

# the influence of student writing -

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## THE INFLUENCE OF STUDENTS' WRITING SKILL BY WRITING DIARY IN RECURRENT TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

The focus of the learning English in an ESL student is able to communicate in English. The communication competence refers to listening, speaking, reading and writing. Based on the other research as an ESL student, writing teacher considered as a difficult English skill. Some techniques are needed by a teacher to solve the writing difficulties. One of the solution writing is writing diary. Additionally, students often make mistakes in writing. Therefore, the research was to know whether diary is a significant influence of students' writing skill by writing diary in recurrent text for junior high school students. The method of the research was quasi-experimental. Effect which is the treatment held in several meetings in this study and highly interested for each week. In following the data, the researcher used the statistical writing test questions. This test used the questionnaire was used by the pre-research and post-test. The test used to find out students' writing ability before treatment. The test was used to find out students' writing ability after treatment. From the researcher analyzed the data. The population of the research was students related to English grade, which consisted of 20 students. The sample taken from communication in social studies. A teacher from the researcher grade as an instrument for the teacher who made their students to be followed in a week in this research. It was able to using instruments that is those include writing technique.

Based on the data analysis, it was found that the result is the students' writing skill had significant influence. The effect of the research is writing diary was effective to influence the students' writing skill. It is clear that diary is an significant influence of using writing diary influence students' writing skill. It is better to use the technique in teaching writing for the students and also could become the technique in answering and acceptable when it is applied.

*Keywords:* writing skill, diary, recurrent.

### INTRODUCTION

The focus in this research is explaining the effectiveness of writing diary in order to increase the students' writing skill. The type used in this research is recurrent text.

Recurrent text means the text that telling about someone experience in the past, such the experience, adventure or someone day's activities. In this research, recurrent text is a proper text to let the students write their experience. By writing recurrent text, they learn how to tell their own life story at least.

Based on the pre-research, by interviewing the English teacher, and

some junior high school students, the researcher found there were some problems that the students faced in learning English especially in writing.

The teacher said that they seldom taught writing skill and only focused on how to get good scores in assessment test. The teacher just thought about making students expert in answering questions in the examination instead of teaching the language skills. Moreover, there was no writing task in the examination, so writing skill was considered less important to teach.

The other reason is getting less process in writing skill. In fact, the quality of

the students' writing skill is low. The students cannot reach the proper criteria in writing skill rubric. Hence the students confused in developing their writing skill. Therefore, the teachers needs are finding an appropriate, fun, and effective tool to teach writing and to motivate students to write, so the objectives of teaching learning will be reached optimally.

That is why the researcher offer an alternative media to influence the students' writing skill by writing diary. It is supported by Drown who states that writing diary is in which students write thoughts, feeling, reaction, and response to something happened that is included in self-writing samples. In writing with only the self to manage as audience.

Diary is one of individual document and explore the perception of life as well report instruments examining experiences. Diaries provide opportunities to investigate social life and physiological processes.

The roles in this research for the researcher and the teachers are never correct diagnostic errors but required in the message as a meaningful text.

#### Procedures in Writing Diary

There are some steps in writing diary activities, such as the teacher explains what writing diary is, how they are going to use their diary, then the students write diary entries, after which the teacher collected the diaries, after this the teacher read each diary, and at the end of each entry write a comment.

The comment encourage self expression and more writing. Some comments are about interesting topics, and the topics that the teacher would like to hear more about. However, the teacher does not comment on the

vocabulary employed in grammatical sentences.

The diaries are returned to the students in the next day and the students requested to continue writing.

In the class the teacher prepares some lessons in diary writing. The students discuss the difficulties they faced, and the things they might change during the next entry.

The teacher sets a time for diary writing (15-20 minutes) so the students know when they should be finished. In the next, the diaries are collected to view the amount of writing, and connect the comments with the change in writing styles and genres.

#### Research Method

The method of this research uses an experimental method in order to know whether there was significant influence of students' writing skill through writing diary. It is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variables.

Furthermore, the researcher used semi-experiment research design. It was half randomization but employs other strategies to provide some control over extraneous variables. It was used, for instance, when intact classrooms were used as the experimental and control groups.

Based on the explanation above, the writer formulates the hypothesis as follows:

H0: there is no significant influence in writing diary towards students' writing skill.

H1: there is a significant influence in writing diary towards students' writing

skill.

### Operational Definition of Variables

The operational definition of variables in this research is as follows:

First, students' writing skill is the students' skill in producing or composing a text telling about past experiences, which fulfills such criteria as content, organization, vocabulary, language and mechanics.

Second, writing diary is a kind of media in teaching writing used by the teacher to help students to build their confidence and skill as writers because they find it easy to write down their ideas on paper; the students can write their experiences in the past, so it helps the students to improve and learn more about writing English.

### Sample and Sampling Technique

The sample in this research was chosen by using cluster random sampling. The researcher selected two classes as the sample: experimental class and control class.

The data were gathered by using a test to investigate whether there was significant influence of using writing diary towards students' writing skill.

Collecting data is the most important thing in conducting this research. The data of this research were collected by administering the test to the students. In this case, the test has two kinds: pre-test before treatment as the researcher explained before, and post-test, after treatment.

After giving the test above, the collected data were scored. The scoring was used to measure the students' writing skill. There are some aspects to be scored in writing, the writer used the instrument scale for written work proposed

by Tribble as follows: (1) content (the ability to think creatively and develop thoughts); (2) organization (the ability to write in an appropriate manner); (3) vocabulary (the ability to use language thoughts); (4) language use (the ability to write in an appropriate manner); and (5) mechanics (the ability to use correctly those conventions popular in the written language presentation and spelling).

To measure subjectivity, the researcher used instrument. It was done by two assess who examine the students' writing test. The assess were the researcher and the English teacher.

### Research Result

The result in this research has shown that there is any significant influence of using writing diary towards students' writing skill. The result was that the average score of students' writing skill who are taught using writing diary higher than who are taught using controlled writing.

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