

## The Effect of Diary to Teach Writing for Tenth Grade Students of SMKN 1 Madiun in the Academic Year of 2021/2022

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### ABSTRACT

A diary is a book that contains personal entries, daily tasks, or heartfelt tales of remarkable occurrences. One of the media for writing instruction, particularly for writing texts on writing experiences, is the diary. The purpose of this study is to ascertain how journals affect high school students' writing. The study's quasi-experimental methodology. Participants in the event were SMKN 1 Madiun students. To get the data, the researcher conducted a writing test including a pre- and post-test. The examination of the data reveals a substantial difference between the experimental class and the control class in terms of the students' ability to write recount texts. Students who are taught utilizing a diary receive significant grades than those who are taught traditionally. The experimental class's mean score is 48,53, while the control class's is 40,25. It can be said that using diary media will help pupils develop their ideas more effectively. The usage of a journal encourages students to be critical and involved in the writing-learning process. The media diary is the most effective approach to teach composing recount text, it may be inferred.

*Keywords: writing; media; diary*

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### INTRODUCTION

A diary is a book that contains personal entries, daily tasks, or heartfelt tales of remarkable occurrences. One of the mediums for writing instruction, particularly for writing texts on writing experiences, is the diary. The purpose of this study is to ascertain how journals affect high school students' writing. The study's quasi-experimental methodology. Participants in the event were SMKN 1 Madiun pupils. To get the data, the researcher conducted a writing test including a pre- and post-test. The examination of the data reveals a substantial difference between the experimental class and the control class in terms of the students' ability to write recount texts. Students who are taught utilizing a diary gain higher grades than those who are taught traditionally. The experimental class's mean score is 48,53, while the control class's is 40,25. It can be said that using diary media will help pupils develop their ideas more effectively. The usage of a journal encourages students to be critical and involved in the writing-learning process. The media diary is the most effective approach to teach composing recount text, it may be inferred.

Writing ability is the capacity to construct a graphical system, such as letters, words, and specific linguistic expressions, for use in written communication to facilitate the comprehension of information by readers. Dombey (2013) argues that this ability is crucial for children because it is a communication tool that is integral to language development and enables them to convey their ideas, feelings, and thoughts in writing. It helps pupils to exercise critical thought when making arguments and rendering judgments.

The goal of English instruction at the high school level is to give students the knowledge and abilities necessary to communicate in spoken and written English. Speaking abilities alone are insufficient for communication in real life because written language is also required for communication activities. Students can indirectly communicate with one another through writing in daily interactions.

Unfortunately, there are some issues with text authoring. When asked to write down ideas, thoughts, or experiences by their teacher, students who don't often write in English always struggle a little. One of the issues

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students have with writing, according to Wafa et al. (2010), is not having enough opportunities to express their thoughts. These circumstances frequently put children under stress, which makes writing seem more challenging to them. Writing is therefore not a simple activity because it takes more effort to improve at it.

Writing presents a challenge to SMKN 1 Madiun students. The vocabulary gap is the biggest challenge. In truth, a lot of pupils believe they are unable to construct and employ sentences with proper grammar. The success of learning to write in class has been complicated by the fact that many students struggle to express themselves clearly in written language. English proficiency is thus necessary, especially at the vocational high school level. This demonstrates the necessity for a media to help students learn to write in English. Writing presents a challenge to SMKN 1 Madiun students. The vocabulary gap is the biggest challenge. In truth, a lot of pupils believe they are unable to construct and employ sentences with proper grammar. The success of learning to write in class has been complicated by the fact that many students struggle to express themselves clearly in written language. English proficiency is thus necessary, especially at the vocational high school level. This demonstrates the necessity for a media to help students learn to write in English.

Learning media is a useful and efficient instrument that can aid in the learning process and enable accurate and efficient learning. According to Haryudin et al. (2020), learning media play a significant role in the academic process. Teaching media are tools that teachers use to help them deliver lessons or to explain concepts to students in a way that they can grasp. Additionally, because motivation is a crucial component of learning, the media is utilized to promote it among students. As a result, teachers must exercise creativity in the creation and use of media to meet the demands of their students in terms of instructional materials.

One of the media for writing instruction, particularly for writing texts on writing experiences, is the diary. Diaries, or notebooks as Klimova (2015) puts it, are places where people can jot down whatever they choose, including ideas, sentiments, and experiences. This can help pupils create the conditions they need to boost their motivation and writing abilities, particularly when they are learning to expand their vocabulary and indirectly improving their sentence structure (Klimova, 2015). Writing a diary entry about their experiences can be a helpful exercise for teaching recount text, particularly when it comes to vocabulary and syntax. The more often you write in your daily life, the more proficient you get at writing and the less mistakes you make. Students' writing abilities can be improved by maintaining diaries. At least students' writing skills are getting better day by day because it provides more opportunities to freely write whatever they want to write.

The author of this study drew inspiration from earlier investigations by addressing related issues in relation to teaching writing. Hudaya (2018) carried out one study titled *The Use of Diary Writing In Teaching Writing Recount Text*. The goal of this study was to observe how students' writing abilities were developing when retelling texts using a medium. The usage of the same media, particularly diaries, is where the author's research and earlier studies diverge. The purpose of this study is to determine the efficacy of using diary media to enhance students' writing abilities, both during the writing process and in terms of grades or outcomes. Therefore, the point of comparison between this research and earlier research is the study's object, a diary. The prior study, however, used descriptive qualitative techniques, whereas this study used quantitative ones. The findings from earlier studies demonstrate the benefits of learning to write via diary media by utilizing text to describe personal experiences. They also recommend that more research be done to see whether using diary media at a different level to educate the learning process is beneficial.

Researchers can get the conclusion that the media serves a significant purpose. It can help teachers in the process of teaching and learning. Additionally, it might give kids the means to convey their opinions. A journal is a type of media that can be utilized in the teaching and learning process. Based on the description above, the researcher wants to do research with the title "The Effect of Diary to Teach Writing for the Tenth Grade Students of SMKN 1 Madiun in The Academic Year Of 2021/2022"

## RESEARCH METHOD

This study aims to determine the effectiveness of using diary media as a medium for learning to write recount texts for tenth grade students of SMKN 1 Madiun. Based on the problems and expectations to find out the effectiveness of using media diary as a media in writing recount text, in this study the researcher used quasi-experimental design with a quantitative research design.

According to Frankle and Wallen (in Yuliani 2017), the quasi-experimental approach is employed when comparing two sets of people between experimental and control groups. Two groups were used in this study; one was an experimental group that received treatment in the form of a diary, and the other was a control group that received treatment via a standard procedure. The goal of this study is to determine how using a diary can help vocational high school students in the tenth grade learn to write. The purpose of this study is to demonstrate the distinction between the experimental group and the control group. Therefore, the success of using diary media as a teaching tool with students can be inferred from the significant score. So, the effectiveness is known from the

significant score when teaching students to use diary media as a medium in teaching. In addition, the research design can be described as follows:

**Table 1. Research Design**

Experimental Group	Pre-test	Diary	Post-test
Control Group	Pre-test	Conventional Teaching	Post-test

In this study, the researcher conducted a written test to gather data, which was then used in both the pre-test and post-test. Tests are a variety of questions, activities, and other instruments used to gauge a person's or group's abilities, intelligence, comprehension, and talent. Research instruments, according to Arikunto (in Andriani et al., 2021), are equipment or tools used by researchers to gather data in order to make their work easier and produce better, more accurate, complete, and systematic results that are simpler to analyze. The researcher draws the conclusion that the research instrument is a tool used to collect data or information that is valuable for resolving research problems based on the understanding of the research instrument described above.

The researcher employed statistical tests, specifically pre-test and post-test, to assess the data. The data derived from the study findings are the outcomes of student tests that are quantitatively examined. The pre-test and post-test procedures were completed, and then the researcher conducted a statistical analysis of the data. The Independent T-test was used to analyze the data and obtain the average difference between the control and experimental classes. To find a significant difference between two samples, a statistical test called the t-test is utilized. For the purpose of evaluating the importance of the end results, data were analyzed using SPSS. There are three test prerequisites that must be met before executing the independent sample t-test for hypothesis testing, namely normality and homogeneity.

## RESULTS AND ANALYSIS

In this section, the researcher describes the results of the pre-test and post-test. Collecting data in the form of students score data through the experimental class and the control class. The data in this study are obtained from 10 TITL 1 class students as the control class and 10 TITL 2 class students as the experimental class. The results of the pre-test shows the students' basic ability in writing.

Homogeneity test is a test of whether the data is obtained from a homogeneous distribution or not. The homogeneity of the data can be seen using the SPSS version 16. The results of the data homogeneity test are shown in table 3.1

**Table 2. Group Statistics**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
<b>Writing Score</b>	Experimental Class	36	81.72	5.213	.869
	Control Class	36	58.64	9.535	1.589

The table explains that the number of students in the experimental class is 36. The students of the control class are 36. The total number of them is 72. The mean score of the experimental class is 81,72. Then, the mean score of the control class is 58,64. Based on the two means, it can be considered that both of the classes have different mean scores. The following independent sample t-test is needed to know the significant difference of both classes.

**Table 3. Independent Samples Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Score	Equal variances assumed	13.093	.001	12.745	70	.000	23.083	1.811	19.471	26.696

Equal variances not assumed	12.745	54.208	.000	23.083	1.811	19.452	26.714
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The test results showed that there was a difference in the mean score between the experimental class that was treated using diary media and those who were not treated. If the Sig (2-tailed) < 0,05 there is significant differences in mean score between experimental class and control class. Otherwise, if the Sig (2-tailed) > 0,05 there is no significant difference in mean score between experimental class and control class. Based on the table, the score of the test, significance value of equal variances assumed is 0,000. It is less than 0,05 (0,000 < 0,05). It can be said that the using of diary media is effective in teaching writing recount text for tenth grade students of SMKN 1 Madiun.

**Table 4. Test of Normality**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Experimental Class</b>	.183	36	.004	.945	36	<b>.071</b>
<b>Control Class</b>	<b>.137</b>	<b>36</b>	<b>.086</b>	<b>.954</b>	<b>36</b>	<b>.139</b>

The table above tells the normality of the post-test data from experimental class and control class. The researcher uses Shapiro-Wilk because the sample of the study is less than 100. There are 72 students in the test. The result of the test shows that the significance value of the experimental class is 0,071 and the control class is 0,139. The decision-making criteria are if the significance value is  $\geq 0.05$ , then  $H_0$  is accepted. While, if the significance value is  $\leq 0.05$ , then  $H_1$  is rejected. The significance value of both classes are more than  $\alpha = 0.05$ . The experimental class is  $0.071 > 0.05$  and the control class is  $0.139 > 0.05$ . So, it can be concluded that the score of post test data from both classes are normally distributed so an independent sample t-test can be done

Homogeneity testing becomes the last calculation. This part is to compare the pre-test and post-test scores in the both classes, that is the control class and the experimental class. This is to find out whether there are differences in the average pretest and post-test scores in the two classes. To find out whether there is a difference in students' prior knowledge in the experimental class and the control class, testing is carried out. The hypothesis in this research are:

**Table 5. Group Statistics**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
<b>Writing Score</b>	Experimental Class	36	81.72	5.213	.869
	Control Class	36	58.64	9.535	1.589

The table 2.4 shows the group statistics of post-test both classes. From the table above, the mean score of the experimental class is 81,72. Then, the mean score of the control class is 58,64. The data above presents that the mean score of experimental class is higher than control class. Based on the two means, it can be considered that both of the classes have different mean scores. The following independent sample t-test is needed to know far the significant difference of both classes.

**Table 6. Independent Samples Test**

Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
<b>Writing Score</b>	Equal variances assumed	13.093	.001	12.745	70	.000	23.083	1.811	19.471	26.696
	Unequal variances assumed									

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Equal variances not assumed	12.745	54.208	.000	23.083	1.811	19.452	26.714
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The test results showed that there was a difference in the mean score between the experimental class that was treated using diary media and those who were not treated. If the Sig (2-tailed) < 0,05 there is significant differences in mean score between experimental class and control class. Otherwise, if the Sig (2-tailed) > 0,05 there is no significant difference in mean score between experimental class and control class. Based on the table, the score of the test, significance value of equal variances assumed is 0,000. It is less than 0,05 (0,000 < 0,05). Based on formulate by hypothesis of testing normality are  $H_0$  which is there is no different in the writing recount text ability of the experimental group with the control group after using diary. While,  $H_1$  which is there is a different in the writing recount text ability of the experimental group with the control group after using diary. The result is there is a significant difference in the writing recount text ability between experimental class and control class. It can be concluded that the result shows that the use of diary media has a significant effect for teaching recount text. It means that there is a significant influence on the use of diary media on students writing recount text before and after implementation. It can be said that the use of diary media is effective in teaching writing recount text for tenth grade students of SMKN 1 Madiun.

This part discusses the result of The Effect of Diary to Teach Writing for Tenth Grade Students of SMKN 1 Madiun in the Academic Year of 202/2022. The students in the experimental class are 36 students. The experimental class is treated by using Diary. The researcher conducted the writing test with pre-test and post-test.

The data analysis's findings indicate that using a diary to teach writing recount texts to tenth-graders in SMKN 1 Madiun has a substantial impact. The outcomes of the post-test data show it. The experimental class's average is 81,72. The control class's average is 58,64. Students who were taught using a diary performed better academically than those who were not.

The outcomes are supported by a number of factors. First, keeping a diary might help students develop their thoughts. This is connected to earlier research from Hudaya (2018), who found that keeping a diary helped students memorize recount texts and improved their capacity to form thoughts and write quickly since they could describe commonplace events from their history. Additionally, the students enjoy writing their diaries and do not find it boring once they realize that it is a pleasant approach to improve their writing abilities.

Second, keeping a journal can make learning to write in English enjoyable and exciting for students. This is consistent with research findings, according to Yusridanova (2021), who claimed that this approach encourages pupils to be critical and involved in the writing-learning process. Students can develop their thoughts and sharpen their writing skills by telling stories about their own experiences. Using diary media can therefore make the class a lot of fun.

TThird, the instructor comes up with inventive techniques to teach writing. The media diary is used by the instructor to teach writing recall texts. Journaling can have an impact on a student's writing abilities and grammatical use (simple past tense). This is consistent with research published in the journal Aristyawan (2018), which claims that using diary writing to teach students about using the simple past tense for past events. Thus, it can be said that the media journal is the most effective method for instructing producing recount texts..

According to the preceding finding, the diary media has an impact on pupils' writing abilities. By recording what they experience in their daily lives, diaries help students improve their writing abilities. Students need a blank sheet of paper to write on in order to communicate their ideas, thoughts, or experiences. After choosing the main subject to write about, students decide on the time and date for each entry. so that they are aware of the story's composition date. One of the finest strategies to practice writing is to keep a journal. This will help kids form good writing habits.

In conclusion, students who receive instruction using diary medium are more capable than those who receive instruction through traditional ways. In other words, diary media significantly improves students' writing abilities, particularly their ability to write recount texts. The use of diary media can improve students' ability to develop an interesting idea, can affect students' writing skills in terms of the use of grammar (simple past tense), can motivate students to study writing about their past activities, and can also be used as helpful media in teaching writing recount text by the teacher. These are the reasons that support the result.

## CONCLUSION

The result of the study shows that there is a significant effect on writing skills using diary media. Diary writing activities can improve students' skills in writing recount text. Writing a diary can make students more interested in writing recount text material. With diary writing activities, teachers can stimulate students to write down their experiences on paper. Diary writing activities are interesting and motivate students to learn to write English easily.

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Based on the results of the research that has been stated in the previous chapter, students who are taught by using diary media get high scores compared to students who are taught without using diaries or conventional methods in learning to write recount texts in class X SMKN 1 Madiun in the academic year of 2021/2022. There is a difference in the mean score in the experimental class and the control class. The mean score of the writing test of the experimental class that is taught using a diary is 48, 53. Meanwhile, the mean score of the writing test of control class that is taught without any media is 40,25.

Based on the results of the study, it can be concluded that there are significant differences in students' learning to write recount text between students who are taught using diary media and students who are taught using conventional learning in class X SMKN 1 Madiun in the academic year of 2021/2022. The result of the data analysis which is calculated in the previous chapter shows that  $H_0$  rejected and  $H_1$  is accepted. It means that students who are treated by using diary media have better writing than those treated by conventional teaching.

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