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Improving Student's Writing Skill Of Recount Text Through Diary Writing For Tenth Grade At Sma Swasta Kampus Nommensen Pematangsiantar

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Abstrak

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan kesulitan siswa dalam menulis teks prosedur di kelas X SMA Swasta Kampus Nommensen Pematangsiantar dan penyelesaiannya melalui media buku harian. Metode penelitian ini dirancang sebagai penelitian kuantitatif. Subjek penelitian ini adalah siswa kelas X-2 dan X-3 yang berjumlah 50 siswa. Teknik pengumpulan data yang digunakan adalah tes menulis. Peneliti memilih media alternatif untuk membantu siswa meningkatkan keterampilan menulis teks recount dengan menggunakan buku harian. Setelah dilakukan pemeriksaan data, diketahui bahwa skor kumulatif untuk tes tata bahasa sebesar 1.246 dengan rata-rata 49,84. Sebaliknya, tes menulis memperoleh skor total 1.610 dengan rata-rata 64,40. Hasil penelitian ini menunjukkan adanya hubungan yang kuat antara kedua ranah tersebut, dengan koefisien korelasi sebesar 0,127 yang menunjukkan korelasi yang cukup tinggi, karena nilai yang berkisar antara 0,00 hingga 0,199 menunjukkan adanya hubungan yang kuat.

Kata Kunci: *Buku harian, Teks Recount, Kemampuan Menulis*

Abstract

This research aims to determine and describe students' difficulties in writing procedural texts in the tenth grade of SMA Swasta Kampus Nommensen Pematangsiantar and completion through diary media. This research method is designed as a quantitative research. The research chose students of grades X-2 and X-3 as the subjects of this research, consisting of 50 students. The technique used in collecting data was a writing test. The researcher chose alternative media to help students improve their recount text writing skills by using diaries. Upon examining the data, it was revealed that the cumulative score for the grammar test amounted to 1,246, resulting in a mean of 49.84. In contrast, the writing test yielded a total score of 1,610, with an average of 64.40. The findings unveiled a robust connection between these two domains, with a correlation coefficient of 0.127, signifying a notably high correlation, as values ranging from 0.00 to 0.199 indicate a strong association.

Keyword: *Diary; Recount Text; Writing Skill*

INTRODUCTION

English stands as a global lingua franca, embraced by nearly every nation as a first, second, or foreign language. For many years, it has served as the cornerstone of international communication. In Indonesia, English is recognized as a foreign language and is mandated to be taught in schools, starting from elementary education all the way through to university level.

To master the English language, one must cultivate four essential skills: speaking, reading, listening, and writing. These linguistic abilities are not only interconnected but also mutually reinforcing. Among these, writing stands out as a vital competency that every student should develop. It serves as a powerful medium through which a writer expresses thoughts, experiences, knowledge, and information (Yuce, 2020: 133). Writing is inherently a creative endeavor; it demands the interpretation of experiences, texts, or events to convey meaning. As Tarigan (2013: 23) eloquently points out, the essence of writing lies in the response or engagement it seeks to elicit from the reader.

The English language encompasses a diverse array of 13 distinct text types, each serving a unique purpose. These include spoof, anecdote, review, discussion, procedure, hortatory and analytical exposition, explanation, news item, report, narrativem recount, and descriptive texts. This research focuses specifically on recount texts, which convey information about past events. As noted by Sianipar et al. (2020: 121), recount texts retell occurrences from the past, structured in a coherent and logical sequence.

The findings from the SMA Swasta Kampus Nommensen research internship program in Pematangsiantar for the year 2022 reveal a concerning trend: students exhibit a lack of

understanding when it comes to composing recount texts. The assessment results highlight several key challenges. Firstly, students find it difficult to select appropriate topics. Secondly, they encounter obstacles in grasping the fundamental structure of recount texts. Thirdly, there is a noticeable struggle with the grammatical conventions employed in these texts. Fourthly, a limited vocabulary hampers their ability to express ideas effectively. Lastly, students frequently overlook the essential use of punctuation and capitalization.

In order to address this challenge, the researchers have chosen to utilize an alternative medium: the diary, as a tool to enhance students' skills in composing recount texts. Diaries are frequently employed in student activities, serving as personal repositories where many students document their daily experiences (Baene et al., 2021: 30). Beyond mere record-keeping, diaries foster the development of ideas and creativity (Rusi et al., 2024: 117). By drawing upon the rich tapestry of their own experiences captured in their diaries, students can effectively cultivate and refine their writing skills. The writer believes that this medium will not only inspire students but also significantly aid them in their writing endeavors. The researchers chose this strategy with the conviction that it would significantly bolster students' abilities in crafting recount texts. By guiding students in the art of storytelling, they are empowered to cultivate their ideas and refine their writing skills. This approach enables them to effortlessly express their narratives, skillfully structuring their recounts with chosen words.

Drawing upon the insights and context provided, the researchers aim to choose a suitable medium for teaching diary writing in the classroom, with the objective of enhancing students' writing skills. The research is titled "Improving Student's Writing Skill of Recount Text Through Diary Writing For Tenth Grade At SMA Swasta Kampus Nommensen Pematangsiantar".

RESEARCH METHOD

The research design serves as a crafted blueprint that organizes the research and enhances its practicality, ultimately aimed at addressing the research question grounded in the evidence available (Cohen et al., 2018: 173). This investigation adopted a quantitative approach, employing deductive reasoning to examine relationships and assess cause-and-effect dynamics. It engages large sample sizes and conveys findings through numerical data and statistical analyses (Ary et al., 2014: 27). As noted by Fraenkel et al. (2012: 275), a quasi-experimental design is a robust methodology, as it allows the researcher to administer different treatments to distinct samples and subsequently compare the outcomes. The primary objective of this research is to evaluate the effectiveness of diary writing in teaching

recount texts in one class against a traditional media approach in another. This research used non-equivalent control group design, employing a purposive sampling strategy to select participants.

Fraenkel et al. (2012:20) elucidate that the population, or the collective of interest to researchers, encompasses the broader group to which the findings will be applicable. In this research, the population consisted of all students in Class X at SMA Swasta Kampus Nommensen Pematangsiantar for the academic year 2023/2024, totaling 120 students. As noted by Fraenkel et al. (2012:20), a sample refers to a subset of individuals from whom data is gathered, typically involving the selection of specific participants. For this research, purposive sampling was employed, with two classes chosen as samples: Class X 2 served as the experimental group, comprising 30 students, while Class X 3 functioned as the control group, also consisting of 30 students.

The grammar assessment was conducted through multiple-choice questions, where each correct response earned one point while incorrect answers receive none. The researchers applied a scoring formula as outlined by Arikunto in Narvika (2021:37) to calculate the total grammar score. In contrast, the writing component was evaluated using Brown's (2001:256) writing scoring rubric. By leveraging this rubric, the researchers enhanced the efficiency of the evaluation process, systematically assessing various aspects of students writing based on established performance criteria. Through this comprehensive approach, the research aimed to provide valuable insights into the relationship between grammar mastery and writing achievement.

Upon gathering data from both assessments, the researchers analyzed the information to explore the potential relationship between students' grammar proficiency and their writing performance. The analysis was conducted through a systematic steps, which included evaluating the students' test scores, calculating the mean score, determining the frequency of the test results, and employing the Pearson Product Moment formula to assess the correlation between grammar and writing test outcomes.

RESULT AND DISCUSSION

The data were gathered from a cohort of 25 participants, all of whom were enrolled in the same class. Participants' performance was evaluated through two assessments: a multiple-choice grammar test and a writing task in which they were invited to recount their experiences from their "last holiday." The following section presents the scores achieved in both the Grammar and Writing tests.

a. Grammar Assessment

Researchers administered grammar assessment in multiple-choice format to the students of class X-2. The evaluation comprised a grammar test presented in a multiple-choice format, derived from narrative texts. Below, we present a table detailing the students' scores in this grammar assessment.

Table 1. Grammar Scores.

No	Students' initial name	Grammar Scores (X)
1	A.B	66
2	C.D.S	46
3	C.W.T	26
4	C.A.S	60
5	D.P	66
6	E.N.S	73
7	E.S.M	93
8	E.A.S	26
9	G.P	13
10	G.S	46
11	I.M	80
12	J.P	60
13	K.S	53
14	K.S	73
15	K.H	66
16	O.T	20
17	P.T	40
18	R.A.S	20
19	R.A.P	40
20	R.H.S	26
21	R.S	60
22	S.S	60
23	W.N	33
24	Y.L.S	60
25	Y	40
Total		1246

In the recent grammar assessment, 21 students struggled to meet the expectations, while 2 managed to achieve the minimum competency criteria. Notably, one student distinguished him/herself with a commendable score, and another excelled with outstanding performance. The cumulative score for the test reached total of 1246.

To determine the average score of the students, the researcher employed formula to divide the cumulative score by the total number of students. Presented below is the mean score for students in the context of English past tense.

$$x = \frac{\sum x}{n} = \frac{1246}{25} = 49,84$$

b. Writing Assessment

In order to collect data for the writing assessment, the researchers invited the students of class X-3 to compose a recount of memorable holiday experience. The evaluation of this writing exercise is inherently subjective, drawing on the framework established by Brown (2001: 256).

Table 2. Writing Scores.

No	Students	Aspect of Writing					Score of writing
		C	O	G	V	M	
1	G.M	4	4	3	3	3	86
2	R.P	2	2	1	2	3	54
3	A.C.P	4	3	3	3	2	80
4	A.A.S	4	4	4	2	1	82
5	BD	4	1	4	3	4	83
6	C.A.L	1	0	2	1	2	30
7	C.V.S	3	3	3	3	1	70
8	D.K.S	1	3	3	2	1	65
9	D.P.S	3	3	3	3	1	70
10	D.S	3	1	1	2	4	50
11	D.A	1	3	3	3	3	60
12	D.L.A.L	1	1	2	3	2	44
13	D.A.N	1	0	0	1	3	20
14	F.D.A	1	2	1	1	2	30
15	G.B.S	4	1	4	3	4	84
16	IDY	1	0	2	1	2	30
17	I.P	3	2	3	3	4	73
18	J.A.A	4	4	3	3	3	86
19	J.S	4	4	3	3	3	86
20	K.V.S	3	4	4	4	4	92
21	M.M	3	4	3	1	1	64
22	M.H.R	4	1	4	3	4	83
23	M.A	4	3	2	4	1	76
24	M.F.A	4	3	3	3	2	80

25	N.S.B	1	0	2	1	3	32
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The average score achieved by students on the writing test aligns perfectly with the mean score derived from their use of the English past tense.

$$y = \frac{\sum x}{n} = \frac{1610}{25} = 64,40$$

To gain a comprehensive insight into the average scores reflecting the students' grammar proficiency and writing abilities, please refer to the figure below.

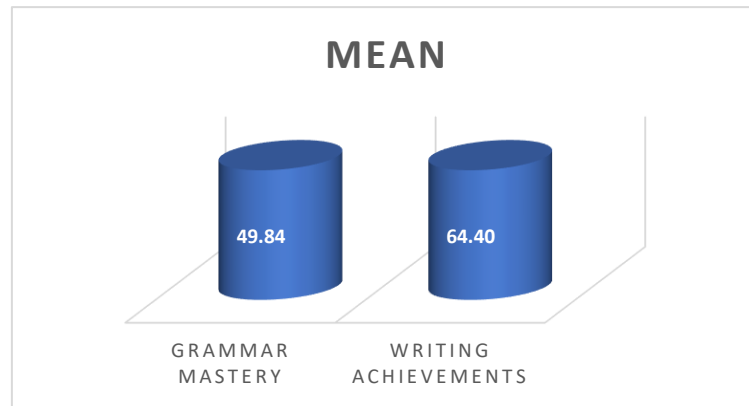


Figure 1. Students' Grammar Mastery and Writing Achievements Mean.

Table 3. Frequency and rate percentage of Students' scores (Grammar).

No	Categories	Frequency (F)	Percentage (%)	Classification
1	91-100	1	5,5%	Excellent
2	81-90	1	30,5%	Very Good
3	71-80	2	19,4%	Good
4	61-70	8	13,9%	Fair
5	51-60	5	11,3%	Poor
6	<50	8	19,4%	Very Poor
Sum		25	100	

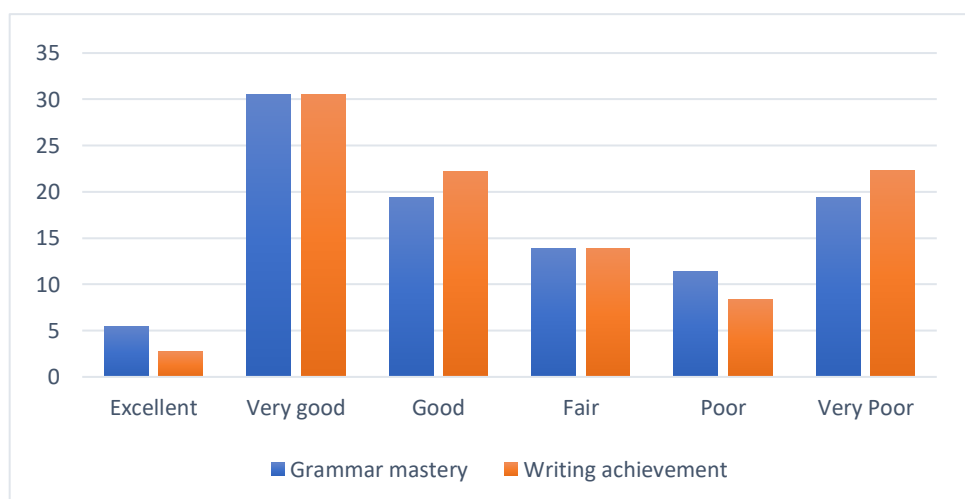
The data presented in this table clearly highlighted the performance distribution among students: 5.5% of students, or just 1 individual, achieved an excellent performance; 30.5%, also representing 1 student, demonstrated a very good performance; 19.4%, equivalent to 2 students, were rated as having a good performance; 13.8%, amounting to 8 students, received a fair rating; 11.4%, or 5 students, exhibited a poor performance; and finally, 19.4%, encompassing 8 students, were categorized as having a very poor performance.

Table 3. Frequency and rate percentage of Students' scores (Writing).

No	Categories	Frequency (F)	Percentage (%)	Classification
1	91-100	1	2,7%	Excellent
2	81-90	9	30,5%	Very Good

3	71-80	4	22,3%	Good
4	61-70	3	13,8%	Fair
5	51-60	2	8,4%	Poor
6	<50	6	22,3%	Very Poor
Sum		25	100	

The table presented above revealed a compelling distribution of student performance: 2.7% achieved excellence, 30.5% demonstrated very good capabilities, 22.3% displayed good skills, while 13.8% were rated as fair. Additionally, 8.4% were classified as poor, and another 22.3% fell into the very poor category. Complementing this data, the chart below illustrated the percentages reflecting students' mastery of grammar alongside their writing achievements.



Analysis of Correlation between Grammar and Writing

No	Students' initial	X	Y	XY	X ²	Y ²
1	A.B	66	86	5676	4356	7396
2	C.D.S	46	54	2484	2116	2916
3	C.W.T	26	80	2080	676	6400
4	C.A.S	60	82	4920	3600	6724
5	D.P	66	83	5478	4356	6889
6	E.N.S	73	30	2190	5329	900
7	E.S.M	93	70	6510	8649	4900
8	E.A.S	26	65	1690	676	4225
9	G.P	13	70	910	169	4900
10	G.S	46	50	2300	2116	2500
11	I.M	80	60	4800	6400	3600
12	J.P	60	44	2640	3600	1936
13	K.S	53	20	1060	2809	400

14	K.S	73	30	2190	5329	900
15	K.H	66	84	5544	4356	7056
16	O.T	20	30	600	400	900
17	P.T	40	73	2920	1600	5329
18	R.A.S	20	86	1720	400	7396
19	R.A.P	40	86	3440	1600	7396
20	R.H.S	26	92	2392	676	8464
21	R.S	60	64	3840	3600	4096
22	S.S	60	83	4980	3600	6889
23	W.N	33	76	2508	1089	5776
24	Y.L.S	60	80	4800	3600	6400
25	Y	40	32	1280	1600	1024
		ΣX	ΣY	ΣXY	ΣX^2	
	N=25	1246	1610	78952	72702	ΣY^2 113409

Pearson Product Moment formula :

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N \Sigma X^2 - (\Sigma X)^2 [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{25 \cdot 78952 - (1246)(1610)}{\sqrt{25 \cdot 72702 - (1246)^2 [25 \cdot 113409 - (1610)^2]}}$$

$$r_{xy} = \frac{1973800 - 2006060}{\sqrt{[1817550 - 1552516][2835225 - 2592100]}}$$

$$r_{xy} = \frac{32260}{\sqrt{[265034][243125]}}$$

$$r_{xy} = \frac{32260}{\sqrt{[64436391250]}}$$

$$r_{xy} = \frac{253843}{32260}$$

$$r_{xy} = 0,127$$

In light of the preliminary calculations, the researcher applied Pearson product-moment correlation formula, denoted as r_{xy} . The variables employed in this formula include: N, representing the total number of students; ΣX , cumulative grammar scores; ΣY , aggregate writing scores; and ΣXY , total derived from multiplying the grammar scores by the writing scores. Additionally, ΣX^2 signifies the sum of the squared grammar scores. The manual computation yielded r_{xy} value of 0.127, suggesting a very weak correlation between grammar and writing achievement, which is categorized within the range of 0.00 to 0.199..

The subsequent step involves assessing the significance of the variables by employing the significance test formula to calculate $r_{xyr_{\{xy\}}}$.

$$\begin{aligned}
T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,127\sqrt{25-2}}{\sqrt{1-0,127^2}} \\
&= \frac{0,127\sqrt{23}}{\sqrt{1-0,016129}} \\
&= \frac{0,127 \times 4,79}{\sqrt{0,983}} \\
&= \frac{0,60}{0,991} = 0.605
\end{aligned}$$

The findings presented above reveal a correlation coefficient of $r_{xy} = 0.127$. The value of 0.605 suggested that this research rejected null hypothesis (H_0) and accepted alternative hypothesis (H_1). This indicates a favorable correlation between students' grasp of past tense grammar and their achievement in writing recount texts.

Findings

The researcher computed the average scores for the students' grammar and writing assessments by aggregating all the scores and dividing by the total number of participants. Upon examining the data, it was revealed that the cumulative score for the grammar test amounted to 1,246, resulting in a mean of 49.84. In contrast, the writing test yielded a total score of 1,610, with an average of 64.40. To explore the relationship between grammar proficiency and writing achievement, the researcher employed a correlation formula. The findings unveiled a robust connection between these two domains, with a correlation coefficient of 0.127, signifying a notably high correlation, as values ranging from 0.00 to 0.199 indicate a strong association.

Discussion

The research findings were examined through the framework of writing and grammar theory, linking them to a broader discussion on the subject. Grammar plays a pivotal role in the art of writing, as it fosters the creation of clear and effective sentences that resonate with readers. Mastery of grammatical principles is essential for the coherent organization of ideas within written work. When students encounter challenges with grammar, it can significantly impede their writing abilities. As noted by Souisa and Yanuarius (2020: 1121) and Lutfulloyevna (2023: 67), grammar serves as the foundation for constructing sentences that convey precise meanings. This aligns with Harmer's assertion (in Rasul and Suseno, 2018: 192) that grammar is instrumental in word formation. The researchers observed that students who possess strong grammar skills tend to excel in their writing, particularly in recount texts. Conversely, difficulties with grammar can detrimentally impact the quality of their writing. Chen (2016: 617) emphasizes that an emphasis on grammar within writing instruction can enhance language skills, ultimately leading to improved communication. The researchers concluded that a solid understanding of a language's structure enables students to critically analyze their writing. When students grasp grammatical concepts effectively,

they are better equipped to organize their sentences into clear and meaningful texts.

The research revealed a compelling relationship between grammar proficiency and writing effectiveness through the use of quantitative analysis. Employing a correlational design, the result demonstrated that students' grammar skills play a crucial role in determining their writing success. To elucidate this connection, the researcher applied a specific formula: $T_{table} = (a/2: n-k-1)$. Here, "a" denotes the significance level, "n" signifies the sample size, and "k" refers to the number of variables. For instance, when calculating $(0.05/2: 25-2-1)$, researchers arrived at $(0.025: 22) = 0.011$. A significant correlation existed when T-table exceeded T-count, illustrating that 0.011 surpasses 0.605.

The findings of this research resonate closely with those of Narvika (2021), which identified a correlation coefficient of $r = 0.127$, suggesting a notable relationship. However, a key distinction emerges in the interpretation of these results. While Narvika characterized the correlation within the range of 0.0 to 0.199 as low, this research interprets the same correlation of 0.127 as very low, also placing it within that same range. Thus, while both studies acknowledge a correlation, the significance attributed to it diverges, highlighting the nuanced nature of correlation analysis in this context.

CONCLUSSION

This research aims to explore the relationship between students' grasp of grammar and their writing proficiency among 11th graders at SMA Swasta Kampus Nommensen Pematangsiantar for the 2024/2025 academic year. Emphasizing the mastery of the past tense and the composition of recount texts, this research utilized targeted assessment tools to uncover this connection. The research instruments consist of a multiple-choice grammar test and a writing assignment requiring students to craft a recount text centered on their "last holiday." Research findings indicate that a significant majority of eleventh-grade students excel in both grammar and writing skills.

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