



**THE USE OF DIARY WRITING TO IMPROVE STUDENTS' WRITING
SKILL IN RECOUNT TEXT**

*(A Classroom Action Research of The Eighth Grade Students of SMP
Wahid Hasyim Malang)*

SKRIPSI

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SKRIPSI
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ABSTRACT

Mudakir, Farni. 2023. *The use of diary writing to improve students' writing skill in recount text*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Muhammad Yunus, S.Pd., M.Pd. Advisor II: Nuse Aliyah Rahmati, S.Pd., M.A.

Key Words: Diary, Writing Skill, Recount.

Diary writing is an important record of the experiences, thoughts and feelings that a students' writes down every day. Diary writing is defined as a weekly Students' have to write unlimited stories each week as part of the activity to help them improve their writing skills in recount text. This research aimed to improve students' writing skill in recount text by using diary writing. This research questions (1) How is the improvement of students' writing skills in recount text by using the diary writing of SMP Wahid Hasyim Malang? (2) To what extent can the use of diary writing improve students' writing skills in the second grade at SMP Wahid Hasyim Malang?

The research method is used classroom action research (CAR). The participants involved in this study were the students' of SMP Wahid Hasyim Malang. There were one class of VIII.B of the second semester which consist of 22 students. 12 of them are female and 10 of them are male. The instruments were used in this study: interview guides, questionnaire, observation checklist, field notes, and writing test. The research procedure they are planning, implementing, observing, and reflecting. . The research is successful if 80% of the students reach the KKM score is 75. The researcher chose 80% as the criterion of success because of the obstacles encountered during the research, and the researcher had a discussion with the teacher about the students improve in choosing 80% as the criterion of success.

The finding of the study, the improvement could be seen from the preliminary study scores that was 42%, or 13 out of 22 students, passed the minimum score of 75, while the post-test result score was 86%, or 19 out of 22 students passed. It indicates that the criteria for success have been met, as 80% of students could pass with a score of more than 75. From the results of this study indicate that there is an improve in students' with a total of 22 students' using writing test. After being giving a writing test with a diary writing test in recount text of the report, the results obtained were 86% (19) of students' in grade VIII.B at SMP Wahid Hasyim Malang. Which means most of the students' get score above 75. It can be concluded that the students' have an improve their writing skill in recount text through diary writing. Suggestions, the future researcher can add duration on teaching activities in the diary writing, to ease the students to learn writing skill in recount text. the future researcher can add more of test items than the previous study. The future researcher can develop the other research such as experimental research design.

ABSTRAK

Mudakir, Farni. 2023. Penggunaan menulis buku harian untuk meningkatkan keterampilan menulis siswa dalam teks recount. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Dr. Muhammad Yunus, S.Pd., M.Pd. Pembimbing II: Nuse Aliyah Rahmati, S.Pd., M.A.

Kata Kunci: Buku Harian, Keterampilan Menulis, teks recount.

Menulis buku harian adalah catatan penting tentang pengalaman, pikiran, dan perasaan yang ditulis siswa setiap hari. Menulis buku harian didefinisikan sebagai mingguan Siswa harus menulis cerita tak terbatas setiap minggu sebagai bagian dari kegiatan untuk membantu mereka meningkatkan keterampilan menulis mereka dalam teks recount. Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa dalam teks recount dengan menggunakan tulisan diary. Pertanyaan penelitian ini (1) Bagaimana peningkatan keterampilan menulis siswa dalam teks recount dengan menggunakan penulisan buku harian di SMP Wahid Hasyim Malang? (2) Sejauh mana penggunaan buku harian dapat meningkatkan keterampilan menulis siswa kelas II SMP Wahid Hasyim Malang?

Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK). Partisipan yang terlibat dalam penelitian ini adalah siswa SMP Wahid Hasyim Malang. Terdapat satu kelas VIII.B semester 2 yang terdiri dari 22 siswa. 12 di antaranya perempuan dan 10 di antaranya laki-laki. Instrumen yang digunakan dalam penelitian ini: pedoman wawancara, angket, lembar observasi, catatan lapangan, dan tes tertulis. Prosedur penelitian yang mereka rencanakan, laksanakan, observasi, dan refleksikan. . Penelitian berhasil jika 80% siswa mencapai nilai KKM yaitu 75. Peneliti memilih 80% sebagai kriteria keberhasilan karena kendala yang dihadapi selama penelitian, dan peneliti melakukan diskusi dengan guru tentang peningkatan siswa dalam memilih 80% sebagai kriteria keberhasilan.

Temuan penelitian tersebut, peningkatan tersebut dapat dilihat dari skor studi pendahuluan yaitu 42%, atau 13 dari 22 siswa, lulus skor minimal 75, sedangkan skor hasil post-test adalah 86%, atau 19 dari 22 siswa lulus. Hal ini menunjukkan bahwa kriteria keberhasilan telah terpenuhi, yaitu 80% siswa dapat lulus dengan nilai lebih dari 75. Dari hasil penelitian ini menunjukkan adanya peningkatan pada kemampuan siswa dengan jumlah 22 siswa yang menggunakan teknik menulis tes. Setelah diberikan tes menulis dengan tes menulis buku harian pada teks laporan recount, diperoleh hasil 86% (19) siswa kelas VIII.B SMP Wahid Hasyim Malang. Yang berarti sebagian besar siswa mendapat nilai di atas 75. Dapat disimpulkan bahwa siswa telah meningkatkan keterampilan menulis mereka dalam teks recount melalui menulis buku harian. Saran, peneliti selanjutnya dapat menambahkan durasi pada kegiatan mengajar menulis diary, untuk memudahkan siswa mempelajari keterampilan menulis dalam teks recount. peneliti selanjutnya dapat menambahkan item tes yang lebih banyak dari penelitian sebelumnya. Peneliti selanjutnya dapat mengembangkan penelitian lain seperti desain penelitian eksperimen.

CHAPTER I INTRODUCTION

In this chapter, the researcher presents the introduction. It focuses on the background of the study, research problems, objectives of the study, scope and limitation this study, significance of the study, and definition of the key terms.

1.1 Background of the Study

In Indonesia nowadays, English is taught as a foreign language to all students in preschool through university. Learning English is done to enable students to communicate both orally and in writing. The students master all English language abilities, including speaking and writing, especially in junior high school. One of the four language talents is writing.

Writing is very important for students because, by writing, they will develop their critical thinking skills, communicate ideas and opinions, express their feelings, and gain knowledge to improve their ability to understand the lesson in the classroom or outside the classroom. Kane (2000), stated that " Writing is divided into three steps: think, do, do again (more and more as time permits and with patience)". (p. 17). However, most students now find writing to be a frequent challenge; in fact, they acknowledge it as a challenge. According to Mathers (2012), students in every grade and school frequently express frustration that as soon as they take up their pencils, their minds get foggy and muddled. Students struggle to come up with ideas rapidly when writing. Here, students often start writing five to ten minutes after they are given the assignment; sometimes not

even that. She added that students who will eventually become writers actually give up on their studies.

Writing involves a mix of ideas, language, and grammar since it requires technique and order. According to Harmer (2004), writing well is more difficult to do than speaking well. Writing is more challenging to learn than speaking because it involves so many different skills, including organization, mechanism and language. Writing should be more than just making words and sentences; must have thought. During the writing process, students should be able to engage with grammar these elements to create written content. Written text comes in a wide variety of forms. Recount text is one of them.

Recount is a type of text that is used to tell the story of past events. The orientation, event, and re-orientation generic text structures used in recount texts. When learners study recount texts, there are some difficulties that they will face, such as difficulties in planning, writing, and revising the text. However, In this study, there are many problems. The problems about students writing skill. The first problem is that students write irrelevant; bad ideas and advice. The second problem is that there are too many words, phrases and spelling mistakes.

Another problem is that it is difficult for students to share their experiences. This is because their low vocabulary and poor grammar make writing difficult for them. Also, because writing is not fun, students are less motivated and less inclined to complete work. Students are often asked to write involuntary sentences and phrases, so it is difficult for them to express their thoughts in writing.

Saifullah (2016), claimed that students have difficulty in writing skills in various forms of text types. Then it becomes a requirement for teachers to think and solve this problem. Besides that, this problem is also becomes an opportunity for researcher to make a study concerning the difficulty or lack of writing skills for students. The other research is from Supriyanto (2015) showing that students got difficulties in “finding” their own ideas. Sahaya (2019) found some problems in the first, students had difficulties in expressing their ideas into written text, the second, students are lack of practice in the class, the third, students was less of motivation in improving their writing ability, and the last, many students got bored in their writing classes because the teaching learning activities were monotonous. Euis and Riski (2015) they say that, the lack of students’ chance as well as the motivation to explore their ideas in written form partly cause the low students’ writing ability.

Those are the especially in learning to write, students have great problems. Students' diaries are limited, as some do not have a language. That's why they get bored of writing. From the problems from students and teachers, it was determined that the student's scores were below 70 points, that is, they did not meet the minimum standard. According to Yunus (2015), comprehension is part of the learning processes listed at the low level of cognitive achievement: knowledge, comprehension, and application. From the result of previous studies shows that by using diary writing can help solving the students problems in writing.

Here, researcher uses the idea of using effective learning by improving the learning to write process. Researcher is eager to use the diary. Scientists uses some research as inspiration for research and decision making. It will create a specific teaching or support program for students. According to Fitzpatrick (2005), a diary is a written record (initially in the form of a diary) containing separate notes by date, showing what happened on one day or another. A personal diary can contain the students' thoughts on past events, as well as their feelings and thoughts about the present. Students who keep diaries can record their thoughts, opinions, and daily experiences. It might also inspire the students to engage with and take an interest in writing. Students can write their thoughts, opinions, and daily experiences by keeping diaries. It might also inspire students to engage with and take an interest in writing.

In the previous research of Yulianti (2014), she argued that keeping a diary writing can helpful to improve students' the writing skills. The English-language content is easier for the students to understand. She used a diary book from the experience and did a jumbled word game. The results of this study were collected by qualitative and quantitative methods. The study showed that there were improvements on the students' writing skill in five aspects content, organization, vocabulary, language use, and mechanics. According to all of the above explanations, scientists are really interested in conducting research titled "The Use of Diary Writing to Improve Students' Writing Skill in Recount Text" at SMP Wahid Hasyim Malang.

1.2 Research Questions

Given the above explanation, the questions of this research can be formulated as follows:

1. How is the improvement of students' writing skills in recount text by using the diary writing of SMP Wahid Hasyim Malang?
2. To what extent can the use of diary writing improve students' writing skills in the second grade at SMP Wahid Hasyim Malang?

1.3 Objectives of the Study

This study has objectives based on the problem statement above:

1. To find out the improvement of students' writing skills in recount text after being taught diary writing in the second grade students of SMP Wahid Hasyim Malang.
2. To find out to what extent the use of diary writing improves students' writing skills in the second grade at SMP Wahid Hasyim Malang.

1.4 Scope and Limitation This Study

The scope of this study focuses on the use of diary writing to improve students' writing skill. This study was conducted on second year students of SMP Wahid Hasyim Malang. The second class was chosen because of the material.

One limitation of the study is that students who keep English diary writing have trouble writing due to limited content in English classroom and daily life.

1.5 Significance of the Study

This research has important theoretical and practical implications:

1. Theoretically

The findings will add new insights and theoretical understanding to the use of diary writing to improve students' writing skills in recount texts.

2. Practically

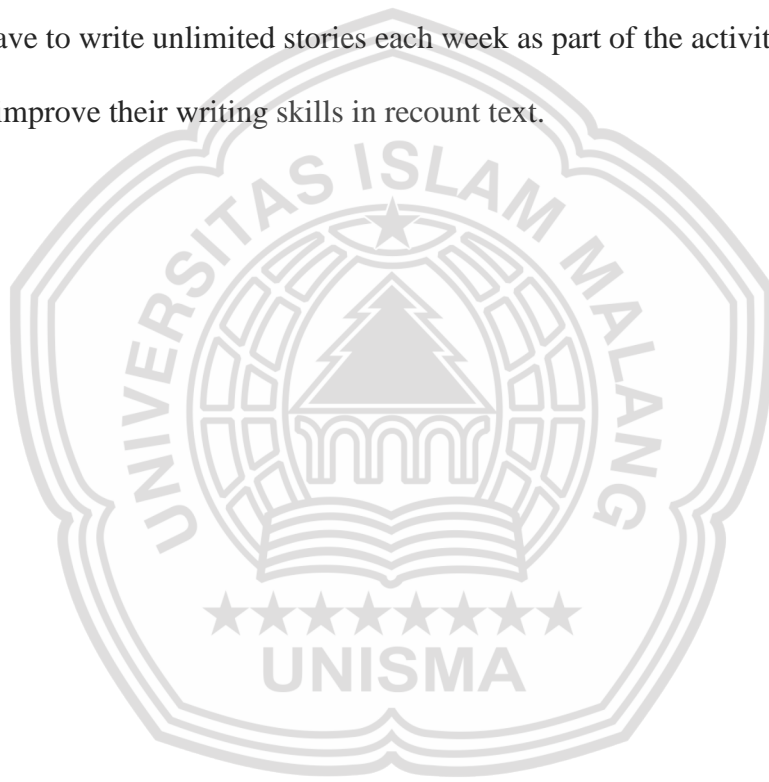
The research is identifying using diary writing to improve students' writing skills. The research also provides benefits or contributions for English teachers, students, and researchers. For the teacher, by knowing the use of diary writing to improve students' writing skills in recount text as well as to what extent, the teacher will be able to understand how to develop their teaching strategy using diary writing. For students, it is hoped that this research will improve students' writing skills and make the teaching process more effective. For the researcher, this research will be of great benefit to those who want the same thing and will provide a good result for other studies related to this study. It will be used as an example of how to conduct research.

1.6 Definition of Key Terms

Researcher gives the definitions of key terms in order to help the readers understand the study. Some key terms are defined as follows:

1. Improving students learning outcomes, especially in writing skills, can be measured through scores.

2. Writing skill is a level of ability to write stories or or experiences in relation to recount text.
3. Recount text is a text that tells about events that happened in the past. This is a text to help students improve their writing skills, especially in diary writing.
4. Diary writing is an important record of the experiences, thoughts and feelings that a students writes down every day. Diary writing is defined as a weekly Students have to write unlimited stories each week as part of the activity to help them improve their writing skills in recount text.



CHAPTER V

CONCLUSION AND SUGGESTION

The final chapter of this study discusses the conclusion of the study and suggestion for English learners, English teachers, and other researchers. The conclusion and suggestion are interpreted in the light of this proposed research.

5.1 Conclusion

From the classroom action research at SMP Wahid Hasyim Malang it can be concluded that, the researcher started teaching students about recount text. After the researcher has describe the text being recount, the researcher asks the students to a handout with examples of recount text, such as the title is Holiday. The researcher gave the example of the diary entry about traveling to Bali. Students' became interested in diary that would be discussed together. After discussing the story of the diary together, the researcher asked the students' to make a simple diary with at least six sentences individually, as per the topic prepared by researcher. The topic was about holidays, friendship, experiences, and trips. After used the diary students are able to improved their writing skill through diary writing. 86% of students could improve the minimum score above 75.

The implementation of a diary could improve the students' participation during the lesson. The result of the observation checklist also showed that students gave more attention to the lesson and understood more about the text in the teaching and learning process. A diary also helps students improve their writing skills. Diary helps students understand writing recount texts better. In

addition, students can write stories on various topics based on their real lives about how stories are structured so as to make them easy to understand and improve their writing skills. Most of the students are interested in writing diaries because it makes them write their real stories freely and makes them more confident in their writing.

5.2 Suggestion

Based on the findings, some suggestions were made for English teachers, students and other researchers to improve the English teaching and learning process.

1. English teachers can use the diary to teach the recount text in the classroom. This technique has been shown to improve students' writing skills in recount texts.
2. For students' in their eighth year at SMP Wahid Hasyim Malang, it is also suggested to keep their motivation and improve their writing more intensively. They can use the technique to write other types of text in the form of different media or strategies. In this way, the students will be able to develop and improve their writing skills by diary.
3. The future researcher can add duration on teaching activities in the diary writing, to ease the students to learn writing skill in recount text. The future researcher can add more of test items than the previous study. The future researcher can develop the other research such as experimental research design.

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