

**THE EFFECT OF USING WRITING DIARY STRATEGY ON THE STUDENTS' WRITING ABILITY ON RECOUNT TEXT FOR GRADE X AT SMK SWASTA AL MASHUM KISARAN****Rosvi Rahmawati<sup>1</sup>, Datulina Ginting<sup>2</sup>**<sup>1,2</sup>Pendidikan Bahasa Inggris, Universitas Asahanemail: [kotakisaran889900@gmail.com](mailto:kotakisaran889900@gmail.com)**Abstract**

The purpose of this study was to obtain empirical evidence about the effect of diary writing on the ability to write recount texts in vocation high school students. This study used a quasi- experimental method and used tenth grade vocation high school students at the school as the population in this study. Two classes as research samples were selected for the experimental class and the control class. The experimental class was given treatment in the form of writing a diary and the control class was taught by the lecture method. Pretest and posttest were used as data collection techniques. Furthermore, the data were analyzed using the test results t-test showed that the average posttest score of the experimental class students was 70.27 which was higher than the control class score, which was 63.60. In addition, the results of statistical calculations, it was found that the tvalue in both posttest (2.562) are higher than the ttable (1.671) t-test result > t-table in the significance level of 0.05. In other words, there is the effect of writing a diary on the ability to write recount texts for tenth grade students at a vocation high school in Almashum Kisaran. The results of this study are expected to stimulate and initiate further research.

**Keywords:** Writing Skill, Recount Text, Writing Diary**INTRODUCTION**

English is an international language that is widely used in almost all nations and in all key industries worldwide. English has four those basic skills should be taught in teaching and in terms of productive skills, one of them is writing skills. (Irmayana, Ady, Harapan, & Baene, 2021) writing is the tool via which the research can express their thoughts on concepts, viewpoints, and experiences. (Irmayana, Ady, Harapan, & Baene, 2021) writing is the tool via which the research can express their thoughts on concepts, viewpoints, and experiences. Writing is a skill that is related to reading, listening, speaking, and all other skills. Writing is significant because it can influence readers' thoughts and persuade others to take action. Research needs writing because so many people today lack interest in writing.

Writing is the primary area of attention for the research because it is thought to be the most challenging and complex language skill to learn. To create ideas, words, sentence, paragraphs, and compositions, writers must put in a lot of effort. Writing recount text will be the main emphasis of learning and one of the materials used in this lesson plans for vocational high school, particularly those in grade X, is thought writing diary activities.

Harmer (2007) added that writing along with speaking as productive skills, can make the purpose of communication achieved either in written or spoken language by generating language. Writing is significant because it may influence readers' thoughts and encourage others to take action. Research needs writing because so many individuals nowadays lack interest in writing. Writing needs a variety of skills, including the use of language, syntax, and punctuation as well as ideas (Bazir, 2016). Good writing abilities are described as having to do with organic, cohesive, and grammatically accurate phrases by Brown in Autila (2017). We might not immediately create a strong composition after starting to compose something. An excellent composition must be organized in steps. Writing and conduct are connected, to psycholinguist Eric Lenneberg (1967) by (Alihar, 2018). If a person lives in a culture that values literacy and has access to instruction, they will learn how to write.

However, many students continue to lack strong subject-matter skills, particularly in English. Students at this school believe that English is a challenging subject and that they have difficulty understanding English. This study investigated the use of diary writing in writing instruction. Additionally, to several studies, keeping a diary might aid students in their writing. Thus, it is anticipated that this study will demonstrate how keeping a diary might aid students in their writing.. Because the diary provides a vehicle for students to express their ideas in writing, it can help students' recount text writing skills. By creating a diary, students can express their emotions more easily and with greater motivation. Students are allowed to write freely about their thoughts, feelings, experiences, and desires. (Harmer, 2004) by (KUSUMA, 2019). Anderson (1997) adds that a recount text is a paragraph of text used to repeat historical events, typically in accordance with the order of the occurrences. Intended to educate the reader by recounting historical occurrences. Usually, historical events, interesting experiences, diaries, autobiographies, and personal letters fall under this category of text.

The diary is one of the oldest genres of writing in the West, to Bolton (2001:11) by (Siregar, 2021), and it captures all the research's emotions and includes stories about occurrences, hopes and anxieties about future events, recollections, thoughts, and ideas. Furthermore, to Byrne (1979), students need opportunities to express their ideas through engaging writing. Because diary writing is enjoyable and flexible enough to accommodate a range of writing experiences, it is one strategy to get students excited about writing in this situation. Additionally, when students experience unexpected happenings on a given day, they may choose to keep diaries during typical periods. They will likely write a lot of words and possibly include some illustrations to round out their work. A small number of

students also keep daily diaries. They document their daily experiences in writing. Finally, they develop that as a habit. The term "diary" can also refer to a daily log that documents the events of the day. It was written for a single reader and is a personal, routine update (Taqi et al., 2015). The diary is often kept by the individual and is written by hand to reflect daily feelings, observations, and experiences. It is organized to date and is not meant for publication (Johnson, 2015).

If diary writers are allowed the opportunity to say whatever they want as they may share their own thoughts, feelings, and experiences, students may be more motivated to learn. This can assist the kids in gaining the motivation and writing skills they require, particularly when it comes to expanding their vocabulary and indirectly learning how to create powerful sentences. (Klimova, 2015)

Using a journal as a teaching tool for recount texts is an alternative approach. In doing so, it is intended that students will feel freer to express themselves and delve deeper into the teaching and learning process. The purpose of this approach should be to give students more practice so they may become better recount text writers. The researcher assumed that keeping a journal may help the pupils' writing issues. The children could feel free to express their thoughts, emotions, or anything else that was going on in their lives in writing by using it. Additionally, it might help them control their grammar and writing mechanics while also enhancing their vocabulary. They could therefore learn English more effectively.

## **METHOD**

This research was conducted on Grade X students at SMK Almashum Kisaran. This school is located on JL BATU ASAH NO.2 SIDODADI Kec. Kisaran Barat. Kab. Asahan, Prov. Sumatera Utara. Sudjana (2009:6) Population is defined as the sum of all potential values, the outcomes of calculations or measurements, quantitative and qualitative about certain features of all members of a full and distinct collection whose characteristics you want to examine. Students at SMK Almashum Kisaran made up the study's population.

According to Arikunto (2006, p. 130), a population is a grouping or assembly of all elements possessing one or more important qualities. All of the tenth graders at SMK Almashum Kisaran in the academic year 2022/2023, which consists of 7 classes, were the study's target population. The study is of the quantitative research kind. The type of experimental study the research chose to utilize is a quasi-experimental design since they changed the writing diary from being the independent variable to the treatment in order to determine if it is successful or not by comparing the results between the experimental group and the control group. The research establishes two classes: XI TKJ1 is the experimental class, and XI TKJ2 is the control class, which was chosen as the sample. Sugiono (2013) by (KUSUMA, 2019), The pretest-posttest control group design and the nonequivalent control group design are nearly identical; however, in this design, the experimental group and the control group were not randomly selected. The researcher chose this

methodology because one of the goals is to determine whether keeping a journal improves students' writing abilities. Another goal is to provide pre- and post-tests to the experimental and control groups. The scheme of this model is:

**Table 1 the scheme of quasi experimental design**

<b>Subject</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>E</b>	XI	X	X2
<b>C</b>	Y1	-	Y2

In this study, purposive sampling was used in the investigation. Sugiono (2013) defined "purposeful sampling" as an approach for choosing samples while taking a number of aspects into consideration. This sample was chosen by the author because it was based on the same competency—that is, the level of vocabulary mastery and the level of writing ability—and because it also met the objectives of the research. The investigation chose the tenth grade class as its sample. A total of 60 students from two classes—30 from X TKJ 1 and 30 from X TKJ 2—were chosen to participate in the study based on the purposive sampling method used in this investigation.

The research employed a rating system to assess or evaluate the students' writing achievement in this study. There are five factors that are taken into account during scoring. Content, structure, vocabulary, language usage (grammar), and mechanics are the five components. to Dwiwandono (2008, p.62) by (Agustina et al., 2022), Pretest and posttest tests were the type of test employed in this study as the instrument. Since the data needed is to examine the students' writing fluency, the study tool used is a test that involves composing a comparison and contrast paragraph. Pre-testing is a test conducted prior to the start of therapy. It gives information about the children's writing abilities before moving further with any activity. The post-test's additional goal is to evaluate the pupils' increased writing fluency. Both tests measured how the diary affected the students' writing fluency.

Data collection was the process of gathering facts about the investigation that were thought to address the research issue. The researcher employed three different methods to get the data: observation, testing, and documentation.

#### 1. Observation

According to Riduwan (2004, p.104), observation is a method of data gathering in which researchers make direct observations of the subject of their study in order to closely observe the actions taken. The activities of the pupils during the teaching and learning process will be observed. The researcher keeps an eye on the goings-on during lessons, the students' reactions, and their attitudes as they complete tasks and receive explanations in order to understand their challenges.

#### 2. Test

The test employed in this study was an essay that asked students to compose a recall text using writing journal exercises. A test is used to gauge how well the students can write recount texts. Pre-testing and post-testing were conducted twice:

a. Pre-test

The teacher required students to write a recall composition on their unforgettable experience before beginning to teach new topics using a journal. The experimental and control classes received the same pre-test.

b. Post-test

Both the experiment class and the control class received a post-test. It was given to students so that teachers could gauge their progress after utilizing diaries in the experimental class and teaching without them in the control class. Here, pupils were instructed to recreate their unforgettable experience in writing using the proper general structure.

Following the collection of all student test results from the pretest and posttest, IBM SPSS 22 was used to test the data for homogeneity and normality. The writer then used the t-test method to compare the t-test and t-table results to see whether keeping a writing diary was useful in teaching writing recount texts. To ascertain if the data is regularly distributed or not, the normality test is run. The IBM program SPSS Statistics 22 was used by the researchers to perform the data normality test. Because researchers wish to determine whether learning outcomes are normally distributed or not, learning outcome data or post-test student data are the types of data that are used. By contrasting the value of Asymp Sig (2-tailed) with a value of = 0.05, one can determine whether or not a data distribution is significant enough to accept or reject the normal judgment.

A homogeneity test was run to see if there was any similarity in the relative variance pricing between the experimental class (Y) and the control class (X). Data from the homogeneity test were calculated using IBM SPSS Statistics 22. using the Analyze-Compare Means-Oneway Anova to examine homogeneity. The 5% (0.05) significant value threshold applies.

To ascertain whether there was a significant difference between the two samples evaluated at a significant level of 0.05, a separate sample test was conducted. In this investigation, the t-test computations were performed using the IBM SPSS Statistics 23 application and the Analyze-Compare Means-Independent T-Test procedure. If the sig (2-tailed) 0.05, then  $H_a$  is accepted and  $H_o$  is denied according to the findings of the t test, which are displayed in the t-test pool for equality of means. The final, and one that will be employed in this investigation, is formulated as follows:

1. If the t-test (t-o) exceeds the t-table (t-t) by 5%, the null hypothesis,  $H_o$ , is rejected. It signifies that compared to the controlled class, the average score in the experimental class is greater. In other words, using writing diaries in the classroom has a positive impact on students' recount texts.

2. If the 5% Ho (Null Hypothesis) is supported by the t-test (t-o) and t-table (t-t). It signifies that compared to the controlled class, the average score in the experimental class is lower. In other words, applying the writing diary method to students' writing recall texts is ineffective.

## FINDINGS RESEARCH AND DISCUSSION

The table below compares the results of the pretest and posttest for the experimental class and the control class.

**Table 2.**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre-test eksperimen	30	40	80	54.93	11.212
post-test eksperimen	30	56	88	70.27	9.436
pre-test control	30	36	80	57.87	12.011
post-test Control	30	44	84	63.60	10.679
Valid N (listwise)	30				

According to the table, both classes had numerous important changes, including the mean score. The experimental class's mean score on the students' pretests was lower than the controlled class's. The pretest score in the experimental class was 54.93, while it was 57.87 in the control group. The posttest results for both classes showed an improvement. The mean posttest score for the controlled class was 63.60 whereas the posttest score for the experimental class was 70.27. However, the experimental class increased its score from the pretest to the posttest by 15.00 points, while the controlled class only increased its score by 5.73 points.

**Table 3**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Kelas		Statisti	df	Sig.	Statisti	df	Sig.
hasil test siswa	pre-test eksperimen	.103	30	.200*	.945	30	.124
	post-test eksperimen	.128	30	.200*	.947	30	.139
	pre-test control	.128	30	.200*	.964	30	.388
	post-test control	.162	30	.044	.938	30	.081

\*. This is a lower bound of the true significance.

The results of this t-test would then be put to use in order to test the statistical hypotheses, provide a response to the research question, and serve as one factor in drawing a conclusion. The t-test's findings are as follows: The pre-test experiment's normality test reveals the sample's distribution is normal based on the fact that the Asymp. Sig. (2-tailed) value is 0.200, which is higher than 0.05 or the significance level. According to the normality test of the pre-test control, the Asymp. Sig. (2-tailed), which is greater than 0.05 or the significance threshold and signifies that the sample has a normal distribution, is 0.200. The Asymp. Sig. (2-



tailed) is 0.200 in the posttest experimental result, which is more than 0.05 and additional proof that the sample also has a normal distribution. The posttest control result illustrates the asymp 0.44 for the posttest. These findings are both greater than 0.05, demonstrating that the pre- and post-test results for the control class similarly follow a normal distribution.

**Table 4.**  
**Test of Homogeneity of Variance**

		Levene	df		
		Statistic	1	df2	Sig.
hasil	Based on Mean	.505	3	116	.679
test	Based on Median	.405	3	116	.750
siswa	Based on Median and with adjusted df	.405	3	110.0 30	.750
	Based on trimmed mean	.499	3	116	.684

The significance threshold for the test of variance homogeneity is 0.643, which is higher than 0.05, as can be shown in table 5, indicating that the pretest data are homogeneous. The Sig. in Test of Homogeneity of Variances for the posttest is 0.484, which is higher than 0.05 and shows that the posttest data are also homogenous, as shown in table 5 above.

**Table 6.**

<b>Independent Samples Test</b>										
	Levene's Test for Equality of Variances				t-test for Equality of Means					
	F	Sig.	T	Df	Significance	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								One-Sided p	Two-Sided p	Lower

Hasil Test	Equal variances assumed	.497	.484	2.562	58	.007	.013	6.667	2.602	1.459	11.875
	Equal variances not assumed			2.562	57.133	.007	.013	6.667	2.602	1.457	11.876

Additionally, the results of the normality and homogeneity tests indicated that the pre-test and post-test data in both classes were evenly distributed and normal. The t-test should be used to assess the data. According to the criteria for testing hypotheses, the  $t_{\text{value}} > t_{\text{table}}$  indicates that  $H_0$  (the null hypothesis) is rejected and  $H_a$  (the alternative hypothesis) is accepted. The t-test calculation shows that the  $t_{\text{value}}$  in both posttests (2.562) is higher than the  $t_{\text{table}}$  (1.671) in the significance level of 0.05. This also indicates that the diary writing has an impact on students' ability to write recount texts because the experimental group's mean scores are greater than the control group's mean scores.

Some information was gathered based on the data and the study procedure. First of all, both classrooms did a good job in teaching and learning recount texts. The instructional materials were easily provided and understood. However, as can also be seen from the test results, the pupils' recount writing still received extremely low marks. Both the experimental class and the control class had quite similar mean scores in the pre-test session. It was respectively 54.93 and 57.87. Here, we can see that the mean scores for the experimental class were lower than those for the control group, but they are still both in the scoring range of the 40s, which is a very low range. Additionally, the t-test of the pre-test results demonstrates that both classes started at the same location, which was a crucial requirement for the research.

The experimental class was then given an intervention that took the form of a diary writing exercise to aid in the development of their writing abilities. Additionally, it was completed for six meetings. As a novel alternative to learning and using the recount text in the experimental class, the diary writing was introduced and taught during the intervention. On the other hand, courses were presented in the control class using standard exercises and practices.



Following the intervention, the posttest was given to both classes. According to the posttest results, the experimental class significantly changed their comprehension of the recount text, which led to an increase in their test scores. The class's average posttest score was 70.27, which was higher than the average pretest score of 54.93. Additionally, the class's mean gain score was 15.00, indicating a strong improvement in understanding. On the other hand, the control class's kids' comprehension and writing abilities barely changed. The posttest mean score of 63.60, which was not significantly different from the pretest mean score of 57.87, shows this. Additionally, the class's mean gain score was 5.73, which indicated that students' understanding stayed unchanged because there was hardly any improvement.

Additionally, the results of the normality and homogeneity tests indicated that the pre-test and post-test data in both classes were evenly distributed and normal. The t-test might then be used to assess the data. According to the criteria for testing hypotheses, the  $t_{value} > t_{table}$  indicates that  $H_0$  (the null hypothesis) is rejected and  $H_a$  (the alternative hypothesis) is accepted. The t-test calculation shows that the  $t_{value}$  in both posttests (2.562) is higher than the  $t_{table}$  (1.671) in the significance level of 0.05. This also indicates that the diary writing has an impact on students' ability to write recount texts because the experimental group's mean scores are greater than the control group's mean scores. In conclusion, journaling helps students write recount texts more effectively.

This conclusion is also consistent with the earlier-mentioned interview result, which showed that the interviewee's writing fluency had increased as a result of keeping a diary. As stated in a previous study by (Aslamiyah, 2022), which was also carried out in an experimental research, the conclusion also suggests that diary writing is useful in enhancing both junior and senior high school students' writing abilities. Additionally, in relation to the earlier study, the results of the current investigation also support those of a different study, namely the study (Agustina et al., 2022) It examined how journaling enhanced the writing abilities of pupils in the tenth grade in a classroom action research approach. The significant level of the difference between means (0.000), which was less than 0.05, supported the finding that journal writing could enhance students' writing abilities.

## **CONCLUSION**

The researcher discovered after data analysis that the pre-test and post-test processes had a substantial impact on students' recall writing abilities. This indicates that using the students' diaries improved their capacity to write recall texts. The students' t-test score (2.562) with degree of freedom ( $df = 58$ ) was greater than  $t_{table}$  (1,671) ( $p=58$ ), as seen by their results. Each writing test had a substantial impact on the pupils' scores. Thus, it may be said that students' ability to write recount texts was impacted by their diary writing.

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