

THE IMPROVING OF THE STUDENTS' WRITING SKILLS BY USING DIARY WRITING STRATEGY

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Abstract

The purpose of this research is to use a writing diary strategy to improve the writing skill of class IX students of SMP Muhammadiyah 4 Palembang. The method used in this research is the descriptive analysis method. The population of this study was all students of class IX at SMP Muhammadiyah 4 Palembang. The total population is 176 students, and the samples taken are 29 students from 176 students using the purposive sampling method. The use of data was carried out using a written test *pre-test* and *post-test*, and the results of the analysis showed that writing diaries improved students' writing skills. The average student score increased after applying diary writing, before applying diary writing the student's *pre-test* score could be said to be 68.55 where the average value was at intervals of 65.79 which means moderate. However, after the *post-test* was carried out using the instrument test, there were no students in the very low category with an average score of 84.4 where the average value was in the interval 80-89 which means high. This shows that the level of student's ability after applying the habit of writing books is in the high category.

Keywords: writing skill, diary writing strategy

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Introduction

In Indonesia, English is learned as a foreign language and as one of the compulsory subjects that should be learned by students, especially at the secondary school level, such as in junior and senior high school.

Linse (2005, p.98) stated writing is a productive skill because the focus is on producing information. However, when they are writing, they have more time to think about what they want to say that they are speaking. It means that writing is a partial representation of a unit of language expression. In academic work, students are often expected to provide definitions of the keywords and phrases to show their tutor that they understand these terms clearly. Academic writers generally, however, define terms so that their readers understand exactly what is meant when certain key terms are used. Writing is seen as the most difficult skill since many years ago, often people think that the success of language learning is generally seen from the ability to speak as

the main skill, while writing is underestimated.

Language learners should master the four language skills which are divided into receptive skills, such as listening and reading, and productive skills, such as speaking and writing. It means that students should be able to use English either receptively or productively. Furthermore, in real-life communication, being able to speak in English is not enough. It is because not all communication activities can be held in the form of spoken language, but they sometimes need a written form as stated by Linse, (2005, p.98) that writing can be used as a means of communication. In the global era, many aspects of life need writing skill. as a part of the requirements. One of the examples in which writing takes an important role is in the educational setting. In the educational setting, students are expected to be able to write a kind of academic writing. Therefore, schools or institutions should

provide their students with sufficient skill which are needed to face real life situations with real language use. However, based on the observation conducted by the researcher, the researcher found out that some problems appeared in English teaching and learning. That is because there are still many students who are not able to write English correctly. Among the four-language skill, they are listening, speaking, reading, and writing, the writing skills in SMP Muhammadiyah 4 Palembang should be given more attention. The teacher was aware that being able to communicate in written form is important, but she did not give enough attention to the students writing skills. Because language is a skill, the lack of practice was the problem. The teacher did not give enough writing practice both in the classroom and outside the classroom. In teaching text type, for example, the teacher has at least needed three meetings to get the students to come to the production stage. It could be inferred that the students lacked writing practice.

Moreover, the feedback given by the teacher was in the form of direct feedback. The teacher preferred to use personal feedback in which when she was correcting the students' writing, she asked the students to come and see their mistakes, then she directly gave them the correct form. This kind of feedback was considered less effective because it spent much time and not all students got the personal feedback. As a result, because it was direct feedback, the students would easily forget the correction. They just liked the things that come and go in their mind, so they could not learn from their mistakes and they even continually made the same mistakes.

Besides that, the student's motivation to write was low. Some students were extremely not confident and reluctant to write due to some

reasons. The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lack of vocabulary, grammar, and sentence organization made their ideas could not properly be conveyed. Therefore, most students seemed to be frustrated when they have to write about something.

Most students even judged themselves that they were not good at writing. They thought that they do not have talents in writing. Those kinds of thoughts often burden them and influence their attitudes toward writing. So, the result is that they try to avoid writing, and when they do write, they do not give their best.

Based on the phenomena stated the teacher needs to find alternative teaching techniques and media that can encourage and motivate the students in the writing class and also can improve their writing skills. Langan (2008, p & 2011) states that as writing is a skill, it makes sense that the more they practice writing, the better their writing will be. He also proposes that keeping a daily or almost daily journal/diary can be an excellent way to get practice in writing. Since the main problem, in this case, is that the students lacked practice, therefore diary writing can solve this problem. Through diary writing, students can keep a record of their ideas, opinions, and their stories of daily life. It may also encourage the students to become involved and interested.

This research focuses the improving the students' writing skills by using diary writing strategy at SMP Muhammadiyah 4 Palembang in Academic year 2017/2018. Therefore, the problem of this study formulated, as follow: is effective using diaries to increase the writing skill of class ninth-grade students of SMP Muhammadiyah 4 Palembang.

Literature Review

1. Writing

Writing is important to be studied because it is considered a productive skill with the process of using symbols (alphabet, punctuation, and spaces) to communicate thoughts to be a good sentence in a paragraph. Only, Writing is a sort of communication that is used by writers to express and share their ideas, feelings, and thoughts. However, writing is not only about the process of using symbols, it is also about using them to show and communicate ideas of the writer's own to readers. Based on Caroline T. Linse (2005, p.98) writing is a combination of process and product. The process refers to the act of gathering ideas and work that is presented in a manner that is polished and comprehensible to readers.

Seeing the definitions from several sources above, it can be concluded that writing, in essence, is knowledge, which is knowing what is in the mind and then poured into written form. Knowledge here is not only in the form of words or phrases but can also be in the form of images, a combination of ideas and images, and everything that is on the mind. A person's knowledge will be visible after being poured into oral and written forms. Just as you may not know what you're going to say until you say it, so you may not know what you are going to write until you write it. The statement emphasizes that writing becomes the way of knowledge.

2. Teaching writing

Brow (2001, p.341) states that as members of a literate community, people need to learn how to write. In writing learning, the teacher needs to give special treatment to facilitate the student in the learning process. The teacher should give more attention to the student in the process of writing since writing can also be considered a discovering process.

Guidance from the teacher is necessary for the student on several steps in the writing process. (p.5)

Teaching writing to the student of English as a foreign language includes reinforcement, language development, learning style, and most importantly in skill on their own. When teaching writing, the teacher guided students to give their idea on their own so that they can write them and develop their language to give reinforcement to a student from the other student.

Often, even the most fluent writers in their language need time to generate ideas and to plan what they are going to write (p.8) If the teacher going to ask them anything more substantial, he has to give them opportunities to think and express their ideas.

3. Process of writing

Writing is a tool to communicate with others and a writer can transform meaning, opinion, feeling, ideas, thoughts, or others in written form. By writing a writer can convey and send the meaning to the reader. To make the reader can understand the meanings the writer should create good writing by going through some process.

There are three stages of teaching writing:

a. Pre-writing

In this pre-writing stage, the students are getting ready to write and they are planning out what is going to be written. So, the teacher should provide more time for the student to organize the ideas that they are going to write. All writers require much time in pre-writing activity because they have to gather and generate ideas and information.

b. Whilst-writing

The activity in this stage is writing. It means that this stage includes activities that the student is going to do during the time of writing. The activities are such as drafting, revising, and editing. The

drafting consists of rough drafting and final drafting. The rough drafting focuses on when student get their ideas on paper while the final drafting focuses on when students produce their ideas on paper while the final drafting focuses on when students produce their final copy.

c. Post writing

The stage is significant for measuring the student's writing achievement. The students can share and present their writing and also the teacher gives comments and suggestions about the writing. In other words, from this stage, the teacher can see whether the students are failing or successful in writing.

d. Writing assessment

Language learners, to effectively improve their language ability, should be able to see how they learn the language. It means that evaluation is needed as the means to see how far and how effective their learning process is. This kind of technique of having the evaluation of the learning process is usually named an assessment.

4. Diary Writing Strategy

In particular, strategy is the "placement" of the company's mission, setting organizational goals by considering external and internal strengths, formulating certain policies and strategies to achieve goals, and ensuring their proper implementation, so that the organization's main goals and objectives will be achieved. It can be concluded that a strategy is an overall approach related to the implementation of ideas, planning, and execution of an activity to achieve goals and objectives following opportunities and threats within a certain time focusing on long-term goals. In addition, it can also be concluded as a work plan that maximizes strength by effectively linking organizational goals and resources to achieve organizational goals.

Furthermore, a diary is a book that contains notes about activities done and what happens every day. The diary is written in chronological order and is one of the ways we express our thoughts and personal feelings, whether pleasure, affection, respect, or feeling annoyed. Diary has two categories. First, a diary is personal or individual, or private. This diary belongs to the individual. This type of diary is created, read, and utilized by individuals. The content is related to personal matters. Therefore, other people should not read it. Second, a general diary. This diary is usually the property of an institution. This type of diary is made, read, and utilized by or on behalf of the institution. These two types of diaries can be found in everyday life. Some of the benefits of a diary include:

- a) Can relieve stress and reduce bit of material thought.
- b) As a target note.

The habit of writing a diary is an activity that is always carried out in the form of pouring ideas or feelings into a notebook, be it notes, activities that must be done, or events that are experienced every day.

1. Benefits and scope of diary book

The benefits of a diary are many, both during the writing process as well as current results or even more so in the future, several years passed. The benefits of a diary are as follows:

- a) A diary book can help someone to start immediately writing. Most authors only look at the pages of the paper which are still empty and do not know what to start composing. But when he opens the sheet of his diary, he can immediately write about something the incident that he saw this morning even though for example, it was just meeting an old friend.
- b) In the diary, one can try different writing styles and then choose the one that is best for him. They can

continue to develop writing skills in their compositions.

- c) The diary helps one understand life. Diaries are useful for writing personal experiences by paying attention to the way of expression and language that is
- d) A diary helps a person's memory. By reading a book his notes, someone can be remembered for example old friends or activities to do, and events that occur every day.
- e) A diary sharpens one's various senses. For example, after eating, it is called a very good restaurant, one can describe in detail the features of the dish in question such as its composition, aroma, and taste as well as the layout, the atmosphere can be recorded so that when, in the future, writing a story, it is necessary to display a painting about the restaurant, a diary can be recorded. quoted as necessary to provide a realistic picture.
- f) The diary is a key to past times and provides a glimpse into life. All the experiences of many years of life that are finally recorded in a diary and their meaning, now for someone can be reviewed by rereading the book.
- g) A diary makes one enjoy the process of making up. In addition, the results in the form of various important and interesting notes will be a very valuable resource in subsequent writing activities, because they provide various ideas and inspirations that can break up writing bottlenecks.

2. The benefits of writing a diary are as follows:

- a) Writing. Writing is beneficial for mental health. The University of Texas psychology professor, James W. Pennebaker, Ph.D., in his book *Opening Up: The Healing Power of Expressing Emotions* writes that “the

mental state of people who are used to expressing emotions and thoughts with how to write is more stable when compared to people who are not accustomed to writing. Active writers are better able to control stress.

- b) Sharpen taste and creativity. Maybe you don't realize when you write in your diary, you are ready to know how you feel about yourself, others, and the natural environment. Diary writers also tend to be more creative than people who never write.
- c) Writing a diary is to record history. Imagine if you are actively writing a diary from childhood, adolescence, and adulthood, until old age later. So, all the journeys of your life have been recorded, recorded as history, and will be very useful if later read by your children and grandchildren. With today's computer and Internet technology, you don't have to write diaries on paper. Many people have written diaries on computers or Internet sites, such as personal blogs, Facebook, or Google Plus. If you don't delete the online account forever, then your life history will be accessed decades or maybe even hundreds of years later.

To be able to express thoughts regularly, usually requires intensive guidance and training. Therefore, students learn to practice writing through diary writing activities according to what they have experienced in real life and are developed with explanations or descriptions according to the events or events they experience. In writing diaries, students must have a lot of vocabulary that must be stored so that the more words students have the easier it is for students to write.

5. Steps to Writing a Diary

There are various steps a diary writer can take. Following are the simple steps for writing a diary:

- a) Choosing a theme. There are several themes that you can choose as a diary theme, namely; experiences, beauty, nature, hobbies, or hobbies, about a person, social themes, ongoing events, objects around, and so on.
- b) Looking for inspiration. Inspiration can be considered diary writing material. Several ways can be done to get inspiration, for example, by determining the right and supportive time and place, observing things and events that occur, or reading.
- c) Imagination. After taking the two steps above, of course, you already have a picture of the diary that will be written, so that the picture is clearer, you can imagine freely, maybe even imagine things that have not been thought of. The imagination stage is a stage that is sufficient to determine the final result of a diary.
- d) Determining the Character. Every day hang out or meet different people the time. The uniqueness of each person's character can be used as a source of character creation in a diary, by observing the character of someone who attracts attention.
- e) Write As It Is. At first, you can write as it is, don't be afraid, just write everything that comes to mind according to your imagination, try to write until it becomes a complete diary or at least until all the contents of your mind are poured out.

According to Wiyanto's. the steps for writing a diary are as follows:

- a) Decide what you want to write down. The writing can be about an interesting event, an experience, a thought, or a feeling you had about something that day.

- b) Include the date, day, and time when the diary was written
- c) Song of interesting words so that expressive language is obtained. If you want to write about an event, try to write down the sequence of events in an orderly manner so that the storyline makes sense.

Research Methodology

This research was categorized as quantitative research applying a pre-experimental design as one group pretest, and posttest. it consisted of a single class. The one-group pre-test and post-test were represented in the following diagram:

O1 X O2

Where:

O1: Pre-test

X: Treatment

O2: Post-test

This one-group pretest-posttest research design according to Gall and Borg (2003) includes three steps, namely: (1) pretest implementation to measure the dependent variable, (2) treatment or experiment implementation, and (3) posttest implementation to measure outcomes or impact. to the dependent variable. Thus, the impact of treatment is determined by comparing the pretest and posttest score.

Population And Sample

In this study, the writer took the population of SMP Muhammadiyah 4 Palembang (class IX). The total number of the students as the population was 176 students and the sample of the study was one class or 29 students which used purposive sampling (The teacher chooses a sample of students who are dominant, active and corporate).

Technique for Collecting Data

The data collection technique used by the researcher in this study was the pretest and the posttest. The steps (procedures) for data collection to be

carried out are as follows: (1) *Initial test* (pretest). The initial test was carried out before the treatment, the pretest was carried out to determine the Indonesian language skills possessed by the students before the implementation of the habit of writing a diary. (2) *Treatment* (giving treatment). In this case, the researcher applied the habit of writing a diary in Indonesian language learning. (3) *final test (post-test)*. After the treatment, the next action was a posttest to find the habit of writing a diary.

Besides, the writer also showed the reliability and validity to collecting the data in the table 1 and table 2;

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
800	10

Table 2. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
soal_1	6.5862	4.894	.837	.742
soal_2	6.7241	4.850	.672	.756
soal_3	6.6552	5.163	.563	.771
soal_4	6.5517	5.542	.484	.782
soal_5	6.6207	5.172	.599	.768
soal_6	6.5862	5.394	.517	.778
soal_7	6.6552	5.020	.644	.761
soal_8	6.6552	5.448	.407	.790
soal_9	7.0345	7.034	-.310	.874
soal_10	6.6552	5.020	.644	.761

Technique For Analyzing Data

To analyze the data obtained from the study results, descriptive and inferential statistical analysis. The data collected in the form of *pretest* and *posttest* scores are then compared. Comparing the two values by asking questions about whether there is a difference between the values obtained between the *pretest* and *post-test* scores.

The average of the two values only, and for this purpose a technique called the t-test (*t-test*) is used. Thus, the steps for analyzing experimental data with one group pretest-posttest design are as follows:

Descriptive Statistical Analysis

The following statistics are used to analyze the data by describing or describing the data that has been collected during the research process and is quantitative in nature. The steps in the preparation through this analysis are as follows:

Calculated the average value obtained by using the following formula:

$$Me = \frac{\sum Xi}{n} \quad (\text{Arif Tiro, 2008, p. 120})$$

Description

Me: Mean

\sum : Amount

Xi: Score X to I up to score n

N: Number of Subjects

Inferential Statistical Analysis

In this study using inferential statistics, the researcher used the t- statistical technique (t-test). With the following stages:

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

Description :

Md = Mean of difference *pretest* dan *posttest*

X₁ = Study result before treatment (*pretest*)

X₂ = Study result after treatment(*posttest*)

d = Deviation of each subject

$\sum X^2 d$ = Sum of squares of deviation

N = Subject on sample

The steps in testing the hypothesis are as follows:

$$Md = \frac{\sum d}{N}$$

Description:

Md = Mean Of the difference between the *pretest* and *posttest*

$\sum d$ = Sum of gain (*posttest* – *pretest*)

N = Subject and sample

Looking for price “ $\sum X^2d$ ” by using the formula:

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

$\sum X^2d$ = Sum of sueares of deviation

$\sum d$ = Sum of gain (*posttest* – *pretest*)

$\sum^d N$ = Subject of sample

Determine price t-count by using the formula:

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

Description:

Md = Mean of difference between *pretest* dan *posttest*

X1 = Learning outcomes before treatment (*pretest*)

X2 = Learning outcomes after treatment (*posttest*)

D = Deviation of each subject

$\sum X2d$ = Sum of squares of deviation

N = Subject on sample

Define decision rules or significant criteria. Significant test rules:

If t-count > t-table then Ho is rejected and Ha is accepted, meaning that writing a diary affects improving students' writing skills in class ninth students of SMP Muhammadiyah 4 Palembang. If t-count < t-table then Ha refuses, meaning that writing a diary does not affect improving writing skills in class ninth students of SMP Muhammadiyah 4 Palembang. Determining the price of t-table Finding

the t-table using the t distribution table with a significant level.

To conclude whether writing a diary affects the increase in the writing skills of grade ninth students of SMP Muhammadiyah 4 Palembang.

Findings and Discussion

Description of English Writing Ability (*Pretest*) of Class IX SMP Muhammadiyah 4 Palembang Students Before Diary Writing Habitis Applied.

Based on the results of research conducted by research by research at SMP Muhammadiyah 4 Palembang starting March 29, 2023, data were ~~data~~ on the writing ability of class IX students with an average score of 68,55. To find the mean (average) *pretest* score for class IX SMP Muhammadiyah 4 Palembang can be seen in the table below:

Table 3. Calculations to Find the Mean (average) *pre-test* value

X	F	F.X
44	2	88
50	2	100
60	3	180
65	5	325
70	3	210
75	9	675
80	3	240
85	2	170
Jumlah	29	1,988

Based on the calculation data table to find the mean (average) *Pretest* value, it can be seen that the value of $\sum fx = 1.988$, while the value of N itself is 29. So, the average value (*mean*) is obtained as follows:

$$\begin{aligned} Me &= \frac{\sum xin}{N} \\ &= \frac{1,988}{29} \\ &= 68,55 \end{aligned}$$

According to the results of the calculation table to find the mean (*average*) value of the *Pretest*, the average value of the writing ability of

class IX students before applying the habit of writing a diary is 68,55

If the pretest results of students in class IX SMP Muhammadiyah 4 Palembang before applying the ability to write diaries are grouped into five categories, then the distribution and percentage will be obtained as in the following table

Table 4. Frequency Distribution and Percentage of *Pretest* Scores

No	Interval	Grade	Frequency	Percentage
1	0-54	Very poor	4	16%
2	55-64	Very fair	3	15%
3	65-79	Good	17	65%
4	80-89	Very good	5	20%
5	90-100	Excellent	0	0%
Amount			29	100

Based on the frequency distribution data table and the proportion of pretest result scores which can be seen in the table above, it can be concluded that the ability students at the pretest stage using the test instrument, namely 4 are in the very low category with a proportion of 16%, 3 students are in a low category with a proportion of 15%, 17 students are in the medium category with a proportion of 65%, 5 students are in the high category with a proportion 20%, and there are no students who are in the very high category with a proportion of 0%.

Judging from the results of the existing percentages, it can be said that the level of students' ability before applying the habit of writing diaries was classified as moderate.

Description of Students' Writing Skills (*Posttest*) Class IX SMP Muhammadiyah 4 Palembang Before Applying Diary Writing Habits After Applying Diary Writing Habits

During the research, there was a change in the writing ability of class IX students after being given treatment. These changes can be seen from the value of writing ability with an average value of 83,6.

To find the mean (average) post-test scores of class IX SMP Muhammadiyah 4 Palembang can be seen in the table below:

Table 5. Calculations to find the mean (average) value of the *post-test*

X	F	F.X
75	4	300
80	6	480
85	13	1,105
90	6	540
Total	29	2,425

From the *post-test* data above, it is known that the value of $\sum fx = 2,425$ N itself is 29. Then the average value (mean) can be obtained as follows:

$$\begin{aligned}
 Me &= \frac{\sum xi}{n} \\
 &= \frac{2,425}{29} \\
 &= 83,6
 \end{aligned}$$

The results of the calculation above obtained the average value of the results of the writing ability of class IX SMP Muhammadiyah 4 Palembang after applying the habit of writing a diary, namely 83.6%

If the *post-test* scores for class IX SMP Muhammadiyah 4 Palembang after applying the habit of writing diaries are grouped into five categories, then the distribution and percentage will be obtained as in the following table:

Table 6. Frequency Distribution and Percentage of *post-test* scores

No	Interval	Category	Frequency	Percentage (%)
1	0-54	Very poor	0	0%
2	55-64	Very fair	0	0,00%
3	65-79	good	4	16%
4	80-89	Very good	19	70%
5	90-100	Excellent	6	24%
Amount			29	100

Based on the data that can be seen in the table above, it can be concluded that students' writing abilities at the post-test stage using the instrument test, namely that no students are in the very low and low categories with a percentage of 0%, 4 students are in the medium category with a percentage 16%, 19 students are in the high category with a percentage of 70%, and 6 students are in the very high category with a percentage of 24%. Looking at the results of the existing percentages, it can be said that the level of writing ability of class IX SMP Muhammadiyah 4 Palembang after applying the habit of writing a diary is classified as high.

Data Analysis

1. Descriptive Statistical Data Analysis Results

The data that has been obtained is then analyzed. Following the research hypothesis, namely "If the habit of writing diaries is applied, then there is an influence on students' writing abilities in class IX SMP Muhammadiyah 4 Palembang, the technique used to test the hypothesis is descriptive statistical techniques using the t-test.

2. Inferential Statistics Data Analysis Results

The technique used to test the hypothesis is an inferential statistical technique using the t-test.

- a. Find the price of "Md" using the formula

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{8997}{29} \\ &= 310,24 \end{aligned}$$

- b. Looking for prices " $\sum x^2 d$ " by using the formula:

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 8997 - \frac{(467)^2}{29} \\ &= 8997 - \frac{218,08}{29} \\ &= 8997 - 7,520 \\ &= 1,477 \end{aligned}$$

Table 7. Analysis of *Pretest* and *Post-test* Scores

No	X1 (PRETES)	X2 (POSTTEST)	d=X1-X2	d ²
1	75	85	10	100
2	75	85	10	100
3	44	75	31	961
4	70	80	10	100
5	65	85	20	400
6	50	80	30	900
7	75	85	10	100
8	44	75	31	961
9	60	80	20	400
10	75	85	10	100
11	65	85	20	400
12	50	80	30	900
13	70	80	10	100
14	60	80	20	400
15	75	90	15	225
16	75	85	10	100
17	65	85	20	400
18	60	80	20	400
19	80	90	10	100
20	75	85	10	100
21	80	90	10	100
22	65	85	20	400
23	80	90	10	100
24	75	85	10	100
25	60	80	20	400
26	75	90	15	225
27	75	90	15	225
28	70	80	10	100
29	75	85	10	100
	1963	2430	467	8997

The steps in testing the hypothesis are as follows:

Pricing t-count

To find the t count, the researcher uses the t distribution count with a significant level = $29 - 1 = 28$, so t is obtained $0.05 = 3.01$

After obtaining t-count = 3.10 and count = 3.01, t-count > t-count 3.10 > 3.01 is obtained. So, it can be concluded that H_0 is rejected and H_a is accepted.

This means that the influence of the habit of writing a diary on the writing ability of class IX SMP Muhammadiyah 4 Palembang.

b. Determine the price t Count

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

$$t = \frac{310,24}{\frac{\sqrt{8997}}{29(29-1)}}$$

$$t = \frac{310,24}{\frac{\sqrt{8997}}{812}}$$

$$t = \frac{310,24}{\sqrt{0,01}}$$

$$t = \frac{310,24}{0,1}$$

$$t = 3,10$$

Interpretation

It is hoped that the habit of writing diaries is the step used by associating the subject matter with the environment around students so that students can understand it well. Writing a diary is a learning concept that helps teachers relate the material taught to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as members of their families and communities.

Based on the score of the results of the ability to write pretest by using an instrument test, namely 4 students are in the very low category with a proportion of 16%, 3 students are in a low category with a proportion of 15%, 17 students are in the medium category with a proportion

of 65%, 5 students are in the category high with a proportion of 20%, and there were no students who were in the very high category with a proportion of 0%. Per the average score obtained was 68.55 where the average value was in the interval 65-79 which means moderate. This shows that the level of ability before applying the habit of writing student diaries is in the medium category. However, after the post-test using the instrument test, there were no students who were in the very low and low categories with a proportion of 0%, 4 students were in the medium category with a proportion of 16%, 19 students were in the high category with a proportion of 70%, and 6 students. are in the very high category with a proportion of 24%. In accordance with the average score obtained at 84.4 where the average value is at an interval of 80-89 which means high. This shows that the level of student's ability after applying the habit of writing diaries is in the high category.

Based on the results of inferential statistical analysis using the t-test formula, it can be seen that the count value is 3.10. With a frequency (dk) of $29 - 1 = 28$ at a significant level of 0.05, t table = 3.01 is obtained, so the mole hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means that the influence of diary writing habits on the writing skills of SMP Muhammadiyah 4 Palembang students.

Conclusion

The results of the study regarding the influence of the habit of writing diaries on the writing ability of class IX students at SMP Muhammadiyah 4 Palembang, can be interpreted based on the writing ability of class IX students before being given treatment in the form of the habit of writing diaries indicating that the level of students' writing ability is in the very low category. Based on the score of the results of the pretest writing

ability using the test instrument, namely 4 students are in the very low category with a proportion of 16%, 3 students are in the low category with a proportion of 15%, 17 students are in the medium category with a proportion of 65%, 5 students are in the category high with a proportion of 20%, and no students who are in the very high category with a proportion of 0%. Per average score obtained is 68.55 where the average value is in the interval 65-79 which means moderate. This shows that the level of ability before implementing the habit of writing students' diaries is in the medium category. However, after the post test was carried out using the instrument test, there were no students who were in the very low and low categories with a proportion of 0%, 4 students were in the medium category with a proportion of 16%, 19 students were in the medium category. high category with the proportion of 70%, and 6 students. are in the very high category with a proportion of 24%. In accordance with the average score obtained of 84.4 where the average value is in the interval 80-89 which means high. This shows that the level of students' ability after applying the habit of writing diaries is in the high category. the average (pretest) was 68.55%. However, after being given the treatment (posttest) of the habit of writing diaries, students' writing skills increased or were in the high category as seen from the average value of 83.62%.

Suggestion

Based on findings related to the results of research regarding the influence of diary writing habits on writing skills in class IX SMP Muhammadiyah 4 Palembang, several suggestions are put forward as follows: (1) For Teacher of English, especially SMP Muhammadiyah 4 Palembang teachers are advised to apply the habit of writing diaries to arouse students' interest and motivation to study. (2) For Researchers are expected to be

able to develop the habit of writing this diary by applying it to other materials to find out whether other materials match this learning model to achieve the expected goals. (3) For prospective researchers, will be able to develop and strengthen the habit of writing diaries and strengthen research results by reviewing them in advance and being able to conduct more successful research.

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