
5	IS	60	Fair
6	NAM	89	Very Good
7	SI	89	Very Good
8	ISS	70	Fairly Good
9	FT	82	Good
10	SB	88	Good
11	MR	89	Very Good
12	RI	94	Very Good
13	NM	91	Very Good
14	WSS	68	Fairly Good
15	SW	91	Very Good
16	YR	77	Fairly Good
17	MA	68	Fairly Good
18	NI	83	Good
19	SSH	90	Very Good
20	D S	75	Fairly Good
	N=20		$\sum = 1.659$

The table 2 above show the students' scores on the posttest were student ten got very good scores (89-95), four students got good scores (76-88), five students got fairly good scores (66-75), one student got fair scores (56-65), and no student got very poor scores on the post-test. From the posttest data, it can be seen that there was an increase in students' writing skills, this happened because the researcher carried out the treatment before the posttest, in the treatment process the researcher taught seven times. At each meeting, students are trained continuously by writing diaries or personal text recounts. In addition, researchers also often ask them to hold group discussions with their peers to correct each other's writing, so that learning becomes more enjoyable.

3. The Comparison between Pretest and Posttest Scores

This analysis is given to determine the comparison of pretest and posttest scores. Pretest is a test given to determine students' writing skills before treatment. Pretest is a test to obtain initial information data then correct it through treatment of diary writing or personal experience. And after being given the treatment, a post-test was carried out to find out the students' writing skills after receiving the treatment and the results. As shown in the table below:

Table 3. The data of comparison between pretest and posttest Scores

No	Respondent	Post-test	Pre-test	Gain	
		X2	X1	D	D^2
1	MR	81	58	23	529

2	SMK	93	60	33	1.089
3	SS	90	60	30	900
4	AM	91	63	28	784
5	IS	60	59	1	1
6	NAM	89	69	20	400
7	SI	89	51	38	1.444
8	ISS	70	57	13	169
9	FT	82	53	29	841
10	SB	88	61	27	729
11	MR	89	58	31	961
12	RI	94	70	24	576
13	NM	91	56	35	1.225
14	WSS	68	70	2	4
15	SW	91	65	26	676
16	YR	77	59	18	324
17	MA	68	57	11	121
18	NI	83	63	20	400
19	SSH	90	58	32	1.024
20	DS	75	60	15	225
N=20		$\sum X2=1.659$	$\sum X1=1.207$	$\sum D= 456$	$\sum D^2= 12.422$

4. Data Analysis

The mean score and standard deviation between pre-test and post-test scores

The mean score standard deviation result of students' pretest and posttest after calculating the mean score and standard deviation are presented in the following table.

Table 4. The mean score standard deviation between pretest and posttest

Test	Mean score	Standard deviation	Standard error of means
Pre-test (X1)	60.35	4.35	2.41
Post-test (X2)	82.95		

The data of the table 4 shows that the score of the students' pretest is **1.207 (60.35)** from the total scores of the students' pretest (X_1) dividet the total of the students' (N), posttest is **1.659 (82.95)** from the total of score students' posttest (X_2) divided the total of the students' (N). The standard deviation between pretest and posttest is **4.35** and the standard error of means is **2.41** that can be calculated by the divided the value of standard deviation and the square root of total sample **(N-1) 20-1=19.**

Discussion

In the description of this data, table 1. The pretest results data were takenfrom 20 students. The pre-test score was taken before students received the diary writing technique treatment, where the mean score was 60.35. However, after the students received the diary writing technique and did the post-test in table 2, the mean score increased to 82.95. From these data it can be concluded that students' writing achievement by using diary writing techniques can improve students'writing skills. The results of this increase were due to the treatment given by the researcher, namely by teaching

diary writing techniques based on the theory that had been studied by the researcher, the theory in question was put forward by several experts such as: According to Hannan et al. (2015) the advantage if the teacher applies the use of diary writing in learning English is that students will be more confident if they feel free, so students will develop fluency in writing. In addition, if writing a diary is a fun activity for students, it can automatically encourage students' interest in writing. According to Hohti (2016) keeping a diary allows us to focus on our writing without worrying about our audience or what others will think.

Resmanto (2022) stated that the purpose of writing a diary is not only to express feelings but also to practice writing, especially for students who study English. Diary writing is a great and fun way to help students try and learn English better. It can develop students' writing skills. Students write by writing whatever they want based on their experience, it will be more fun. Therefore, in the treatment process, the researcher explained to students that when writing a diary it was the same as writing a personal account, because a diary and a personal account have something in common, namely telling past events and using past tense grammar. Before they started writing diaries in class, the researcher gave some examples of diary texts. After students understand what the researcher explained, students must choose an interesting topic to use and be supported by the contents of the diary. In the process of treatment, the researcher always provides notes on students' writing so that students can further develop their ideas in writing and correct their mistakes in writing with these improvements to strengthen the data in knowing whether diary writing affects students' writing skills or not. While doing the treatment, students were found to be very funny in writing their diaries about their rejected love stories, being cheated on, the funny things they had experienced. Some students were asked by the researcher to read their diaries in front of their friends because their diaries were very funny, and in the end everyone in the class laughed at them. But those who were asked by the researchers to read their diaries in front of their friends were not shy but very confident. The atmosphere in the class is very comfortable and fun so students don't feel bored at all.

CONCLUSSION

Based on the results of the research, the researcher concluded that the use of diary writing techniques can significantly improve students' writing skills at SMA Negeri 5 Kota Ternate. The finding shows that diary writing technique at class X (IPA) can significantly improve. It provided the data of the pretest is 60.35 and post-test is 82, 95. It is evident that the result of post-test is higher than pretest. The analysis that t-test value (4.35) is higher than the t-table value (1.729) at the significant level of (0.05). This alternative hypothesis (Ha) stating that , diary writing technique improve student writing skill at SMA Negeri 5 Kota Ternate is accepted and hypothesis null (Ho) stating that diary writing technique does not improve student writing skill at first year student of SMA Negeri 5 Kota Ternate is rejected. This suggests that the use of this technique is effective to improve student writing skill at SMA Negeri 5 Kota Ternate.

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