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IMPROVING STUDENTS' WRITING SKILL ON RECOUNT TEX THROUGH DIARY WRITING AT EIGHTH GRADE OF MTS PONDOK PESANTREN ULUMUL QUR'AN MEDAN

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ABSTRACT

This research was aimed at implementing diary writing as a medium to improve the writing skills of the eighth grade of MTs Pondok Pesantren Ulumul Qur'an Medan in the academic year of 2020/2021. This research was an action research study. The participants of this research were 22 students of grade VIII, the English teacher, and the collaborator. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview with the English teacher and the students and observations during the teaching and learning process. Meanwhile, the quantitative data were in the form of the results of the students' writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test). The results of the research showed that there were improvements on the students' writing skills. The research uses two cycles, each cycle consist of planning, action, observation, and reflection. The result of this research shows that there is an improvement of the students' writing skills in recount text. It can be seen from t-test calculation in cycle I shows that the score of pre-test 35.9 and the score of post-test is 57.72. Meanwhile, the cycle II shows that the score of pre-test is 57.72 and score of post-test is 83.86. This indicates that by applying of diary writing can improve the writing skills of the second grade students of MTs Pondok Pesantren Ulumul Qur'an Medan is accepted.

Keywords: Diary Writing, Improve, Writing, Writing Skills, Recount Text.

INTRODUCTION

The objective of teaching recount text for students of Junior High School according to curriculum 2013 is the students are expected to be able to produce recount text by using the correct grammar, diction, punctualization, and spelling. The students are also expected to be able to develop and organize ideas so that they can produce a good text. The students could describe the generic structure and the purpose of recount text.

However, the objective above is not achieved yet. That can be proven from the fact that the students still find the difficulties in writing orientation. The students also still make a mistake in arranging the events, as well as re-orientation. The mistakes lead the students in belief that they have ideas but they do not have ability or the skill to express them in a target language.

There are some factors that can cause the students lack in writing recount text, namely internal and external factors. The internal ones are the students' motivation; interest, IQ, and etc. the external ones are material, parents, teaching strategy and others, including media in teaching.

Media in teaching plays an important role to improve students' ability in writing recount text because it is fun and it is not a monotone learning process. By using the media, the teacher not only facilitates the students with information they need, but also can give them some booster for students in understanding the subject. There are many kinds of media that teacher can used; they are picture series, video or movie watching and diary writing.

Diary can improve students' writing skill in recount text because diary as a media to express students ideas in written form. Diary can make students to be more motivated and easier them to express their feeling by writing diary. Students can write about their feeling, experiences, wishes, and freely write their ideas. Diary writing usually done every day which is becomes a habit for students. The frequency of writing something in their daily life will improve students' ability in writing skill. Students will become more fluent in writing something and reduce in making some errors in writing.

Based on the background of the problem described above, the researcher would like to conduct study as a solution, with the title *"Improving Students' Writing Skill on Recount Text through Diary Writing at Eight Grade of MTs Pondok Pesantren Ulumul Qur'an Medan"*.

LITERATURE REVIEW

The Writing Skill on Recount Text

Writing is letters, symbol, or word form of language expression. The main purpose if writing is communication. Writing has much precept such as grammar, spelling, and punctuation, regardless of what language is that. People use many tools in assisting their writing such as dictionaries and thesaurus.¹ Writing can be mastered through practicing continually and consistently.

According to Nunan, writing is work of producing, expressing, and organizing ideas in a paragraph so that will be clear to the readers.² From that theory, writing is interpreted as the process of thinking which are involved in creating the interesting ideas, stating ideas in words, and arranging ideas in paragraphs to get a great writing product that understandable to the readers. Further, Hamp Lyson states writing is an individual work which is the writer produces ideas and converts them into self-style.³ Writing is

¹ Utami Dewi, *How to Write*, Medan: La-Tansa Press, p. 2.

² Nunan, D., (2003), *Practical English Language Teaching*, New York: McGraw Hill, p. 56.

³ O'Malley, J.M. and Pierce L.V., (1996), *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, New York: Addison - Wesley Publishing Company, p. 96.

assigned as an individual doing because it has certain purpose which the writer carries ideas and turns them into their own topic and their own writing style.

According to Oshima and Ann, writing is assigned as some steps of work that implicated thinking of ideas, turning it into some words, and analyzing it until the writing delivers exactly what the writer would like to say to the reader.⁴ From this definition, writing as a next level of thinking which the writer produces a real product from the writer's ideas.

Recount text is one of text types that really common used in writing. Recount is an activity which telling people about something about something that already happened in the past. It can be about exciting things that happened on holiday or what we did at the last weekend. Recount text is a text that helps students in developing their experience into writing.

According to Knapp and Knapp, recounts are sequential texts which consist of series of events.⁵ Recount text is the simplest text type which tells sequence of events with generic structure such as orientation, events and reorientation. Meanwhile, Wardiman states recount text is usually to tell past events such as holiday, accident, good or bad experience, and activity report.⁶ The events are reported chronologically according to the setting of time, and place when they occurred. Moreover, Cavanagh defines "recounts are retelling of past events."⁷ It means that they are usually written as a series of events that tells information about what, where, when and who.

From the definition above, it can be conclude that a recount is a spoken or written text that is used to tell people about the writer experiences. According to Corbett and Julia, recount text is one of the easier nonfiction text types which focus on telling the past situation that actually happened.⁸ Recount text can be form in spoken and written text. Recount text helps students to improve students writing skill by telling past events. If it in the first person it is called a personal recount, and if it in the third person it is recounting events that already happened to others. In conclusion, recount text is a text that retells situation or past events to the reader.

Based on definition above, the researcher concludes that writing skill on recount text is an ability to write fluently, naturally, coherent and genuine ideas, clear goals of writing and applying some strategies for dealing with the problems in writing and retell the past story, experiences or events in past tense or past perfect tense.

Diary

Diary can be assigned as daily log activities that record the events which happen during the day. Diary is updated on daily basis, it is private and for the writer only.⁹ Diary

⁴ Oshima, A. & Ann, H., (2007), *Introduction to Academic Writing*, New York: Pearson Longman, p. 72.

⁵ Knapp, P., and Meggan. W., (2005), *Genre Text Grammar: Technologies for Teaching and Assessing Writing*, Sidney: University of New South Wales Press Ltd, p. 59.

⁶ Antono Wardiman, (2005), *Make Your Self a Master of English*, Jakarta: PT. Setia PurnaInves, p. 35.

⁷ J. Cavanagh, (1998), *Text Types*, Sydney: Broad Studies, p. 69.

⁸ Corbett, Pie and S. Julia, (2011), *Talk for Writing Across the Curriculum*, New York: McGraw-Hill Companies, p. 11.

⁹ Taqi et al., *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, British Journal of Education, Volume 3, Number 2, February 2015, p.76.

is usually handwritten and it is used to express personal thoughts, feelings, and experiences, on daily life, managed by date, and not for.

A diary is usually handwritten that is used to express personal feelings, thoughts, and experiences on daily life, arranged by date, and not for publication to read.¹⁰ From the definitions, we can say that diary is like a book that we write with our hands where we share our feelings, thoughts, and experiences on daily basis. Moreover, not many people can read it but the author because it's private and personal.

According to Bolton, diary loads stories of happenings about what might happen and it is one of the oldest literatures in the west.¹¹ From the definition, we knew that the writer could write all the writer feelings about futures and past events or experiences in diary. It is convenient to be used to build students' ideas in writing process. Moreover, Fitzpatrick states diary as a personal record of writer and it is private of the willing of the writer.¹² Writing diary makes students could revolve and build their ideas from life experience, it means they are practiced being a sensitive writer who could get the motivation in writing. Diary helps students in solving their problems in building ideas in writing.

From the definition above, diary is basically is the record of the experiences of individuals that have occurred periodically. Diary implies sharing the opinions, ideas, feelings, and emotions of the people that they do not want to reveal in written form to other people. Sometimes, students need their friends' attention and need to be heard and appreciated, they express it with themselves. Writing diary is an exceptional way of capturing experiences and thoughts that may have meaning later in life or can be taught to the next generation.

In teaching and learning process, the use of writing diary method in teaching recount text is used to model the stage phase. Teacher provides a sequence of diary writing, and describes it. For the assignment, the teacher encourages students to write their previous experiences in the diary. Students should be practicing how to write a proper English, beginning from their everyday lives, so that they write is simply an example of recount text.

From the point above, based on the description of the writing and the diary, the researcher may infer that writing the diary is a fun and joyful experience for students to compose their ideas and dig their ideas openly. Somebody should share what they have got in their mind in writing a diary. Writing diary is one of the media used to teach recount text. Let's assume that this will get students optimistic about the learning process.

RESEARCH METHOD

In this research, the data composes of quantitative data and qualitative data. The objective of the research is to get data. Data is necessary tool in this research that in the form of occurrence in the field and number. From the data, the researcher will find out the result of the research. Data collecting must be relevant. The data in this research will

¹⁰ Johnson, Curtis and Bailey as cited in Taqi *et al.* *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, British Journal of Education, Volume 3, Number 2, February 2015, p.76.

¹¹ Bolton, G., (2001), *Reflective Practice*, London: Paul Chapman Publishing Ltd, p. 15.

¹² Fitzpatrick, M., (2005), *Engaging Writing Paragraph and Essay*. London: Longman, p. 81.

be in the form of classroom action research data and use classroom action research procedure to get the data analysis.

In this study, the researcher would use the data base, such as, test, observation, and interview. The researcher would identify the data source subject as a students and n English teacher as a collaborator.

Research methods are plans to get to know when and how often to collect data, what data to gather, from whom to collect data, how to collect them, and how to analyze the data. As the researcher mention above, the research will be conducted by applying classroom action research.

Classroom Action Research (CAR) is one of the inquiry research types that has reflective, participative, and collaborative characteristic which have the goal to increase the system, method, process, competence and situation of learning process in the classroom.¹³ It is one way to repair and improved educational services that organized in improving the quality of the overall school program. CAR is expected to be able repair and improve the quality of teaching and learning in the classroom.

The writer adapted the research design from cycle 1 to cycle 2 by Kemmis, as follows:

1. Planning

Planning is a preparation before doing an action research; it is the beginning of research process to conduct treatments or after making sure about the problem of the research. Researcher prepares some materials that will use in the whole learning process in the classroom, such as lesson plan based on the teaching material, prepare the materials that needed in the learning process, and prepare the test for observation and interview.

2. Action

This section discusses about the activities that will be taken by the researcher based on the planning. Researcher tries to test how much students' abilities to understand in writing recount text, give students explanation in learning process, give students assignments to write a diary in individual, evaluate written mistake from their work and make summarize about materials.

3. Observation

A researcher has to observe all events or activities during the research in this step. Researcher observes the situation in class during lesson, observers of students 'attitude when give lesson explanation, students doing task or quiz, and students' difficulties in learning process.

4. Reflection

Reflecting is the examining effort on the success or failure in reaching the temporary purposes in the classroom in meaning to determine the alternative steps that are probably made to the final goals of the research.¹⁴

RESULT AND DISCUSSION

¹³ Suharsimi Arikunto, (2012), *Penelitian Tindak Kelas*, Jakarta: Bumi Aksara, p. 104.

¹⁴ Ibid., p. 17-22.

The findings of this research existed in preliminary data and two cycles. This research was applied by Classroom Action Research (CAR). It consists of 2 cycles. Every cycle consisted of four phases, those are: planning, acting, observing, and reflecting. This study analyzed data from two kinds of data. They were quantitative data (writing test) and qualitative data (observation sheet and interview) which had been gathered in two cycles. Each cycle consisted of four meetings, and there was one meeting for pre-test. So, the total was eight meetings in this research.

1. Cycle I

a. Planning

Before conducting the research, the writer prepared the research instruments, they were:

- 1) Lesson plan: it was used as guidance and controlling the learning process.
- 2) Material: the content of material was recount text was taken from several sources. The researcher formed the material into a power point.
- 3) Teaching aid: the researcher used a diary writing as the major technique in the application of the teaching of the recount text. The students make their own story telling into diary writing.
- 4) Test: it conducted both pre-test and post-test was a test given to the students before the researcher conveyed the material using teaching technique, while post-test was a test given to the students after the researcher conducted the device.

b. Action

Implementation of the learning process in cycle I was done four meetings started from Saturday, November 28th 2020 to Saturday, December 26th 2020. This cycle include pre-test, learning application and post-test. The researcher and collaborator entered the English class. The class was started by praying together and introduced the researcher to the students. Then, the researcher informed the students about activities to be implemented.

The first stage of the action of cycle I is pre-test. Pre-test given by the researcher was done on Saturday, November 28th 2020. Researcher shared the worksheet to the students. She also went around the class to check the students' work and to help students' difficulties. Most of them have difficulties in understanding the vocabularies. After the time for the test finished the researcher collected the students' work.

The second stage of the implementation of cycle I is learning activity. The activity continued with implementation of the learning was done on Saturday, December 5th 2020. In this meeting the researcher explained about the material of recount text as material enrichment and understanding to students. When the researcher explained it, the students listened and paid attention to her. The researcher explained in detail about the materials of recount text. The researcher explained the material of recount text ranging from meaning of the recount text, the purpose of the recount text, generic structures of the recount text, characteristics of the recount text and the example of the recount text, according with lesson plan that had created.

After conducted a detailed explanation, the researcher gave the chance for students to ask questions according with the level of understanding of each students. Then the

researcher explained to the students so that the students can understand the materials of recount text more deeply. The next step is to test the understanding of the students about recount text. Researcher tested the students' understanding by asked them to analyzing a recount text and gave the questions to the students. When the students' quite understand, the researcher gave a quiz for students to test the deeper understanding in 30 minutes then collected to the researcher.

The last step in the application of learning activities was giving homework to students. This is a staple of diary writing technique application intended and would like to be applied by the researcher. At this stage, students were asked to write a diary activity which had the concept of storytelling that was written in a diary, which was given a time marker in detail as free themes that wanted to be told of an event, the date and place. By conducting this technique was expected that students can be lightly and happily in conducting their homework with no load. This is because; basically everyone likes to share the experience that they experienced. This technique adapted on a daily activity that many people did when they are happy updated their status in social media, like facebook and twitter.

The last stage of the overall activities in the application of learning activity in cycle I was the post-test. Post-test was done on Saturday, December 26th 2020. The teacher distributes worksheets to students. The researcher gave the duration time in 40 minutes in afternoon class as usual as school agenda. The worksheets created with degree of level similar to the pre-test questions before but with different questions. This was done aim to measure the outcomes of learning activities that conducted in the core activities of the learning activities that have prepared previously by the teacher through the lesson plan. This post-test would provide results of a study that had done by students whether the results of this study had been successful and improve the results of the pre-test before.

c. Observation

The observation was proposed to find out the information about activities teaching and learning process. The observation included the attitude of the students, behavior and it was also seen that the students participate in teaching and learning process. Thus, the result of observation was collected as the data.

The result of the post test cycle I, it was showed the total score of the students' was 1270 and there were 22 students' who took the test. So, the mean that the researcher got was 57.72. The percentage of the students' score in post test cycle I was 6 students passed the score 75 or up 75 was 27.27%.

The quantitative data were strengthened by qualitative data which of obtained from interview and observation sheet. The observation sheet was done to observe how students' attitude and problem in teaching and learning process. The students were enjoyable and enthusiastic about the topic and they were able to write a diary, and the students can develop their idea because can discuss the meaning with their friend. The result of the teacher's and students' interview can be seen from the interview of English teacher about the students' writing skill in recount text, as follows: *Menurut saya, saya rasa ini adalah satu langkah yang bagus yang bisa saya terapkan kepada mereka, selain media diary dapat sangat mudah, dengan menulis dary tiap hari akan meningkatkan kemampuan menulis siswa.* It was strengthened by the result of students' interview as

follows: *“Awalnya membingungkan miss, ternyata semakin lama menulis maka jadi terbiasa dan saya jadi lebih muah mengingat kosa kata baru dalam bahasa Inggris.*

During this activity, researcher and her collaborator were observing all the activities happened during the learning process. They also observed and monitored all the students' attitude, response and attention to the learning activity. But the result of this learning needs improvement. There were some students showed that they had difficulties in writing recount text. Most of them were lack of vocabularies. Other weaknesses were on the grammar and structure. Nevertheless, there were some other students had a good skill in writing but still need guidance to improve.

d. Reflection

Based on the result of the data and observation on the first cycle of learning process, it was obtained the reflection as follows:

- 1) There are students who should require more intensive guidance are Baginda Paripunan Siregar, Ahmad Al Muqaffi, Muhammad Fadhil Amru, Muhammad Tajir Al Anshori, Parhan Kholis Siregar, Syakir Abdul Matin and few students. They have difficulty in some writing skills and less in mastering the vocabulary from the other students. This condition is normal but the teacher have mission to improve the students' capability and mastering the vocabulary by giving motivation and support.
- 2) The use of diary writing hopefully can help student to comprehend recount text. This is because basically everyone likes to share the experience that they experienced. This technique adapted on a daily activity that many people did when they are happy updated their status in social media, like facebook and twitter.
- 3) In the next cycle researcher still used the same device so the students will understand more about recount text with the learning activity. Therefore, the result of the next cycle will improve as expected.

From the students' score and the students' response above, the students' writing skill in post test cycle I was still low. Because the students' writing skill on recount text in post test I was categorized not success. The researcher decided to continue in cycle II in hoping the best one.

2. Cycle II

Learning process in cycle II was a revision from the result of previous cycle. It was same with cycle I that consisted of planning, implementation of the action, observation and reflection.

a. Planning

Before conducting the research, the writer prepared the research instruments, they were:

- 1) Lesson plan: it was used as guidance and controlling the learning process. This lesson plan revised the learning process in cycle I.
- 2) Material: the content of this lesson plan was a new material which explained about diary text was taken from several sources. The material formed into a power point.

- 3) Teaching aid: the researcher used a diary writing as the major technique in the implementation of the learning of the recount text. It used as teaching aid.
- 4) Test: post test only.

b. Action

Different with the implementation of the first action in cycle I, in the second implementation in cycle II consist of two stages only.

In this section the researcher still used the same device it was to continue the previous teaching learning process. Different from the cycle I the researcher did not give students pre-test as before to conveying the material. The researcher had opinion that on pre-test was enough to representing the comparison value.

The first stage of the implementation of cycle II is learning activity. The activity continued with implementation of the learning was done on Saturday, January 9th 2021. In this meeting the researcher continued with new material about the material of diary text as enrichment and understanding to students. When the researcher explained it, the students listened and paid attention to him. The researcher explained in detail about the materials of diary writing. The researcher explained the material of diary writing ranging from meaning of the diary text, the benefits of the diary text, the steps of the diary text, the example of the diary text and the difference between diary text and recount text, based the lesson plan that had created.

After conducting a detailed explanation, the researcher gave the chance for students to ask questions according with the level of understanding of each students. Then the researcher explained to the students so that the students can understand the materials of diary text and how to write it more deeply. For the next step, to test the comprehension of the students about diary text, researcher tested the students' comprehension by asked them to analyzing a diary text and gave the questions to the students. After quite understand, then the researcher gave a quiz for students to test the deeper comprehension in 30 minutes then collected to the researcher.

The last step in the application of learning activities was gave homework to students. This is the main of diary writing technique implementation intended and would like to be applied by the researcher. At this stage, same with the previous activity students were asked to write a diary activity which had the concept of storytelling that was written in a diary, which was given a time marker in detail as free themes that wanted to be told of an event, the date and place. By conducting this technique was expected that students can be lightly and happily in conducting their homework with no load. This is because basically everyone likes to share the experience that they experienced. This technique adapted on a daily activity that many people did when they are happy updated their status in social media, like facebook and twitter.

The last stage of the overall activities in the application of learning activity in cycle II was the post-test. Post-test was done on Saturday, January 16th 2021. The researcher distributes worksheets to students. The researcher gave the duration time in 40 minutes in afternoon class as usual as school agenda. The worksheets created with degree of level similar to the pre-test and post-test questions in cycle I but with different questions. This was done aim to measure the outcomes of learning activities that conducted in two learning activities in cycle I and cycle II that have prepared previously by the teacher

through the lesson plan. This post-test would provide results of a learning that had done by students. Whether the results of this learning had been successful and improve the results of the pre-test and post test before in cycle I. and the results could be seen in the table below.

c. Observation

The observation was proposed to find out the information about activities in learning process. In the second cycle, it can be seen that the students' more active in learning process. The students' gave the good response and also well in asking and answering the questions. The researcher used differences style to teach the students, so the students' liked to learn about recount text by diary writing.

Quantitatively, the score of the students' in cycle II, it can be seen that the students who took the test were 22 students. The total score of the students' was 1845. So, the mean of the students' score was 83.86. The percentage of the students' score of the post test cycle II was 20 students who reached the score up 75 was 90.90%. It can be conclude that post test cycle II was successful.

There were two results in the cycle II that found by the researcher. They were qualitative and quantitative result. From the qualitative result it can be seen that using diary writing in learning process became more interesting and enjoyable, it can make the students to practice more in writing without being forced. From observation sheet, the researcher explained the generic structure and example of recount text; the students could follow the researcher's instruction well. So, the post - test cycle II was categorized successful.

At this stage students seemed increasingly comprehend the recount text and increased in their writing skill of recount text form. The students' activeness improves as well. Students seemed more confident to write a recount text. The pleasures that they have in writing a story, they will be more active in writing what they want to share with others, automatically the students has increased their writing skills.

From the result of this cycle, it shows that there is an improvement compared with the previous cycle. So it means that the students more skilled with the writing. It is also shows that the students made an increase in their writing skills in recount text.

d. Reflection

After analyzing the result of cycle II, the researcher concluded that diary writing can improve students' writing skilled. In addition students' skills increased and they more active to telling story into writing.

Based on the result of data analysis and observation in cycle II, it is obtained that the use of diary writing is able to stimulate the students' writing skilled. This following table is the score of students' worksheet in cycle II consist of post-test only.

Based on the explanation above, it can be conclude that the researcher felt the cycle could be stopped. Most of the students' score increase from the cycle I to cycle II. Finally, the researcher get the result of this cycle is suitable with the researcher' target. Based on the comparison of the results above there is an increase percentage who gets approach KKM from 30% to 90%. It is successful based on the percentage in the cycle I and cycle II. Even though the result did not reached 100% but the researcher had fulfill the target is

80% 20 students from 22 students. Its mean that diary writing is able to improve students' writing skilled in recount text.

RESULT AND DISCUSSION

From the result of the data analysis in cycle I and II, the researcher analyzed the students' improvement from each cycle. The improvement as follow:

The Percentage of Students Score up to 75

Writing Test	Percentage
Pre Test	0%
Post Test Cycle 1	57.72%
Post Test Cycle 2	90.90%

The table show that the improvement of the students' writing skilled is improve from the cycle I to cycle II. Based on the procedure, applying the diary writing is succeeding to improve students writing skilled. The table above shows the differences of t-calculation in each cycle.

Beside, the mean of pre-test and post-test in each cycle also increase. It can be seen in table above. The mean of pre-test in cycle I is 35.9 while the post-test is 57.72. The mean of pre-test and post-test in cycle II is 57.72 and 83.78.

It is prove that the students' writing skills improved in each cycle. The students finally can do the test. This improvement can influence the students' score. Then, the score of post-test is better than pre-test so it means that the students writing skills are enhance after applied the diary writing.

From the explanation above, it can be stated that the qualitative data result were obtained from interview, observation sheet, and documentation. It was taken that the students' writing skill on recount text was improved in the classroom in every cycle. It was shown that the using of diary could help the students to improve their writing.

The researcher could be concluded that diary writing can improve the students' writing skill on recount text. It could be showed from the quantitative data which were the students' score in pre test, post test cycle I, and post test cycle II was got higher and successful, it could be seen from the qualitative data, the researcher could controlled the class and students more interested and active in learning English especially in reading recount text.

CONCLUSION

Based on the result of the data analyzed in this research, it can be concluded that:

1. The implementation of diary writing as technique in the teaching and learning process of writing is believed to be an effective way to improve the students' writing skills. The students got better skills on the purpose of a recount text and the process of how to write a recount text. The students could minimize their writing problems especially in the five aspects of writing, that is the content, the organization, the vocabulary, the language use, and the mechanics aspect in the

writing practice. Through the given feedback and regular writing, the students did not make the same mistakes in their future writing so that they could perform better writing from time to time.

2. The students' skills in writing can be improved by diary writing as method in teaching learning process. It can be proven by the score of pre-test and post-test in cycle I. The score of post-test was greater than pre-test.
3. The cycle II shows that the score of pre-test and score of post-test is improved. It means that there is significant difference in the mean between pre-test and post-test. This indicates that "diary writing" can improve the students' skills in writing of the eighth grade students' of MTs Pondok Pesantren Ulumul Qur'an Medan in the academic year 2020/2021.

Using diary writing could give an improvement by calculating using t-test calculation. T-test is formula to know the significant differences between pre-test and post-test. From the t-test, it can be seen that there is improvement from the first cycle to the second cycle.

SUGGESTIONS

After conducting this action research, the researcher proposes the suggestions for English teacher, other researchers and students as presented below.

1. For the English teacher

It is important for the English teacher, especially the English teacher of MTs Pondok Pesantren Ulumul Qur'an Medan to consider at giving more attention on the writing skills. The teacher should consider using diary writing as the media to provide more writing practices to the students both in the classroom and outside the classroom. Since writing is a skill, the more students write, the better their writing will be.

2. For other Researchers

The result of this research can be used as one of references for other researchers who want to conduct the similar study related to the use of diary writing with other text types.

3. For Students

- a. Students should always be active in the teaching learning process and did not be afraid or lazy in English lesson, so that the students should develop their motivation.
- b. Students should be obligated to bring dictionary in every English class.
- c. The students need to have a big spirit and study hard.
- d. The students should more practice in their daily live to write as many as they can even in simple or informal media like in social media diary writing or in formal writing.

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