

Diary Media Towards Students' Writing Recount Text

Oktaviani¹, Hastuti Retno Kuspiyah² and M. Muklas³

¹SMP Muhammadiyah 2 Karang Tengah

^{2,3}Pendidikan Bahasa Inggris STKIP Nurul Huda Sukaraja

²retno@stkipnurulhuda.ac.id

Abstract

This objective of this study was to know whether or not there are any significant differences between the students who are taught by using Diary media and the students who are taught by using conventional". And for the study was quantitative research by using an experimental method and quasi-experimental design. Moreover, the population of the study covered the entire of the tenth-grade students of SMA Muhammadiyah 02 Karang Tengah in academic year 2017/2018. It consists of 160 students. And the technique sampling was chosen by purposive sampling. There were two groups they are the experimental group(X-A2) with 32 students and the control group(X-S1) consists of 32 students. In this study, the writer used a written test as an instrument for collecting the data. The data obtained from Independent t-test analysis, between the result of posttest in the experimental group and control group. Based on the calculation by using Independent t-test, the writer found that t obtained was higher than t table ($3,531 > 2,000$) and less than at the significant level $\alpha = 0.05$ ($0.001 < 0.05$) in a two-tailed test. So, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It can be concluded that any significant differences between the students who are taught by using Diary media and the students who are taught by using conventional media.

Keywords: Diary, Media, Writing Recount Text.

INTRODUCTION

Writing is one of four language skills that must be learned by the students because through writing students are able to express their idea, thinking and feeling in writing symbol. The ideas on that paper from the students are the result of what they feel. This statement is supported by Siahaan (2008:2) who stated that it is the skill of the writer to communicate information about the idea, thinking, feeling, and opinion to a reader or group of the reader in written form. According to Islam and Zemach (2000:5), writing is an important form of communication in day to day life, students can find challenges to find ideas to include in their writing. Writing also helps students communicate with each other in their daily life indirectly. It means that writing is one of the four language skills that can be used to express an idea, feeling and thinking in written form. Moreover, writing is not a spontaneous activity but it needs more exercise to write in good writing.

Among the four language skills, writing is the most difficult skill for second or foreign learners to master (Richards & Renandya, 2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). The process of composing written text as the result of prewriting, drafting, revising and editing, publishing (Tompson, 1994: 9-24). They are as follows: Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally, students can generate the ideas by making a draft for their writing, make the revision, editing putting the piece of writing into its final form and the last is publishing for their final product.

Based on the observation and interview with the English teacher of SMA Muhammadiyah 2 Karang Tengah, the writer found some problems in the students' writing ability. They are: 1) The students feel bored. It could be seen when they were asked to write, they are feeling bored to began in writing. Besides that, they are lack exercises activity. 2) The students could not invention their ideas and could not write a good sentence. It was because of some students is extremely unconfident and reluctant to write due to some reasons. Beside that they the lack of vocabulary, grammar, and sentence organization make their ideas cannot be properly conveyed.

In addition, in the teaching-learning process a teacher should creative to use various media to

create a good atmosphere in the teaching-learning process. This statement is supported by Hayati (2009: 14) said that using media may help both teacher and student. For the teacher, the media would help to explain the material to the student easily. While for the student, the media would help them in understanding what the teacher explains. Moreover, using an interesting media will help the student to avoid boredom during the teaching-learning process. Therefore, the writer used one of the media. The media used in this study is diary.

From the problems above, the writers interested to investigate the teaching of writing ability, especially using diary. According to Moon (2010:2), writing a diary is one of the good ways to evoke someone's creativity. Diary is not something strange to everybody, including students. If they keep writing a diary, then they will use to write. It can make students feel free to start to write without afraid of making mistakes. Moreover, Langan (2011: 14) says that keeping a diary is one of the excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Therefore, it can be summarized that diary writing can help the students to improve their writing ability and motivation towards writing.

Concept of Writing

Hyland (2009:191) stated that writing is fundamental to modern societies and of overarching significance in all our lives: central to our personal experiences, life chances and social identities. For some people, writing is a product of activity which can be studied independently of users by counting features and inferring rules. Writing skill deal with the ability of arrange the graphics system such as letters, words, and sentences of a certain language are used in written communication in order that the reader can understand the information.

Furthermore, Meyers (2005:2) said writing is a way to produce language, which you do naturally when you speak. Writing is communication with others in a verbal way. Writing is also an activity to the process of discovering and organizing ideas, putting them on a paper and reshaping and revising. It has a complex process that is begun by finding the main idea, find the supporting sentence and then constructing into an essay

From the definitions above, the writer assumed that writing is an activity to produce language that comes from by our mind in the written form. Writing is communication the writer's ideas to the reader. Writing has a function in a communication tool. By writing, we can share, explore our idea, feeling or anything that exists in our mind.

Concept of Media

Media is a tool for the teacher to transfer their knowledge in material form to the student in the teaching-learning process of the classroom. It is strongly suggested that the teacher make teaching medium to help the transferring material in the classroom and using media during the teaching-learning process and hopefully the teacher will be able to motivate the student to learn and understand the material is presented.

Media or teaching aid is used by language teachers to explain language meaning and construction, engage students in the topic, or as the basis of a whole activity (Harmer, 2001:134). In addition, Hayati (2009: 14) said that using media may help both teacher and student. For the teacher, the media would help to explain the material to the student easily. While for the student, the media would help them in understanding what the teacher explains. Moreover, using an interesting media will help the student to avoid boredom during the teaching-learning process. And it is supported by Depdiknas (2004:13), stated that using a variety of the media can overcome students' boredom. So, the students will learn enthusiastically, they will enjoy the teaching-learning activities and they can understand the lesson easily.

Besides that, according to Murcia (2001:461), "Media can serve as an important motivator in the language teaching processes". From the definition above, the writer assumed that the use of media would help the student in understanding and learning the lesson. Media have a purpose that is

to capture and sustain the students' interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc.

Concept of Diary

In the teaching-learning process, teachers are expected to make it more interesting through the medium used. Diary is one of the media that can be used in teaching writing, especially in writing recount text. A significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience. Diary or journal writing also falls into this category (Brown, 2001: 344). Furthermore, Brown (2001:346) stated that in virtually any ESL class, diaries, letters, postcards, notes, personal message, and other informal writing can take place especially within the context of the interactive classroom. In addition, the diary proposes to develop learners' skills in their performance of writing by reporting what they saw in their daily life (Wulandari, 2015: 34).

Based on the definition above, the writer concluded that diary is actually an individual work that can be given to the learner in order to make the learner be motivated to hold practice continually in his or her daily activity without any pressure. Retelling their experiences through diary can be a good practice to teach recount text, especially in grammatical, vocabulary points. The frequency of practice in writing something in his or her daily life will improve their skills in writing and reduce making errors. And also by keeping a diary, it will develop writing skills or at least will write better day by day because it gives more opportunities to write freely whatever want to write about.

❖ Type of Diary

Adopted from <http://www.mac-diary.com/2010/03/types-of-diaries.html?m=1> there are six types of diary, they are as follows:

- a. Travel diary
Travel diaries include many records made by voyagers. Generally speaking, these diaries are centered specifically around the courses of where a person has traveled, usually including experiences that occurred along the way.
- b. Food diary
This type of diary is basically a daily record of all the types of foods and drinks consumed by a person, usually in order to estimate calorie consumption; while tracking calorie consumption, a person can see how far he has come in his weight loss struggles.
- c. Workout diary
Workout diaries are the type of journals where one explains the exercise he has recently done, including the duration of the workout, and possibly other information, such as how many calories he believes he has burned, or how he felt after the workout.
- d. Sleep diary
A sleep diary is a log of a person's time spent sleeping and waking, possibly including other information, usually done over a period of many weeks. Generally, sleep diaries are kept by a patient, having been given by a doctor, psychologist, counselor, etc. Ideally, they are used for diagnosing people with a sleep disorder, like narcolepsy or insomnia.
- e. Audio diary
Audio diaries utilize spoken words, not written words. Many people use tape recorders or voice recorders to talk about parts of their lives that are most fascinating, with each event progressing to the current situation.
- f. Personal writing diary
In these diaries, people can write about their thoughts about anything they want. For example, someone may write about experience when the first examination.

According to Harmer (2007: 128), Diary has some advantages. They are as follows:

- a. The value of reflection
Diary provides an opportunity for student to think both about how they are learning, and also about what they are learning. This kind of introspection may well lead them to insights which will greatly enhance their progress.
- b. Freedom of Expression
Diary allows student to express feelings more freely than they might do in public. It means that the students show their expression more released though in public.
- c. Developing writing skill
Diary writing contributes to a student's general writing improvement in the same way as training enhances an athlete's performance: it makes them fit.
- d. Student-teacher dialogue
Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level. When a teacher writes to a class and says, 'you can write to me on any subject and I will reply. But do not worry, I will not show it to anybody else', the student knows they have a channel of communication that was not there before. When a student writes in a diary, he or she knows that the teacher will read what is written with, perhaps, a different eye from.

Moreover, Langan (2011: 14) said that keeping a diary is one of the excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary or journal can also make writing as a familiar part of the students' life. Meanwhile, Hakim (2016:36) states that diary has disadvantages such as; a) self-observation Limitation; there are difficulties of evaluating its ultimate effectiveness as an agent for ether or personal change. The diary insight felt limited by students mental capabilities. b) Diary time commitment. Diary keeping takes self-discipline and commitment. Work priorities, professional responsibilities, and unavoidable incidents habitually interfered with diary writing after class.

For teaching procedure of the diary media is as follows; 1) Distributing a small diary for the students followed by the activities below: a) Asking the students to find out the differences both of the text (recount text and diary), b) Giving explanation about the outline of diary writing, and c) Telling about the use of diary. 2) Asking the students to invent the main topic likes, come late, forget to bring a book, etc. 3) Asking the students to invent the controlling idea, formulate a topic sentence in the paragraph, collect supporting sentence, formulate a concluding sentence, write the draft of paragraph, revise the draft of paragraph. And, 4) Asking the students to present their written in front of the class or put their written on the wall magazine.

METHODOLOGY

In this study, the writer used experimental method. Fraenkel and Wallen (2006:270-277) classified experimental method into three design, namely: pre experimental, quasi experimental and true experimental. In this study, the writer chosen quasi experimental design. There are two groups which consist of two classes is used as the sample in this design, they are the experimental group and control group. Two groups are given the same materials of the same topics. The experimental group is taught by using Diary media. Before the treatment, pretest is given both of groups. After treatment, posttest of the instrument is given to them. It can compare the students` ability in experimental group and control group.

Basically, the research variables are an important guideline in conducting the study, there were two variables, namely the dependent variable and independent variable. The dependent variable was writing and the independent variable was diary. In addition, the population is all the tenth grade students of SMA Muhammadiyah 02 Karang Tengah with the total number of the population are 160 students consisting of 5 classes, the writer choose purposive sampling to determine sample from the five classes of the tenth grade students of SMA Muhammadiyah 02 Karang Tengah and the total

number of the sample of the study was 60.

Moreover, in collecting the data used written test as the instrument to obtain the students' ability in writing recount text. And for analyzing the data by using Independent t_{test}

RESULT AND DISCUSSION

The writers gave pretest for the experimental and control group before conduct the experiment, and then calculated the students' score. There are meetings for treatment to the students in teaching writing recount text by using diary media, then the writer gave posttest which is intended to know whether there are any significant differences between among group of the experimental and control group.

In this section, the writers present the findings of the research that was already done findings highlight the result normality, homogeneity, and hypotheses that were taken during the research. It is shown in table 1.

TABLE 1
The Result of Normality, Homogeneity and Independent t_{test}

	Statistical Analysis					
	Normality		homogeneity	Sample	Independent t_{test}	
	Kolmogorov-Smirnov	shapiro	Levene		Ha	H0
Diary_Media	,200	,346	,182	60	0.001	Rejected
Conventional_Media	,200	,071			Accepted	

CONCLUSION

Based on the findings above, the writer concluded that there were any significant differences between the students who are taught by using Diary media and the students who are taught by using conventional media in teaching writing recount text to the tenth-grade students of SMA Muhammadiyah 02 Karang Tengah. It could be seen based on the result of the calculation of the Independent t -test of the posttest score in the Experimental and Control group ($0.001 < 0.05$). From the data, it was also found that the student can reduce their problem in writing since Diary media applied in their classroom. By using diary media, one of the media can solve their problem of writing was diary media, because diary was good media to get better understand about the material.

Moreover, Langan (2011: 14) said that keeping a dairy is one of the excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. So, the teacher should have an interesting media to teach the student in order to more interested in the classroom. It meant that the student can reduce their problem in writing since Diary media applied in their classroom. By using diary media, one of the media can solve their problem of writing, because diary was good media to get better understand about the materia.

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