

The Use of Journal Writing in Improving Student's Writing Skill of Recount Text

Muhammad Ilham Adha (*Author*)

State University of Medan
Medan, Indonesia
ilham.adha4@gmail.com

Abstract—The objective of this research is to investigate how the journal writing can improve students' writing skill of recount text. This research is Classroom Action Research (CAR) and the subject is second grade in SMA PAB 9 Patumbak, Deli Serdang. There are 23 students who participate in this research. In collecting the data, there are three instruments. they are observation, interview and test. The pretest result is 22 % of students who have passed the KKM(75). The mean in Post test 1 result is 67.43 which 47.82% or 11 students who have not passed the KKM. The researcher then conducts the post test 2 . The result of post test 2 score shows the mean in this test is 73.04. The students who pass the KKM in this test are 18 students or 78.26%. This data can be concluded that the result of the test had fulfilled the target of the successful research. The target is 75 % and the test in the cycle 2 (Post test 2) is 78.26%. Then from the result, this research that using Classroom Action Research (CAR) is success and the cycle finish in cycle 2. The last, according to the data, it can be conclude that the students of second grade in SMA PAB 9 Patumbak, Deli Serdang can improve their writing skill in recount text.

Keywords—classroom action research; journal writing; recount text

I. INTRODUCTION

The role of teacher in the class is very important in teaching of English. A professional teacher should be able to solve the problems found in the English classroom. A teacher must know the ability that student have, especially in four language skills in English. They are reading, writing, listening and speaking. In order to gain those skill, the students should have the capability of the language components, such as pronunciations, vocabulary and grammar.

Based on the informal interview with the English teacher of SMA PAB 9 Patumbak. On April 20th 2015, it was known that most of the students of the second grade have got a problem in writing skill. It was be shown by the average score of the student's writing achievement that was below the standard score of the students' writing achievement test that was below the standard score requirement of 75 and the mean score was 69. The students who could reach this standard score level were only 60%. Based on the English teacher, there were some reasons why the scores of students' writing was still low. The students get some obstacle in starting writing. When the English teacher ask students to write story

in paragraph, the fell confused in the beginning their writing task. They also still have the difficulties to get the ideas or the topic about what they are going to write in their notebooks. As the result of the obstacle the students face, it makes them have little motivation on practicing writing and also makes them do not enjoy do not enjoy the writing skill. They were not interested in writing a recount text. It means that the students were still passive in the teaching learning process. The second, the teacher thought that the students get many difficulties to express the ideas in writing a paragraph based on their own words without any media.

Writing is considered as a tool in learning because of some reasons such as knowledge grammatical structure, idioms, vocabulary, explanatory with the language and involved with the new language [1]. Among the five basic skills, writing has an important role to communicate indirectly without face to face. In writing skill, students have to explore their ideas to write on the paper. The students have to master many vocabularies to express their ideas in the form of writing.

Students have difficulties in writing English without systematic training [2]. They were difficult to act out their ideas without something that makes the students write well. It was supported by another expert ,that the problem encountered by the students in writing is the teacher's use of an ineffective writing strategies[3]. It was necessary for the teacher to help the students to improve their writing achievement. Writing is done not in one step but in a series of steps[4]. They have to prepare it well, to gain a good writing. If they didn't follow some stages of writing process from prewriting, drafting, revising and editing, they will find difficulties and will have negative attitude in writing.

In the teaching learning process, writing is one of the difficult skills for the students. The English teacher should be aware of the students' problem. The teacher should make an appropriate technique in teaching learning process. One of the techniques for the students to enjoy writing especially on writing text they learn in the school, like recount text, narrative text, and procedural text, is by using journal writing. In journal writing, students can write and share what they have done or what have happened around them and their experiences. Journal writing will help students to construct

their knowledge, critical thinking, and develop their writing ability.

In addition of understanding of journal writing, it is a kind of self-writing that keeps the recording of daily event, experience, personal reflection, personal thoughts, question about the environment, and a reflection to experiences have been and enduring human practice [5]. In this research, the journal writing mentioned is more on personal journal writing. The students are going to write their experiences, personal thought, or whatever happened around them to practice and improve their writing skill.

In writing a journal, people may describe their activities, their thoughts, stories of life, and so on. They write and also record on that journal about whatever they had observed, what have happened around them, their feeling or reflection toward the subject they learn, and response to a reading passage. Then a journal is a space for people to record the object they had observed and they then reflect what they have observed on that journal [6]. They can write anything they feel in that journal and focus on the idea and insight that is going to develop. People, in writing a journal, may also describe the conversation that they ever heard or record and describe how it can be related to their own lives. When people write in their journals, it can be seen as the way they are thinking in writing. In line with that explanation, in defining a journal, another definition of journal is a notebook the people usually use to write and share their thoughts, willingness, studies, and their live stories writing journal, people can reflect on how well they write, whether the writing is going easy or difficult [7]. Then, from a journal writing, the important thing is to write the topic that a writer cares about and to practice the writing continuously the ideas of writing that a writer interested may influence his/her desire in keeping on writing.

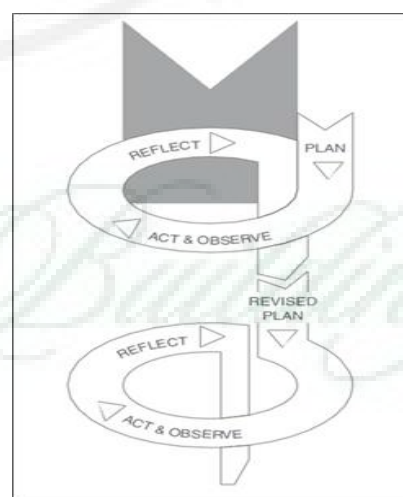
Research about journal writing to school ages has been conducted by many researchers. Some of the researches show that the use or applying of journal writing has many advantages in teaching learning process. It is also good and effective for students to improve their ability in writing, in understanding stories, also in teacher-students relationship, and so on. Then, in this research, the researcher is going to present some of the relevant studies to support this research. Firstly, there has been research conducted by Wong et.al, entitled *Effects of Guided Journal Writing on Students' Story Understanding*. "In this research, they investigated the effects of guided journal writing on students understanding of themes and main characters in a complex novel [8]. Secondly, the research about journal writing comes from Mohammed Farrah entitled *Reflective Journal Writing as an Effective Technique in the Writing Process*. One of the basic problems of this research is that the university students get some obstacles on writing because of lack of some writing practices and also lack of getting idea in writing. Then, he applied reflective journal writing to the students to see if it can advance students writing fluency and increase their motivation in writing, enhancing creativity and critical

thinking skills among Hebron University students [9]. Last, Anderson also did a research related to the use of journal writing. In this research, they compared the benefits and challenges of implementing dialogue journals between behaviorally and academically challenged middle school students and their teacher for the purpose of improving student-teacher relationships and, subsequently, reducing students problem behaviors [10].

II. RESEARCH METHOD

The classroom action research was used in this research because this research was intended to improve the students' active participation and their achievement in writing a recount text by using journal at SMA PAB 9 Patumbak in the 2014-2015 academic year. The classroom action research with the cycle model was applied in this research. In order to conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or a team [11]. Dealing with the statement above, the classroom action research was conducted collaboratively with the English teacher of class XI-IPS in SMA PAB 9 Patumbak. The collaboration was focus on planning the action, implementing the action, observing the class, and analyzing the data and reflecting the action. The area determination method of this research was done by using purposive method. This research was conducted at SMA PAB 9 Patumbak. This school was chosen by considering some reasons. First, the students of SMA PAB 9 Patumbak especially the second grade students had difficulties in writing a recount text and they were passive in the writing teaching learning process. Second, The English teacher agreed with the researcher to conduct the classroom action research by using Journal collaboratively. Then, the Headmaster gave permission to the researcher to conduct this classroom action research. The design of class action research can be seen in this following figure:

Figure 1. Class Action Research Design ^[12]



In this research, the research subjects were the students of class XI-IPS at SMA PAB 9 Patumbak in 2014-2015 academic year. Based on the preliminary study, the total number of the students in that class was 23 students. This class was chosen because based on the preliminary study this class had low mean score of writing that was 69. The methods used in collecting the data were writing test, observation checklist, interview guide, and documentation.

The evaluations conducted in this research were product and process evaluations. The process evaluation was conducted by observation which was done in each meeting to evaluate the students' participation during the teaching learning process of writing by using journal. The students' participation in this research was referred to the students' participation during teaching learning process. The students' participation could be seen from four categories, in examples, paying attention to the teachers' explanation, asking the questions about the lesson, answering the teacher's oral questions, doing the exercise of writing a recount text by using journal writing. The students who fulfilled at least three indicators were categorized as active students. The product evaluation was conducted at the end of each cycle by administering writing test.

The action was categorized successful if 75% of the students could achieve score 75 as the minimum standard score established SMA PAB 9 Patumbak. Moreover, the action was considered successful if 75% students in the XI-IPA class were actively participated during the teaching learning process of writing Data analysis was used to analyze the obtained data. The data were collected from writing test and observation. The data from the students' writing test were analyzed quantitatively, while the results of observation were analyzed quantitatively in the percentage. The students' scores of the students writing test were analyzed quantitatively to find the percentage of the students who got score 75 or higher in the writing test by using journal the following formula:

$$E = \frac{n \times 100\%}{N}$$

Notes:

E = the percentage of the students who got score 75 or higher in the writing test

n = the number of the students who got score of 75 or higher in the writing test

N = the number of the students (the result subject)

Then, the data obtained from observation were analyzed using the following formula to find the percentage of the students who actively participated in the teaching learning process of writing by using journal:

$$E = \frac{n \times 100\%}{N}$$

Notes:

E = the percentage of the students who actively participated the teaching learning process of writing by using journal

n = the number of the students who were categorized as active students

N = the number of the students (the result subjects)

III. RESEARCH FINDING AND DISCUSSION

The pretest was conducted at 27th April 2015 without any treatment and the result is 22 % of 23 students who didn't pass the minimum criteria.

The action in the first cycle was conducted in two meetings. The first meeting was done on April 28th, 2015 and the second meeting was done on May 2nd, 2015. Then, the writing test was administered on May 4th, 2015 after the actions. The activities done in Cycle 1 covered four stages namely: the planning of the actions, the implementation of the actions, observation and evaluation, and data analysis and reflection of the action. The implementation of the action in the first cycle was the researcher based on the lesson plan constructed both by the researcher and the teacher. The first meeting was based on lesson plan 1 and the second meeting was based on lesson plan 2. The material used in each meeting was recount text.

The process evaluation was done by observing the students' participation while the teaching learning process of writing skill was going on by using journal writing which was carried out by using observation checklist. There were 4 indicators in the observation checklist to observe the students' participation. There were; paying attention to the teachers' explanation, asking the questions about the lesson, answering the teacher's oral questions, doing the exercise of writing a recount text by using journal writing.

The researcher administered writing test at the end of Cycle 1. The result of writing test in Cycle 1 showed that there was 52,18% or 12 students who got scores ≥ 75 in writing test with 67.43 which means that the target of this research was not achieved. The result of observation in Cycle 1 of the first meeting, there were 18 students or 78.3% of 23 students who were active during the teaching learning process. Then, in the second meeting, there were 20 students or 87% of 23 students who were actively involved in the teaching learning process. Thus, it could be concluded that the average result of the students' active participation during teaching learning process was 82.65 which means the result achieved the target. Based on the result of writing test and observation during the teaching and learning process in Cycle 1, it was categorized to be unsuccessful or unachieved the target., it was still continued to the second cycle to prove the score in cycle 1. The second cycle was conducted in two meetings. The first meeting was done on May 13th, 2015 and

the second meeting was done on May 15th, 2015. Then, the writing test was administered on May 20th, 2015. There were two kinds of data obtained, the first data were the data of the students' active participation in the teaching learning process of writing a recount text by using journal. The second data were the data of the students' achievement in writing a recount text. From the result of writing test and observation during the teaching and learning process in Cycle 2, it was concluded that there was improvement in both product and process evaluations. Based on the result of writing test in Cycle 2, there were 18 students or 87,82% of 23 students who got ≥ 75 with the 73.50 average score. Then, the result of observation in the first meeting showed that there were 19 students or 78,26% of 23 students, and in the second meeting there were also 21 students or 91% of 23 students who were active during the teaching learning process of writing by using journal. Based on the result of writing test and observation during the teaching learning process in Cycle 2, it showed improvement and successfully achieved the target of the research. Thus, it could be concluded that the results of Cycle 2 gave the improvement from cycle 1 and it is successful and achieved.

Those result proved the theories that stated that The implementations of journal writing can improve the students' writing abilities in recount text significantly[13]. Another result also proved that the use of journal writing technique is effective to improve students' ability of recount text[14]

IV. CONCLUSION AND SUGGESTION

Based on the data f research finding and discussion, it could be conclude that teaching writing by using journal could improve the second grade students' achievement and active participation during the teaching learning process at SMA PAB 9 Patumbak in 2014-2015 academic year. It means that the result of research of cycle 2 gave the improvement result that the use of journal writing can could improve the students active participations in the teaching writing.

The researcher suggest the English teacher to use journal writing as one technique in teaching writing especially for recount text. The students also suggested to be more active during the teaching learning process and they should practice writing in English a lot so that they can improve their writing achievement.

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