



Improving Students' Writing Skill of Recount Text Through Writing Diary in 8th-Grade MTs Tarbiyatul Islam Soko

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Abstrak – Penelitian ini menyelidiki peningkatan keterampilan menulis teks recount siswa melalui menulis buku harian di kelas 8 MTs Tarbiyatul Islam Soko. Penelitian ini bertujuan mengimplementasikan diary writing sebagai media untuk meningkatkan keterampilan menulis teks recount siswa kelas VIII-C MTs Tarbiyatul Islam Soko tahun pelajaran 2022/2023. Penelitian ini merupakan penelitian tindakan kelas yang berlangsung selama 3 bulan. Siswa kelas VIII-C berjumlah 32 orang yang terdiri dari 17 laki-laki dan 15 perempuan. Penelitian ini menggunakan 2 siklus yaitu siklus 1 dan siklus 2. Instrumen yang digunakan peneliti berupa tes tertulis, observasi, wawancara, dan observasi lapangan. Untuk melihat kemampuan siswa dalam menulis teks recount, peneliti menggunakan pre-test dan post-test. Hasil penelitian menunjukkan bahwa terjadi peningkatan keterampilan menulis siswa. Penelitian ini menggunakan dua siklus yang masing-masing terdiri dari perencanaan, tindakan, observasi, dan refleksi. Penelitian ini menunjukkan bahwa terdapat peningkatan keterampilan menulis teks recount siswa kelas VIII-C MTs Tarbiyatul Islam Soko.

Kata kunci: menulis buku harian, teks recount, keterampilan menulis.

Abstract – This study investigated improving students' writing recount text skills through writing diaries in grade 8 MTs Tarbiyatul Islam Soko. This study aims to implement diary writing as a medium to improve the skills of writing recount texts for class VIII-C students of MTs Tarbiyatul Islam Soko in the 2022/2023 academic year. This research is a classroom action research that lasts for 3 months. There are 32 students in class VIII-C consisting of 17 boys and 15 girls. This study used 2 cycles, namely cycle 1 and cycle 2. Researchers used written tests, observations, interviews, and field observations for the instruments. To see students' ability to write recount texts, the researcher used a pre-test and post-test. The results showed that there was an increase in students' writing skills. This study uses two cycles, each consisting of planning, action, observation, and reflection. This study shows that there is an increase in writing skills in the recount text of class VIII-C MTs Tarbiyatul Islam Soko.

Keywords: diary writing, recount text, writing skill.

INTRODUCTION

Writing is one of the important abilities and skills in English subject. Writing is a very important skill among other skills. To find out the increase in writing ability, you have to use the right strategy for students (Yulianti et al., 2019). Types of text in English, including Descriptive Text, Recount Text, Narrative Text, Report Text, Procedure Text, etc. This research will learn about Recount Text. Recount text is an ability that MTs students must learn to develop writing skills.

Recount text is one type of English text that is mastered by junior high school students. This is based on recount writing material which is very necessary for the development of students' English skills. Recount text is one type of English text that is mastered by junior high school students. This is based on recount writing material which is very necessary for the development of students' English skills.

The aim of learning English is to improve the language skills of students at school. The material used uses text-based learning, both oral and written. By using offline learning as a way to communicate with others. At this time students have experienced difficulties in learning English. It can be seen from the placement test taken for research. According to the recount of the interview and placement test. It can be seen that the students faced some difficulties in writing. Those problems are lack of vocab, understanding the test and they are not asked to write in the right way.

The diary writing strategy is one of the strategies that can be applied when learning to write. Diary writing is quite easy for students in class because some of them often keep diaries to write their stories. This strategy can bring students a sense of ease in writing recount texts, this is based on students being able to understand the structure of recount texts. Besides this strategy is very easy to implement in class because the steps are very simple. The teacher only explains the structure and gives some examples, then the students make recount texts like writing a diary. Hopefully, it is useful to improve students' writing skills.

Dalman (2015) found the purpose of writing to develop writing skills as follows: Purpose of Assignment, Aesthetic Purpose, Purpose of Information, Purpose of Self-Declaration, Creative Goals, and Consumptive Purpose.

Writing is the movement of expressing the point of view of thoughts and feelings. Writing is an activity that has many benefits. The purpose of writing is very different, depending on the type of writing. According to Salman (2018), writing has several objectives, namely, assignment objectives, aesthetics, information, and statements.

The advantages of this diary method are used in learning, namely by using a diary students are able to write down all the events that have occurred and can be poured into their respective diaries, with that students can write anytime and anywhere. Writing can also help exchange ideas which will then get students new ideas for writing. Writing using a diary can improve ability and motivation in writing. And also the students will also be fluent in writing.

Based on the reasons above, the researcher is interested in researching a recount text with the title "**Improving Students' Writing Skill Of Recount Text Through Writing Diary In 8th-Grade MTs Tarbiyatul Islam Soko**".

RESEARCH METHODOLOGY

This research is research that uses classroom action research methods. Classroom action research is research that aims to improve the process and student learning outcomes.

This research was conducted at MTs Tarbiyatul Islam Soko Tuban which is located on the track of Sokosari Village, Soko District, Tuban Regency, East Java Province. This school building belongs to the caretaker himself who stands on Jl Raya Soko Gg Pahlawan No 18. The building was established in 1978 and underwent a building change in 2016. The subjects of this study in class VIII of MTs Tarbiyatul Islam Soko for the 2022/2023 academic year.

The problematic subject of class VIII-C MTs Tarbiyatul Islam Soko learning is from initial interviews with English teachers and Pre-Cycle implementation.

The instrument is a research tool used for data collection. This research requires several instruments to be used for data collection, namely observation, documentation, interview, and test. The procedure for collecting data for the research is as follows:

Observation

In research, researchers need several methods to collect data, one of which is observation. Observation is a method to see something in research. Observation as a data collection technique has characteristics when compared to other techniques. According to Muri Yusuf (2019) observation techniques are used in an effort to find out and investigate behavior. This means that observation is a source of evidence in research studies to obtain information and knowledge about what we want to describe. The purpose of the researcher to make observations is to obtain data, answer the researcher's curiosity about classroom learning, and also to obtain accurate information.

Documentation

Documentation is one of the three important data collection techniques used by researchers in this study. Documentation, namely finding written data in the field that has a connection with the problem under study to be used as material for studying research. Moleong, (2010: 280) says that a document is a kind of data source that contains any records that aim to examine research. The purpose of doing documentation is to get clear evidence, and as a tool to assist evaluation.

Interview

The interview is one technique for collecting data in a study. Interviews are used as an effort to find out the learning problems of students directly through communication. Interviews are also called administering questionnaires orally. Muri Yusuf (2019) interviews are efforts to find sources of information verbally and directly. In other words, direct communication meetings to obtain sources of information. The purpose of conducting interviews is to get facts verbally, collect

information that has been determined by the school by communicating with data sources.

Test

The test is used to see if there is an improvement from the use of diary recount text in this study. In this study, the test was divided into pre-test and post-test. The pre-test was carried out to collect data before treatment was carried out and the post-test was carried out to collect data after treatment was carried out.

FINDINGS AND DISCUSSION

This classroom action research was conducted in two cycles. Each cycle has four steps, namely the planning, action, observation, and reflection stages.

a. Pre Cycle

The first step in this study was to conduct a pre-cycle in order to determine the students' scores on recount text material. During the pre-cycle, only lecture methods were used to teach students, and practice questions were given to students. This pre-cycle was conducted on Wednesday, March 15, 2023. In this study, the researcher explained some information about recount texts to students. Students were asked to write the story of the text according to their experiences. This activity assessed students' ability to write recounts. After the activity, the researcher collected the students' recounts and analyzed them to determine their level of understanding and success.

$$\begin{aligned} \text{Percentages} &= \frac{\text{Indicator KKM}}{\text{Number of Student}} \times 100\% \\ &= \frac{1}{32} \times 100 \end{aligned}$$

(For pre-cycle scores, can see Appendix 4.1)

Based on the results of students' writing test to work on fractional questions in the pre-cycle, it was very low, there is 3,12% of students who got score test score under KKM. From the percentage of 3.12% it can be seen that it shows that there is only 1 student who gets a satisfactory grade. So that it can be seen that regarding students' low writing ability, students need treatment.

b. Cycle 1

The cycle consists of four steps, namely the stages of planning, acting, observing and reflecting. Cycle one was started on Saturday 18 March 2023.

1) Planning

Planning in this cycle as follows:

- a) Preparing lesson plan, consisting of learning objectives, subject matter, learning activities, learning models, media, and assessment.
- b) Preparing the test
- c) Preparing observation sheet, the goal is to collect data that is used to answer various problems that arise and also to get conclusions about the object

observed by the researcher.

2) Acting

a) This 1st meeting in Saturday, March 18, 2023

- The teacher starts learning in class by greeting, praying, and taking attendance
- The teacher explained about: meaning of recount text then generic structure and purpose of recount text
- Students were asked to write their daily activities in a diary book. They were asked to write their daily activities started Wednesday until Friday

b) This 2nd meeting in Wednesday, April 26, 2023

- The teacher starts learning in class by greeting, praying, and taking attendance. After that, the teacher reviewed some of the material discussed in the previous meeting
- The teacher assesses the students' diary writing that was written last week and then discusses any deficiencies experienced by the students
- Students are given the task of writing their daily activities in a diary book started Sunday until Tuesday which will be discussed in the next meeting

c) This 3rd meeting in Wednesday, Mei 3, 2023

- The teacher starts learning in class by greeting, praying, and taking attendance. After that, the teacher reviewed some of the material discussed in the previous meeting
- The teacher assesses the students' diary writing that was written last week and then discusses any deficiencies experienced by the students
- Students are given the task of writing down their daily activities from Thursday to Friday in their diaries. At today's meeting, the researcher will immediately assess it as the first test.

3) Observing

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.

4) Reflecting

Teacher and researcher reflect the cycle 1 due to a conducive classroom atmosphere and full student concentration. The writing diary activities are

designed to help students apply the knowledge they acquired from the learning materials. Through the writing diary, they can practice their writing skills and apply the knowledge they have gained in order to make their writing more accurate and effective. The diary activities also allow them to reflect on their learning and assess their progress, enabling them to make adjustments to their learning strategies accordingly. Furthermore, the writing diary activities also provide students with the opportunity to develop their critical thinking and problem-solving skills. This helps students become more independent and confident in their learning.

In the reflecting state, the observer and the teacher discuss about the result of the first cycle. From the result of the test in the 1st cycle there are still 21 students who got score under the KKM. It is mean that 65,6% students who failed. Showed that the indicator of success in this study hasn't been reached yet, so the second cycle must be done.

$$\begin{aligned}
 &> \text{Indicators KKM} \\
 \text{Percentages} &= \frac{\text{Number of students}}{\text{Number of students}} \times 100\% \\
 &= \frac{11}{32} \times 100 \\
 &= 34,38\%
 \end{aligned}$$

(For cycle 1 scores, can see Appendix 4.2)

The following are the results of learning recount text using the through-writing diary method in cycle I. The total, average, and percentage scores are as follows. The results of the students of the scores in this pre-test, the total score was 2.082, the mean was 65,06 and the percentages were 34,38%.

c. Cycle 2

Cycle 2 was conducted based on the results of Cycle 1. The results of writing test indicated that students' abilities were still low; therefore, cycle 2 was carried out by researcher to produce better quality of improvements. In cycle 2, the steps consist of revising the plan, acting, observing, and reflecting.

1. Revising the planning

In cycle 2, the researchers will conduct learning with a method different from the pre-cycle in order to produce more perfect research. This method will include more hands-on workshops, and the research process will be more collaborative. The goal of this cycle is to help students gain a deeper understanding of the research topic and to encourage critical thinking.

The researcher revised the lesson plan to be simpler than in the previous cycle. This was so that students could learn with a more relaxed learning method, namely team-based learning. In this cycle, learning focuses on using a diary that is different

from the previous cycle. When learning in class, the researcher monitors the class, which aims to see everything that happens in the class and also helps to know the process of student learning development. Researchers also motivate students to be more active in learning English at school or outside of school.

The plan will be updated as follows during this cycle. Students have three stages after finishing their diaries: working in groups, having a conversation, or exchanging their work with peers. The goal is for the students to discuss what they have written.

1) Acting

In acting stage, the writing diary was implemented in two meetings from May 17, 2023 to May, 31 2023.

a) This 1st meeting in Wednesday, May 17, 2023

- The teacher starts learning in class by greeting, praying, and taking attendance
- The teacher asked the students to open their diary
- The students were asked to work in pair to write their activity before start the English class
- After students finish writing and English class begins. The results of student diary writing are exchanged with each group, then that group must analyze the results of their friends' diary writing and are given notes.

b) This 2nd meeting in Wednesday, May 31, 2023

- The teacher starts learning in class by greeting, praying, and taking attendance. After that, the teacher reviewed some of the material discussed in the previous meeting
- Students are given assignments by the teacher. The students must write a recount text in a diary. This is a student's final assignment.
- At the end of the meeting, the teacher said goodbye to the students and encouraged the students to be more active in learning English and so that the students were more accustomed to writing their own recount tests.

2) Observing

At this stage, the researcher observes the learning process with the teacher to monitor the class situation. Students are enthusiastic in this learning because they learn in a different way. The students looked excited because they made a group which they could then share the problems they had faced so far while writing recount texts. Students follow the researcher's explanation well. When the researcher explained the material in front of the class, several students recorded the researcher's explanation. But there are also those who do not write because they only pay attention to the researcher's explanation. After explaining the material, the researcher asked the students about the material and the students asked the

researcher about the material to clarify their understanding.

The scores of students in cycle 2 are as follows:

$$\begin{aligned} &> \text{Indicators KKM} \\ \text{Percentages} &= \frac{\text{Number of students}}{\text{Number of students}} \times 100\% \\ &= \frac{31}{32} \times 100 \\ &= 96,8\% \end{aligned}$$

(For cycle 2 scores, can see Appendix 4.3)

The observations in cycle 2 above indicate that the students who participated in class were more enthusiastic and more active, resulting in an increase in cycle 2. During this study the results were maximum, but there was 1 student who scored below the KKM. It is proven that this research has been going well.

3) Reflecting

At this stage, the researcher concluded that writing a diary could improve students' writing skills. It can be seen from the result of writing test in the 2nd cycle. In addition, students' skills increase and they are more active. In this cycle the researcher gets the desired target, that is, students get scores above the assessment indicators. The researcher did not find any obstacles for students in the class. Students' grades have reached KKM or high, which means they already understand the recount text taught by the researcher during class lessons.

There are 31 students who got score above KKM. Which means that the indicator of success of the individual has been successful. Mastery of the class has been achieved because there is already more than 80% score above the KKM. Then the cycle 2 can be stopped.

The following table is the mean and percentages:

Figure 4. 1 Cycle 2

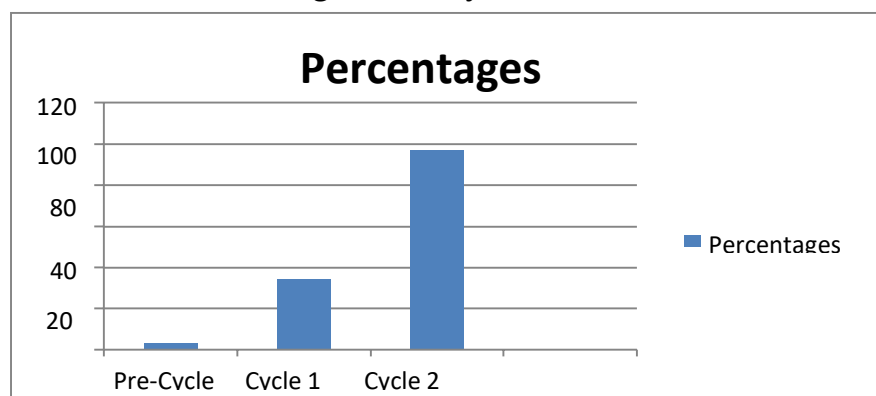
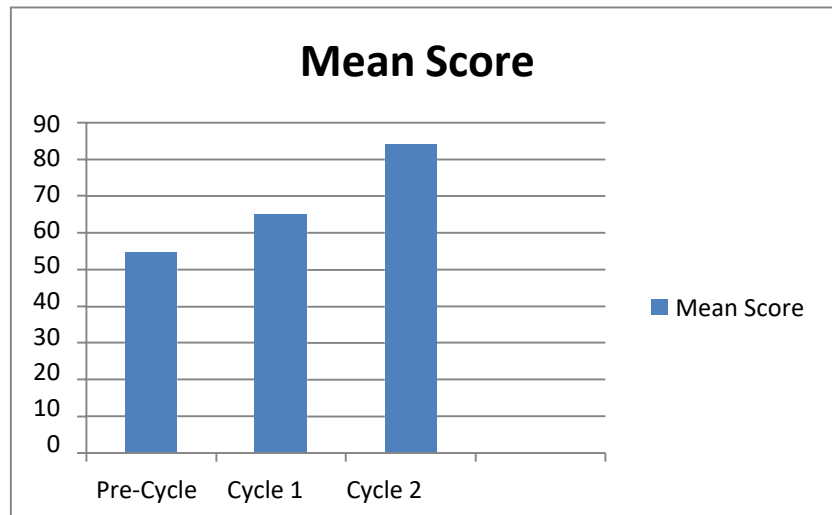


Figure 4. 2 Cycle 2



After the researchers obtained the results, the diary was considered successful in improving the learning of class VIII-C MTs Tarbiyatul Islam Soko. Most students are more interested in learning by using a diary. Students can improve their recount texts by using a diary. Researchers knew this from observations in class.

Therefore, researchers correlate experts' statements with those from previous studies. The results of the study showed that the use of diaries can improve students' learning outcomes. The use of diaries also allows students to become more independent and self-directed in their learning. The results suggest that diaries are an effective tool for improving student learning.

There are findings shows that diary books can improve writing skills while learning English. The first discovery is that students are becoming more active and responsive in the classroom. Therefore, researchers correlate experts' statements in previous studies. According to

(Ningrum & Rita, 2013), this research proves that students' ability in writing recount text through diary writing results in an increase in students' writing skills.

Strengths and weaknesses of a diary writing strategy in improving students' writing skills in recount text. The students get more information about how to write well and they get used to writing. Writing recount texts using this diary can help them practice writing skills because they get the opportunity to share experiences and express feelings and thoughts in free writing.

Initially the students were confused about what kind of concept to write. The students had limitations in English but they remained confident in conveying their ideas, feelings and thoughts. There are students who feel bored by writing recount text using a diary. According to students, they admitted that writing recount texts was confusing and some students were angry when asked to write and some gave

up writing recount texts.

CONCLUSION

After analyzing the data, the researcher drew conclusions based on the observations of class VIII-C students at MTs Tarbiyatul Islam Soko. Students have trouble writing recount texts on learning activities. Because they have less vocabulary and little motivation to recount texts. However, after the researchers did the first and second cycles, they had a thorough understanding of the recount text material. They could write well-written recounts.

Based on the previous chapter, this study concludes with the results of increasing classroom action research during teaching recount texts using a diary. The students' writing test results increased from the cycle first to the second. The average results of students' written tests before treatment (54,65) written tests in cycle I (65,06), and the last cycle, or cycle II (84,03) indicate an increase in each cycle. Although the score was higher than KKM's in the second half. If not, this research does not need to be conducted in the next cycle.

This conclusion is by the students of class VIII-C to improve their skills in writing recount text material. Writing a diary is something that interests students, they are motivated and driven to learn to write recount texts. Now students already have good writing skills.

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