



**PENGUNAAN BUKU KEGIATAN HARIAN UNTUK MENINGKATKAN
KEMAMPUAN MENULIS SISWA KELAS SEPULUH DI SMA NEGERI 1 MAMUJU**

***THE USE OF DAILY ACTIVITIES DIARY TO IMPROVE WRITING ABILITY OF
THE TENTH GRADE STUDENTS OF SMA NEGERI 1 MAMUJU***

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ARTICLE INFO

Article history:

Received March 15, 2024

Revised April 6, 2024

Accepted April 04, 2024

Available Online April 15,
2024

Kata Kunci:

Buku Kegiatan Harian,
Kemampuan Menulis, Siswa
SMA

Keywords:

*Daily Activities Diary, Writing
Ability, Students*

ABSTRAK

Penelitian ini menganalisis penggunaan buku kegiatan harian untuk meningkatkan kemampuan menulis siswa. Penelitian ini bertujuan untuk mengetahui penggunaan buku kegiatan harian untuk meningkatkan kemampuan menulis siswa kelas sepuluh SMA Negeri 1 Mamuju. Penelitian ini menggunakan metode penelitian quantitative dengan desain quasi eksperimen. Populasi penelitian ini adalah siswa SMA Negeri 1 Mamuju. Sampel penelitian ini adalah siswa kelas X B yang terdiri dari 21 siswa sebagai kelas eksperimen dan X C yang terdiri dari 24 siswa sebagai kelas control. Peneliti menggunakan tes menulis dan interview sebagai instrument penelitian. Hasil penelitian ini menunjukkan bahwa penggunaan buku harian dapat meningkatkan kemampuan menulis siswa kelas sepuluh SMA Negeri 1 Mamuju. Hal ini menggambarkan bahwa penggunaan buku kegiatan harian dapat meningkatkan kemampuan menulis siswa kelas sepuluh SMA Negeri 1 Mamuju.

ABSTRACT

This study analyzed the use of daily activities diary to improve students' writing ability. The study aimed to determine the use of daily activities diary to improve writing ability of the tenth-grade students of SMA Negeri 1 Mamuju. This study used quantitative research method with quasi experimental design. The population of this study was the students of SMA Negeri 1 Mamuju. The samples of this study were X B class consisting of 21 students as the experimental class and X C class consisting of 24 students as the control class. The results of this study showed that the use of daily activities diary could improve the writing ability of tenth-grade students of SMA Negeri 1 Mamuju. This illustrates that the use of daily activities diary could improve the writing skills of tenth-grade students of SMA Negeri 1 Mamuju.

INTRODUCTION

English serves as a versatile and extensively utilized means of communication, demanding proficiency across a range of abilities for effective comprehension. These abilities are categorized into input and output skills, with listening and reading falling under input skills, and speaking and writing constituting output skills. Mastery of all four skills is essential to excel in English. Each skill presents its own challenges in mastering, yet all are integral to learning. To enhance one's English proficiency, it is crucial to prioritize the acquisition of all four abilities for optimal learning outcomes.

Mastering the skill of writing in English is essential for effective communication across different situations, yet it's a challenging task. According to McCrimmon (1998: 56), writing is often seen as the most demanding aspect of the learning process, as it allows individuals to delve into their thoughts and ideas. To write proficiently, students need to grasp grammar, sentence structure, vocabulary, and how

to use tone and style effectively. Developing expertise in this area demands consistent practice. Engaging in regular practice sessions can significantly enhance students' writing skills.

Based on researcher indirect interview with the students of SMA Negeri 1 Mamuju. They have difficulties in constructing a paragraph, even a sentence. It happens because they are not used to conveying ideas, feelings, and messages in writing. They recognize that they need to improve their ability a lot in writing, but they want to improve it with enjoyable.

In practice, there are many ways to improve writing ability. It related to statement Byrne (1979) stated that students required chances to share their idea through enjoyable writing. The students can start the enjoyable writing from the simplest and easiest aspects such as start it in daily activities. Keeping a diary can have a positive effect on writing ability by providing individuals with consistent writing practice, helping them develop their creativity and imagination, improving their self-awareness and self-expression skills, and developing their critical thinking skills. Daily activities carried out can be recorded in a diary, such as writing a diary about the daily activities that a person does. The more often you use your brain to process sentences in writing, the more familiar and accustomed you are to using English. This will improve the ability to write in English.

There was study that examine the improvement of writing skills. Hanan. A. T., et. al. (2015) conducted the research about the influence of diary writing on the students' writing and language abilities. This research is conducted in the College of Basic Education, in English Department. The analysis of the data obtained showed that the students' language abilities significantly improved especially the grammar and vocabulary. The students also reported their satisfaction in the free-writing method which allowed them to learn more on self-expression and organization of ideas. The researchers believe that a skillful writing teacher would be able to provide maximum benefit from this experience. This study is believed to be extremely beneficial to language teachers, and more specifically, EFL writing teachers.

Writing ability

Dorothy and Carlos (2005) suggest that writing plays a significant role in daily human communication, particularly during junior high, high school, and college years. Students are advised to consider several key aspects of writing, as outlined by Jacob et al. (1981). These facets encompass various elements crucial for effective written communication. First and foremost is content, which denotes the central subject matter or theme addressed in a piece of writing. Next, organization plays a pivotal role, emphasizing the importance of arranging ideas logically to ensure coherence within the text. Vocabulary selection is also paramount, requiring careful consideration to ensure that chosen words accurately convey the intended message and align with the content. Additionally, attention to language use is essential, encompassing the application of proper grammar and syntax to articulate ideas coherently within sentences, phrases, and paragraphs. Lastly, mechanics encompass adherence to standard linguistic conventions, including the arrangement of letters, words, and sentences, to maintain structural integrity and readability in written compositions. By addressing these aspects conscientiously, writers can enhance the clarity, coherence, and effectiveness of their written communication.

By considering these five aspects, students can enhance their writing skills, produce well-structured and coherent compositions, and effectively communicate their ideas. Developing proficiency in content, organization, vocabulary, language use, and mechanics contributes to the overall quality and impact of their written work.

Daily activities diary

According to Lejeune (2009) diaries are a gamble for the future. Diary writing is something that is neglected in writing and underappreciated in the fields of literary and historical studies. Lejeune also suggests to investigators that diaries can investigate the development of modernity in the western world and save moments of the process of creating personal narratives in the scholarly world. Curtis and Bailey (2007) stated that a journal or diary is a record, often kept daily, of one's life, a kind of personal account book. The similar description also proposed by Fitzpatrick (2005) stated that a diary is a personal record of a writer's life experience and is usually private. According to Harmer (2004) diary has some benefits. They are the value of reflection, freedom of expression, developing writing skill, and student-teacher dialogue.

METHOD

This research used quantitative research method. The design employed in this research was a quasi-experimental design with pretests and posttests. This research was conducted in January 2024, from data collection until all data was gathered. The research took place at SMA Negeri 1 Mamuju,

located at Jl. Kumbang Lollo, No. 1, Kec. Mamuju, Kab. Mamuju, West Sulawesi. There were independent and dependent variable in this study. The independent variable was daily activities diary and the dependent variable was student's writing ability. This study's population consisted of tenth grade students from SMAN 1 Mamuju. There were 11 classes. There were X A, X B, X C, X D, X E, X F, X G, X H, X I, X J, and X K. The number of populations was 425 students. The researcher requires a technique to facilitate sampling. Purposive sampling was the technique used by researcher. The researcher chooses two of the classes at purposive as the sample for this study. There was control class and there was experimental class. The control class was X B that consisted of 21 students and the experimental class was X C that consisted of 24 students. The instruments used for data collection were a writing test. In analysis the data with quantitative method the researcher analyzes it with theory from (Jacob, 1981) which involves content, organizations, vocabulary, language use, and mechanism.

FINDINGS AND DISCUSSIONS

Findings

This section presents the findings of the research. To find out the improvement of students' writing skills, researchers used a writing test as an instrument to measure. There were two tests carried out, namely pre-test and post-test. The test was given to both classes, namely the experimental class and the control class. The following are the results of data analysis

The Rate Percentage of Experimental Class and Control Class

Table 1. The Rate Percentage of Experimental Class in Pre-Test and Post Test

No.	Classification	Score	Pre-Test		Post-Test	
			F	P	F	P
1.	Excellent	83-100	0	0	2	10
2.	Good	66-82	0	0	16	76
3.	Fair	49-65	12	57	3	14
4.	Poor	32-48	9	43	0	0
Total			21	100	21	100

Table 1 shows that experimental class resulted 0 (0%) student got excellent score, 0 (0%) student got good score, 12 (57%) students got fair score, and 9 (43%) students got poor score in pre-test. There were 2 (10%) students got excellent score, 16 (76%) students got good score, 3 (14%) students got fair score, and 0 (0%) student got poor score in post-test. The highest students' percentage in pre-test was fair score, and post-test was good score. The lowest students' percentages in pre-test were excellent and good score, and post-test was poor score.

Table 2. The Rate Percentage of Control Class in Pre-Test and Post-Test

No.	Classification	Score	Pre-Test		Post-Test	
			F	P	F	P
1.	Excellent	87-100	0	0	0	0
2.	Good	73-86	0	0	6	25
3.	Fair	59-72	14	58	16	67
4.	Poor	45-58	10	42	2	8
Total			24	100	24	100

Table 2 shows that control class resulted 0 (0%) student got excellent score, 0 (0%) student got good score, 14 (58%) students got fair score, and 10 (42%) students got poor score. There were 0 (0%) student got excellent score, 6 (25%) students got good score, 16(67%) students got fair score, and 2 (8%) students got poor score. The highest students' percentage in pre-test was fair score, and post-test was fair score. The lowest students' percentages in pre-test were excellent and good score, and post-test was excellent score.

The Mean Score and Standard Deviation

Table 3. The Mean Score and Standard Deviation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Eksperimental Class (Pre-test)	21	34.00	60.00	48.0476	7.88338
Eksperimental Class (Post-test)	21	54.00	88.00	73.0952	8.24563
Control Class (Pre-test)	24	34.00	64.00	50.2500	9.09491
Control Class (Post-test)	24	40.00	75.00	60.0833	9.49103
Valid N (listwise)	21				

Table 3 shows in the experimental class the mean score of pretests was 47.6667, with a standard deviation of 8.65063. Meanwhile, the mean score of post-tests was 71.4286, with a standard deviation of 7.23582. In the control class the mean score of pretests was 50.1250, with a standard deviation of 9.36373. Meanwhile, the mean score of post-tests was 54.3750, with a standard deviation 6.80673.

The Normality Test and Homogeneity Test

Table 4. The Normality Test

Tests of Normality								
		Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
			Statistic	Df	Sig.	Statistic	df	Sig.
Students Outcomes	Learning	Eksperimental Class (Pre-test)	.169	21	.119	.936	21	.179
		Eksperimental Class (Post-test)	.210	21	.016	.893	21	.026
		Control Class (Pre-test)	.150	24	.174	.938	24	.149
		Control Class (Post-test)	.162	24	.103	.940	24	.167
a. Lilliefors Significance Correction								

Table 5. The Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	1.302	1	43	.260
	Based on Median	1.599	1	43	.213
	Based on Median and with adjusted df	1.599	1	42.361	.213
	Based on trimmed mean	1.500	1	43	.227

The test result of the normality and the homogeneity of both variables using the value of the residue indicates that the significant value is greater than 0.05. It can be concluded that data from variables had a normal distribution and the data had homogeneous variances.

The Independent Sample T-Test

Table 6. Independent Sample T-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
Students Learning Outcomes	Equal variances assume	1.302	.260	4.875	43	.000	13.012	2.669	7.629	18.395	
	Equal variances not assume			4.921	42.999	.000	13.012	2.644	7.680	18.344	

Based on the Table 6, the researcher found that the significant of daily activities diary in students' writing ability was $0.000 < 0.5$, which means daily activities diary can improve students' writing ability. Therefore, for the first hypothesis the null hypothesis (H₀) was rejected and the research hypothesis (H₁) was accepted.

Discussions

This part presents the discussion of research findings. The aim of the research was to find out the use of daily activities diary to improve writing ability of the tenth-grade students of SMA Negeri 1 Mamuju. Related to research findings, the use of daily activities diary can improve students' writing ability of the tenth-grade students of SMA Negeri 1 Mamuju. It has been proven by conducting tests on experimental and control classes where it was found that the use of daily activities diary can improve writing ability. The following was a clear and detailed discussion of the use of daily activities diary:

Experimental class

In the experimental class, students feel enjoy of the learning process. It was proven based on the results of the findings made by the researcher, namely an increase in the writing test conducted. The results showed that the highest percentage of students' scores in the pre-test was poor, and the lowest percentages of students' scores in the pre-test were excellent and good. Meanwhile, the highest percentage of students' score in the post test was good, and the lowest percentage of students' scores was poor. In addition, researchers found that the average score of students in the pre-test was 48.04, while in the post-test, the average score of students was 73.09. We can see that the classification score obtained by students has increased from pre-test to post-test, the classification was from poor to good.

There were several previous findings related to the result of the research. Chairunnisa (2017) conducted research to assess the effectiveness of diary writing activities in enhancing students' proficiency in writing recount texts. Data collection involved written tests to measure students' writing skills after the treatment, along with observation to monitor their activities during the learning process. Results indicated improvement, as evidenced by higher scores in the cycle II test compared to the cycle I test. The researcher concluded that diary writing activities contributed to enhancing students' recount text writing skills and achieving better scores.

Secondly, Agustina, R. R. (2022) investigated the impact of diary writing on tenth-grade students' recount text writing skills. The study involved 30 students in each class at Raudlatul Hasanah. Through daily diary entries, students' writing was evaluated based on content, organization, and vocabulary using the T-test formula. Results indicated a significant improvement in students' scores across all writing components. Thus, the research concludes that diary writing positively influenced students' recount text writing abilities.

Based on the several findings above, we conclude that the daily activities diary can indeed improve writing skills. After being researched in a different place, namely at SMA Negeri 1 Mamuju, the results also have similarities. The daily activities diary can be used as a medium or container to improve students' writing ability. The result showed that the daily activities diary can improve students' writing ability of the tenth-grade students of SMA Negeri 1 Mamuju.

Control class

In the control class, the pre-test results showed that the highest percentage of students in the pre-test was fair, and the lowest percentage of students in the pre-test was excellent and good. Meanwhile, the highest percentage of students in the post-test was fair, and the lowest percentage of students in the post-test was excellent. In addition, researchers found that the average score of students in the pre-test was 50.25, while in the post-test was 60.08. We can see that the classification score obtained by students did not increase from pre-test to post-test, the classification was still in the fair classification.

Based on the previous findings, Mutslih. N. M. (2016) found that the experimental class that was given treatment using diary writing had improved writing ability, while the control class that was given treatment using conventional teaching technique did not improve their writing ability. And the results showed that the diary writing is effective in improving students' writing of recount text.

Based on the previous findings above, the experimental class had improved their writing ability because they used the diary as a tool to write about whatever their activities in their daily lives continuously. The researcher concludes that the use of daily activities diary can improve students' writing ability.

CONCLUSION

The use daily activities diary can improve writing ability of the students of SMA Negeri 1 Mamuju, it was evidenced by the result of the research, we can see a significant increase in the experimental class score which was given the treatment of writing a daily activities diary. The significant of daily activities diary in students' writing ability was $0.000 < 0.5$, which means daily activities diary can improve students' writing ability. Therefore, for the null hypothesis (H0) was rejected and the research hypothesis (H1) was accepted.

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