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3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
INDONESIA

PROCEEDINGS

Hosted by :

- Faculty of Teacher Training and Education
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3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES**

**5, 6 June 2015
Bandar Lampung University (UBL)
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PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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DEVELOPING STUDENTS' WRITING SKILL BY DIARY WRITING HABIT

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ABSTRACT- Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of English skills that should be mastered by the English language learners (Harmer, 2004; Meyers, 2005). To develop and improve students' writing skill, diary can be used as one of teaching media (Ningrum, Rita & Hastini, 2013). The paper presents a preliminary study on developing the writing skill of the students by diary writing habit. The participants in the research are the 4th semester students, Teacher Training and Education Faculty, English Education Program, Bandar Lampung University. It is found that the habit is useful to develop the students' writing skill.

Keywords: Writing skill, writing diary, English skill, teaching media,

1. INTRODUCTION

Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of English skills that should be mastered by the English language learners (Harmer, 2004; Meyers, 2005). According to Ningrum, Rita and Hastini (2013), to develop and improve students' writing skill, diary can be used as one of teaching media. By writing diary in English, the students can practice writing English. In the diary, they can write about anything in daily life. The research, then, focus on developing the students' writing skill by diary writing habit in Teacher Training and Education Faculty, English Education Program, Bandar Lampung University. It is a preliminary study and take some students as the participants.

2. MATERIALS AND METHOD

The participants are four students (DW, RS, KR, and YP) at the fourth semester, Teacher Training and

Education Faculty, English Education Program, Bandar Lampung University. DW and RS are in experimental group, and the others, KR and YP, are in control group. The data were collected from the following tests:

- Pre-test, to find out their writing before the treatment given.
- Post-test, to find out their writing after the treatment given.

The treatment is asking the students in the experimental group to write diary for seven days. In the control group, the students are not asked to write the diary. In the pre-test and post-test, the students are asked to write a recount text. Those texts are scored by following the scoring rubric of writing given in Table 1 (Ningrum, Rita & Hastini, 2013:6). Thus, both tests were conducted to measure the students' improvement in writing skill and to know the effectiveness of diary writing as a teaching medium.

Table 1: Scoring Rubric of Writing

No	Writing Components	Score	Explanation
1	Content	3	Relevant and adequate answer to the task set
		2	For the most part answer the task set, though there may be some gaps or redundant information
		1	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
		0	The answer bears almost no relation to the task set. Totally inadequate answer.
2	Organization	3	Overall shape and internal pattern clear.
		2	Underlying structure not sufficiently controlled.
		1	Some of organizational skills in evidence, but not adequately controlled.
		0	Organizational skill adequately controlled.
3	Vocabulary	3	Very little organization of content
		2	No apparent organization of content
		3	Almost no inadequacies in vocabulary for the task.
		2	Only rare inappropriacies and/or circumlocution.
		2	Some inadequacies in vocabulary for the task
		1	Perhaps some lexical inappropriacies and/or circumlocution.
		1	Frequent inadequacies in vocabulary for the task.
		0	Perhaps frequent lexical inappropriacies and/or repetition.
		3	Vocabulary inadequate even for the most basic parts of the intended communication.
		2	
		1	
		0	

4	Grammar	3 2 1 0	Almost no grammatical inaccuracies Some grammatical inaccuracies Frequent grammatical inaccuracies Almost all grammatical pattern inaccurate
5	Mechanics	3 2 1 0	Almost no inaccuracies in punctuation and spelling Some inaccuracies in punctuation and spelling Low standard of accuracy in punctuation and spelling Ignorance of conventions of punctuation and almost all spelling inaccurate

3. RESULT AND DISCUSSION

The mean scores for the writing components evaluated from the students' writing in the pre-test and post test for both experimental and control groups are shown in Table 2 and Table 3 respectively. From the total of the mean scores, it is seen that in the pre test, the experimental group has lower scores than the control group (10,5 < 11), but in the post test, it is higher

(13,5 > 11). It is seen that writing diary has good influence on the students' writing.

Then, students' scores are calculated with the following formula:

$$S = \frac{T}{M} \times 100 \quad (1)$$

Where S: Score; T: Total; M: Maximum Score

Since the maximum score is 15, then the score in each group can be calculated. The result is given in Table 4 and Table 5.

Table 2: Total of Mean Scores in Pre-test

Group	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Experimental	2,5	2	2	2	2	10,5
Control	3	2	2	2	2	11

Table 3: Total of Mean Scores in Post-test

Group	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Experimental	3	2,5	3	2	3	13,5
Control	3	2	2	2	2	11

Table 4: Students' Pre-test Score in Experimental Group

No	Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score
1	DW	3	2	2	2	2	11	73
2	RS	2	2	2	2	2	10	67
	Mean	2,5	2	2	2	2	10,5	70

Table 5: Students' Post-test Score in Experimental Group

No	Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score
1	DW	3	3	3	2	3	14	93
2	RS	3	2	3	2	3	13	87
	Mean	3	2,5	3	2	3	13,5	90

Further, t-test is conducted to see if the influence is significant in the experimental group by following the formula (Arikunto, 2010).

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

Where t : t-test score

Md : mean deviation

$\sum x^2 d$: sum of square deviation

N : number of students

Mean deviation is calculated with the following formula.

$$Md = \frac{\sum d}{N} \quad (3)$$

Where

Md : Mean score

$\sum d$: The total score of deviation.

N : Number of students

Square deviation is calculated by using Formula.

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N} \quad (4)$$

Where:

$\sum x^2 d$: the sum of square deviation

$\sum d$: the sum of deviation

As seen in Table 6, it is found that the influence is significant (t-value > t-table).

Table 6: T-test in Experimental Group

No	Students	Score		Deviation $D = (X_2 - X_1)$	D^2	Md	$\sum X^2 d$	t-value	t-table
		Pre-Test (X_1)	Post-Test (X_2)						
1	DW	73	93	20	400	20	400	1.73	1.64
2	RS	67	87	20	400				
	Total	140	180	40	800				

4. CONCLUSION

In this preliminary study, it is found that writing diary has good influence on the students' writing and the influence is significant.

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