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THE EFFECTIVENESS OF USING DAIRY IN TEACHING WRITING RECOUNT TEXT

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Abstract

The aim of the study was to find out whether or not it is effective of using diary in teaching writing recount text to the tenth grade students of SMA Negeri 2 Palembang. The method used in this study was the quasi experimental. The number of sample were 76 students taken by using purposive non random sampling and divided into experimental and control group. The result of test was analyzed by using independent sample t-test. The result of the study indicated that the mean of post test in experimental group was 67.01 and the mean of post test in control group was 62.34. t-obtained was 3.972 at significant level p<0.05 for two tailed test and degree of freedom was 74, t-table was 1.9925. Since the value of t-obtained was higher than t-table, so null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that the using of diary was effective in teaching writing of recount text to the tenth grade student of SMA Negeri 2 Palembang.

Keywords*: Diary, teaching recount text, writing.*

1. INTRODUCTION

English is one of the foreign languages for Indonesian students that must be learnt in school since kinderganten level until university level. Brown (2001:232) states that "for many than six decades now, research and practices in English language teaching identified the four skills" they are listening, speaking, reading and writing. Writing is one of important aspects I teaching language, because with writing the students can explore their mind and ideas in the paper and it can show to people.

Writing is an exploratory process and as the piece is being written and assembled the outline cn be amended to take account of additional points or to change emphasis, (Stuvodova, Katzorke

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and friends, 2006:6). Moreover, Robert (1990:1) states that writing provides relatively permanent record of information, belief, feelings, arguments, explanations, theories etc. Writing allow us to share our communication not only with our contemporaries, but also with future generations.

Students sometimes found some difficulties in learning writing process. Students usually felt shy and not confidence when they wanted to write text, sentences, paragraph or their experience, and this situation could make them did not want to write their ideas, opinion or experience in the paper. They always felt wrong about vocabulary and grammar. The other difficulties of the students that found at SMA Negeri 2 Palembang when they were in the process of learning writing such as; limited vocabulary, they could not understand about grammar to be written such as how to write in present tense and past tense appropriate with a good grammar, they did not understand about the words grammar, such as: about the verb must be used in in present tense or past tense. This problem could make the score of the students were low, and they were shy to share their mind, imagination or experience in the writing because they felt always wrong when they are writing

As English teacher, we should be creative to find a good way to help them to improve their writing not only in the writing but also can improve their vocabulary and grammar too. We should make learning writing like as interesting subject for learning in order they would not feel bored in the class. One of the media is using diary.

Diary is a media that teacher used to make the students interested in writing especially in teaching recount text. Mustika (2010) states that Diary is the note of our daily life activities or the note about interesting moment, we write about the moment that interesting moment, we write about the moment that interesting in the diary book. The function of diary, we can memorize about the moment of our daily life of our history of life. There are five contents of diary: the date, month, and year of the moment, the time of the moment, moral message of the moment). Diary book is the book that fully with our personal notes our journal of daily life. In diary must have the story, time and date or day, place and do not forget the people that involved in our story.

Diary is a part of teaching writing in recount text means the process for transferring knowledge of writing to the students and improve them to be confidence to write anything in English, they would be able to know how to make and write about the words, text, sentences, and their experiences grammatically. Dairy is private book, the students could practice their writing in the diary.

The benefit of diary is not only to practice our writing, but also we can hare about our story or our problem to other people. We can use the history of our diary to motivate our future life. We can also can use the diary to make our life be better than before because with diary we can remember our bad things and we may not do it again.

The Objective of the study was to find out whether or not it is effective to use dairy in writing recount text to the tenth grade students of SMA Negeri 2 Palembang.

2. RESEARCH METHOD

In doing this study, the researcher used the experimental method. The type of experimental method was quasi-experimental. Frankle and Wallen (1991:54) states that quasi experimental is a method that used for two or more groups of subjects that are still compared between experimental and control group. The design of quasi-experimental method as follows:

Nonequivalent group pretest posttest		treat	Posttest
Group pretest	A O1	X	O2
Posttest-design	B O3		O4

Where: A; experimental group

B: control group

O1: pretest in experimental group

O2: posttest in experimental group

O3 : pretest in control group

O4 : posttest in control group

There are two variables in this research; independent variable and dependent variable. In this study, independent variable was teaching media of diary, and dependent variable was the scores of students' vocabulary.

Population and Sample

Cresswell (2005:145) states that population is a group of individuals who have the same characteristic. The population of this study was all the tenth grade srudents of SMA Negeri 2 Palembang in Academic Year 2016/2017. There were eleven classes, the classes are devided by two clasess, social and sains

classes. All the number of students were 431.

In choosing the sample for this research, the researcher used purposive sampling. In Purposive sampling needs to identify the sampling strategy and be able to defend its use. The sample was the students who are taught by same teacher and the same total of the students. The total number of sample was 80 students.

Technique for Collecting the data

Test

In this study, the researcher gave essay test, the test was given twice (pretest and posttest). The researcher gave one question about the student's experience/activities/moments/events and asked the students to write it must be based on the social function, structure and the elements of language used in recount text.

Technique for Analyzing the Data

In analyzing the data, there were some elements that are scored by the reseacher. The students'writing are scored in term of five elements: content, form, grammar, vocabulary, and punctuation. The score of each element was 20, so the total scores of elements was 100. Next, to know the significant difference between students' achievement in pretest and posttest, pair sample t-test was used. Then, to know the comparison scores of post in experimental and control, the researcher used independent sample t-test. It was calculated by SPSS 16.0.

3. FINDINGS AND DISCUSSION

The Comparison Pretest and Posttest in Experimental Group paired sample t-test

After the researcher got analysis pretest and posttest in experimental group, the researcher analyzed the data by using paired sample t-test.

From **t**he result of paired sample t-test showed the difference between pretest and posttest, the mean pretest and posttest was 11.526. standard deviation was 3.889, standard error was 631. The value of t-obtained was 18.272 and the critical value of t-table was 2.0262. In conclusion, In experimental group the value of t-obtained was higher than t-table.

The Comparison Pretest and Posttest in Control Group

After the researcher got analysis of pretest and posttest in control group, then the researcher also analyzed the data by using paired sample t-test.

From the result of paired sample t-test showed the difference between pretest and posttest, mean pretest and posttest

was 7.250. standard deviation was 5.580, standard error mean was .905. in 95% confidence interval of the difference., the lower was 5.416, the upper was 9.084. the value of t-obtained was 8.010. at the significant level p<0.05 in 2-tailed , the critical valueof t-table was 2.0262.

The Comparison the Score of Posttest in Experimental and Control Group by using Independent Sample t-test

The comparison of score posttest in experimental and control group was analyzed by using Independent Sample t-test.

From the result of independent sample t-test showed that the value of t-obtained was 3.972, at the significant level p<0.05 for 2 tailed and degree of freedom (df) was 74, t-table was 1.9925. since the value of t-obtained was higher than t-table,so null hyphotheses (Ho) was rejected and alternative hyphoteses (Ha) was accepted. It means that there was a significant difference between the students who were taught writing by using diary than those who were not.

4. CONCLUSION

Based on the data analysis, it was found that the score f t-table was 1.9925. this score exceeded 3.972 as its critical level. It can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because t-obtained was higher than t-table where t-obtained was 3.972 and t-table 1.9925. So, it could be concluded that teaching writing recount text by using diary was effective to the tenth grade students of SMA Negeri 2 Palembang.

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