

## USING PERSONAL JOURNAL TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS WRITING SKILL

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### Abstrak

*Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan menulis siswa dan untuk mengetahui efektivitas penggunaan jurnal pribadi untuk meningkatkan keterampilan menulis siswa dan untuk mengetahui respon siswa terhadap kata penggunaan jurnal pribadi untuk meningkatkan keterampilan siswa. Desain penelitian dalam penelitian ini adalah pra eksperimen dengan menggunakan metode kuantitative. Instrumen penelitian ini adalah tes (tes awal dan tes akhir) dan angket. Penelitian ini terdiri dari 5 pertemuan termaksud perlakuan. Sampel penelitian ini adalah kelas VII yang berjumlah 30 siswa, 26 laki-laki dan 14 perempuan. Hasil penelitian ini menunjukkan skor rata-rata siswa pada tes awal adalah 51,30 dan skor rata-rata tes akhir adalah 69,53. Disimpulkan bahwa persentase tingkat dalam tes akhir lebih tinggi dari persentase tingkat dalam pra-test dalam pengajaran keterampilan menulis. Hal ini didukung dari hasil uji normalitas statistic jika nilai signifikansi (2-ekor) < 0.05, maka  $H_0$  ditolak dan  $H_a$  diterima. Disisi lain jika nilai signifikansi (2-ekor) > 0.05, maka  $H_0$  diterima dan  $H_a$  ditolak. Ini berarti bahwa itu adalah peningkatan yang signifikan dengan menggunakan personal journal. Tanggapan siswa melalui kuesioner bahwa peneliti dapat menyimpulkan bahwa siswa responsive dan mampu meningkatkan siswa dalam pembelajaran keterampilan menulis dengan menggunakan personal journal.*

**Kata kunci:** *Personal Jurnal, Keterampilan menulis, Respon siswa*

### Abstract

The objective of the research was to find out the effectiveness of using personal journals and to find out the student's responses to using a personal journal to improve students writing skills. The research design in this research was pre-experimental by using a quantitative method. The instrument of this research was a test (pre-test and post-test) and a questionnaire. The research consisted of 5 meetings including treatment. The sample of this research was class VIII of 30 students, 26 males, and 14 females. the research of this research indicated that 'the mean score on the pre-test was 51,30 and the mean score of the post-test was 69,53. It concluded that the rate percentage on the post-test was higher than the rage percentage in the pre-test in teaching writing skills. It was supported by the result of the statistical normality test if the value of significance

(2-tailed)  $< 0.05$ , then  $H_0$  was dejected. And  $H_a$  was accepted. On the other hand, if the value of significant (2-tailed)  $> 0.05$ , then  $H_0$  was accepted, and  $H_a$  was dejected. It means that there was a significant improvement in using personal journals. The students responded through a questionnaire researcher concluded that students were responsive and able to improve students learning and writing skills by using a personal journal.

**Keywords:** *Personal journal, writing skill, student's response.*

## INTRODUCTION

There were four skills to studying English, Listening, Speaking, Reading, and Writing skills. Each skill was closely related to language processes. Language reflects someone's mind, more proficiency in the language, it was a clear way of thinking. Skills can only be acquired and mastered through practice and a lot of training. Practice language skills also mean training skills. The four language skills, language skills that were difficult for the participants to master students were writing skills, including writing personal experiences (narratives), although seems easy there were still many students who admit difficulties. There were many reasons they start from an idea and didn't know how to start writing it. Based on the factors mentioned above, students needed fresh approaches to learning English, and an alternative method of instruction was suggested as one way to help them develop their text-recounting writing skills. The writer chose a personal journal strategy to address the issue of enhancing students' ability to create recount texts out of the many teaching strategies available. You might want to write about something you witnessed, a person, a place, a memorable childhood experience, various responses to a situation, a current issue, a goal, an ethical dilemma, or anything else that has captured your interest. Now, returning to the problem statement above, the research's objective is as follows: determining the effectiveness of using personal journals to help junior high school students with their writing and finding out how the students feel about using personal journals to help junior high school students with their writing.

Writing is a skill that should be taught, according to the revered Al-Qur'an. Who taught (man) with the pen, as Allah clarified in the verse? He taught them things they did not know (Q.S. al-'Alaq: 4-5) If we interpret this verse's meaning, many people will mistakenly believe that Allah teaches people how to write. But the true one of these messages from Allah SWT, Allah does not directly teach the human, but they are taught by another human that has ability comes from Allah. It implies that writing was crucial for knowledge development. The two words qalam above are closely linked, even though the Qur'an wording does not follow a certain order. Many tools, like a pen, a typewriter, a computer, paint, etc., can be used when writing. The researcher concludes that writing is a means of human communication from the evidence presented above. Everyone can convey thoughts, emotions, knowledge, or anything else that exists in their mind through writing text. One of the fourth language skills is writing. Writing has a basic nature. Of this component, writing is one of the skills that cannot be possessed by every individual. Especially writing is academic terms such as scientific papers, research reports, and others. To have the same opinion about writing the researcher will be giving some definitions from some experts.

Fultami, (2018) and Syam, M., Yunus, M. (2021) that writing is the activity of communicating something by using language to write, with specific intentions and considerations to achieve what is desired. From this case, it can be concluded that writing is an

activity that uses writing to convey information and information to others. When writing, a person uses intelligible written symbols. On paper, ordinary writing was done with implements like pens or pencils. But with current technological advancements, writing can also be done on a computer or laptop. The researcher can conclude that writing is the process of turning thoughts into written symbols that connect to transmit our thoughts, feelings, or anything else that enters our minds and exists in writing based on some of the aforementioned points. Writing is mostly used for communication.

According to Feliks, Semiun, and Nalley 2019, There are no "native-like" criteria for academic writing, which teachers must make clear to their pupils. To improve students' writing proficiency, we must explicitly teach the writing processes and the targeted tactics when teaching writing. Learning about the many methods of teaching writing helps writing instructors. However, teachers must realize that simply teaching the rhetorical strategies of the various genres and assisting students with idea development and planning will not be sufficient to help students improve their writing. The socio-cognitive approach to writing, which considers the expectations of readers, socio-cultural contexts, and the thought processes involved in organizing, preparing, and writing/revising essays, should also be taught to students by teachers. Students need to understand that writing was a complex, recursive activity, according to their teachers. We must reread and edit our writing to proceed. A decent piece of writing has to be revised numerous times. Both beginning and seasoned authors should bear in mind this. According to Raudatus(2020), The step an author takes to create anything in its ultimate written form is known as the writing process. He also emphasized that organizing our writing requires deciding what to write. Drafting is the first. The final draft was therefore created once we have reviewed and edited our work. The planning, drafting, editing, and final version phases make up the four key parts of the writing process.

According to Firmansyah, Syarifuddin, S., Yetty, & Astiantih, Susi, (2022) place where you record events and thoughts. Also called a personal diary, notepad, log, and dairy. Journaling is a common practice among writers to capture observations and explore concepts that could later be expanded into more formal essays, articles, and stories. Even if one has no aspirations to become a published author, keeping a journal is a practice that many seasoned authors maintain. Journals serve as a repository for thoughts, feelings, deeds, and other potential essay or story material. Recount texts are one of the types of texts that junior high school students need to learn, according to the 2013 School-Based Curriculum. The author thinks that recall texts are those that are so intimately connected to students' lives that they frequently provide personal anecdotes. According to Cholipah 2014, The objective of a text recount is to provide the listener with a description of what occurred and when it occurred. Text recounts often retell historical events in the order in which they occurred.

## **METHOD**

The pre-experimental methodology employed in this study included a pre-test-post-test group design. To produce more accurate post-treatment outcomes, learning was tested before and after therapy and compared to a pre-treatment context. The researcher's designs were pre-test and post-test; as a result, the design is known as pre-test and post-test design. The researcher used these designs to describe the effects of treating two different, tried personal journals. This research was conducted at SMP Kartika 22 Makassar, which is located at Pampang 2 on Kec. Panakkukang, Kab.Kota Makassar, Prov. Sulawesi Selatan. The members of the students were

30 students by the suggestion of the master of the boarding school. One sampling method that is frequently employed in scientific research was purposive sampling. Purposive sampling's primary goal is to create a sample that might be logically regarded as representative of the population (Mukhsin 2017). The subject of this research was eight (8B) grade students of SMP Kartika XX-2 Makassar which consisted of 30 students. The data analysis got from the Writing test was analyzed by using Paired T- Test analysis through spss program Statistic. The data got from the questionnaire be analyzed qualitatively all the data would be explained deeply.

## FINDINGS AND DISCUSSION

Based on the results of the study that used personal journals as a medium in the classroom, the information gathered through the exam, as described in the finding section above, revealed that the student writers' abilities had greatly improved. The data on the table for the pre-test and post-test indicated that the mean writing score was 51,30 and 69,53, respectively. Following scoring, the researcher discovered that the student's writing abilities had improved and that the post-test had been more accurate than the pre-test. The researcher discovered that the significant (2-tailed) value is now 0.00 0.05 based on the paired sample test result table above. This signifies that the alternative theory put out by the researcher is accepted. The researcher concluded that using a personal journal helped pupils improve their writing abilities. by textual recall. From the discussion above, it can be concluded that students' writing skills at VIII B grade students of MTS Kartika XX-2 Makassar can be improved in writing skills by using personal journals. This conclusion is based on the researcher's analysis of the positive response toward using personal journals among the VIII grade students of SMP Kartika XX-2 Makassar, which was done using a liker scale. Thirty survey takers from May 2022 completed the questionnaire. The study's findings about the perspectives of using a personal journal to advance writing skills have seven main points.

**Table 1.** The Classification Pre-Test and Post-Test Score

No	Classification	Score	Pre-test	Post-test
1	Excellent	96-100	-	-
2	Very Good	86-95	-	1
3	Good	76-85	1	11
4	Fairly Good	66-75	5	8
5	Fair	56-65	3	5
6	Poor	36-55	16	5
7	Very Poor	0-35	5	-

*(Primary Data: The Researcher 2022)*

Based on the data above, showed that the rate percentage of the students' score of students' writing comprehension before treatment was fair because most of them were in the fair classification. The table shows the score of students after treatment using the personal journal Method it can compare that the score after using Personal Journal is bigger than before using Personal Journal, and the classification of the score above describe in the table below.

## Normality Test

According to Widana, (2020) Shapiro Wilk Test is a method of calculation formula data distribution created by Shapiro Wilk. The Shiro Wilk method is an effective and valid normality test method used for small samples of less than 50 samples. The result of the normality test method was used for small samples of less than 50 samples. The result of the normality test can be seen as follow:

**Table 2.** Test of Normality

Shapiro-Wilk		
Statistic		Statistic
Pre-test	.955	30
Post-test	.929	30

*Lilliefors Significance Correction*

Based on the output table “Test of Normality” in the Shapiro-Wilk test section, it knows that the value of Significant for the Pre-Test value was 232, and the Post Test value of 047. Because the value is gathered more than 0.05, it can be concluded that the Pre-Test and Post Test data values are normally distributed.

### Paired Sample T-Test

To determine if the average of two paired samples differs, the paired sample t-test was utilized. According to Singgih, Santoso., (2014), The significant value (sig) of the SPSS output result serves as the basis for the following guidelines for decision-making in the paired sample t-test.  $H_a$  is accepted and  $H_0$  is rejected if the significance (2-tailed) value is less than or equal to 0.05. However, if the Significance (2-tailed) value is more than 0.05,  $H_0$  is accepted and  $H_a$  is directed. The following are the result of the paired sample T-test in table 3.

**Table 3.** Paired Sample Test

Paired Differences					
	95% Confidence Interval of the Difference		T	df.	Sig. (2-tailed)
	Lower	Upper			
Pretest-Posttest	-22.508	-13.958	-8.723	29	.000

*Source IBM SPSS 26*

The value of significant (2-tailed) is known to be  $0.00 > 0.05$ , hence  $H_0$  is directed and  $H_a$  is accepted based on the "Paired Sample Test" output table above. Thus, it can be stated that there is a considerable impact of using a personal diary on writing skills since there is an average difference between Pre-test and Post-test learning outcomes. Based on the results of the study that used personal journals as a medium in the classroom, the information gathered through the exam, as described in the finding section above, revealed that the student writers' abilities had greatly improved. The data on the table for the pre-test and post-test indicated that the mean writing score was 51,30 and 69,53, respectively. The researcher discovered after calculating the score that the pupils' writing abilities had improved and that the post-test was superior to the pre-test. The researcher discovered that the significant (2-tailed) value is now  $0.00 > 0.05$  based on the paired sample test result table above. This signifies that the alternative theory put out by the

researcher is accepted. The researcher concluded that using a personal journal helped pupils improve their writing abilities.

There are seventh main points in the study perceptions in using a personal journal to improve writing skills. The first is "Learning to write English using a personal journal can effectively improve students learning abilities". The data saw that 77% of students chosen strongly agreed and 23% agree. This means that learning personal journals can effectively improve students writing skills. So, the researcher suggests teachers apply the method of using a personal journal to help improve students writing skills and become an effective method used in learning for students. Second, "Learning to write English through personal journals can increase students' enthusiasm for learning". The data shows that using a personal journal is effective in increasing student enthusiasm for learning English. For the data saw 70% of students chosen strongly agreed and 30% agree. This means that using a personal journal is effective to improve students' interest in English learning. So, the researcher assumed this method is good to apply in learning English. Third, "Learning to write English through personal journals makes students more interested in English lessons". The data shows that using personal journals made students interested in learning English. The data saw that 60 % of students chosen strongly agreed, 23% agree and 17% disagree. Only 17% of student didn't interest. So, the researcher concludes that using a personal journal can make students interested in learning English. Fourth, "The use of personal journals is very useful in learning English". The data shows that using a personal journal is useful in learning English. The data saw 63% of students chosen strongly agreed, 30% agree and 7% Disagree. This means that using a personal journal is very useful in learning English. Finally, students' questionnaire data proves that using the personal journal method is very effective in improving students writing skills, and this method got a positive response, in fact, the students like this method which means that this method is successful in improving students writing skills.

## **CONCLUSION**

The kids' writing abilities were significantly improved by the personal journal. The pupils' achievement in the post-test was higher than in the pre-test (51.30–69.53), which served as proof. It can be said that the use of a personal journal through a recount text increased the students' writing abilities at the VIII B SMP Kartika XX-2. According to the results of the hypothesis testing, the original hypothesis (H0) was rejected while the alternative hypothesis (H1) was approved; indicating that keeping a personal journal has a significant impact on writing ability. The value of the T-test in the paired sample test of significance (two-tailed), which is 0.000.05, served as evidence. In other words, using a personal journal helped pupils enhance their writing abilities. Response from the students regarding the use of personal journals in honing writing abilities. The use of personal journals by students to develop their writing skills has been shown to be helpful in helping them comprehend the content better (recount texts), increase their understanding of the subject matter, and inspire them to do so, according to a study of student perceptions. The results of the students' data survey demonstrate the value of using a personal journal for improvement.

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