



The Use of Diary to Improve the Writing Ability of the English Second Graders at Hamzanwadi University

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Abstract

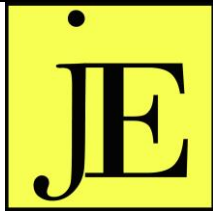
The research aimed at finding out the use of a diary in improving the writing ability of the English students of Hamzanwadi University. The problems formulated in this research were (1) Is the use of diary effective in teaching writing for the English students of Hamzanwadi University? (2) How effective is using a diary in teaching writing for the English students of Hamzanwadi University? The research design of this study was one group pretest and posttest. The population of this research was the second-semester students of Hamzanwadi University, which consisted of 105 students in 4 classes. The present researcher took class D as the sample that consisted of 20 students. The present researcher generated a simple random sampling by obtaining an exhaustive list of a population and then randomly selecting a certain number of individuals to comprise the sample. A pretest and a posttest were given to the students to collect the data. The result of the data analysis indicated that the mean score of the pretest was 34.86 while in the posttest was 48.00. In testing the hypothesis, the result of the t-test was -9.706. The null hypothesis was rejected, and the alternative hypothesis was accepted. So, it can be said that using a diary was significantly effective in teaching writing.

Keywords: *Diary, Writing, Students' Ability*

Introduction

English is an international language used to communicate each other (Pennycook & Candlin, 2017). It is an important means which plays an important role in the world. English is not only related to the efforts of guiding learners to be able to use English, but also to be skilled in speaking (Irwandi, 2020). The use of English cannot be separated from the development of technology, science, and cultures in this era. Since it is an international language, English is necessary to be mastered by the generation of a nation in order to be able to adapt and to compete in the international world (Shobikah, 2017).

In learning English, according to (Xolmurodova, 2021), there are four skills that should be mastered. Those are listening, speaking, reading, and writing. The skills are divided into two groups: receptive skill: listening and reading and productive skill: speaking and writing (Xolmurodova, 2021). Speaking is the most important one of all because speaking is a productive skill and direct communication (Leong & Ahmadi, 2017).



Writing is one of the four skills in learning foreign language besides listening, speaking, and reading (Piniel & Albert, 2018). Writing is means of communication among people. According to (Chou, 2018) ,“writing is a communication tool that translates thoughts into language, and pedagogically speaking, it is the means by which learners’ achievements are generally examined”.

Although it has been taught in university, some students still find difficulties in writing. According to (Sermsook et al., 2017), “many students make a lot of mistakes in writing English.” There are some reason that causes the difficulties in writing such as lack of practice, afraid of making mistakes, choosing the correct words, arranged the words, and grammar understanding. These conditions often make them stressed so that they feel even more difficult in writing. In Indonesia, especially the English students of Hamzanwadi University frequently said that “English is about speaking.” It makes sense that they were not interested in writing. This is a kind of problem in writing that must be solved.

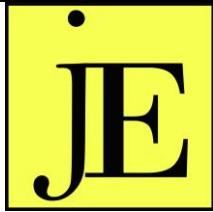
In order to cope students’ weakness in writing and to improve their writing ability in English, the present researcher then committed to apply the use of diary as a personal form of writing which they can use to write about their personal life or situation. According to (Bellar, 2017), “a diary is a personal record of a writer’s life experience and is usually private.” In this study, the researcher intended to improve the students’ writing ability in writing by conducting experiment on applying diary as the media in teaching writing for the English students of Hamzanwadi University.

(Hohti, 2016) stated that writing a diary allows us to focus on our writing without worrying about our audience or what anyone else will think. And doing it regularly helps to improve our thinking processes and can even help us become more creative in how we think. This can be important for a number of reasons. Therefore, this might become the core reason which spearheaded the present researcher’s desire to select diary as a primary instrument which is believed to be capable of improving students’ writing ability in English.

This study is set out to find out a) the effectiveness of diary in teaching writing for the second semester students of the English Language Education Study Program of Hamzanwadi University and the extent of the effect of diary in teaching writing for the second semester students of the English Language Education Study Program of Hamzanwadi University?

RESEARCH METHOD

The design of this research used a one-group pretest-posttest which constitutes a type of research design that is most often utilized to determine the effect of a treatment on a given sample. The sample itself is generated by obtaining an exhaustive list of a population and then randomly selecting a certain number of individuals. (Etikan & Bala, 2017) states that “sample is part of population or the representation of a population. A sample is a small proportion of a population selected for an observation and analysis.” The sample is a representation of the total population. It is made to make the research easier to conduct the research.



In this research, the participants were selected using Simple Random Sampling. The present researcher just gave number to each class then chose one randomly. From students in 4 classes, the present researcher chose class D as the sample which consisted of 20 students. Instrument is a tool used for collecting data. The present researcher used written test as the instrument of the study in which the researcher asked the students to write their unforgettable experience outside the classroom. The present researcher suggested the students to pay more attention to vocabulary, mechanics, organization, grammar and content of writing.

The In collecting data, the researcher used the pre-test was administered before giving the students treatment. The purpose was to know the students' ability of writing so that the research could easily give the treatment in the next section. In pre-test, the present researcher gave the students diary paper that consisted of ten sheets. After giving them the diary paper, the present researcher asked the students to write their unforgettable experience down on diary. They did it outside the classroom. Total sample of this research was twenty students, but when conducting the pre-test there were only fourteen students that attended the writing class when they collected their diary. There were six students missing. The treatment was conducted after doing the pre-test. The present researcher treated the students by teaching some important materials of recount text such as generic structure and language features. Furthermore, some of other materials were also explained by the present researcher such as comma, sentence combining, and punctuation in writing. In this section, the present researcher just explained the material to the students in which it occurred in four meetings. In the first meeting, the present researcher talked all about recount text and diary. Whereas the next three meetings he talked about comma, sentence combining, and punctuation. The present researcher administered the post-test to the students after having conducted the treatment. It was aimed at knowing the students' writing ability after the treatment.

In this study, there were four stages needed by the researcher in teaching writing through diary. Firstly, the researcher asked the students to write outside classroom before doing treatment (pre-test). Each student was provided a diary paper to be written down then they collected their writing in the first day as the pre-test data for the researcher. After that, their diary papers were returned again to them to write. Secondly, the researcher did treatment in the classroom after having analysed the pre-test data of the students. In doing the treatment, the researcher explained the students about recount text and diary and asked the students to write outside the classroom for several days. Then they must have collected theirs before teaching was started.

Thirdly, after the students collected their writing, the researcher continued the treatment with simple past tense, sentence punctuation, and comma. In the end of the treatment, the students were asked to write again outside the classroom for several days. They wrote their unforgettable experience on diary with their corrected writing as guidance to write.

In the fourth meeting, the students came into the class collecting their writing for being corrected by the present researcher in the classroom. He corrected it directly in the classroom

after having explained the material. The present researcher explained about sentence combining in this meeting. After correcting students' writing, the students were given their writing. It was used as guidance for the next writing. The treatment was conducted in the fourth meeting, but the students' writing activity outside the classroom continued for three more days. Lastly, the last writing was taken as the post-test data by the present researcher.

The In this study, the present researcher used three kinds of data analysis; those are descriptive statistics, required statistic for testing hypothesis that consisted of normality and homogeneity testing, and testing hypothesis. In addition, to determine whether the variance of the data to be analysed statistically homogeneous or not, the present researcher used homogeneity testing. Formula used in this research was One-Way ANOVA. In testing hypothesis, Paired-Samples T-test was used to test the hypothesis of research which had only one variable and there were two types of test, those were pre-test and post-test.

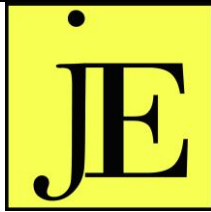
RESULTS AND DISCUSSION

Referring to the data obtained in pre-test, the lowest and the highest score in the pre-test were 5 and 11, while in the post-test, the lowest and the highest score were 7 and 17. In addition, the mean score of pre-test was 34.86 while in post-test was 48.00. The mean scores of post-test was higher than the pre-test, it indicated that the used of diary was effective in teaching writing. See Table 2

After conducting normality and homogeneity testing, the present researcher tested hypothesis. Hypothesis testing was conducted to know whether the use of diary effective in teaching writing or not. After operating a paired-samples t-test, the present researcher found that there was a difference significant of the mean score between the pre-test and the post-test, and the value of $t = -9.706$ at $p = 0.00$. Since the value of sig. (2-tailed) was less than 0.05, it meant that the use of diary is effective in teaching writing for the second semester students of English Language Education Program Study at *Hamzanwadi University*.

Table 1 *Testing Hypothesis*

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test – Post-test	- 13.14	5.067	1.354	- 16.068	- 10.217	- 9.706	13	.000



Derived from the result of this research, the mean score of pre-test was 34.86 and the mean score of post-test was 48.00. While the result of testing hypothesis showed that the mean score was -13.143, standard deviation was 5.067, and standard error mean was 1.354. To know whether hypothesis is rejected or accepted, the value of $t = -9.706$ and the value of significant (2 tailed) was $000 < 0.05$. From the result, it meant that the use of diary in teaching writing is effective for the second semester students of English Language Education Program Study at Hamzanwadi University.

(Vinjamuri et al., 2017) state that “journal writing or diary helps learners write better and better day by day since it provides learners with more opportunities to freely write about what they wish to whenever they feel like writing”. Furthermore, the result of this research supports statement of Vinjamuri et al.,. The students in the activities were helped by diary, especially in writing their unforgettable experience. The students’ writing got better day by day because they write freely. They have opportunity to write as they want to.

In addition, implementation of diary in the second semester students of English Language Education Program Study at Hamzanwadi *University* was not only effective but also it could make some students enthusiast in writing their unforgettable experience.

CONCLUSION

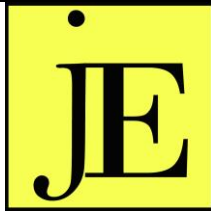
Derived from result and discussion, the present researcher concludes that students’ mean score in post-test was higher than pre-test. It indicated that there was a significant difference in the mean scores between the pre-test and the post-test. In testing hypothesis, the result of t was -9.706 and the value of significant (2-tailed) was $000 < 0.05$. Since the value of significant was less than 0.05, it indicated that using diary is effective in teaching writing for the second semester students of English Language Education Program Study at Hamzanwadi University

AUTHOR'S STATEMENT

The author declares that this article has never been published in any journal.

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