



**THE USE OF DIARY WRITING METHOD  
TO IMPROVE STUDENTS' WRITING RECOUNT TEXT ABILITY  
(An Experimental Research at the Tenth Year Students  
of SMA N 12 Semarang in the Academic Year 2011 – 2012)**

a final project

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by

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## ABSTRACT

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Key words: diary, writing, recount

This final project is based on the research study which attempts to examine the use of diary writing method in improving students' writing recount ability.

Writing in our first language is relatively difficult, while writing in the foreign language is far more difficult. Therefore, a lot of practice is needed to improve writing skills and get a better mastery of them. Since the students do not get enough writing session in classroom activities, another method should be applied to provide them more chance to write to improve their skills in writing.

The diary writing is believed by I can help the students to get more writing chance because they can write every day in a pleasing situation that makes them feel freely to write and the teacher can give them feedbacks by their writing products. Diary writing also connects to the aim of the research to improve students' ability of recount text since diary is written in form of recount, that is telling the activities or experiences happened. By the more opportunities acquired by the students, their writing improvement will be the result.

I assumed that the students can improve their writing ability by practicing the language as much as possible. The main purpose of the research was to find out the effectiveness of diary writing in improving the students' mastery of writing recount text. Based on that purpose, I wanted to find out whether diary writing can be an alternative in teaching the students' mastery of writing recount text, in line with the mastery of using past tense.

The research was conducted in SMA N 12 Semarang, for the tenth grade students in the first semester of academic year 2011/2012. This study was an experimental research with pretest-posttest control group with one treatment. Two groups of students were taken as the subjects in the research. The first group acted as the experimental group (X-7) and the other acted as the control group (X-6). Before being given the treatment, those two groups were given the pretest. The posttest was given after conducting the treatment to investigate the effectiveness of the treatment.

These two groups, control and experimental, had two tests during the research; pretest and posttest. The control group scored 54.45 in the pretest and

73.09 in the posttest, while the experimental group scored 55.75 in the pretest and 79.19 in the posttest. The result of  $t$ -value of mean difference in the pretest is 0.520 and the  $t$ -table was 1.69. It means that  $t$ -value is lower than  $t$ -table ( $0.52 < 1.69$ ) while the result of  $t$ -value of mean difference in the posttest is 2.76 and the  $t$ -table was 1.69. It means that  $t$ -value is higher than  $t$ -table ( $2.76 > 1.69$ ). Therefore, the research finding reveals that there was significant difference between the results of both groups in the posttest. By the result of students' scores and the statistical analysis we can see that the experimental group students got better achievement after they were treated using diary writing method.

Based on the data analysis, it is concluded that the strategy by using Diary Writing Method is effective to apply for the grade X of SMA N 12 Semarang in the academic year 2011/2012 since the strategy helps the students solve their problems in writing recount.

