

**IMPROVING STUDENTS' WRITING SKILL THROUGH DIARY AT THE  
ELEVENTH YEAR STUDENTS OF PONDOK PESANTREN  
AS'ADIYAH KECAMATAN MALANGKE**



**THESIS**

**Submitted to the English Study Program of Tarbiyah Department of  
STAIN Palopo in Partial Fulfillments for the Requirement for the  
Degree of Sarjana Pendidikan (S.Pd.)**

**Composed By,**

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**ENGLISH EDUCATION STUDY PROGRAM OF TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
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2011**

**PRONOUNCEMENT  
(PERNYATAAN)**

Saya yang bertanda tangan dibawah ini:

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Jurusan : Tarbiyah

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Palopo, 20 Oktober 2011  
Yang Menbuat Pernyataan

**ARISAH**  
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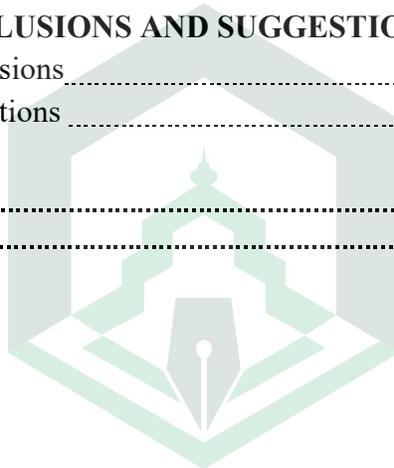
Finally the writer dedicates this thesis may Allah Swt. Bless them. Amin.

Palopo, 23 Oktober 2011  
The Writer

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## ABSTRACT

Arisah, 2011. Improving Students' Writing Skill through Diary at the Eleventh Year Students of Pondok Pesantren As'adiyah Kec.Malangke. Thesis, English Study Program of Educational Department in STAIN Palopo Consultant, Dr. Dahlan, M.Hum and Dr. Masruddin, S.S., M.Hum.

Keywords : Improving, Writing, Diary

The research entitled: Improving Students' Writing Skill through Diary at the Eleventh Year Students of Pondok Pesantren As'adiyah Kec.Malangke. This research tries to find out whether or not the use of diary improve the students in writing skill at the eleventh year students of Pondok Pesantren As'adiyah Kec.Malangke.

The writer employed pre-experimental method. The population of this research was all of the eleventh year students' of Pondok Pesantren As'adiyah Kec. Malangke. The sample was taken from all population by using total sampling technique. The number of sample were 20 students. The research instruments were used in collecting data was test (pre-test and post-test). It aims to examine the students' ability in writing skill in the pre-test and post-test. Then the writer analysed their score by using t-test , and then explained clearly in the discussion.

The result of analysis showed that the use of diary improve students' writing skill at the eleventh year students of Pondok Pesantren As'adiyah Kec. Malangke. It makes the students easy to express their ideas, experiences, thought in writing narrative paragraph. The result  $t_{test}$  shows that (2.93) more higher than  $t_{table}$  (2.093) indicates that the students writing skill in MA Pondok Pesantren As'adiyah at the eleventh year students is improved after the treatment.

# CHAPTER I

## INTRODUCTION

### *A. Background*

English has an important role for communication both in oral and written. Realizing the importance of English, the government through Department of National Education has included English in the curriculum since elementary school. In addition, government has determined that students are required to have such competence in order that they are able to communicate in English even in a very basic standard.

There are four kinds of skills in learning English. Those are reading, listening, speaking and writing. Those components cannot be separated because they are important and related one another. They are important means for human life. There is communication frequency alternation between receptive and productive activity used to make express emotion, feeling, and opinion in English. We can change information with the other people through writing like internet, journal, diary, and etc.

Writing is the mental work in inventing ideas, thinking about how to express and organize it into statement and paragraph that will be clear to the reader.<sup>1</sup> We have known that the writing skill is very complex. In addition, the teacher should give more attention to teach writing skill to increase the students writing.

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<sup>1</sup> David Nunan, *Practical English Language Teaching*. Ed,internasional, p. 88

There are some factors that influence students in development their writing skill; those factors are vocabulary and interest on topics given. Vocabulary can be influenced by students in expressing idea in to good writing. Vocabulary is considered as the most important because every language skill is used and developed based on vocabulary.

Writing is a skill that must be understood in learning English. Learners express thinking and feeling to improve our knowledge about technology and culture using in English, which is gradually built in the classroom as a social context. It also illustrates how these thinking skills lead to high quality active learning (knowledge and experience).

To help students solving their problem in writing, teachers should use some methods that will facilitate students easier to arrange sentences or a paragraph. One of method that can be an alternation is practicing more through diary. It is expected that it can be guidance for students to form a paragraph. Thus, keeping in mind that writing diaries provide strong potential analysis and understanding of process that occurred in the classroom. In addition, diaries as a solution to problems also often become apparent the problems are happy or sad. Diaries also encourage writing about our goals and aspirations.

In this research, the writer chooses the eleventh year of Pondok Pesantren As'adiyah Kec. Malangke as the place to do research. Based on the preliminary observation, the writer got information from the teachers there that the students in that school still have low capability in writing. When they were asked by their teacher

to make a paragraph, they were confused what should they write on the paper and how to arrange the sentences into a good paragraph based on the topic given. This then inspires the writer to find out some handicaps faced by the students and conduct a research and formulate a research about “improving students’ writing skill through diary at eleventh year of Pondok Pesantren As’adiyah Kec. Malangke”.

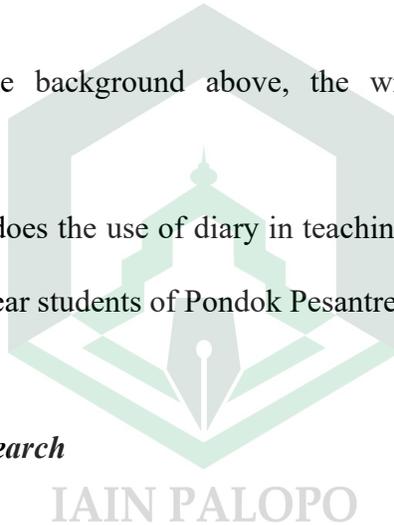
### ***B. Problem Statement***

Referring to the background above, the writer formulates the research question as follow:

To what extent does the use of diary in teaching writing improve the students ability at the eleventh year students of Pondok Pesantren As’adiyah Kec. Malangke?

### ***C. Objective of the research***

To find out whether or not the use of diary improve the students in writing skill at the eleventh year students of Pondok Pesantren As’adiyah Kec. Malangke?



#### ***D. Significance of the research***

This research is expected to be useful contribution for:

1. To give information for the English teacher, especially to the English teacher of Pondok Pesantren As'adiyah Kec. Malangke who want to improve their students' writing skill through diary.
2. To improve students' skill in writing by diary in their writing.

#### ***E. Scope of the research***

The scope of the research was restricted in writing narrative paragraph through diary at the eleventh year students of Pondok Pesantren As'adiyah Kec. Malangke to write past experiences in English. The research focused on the five components, they are content, organization, vocabulary, mechanics, grammar that covers about simple past in narrative paragraph.

#### ***F. Definition of term***

Improving is developing of quality of students' in writing skill.

Writing is a process of expressing ideas or thoughts in words should be done at our leisure.<sup>2</sup>

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<sup>2</sup> Susanto Leo, *English for Academic Purpose, Essay Writing*, (Yogyakarta: Andi) p.21

Diary is a record (originally in handwriting format) with discrete entries arranged by date reporting on what has occurred the course of a day or other period.<sup>3</sup>

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence<sup>4</sup>.



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<sup>3</sup> *Definition of Diary*. Online <http://en.wikipedia.org/wiki/Diary>. Accessed on November, 21<sup>th</sup> 2010

<sup>4</sup> A. George E. Wishon and Julia M. Burks, *Let's Write English*: Revised Edition: New York: Litton Education Publishing, 1980, P. 378.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Studies*

Many researchers have conducted their research about involving students in teaching language skill. They are cited below:

1. Akbar (2008) in his thesis which is written under the title “improving students’ writing skill at the eleventh year of SMAN 2 Palopo through pair interview” can improve students’ English writing skill at SMAN 2 Palopo.<sup>1</sup>

2. Bidu (2000) in her thesis which is written under the title “the students’ interest and ability in writing journal” suggest that the teacher will apply journal in writing teaching , especially in teaching writing for beginners. Teacher can give journal as an assignment with various attractive and useful topics.<sup>2</sup>

3. Wiwik Muliani Nur in her thesis which is written under the title “developing writing skill through Descriptive composition at the first year students of SMU Negeri 2 Palopo the researcher concludes that students writing skill of SMU Negeri 2

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<sup>1</sup> Muhammad Akbar. *Improving Students’ Writing Skill Through Pair Interview at The Eleventh Year Students of AMAN 2 Palopo* (A Thesis STAIN Palopo 2008). P. 5.

<sup>2</sup> Nirwana Bidu. *The Students’ Interest and Ability in Writing Journal* ( A Thesis. Universitas Negeri Makassar,2000) p. 28.

Palopo was developed through descriptive composition and one point that the researcher should pay attention in the way or strategy in teaching process.<sup>3</sup>

.....while writing activities are still to a large extent serving to reinforce oral work and while the foundation for writing skills is still being laid, it is nevertheless important to show the students that writing can be used for the purpose of communication. The activities which we set up for this purpose are necessarily simple in form and limited in scope but they will serve to motivate the students towards learning how to express themselves through writing.<sup>4</sup>

Based on their research and experience in improving the writing ability of the students, the writer interested to research about the using diary to improve the writing skill of the students.

## **B. Writing Skill**

### 1. Definition of Writing

Writing is one of form linguistic competence of expressing idea of language use form in written.<sup>5</sup>

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning

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<sup>3</sup> Wiwik Muliani Nur ,*Develoving Writing Skill Ability through Descriptive Composition at the First Student of SMU Negeri 2 Palopo 2007*).p. 60.

<sup>4</sup> Donn Byrne, *Teaching Writing Skill* (Longman handbooks for Language Teachers). Longman Group (FE) ltd, 1988, p.40

<sup>5</sup>Pardiyono, M.Pd. *12 Writing Clues for Better Writing Competence*, (YogyakartaCV. Andi Offset).p. IX

for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.<sup>6</sup>

Writing is trying to put ideas on the paper. This mean that when we try to write something we have some idea and this idea will be one interesting topic.

Writing shapes their perception of themselves and the world. It aids in their personal growth and their effecting change on the environment, students are often unaware of the power of the written word, yet the written word.

Writing is a messy process it is no linear, it is recursive, “a loop rather than a straight line “where the writer writes, then plans or revises and than writes again.”<sup>7</sup> Writing skill is a cay indicator of language ability and the basic ability for studying various subjects. It influence to significance action nationals quality and educational performance.

Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practiced in class.<sup>8</sup>

Base on the concept above, the writer makes to conclusion that writing is the achievement that somebody with her/his idea or opinion by writing on the paper.

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<sup>6</sup> Ghazi Ghaith <http://www.aub.edu.lb/fas/dep/faculty/Ghazi.Ghaith/pages/index>. Accessed on November, 21<sup>th</sup> 2010

<sup>7</sup> Wiwik Muliani Nur, *op.cit.*, p.6

<sup>8</sup> David Nunan, *op.cit.*, p. 93

As one of the language skill, writing is used to express idea. It could not be mastered in once but it needs practice. There are many ways that can help us to practice writing. One of them writing diary.

The practice may include imitating or making sentences and developing paragraph base on the given ideas on opinion or expression free based on the writer knowledge experience and filling.

## 2. The Component of Writing

There are five significant in writing as follows:

### a. Contents

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are least thing that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed.

### b. Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the message in the writing. The purpose of the organizing materials in writing in involves coherence, order in importance, and general to specific, specific to general, chronological order of which happened from the beginning to the end.

a. Coherence

Coherence means sticking together, in coherent essay all ideas stick together. A coherent paragraph is one in which the ideas are put in the right order is never confused.

b. Order of importance

Order of importance is one of the useful ways of arranging ideas in a paragraph. Technically, a paragraph can be arranged in two ways beginning with the most important ideas and proceeding to the least important. The advantage of the first pattern is anticlimactic. There is let down after opening sentence or to an the paragraphs dwindles a way the advantages of building up to the most important ideas stem for the suspense involved the tendency for readers to remember best what they read last. The paragraph concludes with a surprise, an appeal for action or with some other strong ending is more likely to be successful.

c. General to specific

General to specific is the most common type of paragraph order. This arrangement begins with topic sentences that make a general statement followed by series of supporting sentence, which supply specific: details, example, and details.

d. Specific to general

On the general to specific pattern, supporting that is more specific follows the opening topic. The specific to general pattern reverses this order. It presents series of the individual, specific facts, details, impression or observation an ends with a generalization or conclusion.

e. Chronological order

A chronological order or step arrangement of ideas by time order or occurrences. Chronological is the arrangement of details or events according to the time.<sup>9</sup>

In paragraph organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first or earliest to last or latest. Not all paragraph arrange chronologically tell stories. Some give direction or explain a process; other summarize history events, and till other reports and the steps or action taken by an individual or organization, nevertheless, they all share an underlying similarity; to present their ideas in the order in which they happened.

The example:

On Wednesday evenings my uncle and I spend an enjoyable hour walking around in Lingkar Street. Then we usually drink coffee for fifteen minutes before go home. On the way home, we sometimes stop for buy snack in minimarket; of course, the loser always pays the bill. When I get home, I'm ready for a good night's sleep.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the vocabulary is one of components of writing. To express ideas, we always deal with vocabulary makes its difficult to express ideas. The lack of vocabulary makes someone fails to compose what they are going to say. Because

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<sup>9</sup>Harver S. Wiener. *Creating Composition*, ( USA: Harvey Wiener, 1981), p. 54

she/he feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

Someone sometimes fail to compose what they are going to write if he is lack of vocabulary because he faced the problem on how to choose the most appropriate words are usually equivalent meaning in English, for examples:

- The child is clever in school.
- The child is bright in school.
- The child is intelligent in school.
- The child is smart in school.
- The child is a good student in school.

Based on the example above, the big problem in learning English is how to use the appropriate words. People sometimes write and speak English by following their own language. If we want to say something in English we have to follow English's rule. For clearer explanation look at the examples as follow:

### **Indonesia**

- Anak itu cerdas
- Dia siswa pintar

### **English**

- That child is braight
- That child is intelligent
- That child is smart
- He is a good student

The word of clever always has negative meaning for example:

- Itu tipu muslihat yang pandai
- Anak itu pandai
- It was a cleaver trick
- That child is cleaver

Based on the example above, according to English grammar and structure that, “the child is cleaver” is correct sentence but it is not suitable with English grammar and structure because the word of clever refers to negative situation, such as cleaver in stealing, robbing, killing, etc. moreover in English there are many different kinds of way in translating one of them is idiomatic expression.

An idiom is a group of word with a meaning that is different from the meaning of all the individual words.<sup>10</sup> The examples:

- The car ***broke down***. (to stop working, said generally of similar Mechanical objects).
- The fog is ***breaking up***. (all suggest an action of cutting, breaking, or chopping something completely into many small pieces).
- The robber ***broke into*** the house. (to enter by force).
- He ***broke out*** in measles. (to occur suddenly).

The underlined phrases above are idioms; of course, we can not translate them by taking lexical meaning. Vocabulary in composition has a great function so; the writer has to know a lot of vocabularies and their meaning.

#### d. Language Use

Language use in writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate

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<sup>10</sup>Martin H. Manser . *Oxford Learner's Pocket Dictionary* (New Edition: Oxford University Press, 1980).p. 206

punctuation. And also grammar can help students improve the use of formal language.

There are many opportunities for errors in the use for verbs and mistake in arrangement are very common mistakes in writing work, however are many areas serious, and since we have an opportunity to read and correct errors in verb form, in subject verb agreement, in pronoun, antecedent agreement, and in the case of nouns and pronouns. We should have learnt how to use modifiers and connectives so that they add meaning and clarity to our writing.

e. Mechanics

There are parts of mechanic in writing, namely punctuation, spelling, capital letters and capitalization. Punctuation is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statements and proper adjectives, etc, this aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Our spelling begins to improve if we practice the following procedures.

a. Pronouns the words correctly so that we do not omit vowels, consonant, or squabbles. Try to visualize the spelling of difficult words of similar sound or spelling is to form picture of these words in our mind. By this means we can avoid confusing such words as cops, dual and duel, finally and finely.

- b. Employ memory devices to remember misspelled word easy.
- c. Learn the rules of spelling and how and when to apply them.
- d. Write words carefully.

### 3. The Principles of Good Writing

Experiences in school leave some people with the impression that good writing simply means writing that contains no bed mistakes. That is, no errors of grammar, punctuation, or spelling. In fact, good writing is much more than just correct writing; it's writing that's responds to the interests and need of our readers.

Briefly, here is the basic characteristic of good writing:

- Good writing has a clearly defined purpose
- It makes a clear point
- It supports that point with specific information
- The information is clearly connected and arranged
- The words are appropriate, and the sentences are clear, concise, emphatic, and correct.<sup>11</sup>

### 4. The process of writing

Writing is commonly seen as a three stage process, pre-writing, writing and rewriting, they are:

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<sup>11</sup> Sriwati M.Husain. *Improving Students' Writing Ability through Describing an Object at the Tenth Class of MAN Palopo*. P. 9-10

a. Pre- writing

Before actual composition begins, there always a period of getting ready, and this period can be view moments, a few days, weeks, or even years. We can consider the problem involved in this prewriting stage of composition, namely: finding a usable topic, discovering ideas, defining our audience, and defining imitation.

b. Writing

One way to thing the process of the writing process in to break it down in it its major units, such as sentences which together to make up coherent essay. Therefore, we can say that his major problems in the writing process are:

- Producing effective sentence (sentence structure)
- Constructing paragraph (paragraphs development)
- Crating a coherent overall from far the essay (organization)

c. Rewriting

Rewriting is the process of making deletion, rearrangement, and substitutions. When one writer makes of significant change it the paper. Rewriting should not be confused by editing. We mean cleaning up the manuscript, punctuating correctly, eliminating, misspelling, making sure that verbs agree with their subject and so on. When we write, we can delete, add, re arrange, substitute of some words, phrases, sentences, and paragraphs section.

## The five steps of the writing process

### Step 1 : Prewriting (*Think*)

- a. Decide on a topic to write about.
- b. Consider who will read or listen to your written work.
- c. Brainstorm ideas about the subject.
- d. List places where you can research information.
- e. Do your research.

### Step 2 : Drafting (*Write*)

- a. Put the information you researched into your own words.
- b. Write sentences and paragraphs even if they are not perfect.
- c. Read what you have written and judge if it says what you mean.
- d. Show it to others and ask for suggestions.

### Step 3 : Revising (*Make It Better*)

- a. Read what you have written again.
- b. Think about what others said about it.
- c. Rearrange words or sentences.
- d. Take out or add parts.
- e. Replace overused or unclear words.
- f. Read your writing aloud to be sure it flows smoothly.

Step 4 : Proofreading (*Make It Correct*)

- a. Be sure all sentences are complete.
- b. correct spelling, capitalization, and punctuation.
- c. Change words that are not used correctly.
- d. Have someone check your work.

Step 5 : Publishing (*Share The Finished Product*)

- a. Read your writing aloud to a group.
- b. Create a book of your work.
- c. Send a copy to a friend or relative.
- d. Put your writing on display.<sup>12</sup>

5. Types of writing

Students are involved in a variety of writing experiences through out their education. The following list explaining most of these forms of writing:

- a. Narrative writing, tells a personal experience or story and always includes characters, setting, and plot (examples: short stories, journals, autobiographical, writing about people)
- b. Descriptive writing, creates a vivid image in the reader's mind and uses precise details to paint "word pictures" for the reader (examples: menu, travel brochure, poster)

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<sup>12</sup>[http://lewis.cpsb.org/faculty\\_pages/stacey.blanchard/THE%20FIVE%20STEP%20OF%20%20THE%20WRITING%20PROCESS.htm](http://lewis.cpsb.org/faculty_pages/stacey.blanchard/THE%20FIVE%20STEP%20OF%20%20THE%20WRITING%20PROCESS.htm). Accessed on Oktober 10<sup>th</sup> 2011

- c. Expository writing, informs, explains, clarifies, or defines (examples: research paper, essay, report)
- d. Persuasive writing, informs and attempt to convince the reader to take the same stand (examples: movie review, restaurant critique, letter to editor, editorial)
- e. Technical writing, use research to present specialized information, but just because it is technical does not mean it has to be flat and dull (example: a VCR manual, driver's manual, a legal document)

### ***C. Narrative Writing***

#### 1. What is narrative writing

Narrative writing tells a personal experience or story and always includes characters, setting and plot. Narrative is the form of writing used to relate conflict that causes action.

Narrative writing is a way of telling a strong. However it is different from telling a story aloud. While a narrative story, the narrator tends to forget certain points or may add those points later on. However, while writing a story, the narrative writer has to keep in mind the characters of the story, the theme of the story, role play by each character, the expression and tone of voice of the character and so on. Most important point is, writer should be maintaining the flow of the story while keeping in mind the reader.

Narrative is the kinds of text that tells about a world event which informative or entertaining, and it can tells about past world events or present happenings.<sup>13</sup>

Narrative writing as know as creative writing. A narrative writer writes to entertain the reader. Therefore a fully develop narrative fiction or nonfiction should have a central theme that has to be introduced in the beginning followed by the development of the theme and an eventful middle and a memorable end.

The function of this text to amuse or entertain and deal with actual or vicarious experience. Teach the students how to write. We must begin with the simplest form of a short narrative or descriptive piece and hope for the best.

Writing skill can best develop through carefully controlled and graded comprehension. Controlled writing will be enabling to the student to master each difficulties in writing paragraph with minimum of error.

## 2. Types of narrative writing

There are three main types of narrative writing are personal, imaginative, and narrative essay.<sup>14</sup>

### a. Personal narrative

The narrative is known as personal narrative when a personal writes about himself or about his experiences. In this style of narrative writing, the writer already has a plot. However, he has to narrative the experiences in such a way that it will capture the interest of the reader. A personal narrative writer has to pay attention to

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<sup>13</sup>Pardiyono, *op.cit.*, p. 163

<sup>14</sup>May Pillay, *Narrative Writing (online)*.(<http://WWW.buzzle.com/articles/narrative-writing.html>).p.1-2

the flow of the story; the dialogue he/she should include the description wherever necessary. On reading, the reader should experience the same filling that the writer experienced in reality.

b. Imaginative narrative writing

When a narrative writes a fiction a story it is known as imaginative narrative writing. For imaginative narrative writer, creativity is a must. He can create situations and event that could never happen in real life.

c. Convention of Narrative Writing.

Whether it is a personal, imaginative or narrative essay, you have to keep in mind the conventions of narrative writing.

3. Personal writing

Personal writing is expression of the writer's ideas of feeling based in his own experience, which written down for the sake of him or his pleasure, or for the pleasure of his family and friends. According its from, personal writing can be classified as follows:

- a. Journal/diary
- b. Autobiographical narrative
- c. Personal essay
- d. Autobiographical encode

Personal writing should be:

- a. Lively
- b. Interesting, fascinating, attracting
- c. Refreshing
- d. Natural and honestly

Anything that is being written as personal experience or writing must be focused on the writer's idea or feeling, not other the benefit of personal writing is as follows:

- a. Personal writing allows us to analyze ourselves and we can recognize our own personality.
  - b. Personal writing guides us to the activity of writing more complex written.
- The examples of personal writing.

It was Sunday. I never get up early on Sunday. I sometimes stay in bed until lunch time. Last Sunday I got up very late. I looked out of the window. It was dark outside. What a day!' I thought. It is raining again.' Just then, telephone rang. It was my aunt Lucy. I have just arrived by car, she said. I am coming to see you.'

But I am still having breakfast, I said.

What are you doing?' she asked.

I am having breakfast, I repeated.

'Dear me' she said. 'Do you always get up so late? It is one o'clock!'.<sup>15</sup>

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<sup>15</sup> L.G. Alexander, *Practice and Progress New Concept English*, (Yogyakarta: Kanisius, 1975). P. 15

### The Purple Dress

It was terrible I thought, “what am I going to do? I must buy her another one.”

So I went around all the expensive shops in town, and of course I could not find the same dress. So I went to catch the bus home. And by the bus stop there was another charity shop. And it was amazing, there was a purple dress in the window just like in my cousin’s, and it had a label \$5.

So I went inside and bought it and the shop assistant said, “yes, a women brought this in this morning. She said she only bought it yesterday, but when she got home, she found it was not the right size. So she gave it back to us.”

So I took the dress to the cleaner’s, and at the weekend I gave It back to my cousin. But my cousin said, “It is a funny thing. I was in town last week and I saw a dress just like this one. And do you know, it was in the window of charity shop!”<sup>16</sup>

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<sup>16</sup> Ayu Rini, *Complete English Grammar in Short Stories*, (Jakarta: Kaisant Blanch, 2008). P.

#### ***D. Teaching Writing Through Diary***

##### 1. Definition of diary

The word *diary* comes from the Latin *diarium* ("daily allowance," from *dies* "day"), found more often in the plural form *diaria*. The word *journal* comes from the same root (*diurnus* "of the day") through Old French *journal* (modern French for *day* is *jour*). Until around the turn of the 20th century, with the worldwide rise of literacy, diary writing was generally a practice of the members of the middle and upper classes. A **diary** is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has occurred the course of a day or other period. Diaries undertaken for institutional purposes play a role in many aspects of human civilization, including government records. Schools or parents may teach or require children to keep diaries in order to encourage the expression of feelings and to promote thought.

Generally the term is today employed for personal diaries, in which the writer may detail more personal information and normally intended to remain private or to have a limited circulation amongst friends or relatives. The writer may also describe recent events in his/her personal diary. The word "journal" may be sometimes used for "diary," but generally one writes daily in a diary, whereas journal-writing can be less frequent.

## 2. How to write diary

Writing a diary is the best way to give vent to pent-up emotions. You can easily reveal all your confidential and deepest thoughts that otherwise would remain brief deep inside you. Acting as a trustful friend, diary keeps all the secrets to it self. Learn the right way to write a diary through these instructions:

a. Writing about the day's event, mention the date and time on top of the page. Than you can star by writing "dear diary" as if you are referring a letter to someone you know. How ever, if you do not want to star like this. Then simply drop the "dear diary" line and log the entries for the day. Mention all that you have done and experienced including people you met and interacted with. What were the interaction all about and all other happenings of the day?

b. While writing a diary be honest and truthful. Being fake by including something fictional defeats the very purpose of writing a diary. If you wish to write a story that is not from your real life, then diary is not the right place for it. Any fictional story with fictional characters cannot be labeled as your diary.

c. You can include in your writing real names of the people with whom you interacted. However, if you do not want to state any body's name due to some reasons then you can simply use a code for their names that you alone will know. This is often preferred by people because it is the safer way of writing all kinds of comments. Especially negative ones. There are always possibilities that your hidden secrets by chance get discovered and hurt people's feelings.

d. Writing diary on a regular basis. However, if you want write only when something special or unexpected happens, skipping the days that were non-eventful. Then make sure you just write the date, time and a single sentence stating that nothing new happened.

e. To make your diary writing more interesting add some photos. Any special moment or thing that actually inspired you can be captured and pasted into your diary page. But make sure you do not paste too many photos on your diary page because than it will become more of a scrapbook.

f. Once your diary writing for the day is done, keep the diary in a secure place. Do not let anybody know about the location of your diary. It's your personal thing and should be kept private for as long as you want.

g. When you have completed your entire diary, you can put the diary in a safety deposit box. At last and but not the least, state some instruction in your last will and testament about whether you want your diary to be read by others or you want it to be discarded or burned. If you want your diary to be buried along with you after you death, than make sure you indicate this in your will.<sup>17</sup>

### 3. Why use learner diaries

There are lots of good reasons for using learner diaries, but these are the reasons which have found most motivating.

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<sup>17</sup> <http://www.wikihow.com/write-a-Diary>. Accessed on November, 21<sup>th</sup> 2010

a. Learner diaries provide a 'one to one' connection to the students and allow them and me to develop an individual relationship, which can be hard to do from the front of a classroom.

b. They can become a form of authentic communication for students. This kind of real communication can be very hard to achieve within the classroom.

c. As teacher learner diaries provide me with some really valuable insights into what the students think of my lessons, what they understand and what problems they are having.

d. The fact that they have a private and individual learning relationship with each student can have a very positive effect on student behavior and class control, as they have a discrete means of finding out about and addressing the causes of behavioral problems.

e. Used over a period of time, students can look back at early diary entries and see how much their English has developed.

#### 4. Advantages of writing diary

##### a. Memory

by noting down the day's events in a diary every night, the student is forced to jog his memory as he recalls the events of the day. This exercise keeps the brain sharp and active, and it also increases memory. In fact, sitting down every evening and recalling the events of the day are an exercise.

##### b. Privacy

Make sure you let students know that his diary is his private property, and no one has

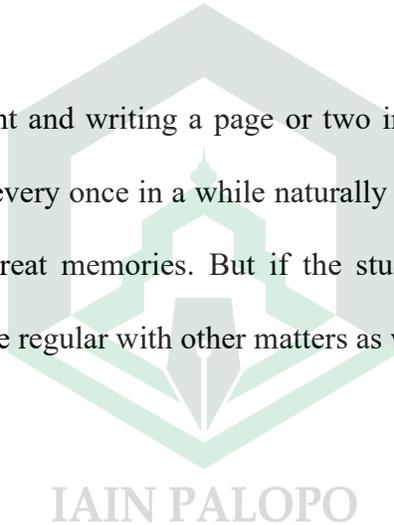
the right to read it. In this manner, you will be inculcating a respect for privacy in students. He learns that just as his privacy is respected, so also he will need to respect other people's right to privacy.

c. Honesty

keeping a diary also encourages honesty, because rarely do people lie to their diary. Let students know that there is really no point in lying as no one will be reading his diary but for himself.

d. Discipline

Sitting down every night and writing a page or two in your diary is a discipline by itself. Random writing every once in a while naturally does not lead to discipline, but it does lead to some great memories. But if the student is regular with his diary writing, he is likely to be regular with other matters as well.



- The example of diary

January 2011  
 Monday 11/04/2011  
 Dear Mooza  
 Today I was so tired because  
 I had to do a lot of homework  
 Boring, boring, and boring !!

January 2011  
 Friday 15/01/2011  
 Mooza, my friend  
 you know what??  
 my art teacher asked me to draw  
 my own picture. Can you imagine  
 That??? Gosh... you know  
 how bad  
 My drawing was! and I bet he  
 knew it too !! oh, how I hate  
 drawing class!

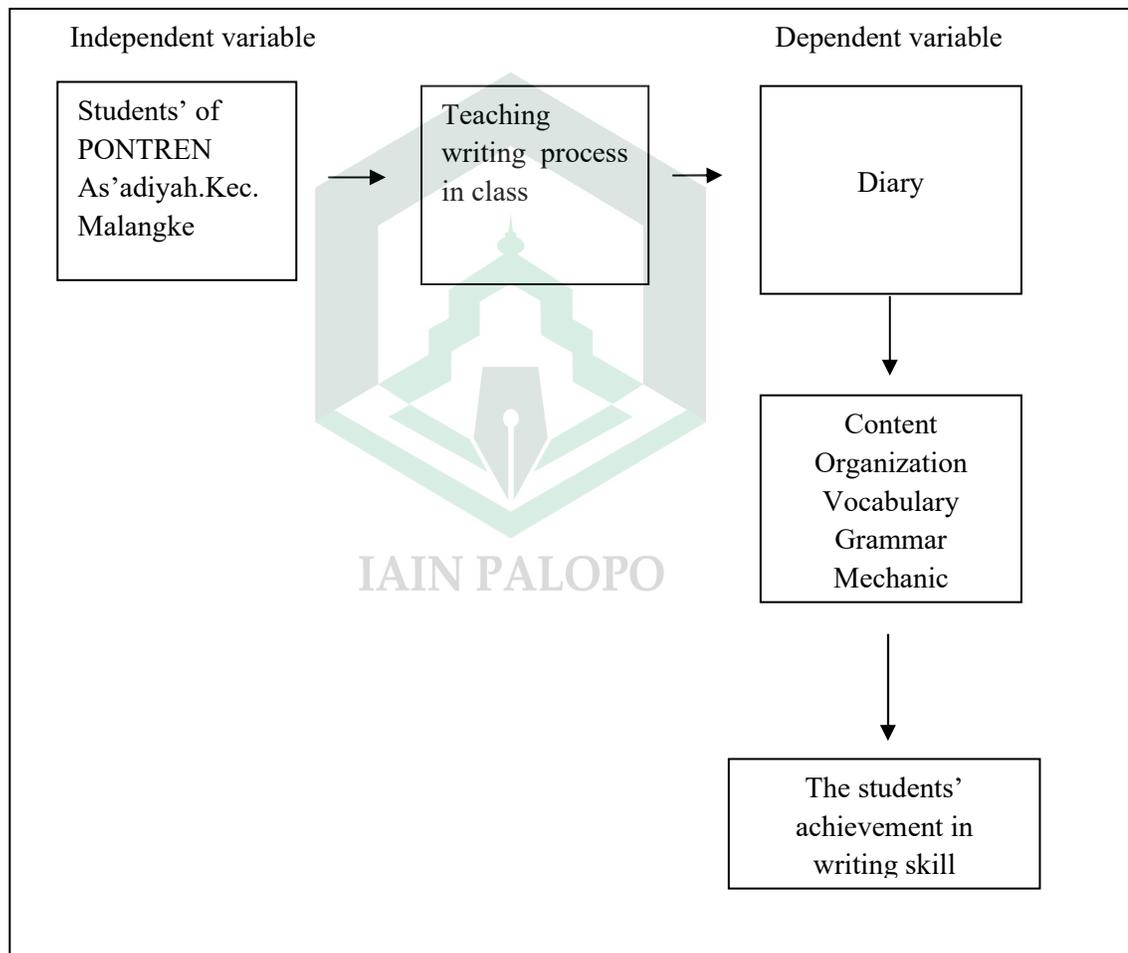
January 2011  
 Thursday 14/01/2011  
 Hey,  
 Happy to go to school again today,  
 Mr. Sumarmo, our math teacher  
 was absent  
 Horrey!!  
 My friends and I went to the  
 canteen.  
 Then I met Danny, the most  
 handsome guy  
 In school.  
 It was really cool!

January 2011  
 Tuesday 12/01/2011  
 Hello Mooza,  
 I had a bad day today  
 My Math teacher gave us a test  
 And I could not do the test  
 STUPID ! STUPID !!!  
 I got so depressed

January 2011  
 Wednesday 13/01/2011  
 Hi Mooza  
 Last night I got ill so I  
 did not  
 Go to school today.  
 I had to stay at home.  
 There's nothing for me to  
 Do at home. Totally Boring!!!..."

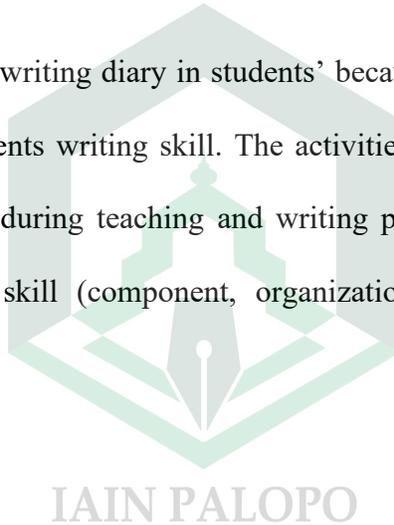
### *E. Conceptual Fram work*

The conceptual framework of this research will be described in following diagram:



From the diagram above, the writer conducted research on students of Pondok Pesantren As'adiyah Kec. Malangke and focused on the writing skill by conducting pre-test at the first meeting, the treatments in six times meeting, in the last meeting the research gave the students post-test. After conducting the items above, the writer analyzed the students writing achievement. During teaching writing process in the classroom, students sometimes confuse what should they write on the paper and how to arrange the sentences into a good paragraph based on the topic given.

The writer used writing diary in students' because diary can be an alternation is practicing more students writing skill. The activities above make students to feel comfortable and enjoy during teaching and writing process and students get better motivation to writing skill (component, organization, vocabulary, grammar and mechanic).



#### ***F. Hypothesis***

This hypothesis is temporary answer toward the result that be expected. Base on the explanation at the chapter one, that is introduction. So the hypothesis in this research is formulated, as follow:

Null hypothesis ( $H_0$ ): there is no significant difference for students after giving treatment in pre-experimental class.

Alternative hypothesis ( $H_a$ ) there is significant difference for students after giving treatment in pre-experimental class.<sup>18</sup>



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<sup>18</sup> Drs. M. Subana M.Pd. Sudrajat, S. Pd. *Statistik Pendidikan*, (Bandung: Pustaka Setia, 2005). P. 173.

## CHAPTER III

### METHODOLOGY

#### ***A. Research Method and Design of the Research***

##### 1. Method

The method that the writer applied in this research is an pre-experimental method. It aims to know can improve students' writing skill through diary at the eleventh year students' of Pondok pesantren As'adiyah Malangke.

##### 2. Design

This research involved one group of students' with pre-test and post-test design. It designed as follows:

Pre-test	Treatment	Post-test
$O_1$	T	$O_2$

Notes:

$O_1$  : Pre-test

T : Treatment

$O_2$  : Post-test<sup>1</sup>

#### ***B. Variable of the Research***

This research consisted of two variables namely:

1. Independent variable was application of writing diary.

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<sup>1</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Cet. XII; Jakarta: PT Rineka Cipta, 2002), p. 84

2. Dependent variable was students' writing skill of Pondok Pesantren As'Adiyah Kec. Malangke.

### ***C. Population and Sample***

#### **1. Population**

The population of the research was the eleventh years of students of Pondok Pesantren As'Adiyah in 2010/2011 academic year. The number of population is 20 students.

#### **2. Sample**

The sample was one class at the eleventh years of students of Pondok Pesantren As'Adiyah Malangke, the writer used total sampling technique. The number of sample is twenty students.

### ***D. Instrument of the research***

The instrument used in this research is test. The test was writing (asked the students' write about their memorable experience in paragraph form) to measure the students' ability to write in English. Before and after giving treatment writing involved five components:

1. Content is substance of writing the ideal express
2. Organization is the purpose of materials in writing which happen from beginning to the end

3. Vocabulary is all the world that use
4. Grammar is the correct use of the syntactic pattern and structural words
5. Mechanic it use of graphic convention of the language<sup>2</sup>.

### ***E. Procedure of collecting data***

The data collected by using some procedures, they are:

#### 1. Giving pre-test

The writer gave the pre-test to the students to know their previous comprehension in English writing before giving treatment and the research gave chance to each student to write their experiences. It took 120 minutes to get the data especially pre-test.

#### 2. Giving Treatment

Treatment was given after pretest. The steps were as follows:

- a. The first treatment conducted on the first meeting. The writer explained about “Definition of Diary” to the experimental class.
- b. The second treatment conducted on the second meeting. The writer explained about “how to write diary” to the experimental class. And than, the students practice make diary.

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<sup>2</sup> J.B. Heaton, *Writing English Test*. (New York: Long man 1998),p. 135

- c. The third treatment conducted on third meeting. The writer explained “the important of writing diary” to the experimental class. And than, the students practiced make diary.
- d. The fourth treatment conducted on the fourth meeting. The writer explained “the advantage of writing diary” to the experimental class. And than, the students practiced make diary.
- e. The fifth treatment conducted on the fifth meeting. The writer implement the writing diary, to the experimental class.
- f. The sixth treatment conducted on the sixth meeting. The researcher will evaluated the students writing and discuss it with students.

### 3. Giving Post-test

This test gave to the students after they have done the treatment. This test just the same with the pre-test to know whether the students have different result after giving treatment or not, it took 120 minutes to do test.

## ***F. Technique of The Data Analysis***

The data obtained from the test that based on the sentence structure. To evaluate the students’ composition, the researcher applied the scoring system.

1. Scoring the students writing test based on criteria below :

An analytical writing scale for evaluating written language.<sup>3</sup>

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<sup>3</sup> *Ibid.* J.B. Heaton p. 146

Criteria	Score	Level
Content	27-30	<b>Very Good</b> Clear, focused, and interesting details, complete. Rich. Well focus, main idea stand out secondary ideas do not usurp to much attention
	23-26	<b>Good</b> Clear and focus, even though the overall Result may not be especially captivating. Support is attempted, but in may be limited or obvious, insubstantial, too general.
	12-14	<b>Fair</b> Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.
	9-11	<b>Poor</b> No fluent, does not communicated, information is very limited, boring.
	5-8	<b>Very poor</b> No organization, not enough, to evaluate because not meaningful

Organization	18-20	<p><b>Very good</b></p> <p>Fluent expression, ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compelling and moves the reader through the next. Good introduction, good placement of retail, and strong conclusion.</p>
	15-17	<p><b>Good</b></p> <p>The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.</p>
	12-14	<p><b>Fair</b></p> <p>Lack logical sequencing and development non fluent. The writing lacks direction, with ideas, details.</p>
	9-11	<p><b>Poor</b></p> <p>Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.</p>

	5-8	<b>Very poor</b> Not organization, confusing the sender, not enough to evaluate.
Vocabulary	18-20	<b>Very good</b> Effective words, choice and the usage, specific and accurate.
	15-17	<b>Good</b> Adequate range occasional error of word / idiom, choice and usage. The language communicated by rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
	12-14	<b>Fair</b> The writer struggle with eliminated vocabulary, grouping for words.
	9-11	<b>Poor</b> Many error of words/idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, often words

		simply do not feat the text: verb are week and view in number: is, are, was, were, dominated.
	5-8	<b>Very poor</b> Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.
Grammar	23-25	<b>Very good</b> Effective complex construction few errors of agreement, tense, number, word, order/function pronouns, preposition.
	20-22	<b>Good</b> Effective but simple construction minor problem in complex construction several errors of tens, word order, function pronouns and preposition but meaning seldom of cured.
	16-19	<b>Fair</b> Major problem and simple construction, frequent errors of negative, agreement, tense, word, order function, pronouns,

		preposition, and /or fragment. Does not communication.
	9-15	<b>Poor</b> Dominated by error or grammar. Cannot be understood and evaluated.
	5-8	<b>Very poor</b> Virtually not mastery of sentence construction rules
Mechanics	5	<b>Very good</b> Demonstration mastery of convention, not problem of spelling, capitalization, paragraphing but not observed.
	4	<b>Good</b> Few errors of spelling, capitalization, paragraphing but not observed.
	3	<b>Fair</b> Some errors of spelling, punctuation, capitalization, paragraphing.
	2	<b>Poor</b> Many errors of spelling, functions, capitalization, paragraphing.
	1	<b>Very poor</b> Illegible writing.

2. Classifying the students' mean score by using percentage below:

$$M = \frac{\sum FX}{N}$$

M = Mean Score

$\sum$  = the amount from result between each percentage

N = total sample

3. Finding out D ( Difference ) between score variable I ( X ) pre test and score variable II ( Y ) post test:

$$D = X - Y$$

4. Finding out mean difference, by using the following formula:

$$MD = \frac{\sum D}{N}$$

5. Finding out for standard derivation from difference, by using the following formula:

$$SD_D = \frac{\sqrt{\sum D^2}}{N} - \frac{(\sum D)^2}{N}$$

6. Finding out error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

7. Finding out “to” by using the following formula:

$$T_o = \frac{M_D}{SE_{MD}}$$

Where:  $M_D$  = Mean of difference  
 $SE_{MD}$  = Error Standard from MD

(All formulate adapted from Sudjono, 2000 : 289- 191 ).<sup>4</sup>

Criteria of hypothesis acceptability:

- If  $t_0 \geq t_t$  = Reject null hypothesis.
- If  $t_0 < t_t$  = Receive null hypothesis.<sup>5</sup>

<sup>4</sup> Sudijono, Anas, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo, 2000), p. 289.

<sup>5</sup> Subana, Sudrajat, *op.cit.*, p. 173

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents about findings and discussion about the result of data analysis.

#### *A. Findings*

In analyzing the data, the researcher used “t” test analysis, and the researcher used an analytical rating scale for written evaluating. Language which consisted of five items. They are about content, organization, vocabulary, grammar and mechanics. Those have different rating score scale. Content has rating scale 5-30, organization has rating scale 5-20, vocabulary has rating scale 5-20, grammar has rating scale 5-25 and mechanics has rating scale 1-5, and every item above has categorical criteria.

To find out the result of the students score in pre-test and post-test, it can be shown in the following tables:

**TABLE 4.1**

The criteria and percentage of the students' content pre-test

No.	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	0%
2	Good	23-26	3	15%
3	Fair	12-14	10	50%
4	Poor	9-11	4	20%
5	Very poor	5-8	3	15%
	Total		20	100%

Based on the table above (table 4.1) it showed that most of students obtained fair scores 10 students (50%), and the highest score of the students were “good” 3 students (15%). Then, lowest score of students was “very poor” 3 students (15%), there 4 students were “poor” scores (20%) and there was no student obtained “very poor”.

**TABLE 4.2**

The criteria and percentage of the students' Organization pre-test

No.	Classification	score	Frequency	Percentage
1	Very good	18-20	-	0%
2	Good	15-17	8	40%
3	Fair	12-14	9	45%
4	Poor	9-10	-	0%
5	Very poor	5-8	3	15%
	Total		20	100%

Based on the table above (table 4.2) showed that the organization in pre-test most of students obtained “fair” scores 9 students (45%), and highest scores of students was “good” 8 students (40%), then lowest scores of students was “very poor” 3 students (15%), and there was no student obtained very good and poor score.

**TABLE 4.3**

The criteria and percentage of the students' vocabulary pre-test

No.	Classification	score	Frequency	Percentage
1	Very good	18-20	-	0%
2	Good	15-17	3	15%
3	Fair	12-14	12	60%
4	Poor	9-11	4	20%
5	Very poor	5-8	1	5%
	Total		20	100%

Based on the table above (table 4.3) showed that students' score in the area vocabulary in pre-test are varieties, in which there were no students 0% got very poor', and 3 students (15%) got "good" classification. There were 12 students (60%) got 'fair', 4 students (20%) got "poor" classification. There was 1 student (5%) got very poor classification.

**TABLE 4.4**

The criteria and percentage of the students' grammar pre-test

No.	Classification	score	Frequency	Percentage
1	Very good	23-25	-	0%
2	Good	20-22	3	15%
3	Fair	16-19	9	45%
4	Poor	9-15	7	35%
5	Very poor	5-8	1	5%
	Total		20	100%

Based on the table above (table 4.4) showed that students' score of grammar in pre-test in which there were no student obtained 'very good'. There were 3 students ( 15% ) got 'good' scores, 9 students (45%), got 'fair' score, 7 students (35%) got 'poor' scores and 1 student (5%) obtained very poor.

**TABLE 4.5**

The criteria and percentage of the students' mechanic pre-test

No.	Classification	score	Frequency	Percentage
1	Very good	5	-	0%
2	Good	4	6	30%
3	Fair	3	8	40%
4	Poor	2	6	30%
5	Very poor	1	-	0%
	Total		20	100%

Based on (table 4.5) the criteria and percentage of students' mechanic indicated that there was no students who got very good scores, there were 6 students (30%) who got good scores, there were 8 students (40%) who got pair scores and there were 6 students (30 %) who got poor scores and there was no student got very poor scores.

**TABLE 4.6**

The complete students' score of content, organization, vocabulary, grammar, mechanic, in pre-test are percentage as follows:

No.	Respondent	Content	Organization	Vocabulary	Language	mechanics	Total
1	A	13	14	11	16	3	57
2	B	13	13	11	16	2	55
3	C	14	13	12	19	4	62
4	D	11	15	13	18	3	60
5	E	13	13	10	10	4	50
6	F	24	16	14	20	4	78
7	G	13	15	14	20	3	65
8	H	23	15	12	16	3	69
9	I	11	13	14	12	4	54
10	J	8	8	13	15	2	46
11	K	14	14	13	15	3	59
12	L	14	14	14	16	3	61
13	M	23	16	15	20	4	78
14	N	14	15	16	15	3	63
15	O	11	15	14	16	2	58
16	P	14	14	15	17	3	63
17	Q	11	15	14	16	4	60
18	R	7	8	10	15	2	42
19	S	8	8	8	5	2	31
20	T	14	12	13	15	2	56
total		273	266	256	312	60	M=1167

From the table above, we can get the students means score is 1167

**TABLE 4.7**

The criteria and percentage of the students' content post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	27-30	2	10%
2	Good	23-26	8	40%
3	Fair	12-14	10	50%
4	Poor	9-11	-	0%
5	Very poor	5-8	-	0%
	Total		20	100%

Based on the table above (table 4.7) indicated that the criteria and percentage of the students content in post-test shown that most of students obtained fair scores 10 students (50%), and the highest score of the students obtained "good" 8 students (40%). Then, the lowest of students obtained "very good" score 2 students (10%), and there was no students obtained "poor and very poor".

**TABLE 4.8**

The criteria and percentage of the students' organization post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	18-20	2	10%
2	Good	15-17	10	50%
3	Fair	12-14	8	40%
4	Poor	9-10	-	0%
5	Very poor	5-8	-	0%
	Total		20	100%

Based on the table above (table 4.8) showed that the organization in post-test most of students obtained “good” scores 10 students (50%), and highest scores of students was “very good” 2 students (10%), then lowest scores of students was “very poor” 3 students (15%), and there was no student obtained very poor and poor score.

**TABLE 4.9**

The criteria and percentage of the students' vocabulary post-test

No.	Classification	score	Frequency	Percentage
1	Very good	18-20	2	10%
2	Good	15-17	7	35%
3	Fair	12-14	10	50%
4	Poor	9-11	1	5%
5	Very poor	5-8	-	0%
	Total		20	100%

Based on the table above (table 4.3) showed that students' score in the area vocabulary in post-test are varieties, in which there were no students 0% got very poor', and 1 students (5%) got "poor" classification. There were 10 students (50%) got 'fair', 7 students (35%) got "good" classification. There were 2 students (10%) got very good classification.

**TABLE 4.10**

The criteria and percentage of the students' grammar post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	23-25	1	5%
2	Good	20-22	8	40%
3	Fair	16-19	9	45%
4	Poor	9-15	2	10%
5	Very poor	5-8	-	0%
	Total		20	100%

Based on the table above (table 4.10) showed that students' score of grammar in pre-test in which there was 1 student obtained 'very good'. There were 8 students (40%) got 'good' scores, 9 students (45%), got 'fair' score, there were 2 students got 'poor' scores and there were no student obtained very poor.

**TABLE 4.11**

The criteria and percentage of the students' mechanic post-test

No.	Classification	score	Frequency	Percentage
1	Very good	5	1	5%
2	Good	4	11	55%
3	Fair	3	6	30%
4	Poor	2	2	10%
5	Very poor	1	-	0%
	Total		20	100%

Based on (table 4.11) the criteria and percentage of students' mechanic indicated that there was 1 student who got very good scores, there were 11 students (55%) who got good scores, there were 6 students (30%) who got pair scores and there were 2 students (10 %) who got poor scores and there was no student got very poor scores.

**TABLE 4.12**

The complete students' score of content, organization, vocabulary, grammar, mechanic in post- test are percentage as follow:

<b>No.</b>	<b>Respondent</b>	<b>Content</b>	<b>Organization</b>	<b>Vocabulary</b>	<b>grammar</b>	<b>mechanics</b>	<b>Total</b>
1	A	24	16	15	20	3	78
2	B	14	14	14	20	3	65
3	C	26	16	14	20	4	80
4	D	23	17	14	19	4	77
5	E	13	13	13	16	3	58
6	F	28	19	18	23	4	92
7	G	23	16	15	20	4	78
8	H	23	15	13	18	4	73
9	I	23	15	15	19	4	76
10	J	13	12	14	17	3	59
11	K	25	16	15	20	4	80
12	L	14	14	14	22	4	68
13	M	28	18	18	22	5	91
14	N	24	15	15	20	4	78
15	O	14	15	13	19	3	64
16	P	14	15	15	19	4	67
17	Q	14	14	16	19	4	67
18	R	13	13	13	16	3	58
19	S	13	12	11	12	2	50
20	T	14	14	13	15	2	58
	total	383	300	288	376	71	M=1417

From the table above, we get the students means score is 1471

**TABLE 4.13**

The result of writing test, before treatment (pre-test) and after (post-test)

No.	Sample	The result of writing test		D=(X-Y)	D <sup>2</sup> =(X-Y) <sup>2</sup>
		Pre-test (X)	Post-test (Y)		
1	A	57	78	-21	441
2	B	55	65	-10	100
3	C	62	80	-18	324
4	D	60	77	-17	289
5	E	50	58	-8	64
6	F	78	92	-14	196
7	G	65	78	-12	144
8	H	69	73	-4	16
9	I	54	76	-22	484
10	J	46	59	-13	169
11	K	59	80	-21	441
12	L	61	68	-7	49
13	M	78	91	-13	169
14	N	63	78	-15	225
15	O	52	64	-12	144
16	P	63	67	-4	16
17	Q	60	67	-7	49
18	R	42	58	-16	256
19	S	31	50	-19	361
20	T	56	58	-2	4
-	<b>N=20</b>	X=1167	Y=1417	$\sum D = -255$	$\sum D^2 = 3941$

From the table above, get  $\sum D = -255$ , and  $\sum D^2 = 3941$ . From that result, the writer can find out for mean difference ( $MD$ ), standard deviation ( $SD_D$ ), and standard error mean ( $SE_{MD}$ ), and t count ( $t_o$ ).

Before the writer presented the result of  $MD$ ,  $SD_D$ ,  $SE_{MD}$ , and ( $t_o$ ). The researcher find out the students means score, the formula of means score is:

$$M = \frac{FX}{N}$$

So

$$M = \frac{FX}{N}$$

$$= \frac{1167}{20}$$

$$= 58,35 \text{ (pre-test)}$$

$$M = \frac{FX}{N}$$

$$= \frac{1417}{20}$$

$$= 70,85 \text{ (post test)}$$



The students means score in experimental score before giving treatment is 58,35. After giving treatment this result improved the students means score is 70.85

After the researcher get the students means score in experimental research, the researcher presented the result of  $MD$ ,  $SD_D$ ,  $MD_{MD}$  and ( $t_o$ ).

1. Looking for mean difference (MD)

$$\begin{aligned} \text{MD} &= \frac{\sum D}{N} \\ &= \frac{-255}{20} \\ &= -12.75 \end{aligned}$$

2. Looking for standard deviation ( $\text{SD}_D$ )

$$\begin{aligned} \text{SD}_D &= \sqrt{\sum D^2 - (\sum D)^2} \\ &= \sqrt{3941 - (-255)^2} \\ &= \sqrt{197.05 - (-1275)^2} \\ &= \sqrt{197.05} - \sqrt{-162.56} \\ &= \sqrt{359.61} \\ &= 18.96 \end{aligned}$$

3. Looking for standard error mean ( $\text{SE}_{\text{MD}}$ ).

$$\begin{aligned} \text{SE}_{\text{MD}} &= \frac{\text{SD}}{\sqrt{N-1}} \\ &= \frac{18.96}{\sqrt{20-1}} \\ &= \frac{18.96}{\sqrt{19}} \end{aligned}$$

$$= \frac{18.96}{4.3589}$$

$$= 4.35$$

4. Looking for  $t_0$  count to by using the following formula:

$$T_0 = \frac{MD}{SE}$$

$$= \frac{-12.75}{4.35}$$

$$= -2.93$$

Based on the result above, the writer gave interpretation as the steps hypothesis test below:

(1)  $H_a$  : Students' writing skill developed through diary at the eleventh year students of Pondok Pesantren As'adiyah Kec. Malangke.

$H_o$  : Students' writing skill didn't develop through diary at the Eleventh class of Pondok Pesantren As'adiyah Kec. Malangke.

(2) Standard of signification 5%

(3) Criteria of hypothesis acceptability

$t_0 \geq t_t$  : reject of hypothesis

$t_0 \leq t_t$  : receive null hypothesis

The result of writing test in pre-experimental shown that  $t_0 = 2.93 \geq t_t = 2.093$ . So,  $H_o$ , was rejected if  $\alpha = 0.05 \geq \text{sig. } 0.000$ . Those were indicated in

standard of signification 5% population mean of writing skill level of students in before and after following treatment was developed. It indicated that diary was effective way in developing students writing skill at the eleventh class of Pondok Pesantren As'adiyah Malangke it can be an alternation practicing more students' writing skill.

### ***B. Discussion***

Based on the result of the data analysis above shown that diary improve the students' English writing skill. It can be seen on the table before, after giving treatment in five components. Components of content in pre-test, it can be seen that there was no any student obtained 'very good'. There were 3 students ( 15% ) obtained 'good' scores, 10 students (50%), obtained 'fair' score, 4 students ( 20% ) obtained 'poor' scores and 3 students ( 15%) obtained very poor. Post-test showed that there 2 students obtained 'very good'. 8 students ( 40%) obtained 'good' scores, 10 students (50%), obtained 'fair' score, there were not student obtained 'poor and very poor score. The mean score of pre-test related to content is 13.65 and the mean score of post test is 19.2. It showed significant decrease after applied diary about 5.55%.

In pre-test, components of organization there was no any student who obtained 'very good'. There were 8 students ( 40% ) obtained 'good' scores, 9 students (45%), obtained 'fair' score, there were not student obtained 'poor' scores

and 3 students (15% ) obtained very poor. In the post-test showed that there 2 students obtained 'very good' 10 students (10% ). Obtained 'good' scores, 10 students (50%), obtained 'fair' scores, 8 students (40%), there were not students got 'poor' and very poor scores. The mean score of organization in pre-test is 13.3 while the mean score in post-test is 15.05 with the percentage of improvement is 1.75%.

Then, the component of vocabulary in pre-test showed that none of student obtained 'very good'. There were 3 students (15% ) obtained 'good' scores, 12 students (60%) obtained 'fair' score, 4 students ( 20%) obtained 'poor' scores and 1 student ( 5% ) obtained very poor. In post-test shown that there 2 students (10%) obtained 'very good'. 7 students ( 35%) obtained 'good' scores, 10 students (50%), obtained 'fair' score, there were not student obtained 'poor' and very poor scores. The mean score of vocabulary in pre-test is 12.8 while the mean score in post-test is 14.4 with the percentage of improvement is 1.6%.

Next, the component of grammar in pre-test showed that there none of student obtained 'very good'. There were 3students ( 15% ) obtained 'good' scores, 9 students (45%), obtained 'fair' score, 7 students (35% ) obtained 'poor' scores and 1 student (5%) obtained very poor. In post-test shown that there 1 student got 'very good', 8 students ( 40% ) obtained 'good' scores, 9 students (45%), obtained 'fair' score, 2 students ( 10% ) obtained 'poor' scores and there were not student obtained very poor. The mean score of grammar in pre-test is 15.6 while the mean score in post-test is 18.8 with the percentage 3.2%

Furthermore, the component of mechanic in pre-test showed that there none of student obtained 'very good'. There were 6 students ( 30%) obtained 'good' scores, 8 students (40%), obtained 'fair' score, 6 students ( 30% ) obtained 'poor' scores and there were not student obtained very poor. In the post-test showed that there 1 student (5%) obtained 'very good', 11 students (55% ) obtained 'good' scores, 6 students (30%), obtained 'fair' score, 2 students ( 10% ) obtained 'poor' scores and there were not student got very poor. The mean score of mechanic in pre-test is 3 while the mean score in post-test is 3.55 with the percentage of improvement is 0.55%.

Component of writing in the pre-test and post-test, students have improved the skill in writing narrative paragraph through diary. Therefore the means score in the pre-test is 58.35 which is classified as the low score of very poor, while the mean score in the post-test is 70.85 which classified as the higher score very good position.

Finally, in comparing the result of  $t_{test}$  score and  $t_{table}$  score, after finding out mean deviation (MD), standard deviation ( $SD_D$ ), Standard error mean ( $SE_{MD}$ ), the researcher finds that the score of  $t_{test}$  is bigger than the score of  $t_{table}$   $2.93 > 2.093$ . it means that there was significance difference between the result of pre-test and post-test.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusions*

Based on the result of data analysis and discussion of the results in the previous chapter, the writer concludes that:

Students writing skill of Pondok Pesantren As'adiyah Kec. Malangke was improved through diary in teaching process. It could be seen from mean score of writing test in pre-test 58.35 and post-test was 70.85, after looking for mean deviation (MD), standard deviation ( $SD_D$ ) and  $t_{test}$ . The “t” test analysis. The testing “t” table showed that,  $t_{test}$  (2.93) was bigger than  $t_{table}$  (2.093). When the  $t_{test}$  is bigger than  $t_{table}$  ( $t_0 < t_t$ ) the students means the students' writing skill is improved. Through diary students could express their idea, experience and thought by writing narrative paragraph.

#### *B. Suggestions*

Based on conclusion above, the writer who has read this thesis that:

1. The English teacher should use diary strategy as one of alternative language teaching specially writing skill.

2. The students should use diary strategy as exercise in English writing to improve their writing skill.

3. I suggest that further research need to be conducted by others in the same issue, diary of the other skill. Like using video recording versus diary writing, up grading motivation students' through diary, etc.



## POST-TEST

Identitas respondent

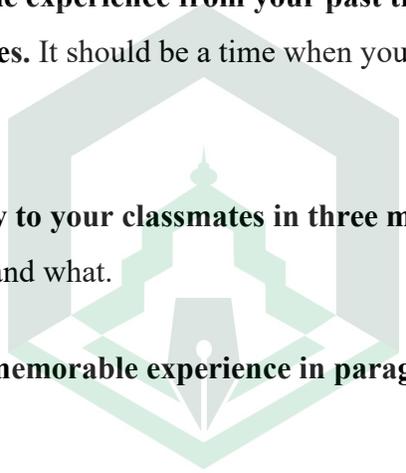
No. respondent :

Nama respondent :

Kelas respondent :

### Writing about experiences

- ❖ **Thing of memorable experience from your past that you would like to share with your classmates.** It should be a time when you were scared, embarrassed, happy, or sad.
- ❖ **Tell the story orally to your classmates in three minutes.** Be sure to include who, when, where, and what.
- ❖ **Write about your memorable experience in paragraph form.**



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## APPENDIX II

### Example Memorable Experiences

I got up at 6:00 yesterday morning. I took a bath at 6:10. I ate breakfast around 6:30. I left the house before 6:50. I rode motorcycle. I got to school at 7:15. The class began at 7:00. I came late. My teacher was angry. I told him the reason. I got up late. I left the house late because I had stomachache.

My weekend was pretty quiet. I did not do much. I just stayed at home. I worked around the house with my parents. After around 10:00, I watched old movies on TV. I called one of my best friends around 3:00 p.m.

On my school vacation, I went to Bone Pute with some friends. It was on Sunday and we left the house at 8:00. Our trip was really wonderful and it took around two hours to get there. We went to some interesting places. We went to the beach and did not miss the place. My friends loved the place very much but I did not. I loved playing with friendly waves on the beach.



## AUTOBIOGRAPHY



Arisah was born on January 7<sup>th</sup>, 1987 in Belawa Kec. Wajo, she is the first child of two brothers and two sisters. Her father's name is Laharing and her mother's name is Hj. Majeng. She started to go to school at Madrasah Ibtidaiyah Belawa-baru Kec.Malangke in 1995 and graduated in 1999. She continued his study at Madrasah Tsanawiyah As'adiyah Putri 1 Sengkang and graduated in 2003, and she continued his study at Madrasah Aliyah As'adiyah Belawa-baru and graduated in 2007. She continued his study at Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo in 2007.

In the end of her study at Sekolah Tinggi Agama Islam Negeri Palopo, she writes a thesis entitled *“Improving Students’ Writing Skill through Diary at the Eleventh Year Students of Pondok Pesantren As’adiyah kec.Malangke”*

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