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**IMPROVING THE STUDENTS' SKILLS IN WRITING RECOUNT TEXT BY USING  
DIARY AT INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL HJ. FAUZIAH BINJAI**

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**ABSTRACT**

This research was aimed to find out the implementation of diary to improve the students' writing skills in writing recount text. The subject of this study were 21 students at IX grade of SMPIT Hj.Fauziah Binjai. This research was conducted by using Classroom Action Research. The qualitative data were obtained from observation sheet and interview sheet. The quantitative data were obtained from test which carried out at the end of every cycles. The tests were given to the students in pre- test, post-test I and post-test II. The result of data analysis showed that the students' score increased from the first test, post-test of cycle I to the post-test of cycle II. It could be seen from the mean of pre-test was 58,80 There were 23,80% (5 students) who passed the Minimum Passing Grade (MPG). In the post test of cycle I, the mean was 66,14. There were 33,33% (7 students) who passed MPG. In the post test of cycle II, the mean was 85,77%. There were (18 students) who passed MPG. It indicated that was improvement of the students' skills in writing recount text through diary.

**Keywords** : *Writing, Recount text, Diary.*

**INTRODUCTION**

The objective of teaching english in writing recount text for junior high school is that students are expected be able to write recount text. Recount text means that the students should be able to write Orientation, record of event, and reorientation, How ever the students do not achieve yet. This can be proved by the fact that in orientation,

students cannot write the main point correctly, besides that the students only write explanatory sentences in orientation and no main sentences. It can be that students have not been able to determine the orientation of the main points of thought correctly.

Besides that the students not able to write record of event because students cannot be able to tell events in the right order, the other than the students do not tell events in detail, the story is less understood. Another problem is reorienting, students have not been able to conclude what the students got from the event, besides that students also have not been able to explore the feelings of the whole event that happened.

In the line with the reality above, there are some factors that influence Students in writing recount text, such as determine in the main idea. Students interest and teaching method in the classroom, and etcetera. The factors are connected and influenced each other. In this case to make students enjoy and more interested in learning English in the classroom. Teachers needs to use several appropriate method in teaching which depends on the goal of learning that want to reach such as teacher can develop writing as students habitual activity and make the writing is habitual activity for students.

Based on the experience of the research, when doing teaching practice program (PPL) in SMPIT Hj. Fauziah Binjai, the researcher found that the most of student get difficulties in writing recount text by using diary. In this case, the Junior High School students need stimulation and enjoyable activity to help them writing English comfortably. Teacher tends to be encouraged to make many interesting ways that will get their interest and passion in learning English. If they show their interest, they will learn automatically without force. One condition that makes students write freely, when they are writing about their own personal experiences such as, writing on a journal or a diary. Diary is related to students real lives. They need not think about others beyond their lives. They make it based on their own lives, their own experiences, and their own habits. It is related to the theory of Moon (1999: 12), when they write for themselves, it helps them to be confident and they will realize that they can write. It's one of teachers' responsibility to make students confident in writing.

In addition, According to Byrne (1978) states that students required chances to share their idea thought enjoyable writing. In this case writing diary is one of the ways to make the students enjoy in writing activity because diary writing is fun and adaptable to a variety of writing experiences. As what Carr says (1997:5), that journal or diary can be

one of the effective and factual way that can be used as teaching and learning tool to develop student's writing skill. a diary itself has contents that are similar to recount text. so, students writing thought his or her own diary can help them to develop their achievement in writing especially writing recount text.

## **Review of Literature**

### **Diary In Writing Recount Text.**

A diary is a place where the students record events, experiences and other personal things. The students can write about anything, free of outside criticism. It should be an extension of the main. A diary can be decide and should be a honest place for a students'. According to stanley, shimkin, and lanner (1998) diary is a journal or diary of a record, often kept daily, of one's life, a kind if personal account book. In other words, a diary is used as a personal book to record someone's life and it has several benefits as it has been stated by harmer (2007) that there are some benefits of diary writing. The first is the value of reflection. The second is freedom of expression. The next is developing writing skills. diary is a experience that is felt by someone to retold in the book and made a person more trusting to reflection the process learning.

### **Principle of Diary**

According to Bolton<sup>1</sup> (2001:11) diary is one of the oldest forms of literature in the west that contain stories of happenings, hopes and fears about what might happen, memories, thoughts and ideas, and all the writer's feelings. From this definition, we got the point that the writer can write all their feelings about their future and past stories or hopes in diary.

Principles of Diary in common are as follows : (1) In the diary, students can develop ideas in the process of writing, (2) In writing a diary, students can explore and develop students' life experience ideas in a personal form. (3) students can explore and develop their ideas from real life experiences, so they are trained to become writers who can have a lot of inspiration.(4) In writing diaries students can also solve their problems in developing ideas especially in writing recount texts.

### **Design of Diary**

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<sup>1</sup> Bolton, G. (2001) *Reflective Practice*. London: Paul Chapman Publishing Ltd.P.11

A diary, in common, has certain text structure and design. According to Hoffman<sup>2</sup> (2012:1), the text structure and design is as follows : (1) Date, the time when the event happened. (2) Orientations, outlines the main issue to be discussed in the entry. (3) Paragraphs, begins with a topic sentence and provide further details to record what happened on the day. Events are described in the sequence in which they occurred. (4) Personal reflection, tells the personal feeling or opinion of the writer about the issue. (4) A sign-off, name of the writer.

### **Procedures in Diary**

Explaining material by using diary students is not easy for teacher, especially for those who are not familiar with this media. The teacher should select the topic and experience of the students, which the students want to share and writing become the recount text. Additionally, they should design well-organized teaching activity<sup>3</sup> to make meaningful teaching learning process. An example of the teaching procedures of writing recount text by using book diary is presented as follows : (1) Teacher checks the students attendance (2) Teacher informs the students about the material will be discussed. (3) Teacher asks the students about their experience related to the material.

In the Whilst activity (1) Teacher explain about recount text (2) Teacher asks the students to make group. (3) Teacher asks the students to take the diary students that will be used as a media (4) The students start writing (planning, drafting, revising, editing and publishing) (5) Teachers checks students work one by one. In the Post activity Teacher allows the students to ask the material that they can't understand.

### **Advantages and Disadvantages in diary**

According to Harmer diary has some advantages such as: the value of reflection, freedom of expression, developing writing skill, and student- teacher dialogue. The following is explanation of each advantage stated by Harmer is (1) Diary provides an opportunity for student to think both about how they are learning. And also about what they are learning. This kind of introspection may well lead them to insights which will greatly enhance their progress. (2) Diary allows student to express feelings more freely than they might do in public. It means that the students show their

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<sup>2</sup> Hoffman, J. 2012. *Diary Entry text structure and language features*. Australia: Scholastic Press.

<sup>3</sup>

expression more released through in public. (3) Diary writing contributes to a student's general writing improvement in the same way as training enhances an athlete's performance : it makes them fit. (4) Student-teacher dialogue Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level. When a teacher writes to a class and says, "you can write write to me on any subject and i will reply, but do not worry, i will not show it to anybody else". The students know they have a channel of indirect communication. When a student writes in a diary, he or she knows that the teacher will read it and gives them comment and feedback, so that, it is concluded that there is an intra- communication between student and teacher in diary writing. Looking at the benefits explained above, it can be said that diary writing can be integrated into the recount writing activity at the class. The diary writing them hopefully can give the desired benefits both to the students and the teacher. While the disadvantages of using diary is (1) students are not too open to share their personal experiences, (2) students confused to write and tell their experiences in English, (3) students and teacher do not get used to book diary as a teaching media.

## **METHOD OF THE RESEARCH**

This study conducted by using classroom action research. Classroom action research aims towards improvement. Classroom action research will be applied in this study in order to see the improvement of students' skill in writing recount texts by diary students applying project based learning method.

According to Kemmis & McTaggart<sup>5</sup>, Action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition. The linking of the terms "action" and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning.

Although there are many types of research that maybe undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment that is, with the students

and at the school in which the teacher works on questions that deal with educational matters at hand.

## **FINDINGS AND DISCUSSION**

### **Findings**

the researcher could reflect the data such as the result of cycle II and the quantitative data such as interview students and teacher. They showed that the action given could improve students' writing skills which was better result than the first cycle. Quantitatively, The result of the cycle II, it showed that the total score of the students was 1735 and there were 21 students who took the test. Based on the result of cycle II, the researcher got the mean of the students score was 85,77%. The percentage of the student, score of the cycle II was 18 students who passed or got the score up to 75 Then, The percentage of the students score of this siklus was 3 students who failed or did not get the score up 14,28%

Qualitatively, the activity of students was observed and it showed that most of students were enjoyable in learning recount text by using diary. The students were more confident and they listened to teacher's explanation seriously. They were not confused how to how to write recount text because they had write their experience before.

Based on the explanation above, The researcher could be concluded that the students' score showed better improvement. Most of students' score increase from the cycle I to the cycle II. It made the researcher stopped the cycle in this research because the students skills in writing recount text was improved through diary.

### **Discussion**

Based on the research finding above, the researcher found that diary media had been able to improve students skills in writing recount text at XI Grade of SMPIT HJ.FAUZIAH Binjai.the result of quantitative data which were obtained from tests in every cycles. It shows that there was score.s improvement after giving a treatment in the classroom. The mean of the students. score in the siklust of cycle I was 66,14% Then, the mean of the students. score in the of cycle II was 82,61 It means that there are the number of students. score improved through implementing diary in writing recount text and the improvement of siklus cycle II was higher than the of cycle I.the result of the qualitative

data which were obtained from observation sheet, interview and documentation. It was found that the effectiveness of teaching and learning activities in the classroom was improve in every steps of cycles. It indicated that the implementation of diary could help students in writing the experience in detail through their own experience so that it could make the self-confident of students grown, more enthusiastic and enjoyable in learning English particularly in writing recount text.

In This study uses the same method as Sarah Jones. most of the students had difficulty starting the assignment. the Tasks related to writing, especially recount text, as expressed by Sarah Jones in her research, namely writing diaries for each individual can explore professional development, the results of the Sarah Jones method can improve students' writing skills in recount text.

From the explanation above, it can be stated that diary could be used in senior high school of students to improve their ability in writing recount text. Particularly this research used diary at senior high school of students. There were some data which could be collected and analyzed. The quantitative data which showed the score of students got better from the pre-test to the of cycle II. It can be strengthened by the qualitative data which showed that the students were more enthusiastic in writing recount text and the teacher could teach better through applying the method. Based on the data which had been collected and analyzed, it can be concluded, the result of this research that the implementation of diary can improve the students skills in writing recount text at XI grade of Senior High School.

## **Conclusion and Suggestion**

### **A. Conclusion**

Based on the result of the research that was conducted at XI-B grade of SMPIT Hj.Fauziah Binjai in 2020/2021 Academic Year. The researcher did the research in two cycles because the researcher had solved the problems in this research. The students skills increased in both cycle I and II.

There are some processes in applying diary method. Particularly in this research, the researcher commanded students to write the experience. After write the experience the researcher engaged the students' through making the diary which were generic structure,so that the students were able to writing recount text After giving the treatment

and test, there were some improvement of students" skills in quantitative and qualitative data in every cycles.

It showed that diary were able to engage and improve the students in writing skills, particularly in writing recount text. It can be concluded that the hypothesis of this research was accepted because diary could improve the students skills in writing recount text at the IX grade of SMPIT Hj.Fauziah Binjai

## **B. Suggestion**

The research showed that the implementation of diary had improved students" skills in writing recount text at the XII grade students of SMPIT Hj.Fauziah Binjai. Therefore, the researcher gave several suggestions for the English teacher, students and other researchers as follow:

### 1. For the English teachers.

The use of diary can help students to writing the experience in writing recount text. So that the students" skills can improve and they will be confident to write recount text.

### 2. For the students.

They must improve their skills in writing recount text. Because writing is one of skills that must be mastered in learning English.

### 3. For the other researcher.

This research is useful as information in conducting the deep and further research which is related this research.

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