DEVELOPING STUDENTS' WRITING SKILL BY DIARY WRITING HABIT

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***ABSTRACT**- Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of English skills that should be mastered by the English language learners (Harmer, 2004; Meyers, 2005). To develop and improve students' writing skill, diary can be used as one of teaching media (Ningrum, Rita & Hastini, 2013). The paper presents a pleliminary study on developing the writing skill of the students by diary writing habit. The participants in the research are the 4th semester students, Teacher Training and Education Faculty, English Education Program, Bandar Lampung University. It is found that the habit is useful to develop the students' writing skill.*

Keywords: Writing skill, writing diary, English skill, teaching media,

1. INTRODUCTION

Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of English skills that should be mastered by the English language learners (Harmer, 2004; Meyers, 2005).According to Ningrum, Rita and Hastini (2013), to develop and improve students' writing skill, diary can be used as one of teaching media. By writing diary in English, the students can practice writing English. In the diary, they can write about anything in daily life. The research, then, focus on developingthe students' writing skill by diary writing habit in Teacher Training and Education Faculty, English Education Program, Bandar Lampung University. It is a preliminary study and take some students as the participants.

2. MATERIALS AND METHOD

The participants are four students (DW, RS, KR, and YP) at the fourth semester, Teacher Training and Education Faculty, English Education Program, Bandar Lampung University. DW and RS are in experimental group, and the others, KR and YP, are in control group. The data were collected from the following tests:

a. Pre-test, to find out their writing before the treatment given.
b. Post-test, to find out their writing after the treatment given.

The treatment is asking the students in the experimental group to write diary for seven days. In the control group, the students are not asked to write the diary. In the pre-test and post-test, the students are asked to write a recount text. Those texts are scored by following the scoring rubric of writing given in Table 1 (Ningrum, Rita &Hastini, 2013:6). Thus, both tests were conducted to measure the students' improvement in writing skill and to know the effectiveness of diary writing as a teaching medium.

Table 1: Scoring Rubric of Writing

No	Writing Components	Score	Explanation
1	Content	3	Relevant and adequate answer to the task set
		2	For the most part answer the task set, though there may be some gaps or redundant information
		1	Answer of limited relevance to the task set. Possibly major gaps in treatmenr of topic and/or pointless repetition.
		0	The answer bears almost no relation to the task set. Totally inadequate answer.
2	Organization	3	Overall shape and internal pattern clear.
		2	Underlying structure not sufficently controlled.
			Some of organizational skills in evidence, but not adequately controlled.
			Organizational skill adequately controlled.
		1	Very little organization of content
		0	No apparent organization of content
3	Vocabulary	3	Almost no inadequacies in vocabulary for the task.
			Only rare inappropriacies and/or circumlocution.
			Some inadequacies in vocabulary for the task
		2	Perhaps some lexical inappropriacies and/or circumlocution.
			Frequent inadequacies in vocabulary for the task..
		1	Perhaps frequent lexical inappropriacies and/or repetition.
		0	Vocabulary inadequate even for the most basic parts of the intended communication.

4	Grammar	3	Almost no grammatical inaccuracies
		2	Some grammatical inaccuracies
		1	Frequents grammatical inaccuracies
		0	Almost all grammatical pattern inaccurate
5	Mechanics	3	Almost no inaccuracies in punctuation and spelling
		2	Some inaccuracies in punctuation and spelling
		1	Low standard of accuracy in punctuation and spelling
		0	Ignorance of conventions of punctuation and almost all spelling inaccurate

3. RESULT AND DISCUSSION

The mean scores for the writing components evaluated from the students's writing in the pre-testand post test for both experimental and control groups are shown in Table 2 and Table 3 respectively. From the total of the mean scores, it is seen that in the pre test, the experimental group has lower scores than the control group (10,5<11), but in the post test, it is higher (13,5>11). It is seen that writing diary has good influence on the students' writing.

Then, students' scores are calculated with the following formula:

$$S = T/M \times 100 \qquad (1)$$

Where S: Score; T: Total; M: Maximum Score
Since the maximum score is 15, then the score in each group can be calculated. The result is given in Table 4 and Table 5.

Table 2: Total of Mean Scores in Pre-test

Group	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Experimental	2,5	2	2	2	2	10,5
Control	3	2	2	2	2	11

Table 3: Total of Mean Scoresin Post-test

Group	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Experimental	3	2,5	3	2	3	13,5
Control	3	2	2	2	2	11

Table 4: Students' Pre-test Score in Experimental Group

No	Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score
1	DW	3	2	2	2	2	11	73
2	RS	2	2	2	2	2	10	67
	Mean	2,5	2	2	2	2	10,5	70

Table 5: Students' Post-test Score in Eperimental Group

No	Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score
1	DW	3	3	3	2	3	14	93
2	RS	3	2	3	2	3	13	87
	Mean	3	2,5	3	2	3	13,5	90

Further, t-test is conducted to see if the influence is significant in the experimental group by following the formula (Arikunto, 2010).

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \qquad (2)$$

Where t   : t-test score
        Md   : mean deviation
        $\Sigma x2d$: sum of squaredeviation
        N   : number of students

Mean deviation is calculated with the following formula.

$$Md = \frac{\sum d}{N} \qquad (3)$$

Where
Md :Mean score
Σd : The total score of deviation.
N   : Number of students

Square deviation iscalculated by using Formula.

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N} \qquad (4)$$

Where:
$\Sigma x2d$: the sum of square deviation
$\Sigma 2d$: the sum of deviation

As seen in Table 6, it is found that the influence is significant (t-value > t-table).

Table 6:T-test in Experimental Group

No	Students	Score		Deviation $D = (X_2 - X_1)$	D^2	Md	$\sum X^2 d$	t-value	t-table
		Pre-Test (X_1)	Post-Test (X_2)						
1	DW	73	93	20	400	20	400	1.73	1.64
2	RS	67	87	20	400				
	Total	140	180	40	800				

4. CONCLUSION

In this preliminary study, it is found that writing diary has good influence on the students' writing and the influence is significant.

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