

# Improving students' writing achievement of recount text through weekly journal

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## ABSTRACT

This research aimed to investigate whether there is an improvement in students' writing achievement of recount text because of the implementation of a weekly journal. This research was quantitative research with pre-test and post-test design. The population of this research was tenth-grade students of SMK SWADHIPA 2 NATAR in the academic year 2021/2022 with 33 students of X TKJ 1 as the sample. The instrument used in this research was written test used pre-test and post-test to collect the data. The data were analyzed by using Paired sample t-test showed the significant value of .000 and the standard of hypothesis testing is  $\alpha \leq 0.05$ . The data analysis confirmed that there is an improvement in students' writing achievement because of the implementation of the weekly journal since  $\alpha \leq 0.05$  ( $\alpha = 0.05$ ).

**Keywords:** *Writing achievement, weekly journal, recount text.*

## I. INTRODUCTION

Writing is one of the important skills in English that need to be mastered besides reading, speaking, and listening. This skill gives the chances to the students in elaborating their ideas and writing down what they want to write with their own style of language. According to Marpaung, Regina, and Wardah (2015:2) writing is an instrument to express thought, feelings, opinions, and ideas about certain experiences. However, there are still struggle that comes from teacher and students. Sometimes students already have the main idea about what they want to write, but they are still confused about how to pour that idea in their writing, even they are still confused about how to start writing. Because of that, some common errors still happen in writing such as grammar error, usage/contextual error, spelling, and punctuation error. Therefore, it is hard for the teacher to teach writing because students have some of the students think that writing is a difficult skill in English. In line with that, Mettaningrum, Dantes, and Saurnajaya (2013) stated that college students felt it difficult to find ideas and they cannot develop their idea into a good coherent paragraph and the problem in grammar also worsens their writing produce. This can also be the reason why writing still becomes one of the difficult skills in English. That problem also effects their writing achievement.

Troyka (1987:3) stated that writing is a way of communication to express writers' feeling or convey their messages to readers. However, not all the EFL students have comprehended the technique, or they have not even heard about that yet. To anticipate that, students need to be given more knowledge about writing and its aspects so that they will realize their mistake in writing, and it will help them to step by step improve their writing achievement. However, the use of appropriate technique also needed to teach the students. The appropriate technique is useful to make them more active and motivated in learning.

Marpaung, Regina and Wardah (2015) conducted research entitled "*Teaching Writing Recount Text through Personal Journal Writing*". The result of the study shows that personal Journal writing can be a good alternative in teaching writing recount text on the tenth-grade students of SMAN 3 Pontianak and in other schools which have similar characteristics to SMA Negeri 3 Pontianak. Yurekli and Afacan (2020) in their research "*Journal Writing and Diary Journal Writing Effects on Students' Writing Proficiency and Student and Teacher Attitudes*" found that Journal Writing and Diary Journal Writing help students to practice and develop their writing skills by engaging in authentic writing within a more flexible environment and help the teacher more realizes what is happening under the surface of a class.

Journal writing assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings, and writing focused arguments, Walker (2006). Based on those benefits, journal writing will enhance students' reflection in writing, building their critical thinking, and give the space for them to show their personal feeling. Kamberi (2012) stated that one issue that teachers keep asking themselves is about how to provide feedback on student's writing and how effective each type of feedback is. Journal writing, basically, can facilitate the teacher a media to give the feedback to the students. The research conducted by Prastya (2018) about students' reaction of teacher's feedback on weekly journal also strength the benefits of this technique. One of the findings found that feedback in the weekly journal activity gave the students satisfaction on learning.

However, the result conducted by Cahyono (1997) about *Effectiveness of Journal Writing in Supporting Skills in Writing English Essay* showed that journal writing did not support students' skills in writing English essay. That was proven by the result of the statistical analysis. Considering that there are some different results from the different previous studies, the writer will conduct research entitled "*Improving Students' Writing Achievement of Recount Text through Weekly Journal*" to know further whether there is an improvement in students' writing achievement because of the implementation of weekly journal.

## II. METHODS

This research was quantitative method with pre-test and post-test design. The research aimed to find out whether there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal. The population of this research was the tenth-grade students of SMK SWADIPHA 2 NATAR with the sample 33 students of X TKJ 1. The sample was chosen by using cluster random sampling. This research used writing test as the instrument to measure the students' writing achievement of recount text. The tests were measured by using scoring rubric. Then, the data were analyzed by using Paired Sample T-test.

## III. RESULTS AND DISCUSSIONS

### Result

The researcher conducted the pre-test and post-test in the form of writing test to find out whether there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal. The frequency distribution of the pre-test and the post-test can be seen in the table below:

**Table 1. Frequency Distribution of Students' Writing Achievement in Pre-test**

		NUMBER			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58.00	1	3.0	3.0	3.0
	58.50	1	3.0	3.0	6.1

60.00	1	3.0	3.0	9.1
61.00	1	3.0	3.0	12.1
61.50	1	3.0	3.0	15.2
62.50	1	3.0	3.0	18.2
63.50	1	3.0	3.0	21.2
64.00	1	3.0	3.0	24.2
65.00	1	3.0	3.0	27.3
65.50	1	3.0	3.0	30.3
66.00	2	6.1	6.1	36.4
66.50	1	3.0	3.0	39.4
67.00	3	9.1	9.1	48.5
67.50	3	9.1	9.1	57.6
68.00	3	9.1	9.1	66.7
68.50	1	3.0	3.0	69.7
69.00	4	12.1	12.1	81.8
72.00	1	3.0	3.0	84.8
72.50	2	6.1	6.1	90.9
74.00	1	3.0	3.0	93.9
74.50	1	3.0	3.0	97.0
75.00	1	3.0	3.0	100.0
Total	33	100.0	100.0	
Mean	66.98			
Median	67.50			
Minimum	58.00			
Maximum	75.00			

The distribution of the data shows the students' score range from 58.00 until 75.00 and it shows the minimum score is 58.00 and the maximum score is 75.00. The table also shows the mean scores which is 66.98 with the median 67.50.

**Table 2. Frequency Distribution of Students' Writing Achievement in Post-test**

	SCORE	SCORE			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	70.50	1	3.0	3.0	3.0
	71.00	1	3.0	3.0	6.1
	72.00	1	3.0	3.0	9.1
	73.00	1	3.0	3.0	12.1
	74.00	1	3.0	3.0	15.2
	74.50	2	6.1	6.1	21.2
	75.50	3	9.1	9.1	30.3
	76.00	2	6.1	6.1	36.4
	76.50	1	3.0	3.0	39.4

77.00	2	6.1	6.1	45.5
77.50	2	6.1	6.1	51.5
78.50	1	3.0	3.0	54.5
79.00	1	3.0	3.0	57.6
79.50	1	3.0	3.0	60.6
80.00	1	3.0	3.0	63.6
80.50	2	6.1	6.1	69.7
81.00	1	3.0	3.0	72.7
81.50	1	3.0	3.0	75.8
82.00	1	3.0	3.0	78.8
82.50	2	6.1	6.1	84.8
83.00	2	6.1	6.1	90.9
84.50	1	3.0	3.0	93.9
85.50	1	3.0	3.0	97.0
86.00	1	3.0	3.0	100.0
Total	33	100.0	100.0	

  

Mean	78.27
Median	77.50
Minimum	70.50
Maximum	86.00

The table shows the minimum score of the students is 70.50 while the maximum is 86.00. Meanwhile, the mean score is 78.27 with the median 77.50. As a conclusion, it can be justified that the students' mean scores improved because of the implementation of weekly journal.

To test the hypotheses, the researcher used Paired sample t-test and the result can be seen as follows:

**Table 3. Paired Sample Statistics**

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	66.9848	33	4.31293	.75078
	POST-TEST	78.2727	33	4.13085	.71909

**Table 4. Paired Sample T-Test**

		Paired Differences						Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		df
					Lower	Upper			
<b>Pair</b>	<b>PRE-TEST-POST-TEST</b>	-11.28788	5.59440	.97386	-13.27157	-9.30419	-11.591	32	.000

The table shows the mean score of both pre-test and post-test after counted by using SPSS 25 version. The mean score of pre-tests is 66.98 while the mean score of post-tests is 78.27. It also shows the significance (2-tailed) is .000 and it can be concluded that  $H_1$  is accepted because the significant value is less than 0.05 ( $\alpha < 0.05$ ). The mean shows the gain score from the pre-test and post-test which is -11.29. In addition, the test statistic for the paired sample t-test is -11.591. From the significant value and gain score, it can be justified that there is significant improvement in students' writing achievement of recount text because of the implementation of weekly journal.

### Discussion

The finding of this research showed that the mean score of post-tests is higher than pre-test where the mean score of pre-tests was 66.98 meanwhile the post-test was 78.27. According to the finding, it can be concluded that weekly journal can be a good alternative to improve students' writing achievement of recount text because almost all the students' scores and writing aspects in post-test have improved higher than in pre-test. Moreover, the computation of the data by using Paired Sample T-test also shows the similar result. It was supported by Tuan (2010). The research also required students to write journal weekly and it gave the satisfying result since it showed that journal writing could improve students' writing skill in terms of fluency and accuracy. Suprianti, Tantra, and Padmadewi (2013) also supported that students who were taught using journal writing performed better than students in writing workshop technique. The feedback of the researcher in students' journal also gave the contribution in the improvement of their scores. Yurekli and Afacan (2020) stated that the function of the teacher is important such as delivering feedback to the students. The researcher tried to give positive and motivated feedback in students' journal. From those explanations, it can be concluded that that

there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal in grade X TKJ 1 SMA SWADHIPA 2 NATAR.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

Based on the analysis and the interpretation in the previous chapter, it can be concluded that the implementation of weekly journal could improve students' writing achievement of recount text. Teaching writing by using weekly journal could make students easier in generating and organizing the ideas when they write. Weekly journal which the benefits are freedom of expression and value of reflection makes students feel free to express experiences and perceptions they would readily write about in their native language. Therefore, the researcher claimed that weekly journal is a good alternative in teaching writing especially for teaching writing recount text.

##### **Suggestions**

The English teacher could use weekly journal as a technique of teaching writing since the result of the research has given the evidence that weekly journal can be effective to improve students' writing achievement of recount text. Weekly journal is very useful for students. The researcher suggests the students to keep writing journal even though there is no task from the teacher to enhance their critical thinking and reflection. Future researchers are recommended to continue and improve the implementation of weekly journal by giving the students more time to write their weekly journal to make their writing better.

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