IMPROVING STUDENT'S WRITING SKILL BY USING DIARY AT MTS AL-FATTAH MOJOKERTO

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Abstract— This study used the classroom action research (PTK) method, with a sample size of 24 students at MTs Al-Fattah Mojokerto for the 2022/2023 academic year. By using diary media to train students' writing skills, the research instruments were questionnaires, sheets, field notes, tests, and documentation. The data analysis technique in this study was the average pretest and posttest scores. if in cycle I there are several students who are not successful then the researcher holds cycle II and if in cycle II it is still not fulfilled then the researcher continues to cycle III, if it is felt that cycle III has been fulfilled then the cycle can be stopped. The results in this study the researchers completed in cycle III with satisfactory results, because in cycle I and cycle II it was felt that they did not meet the score set by the researcher.
Keyword : Writing skill,classroom action reaserch.

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INTRODUCTION

Writing is very important nowadays. Whether he is a writer or not, writing skills should be possessed by everyone. Why should it be? Here reasons why writing is important. Nietzsche, the 19th century German philosopher, said, more or less, that every poet (in fact: every writer) was dissatisfied with reality. And because he is dissatisfied with reality, he seeks to change reality, the results being more bearable, more acceptable, and more satisfying for him—and probably for everyone else.(Statistisi 21:2020)

This relationship is closely related to the meaning as a form of explanatory sentence of the main sentence. The closer and more logical the relationship between the sentences, the easier it will be for the reader to understand the series of meanings presented.

Cohesion, according to the Big Indonesian Dictionary, is the attachment between elements in a syntactic structure or discourse structure with conjugation, repetition, duplication, and deletion markers. In addition to having a logical relationship between sentences, paragraphs have the attachment of building elements as markers. These elements are closely related because they refer to the reference of the previous sentence. If coherence refers to the meaning reference, the cohesion reference is the elements of sentence structure markers, for example He still goes to school even though it is raining.

The problem in this class is the low ability of students to write, this can be proven by the results of the scores listed in the distribution of questionnaires in the form of diaries. In writing diaries there are still a lot of irrelevant vocabulary written by students, so the scores obtained are not effective. from these results can be evidence obtained by researchers in determining the problems that exist in the class.

Meanwhile writing is now considered something that can be done to appreciate oneself, as well as pouring out their feelings in the well-known diary that has long been used to write down the feelings of each individual. besides that this activity is very tiring if some of these people don't really like the world of writing, this is only natural, seen in this era of globalization, many people prefer to open their gadgets and then write their feelings there. Writing does have special advantages. Widodo and chasanah (1993) stated that complex problems can be explained clearly and systematically through writing. Figures, tables, graphs, and schematics can be presented easily through writing. Writing is also easier to reproduce through the help of production technology. Written works have stronger evidence.

Several experts have provided many definitions of writing. Writing is more than putting spoken language into written form. This is in line with Brookes and Grundy (2000: 1) who state that "written language is considered by someone as spoken language which is poured into written form. Moreover, the notion that writing is putting spoken language into written form only applies to activities such as taking dictations or transcribing recordings."

Meanwhile, Harris (1993:10) states that "writing is a process that occurs within a certain period of time, especially if we take into account, sometimes there is an extension of the thinking time that

precedes the initial drafting". He further stated (1993: 122) that writing is a complex activity. It is essential for learning, for personal development, and for achievement in the education system. Teachers need to make a constant effort to find the best ways to help students find fulfillment as writers.

According to Hedge (1998: 19), "writing is a process. In fact, it is a complex process with concurrent member operations. In addition, some writers seem to have a much better understanding of how to make the process work effectively for them and therefore produce more successful writing." From the definitions above, we can conclude that.

Writing is a process that involves complex and fundamental activities for an education system that take place simultaneously to produce successful written works. Another definition comes from Byrne (1997: 1) who states that writing is the act of forming letters or combinations of letters: making marks on a flat surface. It is more than the production of graphic symbols, just as speech is more than the production of sounds. Symbols must be arranged according to certain conventions to form words, and words must be arranged to form sentences. From the above understanding it can be concluded that writing is the production of graphic symbols which must be arranged according to certain rules to form meaningful words, sentences, and other things.

From all the explanations above, it can be concluded that writing is a complex process and activity to compile and produce a form of writing in which the writer uses certain conventions from various aspects of language (spelling of words, sentence structure, punctuation, etc.) sequentially. to express ideas, thoughts, opinions, and feelings so that people, as readers, can understand.

"Skill", according to Webster (1968: 50), means technical competence without insight or understanding or ability for further elaboration or development. Another definition comes from Hornby (1979:820) which states that "skill" is the ability to do something well. From the above ideas, writing skills are then defined as technical competencies to compose and produce written forms in which the writer uses certain conventions of linguistic aspect variables (word spelling, sentence structure, punctuation, etc.) to express ideas, thoughts. , opinions, and feelings so that people as readers can understand them.

Educational activities are the most important activities in all important efforts in the quality of social life. Education is a human effort to fulfill their needs and form a more civilized life. Through learning activities, educational goals will be achieved, namely in the form of developing behavioral potential in students, both in terms of knowledge (cognitive), skills (psychomotor), and attitudes or affective (Sugianto, 2022). Learning is also a process of correlation between humans, either with other humans or with their environment. The current curriculum applies the basis of thinking about the future, namely the 21st century by having a knowledge-based society, science and competence for students (Susilowati, 2020).

REASERCH METHODS

The design of the research is classroom action research. Classroom action research is carried out with the aim of improving or increasing the quality of learning that occurs in certain classes. Classroom action assessment will be successful if there is cooperation between teachers and students at school. Starting from identifying existing conditions and continuing with finding the causes of these conditions.

In this research, the researcher wanted to improve the writing skills of the 8th grade students of MTs Al-Fattah Mojokerto by using the diary writing method with the research subjects being students of class 8-A, and taking place in the class of MTs Al-Fattah. Mojokerto, with the reason that this class is being studied because on average they have low writing skills, this is evidenced by the results of the tests given that have not reached a score of 85%. Classroom Action Research (CAR) is a variety of learning research in the classroom context that is carried out by teachers to solve learning problems faced by teachers, improve the quality and learning outcomes. and try new things in learning to improve the quality and learning outcomes.

According to Aqib (2011) classroom action research is research conducted by teachers in their classes through self-reflection with the aim of improving their performance so that student learning outcomes can increase, namely research designed to solve real problems. problems experienced by teachers and students in the classroom, so that the research design that is made is actually carried out in the classroom, including data collection, analysis, interpretation, research results, and application of research results. Everything is done in class and felt by students. From this statement it can be concluded that this research is to improve and improve students' ability to understand the material being taught, then determine actions to overcome it. correct grammar for grade 8 students of MTs Al-Fattah Mojokerto for the 2022/2023 academic year.

The population of class VIII students at MTs Al-Fattah Mojokerto for the 2022/2023 academic year totaled 24 students, so the total research population was 24 students. The sample is part of the number and characteristics of the research population. In this research, diary media was used to hone students' writing skills Reaserch Instrument

The instrument used in this study was data collection in class action research (CAR), namely observation sheet instruments, questionnaires/questionnaire sheets, field notes, tests, and documentation. The method used is qualitative and uses a diary as a medium to train students' writing skills. this lesson. The instruments used in this study were diaries and written tests that would be given to students as tools to measure students' listening achievement. Researchers use data, researchers do not use instruments to determine students' writing abilities. The researcher asked the students to write down their ideas and personal experiences in the form of writing in diaries.

Student Activity Observation Sheet Observation

This technique is used to observe the implementation of existing cycles in classroom action research. In this study observations were made during the teaching and learning process using research instruments that had been created with the aim of obtaining data on how the use of media diaries can influence students' interest in learning to write in learning English. in class 8 Mts. Al-Fattah Mojokerto for the 2022/2023 academic year.

Field notes contain the impressions and conclusions of the research in the form of descriptive narratives. Field notes describe the activities of students and teachers at the beginning to the end of learning. Field notes are used to record events and findings that occurred during the PTK research process in cycles I & cycle II.

The test is used to measure students' writing skills in following the learning process. The test is in the form of an evaluation and end-of-cycle test which will be used as feedback to find out the extent to which diary writing influences the learning interest of grade 8 students at Mts Al-Fattah Mojokerto for the 2022/2023 academic year.

Documentation is used to document classroom learning by using the diary method in its implementation, collecting data on attendance, test scores, student assignment scores and other matters related to research. Documentation was obtained from the subject teacher when carrying out class activities with students.

Data Analysis

The data will be analyzed by taking the average pretest and posttest scores. Furthermore, the researcher will compare the pretest and posttest scores after being given the treatment applied. Then the results are matched with the minimum standard in this semester, namely 72. If from cycle I there are several students who are not successful, then the researcher wants to hold the next cycle, namely cycle II, if cycle II is considered unsuccessful. meet the desired standard, the researcher will repeat in cycle III. The minimum cycle in PTK (Classroom Action Research) is three cycles. If in cycle III all students succeed, then the cycle can be stopped until cycle III.

This chapter discusses how this research was conducted. This chapter describes several findings and discussions regarding the application of the writing method using a diary to improve students' writing skills. The aim of this research is to get some information in some terms. First, to find out the increase in students' writing skills at Mts Al-Fattah Mojokerto through guided writing. Second, this research is to find out the phenomena that occur when teachers teach writing through writing. Third, this research is to evaluate the strengths and weaknesses of guided writing in teaching writing. This research was conducted in three cycles.

Each cycle in this study consists of a series of steps, namely identifying problems, planning actions, carrying out actions, observing or monitoring actions, evaluating and reflecting on the results of observations, and revising plans. The presentation of the research results described in this chapter

is divided into three parts, namely introduction, research results, and discussion.

CONCLUSION AND RECOMMENDATION

Based on the results of learning for three cycles, the researcher wants to convey the conclusion that writing skills can be improved through diaries in class VIII MTs Al-Fattah Mojokerto, as follows:

Diary media can improve the reading ability of class VIII students, MTs. Al- Fattah Mojokerto from the pre-test to cycles I, II and III. The average value of pretest to posttest I was 74 to 89 in posttest II and 98 in posttest III. In cycle I there were 34% of students who passed the exam and in cycle II there were 68% and Cycle III 98% of students who scored > 90. This means that the results of cycle III have reached indicators of success, namely > 80% of students.

The diary strategy can increase the learning activities of class VIII students of MTs Al-Fattah Mojokerto. In the first cycle of student learning activity by 34%. While in cycle II student learning activities reached 68%. and in cycle III it has reached indicators of success, namely > 70%.This means that the strategy can increase student learning activities.

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