

IMPROVING THE VIII F STUDENTS' PERSONAL RECOUNT TEXT WRITING ACHIEVEMENT BY USING PERSONAL DIARY AT SMP NEGERI 2 GRATI PASURUAN IN THE 2013/2014 ACADEMIC YEAR

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Abstract

This research was intended to improve the VIII F students' personal recount text writing achievement by using a personal diary at SMP Negeri 2 Grati Pasuruan in the 2013/2014 academic year. Personal diary as teaching technique was used to overcome the students' problem in writing a personal recount text. The research design in this research was a classroom action research. The research subjects were taken by using purposive method. There were 37 students of class VIII F at SMP Negeri 2 Grati Pasuruan. The data collection methods were writing test, observation, interview, and documentation. Writing test was conducted to collect the data about students' achievement in writing a personal diary. The writing test was scored by using analytical scoring method. There were five aspects evaluated in the students' writing namely content, grammar, vocabulary, mechanics and organization. The data of students' participation were taken by using observation checklist in the class in each cycle. The result showed that there was an improvement on the percentage of the students who got score at least 75. it improvement from 27.02% in cycle 1 to 70.27% in cycle 2. there was also improvement on the percentage of the students who were actively participated in the writing teaching learning process by using a personal diary. It improved from 51.35% in cycle 1 to 90.53% in cycle 2. it means that the use of personal diary in the writing teaching learning process could improve the VIII F students' active participation and their writing achievement. It is suggested to the English teacher to use personal diaries as teaching technique in teaching writing.

Keywords: *Personal diary, Students' active participation, Writing achievement and Classroom action research*

INTRODUCTION

The Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) states that English ability includes four language skills, they are listening, speaking, reading, and writing (*Badan Nasional Satuan Pendidikan/ BNSP, 2006:278*). Writing is the language skill that is not easy for students to master because it is not a simple process. According to Heaton (1991:135), the writing skill is complex and sometimes difficult to teach, requiring the mastery not only on the grammatical and rhetorical devices but also of conceptual and judgemental elements. The students should practice and learn their writing step by step because it can make the students master writing well. A writer should consider some aspects such as grammar, vocabulary, content, mechanics and organization when they are writing (Hughes, 2003:101).

Based on the explanations above, the researcher conducted a preliminary study by doing an informal interview with the English teacher of the eighth grade students at SMPN 2 Grati Pasuruan. The English teacher used a technique of Question and Answer with picture series in teaching writing a recount text. It was found that the students had difficulties in learning English especially in writing. The students of VIII F did not know how to develop their ideas, to expand their vocabularies with the correct tenses in the written form. Therefore, they had difficulties in composing a personal recount text in their writing assignment. Consequently, the students spent much time to find the meaning of the words in the dictionary. They finished their writing quickly but they did not pay attention the composition of personal recount text. This fact made the writer conduct a classroom action research by using a personal diary s a teaching technique in teaching writing to students. It is hopefully could help the students

overcome their problems and make them more active in the writing class.

Bull (2008: 123) defines diary as a book used for daily experience and record of the events or private thoughts. A personal diary consists of emotion, feeling, thoughts, memories, experiences, events, and imagination of a person (Stanley *et al.*, 1992:20). Through diary, the students could write events about their everyday activities based on their own experience. The writers could also choose a book designed for diary writing. The advantages of writing personal diary to the students are reducing stress, improving writing skill, and motivating.

Safitri (2011) conducted a experimental research at SMPN 2 Bangil to know the effect of using personal diary on the eighth grade students. The result showed that diary writing had a significant effect on the eighth grade students' writing achievement. The experimental group who were taught writing by using diary got the mean score of 76.039 higher than the control group which got the mean score of 72.603. The result also showed that the use of diary as teaching technique was easier for students to write because it was about daily activities. This study was also supported by Kusumah (2010) conducted a classroom action research at SMPN 1 Ambulu to improve the students writing skill through a personal diary. The result showed the use of personal diary could improve the students' achievement in writing a recount text and their active participation.

Based on the above reasons, the researcher conducted a classroom action research entitled "Improving the VIII F Students' Personal Recount Text Writing Achievement by using Personal Diary at SMPN 2 Grati Pasuruan in the 2013/2014 Academic Year. The problems of this research are as follows : (a) Can the use of Personal Diary improve the VIII-F students' active participation at SMPN 2 Grati, Pasuruan in the 2013/2014 Academic Year?, (b) Can the use of Personal Diary improve the VIII-F students' personal recount text writing achievement at SMPN 2 Grati, Pasuruan in the 2013/2014 Academic Year?.

REVIEW OF THE RELATED LITERATURE

Writing skill is one of the English language skills besides reading, speaking, and listening. Writing is a process of developing ideas and putting them in a written form. According to Fairbairn and Winch (1996:32), writing is about conveying meaning by selecting words and putting them together in a printed form. Writing is still a difficult subject for students in Junior High School who learn English as a foreign language. Boiarsky (1993:23) says that writing is a complex task because we have to keep our ideas not only in mind but also have to think about how the readers react to our ideas and thoughts. In other words, writing is a part of communication. Wingersky *et al* (1999:4) say that writing is a process in which the writers discover, organize, and communicate their thoughts to readers. It means that the writer needs to write communicatively and it can make the readers easily understand what he/she has written down. The writer should master writing aspects in order that she/he can communicate her/his ideas well to the readers. According to Hughes (2003: 101), there are five aspects of writing: grammar, vocabulary, mechanics, content, and organization. The student needs to consider the aspects of writing to produce a good writing.

As stated in 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), there are three kinds of text type that the Eighth grade students of Junior High School should master. They are descriptive, narrative and recount text. The type of recount that used in this research is the personal recount. A personal recount is easier to the students because it retells about their own experiences. The generic structures of a recount text are orientation, events, and reorientation. According to Clift (1998:4), personal recount is a text which retells an activity that the writer has experiences. The purpose is to entertain or to inform the readers.

In writing a paragraph, Hughes (2003:101-102) states that there are five aspects that should be master by students. They are grammar, vocabulary, mechanic, content, and organization.

Bull (2008: 123) defines diary as a book used for daily experience and record of the events or private thoughts. By using personal diary as teaching technique in the writing teaching learning process, the students were able to write everything freely. The suitable technique was needed to help students write a good recount text. This technique gives the students a chance to apply their writing personal recount text. In this research, the students used a personal diary for their writing exercise. They need to practice writing a diary regularly to make a good personal recount text in order that it is easily understood. The teacher guided and helped the students to write a recount text in teaching learning process. So, they could improve their writing skill by practicing writing a diary regularly.

The action hypotheses of this classroom action research are as follows: (a) The use of personal diary writing can improve the VIII-F students' active participation in teaching learning process at SMPN 2 Grati, Pasuruan in the 2013/2014 Academic Year. (b) The use of personal diary writing can improve the VIII-F students' writing achievement at SMPN 2 Grati, Pasuruan in the 2013/2014 Academic Year.

RESEARCH METHOD

In this research, the researcher applied the Classroom Action Research (CAR) with cycle model. Classroom action research is an approach to improve the quality of teaching learning process (Arikunto, 2010:135). This research was conducted collaboratively with the English teacher of the eighth grade students at SMPN 2 Grati Pasuruan. This research was conducted in two cycles; each cycle covered four stages of activities; planning the action, implementing the action, observing and evaluating the action, and reflecting the action.

The subjects of this research were the students of VIII- F class at SMP Negeri 2 Grati Pasuruan. The number of the students in VIII F class was 37. It was taken by using purposive method.

The data collection methods that were applied in this

research were writing test, interview, observation, and documentation. Writing test was used to measure the students' writing achievement. This research applied inter-rater reliability. It means that the students' writing test was scored by two scorers. Analytical scoring method was used to score the writing aspects that cover mechanics, grammar, vocabulary, content, and organization. The scoring guide was adopted from Hughes, 2003: 101-102 because it was suitable with the materials and topic in this research. The observation was done in each meeting to get the data about the students' participation in the teaching and learning process. The observation checklist was used to observe the students' active participation in the teaching learning process. The criteria used to evaluate the success of the action are as follows: (a) the research subjects achieve the score at least 75 in the writing test. (b) 70% of the research subjects participate actively during the writing teaching learning process by using personal diary. Data analysis method was used to analyze the result of writing test score and the result of observation. Both of them were statically analyzed. The data of the students' writing test was analyzed by the percentages formula below:

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1993: 186)

Notes:

E: the percentage of the students who got score 75 or more in the writing test

n: the number of the students who got score 75 or more in the writing test

N: the total of the students taking the writing test

The results of observation were analyzed by the percentages formula below:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who were active in the teaching learning process

n: the number of the students who are active in the teaching learning process.

N: the number of the students (the research subjects)

RESEARCH RESULTS

The actions in cycle 1 were done in three meetings including the test. The first meeting was done in March 7th 2014, the second meeting was done in March 10, 2014, and the third meeting (the test) was done in March 14, 2014. The result of the students' writing test did not reach the target score of writing achievement. They achieved less than 75 and the minimum requirement standard is 75. It was found that there were only 10 students out of 37 students who got score <75. The percentage of the students who got score ≤ 75 in Cycle 1 was 27.02%. In this research, Cycle 1 was considered successful if 70% of the total students achieved the minimum standard score that was 75. Based on the result above, it was necessary to conduct the cycle 2 to reach the target score by revising some points in the first cycle.

The observation was done collaboratively by the researcher and the English teacher in the teaching learning process of writing a personal recount text by using a personal diary in each meeting. The instrument was in the form of checklist containing five indicators to be observed, the indicators observed in the observation checklist were paying attention to the teacher's explanation, asking questions to the teacher, answering the oral questions to the teacher, taking a note the teacher's explanation about the materials and writing a personal diary. The research was considered successful if 70% of the students were active. The result of observation in the first meeting found that there were only 15 students or 40.45% of 37 students actively participated in the class. Meanwhile, the result of

observation in the second meeting showed that there were 23 students or 62.16% of 37 students actively participated in joining the class. The average percentage of students' active participation in Cycle 1 was 51.35% and it was lower than the standard requirement in this research that was at least 70%. Therefore, it was necessary to continue the actions to the cycle 2.

The actions in Cycle 2 were conducted because the actions in Cycle 1 had not fulfilled the criteria of the success of the action yet. The actions in cycle 2 were also done in three meetings including the writing test. The first meeting was done in March 24th 2014 and the second meeting was done in March 28th 2014, while the writing test was conducted in March 29th 2014. The result of writing test in Cycle 2 was found that there were 26 students who got score ≥ 75 . The percentage of the students who got scores ≥ 75 that were 70.27% in cycle 2. The percentage of the students writing achievement improved from 27.02 in cycle 1 to 70.27% in cycle 2. It means that the result of the writing test in cycle 2 had achieved the standard requirement of this research that was 70%.

From the results of observation in Cycle 2, there were 32 active participants or 86.48% of 37 students in the first meeting, and there were 35 active participants or 94.59% of 37 students in the second meeting. Thus, the average percentage of the students' active participation in cycle 2 was 90.53%. It means that the standard requirement percentage of this research that was 70% of the students who were active in the teaching learning process had been fulfilled. The result of observation of the students' active participation showed significant improvement.

Based on the results of the research, it can be said that the use personal diary could improve the VIII-F students' personal recount text writing achievement at SMPN 2 Grati Pasuruan as well as their active participation in teaching learning process.

CONCLUSION AND SUGGESTION

Based on the results of the data analysis and discussion, it could be concluded that the use of personal diary could

improve the class VIII F students' active participation and students' writing personal recount text at SMPN 2 Grati Pasuruan in the 2013/2014 academic year. This improvement was because the students had practiced writing personal recount text by writing a personal diary for a week. Besides, the teacher also helped them in writing a personal recount text. There were some suggestions are given to the following people; the English teacher and the students of SMPN 2 Grati Pasuruan. It is suggested that the English teacher use a personal diary in teaching writing to improve both the students writing achievement and active participation in the teaching learning process. It is due the fact that the use of personal diary could improve the students' writing achievement and their active participation. The teacher has to use personal diary in teaching learning activities to other class or grade. While for students, the students of SMPN 2 Grati Pasuruan are suggested to use personal diary in improving their writing personal recount text and their writing skill with doing practice regularly. Besides, by using personal diary, the students can expand their ideas and motivate themselves to help them to improve their recount text achievement.

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