

Improving The Writing Ability At The Tenth Year Students Of SMKN 2 Parepare By Using Diary Writing Strategy

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ABSTRACT

The objective of this research was to find out whether or not the use of diary writing strategy was able to improve the Writing ability at The Tenth Year Students of SMK Negeri 2 Parepare. This research used a quasi-experimental method with two classes as sample. The researcher taught the students by Using Diary Writing Strategy. The population of this research was the tenth year students at SMK Negeri 2 Parepare in academic year 2017/2018. The sample of the research consisted of 26 students from two classes taken from the population by using cluster random sampling. The results of data analysis showed that students' writing ability improved. It was shown by the mean score of pre-test that is 50.27 and post-test 75.73. It showed that the writing ability at the tenth year students of SMK Negeri 2 Parepare improved by using diary writing strategy. After analyzing the data by using SPSS version 21, the result of the probability value on the post-test was 0.002 and the significance value was 0.05. The data indicated that H_0 was rejected and H_1 was accepted. It means that the writing ability at the tenth year students of SMK Negeri 2 Parepare before and after treatment was significantly different. In conclusion, teaching writing by using diary writing strategy was effective to improve the writing ability of eleventh grade students of SMK Negeri 2 Parepare in academic year 2017/2018.

Keywords: Diary Writing Strategy, Teaching Writing, Writing Ability

INTRODUCTION

English teaching is focused on four language skills; they are listening, reading, speaking, and writing. Pearson (2012) find that the communicative skills measured are listening, reading, speaking and writing. Writing is the four language skill that learners need to work hard on to master. It's the mirror that reflects/shows one's knowledge about a language. Although it's highly necessary for everybody to be understood in speech, writing as such is at least as important as the ability to speak Al-Jumaily (2015). Writing is an effective way to communicate with others by expressing thoughts, feelings and opinions. People usually wish to have their writing well-organized, clear and interesting. No one is born with good writing skill. Writing is one of the most important ways of expressing thoughts and perspectives.

Although, writing is very important, it is a difficult subject for students. Usually, students have many ideas and experience but they cannot explain or describe into the written form. Taylor (2009) said that most people writing are an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonizing experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience.

There is another factor that makes writing to be the most difficult subject. The other reason is that there are a lot of kinds of texts in English, such as recount, narrative, procedure, descriptive, report, and many more. Each text has different characteristics. Usually the student can not differentiate each text from another and they mix all kinds of texts. In the other hand According to the English teacher stated that students faced some problems in writing such as the students' writing was not comprehensible, because the content of the composition was not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized and the other problem was that there were many errors in vocabulary, grammar, and spelling. This would be a challenge for the teacher to find out how the student can distinguish each kind of text from others.

Based on the problems above, a teacher should provide the students with interested strategy to improve their skill in writing, in order to minimize students' difficulties. One of the strategies that can be used by the teacher is diary writing. Sadeq et al (2015) said that the use of diary writing as a tool for language practice and learning enhancement in an EFL classroom. Diary writing allows us to record what we have in mind. Because we write diaries for ourselves, we can write whatever we want without worrying about

grammar, style or whatever someone else might think of us. While recording our memories, we may sometimes have other motives, like writing to discover ourselves or to explore an idea.

Considering to the benefits of diary writing strategy, the researcher interested to apply this strategy of SMK Negeri 2 Parepare to improve the writing ability of the students.

METHOD

In this research, the researcher applied quasi-experimental with two class as sample, experimental class and control class (Gay, L.R, et al. (2006). The population of this research was the tenth year Students of SMK Negeri 2 Parepare, register in school year 2017/2018. There were three classes, Teknik Bangunan, Teknik Elektro, Teknik Mesin dan Teknik Komputer dan Informatika. The total number of population is 473 students and the researcher used cluster random sampling techniques to choose two classes as a sample. Those were class X Teknik Otomotif A as experimental class and X Teknik Mesin E as control class. Each class consists of 26 students. In experimental the researcher use diary writing strategy to teach the students and in control class the researcher use picture description strategy.

The researcher give pre-test and post-test to analyzed the capability of writing ability of the students before and after giving the treatment. To get the data, in experimental class the students were asked to write recount-text in diary form. The students are free to choose a title from the four titles that given by the researcher. The titles are; my friend, my junior highs school story and my best impression. The paragraph minimal 250 words. In control class the students asked to write a recount text base on the titles. The titles would be same with experimental class. In this research, the researcher would focus all of component of writing; they are content; form; development, structure, and coherence; grammar; general linguistic range; vocabulary range; and spelling.

FINDINGS

After conducting pre-test and post-test of experimental class and control class the researcher found some findings. The results of the students' mean score and standard deviation of writing ability before and after giving treatment.

Table 1. The mean score and standard deviation in pre-test of experimental class and control class.

No	Class	Mean Score	Standard Deviation
1	Experimental	50.27	7.56
2	Control	44.31	9.83

Table 1 shows that the mean score obtained by the students before giving the treatment in both experimental class and control class is significantly different. The mean score of experimental was higher rather than the mean score of control. The mean score for both experimental and control class were classified into fair classification. It means that the mean score of the pre-test obtained by the two classes were significantly different before giving treatment. Moreover, standard deviation was experimental class 7.56 and control 9.83. It indicates that, the standard deviation of both classes were high and it means that each student have different variation in study.

Table 2. The mean score and standard deviation in post-test of experimental class and control class.

No	Class	Mean Score	Standard Deviation
1	Experimental	75.73	6.66
2	Control	70.12	5.60

Table 2 shows that the mean scores obtained by the students' experimental class were higher than control class. In experimental class, the mean score was 75.73 and it is categorized as good achievement. In control class, the mean score was 70.12 and it categorized as good achievement. Besides, Standard deviation of experimental class was 6.66 and control class was 5.60. Meanwhile, standard deviation of experimental class was lower than control class. It indicates that after giving treatment by using diary writing strategy the writing ability was improved.

DISCUSSION

After comparing the result of the two tests, the researcher will discuss the result of this research. Before conducting pre-test and post-test, the researcher found some facts when doing observation in SMK Negeri 2 Parepare. The facts explained some reasons

why the researcher conducted this research in it with the aims to increase the students' writing ability.

Based on the writing test that researcher conducted during the observation, the researcher found that most of the students got difficult in writing. There are several factors such as students' writing was not comprehensible, because the content of the composition was not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized and the other problem was that there were many errors in vocabulary, grammar, and spelling. Taylor (2009) said that most people writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them.

The result of the observation showed that the students' writing ability was still low. It was proven by the writing test result of pre-test where the mean score of the student' writing ability was only 52.61 this score is categorized as fair achievement based on *Dirjen Pendidikan Menengah* classification in 2014 which fair score is 38-46 with Predicate C where the predicate standard of the good score is B- or 67. Eventually, the researcher used diary writing strategy and picture description strategy to improve the writing ability at the tenth year students of SMK Negeri 2 Parepare. Improving writing means improving students to express their ideas and pouring into a good writing. Writing can help the learners to express themselves.

The researcher though that the teacher should provide the students with interested media to improve their skill in writing (Sadeq et al (2015), in order to minimize students' difficulties in learning activities. As the result, the use of diary writing strategy can make students interest to study and it is expected to bring a good achievement in students' writing. In line with Aprilia, Jamilludin and Waris (2015) stated that writing diary is a way to solve the students' problem in learning English, especially writing. Engin (2011) stated that diary writing and reflection act as mediators in the development of teaching, researcher diaries facilitate the creation of research knowledge.

Before giving treatment, the researcher conducted pre-test for both experimental and control class to know the students' prior knowledge in English writing. Pre-test and post purpose for comparing groups and measure the different significant of pre-test and post-test. The pre-test result showed that the students' achievement frequencies and its present in the pre-test were still poor and most of them got poor classification score.

These scores were gained through gave writing test to the students. It is indicated that there was improvement of students' writing ability before and after treatment was given by the researcher. Before treatment the majority of students were in fair classification, and after the treatment the majority of the students were in good classification. It can be seen on the percentage of students after treatment that were in good (80.77%) and very good (19.23%) classification comparing before treatment was given, that none of them able to be in very good classification and just 3.84% students were and good classification. It means that there was significant different of the students' writing ability before and after giving the treatment and it was based on the researcher expectation because most of the students' writing score was significant from fair classification to good classification.

Days before the treatment, the researcher prepared all concepts that related to the diary writing strategy. The first meeting, the researchers began to explain how the concept of recount text. Recount text is a text that purpose to tell a story (Saragih, Silalahi, Pardede (2014). The researcher distributed a text to the students. The researcher gave a topic to the students to write in diary form. The researcher gave 40 minutes to the students to complete their writing. After that the researcher gave correction to the students' writing results using the scoring rubric provided and gave a note of the errors found (Ruben (2003). Furthermore, the researcher discussed the common mistakes that become the most common in students' writing and how to correct the error. After the researchers evaluated, students were asked to correct the errors at the next meeting with different title. The next meeting until the fifth meeting was the same with the procedures in the first meeting but in the different topic. In the last meeting, the researcher took their score as a post-test in this research.

In conducting the researcher, the researcher used a media and techniques that is promoted by some experts which has explained in the previous chapter. These media and techniques had been used and applied by the researcher in the class.

This research was supported by some researcher who had been conducting their research in order to improve the writing ability of the students. They are yavarian, et al. (2015) the result of their research was learning process by using of diary writing in on learning grammar are effective and inspire students to write. Base on Sharma and Bhattacharya (2016) reported that the use of diary is believed to be helpful in helping students to remember their learning. In the other hand, Al-Jumaily (2014) on their

research they Using Process-Approach the main objective of the course is to motivate the learners not only to copy but to be creative and confident when tackling the writing craft

.Based on the research findings, the researcher concluded that there were many ways to improve the students' writing ability and the researcher was inspired from the previous researcher. Thus, the researcher tried to use diary writing strategy to improve the writing ability at the tenth year students of SMK Negeri 2 Parepare in academic year 2016/2017.

CONCLUSION AND SUGGESTION

Based on the findings and discussion of the study, it can be concluded that by using diary writing strategy was able to improve the students' writing ability at the tenth year students of SMK Negeri 2 Parepare. It is proved by the significant difference of independent test result between pre-test and post-test.

Based on the result of data analysis and conclusion, the researcher gives some suggestions that related to this research. For English teacher, it was suggested that the English teachers applied diary writing strategy as one of the alternative strategy in teaching and learning process, because it can improve the students' writing ability. The teacher should give interesting topic that related to the material that would be learned by the students. The students need to practice more to improve their ability in writing especially they need to study more about grammar by three ways; think, write down, and talk. For the next researchers can use this study as a reference for conducting further research of the relevant topics. This study is just one effort to improve the students' writing ability used diary writing strategy in teaching and learning writing in the classroom.

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