THE EFFECTIVENESS OF USING DIARY WRITING TO IMPROVE STUDENT'S WRITING SKILL AT SMA AL-AZHAR MENGANTI GRESIK
2009/2010

THESIS

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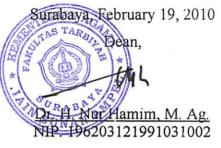Surabaya, January, 26, 2010

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iii

ABSTRACT

Fauziyah, Neneng. 2010, The Effectiveness Of Using Diary Writing to Improve Student's Writing Skill at SMA Al-Azhar Menganti Gresik 2009/2010.

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Key word: Effectiveness, diary writing, writing skill.

Diary writing is the technique that enables student to encourage a writing habit, and to develop fluency as well as to improve student's motivation and attitude towards writing. Diary writing is also called as journal writing. Journal writing is another innovation in writing classrooms has probably been the most widely used and successful activity during the last decade. It has grown from an adjunct activity to a fully integrated part of the writing class. Journal is note book that someone keeps to record daily thoughts.

As a teenager most of the students' usually wrote their feelings, activities, thinking, and ideas on the diary writing. However, some of them still wrote it in Indonesia. It could be better for them to write diary in English. Diary writing could be used as an English teaching media to improve the students' writing skill.

The ways of teaching writing are usually monotonous and still in traditional way. According Djago, the teacher is not able to give the techniques that make the student's interest in writing. Writing skill carried out at school still have the weakness. One of the weaknesses is the way of teaching because the teacher usually has no variation, cannot stimulate the students and has less frequency of writing. The teacher usually ask the students to make paragraph when they are not interested the topics and also lets them doing their task even they cannot start or finish their writing.

The research design used in this study was experimental research. The data of the study was the students' diary writing of SMA Al- Azhar class X Billngual, Menganti Gresik. The writer collected and analyzed the students' writing work. Then, she identified their ability in term of content, organization, vocabulary, language and mechanic. She analyzed and gave the score by using ESL composition profile this.

This research is focus on improving student's writing skill as well as such other outcomes. The researcher find that the students' how their writing will be evaluated motivation to write diary writing in English teaching learning process. It can be seen from post test pre-test score that has been analyzed by using sample paired t-test, it gets t_{hitung} = 3,143 and t tabel= 2, 04 with significance level 5% or 0.05. it means that $t_{hitung} > t_{tabel}$. It means null hypothesis is offered and there s no sgnfcance nfluence s rejected.

TABLE OF CONTENTS

LIST OF APPENDICES:

Appendix A (Lesson plan Pre-test)

Appendix B (Lesson plan Post-test)

Appendix C (The result of Pre-test)

Appendix D (The result of Post-test)

Appendix E (Deviation of Pre-test and Post-test)

Students' composition writing

Biografi

Surat Izin Penelitian

Surat tugas

Surat keterangan

Surat Pernyataan Keaslian

CHAPTER I

INTRODUCTION

A. Background of study

English is very important. English is one of the languages, which is used internationally. More than a half people in the world using English communication, getting knowledge, information, science and technology, etc. Many popular books on science, business, computer and many other on written in English, that is way English is taking an important role in our life now days. The most important aim of learning English is to master both spoken and written form in order to use it for communication.

According to the reason above, mastering English is one of the important things to answer the challenge of the globalization Era. One of the ways to mastery English at school. In Indonesia, English is taught from the kindergarten up to the university level. one of the aim of teaching and learning English for the Senior High School is to develop the listening, speaking, reading, and writing skills for the student. The competency based Curriculum (CBC) for the Senior High School states that: [1]

> "The aim of English lesson is develop skill of communication in English into oral and written form. Communication skill consist of listening, speaking, reading, and writing"

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[1] Departemen pendidikan dan kebudayaan penyesuaian/ penyempurnaan kurikulum, (Jakarta: Depdikbud, 2003), p.6

As a compulsory subject, English should be mastered well by the students. In the teaching and learning process the students are expected to be able to listen, speak, read, and write in English to make them competent. It means that the end of teaching and learning process of the senior high school, the students, are expected to master both oral and written expression. And also, based on the CBC curriculum of the senior high school, the four skills a must be taught integrated.[2] It is clear that the four skills listening, speaking, reading, and writing cannot be separated each other. Actually, the main emphasis of the teaching and learning process is on the grammatical structures. It means that the students are expected to be able to use English as well in their daily life.

However must of the students still have difficulty in understanding English, Even they have got the English lesson in the previous level (Elementary school and Junior High School). It is too difficult for them to communicate in oral or written form by using English. It can be many factors. One of the factors is in teaching – learning process especially for writing. In learning process in the classroom, the previous problem is the actual causes of student's difficulties in the Senior High School to develop a topic, where they are often influenced by fear to make mistake in grammar, limitation of vocabulary not be able to develop a coherent composition, etc. besides the teacher himself who is not able to give various techniques in teaching writing skill.

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[2] Ibid, p. 8-11

The ways of teaching writing are usually monotonous and still in traditional way. The teacher is not able to give the techniques that make the student's interest in writing. Writing skill carried out at school still have the weakness.[3] One of the weaknesses is the way of teaching because the teacher usually has no variation, cannot stimulate the students and has less frequency of writing. The teacher usually ask the students to make paragraph when they are not interested the topics and also lets them doing their task even they cannot start or finish their writing.

According to the writer, students are not interested in the topics and also let them doing their task even they cannot starting or finishing their writing. Here teacher are challenged to be more creative to make learning process more fun and motivated.

One of other techniques that enables student to encourage a writing habit and to develop fluency as well as to improve student's motivation and attitude toward writing is diary writing.

Diary writing is also called as journal writing. Journal writing is another innovation in writing classrooms has probably been the most widely used and successful activity during the last decade. It has grown from an adjunct activity to a fully integrated part of the writing class. Journal is note book that someone

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[3] Tarigan,Djago and H.G.Tarigan, *Tehnik Pengajaran Keterampilan Berbahasa*, (Bandung: Angkasa, 1987), p.187

keeps to record daily thoughts. Usually it contents of one's personal writing of feelings, activities and experiences that he/ she writes everyday.[4]

Ken Autrey suggests, journals are a valid genre in themselves and should not be marginalized as simply diaries.[5] Journal can be used as opportunities for students teacher dialogs; as places to record notes, gather materials, and plan writing; and for write to learn activities that stress metacognition (that is, writing to discover what the student has learned, and reflecting on the processes of learning to learn). Moreover, a journal is that they engage students in non threatening exploration and development of ideas: they are" the most consistently effective tool for establishing fluency".[6]

Journal are typically of two types: '*personal journal* in which learners write diary like accounts of day to day experience and thoughts and '*intellectual journal'*, in which students reflect on readings, lectures, class discussion, their own ideas, or their ongoing writing process.[7] In this technique the teacher will give theme to the students' writing, the theme is "*unforgettable experience"* so, the students can practice (do their work) and develop the topic and also composition of their writing without, ignore the grammatical errors for a while mainly to build the students courageous of writing with thirty to forty five minutes based on material individually.

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[4] Latulippe, Laura Donahue, *Writing As a Personal Product*,(New Jersey: Regents/ Prentice hall,1992), p.7

[5] Joy M Reid, *Teaching ESL Writing*, (New Jersey: Regent/ Prentice hall, 1993), p.161

[6] ibid

[7] Richard, *Literacy and Language Teaching*, (Oxford University Press, 2000), p.193

The writer choose this technique because of an assumption that Diary writing can improve student's writing skill as well as such other outcomes, such as improved students' creativity so, make them to be more courage and expressive to their ideas.

B. Problem Of Study

Based on the background of study above, it is hoped that the study will answer this question:

1. How is the students' writing skill at SMA Al-Azhar Menganti Gresik?

2. How is the effectiveness of using diary writing on students' writing skill in SMA Al- Azhar Menganti Gresik?

C. Objective Of The Study

Based on the statement of the study, the objective of the study is:

1. To know improvement of the students' diary writing.

2. To describe the effectiveness of diary writing and students' writing skill at SMA Al- Azhar Menganti Gresik

D. Significance Of The Study

This study is expected to give information about diary writing that can be used in writing activities. Besides, the outcomes will contribute the improvement and variation in teaching learning process. Moreover, will develop the students'

creativity, make them to be more courage and expressive to their ideas and to get the way in learning English especially in learning writing.

E. Scope and Limitation

Due to the limited time, the study is only limited to the second years students of the senior high school with the assumption that they need more exercises and expected to be able to make a paragraph in narrative.[8] and also to develop their writing ability. Whereas, the scope of the study is teaching English as foreign language, especially teaching writing using diary writing.

F. Definition of Key Terms.

To make this study more understanding, this study the following definitions are as follow:

a. *Writing*

Writing is one of the four language skills that are taught in senior high school. According to Byrne, Writing is a production of graphic symbols that have to be arranged according to certain convention to from words have to be arranged to from the sentence.[9]

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[8] Departemen pendidikan dan kebudayaan penyesuaian/ penyempurnaan kurikulum, (Jakarta: Depdikbud, 2003), p.17

[9] Khorina Herni Wijayanti, *a study on students' mastering English Bussiness letters at the English Departement of language and art faculty Surabaya state university,* (UNESA: 2009)

b. *Writing skill*

Writing skill is the ability on writing that is not only the ability in writing of symbols of printed, but it also the ability in writing the composition in a good order.[10]

c. *Diary*

Diary is private book which contents of one's personal writing of feelings, experiences, activities and ideas that writes orderly about naturalness and honesty.[11]

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[10] Nunan, *Practical English Language Teaching*, (New Jersey: MC.Graw hill, 2003), p.88

[11] Htpp:/ *www.124 diary.com/ diary-journal .tips.* browsed on Wednesday 260809

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing

Writing is one way of making meaning from experience for us and for others. Writing is a place to express feeling, experiences, ideas and thoughts. Writing in English is to express ideas, feelings opinions and others in Indonesia and the ability to express something in writing from in English.[1] Nunan writes that:

> "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader."[2]

Besides, Langan mentioned that expressing thought in writing is a complex subject, which involves organization of thought, sound usage of the English language, and imagination.[3] Moreover, Young and Savage show that writing skill cannot come automatically.[4] It requires some experiences, talents and a lot of regular training. It can be inferred that writing is difficult and complex subject; it needs a lot of practice and talent.

For those reasons, most of the people are afraid to write. It is because they doubt to make mistake. Writing is a skill that is acquired through study, never felt

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[1] L.A.Wulur Dumais, *Writing in English*, (Jakarta: Depdiknas, 1988), p. v
[2] Nunan, *Practical English Language Teaching*, (New Jersey: MC.Graw hill, 2003), p.88
[3] Lagan, *Sentence Skill*,(New york: MC.Graw hill, 1987), p.135
[4] Young and Savage, *Better Learning*, (New Jersey: Prentice Hall, 1982), p.135

afraid to write because of worried to make errors.[5] Making mistakes in writing is a stage that everyone passes through. Writing down the ideas will help the one to start writing.

Writing is different from other skills, such as listening, speaking and reading. We can clarify our messages by using intonations, expressions and gestures, but in writing the writer should express the writer's feelings, thoughts and opinions on words clearly to the readers. The writer has to create it own context in the absence of the readers.[6] The write is only helped by mechanics and words choice to express his/her feelings, thoughts and opinions to the readers.

B. Types of Writing

a. Narration

Narration is the form of writing used to describe to the reader about even that happen clearly.[7] Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in form of letters and conversation.[8]

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[5] Furgerson and nikerson. *All In One.*(New Jersey: Prentice Hall, 1992)

[6] Donn Byrne, *Teaching Writing Skill,* (publisher Ptc.Ltd, 1988), p.3
[7] Gorys Keraf, *Argumentasi dan Narasi* (Jakarta: PT.Gramedia, 1982), p.136
[8] George. E. Whishon, *Let's Write English Revised edition*, (American book company: Litton Educational publishing, 1980), p.378

Narrative is a familiar type of communication. Narration is an effective and useful in all kinds of writing. It involves short stories, novels and news. Good narration has four essential features.[9] They are *a clear context* (telling when, where, and to whom the action happened), *well – chosen details* (including enough details that can make the readers know what is happening but not so much, it can make them over – whelmed, confused and bored), *logically often chronogically organization* (beginning with the scene, paints the picture in the middle and ending with making the points), and *an appropriate and consistent point of view* (the first or the third point of view).

b. *Description*

To describe is to create a verbal picture. A person, a place, a thing– even an idea or state of mind – can be made vividly concrete through description. [10]They also state that good description includes enough vivid detail to create the dominant impression (the single quality, mood, or atmosphere that the writer wishes to emphasize) and to bring a scene of life. However, the writer usually uses the description to create the setting for a story, to illustrate ideas, to help clarify a definition of comparison, or to make the complexities of a process more understandable. Therefore, the description

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[9] Rosa Alfred and Eschholz, *Models for Writers: short essays for composition*, (New York: ST. Martins's press,1986), p.200
[10] Ibid, p.229

should be kept short, and include enough detail to make the reader easily to understand.[11]

c. *Exposition*

The purpose of exposition is to clarify, explain and inform.[12] They also state that it can be in the form of *process analysis* (answering the question how and explain how something works or gives step – by – step direction for doing something), *definition* (statement the meaning of a word or a term), *illustration* (use the examples to explain, elucidate or corroborate to make the ideas clear and concrete), *classification* (grouping separate things or ideas into categories), *comparison and contrast* (points out the similarities and differences between two or more subjects in the same class or category to clarify – to reach some conclusion about the items being compared and contrasted), and *cause and effect* (explain the reason for an occurrence or the consequences of an action).[13]

d. *Argumentation*

Argumentation is the rhetoric form that is intended to persuade people's attitude and opinion in order that they trust and action suitable with

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[11] Op.cit, p.209
[12] Rosa Alfred and Eschholz, *Models for Writers: short essays for composition*, (New York: ST. Martins's press,1986), p.381
[13] Ibid, p.384

what the writer want.[14] an attempt to persuade the readers to accept points of view of the writer, to make decision, or to purpose a particular course of an action. There are two basic types of argumentation appeals to the rational or intellectual of the readers to convince him the truth of a particular statements or belief. Persuasive argumentation appeals the emotions and opinions of the readers moving to the action.[15]

C. The Teaching of Writing

One way to learn foreign language is through writing. Writing as one of the language skills should be mastered by the students who are learning a language. Since writing is often difficult to be learned by the students, the teacher has to be able to guide and create an interest way to teach writing. Writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices, but also it has conceptual and judgment elements.[16] More over, he says that judgment skill is the ability to write in an appropriate manner for a particular purpose with particular audience in mind, together with an ability to select, organize and order relevant information.[17]

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[14] Gorys Keraf, *Argumentasi dan Narasi* (Jakarta: PT.Gramedia, 1982), p.3
[15] Rosa Alfred and Eschholz, *Models for Writers: short essays for composition*, (New York: ST. Martins's press,1986), p.342
[16] J.B.Heaton, *Writing English Language Tests New Edition*, (New York: Logman Group, 1991), p.135
[17] Ibid, p.135

Actually there are some principles for teaching writing which have to be considered by teachers. Acccording Nunan proposes that there are 4 principles for teaching writing:[18]

1. Understand your students' reason for writing.

   If the teacher's goals do not match the students', there will be greatest dissatisfaction with writing instruction. It means it is important to understand and convey the goals to students.

2. Provide many opportunities for student to write.

   Writing needs a lot of practices, so, teachers must evaluate their lesson plans in order to make the writing classes scheduled and will be like as it expected.

3. Make feedback helpful and meaningful.

   Giving feedback to the students writing is very meaningful. The students crave feedback on their writing. Make sure that comments on students papers understandable for them.

4. Clarify for your self and for your students, how their writing will be evaluated.

   In this case, rubric can be used as a way to avoid subjectivity in evaluating the students' writing.

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[18] Endah Eka Lestari, *The Implementation of Cooperating Integrated Reading and Composition (CIRC) in Teaching of Recount text eight Grade* (UNESA, 2009)

However, teachers should consider the principles in teaching writing so that it will create a good atmosphere in writing classes. When teaching writing, the teacher should lead their students through several stages over a long period of time – the length is depending, as usual, on their age, interest, capacities, needs to freer stages where they are able to write a composition or essay on a topic of interest.[19]

Moreover, when teaching writing, teacher should take into account special considerations including the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse.[20] Beside that, teachers can give different types of classroom writing performance to vary the writing class activity. The teacher should make an effort and be creative to help the students in learning writing effectively. There is a way to help the learners find out what they want to write about and to overcome imaginative blocks; it is generative activities.[21] As a guide, the teacher should guide them based on their age, interest, capacities and needs since not all of them have the right mood at that time such as giving them diary writing in the process of writing.

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[19] Finnochiaro English as a second Language from Theory to practice New Edition, (New York: Regents publisheg company, 1974), p.85
[20] Jeremy Harmer, Language Teaching Methodology (London Logman Group, 1991),p.48
[21] Tribble christoper, Writing (Hongkong: oxford University, 1996), p.107

There are three major types of classroom performance according Douglas Brown:[22]

1. Imitative or writing down

   It is a type of classroom writing done at the beginning level it can   be in form of dictation.

2. Intensive or controlled

   Intensive writing sometimes is used as a production mode for learning, reinforcing or testing grammatical concept. In intensive writing typically appears in controlled writing that presents a paragraph to students in which they have to alter a given structure throughout.

3. Self writing

   It is writing with the self in mind as an audience. It can be in a form of diary or journal writing.

D. Diary Writing

Diary writing is also called as a journal. It is not an academic exercise a business report or a formal letter. It is such a personal composition. Journal are typically of two types: *'personal journal'* in which learners write diary like accounts of day to day experience and thoughts and *'intellectual journal'*, in

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[22] Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New Jersey: Prentice Hall, 1994), p.327-328

which students reflect on readings, lectures, class discussion, their own ideas, or their ongoing writing process.[23]

Journal is a note book that someone keeps to record daily thoughts. Usually it contents of one's personal writing of feelings, activities and experiences that he/she write everyday.[24]

Ken Autrey suggests that Journal are valid genre in them selves and should not be marginalized as simply diaries.[25] a Journal can be used as opportunities for students teacher dialogs; as places to record notes, gather materials, and plan writing; and for write to learn activities that stress metacognition (that is, writing to discover what the student has learned, and reflecting on the processes of learning to learn).[26]

Writing journal or diary is simple but effective way to develop enhances great understanding about the writer self.[27] It is meaning that understanding about how the writer becomes what the writer (she or he) is. What direction in she or he want to go a head in her life. Kirby sates that journal or diary writing is that they engage students in non threatening exploration and development of ideas: they are" the most consistently effective tool for establishing fluency".[28]

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[23] Richard kern , *Literacy and Language Teaching* (oxford university press, 2000), p.139
[24] Latulippe, Laura Dona hue, *Writing as a Personal Product*,(New Jersey: Regents/ PrenticeHall,1992),p.7
[25] Joy M Reid, *Teaching ESL Writing*, (New Jersey: Regents/ Prentice Hall, 1993), p.161
[26] Ibid
[27] Htpp/ *www.124 diary.com/ diary-journal.tips*. browsed on Wednesday 260809
[28] Op.cit, p.163

Writing in a journal can help to examine and reflecting the ideas. The journal is an important source for story and essay ideas.[29] It can be inferred that journal will be a place to explain, record, and observe the ideas and also will become a source of writing ideas for now and on the future.

There are some characteristics of the journal A journal is *intimate, private* (although it is private, it is also could be read by other people), *can catch the photograph meanings* (in the words and give some information, which cannot give by the picture), *can make the stories in the past are live*. The journal languages are *natural, clear and expressive that can make diary or journal is more interesting to read.*[30]

There are few simple rules to get the best result on the diary writing they are:[31]

a. Write diary everyday at a regular.

Specified time and do not to do all the writing for a week in one or two days.

b. Find the best time and place to write.

It should be relaxed and alert time, and a place that make the work uninterrupted for 30-45 minutes.

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[29] Latulippe, Laura Dona hue, *Writing as a Personal Product,*(New Jersey: Regents/ PrenticeHall,1992),p.7

[30] Tarigan, Henry Guntur. *Menulis Sebagai Suatu Keterampilan Berbahasa,*(Bandung: Angkasa,1986),p.38

[31] Op.cit, p.9

c. Try to average one pages a day, write about the topics that are interesting. Topics that can make enjoy in thinking and learning; topics that can be share with others

d. Do not worry about spellings and grammar, just write it

It means that do not worry to make a mistake in spelling and grammar) it can help to start writing a diary freely

However, for the writer, journalist, novelist, and others, diary or journal is very important. They can write a book from their experiences that are written in the diary. For example Mochtar Lubis, the famous writer and journalist, he wrote his feelings, thinking, and ideas on his diary during he were in the prison struggling in the justice in the county. In 1981, he wrote his diary and published it.[32]

1. The advantage of writing diary

a. Diary writing can help in healing personalities, can be meditation

b. Diary writing can provide emotional stability

c. Diary writing can provide place for dreams and ideas to grow

d. Allows writer to gain clarity as writer sort through the constant deluge of daily

e. Insights emerge as writer deal with your issues honesty in the privacy of your journal

f. Insight writer self can help dealing with writer's issues of writer's diary

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[32] Op.cit, p.37

g. Diary writing helps in catharsis

h. Diary writing can helps in unload the burden of heart[33]

2. The steps of diary writing

Table 1

Steps in diary writing process[34]

STEP	FACE	ACTIVITY
I	Explaining the purposes	Teacher explain all of learning purposes and encourage the student
II	Explaining the material	Teacher explain and give example about diary writing by demonstrating or text
III	Assessment	Teacher give assessment of diary writing individually
IV	Guiding	Teacher guides on doing the work
V	Evaluating	Teacher evaluates material
VI	Giving reward	Teacher give reward of students writing individuals

3. The Getting started of diary writing

Starting a journal or diary can be discouraging and intimidating. Five starting thoughts:[35]

- "Today, I am grateful for….."

- "Right now, I am feeling……."

- "One way to lighten my life would be to….."

- "There things I know to be true are….."

- "I have faith that……"

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[33] Htpp/ www. Suzanne-Williams. com. browsed on Thursday 010809

[34] http://www.annefrank.org/content.asp?pid=1&lid=2 browsed on Saturday 241009

[35] Htpp:/ *www.124 diary.com/ diary-journal .tips.* browsed on Wednesday 260809

4. The Example of diary writing

Here is an entry from a journal written by an advance ESL student from China. The teacher's response follows (from Vanett and Jurich, 1985) Journal entry:[36]

Journal entry:

Yesterday at about eight o'clock I was sitting in front of my table holding a fork and eating tasteless noodles which I usually really like to eat but I lost my taste yesterday because I didn't feel well. I had a headache and a fever. My head seemed to be broken. I sometimes felt cold, sometimes hot. I didn't feel comfortable standing up and I didn't feel comfortable sitting down. I hated everything around me. It seemed to me that I got a great pressure from the atmosphere and I could not breath. I was so sleepy since I had taken some medicine which functioned as an antibiotic.

The room was so quiet. I was there by myself and felt very solitary. This dinner reminded me of my mother. Whenever I was sick in china, my mother always took care of me and cooked rice gruel, which has to cook more than there hours and is very delicious, I think. I would be better very soon under the care of my mother. But yesterday, I had to cook by myself even though I was sick, the more I thought, the less I wanted to eat, half an-hour passed. The noodles were cold, but I was still sitting there and thinking about my mother, finally I threw out the noodles and went to bed.

Ming Ling, PRC

Teacher's Response: This s a powerful piece of writing because you really communicative what you were feeling. You used vivid details, like "…eating tasteless noodles…" my head seemed to be broken…" and rice gruel, which has to cook more than three hours and is very delicious. " These make it easy for the reader to picture exactly what you were going through. The other strong point about this piece is that you bring the reader full circle by beginning and ending with "the noodles."

Being alone when you are a sick is difficult. Now, I know why you were so quite n class.

If you want to do another entry related to this one, you could have a dialogue with your "sick" self. What would your "healthy" self say to the

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[36] Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p.329

> "sick" self? Is there some advice that could be exchanged about how to prevent illness or how to take care of yourself better when you do get sick? Start the dialogue with your "Sick" self speaking first.

E. Writing Assessment

To evaluate the students' writing ability, the teacher uses the assessment. Assessment is important in the process of evaluation of the efficiency and affectivities of teaching and learning. Assessment is concerned with the quality of teaching as well as the quality of learning.[37]

Assessment includes some meanings of checking what students can do with the language. Assessment may be carried out before, during or after a course, or it may not even be connected with a course.[38] More over, he says that assessment includes a whole range of activities from the informal short test on last night's homework to the formal external examination. It is also includes regular worked course, work assignments forming part of a course, as well as periodic testing.[39]

In addition, he also states that there is no universally good way of assessing. What and how assess should obviously depends on the purpose. The purposes of the assessment are *placement* (to place a student on a suitable course), diagnosis (to specify the students' particular strength and weakness), *selection* (to

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[37] Peter Wingard et.al, *The Teaching of English as An International Language: a Practical Guide*, (London: William Collins sons and Co.Ltd), p.172
[38] Ibid, p.172
[39] Op.cit, p.172

select as fairly as possible the best candidates for a limited number of places or jobs), *proficiency* (to assess the students' fitness for some stated purpose), *progress*(to assess what the student have learned of the specific syllabus the teacher have been following and what progress the students have made since the teacher last tested them), *aptitude* (to measure foreign language learning aptitude).

In this study, the teacher used progress assessment to know the progress of the students in writing skill. The teacher used diary writing to assess them. The progress of the students in writing ability can be known from the result of the analysis and the scores of the students' composition.

This study uses ESL (English as Second Language) composition profile as a score guide. There is the description of the profile: [40]

Score	Level	Criteria	Comments
CONTENT	30-27	EXCELLENT TO VERY GOOD	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	FAIR TO POOR	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR	Does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate

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[40]Joy M Reid, *Teaching ESL Writing,* (New Jersey: Regents/ Prentice Hall, 1993), p.236-237

ORGANIZATION	20-18	EXCELLENT TO VERY GOOD	Fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR	Does not communicate, no organization, OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD	Sophisticated range, effective word/ idiom choice and usage word from mastery, appropriate register
	17-14	GOOD TO AVERAGE	Adequate range, occasional errors of word/ idiom from, choice, usage *but meaning not obscured*
	13-10	FAIR TO POOR	Limited range, frequent errors of work/ idiom from, choice, usage, *meaning confused or obscured*
	9-7	VERY POOR	Essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD	Effective, complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word or order/ function, articles, pronouns, preposition, *but meaning seldom obscured*
	17-11	FAIR TO POOR	Major problems in simple/ complex construction, frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletion, *meaning*

			confused or obscured.
	10-5	VERY POOR	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE	Occasional errors of spellings, punctuation, capitalization, paragraphing, *but meaning not obscured*
	3	FAIR TO POOR	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, *meaning confused or obscured.*
	2	VERY POOR	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

F. Review of Previous Study

The writer would like to present a previous study which is related to this study. The first is a study that was done by Nurul Farida Indriyati, the title is "Using diary writing to improve students' writing skill in SMUN I Waru Sidoarjo".

She design used in her study was descriptive study. She conducted a study about the implementation of diary writing. This study was conducted, in order to know how the content, language use and mechanics used by the students when using diary writing.

There is similarity between this study and the previous study. Both of them try to apply diary writing technique in learning and teaching process. They are also expected to give a good suggestion in applying diary writing technique in teaching and learning process.

The researcher design of this study uses an experimental research; there are experimental class and control class. On the other hand, the previous of the study used descriptive to describe the students' writing in order to know five component they are, content, organization, vocabulary, language use and mechanics when using diary writing. Here, the writer would like to describe the effectiveness of using diary writing to improve students' writing skill by doing such an experimental research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the steps of the research. It describes the research design, research setting and subject, population and sample, research variable, research instrument, method of data collection and data analysis.

A. Research design

This study uses qualitative – quantitative research method. Qualitative research method is used for describing improvement of the students' writing content, organization, vocabulary, language use and mechanic during the application of using diary writing and students' writing skill after the application of using diary writing technique. Quantitative research method is used for analyzing the statistic data that is students' pre – test and post - test score. By that score, the researcher can analyze how the effectiveness of using diary writing on students' writing skill is. This study purposes to get information that deals with experiment. Research design in this study is called A Pre Experimental Design: the one group pre - test and post – test.[1] There is one class that be taken the data. It is given a treatment of application of using diary writing.

O_1	X	O_2

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[1] Louis Cohen and Lawrence Monion, *Research Methods in Education Forth Edition*, (London: Routledge, 1997), p. 165

26

O_1 = the first process of measurement (pre-test)
O_2 = the second process of measurement (post-test)
x = treatment

B. Research setting and subject

The study will be conducted at SMA Al- Azhar Menganti Gresik. In order to get the data, Researcher focuses only on students in X Bilingual class.

C. Population and sample

1. Population

Population in this study will students in X grade of SMA Al-Azhar Menganti Gresik. Researcher choose this school because SMA Al-Azhar uses bilingual language class it is English and Arabic to improve language of students. In this case, the researcher chooses bilingual class of X grade SMA Al-Azhar Menganti.

2. Sample

According to the English teacher, distribution class is not based on students' competence. It means that the class is heterogeneous. In order to collect the data, the researcher took the sample randomly (random sampling) by doing lottery to all X class.

D. Research Variable

1. Independent Variable (x)

Diary writing

2. Dependent Variable (y)

Students' writing skill

E. Research instrument

According to the Arikunto, research instrument is tools or facilities that are used by the researcher in order to collect data. So that makes the job easier, complete, and systematic.[2]

The instrument employed in this study was a test of writing in the exercise (Pre-test post test). In this test, students try develop their writing's composition based on the theme. Where by enable the writer to score the students' writing ability.

F. Technique of data collection

In collecting the data during research, the researcher used data students' writing assessment. The data will collect and analyzed to know their improvement in their writing ability in term of their content, organization, vocabulary, language use and mechanics when they taught by using diary writing. In this assessment of diary writing the students' will asked to write a composition and develop the composition without: ignore the grammatical errors for a while mainly to build the students courageous of writing. The researcher scored the students' writings by using adaptation and simplified ESL composition profile.

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[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekataan Praktek,* (Jakarta: Reineka Cipta, 2006), 149

G. Technique of Data Analysis

1. Analysis students' writings

The researcer was analyse the students' writing in order to know how far made by students' writing. It is measured by using the rubic. This rubic was adapted from Reid (1993:236-237) which include content, organization, vocabulary, language use and mechanics. The researcher scored the students' writing by using analytical scored which of piece of writing was scored. On the basis of the quality of each writing component that makes up the whole score to get the overall score. In this study, the teacher used progress assessment to know the progress of the students in writing skill. The teacher used diary writing to assess them. The progress of the students in writing ability can be known from the result of the analysis and the scores of the students' composition.

This study uses ESL (English as Second Language) composition profile as a score guide. There is the description of the profile:[4]

Score	Level	Criteria	Comments
CONTENT	30-27	EXCELLENT TO VERY GOOD	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	FAIR TO POOR	Limited knowledge of subject, little substance, inadequate development of topic

[4]Joy M Reid, *Teaching ESL Writing,* (New Jersey: Regents/ Prentice Hall, 1993), p.236-237

	16-13	VERY POOR	Does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD	Fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR	Does not communicate, no organization, OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD	Sophisticated range, effective word/ idiom choice and usage word from mastery, appropriate register
	17-14	GOOD TO AVERAGE	Adequate range, occasional errors of word/ idiom from, choice, usage *but meaning not obscured*
	13-10	FAIR TO POOR	Limited range, frequent errors of work/ idiom from, choice, usage, *meaning confused or obscured*
	9-7	VERY POOR	Essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD	Effective, complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word or order/ function, articles, pronouns, preposition, *but meaning seldom*

	17-11	FAIR TO POOR	*obscured* Major problems in simple/ complex construction, frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletion, *meaning confused or obscured.*
	10-5	VERY POOR	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE	Occasional errors of spellings, punctuation, capitalization, paragraphing, *but meaning not obscured*
	3	FAIR TO POOR	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, *meaning confused or obscured.*
	2	VERY POOR	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

The formula to get the score of 10 was a follow:

Content + Organization + Vocabulary + Language use + Mechanic

From this result, it could be drawn the improvement of the students ability

in diary writing from time to time. After implementing diary writing in the class.

2. Statistical data analysis

Data in this study is quantitative data that is test score. Data analysis that is used to analyze the score is statistics analysis by using t-test.

In order to know the effectiveness of using diary writing on students' writing skill, students in experimental class are given a test before and after diary writing technique being applied.. Here, the researcher uses paired sample t-test. Paired sample t-test analyzes post-test and pre-test score. However, before using paired sample t-test, it will be done normality test as the requirement.

1. **Normality test**

Normality test is used to know whether the two samples are from population that has normal distribution or not.

The steps are:

a. Decide hypothesis

H_0 = sample is from population that has normal distribution

H_1 = sample is from population that does not have normal distribution

b. Decide significance level α ($\alpha = 0,05$)

$\alpha = 5\%$ atau $\alpha = 0.05$

c. Decide statistical test[4]

Pattern:

$$\chi^2{}_{hit} = \frac{O_1 - E_1}{E_1} + \frac{O_2 - E_2}{E_2} + ... + \frac{O_n - E_n}{E_n}$$

(Burhan Nurgiyantoro, 2002)[5]

O = Observation frequency

E = Expectation frequency

$$\chi^2{}_{tab} = \chi^2{}_\alpha , db$$

db= k-1

d. Conclusion

Reject area H_0 : $\chi^2{}_{tab} < \chi^2{}_{hit}$

2. **Homogenitas test**

a. Decide hypothesis

H_0 = sample is homogen

H_1 = sample is not homogen

b. Decide significance level α (α = 0,05)

α = 5 % atau α = 0.05

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[4] Pangestu Subagyo dan Djarwanto, *Statistika Induktif,* (Yogyakarta: BPFE-Yogyakarta, 2005), 5th edition, p. 186-188
[5] Burhan Nurgiayantoro, *et al.*, *Stastistik Terapan Untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gadjah Mada University Press, 2002), h. 105

c. Decide statistical test[6]

Pattern:

$$F_{hit} = \frac{s^2 \text{ (varians terbesar)}}{s^2 \text{ (varians terkecil)}} \text{ (Sanapiyah faiasal, 1984)}[7]$$

$$F_{tab} = F_{\alpha}, dk(\text{pembilang}, \text{penyebut})$$

$$dk = (n\text{-}1)$$

d. Conclusion

Reject area H_0 : $F_{tab} < F_{hit}$.

3. Sample paired t-test

Sample paired t-test is used to know whether there is an effectiveness on students' writing skill after the application of using diary writing. It analyses the students' post-test score.

a. Decide hyphotesis

H_0 : $\sigma_1^2 = \sigma_2^2$ students' writing skill before and after treatment is same

H_0 : $\sigma_1^2 \neq \sigma_2^2$ students' writing skill before and after treatment is not same

b. Decide significance level α ($\alpha = 0,05$)

$\alpha = 5\%$ atau $\alpha = 0.05$

---

[6] Pangestu Subagyo dan Djarwanto, *Statistika Induktif,* (Yogyakarta: BPFE-Yogyakarta, 2005), 5th edition, p. 186-188

[7] Sanapiyah Faisal, *Metode Penelitian Penelitian,* (Surabaya: Usaha Nasional, 1984), h.351

c. Decide statistical test[8]

$$t_{hit} = \frac{\overline{d}}{S_d/\sqrt{n}} \quad \text{(Djarwanto, 2001)[9]}$$

Dengan:

$$\overline{d} = \frac{\sum_{i=1}^{n} d_i}{n} \quad \text{(Djarwanto, 2001)[10]}$$

$$S_d = \sqrt{\frac{\sum_{i=1}^{n} (d_i - \overline{d})^2}{n-1}} \quad \text{(Djarwanto, 2001)[11]}$$

d. Make a conclussion

Reject area H_0 : $t_{tab} > t_{hit}$ atau $t_{tab} < t_{hit}$

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[8] Pangestu Subagyo dan Djarwanto, *Statistika Induktif*, (Yogyakarta: BPFE-Yogyakarta, 2005), 5th edition, p. 186-188
[9] Djarwanto, *Mengemal Beberapa Uji Ststistik Dalam Penelitian*, (Yogyakarta: Liberty, 2001), h.145
[10] Ibid, h.145
[11] Ibid, h.145

CHAPTER IV

RESULT AND DISCUSSION

This research was diary writing research. It focuses writing skill to improve diary writing in the english teaching learning process in class X bilingual at SMA Al-Azhar menganti Gresik academic years 2009-2010. This research followed principles of writing. Some principles were taken in teaching Methodology by Nunan David state as follows: (1)Understand your students' reason for writing. If the teacher's goals do not match the students', there will be greatest dissatisfaction with writing instruction. It means it is important to understand and convey the goals to students. (2) Provide many opportunities for student to write. Writing needs a lot of practices, so teachers must evaluate their lesson plans in order to make the writing classes scheduled and will be like as it expected. (3)Make feedback helpful and meaningful. Giving feedback to the students writing is very meaningful. The students crave feedback on their writing. Make sure that comments on students papers understandable for them. (4)Clarify for your self and for your students, how their writing will be evaluated. In this case, rubric can be used as a way to avoid subjectivity in evaluating the students' writing.

A. Result

1. Student writing skill after the implementation of diary writing

In this research, the researcher as an English teacher was helped by class English teacher. We colaborate in observasing class and determine some action to implementation the methodology of diary writing.

The school setting of SMA Al- Azhar Gresik is islamic Senior High School. The school is located at jalan Raya Menganti Krajan Nomor 474 Gresik East Java. The total number of student is 233 student and the total of teacher is 39. It is class consist of 40 – 50 students of the average. While the teaching learning process is carried from 06.45 A.M until 02.00 P.M.

This school has four hours per week, for English as an extraculiculer has two hours. One English teacher can teach six classes. The teacher use the communicative approach while English for fun is the book used in English class.

Class setting the total number of students in class X (class bilingual) was 31 students consisting of eleven male, and twenty femile students and the Eglish teaching learning activity English class is carried out twice a week and duration of fourty five minutes two per class hour.

The experiment are conducted on 3 November (Pre-test) and 4 November (Post-test). The researcher was teacher who implementate the experiment and the class teacher as observer during English teaching learning process.

The implementation of Pre-test, the researcher gave explanation of diary writing method at glance than she gave a paper and the student's wrote

23	Sifa'udin Mh	90
24	Sirikit ayu virdayanti	60
25	Siti Eliyanah	85
26	Siti Jaroh	70
27	Suci rachmawati	65
28	Syifa nur arifah	85
29	Tri novita handayani	80
30	Vega kartika Chandra	65
31	Wahyu Ningsih	80

The next day the researcher did the post-test it proposes to know the ability of the student after treatment by the teacher. The treatment are the first, teacher explain about diary writing more detail. She also explained about past tense so, the student should use past tense to make good diary writing and the teachers gave paper to the student than she gave time longer than before it was 30 minutes and when the teacher as one of them to presentation about their story based on theme "Unforgettable experience"that she wrote. The researcher implemented competition. So that, the student were motivated and tried hard to do their best. The competition is the best writing. In this case, to stimulate the student and the teacher gave small prizes like chocholate, candy, wafer, etc. so, the result of post- test can be seen in the following table.

Table1.2
The result of Post- test

NO	NAMA	POST-TEST
1	Abdul Aziz	75
2	Anggraini Kusuma	75
3	Aprilia Virawati	75
4	Aris Ainurrohmah	90

something about their experience based on theme *"Unforgettable experience"* of diary writing without thinking over of gramatical.

The researcher consider that this way very helpful in motivating the student to write without any preasure of gramatical. The researcher gave time 20 minutes than they collect their writing to the researcher. And the researcher correct their work sheet and the result of Pre-test can be seen in the following table.

Table1.1
The result of pre-test

NO	NAMA	PRE-TEST
1	Abdul Aziz	75
2	Anggraini Kusuma	75
3	Aprilia Virawati	80
4	Aris Ainurrohmah	90
5	Bagus Hadi prakoso	80
6	Chusnul Khotimah	80
7	Desi Wulandari	80
8	Dewi Tri mufidah	75
9	Diana Rahma wati	75
10	Elis Rahayu	70
11	Feli Dewi wulansari	80
12	Feni Octaria F	70
13	Hilda Maulidatul m	75
14	Ifa Mutiatul choiroh	70
15	M. Iqbal Najib	60
16	Maria Ulfa	80
17	Neni Isnawati	75
18	Nur Afiyatul L	70
19	Nur Novia W	70
20	Nurul Wahidah	80
21	Putril Indriyani	75
22	Ria Resti Fauziyah	60

7	Desi Wulandari	90
8	Dewi Tri mufidah	80
9	Diana Rahma wati	85
10	Elis Rahayu	60
11	Feli Dewi wulansari	80
12	Feni Octaria F	75
13	Hilda Maulidatul m	80
14	Ifa Mutiatul choiroh	85
15	M. Iqbal Najib	70
16	Maria Ulfa	80
17	Neni Isnawati	80
18	Nur Afiyatul L	65
19	Nur Novia W	75
20	Nurul Wahidah	90
21	Putril Indriyani	80
22	Ria Resti Fauziyah	60
23	Sifa'udin Mh	95
24	Sirikit ayu virdayanti	70
25	Siti Eliyanah	95
26	Siti Jaroh	80
27	Suci rachmawati	70
28	Syifa nur arifah	85
29	Tri novita handayani	85
30	Vega kartika Chandra	65
31	Wahyu Ningsih	85

From the result above, shows improvement in their Post-test score. There are nineteen students increase their score in post-test and eight students stagnant in their post-test. four student decrease. It means that 75% students better than before in diary writing. It can be seen that students implementation increase by using of threatment. The result of pre-test and post- test can be seen in the following table.

Table1.3
The result of pre-test and post-test

NO	NAMA	PRE-TEST	POST-TEST	D	NOTE
1	Abdul Aziz	75	75	0	Stagnant
2	Anggraini Kusuma	75	75	0	Stagnant
3	Aprilia Virawati	80	75	-5	Decrease
4	Aris Ainurrohmah	90	90	0	Stagnant
5	Bagus Hadi prakoso	80	85	5	Increase
6	Chusnul Khotimah	80	75	-5	Decrease
7	Desi Wulandari	80	90	10	Increase
8	Dewi Tri mufidah	75	80	5	Increase
9	Diana Rahma wati	75	85	10	Decrease
10	Elis Rahayu	70	60	-10	Decrease
11	Feli Dewi wulansari	80	80	0	Stagnant
12	Feni Octaria F	70	75	5	Increase
13	Hilda Maulidatul m	75	80	5	Increase
14	Ifa Mutiatul choiroh	70	85	15	Increase
15	M. Iqbal Najib	60	70	10	Increase
16	Maria Ulfa	80	80	0	Stagnant
17	Neni Isnawati	75	80	5	Increase
18	Nur Afiyatul L	70	65	-5	Stagnant
19	Nur Novia W	70	75	5	Increase
20	Nurul Wahidah	80	90	10	Increase
21	Putril Indriyani	75	80	5	Increase
22	Ria Resti Fauziyah	60	60	0	Increase
23	Sifa'udin Mh	90	95	5	Increase
24	Sirikit ayu virdayanti	60	70	10	Increase
25	Siti Eliyanah	85	95	10	Increase
26	Siti Jaroh	70	80	10	Increase
27	Suci rachmawati	65	70	5	Increase
28	Syifa nur arifah	85	85	0	Stagnant
29	Tri novita handayani	80	85	5	Increase
30	Vega kartika Chandra	65	65	0	Stagnant
31	Wahyu Ningsih	80	85	5	Increase

Note
D: Deviation between post-test

The table shows pre-test and post-test score.In post-test score the student writing skill increase students achievement.

2. Statistical data analisis

Post test score data is analyzed by using statistical test. It aims to know whether the hypothesis is accepted or rejected. Here, researcher uses paired sample t-test to know whether any significance difference before and after treatment. But, before researcher does paired sample t-test, researcher does normality test ads the requirement to do that. These are the following steps:

1. Normality test

   a. Decide hypothesis

   H_0 = sample is from population that has normal distribution

   H_1 = sample is from population that does not have normal distribution

   b. Decide significance level α ($\alpha = 0,05$)

   $\alpha = 5\%$ atau $\alpha = 0.05$

   c. Decide statistical test[1]
       Pattern:

$$\chi^2{}_{hit} = \frac{O_1 - E_1}{E_1} + \frac{O_2 - E_2}{E_2} + \dots + \frac{O_n - E_n}{E_n}$$

   (Burhan Nurgiyantoro, 2002)[2]

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[1] Pangestu Subagyo dan Djarwanto, *Statistika Induktif*, (Yogyakarta: BPFE-Yogyakarta, 2005), 5th edition, p. 186-188

[2] Burhan Nurgiayantoro, *et al.*, *Stastistik Terapan Untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gadjah Mada University Press, 2002), h. 105

χ^2 = Chi-kuadrat

O = Observation frequency

E = Expectation frequency

$$\chi^2_{tab} = \chi^2_{\alpha} , db$$

db= k-1

Normality test use chi-kuadrat must kind of interval sample.so, the result of pre-test and post-test that showed before is single sample to interval sample.

Table 2.4

THE RESULT OF PRE-TEST

No	Kelas Interfal	Frekuensi (f)	Defiasi (d)	fd	fd²
1	95-99	0	4	0	0
2	90-94	2	3	6	18
3	85-89	2	2	4	8
4	80-84	9	1	9	9
5	75-79	7	0	0	0
6	70-74	6	-1	-6	6
7	65-69	2	-2	-4	8
8	60-64	3	-3	-9	27
jumlah		31	4	0	76

$$\bar{x} = 77 + 5(\frac{7}{31}) = 78.13$$

$$s = 5\sqrt{\frac{76 - \frac{0^2}{31}}{30}} = 7.95$$

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[2] Burhan Nurgiayantoro, *et al.*, *Stastistik Terapan Untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gadjah Mada University Press, 2002), h. 105

Table 2.5
THE RESULT OF POST-TEST

No	Kelas Interfal	Frekuensi (f)	Defiasi (d)	fd	fd^2
1	95-99	2	3	6	18
2	90-94	3	2	6	12
3	85-89	6	1	6	6
4	80-84	7	0	0	0
5	75-79	6	-1	-6	6
6	70-74	3	-2	-6	12
7	65-69	2	-3	-6	18
8	60-64	2	-4	-8	32
	jumlah	31	-4	-8	104

$$\bar{x} = 82 + 5(\frac{7}{31}) = 83.13$$

$$s = 5\sqrt{\frac{104 - \frac{(-8)^2}{31}}{30}} = 9.2$$

Steps of normality test with chi-kuadrat pattren:

1.Decide lower boundary (x_i) in each interval class

2. Decide standart unit (z) in each interval class

$$z = \frac{\left(x - \bar{x}\right)}{s}$$ (Burhan Nurgiantoro, 2002)[3]

3. Count wide each interval class (L)

4. Count expectation frequency (E_i)

5. and the result of it can be ppresent in to table:

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[3] Ibid, h. 89

Tabel 2.6
NORMALITY TEST OF *PRE-TEST* WITH PATTERN
CHI-KUADRAT

No	Kelas Interval	Batas Kelas	z Batas Kelas	Batas Luas Daerah	Luas Daerah Kelas	E	O	$\dfrac{(O-E)^2}{E}$
		99.5	2.69	0.4964				
1	95-99				0.0156	0.4836	0	0.4836
		94.5	2.06	0.4808				
2	90-94				0.0402	1.2462	2	0.4560
		90.5	1.56	0.4406				
3	85-99				0.1525	4.7275	2	1.5736
		84.5	0.80	0.2881				
4	80-84				0.2206	6.8386	9	0.6831
		79.5	0.17	0.0675				
5	75-79				0.1097	3.4007	7	3.8095
		74.5	-0.46	0.1772				
6	70-74				0.1849	5.7319	6	0.0125
		69.5	-1.09	0.3621				
7	65-69				0.0943	2.9233	2	0.2916
		64.5	-1.71	0.4564				
8	60-64				0.034	1.0540	3	3.5929
		59.5	-2.34	0.4904				
Jumlah							31	10.9029

$\chi^2{}_{hit} = 10.9029$

$db = (8\text{-}1) = 7,$

$\chi^2{}_{tab}$ to $db = 7$ and $\alpha = 5\%$ is 14.1

It is clear that $\chi^2_{hitung} < \chi^2{}_{tab}$.

Tabel 2.7
NORMALITY TEST OF DATA *POST-TEST* WITH PATTREN
CHI-KUADRAT

No	Kelas Interval	Batas Kelas	z Batas Kelas	Batas Luas Daerah	Luas Daerah Kelas	E	O	$\frac{(O-E)^2}{E}$
		99.5	1.78	0.4625				
1	95-99				0.0700	2.17	2	0.0133
		94.5	1.24	0.3925				
2	90-94				0.1044	3.2364	3	0.0173
		90.5	0.80	0.2881				
3	85-99				0.2285	7.0835	6	0.1657
		84.5	0.15	0.0596				
4	80-84				0.0921	2.8551	7	6.0174
		79.5	-0.39	0.1517				
5	75-79				0.1747	5.4157	6	0.0630
		74.5	-0.94	0.3264				
6	70-74				0.1042	3.2302	3	0.0164
		69.5	-1.48	0.4306				
7	65-69				0.0482	1.4942	2	0.1712
		64.5	-2.03	0.4788				
8	60-64				0.0161	0.4991	2	4.5135
		59.5	-2.57	0.4949				
Jumlah							31	10.9779

$\chi^2{}_{hit} = 10.9779$

$db = (8\text{-}1) = 7,$

$\chi^2{}_{tab}$ to $db = 7$ and $\alpha = 5\%$ is 14.1

Based on data above , can be known that $\chi^2_{hitung} < \chi^2{}_{tab}$.

d. Conclusion

The result of pre-test, $\chi^2_{hitung} < \chi^2{}_{tab}$ so, H_0 accepted. It is mean that

sample is from population that has normal distribution.

2. Homogenitas test

a. Decide hypothesis

H_0 = sample is homogen

H_1 = sample is not homogen

b. Decide significance level α ($\alpha = 0,05$)

$\alpha = 5\%$ atau $\alpha = 0.05$

c. Decide statistical test[4]

Pattern:

$$F_{hit} = \frac{s^2 \text{ (varians terbesar)}}{s^2 \text{ (varians terkecil)}} \text{ (Sanapiyah faiasal, 1984)}[5]$$

Tabel 2.8
VALUES OF *PRE-TEST*

Nilai pre-test (x)	Frekuensi (f)	fx	fx^2
60	3	180	10800
65	2	130	8450
70	6	420	29400
75	7	525	39375
80	9	720	57600
85	2	170	14450
90	2	180	16200
95	0	0	0
100	0	0	0
jumlah	31	2325	176275

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[4] Pangestu Subagyo dan Djarwanto, *Statistika Induktif,* (Yogyakarta: BPFE-Yogyakarta, 2005), 5th edition, p. 186-188

[5] Sanapiyah Faisal, *Metode Penelitian Penelitian*, (Surabaya: Usaha Nasional, 1984), h.351

$$s = \sqrt{\frac{\sum_{i=1}^{n} x_i^2 - \frac{\left(\sum_{i=1}^{n} x_i\right)^2}{n}}{n-1}} \quad \text{(Burhan Nurgiantoro, 2002)}$$

$$s = \sqrt{\frac{176275 - \frac{2325^2}{31}}{30}} = 7.96$$

Tabel 2.9
VALUES OF *POST-TEST*

Nilai pre-test (y)	Frekuensi (f)	fy	fy²
60	2	120	7200
65	2	130	8450
70	3	210	14700
75	6	450	33750
80	7	560	44800
85	6	510	43350
90	3	270	24300
95	2	190	18050
100	0	0	0
jumlah	31	2440	194600

$$s = \sqrt{\frac{\sum_{i=1}^{n} y_i^2 - \frac{\left(\sum_{i=1}^{n} y_i\right)^2}{n}}{n-1}} \quad \text{(Burhan Nurgiantoro, 2002)}$$

$$s = \sqrt{\frac{194600 - \frac{2440^2}{31}}{30}} = 9.22$$

$$F = \frac{9.22^2}{7.96^2} = \frac{85}{63.36} = 1.34$$

dk pembilang $= 31 - 1 = 30$, dk penyebut $= 31 - 1 = 30$. Harga F_{tab} to

5%, dk pembilang $= 30$, dk penyebut $= 30$ is 1.84.

And the result is $F_{hit} < F_{tab}$.

d. Conclusion

The result is $F_{hit} < F_{tab}$. so, H_0 accepted. It is mean that both of them

is homogen.

3. **Simple paired t-test**
   a. Decide hyphotesis

   $H_0 : \sigma_1^2 = \sigma_2^2$ students' writing skill before and after treatment is same

   $H_0 : \sigma_1^2 \neq \sigma_2^2$ students' writing skill before and after treatment is not same

   b. Decide significance level α ($\alpha = 0,05$)

   $\alpha = 5\%$ atau $\alpha = 0.05$

   c. Decide statistical test[6]

   $$t_{hit} = \frac{\overline{d}}{S_d / \sqrt{n}} \quad \text{(Djarwanto, 2001)}[7]$$

   Dengan:

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[6] Pangestu Subagyo dan Djarwanto, *Statistika Induktif,* (Yogyakarta: BPFE-Yogyakarta, 2005), 5th edition, p. 186-188

[7] Djarwanto, *Mengemal Beberapa Uji Ststistik Dalam Penelitian,* (Yogyakarta: Liberty, 2001), h.145

Dengan:

$$\bar{d} = \frac{\sum_{i=1}^{n} d_i}{n} \quad \text{(Djarwanto, 2001)}[8]$$

$$S_d = \sqrt{\frac{\sum_{i=1}^{n}(d_i - \bar{d})^2}{n-1}} \quad \text{(Djarwanto, 2001)}[9]$$

Table 2.10

SIMPLE PAIRED T TEST

NO	No. Absen	Nilai *Pre-test*	Nilai *Post-test*	d_i	$(d_i - \bar{d})^2$	NOTE
1	Abdul Aziz	75	75	0	13.69	Stagnant
2	Anggraini Kusuma	75	75	0	13.69	Stagnant
3	Aprilia Virawati	80	75	-5	75.69	Decrease
4	Aris Ainurrohmah	90	90	0	13.69	Stagnant
5	Bagus Hadi prakoso	80	85	5	1.69	Increase
6	Chusnul Khotimah	80	75	-5	75.69	Decrease
7	Desi Wulandari	80	90	10	39.69	Increase
8	Dewi Tri mufidah	75	80	5	1.69	Increase
9	Diana Rahma wati	75	85	10	39.69	Decrease
10	Elis Rahayu	70	60	-10	187.69	Decrease
11	Feli Dewi wulansari	80	80	0	13.69	Stagnant
12	Feni Octaria F	70	75	5	1.69	Increase
13	Hilda Maulidatul m	75	80	5	1.69	Increase
14	Ifa Mutiatul choiroh	70	85	15	127.69	Increase
15	M. Iqbal Najib	60	70	10	39.69	Increase
16	Maria Ulfa	80	80	0	13.69	Stagnant
17	Neni Isnawati	75	80	5	1.69	Increase
18	Nur Afiyatul L	70	65	-5	75.69	Stagnant
19	Nur Novia W	70	75	5	1.69	Increase
20	Nurul Wahidah	80	90	10	39.69	Increase
21	Putril Indriyani	75	80	5	1.69	Increase

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[8] Ibid, h.145
[9] Ibid, h.145

22	Ria Resti Fauziyah	60	60	0	13.69	Increase
23	Sifa'udin Mh	90	95	5	1.69	Increase
24	Sirikit ayu virdayanti	60	70	10	39.69	Increase
25	Siti Eliyanah	85	95	10	39.69	Increase
26	Siti Jaroh	70	80	10	39.69	Increase
27	Suci rachmawati	65	70	5	1.69	Increase
28	Syifa nur arifah	85	85	0	13.69	Stagnant
29	Tri novita handayani	80	85	5	1.69	Increase
30	Vega kartika Chandra	65	65	0	13.69	Stagnant
31	Wahyu Ningsih	80	85	5	1.69	Increase
	total	2325	2440	115	948.39	
				$\overline{d} = \dfrac{115}{31}$ $=3.7$	$S_d = \sqrt{\dfrac{948.39}{31-1}}$ $=\sqrt{31.6}$ $= 5.6$	

$$t = \frac{\overline{d}}{S_d / \sqrt{n}}$$

$$= \frac{3.7}{5.6 / \sqrt{31}}$$

$$= \frac{3.7}{1.006}$$

$$=3.6779$$

db = 31-1= 30

$t_{\frac{0.005}{2}} = t_{0.025},30 = 2.0452$

It is clear that $t_{hitung} > t_{tabel}$

d. Conclution

Because $t_{hitung} > t_{tabel}$. So, H_0 rejected.it is means that students' writing

skill before and after treatment is not same.

B. Discussion

Diary writing is a note book that someone keeps to record daily thoughts. Usually it contents of one's personal writing of feelings, activities and experiences that he/she write everyday. Researcher find that the students encourage to have motivation to write diary writing in English teaching learning process they are more happy on their learning. The use of diary eriting can make the student more interested in english and in the teaching learning process can make it easier for the student to learn subject method.

The use of diary writing in the teaching learning process can also make the students more simpathhetic and make the student more exploited to express their ideas. On the basis of the result of the action, it can be know that the use of diary writing in the English teaching learning is consider successful in improving the students writing in the English teaching learning process. It is very good in rising the students motivation and interest in English. However according to researcher it is quite difficult for change verb-1 to verb-2 for the students.

The result shows that diary writing can help the students encourage to learn and understand the subject method more easly after conducting diary writing most of the student have better vocabulary and gramatical in writing. In diary writing, the students they can learn about diction, enrichement, organization, content, vocabulary, language use, and mechanic. Competition for the best diary writing is regarded as a way the best in their learning it can

also make the students keep having spirit to learn and to be active. They want to be better than others and they want accept succes in their learning.

From post-test score data that have been analyzed by using t-test (sample paired t-test), it is proved there is a significance difference between result of students writing before and after the application of diary writing. Based on the result of post-test score that has been analyzed by using sample paired that has been analyzed by using sample paired t-test, it gets $t_{hitung} =$ 3.6779 and $t_{tabel} = 2.0452$ with significance level 5% or 0,05. Because $t_{hitung} > t_{tabel}$. So, H_0 rejected. It is means that students' writing skill before and after treatment is not same. In other word, using diary writing method is effective to improve students writing skill in SMA Al- Azhar Menganti Gresik..

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The diary writing in the English teaching learning process in class X-Bilingual SMA Al-Azhar Menganti gresik in the academic years 2009/2010. the researcher and English teacher have done some collaborative work through some step: observation, planing, implementation the action, threatment and analyzed the conclution concerning of diary writing research result as follows:

1. Based on the result of students pre-test it can be known that the result of students' writing before the implementation of diary writing method is less than after the implementation of diary writing method. In indicates that there is an influence of the implementation of diary writing on students writing skill.

2. Based on the result of post-test score that has been analyzed by using sample paired t-test, it gets t_{hitung} = 3.6779 and t_{tabel} = 2.0452 with significance level 5% or 0.05. it means that $t_{hitung} > t_{tabel}$. So, null hypothesis that is offered that there is no significance influence is rejected. It is means that students' writing skill before and after treatment is not same. In other word, using diary writing method is effective to improve students writing skill in SMA Al- Azhar Menganti Gresik..

B. Suggestion

Based on the result of the research, it seems need to order some suggestion for education development, especially English. Here are the suggestion:

1. Teacher need to used diary writing as method that can attrack the student in their learning so that thay can keep the writing in the process than. This research suggest that teacher use diary writing can attrack the student interest in learning to improve teaching learning for quality of writing.

2. Student's need to increase their discipline for writing, for example; enrich vocabulary, content, language use, organization, mechanic, gramatical error, diction etc. in order they can use diary writing in real life for writing their own experience without any making mistakes.

3. The new method make joyful situation of learning so, research suggest that the teacher impplement something different in teaching learning process like competition and giving small prizes to the best student especially in diary writing. Those thing are very supportive to make student's more interest in English especially in writing.

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