

THE EFFECT OF DIARY WRITING TECHNIQUE ON STUDENTS' WRITING RECOUNT TEXT (A STUDY AT THE NINTH GRADE OF SMP KATOLIK FATIMA 2 SARUDIK 2020-2021 ACADEMIC YEAR)

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Abstract: The aim of this research are to know: 1) the application of diary writing technique on teaching writing recount text ability, 2) the students writing recount text ability before and after using diary writing technique, 3) Whether there is any significant effect of diary writing technique on teaching writing recount text ability at the ninth Grade Students of SMP Katolik Fatima 2 Sarudik. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the IX grade students' of SMP Katolik Fatima 2 Sarudik which consist of 74 students. Sample were IX which consist of 32 students which taken by cluster sampling. In collecting the data the researchers uses observation sheet and test as an instrument. The result of this research: 1) the application of diary writing technique was 3.5, it is categorized "Very Good". 2) the mean score of the students' writing recount text ability was 51,5 and it was categorized "bad". Meanwhile, after using diary writing technique was 82,5, it is categorized "very good". The result of data analysis shows that t_{test} was higher than t_{table} ($t_{test} 18,59 > t_{table} 2.03$). So, the hypothesis was accepted. It means that, there is any significant effect of diary writing technique on students' writing recount text ability at the IX grade students of SMP Katolik Fatima 2 Sarudik.

Keywords: Diary Writing Tecnique, Writing Recount Text Ability

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan Diary Writing Technique dalam mengajar menulis recount teks, 2) Kemampuan menulis recount teks siswa sebelum dan sesudah menggunakan diary writing technique, 3) Apakah ada pengaruh yang signifikan dari diary writing technique terhadap kemampuan menulis siswa di kelas IX SMP Katolik Fatima 2 Sarudik. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian pre-eksperimental: one group pre-test post-test design. Populasi penelitian terdiri dari 74 siswa dan sample terdiri dari 32 siswa dengan menggunakan teknik cluster sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian diary writing technique dan tes untuk menjaring data dari kemampuan menulis siswa. Hasil penggunaan diary writing technique dalam mengajar kemampuan menulis siswa adalah 3.5, di kategorikan "Baik". Nilai rata-rata kemampuan menulis siswa sebelum menggunakan diary writing technique adalah 51,5, dikategorikan "buruk". Sementara setelah menggunakan diary writing technique adalah 82,5, dikategorikan "sangat baik". Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus t_{test} . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar dari pada t_{table} ($t_{test} 18,59 > t_{table} 2.03$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang

signifikian dari diary writing technique terhadap kemampuan menulis siswa di kelas IX SMP Katolik Fatima 2 Sarudik pada Tahun Ajaran 2020/2021.

Kata kunci: Diary Writing Technique, Kemampuan Menulis Recount Teks

I. INTRODUCTION

Writing is the tool to express what the researcher thinks about an ideas, opinion and experience. Writing is the activity that has relationship to the other skill, that are reading even listening and speaking. Writing is important because of writing form can persuade the other people to do something and stimulate the reader minded. Writing important to research because nowadays many people not interest to write. In this research the researcher will be focus in writing recount text. Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Writing recount text is an activity which is has content about experiences in the past. The best recount text has title and explanation which consists of orientation, events, and re-orientation. Recount text also has language feature, there are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

In SMP Katolik Fatima 2 Sarudik, there are many students have low ability especially in writing recount text. It can be seen based on

the researcher's observation and pretest on February, 18th 2020. The researcher found the data of pretest there are many students low in writing recount text. From 32 students the researcher got the average score 65 meanwhile according to researcher the students can pass writing if they get the minimal score 70.

The students writing recount text in SMP Katolik Fatima 2 Sarudik low because of less students' motivation, interest, students' attitude, lack of knowledge, bad of students' environment, the teacher technique, facilities, media, difficult in using correct grammar, vocabulary and punctuation to compose English sentences into readable and acceptable texts, and many others.

The teachers in SMP Katolik Fatima 2 Sarudik have done many efforts to solve the problems in order to success teaching learning process, for examples prepare teaching material, complete the school facilities, giving motivation, use suitable technique to increase the students' ability. Even though the whole have done by the teacher there the students writing recount text ability still far from the expectation.

If this problem is not solved as soon as possible the researcher afraid the students writing score is low, if they pass graduate from their school they cannot write their experiences in the past. To solve the

problem there are many model that can be doing by the teacher. For examples, inquiry model, jigsaw model and collaborative learning. But, in this research the researcher want to using the newest technique there is diary writing technique and will focus on diary writing technique.

Diary writing technique is a technique that contain about daily log that records the events that happen during the day. It is updated on a daily basis and private.

1. Definition of Writing Recount Text

Writing is one language skill as means of communication by someone which can express his/her idea or information written form by arranging letter, sentence, and paragraph by using structure and related with sentence. Writing is considered as media to communicate through written form. According to Dalman (2014:01) writing is an activities are an inseparable part of the learning process. Writing can be defined as an activity of delivering messages using written language as a tool or medium.

2. Definition of Recount Text

According to Amarain, et al (2009:12, 58) recount is a text which retells events or experiences in the past. Recount is a written record of recall of events, with attention to sequene, accuracy, and often to

detail. Based on some definitions above researcher can concludes that writing recount text is a text that retell about someone's experience and consist of orientation, events, and reorientation.

3. Definition of Diary Recount Text

Diary writing technique is a technique that make it easier for the students' to write down their personal experiences. Johnson (2002), Cutis and Bailey (2009) in Taqi, et al (2015:76) a diary is usually handwritten, arranged by date for the expression of personal feelings, thoughts and experiences on daily basis and it is not intended for publication. By writing diary or journal, particularly for teaching and learning of writing, the students will get the benefits of diary writing.

Based on some definitions above, it can conclude that is writing diary activity can help the students in remembering their past personal experiences. By writing diary, the students can feel free to express their ideas, feelings, or anything happening in their life in written form.

II. METHODOLOGY OF THE RESEARCH

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. In this research activity, the researcher has to choose and use the suitable method in a research. Method of the research means the way that should be chosen to solve the problem

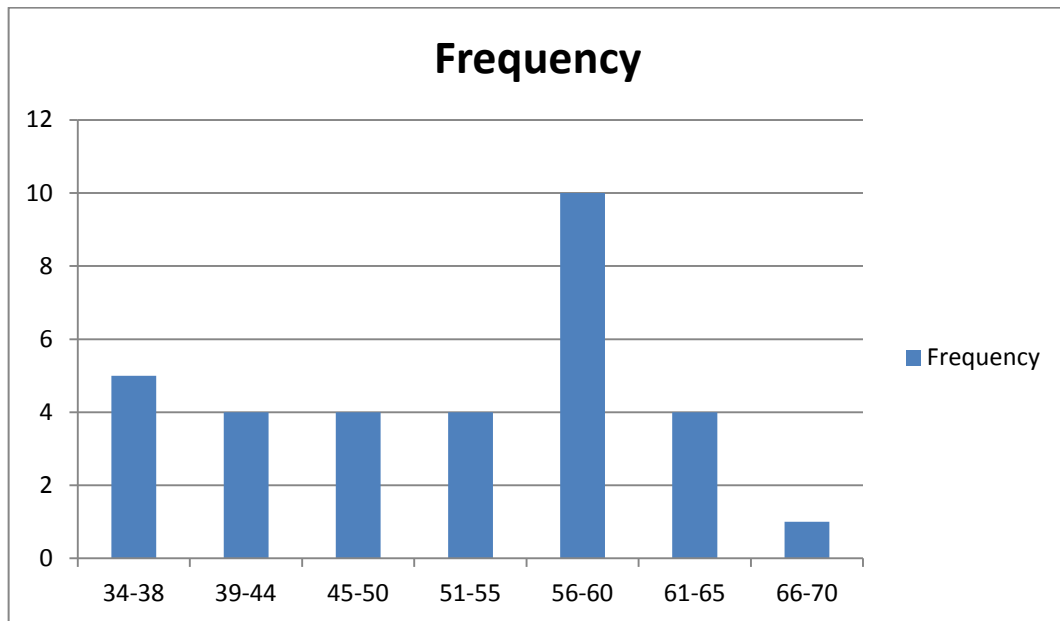
of the research. According to Arikunto (2010:203) method of the research is the way that used a researcher to collecting data in a research. The population in this research is the entire ninth grade of SMP Katolik Fatima 2 Sarudik that consist of 32 students. Sample is sub group taken from the population. Sample is part or vice of population which should be choose in the research. According to Sugiyono (2015: 3) the research method is a scientific way to get data with certain purpose and uses. It is means that the process uses in the research certain logical measures. From a larger group represent the larger group from which they are selected. The cluster sampling of this research used test and observation. The result of the test is used as the data of this research. The researcher used statistic formula or t_{test} formulation to analyzed the data.

III. RESULT

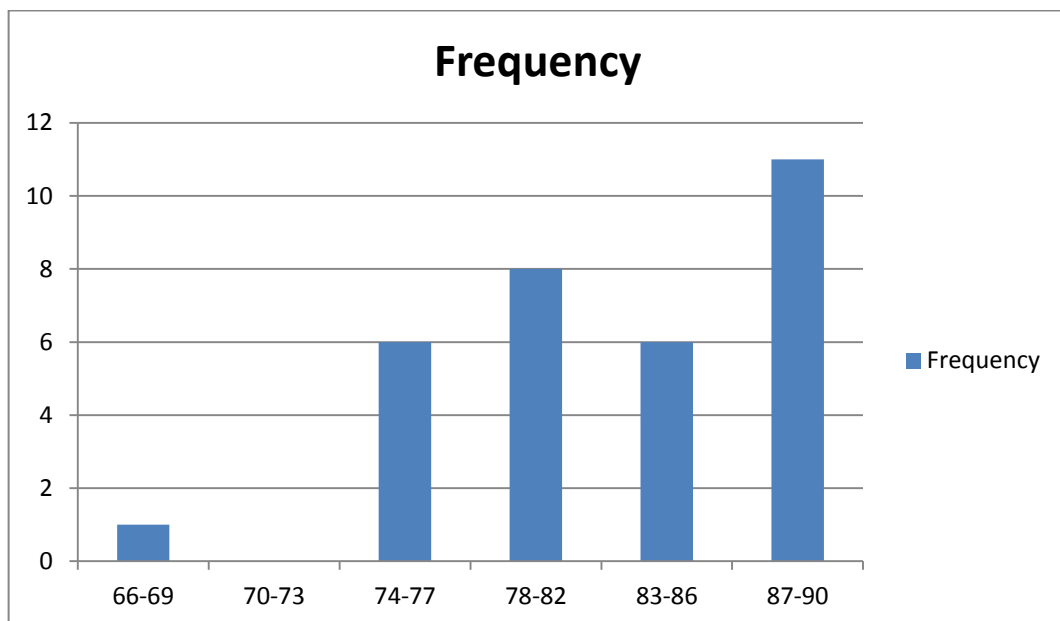
The researcher conducted the research in SMP Katolik Fatima 2 Sarudik by contributing observation sheet and test to the ninth grade students to see the effect of Diary Writing Technique on Students Writing Ability in Recount Text. After collected and calculated the collected data, the researcher describes the result of variable X (Diary

Writing Technique) and variable Y (Students' Writing Ability in Recount Text).

Based on the result obtained from the analysis of observation sheet about the application of diary writing on students writing ability in recount text at the ninth grade of SMP Katolik Fatima 2 Sarudik which contain eleventh aspects. The observer given score for the researcher, the total score was 38, then the score divided to the total aspect. Therefore the researcher got the mean score was 3.5 categorized "Very Good". After got the data by given pre-test and post- test which asked them to write a recount text, it was found that the highest score was 66 and the lowest score was 34 for pre- test, the researcher also found the mean was 51,5. The highest score for post- test was 90 and the lowest score was 66, and also found the mean was 82,5. To make it more clear, look at the histogram below:



Histogram of students' writing recount text before using Diary Writing Technique.



Histogram of Students' writing procedure text after using diary writing technique

Based on the histogram, if we compared with pre-test the score still categorized “bad” and after given post-test the score was good. It means that there is a significant effect of using diary writing technique

on students writing ability in recount text at the ninth grade of SMP Katolik Fatima 2 Sarudik.

IV. Discussion

Based on the results of research that was done to the problem so it could be concluded that the observation sheets results of diary writing technique in teaching writing recount text ability was 3.5 and it was includes in “Very Good” category. Furthermore, the result of students’ ability about writing recount text ability before using diary writing technique was 66 and it was includes in “bad” category. Meanwhile the result of students’ ability after using diary writing technique was 90 and it was includes in “very good” category. From the calculation by used statistic, it can be known that t_{test} was 18,59 and t_{table} is known as number 2.03 at 5% significant level with degree of freedom (df) $32-1 = 31$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} was bigger than t_{table} ($18,59 > 2.03$).

CONCLUSION

The conclusion of the research as follows:

1. The application of diary writing technique on teaching writing recount text ability at the ninth grade of SMP Katolik Fatima 2

Sarudik is categorized "Very Good" because it shows that the mean of the students score is 3.5.

2. The students writing recount text ability before and after using estafet writing at the ninth grade of SMP Katolik Fatima 2 Sarudik is bad (66) and very good (90).
3. There is any significant effect of using diary writing technique on students writing recount text ability at the ninth grade of SMP Katolik Fatima 2 Sarudik. The calculation of t_{test} is 18,59 and the score of t_{table} is 2.03. So, t_0 calculation is higher than t_{table} ($18,59 > 2.03$). It means that there is any significant effect of diary writing technique in teaching writing recount text ability at the ninth grade students of SMP Katolik Fatima 2 Sarudik, so the hypothesis is accepted

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