

## DAILY WRITING PROGRAM OF ENGLISH DIARY TO IMPROVE THE STUDENTS' ABILITY TO WRITE

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### **Abstract**

This research was aimed to investigate diary writing activity to improve the students' writing ability at SMA PGRI 2 Palembang. The question of this study was to determine about, was there any significant difference between the students were taught by using diary writing activity and those were not. This research was conducted in SMA PGRI 2 Palembang, for the second semester 2020-2021 school year. This research could conclude that the diary writing activity to improve the students' writing ability have a significant impact on students' writing performance, because based on the result of the test, the students who were taught recount text through writing diary got higher scores than those who were not. From the students' treatment process, the students in experimental group could improve their writing through diary writing. The average student's writing performance in experimental group before and after the use of diary writing is significantly improved strategy.

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**Keyword:** Writing skill, teaching writing, diary writing.

### **Introduction**

There are numerous approaches to learning English. One way is to educate yourself. Because English is a foreign language in some countries/regions, schooling was thought to be the greatest approach to acquire the language. According to Saharuddin (2013) also Ardiansyah et al (2020) state that the Indonesian Government had tried various policies to improve the quality of students' writing skills in English. The Government have changed the national curriculum for several times, from 1947 until Curriculum 2013 as recently applied in Indonesia. English is learned as a foreign language and is one of the compulsory subjects. Particularly those in middle high school and senior high school, should study it. One of the compulsory subjects is English, which is

taught as a foreign language. Students, particularly those in middle and high school, should study it.

Language learners must master four language abilities in order to be classified as having English proficiency. These talents are separated into two categories: receptive abilities such as listening and reading, and expressive abilities such as speaking and writing. furthermore, speaking English is insufficient in actual life. Because not all forms of communication may be carried out orally. According to Pratiwi (2017:609), she mentioned that writing is one of the fourth talents or a skill that must be taught by a teacher at school in order for Students' to improve their writing skills in studying the English language. To be more efficient in studying the English language, students must learn to have fun and be natural at

times. As a result, writing can be used to communicate. Many facets of life in the age of globalization necessitate the use of writing abilities. One of the many instances in which writing plays a vital part in a learning environment. Students were asked to prepare an academic paper in a classroom setting. As a result, schools and institutions should provide students with the necessary skills to use genuine language in real-life settings.

Ngoh (as cited in Tuan, 2010:82), he stated that writing a diary is a fantastic method to improve writing. Because the fundamental issue in this situation is a lack of experience among students, diary writing may be a solution. Students can write diaries to document their thoughts, opinions, and daily experiences. This may also motivate students to participate in writing and develop an interest in it.

### **Literature Review**

As a foreign language, English has traditionally been taught as a required subject in secondary schools, such as junior high school and SMA PGRI 2 Palembang. The goal of English teaching in SMA PGRI 2 Palembang was to equip students with the knowledge and abilities necessary to communicate in English, either orally or in writing, at the informational level, which means students should be able to utilize the language to access and exchange information as part of their learning, whether orally or in writing. The English teacher should think about a few things in order to reach the goal.

This research focuses on the second fundamental capacity. It has to do with the type of text. It concentrates on reciting the text in this situation. The recount text was chosen because it is thought to be the best

text for recounting past events. It's possible to utilize it in conjunction with keeping a diary. The students in this study were taught about the restated text and then realized it by writing a diary about past events or experiences.

The age range of senior high students was the second factor to examine. Brown (2001: 91) claims that students were classified as teenagers between the ages of twelve and eighteen. So. Transition, bewilderment, self-awareness, growth, and physical and mental changes are all common themes in this age range. As a result, when creating and conducting the teaching and learning process, teachers should keep these features in mind.

This case same as the previous research at the Petroleum University of Technology in Mahmoodabad, Iran, Barjesteh, Vaseghi, and Gholamni (2011) conducted a study titled "The Effects of Diary Writing on EFL College Students' Writing Improvement and Attitudes." Similarity with my thesis was the researcher used an experimental study in which treatment was provided to participants and descriptive writing tests were performed on them before and at the end of treatment. And the difference was the researcher conducted the research for high school student and they were for college students. The results showed that diary writing had a significant impact on improving the accuracy of college students' English grammar. Enhancing EFL Learners' Writing Skill via Journal Writing

### **Research Methods**

This study was an experimental research to find out the result of a certain technique. According to Richards et al, (1985:100) that was an experimental design

was one of the precise methods to examine the cause and effect because of the fact, instruction toward a control group and experimental sample. The experimental group's diary writing tasks are used to teach students writing skills, while the sample group conducts assessments to determine the effect of the treatment on the students. Analyze, compare, and utilize statistical techniques to analyze and compare the test results.

In this research, the population of the Research includes all tenth grade students of the SMA PGRI 2 Palembang in the academic year 2021. There were as the population 279 and for observation the samples were only 68 students consist of 2 classes namely experiment class and control class SMA PGRI 2 Palembang. To collect the data, the researcher used test; pre-tests and post-tests as the instrument. The pre-test was given to both groups in the first meeting, while the post-test was given to both groups at the end of teaching and learning process. In both tests, students were asked to write a diary writing in the form of recount text. The students' written paragraphs were assessed by English school teacher and researchers. Scoring rubrics (content, organization, vocabulary, grammar and mechanics) were used to mark students' score. The data of the students' writing scores in pre-test and post-test of the experimental and control groups were then analyzed statistically.

## Result and Discussion

In this part the researcher presents the results of quantitative data collected from the pre-test and post-test of both experimental and control groups are analyzed. Then, the progress of the aspects of writing of the experimental group is presented.

### Research question

The goal of this research is to find out about significant impact in writing ability by using diary writing activity. To meet the objective, the students' writing scores were analyzed statistically.

**Table 1. The Result of the Students' Score**

No	Class	Pre-test	Post-test
1	Experimental Class	64.44	71.11
2	Control class	64.11	65.73

Table 1 statistical summary of mean score of the pre-test and post-test of the experimental and the control groups.

### 1. Normality test

#### a. Normality Test of the Pre-Test Score in Experimental and Control Class.

The computation of normality test used IBM SPSS Statistics 22. The result can be seen in table 2 below:

**Table 2. Tests of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental Class	.187	34	.054	.958	34	.212
Control Class	.129	34	.163	.978	34	.721

According to the results above, the significant level for experimental class was 0.054 according to Kolmogorov-Smirnov and 0.212 according to Shapiro-Wilk since it was greater than 0,05 and the students' pre-test scores in experimental class were normal.

Then the significant level Control Class was 0.163 according to Kolmogorov-Smirnov and 0.721 according to Shapiro-Wilk since it was greater than 0,05, indicating that the students' post-test scores were normal.

b. Normality Test of the Post-Test Score for Experimental Class and Control Class

The computation of normality test used IBM SPSS Statistics 22. The result can be seen in table 3 below:

**Table 3. Tests of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental Class	.139	34	.093	.950	34	.124
Control Class	.111	34	.200*	.966	34	.366

According to the results above, the significant level for experimental class was 0.093 for Kolmogorov-Smirnov and 0.124 for Shapiro-Wilk since it was greater than 0,05 and the students' post-test scores in experimental class were normal.

The significance level for Control Class was 0.200, according to Kolmogorov-Smirnov and 0.366 according to Shapiro-Wilk because it was greater than 0,05, indicating that the students' post-test results in Control Class were normal.

2. Homogeneity test

a. Students' Pre-Test Score in Experimental and Control Class

IBM SPSS Statistics 22 was used to calculate the homogeneity test. The outcome is shown in Table 4 below:

The significance level was found to be 0.966 and because the result was more than 0.05 the students' pre-test results in the experimental and control classes were homogeneous.

b. Students' Post-Test Score in Experimental and Control Class

IBM SPSS Statistics 22 was used to calculate the homogeneity test. The outcome is shown in Table 5 below:

**Table 5. Test of Homogeneity of Variances**

The significant level was found to be 0.601, indicating that the outcome was greater than 0.05 and that the students' pre-test scores in the experimental and control classes were homogeneous.

3. Independent-Samples T-test

a. Data Analysis of Independent-Samples T-test

The results of the pre-test in the

**Table 6. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Study English	Equal variances assumed	.002	.966	.618	66	.539	.824	1.333	-1.838	3.485
	Equal variances not assumed			.618	65.994	.539	.824	1.333	-1.838	3.485

According to the results above, the mean difference between the pre-test and the post-test in each group was 0.539, with a significant level of 0.539. Because 0.539 is

**Table 4. Test of Homogeneity of Variances**

Result of Study English			
Levene Statistic	df1	df2	Sig.
.002	1	66	.966

  

Result of Study English			
Levene Statistic	df1	df2	Sig.
.277	1	66	.601

experimental and control groups were compared using IBM SPSS Statistics 22 independent-sample T-test programs to see if there was no a significant difference in students' scoring writing achievement between the experimental and control groups. The outcome is shown in Table 6 below:

group's students achieved the same results as the control group's student.

b. Data Analysis of Independent-Samples T-test

The results of the post-test in the experimental and control groups were

compared using IBM SPSS Statistics 22 independent-sample T-test programs to see if there was a significant difference in students' scoring writing achievement between the experimental and control groups.

The outcome is shown in Table 7 below:

**Table 7. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Study English	Equal variances assumed	.277	.601	4.711	66	.000	5.529	1.174	3.186	7.873
	Equal variances not assumed			4.711	64.856	.000	5.529	1.174	3.185	7.874

The mean difference between the post-test in each group was 5.529, with a significance level of 0.000, according to the results above. Because 0.000 is less than 0.05, there was a significant difference in writing scores between the two groups. This shows that the students in the experimental group outperformed those in the control group in terms of academic attainment.

**Conclusion**

The result of the test showed that the use of diary writing could help the students in making their writing recount text better. Based on the result of the test, the students who were taught recount text through

writing diary got higher scores than those who were not. It showed that the implementation of diary writing helped the students to remember their ideas.

The highest post-test score in the experimental group was 85, the lowest post-test score was 61, and the average was 71.11. In the control group, the highest post-test score was 75, the lowest post-test score was 58, and the average was 65.73. Meanwhile, the two-tailed-test with 66 (df) had a critical value of 0,000 at the 0.05 significant level. Because the t-value of 4.711 was higher than the t table, (Ho) was rejected and (Ha) was accepted. Students in

the experimental group were able to improve their writing skills through journal writing as a result of their treatment.

The experimental group's post-test mean score was greater than the control group's post-test mean score, as evidenced by the fact that the experimental group's post-test mean score was higher than the control group's post-test mean score. This suggests that teaching students to write recount texts through Diary Writing improves their writing. In conclusion, there was an considerable impact on students' writing achievement by those who are not.

### Suggestion

Some recommendations are made to English teachers, students, and other researchers based on the findings of this study.

1. Students' willingness to study can be boosted by using appropriate teaching techniques, and they can get some motivation since they are interested. The teacher might add concept diary writing to the list of innovative teaching techniques in this scenario.
2. For the students, students should pay attention to writing rules such as content, structure, vocabulary, language use, and mechanics so that their writing is legible and understood by the audience. Students are encouraged to write in English on a more regular basis so that they get more comfortable with the language.
3. For the other researchers, the diary writing would be a source of information for future researchers in conducting the study, particularly in terms of writing skills.

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