

IMPROVING STUDENTS' WRITING ABILITY USING WRITING DIARY AT  
SMK MUHAMMADIYAH 5 CAKRU JEMBER IN THE ACADEMIC YEAR  
2018/2019

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ABSTRACT

Writing is one of the English skill which is to be taught to students in Senior High School. Students in SMK Muhammadiyah 5 Cakru Jember especially the tenth grade faced several problems in writing such as had less in vocabulary that made them feel confused. Therefore, the teacher should found an appropriate strategy to solve this problem. Writing Diary is one of the suitable technique to overcome students' problem in learning writing. In this research, the problem was "How can writing diary improve the students' writing ability at SMK Muhammadiyah 5 Cakru Jember in the 2018/2019 academic year? And the objective of this research was to know how writing diary can improve students' writing ability at SMK Muhammadiyah 5 Cakru Jember. Based on the research problem and the objective of the research, the hypothesis of this research was described as follow: the use of writing diary can improve students' writing ability at SMK Muhammadiyah 5 Cakru Jember by actively, creatively involved in learning process. The design of this research was classroom action research. The research subject was X-2 class consisting of 30 students. The instrument of the research was writing test and field note. The average score of the students' writing skill in Cycle 1 was 67%, and it did not fulfill the criterion of success yet. In this cycle, some students still confused about the instruction from the teacher. So, the researcher continued to the next cycle,. In Cycle II, the average score of the students was 80%. The students' score increased in this cycle, and fulfill the criterion (75). Based on the research result, it can be concluded that writing diary can improve students' writing ability at SMK Muhammadiyah 5 Cakru Jember in 2018/2019 academic year.

**Key words:** Diary technique, Writing Ability

**Introduction**

Writing belongs to an important activity in an English class. School-Based Curriculum explains that students not only study about grammar and vocabulary but

also study about discourse level ( Rini: 2017:1). It means that they have to construct a new text or arrange words correctly in a writing subject.

Writing is a means of communicating our idea. Al-Jawi in Aprilia (2015:1) points out that people often communicate through writing. Writing can be a communication equipment when someone can not express through spoken or body language. For example, memo, letter, etc. Al-Jawi argues “We acquire the ability to speak at home without systematic instruction. However, in writing we need to think how to write first.” In school, students learn how to write well. The teacher will teach how to write a good structure and how to write in a good organization.

Writing is a skill in exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” people is carried out orally. Business transactions, records, legal documents, political and military agreements all are written by specialists whose vocation is to render language into the written word (Brown : 218). When we want to get a job, we need a letter to be sent to the accompany which we will work on it. Writing is permanent. When the teacher teach something in front of the class, students need to write the teacher’s explanation because they can read it at other time.

Based on the interview with the English teacher in the preliminary study, it

was found that there was 40 percent of the students who got the target score. The English teacher said that the students were less excited when attending English class especially in writing class. They felt lazy and sleepy when the teacher began writing practise. The English teacher stated that the students had less in vocabulary that made them feel confused in writing activity. They did not know how to start their writing. It means that writing is not an interesting subject. Because writing get less attention from the students, so the researcher wanted to improve their writing skill through diary.

The researcher tried to use diary as the effective technique to improve student’s writing ability. The use of diary in this research was including experience in a life. Besides, the students can be more attractive and focus on it.

### **Review of Related Literature**

Writing is a process. There are some steps for writing activity. Harmer (2004:4) states that writing is not simple, there are many stages of writing in order to produce something in its final written form. Writing is a process containing some ideas on a paper that have structure and meaning (Uswatulludin:2013). Writing would not appear spontaneous without process. It means that writing came after process. Writing can facilitate us to

communicate in the form of letter, newspaper, and others. Dew S.E (2012: 17) states that writing is to be an author of or to form letters, words, or symbols on paper, or some other surface.

Writing tends to be more permanent. Al-Jawi (2010:2) states that students can take their time read and re-reading what is written. It is strengthened by the states of Harmer (2004:7) who explain, “Written words are staying around, something can be seen even for hundreds or thousand of years”. So, writing is very useful because it is permanent form.

Writing is one of the English skill that categorized most difficult from other skills. According to J.K. Gangal (2011:21), writing is the most difficult skill for a learner to acquire. Writing cannot be acquired automatically like other skills. It needs special efforts from the students to master it. We have to study about punctuation, sentences, the capital of words, paragraph, and others. In addition, Bram (1995:8) states that to write well, interesting and enjoyable writing, we first should know what a paragraph. It can be concluded that writing skill is more difficult than other skills and need efforts to master it.

Diary connected someone’s life that had passed. It can not edited. Diary keep a story note from someone’s life or

even it is not happen yet. Hyers (2018: 21) states that diary book connected with someone’s real life. Writing something into a diary create a history, special moments, and anything happen in the past. Anything wrote in a diary can not be edited and will be a history. So diary is permanent form that can connect the past of someone’s life.

Diary is a book where people can write anything that are not easily to access. According to Curtis and Bailey (p:71) he said that diary offer insights into processes that are not easily to open and very useful information to language teachers, learners, and researchers. So students can write anything such as their feelings, thoughts, ideas, or experiences.

### **Research Method**

The kind of this research used a Classroom Action Research. Action research focuses on how to develop the students’ practice in a class. Mills in Jacobss and Cooper: 2014) states the primery focus of action research is to enhance the lives of students develop professional dispositions, and reflect on practice. The main purpose of action research is to enhance the students’ practice. Classroom action research conducted in two cycle. Each cycle contains of four stages. This research adopted the cycle model from Kemmis and

McTaggart in Arikunto (1998). The researcher finds the problem and make a plan. After that, the researcher implement the actions. The last, the researcher does the observation and reflection of the action. The research subject of this study was the students of tenth grade of SMK Muhammadiyah 5 Cakru Jember in the 2018/2019 academic year. The class consist of 30 students. The students were chosen as the subject of the research because their English achievement was still low. Besides, based on the observation, the students had problems in writing. Facing this condition, using diary technique was expected can improve students' writing ability. Research instrument is used in gathering data. According to Arikunto (2006: 149), research instrument is tool which conducted in particular method. The instrument used in gathering data of students' activity and score. In this research, the instruments were writing test and field note.

### **Finding**

The action of the first cycle was conducted in three mettings. Each meeting was about 90 minutes. The first meeting was done on July 27<sup>th</sup>, 2018, and the second meeting was done on July 30<sup>th</sup>, 2018. Writing test was given on August 3<sup>rd</sup>, 2018.

In cycle 2, the activities of teaching and learning process were revised because the cycle 1 did not achieved well. This action of the second cycle was conducted in three mettings. The action was done on August 6<sup>th</sup>, and 10<sup>th</sup>, 2018. Writing test was given on August 13<sup>th</sup>, 2018

The researcher gave writing test sheet to the students. After the students answered the writing test, the researcher corrected the answers of the test. Based on the calculation of the writing test in cycle 1, it was known that there were 20 students or 67% who got the score  $\geq 75$ . Based on the calculation of the writing test in cycle 2, it was known that there were 24 students or 80% who got the score  $\geq 75$ . To sum up, the students' writing test in cycle 2 improved because the score average of the writing test fulfilled the criteria of success. The cycle did not need to be continued to the next cycle.

### **Discussion**

This chapter also presented the discussion of the resarch result. It covered the results of students' writing test when they were taught using diary technique. Some problems were considered as the causes of the unsuccessfull result of the first cycle, as follows :a). The students were confused about what they were going to write because the researcher did not

give a specific theme. b). The researcher did not give the instruction to use correct tenses that was past tenses, so some of students made mistakes in using tenses. The researcher did identification by checking the field note and the result of writing test to make some revisions in second cycle by the purpose to achieve the target, as follows :a. The researcher gave a specific theme to the students that made the students understood and done the instruction well. b. The researcher guided the students to use simple past tense in making their diary.

Diary is one way to improve writing because students practice to write everyday. Rini (2017) found that using personal diary as technique could improve the students' writing at SMP M 6 Wuluhan. Rini used diary writing to improve students' writing skill. She stated that this technique had many advantages to improve students' ability in writing. The result of the research showed that there were improvements on students' writing test.

Concerning to this research, the result of the action in the second cycle proved that diary writing technique can facilitate students to build their writing ability. It means that diary writing technique can be applied in teaching writing to improve the students' writing ability. So, the hypothesis stated in the

chapter II "The use of writing diary can improve students' writing ability at SMK Muhammadiyah 5 Cakru Jember in the academic year 2018/2019" was successful.

## **Conclusion**

Based on the result and discussion, by giving a specific theme and clear instruction, it showed that diary writing facilitated the activity for the students to build their writing ability. This can be proved by the result of students writing test in cycle 2. It means that the use of diary writing could improve the students' writing ability at SMK Muhammadiyah 5 Cakru Jember in the academic year 2018/2019.

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