

**IMPROVING STUDENTS' WRITING ABILITY
USING DAIRY STRATEGY AT VIII CLASS
OF MTS AZZAKKIAH SUMBER BARU JEMBER
IN THE 2015/2016 ACADEMIC YEAR**

Ahmad Rofi

NIM 1210231092

**Muhammadiyah University of Jember
Faculty of Teacher Training and Education
English Education Program**

2016

ABSTRACT

Rofi, Ahmad. 2016. *Improving students' writing ability using dairy strategy in VIII class of MTs Azzakkiah Sumber Baru, Jember in the 2015/2016 Academic Year*. Thesis. English Education Program, Faculty of Teaching Training and Education, Muhammadiyah University of Jember. Advisor: (1) Henri Fatkurrohman, MM, Hum. (2) Yeni Mardiyana Devanti, S.S, M.Pd

Key words: Dairy strategy, writing ability

Writing is one of the skills that has to be mastered by the students. Realizing that writing is very important for English learners, it is essential for English teacher to encourage the students to write. The students at MTs Azzakkiah Sumber Baru still have difficulties in writing lesson. They face many difficulties in transferring thought and ideas in writing form. One of this problem's solving is by using strategy to develop their ideas. Dairy is a part of a learning strategy. Using dairy as a learning strategy had never applied by the English teacher in teaching writing at MTs Azzakkiah Sumber Baru.

The problem of this research is "How can diary strategy improve students' writing ability in VIII class of MTs Azzakkiah Sumber Baru in the 2015/2016 academic year?" and "How can diary strategy improve students' active participation in VIII class of MTs Azzakkiah Sumber Baru in the 2015/2016 academic year?". The purpose of this thesis is to know how dairy as learning strategy can improve students' writing ability in the VIII class of MTs Azzakkiah Sumber Baru in the 2015/2016 academic year. The action hypothesis of this research is "dairy as strategy can improve students' writing ability in the VIII class of MTs Azzakkiah Sumber Baru, Jember in the 2015/2016 academic year".

Design of this research is a classroom action research with cycle model. It was done through two cycles. The teacher and the researcher take collaboration to do the actions and observation, which focus on planning the action, carrying out the action of the research, classroom observation and doing the reflection. Then to analyze the data, the researcher uses alpha formula.

The target score of writing ability is 73. This research will be success if the percentage of students who passed the target score was 70% writing ability. The results of the data analyze shows that the first cycle is not success because the students who could achieved the criteria score were 14 students or 61%. And the results of the data analyze shows that the second cycle is successful because the students who could achieved the criteria score were 19 students or 83%.

Finally the result of this research shows that students' ability was improved in each cycle after they were taught using dairy strategy. They were better in their recount text's writing. Therefore, it can be concluded that the dairy as strategy can improve students' writing ability in the VIII class of MTs Azzakkiah Sumber Baru, Jember in the 2015/2016 academic year.

ABSTRAK

Rofi, Ahmad. 2016. *Meningkatkan kemampuan menulis siswa menggunakan strategi buku harian di kelas VIII MTs Azzakkia Sumber Baru, Jember tahun ajaran 2015/2016*. Skripsi, , Fakultas keguruan dan ilmu pendidikan Universitas Muhammadiyah Jember. Pembimbing : (1)Henri fatkurrochman MM.Hum. (2) Yeni Mardiyana Devanti, S.S, M.Pd

Kata kunci : Kemampuan menulis, strategi buku harian

Menulis adalah salah satu kemampuan yang harus dikuasai oleh siswa. Siswa di Mts Azzakkiah Sumber Baru masih mempunyai kesulitan dalam menulis. Mereka menghadapi berbagai kesulitan dalam menungkan pikiran dan ide mereka dalam bentuk tulisan. Salah satu pemecah masalah tersebut adalah dengan menggunakan strategi untuk mengembangkan ide siswa, buku harian merupakan bagian dari strategi pembelajaran. Menggunakan buku harian sebagai strategi pembelajaran belum pernah diterapkan oleh guru bahasa inggris dalam mengajar writing di MTs Azzakkiah Sumber Baru.

Masalah dalam penelitian ini adalah “ Bagaimana penerapan buku harian sebagai strategi pembelajaran dapat meningkatkan kemampuan menulis siswa kelas VIII MTs Azzakkiah Sumber Baru tahun ajaran 2015/2016? dan bagaimanna penerapan buku harian sebagai strategi untuk meningkatkan berpartisipasi aktif siswa kelas VIII MTs Azzakkiah Sumber Baru tahun ajaran 2015/2016?. Tujuan penilitian ini adalah untuk mengetahui bagaimana buku harian meningkatkan kemampuan menulis siswa VIII MTs Azzakkiah Sumber Baru tahun ajaran 2015/2016. Hipotesis tindakan dari penilitian ini adalah “buku harian sebagai strategi pembelajaran dapat meningkatkan kemampuan menulis siswa VIII MTs Azzakkiah Sumber Baru tahun ajaran 2015/2016”.

Desain penelitian ini adalah CAR (classroom action research atau Penelitian tindak kelas) dengan model siklus. Dan diselesaikan dalam 2 siklus. Guru dan peneliti berkolaborasi untuk melaksanakan penelitian dan observasi, yang fokus pada perencanaan, tindakan, pelaksanaan peneleitian , observasi kelas dan refleksi. Dan untuk menganalisdata, peneliti menggunakan rumus alpha formula.

Target nilai tes menulis adalah 73. Penelitian dinyatakan berhasil apabila presentase siswa yang melampaui target nilai yaitu sebanyak 70% siswa. Hasil dari analisis data menunjukkan bahwa siklus pertama belum berhasil dikarenakan siswa yang mencapai target nilai hanya sebanyak 14 siswa yang mencapai target 61%. Dan hasil dari analisis data menunjukkan bahwa siklus kedua berhasil karena jumlah siswa yang mampu mencapai target nilai adalah 19 orang atau sebanyak 83%.

Hasil akhir dari penelitian menunjukkan bahwa kemampuan menulis siswa meningkat dalam setiap siklus setelah mereka diajarkan menggunakan diary strategy. Mereka menjadi lebih baik dalam menulis teks recount. Maka dari itu, dapat disimpulkan bahwa buku harian sebagai strategy pembelajaran dapat meningkatkan kemampuan menulis siswa di MTs Azzakkiah Sumber Baru.

INTRODUCTION

In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four language skills: listening, speaking, reading, and writing. All of them are important elements which should be acquired by students to improve their competency in English. By learning English, we can communicate to other people from around the world. When someone communicates, it means that he sends information and news to another, or exchange information and news.

In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need. Before asking the students to write, the teacher has to apply several processes of writing. Thus, most teachers have to pay attention with the steps of writing. But, most teachers do not apply all of the processes, because of that many students do not understand how to make a simple paragraph.

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

Based on my experiences, there are some problems found in the field in the students' writing ability. The first problem is that the students still got difficulties in writing especially their lack of vocabulary. The second problem is that there are many students did not pay attention in the teaching learning process. The third problem is that the students felt unconfident and afraid of making mistake to answer the task given by teacher. Another problem is the students have low motivation and are not interested in writing ability, because there are many students who are not interested in learning English.

One of strategies that is suitable in teaching writing is Diary strategy, diary strategy can build up the students' motivation and improving skill as writing. Curtis and Bailey (2007) use the terms diary and journal interchangeably. According to Bailey and Ochsner (1983) states that "a diary study in second language learning, acquisition or teaching is an account of a second language experience as recorded in a first person journal". That mean a journal or diary is a record, often kept daily, of one's life, a kind of personal account book. Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine. Means and Lindner

(1998) states that “starting points and writing ideas notebook” for writing assignments and personal journal entries. Elbow (1978) states that “if you are serious about wanting to improve your writing, the most thing you can do is keep a free writing diary”. Langan (2008) states that “writing is a skill, it makes sense that the more they practice to write, the better their writing”. He also proposes that keeping a daily or almost daily journal/diary can be an excellent way to get practice in writing.

RESEARCH METHOD

The kind of the research is classroom action research (CAR). Arikunto (2006:96) states that classroom action research (CAR) is a research that is conducted by teacher in the classroom related to complete and improving teaching learning process. Classroom action research purposed to changed the situation in teaching learning process involving collaboration with English teacher in the class.

A classroom action research is used in this research because this research is intended to improve the students’ recount text writing achievement during the teaching learning process. After doing preliminary study, the actions and observations were done in turn by the researcher. The action that was given to the subjects was teaching writing a recount text by using Diary strategy.

In this research, the data collected in the term of the students’ learning activities process during the actions implementation, the teaching learning process activities and the scores of the students’ Writing test. Therefore, The design of the research is classroom action research with cycle model. It is designed to improve second year students’ writing ability by Diary Strategy at MTS Azzakkiah Sumber Baru, Jember in academic year of 2015/2016. The teacher and the researcher take collaboration to do the actions and observation, which focus on planning the action, carrying out the action research, classroom observation and doing the reflecting. Kemmis and Mc Taggart in Arikunto, (2010:137) say that there are four stages of each cycle, the design of classroom action research is illustrated as the following diagram. If the first cycle does not achieve the criteria of success, the second cycle will be conducted.

The subject of this research are taken from the second grade students at MTS Azzakkiah Sumber Baru, Jember in the 2015/2016 academic year. The subject of this research was VIII that consist of 23 students. The researcher chose this class because the students had problems in writing , they had the lowest writing score and the material of subject there is in this class.

THE RESULT OF THE RESEARCH

1. The Result of Writing Test in Cycle 1

The writing test in cycle 1 conducted on 21st May 2016 at 08.30 until 10.00. The writing test was conducted to measure the students ability in grammar, vocabulary, mechanic and organization and there were 14 students who got 73.

Score	Total	Percent (%)
73	14	61%
73	9	39%
Total	23	100%

The result of the test using dairy strategy in cycle 1 showed that there were 61% or 14 students who got 73. Then, there were 39% or 9 students who got 73. The action were regarded successful if more than 70% of students could achieve the minimum standard score requirement target language is 73. It means that the target percentage requirement in this research had not been achieved yet.

2. The Result of Writing Test in Cycle 2

The writing test in cycle 2 conducted on 28th May 2016 at 08.30 until 10.00. The writing test was conducted to measure the students ability in grammar, vocabulary, mechanic and organization and there were 19 students who got 73.

Score	Total	Percent (%)
73	19	83%
73	4	17%
Total	23	100%

The result of writing test by using diary strategy in cycle 2 showed that there were 83% or 19 students who got score 73 and 17% or 4 students who got score 73. The action were regarded successful if more than 70% of students

could achieve the minimum standard score requirement target language is 73. It means that the target percentage requirement in this research had already achieved.

DISCUSSION

Based on the results of the implementation of the actions, generally the students' writing ability can be described as follows:

In the first cycle still could not improve the students' writing ability. It was unsuccessful caused in teaching and learning process the students still get difficulties in writing especially their lack of vocabulary, many students unclear about the instruction that had been given by teacher and some students felt unconfident and afraid of making mistakes to answer the task given by teacher. Therefore, the action cycle was proceeded to the next cycle by revising the lesson plans, the materials to help the students achieve the target of the research.

After giving the action in the second cycle, it was found that the students' writing ability had significantly improved. This means that the students' writing ability had achieved. In the relation to this case, moreover, the improvement of the students' writing ability in the second cycle was also followed by the improvement of their involvement in the process of writing activities. Supported according to Langan (2008) states that writing is a skill, it makes sense that more they practice to write, the better their writing.

The improvement of students' writing ability is caused in teaching and learning process in cycle two, the teacher explains again about material and give more examples of recount text to the students, the students were given more vocabulary and ask the students to use dictionary to improve their vocabulary, the teacher giving the instruction more comprehensively before the students given the task and motivates students to write and not to be afraid of doing mistakes.

Based on the result of observation checklist, it can be seen that the students' active participation was also higher than that in the first cycle to the second cycle in teaching learning process. They give positive response and interest. In relation to this case, the improvement of the students' writing ability in the second cycle was also followed by the improvement of their involvement in the process of teaching learning writing diary activity. In addition Chandrasegaran (as cited in Tuan, 2010:82) states that writing outside the classroom can be a useful tool to enhance writing skill, one of the task is to practice writing at home by keeping journals or diaries. Spaventa (as cited in Tuan, 2010:82) states that writing a journal or diary is keeping a record of ideas, opinions, and description of daily life which help the writer to develop their creativity. From explanation above, it can be concluded that the use dairy strategy could encourage the students to be able to write their ideas and experiences to solve their problem in learning of writing.

Concerning to this research, it was revealed that the application of using diary strategy in the second cycle could improve the students' writing ability of the VIII class of MTs Azzakkiah Sumber Baru in the 2015/2016 academic year. In this case, it was proved that the use of strategy diary could help the students more easily write a

recount text and improve their writing ability.

CONCLUSION

Based on the result of research and discussion, diary strategy can improve the students' ability writing recount text at VIII class of MTs Azzakkiah Sumber Baru. In the students writing test also improve from first cycle up to second cycle, because it was needed the students to achieve the target, it was expected that by revising the lesson plan.

Diary strategy helps students develop a record of ideas, opinions, and descriptions. The improvement of students' writing ability is caused in teaching and learning process in cycle two, the teacher explains again about material and give more examples of recount text to the students, the students were given more vocabulary and ask the students to use dictionary to improve their vocabulary, the teacher giving the instruction more comprehensively before the students given the task and motivates students to write and not to be afraid of doing mistakes. So, it can be concluded that the use of diary strategy was useful and can improve the students' writing ability.

On the other hand diary strategy is able to improve the students' active participation. It can be concluded that the implementation of diary strategy can improve the students' active participation.

SUGGESTION

The result of the research showed that the implementation of diary strategy could improve the students' writing ability. Considering the result, some suggestion are given to the English teacher to apply a diary as strategy for teaching writing because it can improve the students' writing ability and the students to use a diary strategy in learning English. It can be used as the guide to improve their writing ability.

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