

THE IMPLEMENTATION OF WRITING DIARY IN TEACHING WRITING RECOUNT TEXT TO UNDER GRADUATED STUDENTS OF STKIP PGRI SIDOARJO

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Abstract

This study was conducted to explain the results of applying the diary writing in recount text learning. This research uses descriptive qualitative method. The purpose of this study was to describe the results of implementing the diary writing technique in recount text learning. This study used the subject of the 2021D English education students as many as 19 students. Data retrieval using three instruments, Camera Recorder, Field Note, and questionnaire. Data were taken during the learning process and questionnaires. The results of this study are 78% answered "Yes" and 22% answered "No." it means that more than 50% of students agree to use this method and less than 50% of students do not agree with this method. From the data above, it can be concluded that applying the diary writing in recount text learning is a fun, effective and can be applied in the classroom.

Keywords: Teaching Writing, Diary Writing, Recount text.

Abstrak

Penelitian ini dilakukan untuk menjelaskan hasil dari mengaplikasikan teknik menulis diary pada pembelajaran recount text. penelitian ini menggunakan metode kualitatif deskriptif. Tujuan penelitian ini adalah untuk mendeskripsikan hasil dari mengimplementasikan teknik menulis diary pada pembelajaran recount text. Penelitian ini menggunakan subjek mahasiswa pendidikan bahasa Inggris 2021D sebanyak 19 mahasiswa. Pengambilan data menggunakan tiga instrumen, Camera Recorder, Field Note, dan kuesioner. Data di ambil selama proses pembelajaran dan kuesioner. Hasil dari penelitian ini adalah 78% menjawab "Iya" dan 22% menjawab "Tidak." artinya lebih dari 50% mahasiswa setuju menggunakan metode ini dan kurang dari 50%

mahasiswa tidak setuju dengan metode ini. Dari data diatas dapat di simpulkan jika mengaplikasikan menulis diary di pembelajaran recount text adalah metode yang menyenangkan, efektif dan dapat di aplikasikan di dalam kelas.

Kata kunci: *Pembelajaran Menulis, Menulis Diari, Teks Recount.*

INTRODUCTION

Language is a tool used to communicate. According to (Yunitasari, 2012) Language is a symbol and articulation that has meaning that can be used for a group of people to communicate. From the explanation above, language is an idea or thought that becomes a structured sentence that can be found in the form of words or sentences that can be used to communicate. One of the languages that must be learned is English. English is an international language. The language used to communicate between countries. The function of language is to unite the nation and become the identity of a country. To learn English, there are four aspects, namely listening, speaking, reading, and writing.

Writing is the most difficult aspect because it has many components such as content, organization, vocabulary, and mechanic. when writing, not only the components, the grammar and word order need to be considered. According to (marianner, 1991), states that Writing is an activity to convey ideas through writing. Convey ideas or opinions in written form so that they can be read and understood by others as a source of information.

Writing is how a person communicates his thoughts and feelings through words that become sentences, and sentences into paragraphs that have meaning and can be understood. In Indonesia, English language skills are very low, this is evidenced by the reluctance of students to write papers. The effect caused by the low interest in student writing is that students find it difficult if they have to make a work, for example articles, novels, rich scientific writing, poetry, etc. this will make the literacy rate in Indonesia decrease. From the explanation above, it can be concluded that an effective method is needed to increase student interest in writing.

According Autila, (2017) in her research diary writing activities using recount text can improve students' writing skills.

According to (Yusridanova, 2021), Writing diaries is known to function to improve students' ability to write. The more they practice writing the better they will develop their writing skills. From the explanation above, the writer wants to apply diary writing in learning to write recount text for undergraduate students of STKIP PGRI Sidoarjo. Based on the background of the problem describe above, it can be identified several issues such as. How is the Implementation of Writing Diary in Teaching Writing Recount text to the under graduate students and How are the Students' Perceptions of the Implementation of Writing Diary in Teaching Writing Recount text to the under graduate students. In general, the purpose of this study is to describe the implementation of writing diary in teaching writing recount text to the undergraduate students and to describe the students' perceptions of the Implementation of writing diary in teaching writing recount text to the under graduate students.

RESEACRH METHOD

Respondents

This research design is qualitative research. Researchers applied diary writing in recount text learning. The research was conducted at STKIP PGRI Sidoarjo with the subject of STKIP PGRI Sidorjo students in semester 1 with a total of 19 students in class 2021D.

Instruments

In this study, the researcher had three instruments. the first is a camera recorder, the second is a field note and the third is a questionnaire. camera recorder is used to record activities that occur during the learning process with the permission of the lecturer in charge of the course. Field notes are used to record activities that escape from the camera recorder and record the activities of the learning process in a concise and clear manner.

camera records and field notes are instruments used to answer the first question, namely how to apply diary writing in recount text learning. The

questionnaire was used to answer the second question, namely how the students' perceptions of the implementation of writing diaries in recount text learning were.

Procedure

There are some procedure:

1. The researcher asked permission,
2. The researcher prepares instruments related to the statement of problems related to the study,
3. The first meeting, Lecturer explains to students about recount text and writing diaries,
4. The second meeting, The researcher applied the diary writing method using recount text to the students.
5. The last step, the researcher gave a questionnaire to the students which aimed to find out the students' perception to the material and methods used. Students are only asked to fill in questions with Yes or No answers. Students was asked to answer questions correctly and honestly.
6. After all the data collection process is complete, the researcher collects data and processes it.

Data analysis

There are data analysis:

1. Data Reduction
Reduction of data, the researcher analysed the application of diary writing and analysed students' perceptions after learning by using diary writing. After researchers get data, researchers interpret all data collected from observations to answer research questions. The researchers only took data related to the problem statement.
2. Data display
In the process of making the data display, the researcher makes a draft where the data is used or not. So that from the appearance of the data it is easier for research to use the data used.
3. Conclusion and Verification

The initial conclusion submitted is still tentative and will change if there is no strong evidence found to support the next data collection stage. First, to find out the application of diary writing techniques in learning writing, researchers use camera recorders and field notes in collecting data. Second, The researcher distributed a questionnaire to the students to find out the technique of writing a diary.

RESULT AND DISCUSSION

In this section, the researcher explains the results of implementing diary writing in recount text and how are the perceptions student of the implementation writing diary in recount text. The research was conducted for three days, Monday on 10th January 2022, Tuesday 11th January 2022, and Wednesday 12th January 2022. The research was conducted with 19 students in semester 1 2021 D.

The Findings Implementation of Writing Diary in the Teaching of Recount Text to under graduated students of STKIP PGRI Sidoarjo.

The first meeting the lecturer explained to the students the material about recount text. There are three stages of teaching implementation, pre teaching, whilst teaching and post teaching.

Pre-Teaching

At the beginning of the lesson, the lecturer greets the students then checks the student attendance list. After checking the attendance list, the lecturer asked questions about the definition of recount text. There is a question and answer before starting the lesson.

Whilst teaching

In this whilst teaching section, the lecturer explains about recount text, definition of recount text, characteristics of recount text, examples of recount text etc.

The definition of recount text is a text that tells of events that have occurred. then the lecturer explained about the type of recount text, there are 3 types of recount text,

personal recount. factual recount and imaginative recount. Next is the generic structure, there are 3 generic structures including orientation, event, and reorientation. Then the lecturer explained the characteristics of the recount text, namely using simple past tense, using verb two, and using conjunctions. Writing a diary is a recount text, so at the end of the core learning the lecturer gives examples of recount text and diary text.

Post teaching

After give the material from beginning to end, the lecturer reviews the material again by giving questions and answers to students. students answered questions with enthusiasm and enthusiasm.

Finding of the Students' Perceptions of Diary Writing in Teaching Recount Text.

In this section, the researcher explains students' perceptions about writing diaries in teaching recount text. As the second problem, the researcher used a questionnaire to find out the results of students' perceptions about writing diaries in recount text learning. The researcher gave a questionnaire at the last meeting which the questionnaire consisted of 18 questions with the answer choices "Yes" and "No." Students are asked to provide a checklist on the statement that best fits their own opinion.

After giving the questionnaires to the students, the researcher analysed all the questions one by one and then made a conclusion from the questionnaire. Number of students who chose one option for each question in percentage (100%).

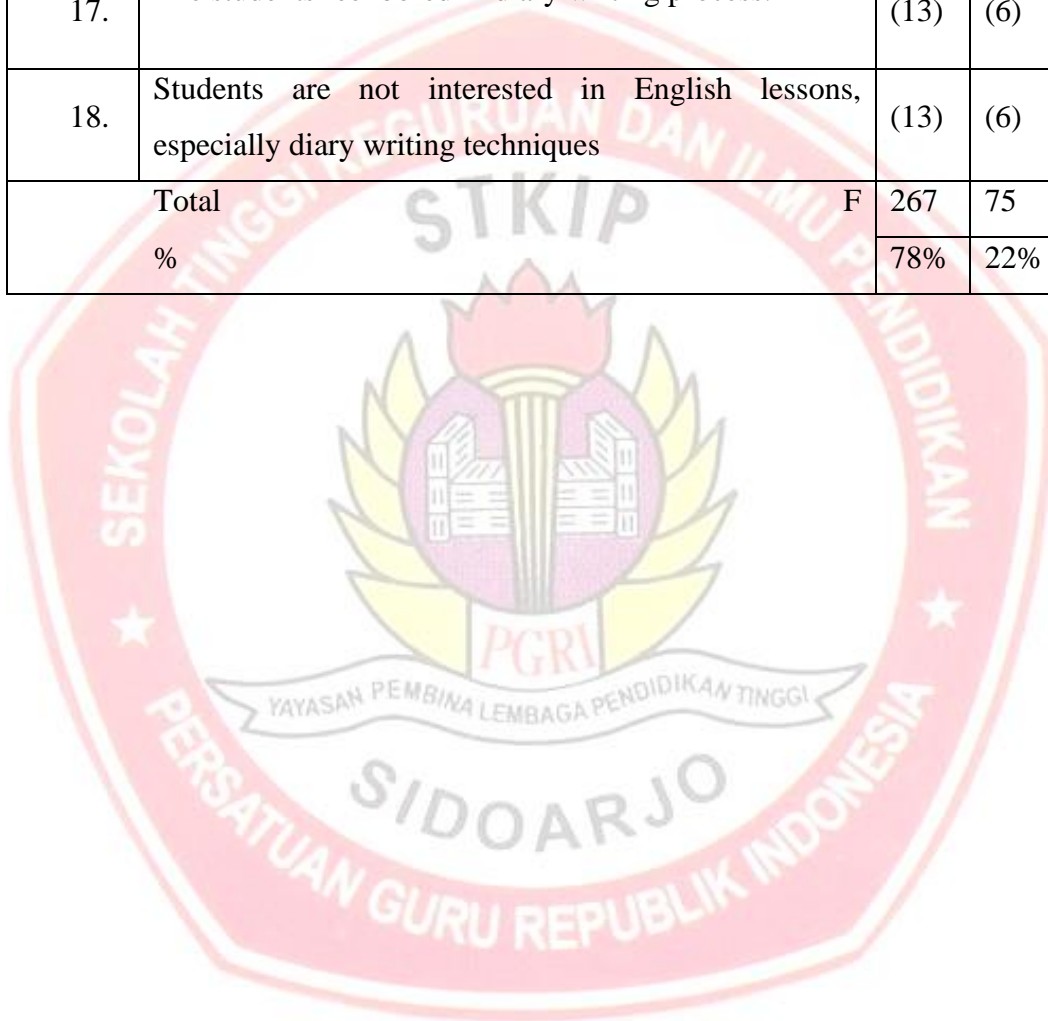
The formula is:

$$P = \frac{\text{the sum of the Student's response of one question}}{\text{the number of student}} \times 100\%$$

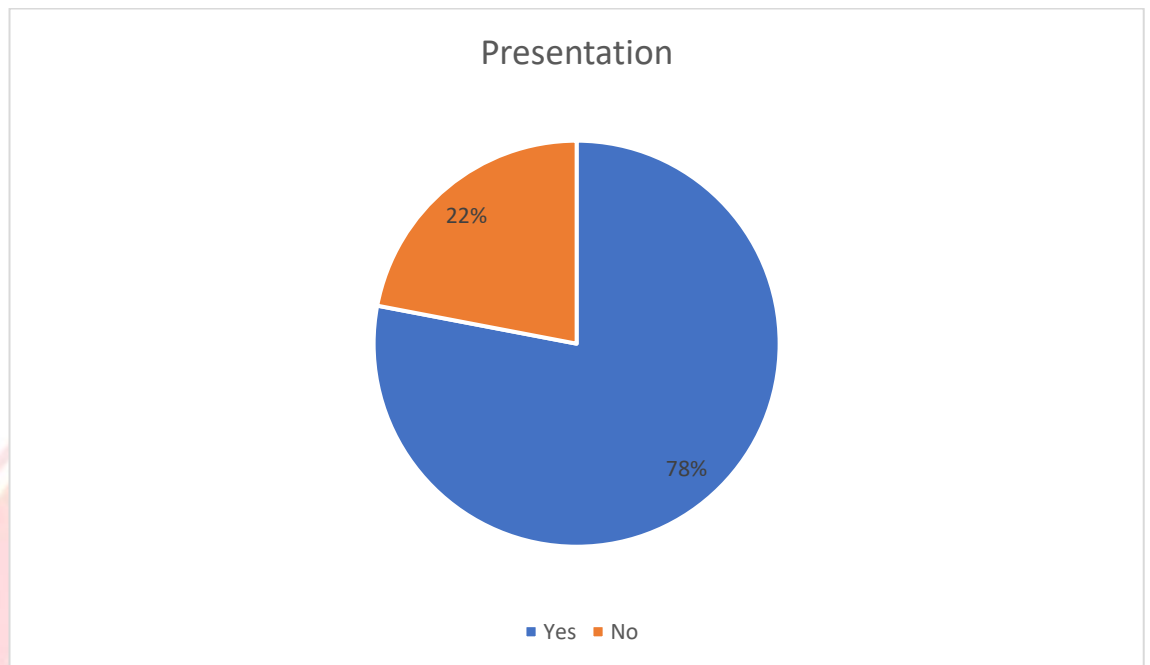
The questionnaire was distributed to 19 students at the end of the observation and the questions were about 18 points. Researchers calculated student perceptions. The total questionnaire can be displayed as follows:

No	Statement	Yes	No
1.	Diary writing makes writing recount text easier.	(19)	(0)
2.	Diary writing can not motivate in learning writing recount text.	(11)	(8)
3.	Diary writing is well applied in teaching and learning writing recount text.	(18)	(1)
4.	Diary writing makes learning writing recount text more difficult.	(4)	(15)
5.	Students confuse their story and moments, then they cannot choose the best moment to write.	(11)	(8)
6.	Writing a diary using recount text can add new vocabulary.	(18)	(1)
7.	Diary writing technique using recount text is an interesting method.	(16)	(3)
8.	writing a diary makes students to expand their experience of writing recount text.	(16)	(3)
9.	Writing a diary using recount text makes students to develop writing skills.	(17)	(2)
10.	Writing a diary using recount text makes students free to express themselves.	(17)	(2)
11.	Writing a diary using recount text makes students more flexible in expressing their feelings.	(19)	(0)
12.	Writing a diary using recount text gives me a chance to think and introspect.	(16)	(3)
13.	Writing a diary using recount text provides an opportunity for teachers and students to have a dialogue.	(18)	(1)

14.	Students find it difficult to write diaries because they do not have much vocabulary.	(14)	(5)
15.	Writing a recount using a diary technique is not in accordance with the generic structure.	(15)	(4)
16.	Students find it difficult to use the appropriate tenses.	(12)	(7)
17.	The students feel bored in diary writing process.	(13)	(6)
18.	Students are not interested in English lessons, especially diary writing techniques	(13)	(6)
Total		F	267
%			75
			78%
			22%



Based on the result of questionnaire above, the researcher concluded the data by using average for each result in the chart:



CONCLUSSION

In this section, the researcher will discuss the results of the camera recorder, field note observations, and questionnaires in the 2021D English Education Study Program at STKIP PGRI Sidoarjo. The result of the camera recorder is that the entire process from the beginning of learning, the core of learning to closing went well and the lecturer explained the material about recount text well.

The second instrument is a field note. The field notes explain the teaching and learning process which is divided into 3 steps, Pre-Teaching, While Teaching, and Post-Teaching. The results of the field notes are as follows: (1) At the beginning of the lesson, the lecturer greets and asks students how they are. Before asking questions, the lecturer checks the students' attendance first. (2) then ask questions about the recount text and examples before starting the lesson. After that the teaching and learning process begins. During the teaching process begins, the researcher takes a video that will be used to collect data and fill in field notes. (3)

After the core of the learning process, the lecturer ends the learning by reviewing the material that has been given.

After applying the diary writing method in teaching recount text, the researcher gave a questionnaire containing 18 questions with 2 choices. From the data obtained, 78% of students chose Yes and 22% chose No. From these data it can be concluded that if more than 50% of students choose Yes and below 50% of students choose No.

From the explanations and data obtained through camera recorders, field notes and questionnaires, it can be seen that students feel that writing diaries in recount text learning is a fun, effective and applicable method in class.

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