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Keeping Journal Writing To Improve The Writing Ability Of The Tenth Grade Students Of Man Aek Natas In The Academic Year 2020/2021

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ABSTRACT

Since years ago, people often think that writing is the most difficult skill. Limited in grammar, difficult in word choice and afraid in making mistakes are some reasons why writing viewed as difficult skill. These also made most of the students on MAN Aek Natas that has good facilities in support the English learning process precisely has a low ability in writing that proved by the score of 52, 4 under the KKM score. This research is conduct to improve the writing ability of the tenth grade students MAN Aek Natas by keeping journal. The purpose of this research is describes whether there is or no significance progress in the students writing ability of the tenth grade students MAN Aek Natas after keeping journal writing. This study belongs to experimental research with pre-test and post-test design. This study focus on applying journal writing to the tenth grade students MAN Aek Natas based on learning journal on Hiemstra (2001) concept and adding by the writer's own develop. After getting treatment, students are tested in the post-test. The result of post test showed that the students stand on the categorize of "Good" from the mean score 58,2 into 80,5 with to 8,04 > tt 2,04 on the level of significance 5% and degree of freedom 34 (n-1).

Keywords: Writing Ability, Keeping Journal, Improve Writing Ability

INTRODUCTION

Writing is viewed as the most difficult skill since years ago. People often think that the success of language learning is seen generally through the speaking ability as the primary skill while writing is slighted. That is because they felt that writing is so difficult to do. As my experience on the field experience program in SMA 1 Jekulo Kudus, most of the students feel that writing is not easy thing to do, even it is so difficult. Whereas, MAN Aek Natas is one of the MAN Aek Natas that has good facilities to support the teaching learning process, they have more than five English teachers and the luxury language laboratory. It can be proved by the score of English lesson especially in writing topic that the teacher shown, the mean of the tenth grade students' score is 39,84, while after getting remedial test the mean of their score is 52,45. After discussed with the English teacher and observed the tenth grade students these difficulties caused by some reasons, the first is that they have lack of practice, afraid in making mistakes and they experienced the difficulty in choosing the correct word, arranged the word, the lack of vocabulary, and limited in grammar understanding.

These conditions often stressed the students so that they feel more difficult in writing. Actually the problems encountered can be faced by add more occasions to the students to get practice in writing but in fact, the teacher also the students often believe the old orientation that the success of English learning is regard from speaking ability. Whereas the writing skill is a development process that demands an experiences, times, opportunities, training, and ideas that expressed clearly and organized attractively. (Tarigan, 2009: 9). With regard to this phenomenon, therefore this research conducted to less the problem encountered by the students in writing process by conducting an experimental on applying journal in teaching writing as students' assignment. There are several reasons why keep a journal is chosen as very interesting thing to apply as writing treatment. First, journal is a simple thing but it has a significance impact.

METHODOLOGY

This research belongs to quantitative quasi experimental research uses pretest-treatment-posttest designs. The population of this research is all the tenth grade students of

MAN Aek Natas, while the subject of investigation of this research is the tenth point three grade students (X.3) of MAN Aek Natas which choose by random sampling technique. The number of students is 38, while the sample here is the students who get pre-test and post-test which is consist of 35 students. The treatment of this research is keeping journal writing. The treatment of this research will be a strategy to increase the writing ability of the students by keeping a journal. The journal that use is based on the concept of Learning Journal which is the teacher give the article or topic to be write as Hiemstra (2001) said that learning journal is hand written in notebook or on a pad of paper that usually use to find a recording device to make comfortable and enhances frequent writing by give stimulation by reading course material or talking with fellow students. Beside use the concept of learning journal based on Hiemstra (2001), I also make some development in applying learning journal. The group would be treated to master the writing ability by giving articles to be commended or making a new text based on the genre material that they have learned and write it down into their journal. The instrument of this research is test, the system scoring of the test is based on the criteria of system scoring by Brown (2003). To analyze data, it is used an analyzes statistical descriptive with count mean, median modus and also the deviation standard. While to analyze the differences between the result of writing ability before and after keeping journal.

FINDINGS AND DISCUSSION

There are two important things that should be discussed clearly in this section; the level the writing ability of the tenth grade students of MAN Aek Natas before keeping a journal and the level of the writing ability of the tenth grade students of MAN Aek Natas after keeping journal. Based on the calculation score of the writing ability of the tenth grade students of MAN Aek Natas before keeping journal writing it is found that the lowest score is 37 and the highest score 78.

The result above showed that most of the students were influenced by keeping journal writing as a treatment. It occurs because the students free up to express their imaginations then they pour it out into the written form. More over, I found that

keeping journal writing is not only increasing their score in writing, but also improving the power of imaginations that have a big impact in their vocabulary building. For example, one of the students who show that she has a wild imagination after keeping journal, she change the Cinderella story who loss her shoe because she was in a hurry in order not to back home before mid night into the Cinderella who loss her open-toe slipper because she was slip of banana.

Keeping journal writing is the ideal medium for initiating writing activities because keeping journal force and stimulated students' imagination and thought which stimulated students' creative writing. The data of the writing ability of the tenth grade students of MAN Aek Natas before keeping a journal writing shows that the mean is 58,2 and the deviation standard is 10,73. It indicates that before keeping journal writing the students have less ability in writing. While after keeping journal writing the mean score of the students is grow into 80,85 and the deviation standard is 13,08. During my observation, the increasing writing achievement is only work on the students who keeps journal seriously, while the other who not really serious in writing journal are get a bad mark. But this is not always happening of all, because I also found the students who get a good mark in pre-test but in post-test they get a low. It may happen because they choose the different topic in pre-test and post-test while they have not enough preparing in writing it. In the other word, they only fetching up in one and try not to develop their imagination in the other one.

The result of experiment shows that the hypothesis of the research is accepted. Based on the calculation of t-test with the level of significance 5% from the degree of freedom ($df=n-1$) 35-1, t-table (tt) 2,04, the t-observation (t_o) obtained is 11,96. On other words, t-observation is higher than t-table ($t_o > tt$). Therefore, the Null Hypothesis (H_o) that states that there is no significant progress of the writing ability of the tenth grade students of MAN Aek Natas after keeping journal writing is rejected. In detail, after keeping journal writing, the mean is 80,85 and it is categorized as "Good". It is higher than the mean of the writing ability of the students before keeping journal writing that is 58,2 or categorized as "Less". Thus, the hypothesis research that

states there is significant difference of the writing ability of the tenth students of MAN Aek Natas after keeping journal writing is accepted.

During the experiment, I found that most of the students were still get difficulties in using vocabulary and grammar. It was indicated that during the treatment in teaching learning process, the made many mistakes in constructing the sentence (the whole, idea, concept, vocabulary, and grammar). But, later they can minimize their mistakes practicing writing in their journal. Students not only forced to write by the topic given, but they also have freedom to correct their friends' journal under the teacher guidance. Based on the research finding and the explanation above, I make sure that keeping journal writing is effective and works well in improving the writing ability of the tenth grade students of MAN Aek Natas.

CONCLUSIONS

Completing this research, It is shows that the writing ability of the tenth grade students of MAN Aek Natas after keeping journal is categorized as "Good" with the mean 81 and deviation standard 13,08 from the mean 58 and deviation standard 10,73 before keeping journal writing. Not only that, during the treatment also found that keeping journal help the students to less their fears in making mistake by express their wild and innermost imaginations because they have full freedom in expressing their thoughts. Thus, it is conclude that keeping journal writing proved as effective medium in improving students writing ability and the hypothesis research is accepted. Because of the success of this research, it's suggested to the English teacher to use this media in improving the students writing ability, teacher also should help the students to develop their idea in writing and it can be do by giving a topic to make them focus on what they write and also arousing the students' motivation to reduce their fear in writing. the success of English learning is not only come from the teacher work, it is also need the students awareness, so the students also should breaking out their feeling that writing English is difficult to do, they should be able express their imaginations to make a creative writing.

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