

Conference Paper

The Effect of Personal Journal Writing on the Writing Interest and Writing Skills of Third-Graders

Ratna Winahyu Hadiyanti and Udik Budi Wibowo

Program Studi Pendidikan Dasar, Program Pascasarjana, Universitas Negeri Yogyakarta

Abstract

Bahasa Indonesia learning includes four skills; speaking, listening, reading, and writing. The four skills are mutually related and supportive to one another. These skills should be balanced. However, writing skill is considered the most difficult one and not interesting for most students. This study aims to investigate the effect of personal journal writing on (1) writing interest and (2) writing skills of third-graders. This study was a quasi-experimental study. The research design was non-equivalent control group with pre-test and post-test design. The population of the study were all third-graders at Keputran A Elementary School. Data analysis used descriptive statistics and inferential statistics; independent sample t-test with significance level 0.05. The results of the study show that (1) personal journal writing affects the writing interest of third-graders, based on the result of the test of independent sample t-test with a significance value of 0.000 or sig. value <0.05 ; (2) Personal journal writing affects the writing skills of third-graders, based on the test of independent sample t-test which shows a significance value of 0.000 or sig. value <0.05 .

Keywords: personal journal writing; writing interest elementary school; writing skills elementary school

Corresponding Author:
Ratna Winahyu Hadiyanti
ratnawinahyuhadiyanti@gmail.com

Received: 2 May 2019
Accepted: 19 June 2019
Published: 3 July 2019

Publishing services provided by
Knowledge E

© Ratna Winahyu Hadiyanti and Udik Budi Wibowo. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

1. Introduction

Bahasa Indonesia learning includes four skills; speaking, listening, reading, and writing. The four skills are mutually related and supportive to one another. These skills should be balanced. However, writing skill is considered the most difficult one and not interesting for most students.

Observations at Keputran A Yogyakarta Elementary School on October 3rd, 2016 showed that many students were anxious when asked to write, even a single paragraph. The observations also revealed that writing was a more difficult task for them to do, especially when they did not have any interesting ideas. To make things worse, the teachers only instructed them to follow the textbook given and used less varied learning methods.

 OPEN ACCESS

Bahasa Indonesia learning is essentially aimed at training to communicate in oral and in writing. For this purpose, the learning processes in low classes in particular are implemented in an integrated manner by placing equal attention on the four language skills.

Considered as a difficult skill, writing needs to be taught with a particular effort as it can only be developed in the students if the teacher can manage the class well. For this goal, one of the learning models worth a try is through personal journal writing.

Personal journal writing helps build writing skill in students as it is conducted on a regular basis. As such, it develops creativity with no limitations. Through journal writing, the students can write an article about their life experiences and choose an interesting topic to write. Interesting topics can increase writing interest. Therefore, in addition to developing writing interest, personal journal writing can also increase writing skill. Through journal writing, the students will have more intensities in writing activities. In addition, more exercises make writing skill increase.

2. Literature Review

A study by Tuan (2010) about developing writing skill through journal writing for learners of English as Foreign Language is considered relevant for this study. The study investigated the benefits of journal writing as an extensive activity to nurture learners' writing motivation and boost their writing skill in addition to establishing a close rapport between the teachers and the learners. In the same vein, [1] Syarifudin (2010) found that writing skill of the students increased when using environment-based language learning. [2] Contextual learning also affects writing skill. This was investigated by I Komang Heriasa, Ni Wayan Arini, Ni Wayan Rati through the effect contextual approach on the descriptive writing skills. The study reported that there was a significant difference in writing skill description between contextual approach and conventional approach. The study concludes that based on the results of the study, the contextual approach affects the writing skills of the students.[3]

With personal journals, students can keep events in the course of their lives and write about them later on.[4] Journal writing involves the students writing freely about their lives or a topic which is a personal interest to them. They can convey their feeling and thoughts, recount personal experiences, express their ideas or reflect on their understanding of something.[5]

Writing skill will only develop in students if there is a continuous practice. They can do this by writing in personal journals every day, both during a regular journal writing period

and throughout the day.[6] Most teachers prefer to keep their journals in classroom so that they will be available for students to write in each day. However, it is necessary to see the chances that students also write journals at home.[7]

3. Material & Methodology

This research used a quantitative approach with quasi-experimental. The design of this study was Non-equivalent control group with pretest-posttest design. In the design there were two groups, one control group and one experimental group. The experimental group were treated with personal journal writing. The chart of the research design is as follows.

TABLE 1: Non-equivalent Control Group pretest-posttest Design.

Group	Pretest	Treatment	Posttest
E	O ₁	X	O ₃
C	O ₂	-	O ₄

Where:

E: Experimental Group

C: Control Group

O₁: Pretest Experimental Group

O₂: Pretest Control Group

O₃: Posttest Experimental Group

O₄: Posttest Control Group

X: Treatment Personal Journal Writing

The population of this research were 84 students of third grade at Keputran A Elementary School. Simple cluster random sampling technique were used to select the samples. Among two classes of the sample, one class was determined as an experimental group and one class was made as a control group, each one consisting of 27 students.

This study was conducted in three steps. The first step was the pre-experimental one or pretest. The following step was experimental step designed to treat the experimental group with personal journal writing during learning process in a particular topic. The concluding step was post-experimental step or posttest.

Writing interest questionnaires were used to collect writing interest, while writing skill data were collected using writing test. Both data collections were conducted twice for each group, prior to and after the treatment. The data were analyzed with descriptive and

inferential statistics. The former was used to determine the mean, standard deviation, highest score, and lowest score, while the latter was used for the test of normality, test of homogeneity, and test of hypothesis.

4. Results and Discussion

Table 2 presents the results of pretest and posttest regarding writing interest and writing skills test. Pretest data described initial condition of the experimental and control group. Posttest data described the condition after the personal journal writing treatment was given to the experimental group. The descriptive analysis was applied to obtain the calculation of the mean, standard deviation, the highest score, and the lowest score. The results of the descriptive statistics can be seen in the following table.

TABLE 2: The Results of the Writing Interest and Writing Skills.

Description	Writing Interest				Writing Skills			
	Experimental Group		Control Group		Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Mean	38.96	46.93	38.85	39.22	66.04	80.96	66.07	69.33
Std. Deviation	8.09	7.23	7.19	7.05	7.02	6.12	7.37	6.82
The Highest Score	55	64	55	56	78	89	77	79
The Lowest Score	28	34	28	27	52	64	52	53

Based on the table, the results of writing interest pretest in experimental group show that the mean is 38.96 with the standard deviation of 8.09; the highest score is 55 and the lowest score is 28. The results of writing interest pretest in control group show that the mean is 38.85 with the standard deviation of 7.19; the highest score is 55 and the lowest score is 28. The results of writing skills pretest in experimental group show that the mean is 66.04 with the standard deviation of 7.02, the highest score is 78 and lowest score is 52. The results of writing skills pretest in control group show that the mean is 66.07 with the standard deviation of 7.37; the highest score is 77 and lowest score is 52. The results of writing interest posttest in experimental group show that the mean is 46.93 with the standard deviation of 7.23, the highest score is 64 and lowest score is 34. The results of writing interest posttest in control group show that the mean is 39.22 with standard deviation 7.05, the highest score is 56 and lowest score is 27. The results of writing skills posttest in experimental group show that the mean is 80.96 with the standard deviation of 6.12, the highest score is 89 and lowest score is 53.

Test of distribution normality was also conducted. In this study, the formula of normality test used was Kolmogorov-Smirnov formula. All data in pretest and posttest were tested with Kolmogorov-Smirnov formula. If the result shows the index $(P) \geq 0.05$ ($\alpha = 5\%$), the data in this study are considered normally distributed. The data were analyzed using SPSS. The distribution of the normality test result can be seen in the following table.

TABLE 3: Normality Test of Pretest Data.

Variable	Group	Sig.	Interpretation
Writing Interest	Experimental	0.200	Normal
	Control	0.200	Normal
Writing skills	Experimental	0.200	Normal
	Control	0.200	Normal

Based on Table 3, normality test of the pretest writing interest data on experimental group is $0.200 > 0.05$ ($\alpha = 5\%$). Normality test of the pretest writing interest data on control group is $0.200 > 0.05$ ($\alpha = 5\%$). Normality test of the pretest writing skills data on experimental group is $0.200 > 0.05$ ($\alpha = 5\%$). Normality test of the pretest writing skills data on control group is $0.200 > 0.05$ ($\alpha = 5\%$). The whole calculation produces index $(P) > 0.05$ ($\alpha = 5\%$). It thus can be concluded that the data are normally distributed.

TABLE 4: Normality Test of Posttest Data.

Variable	Group	Sig.	Interpretation
Writing Interest	Experimental	0.200	Normal
	Control	0.200	Normal
Writing Skills	Experimental	0.200	Normal
	Control	0.200	Normal

Based on Table 4, normality test of the posttest writing interest data on experimental group is $0.200 > 0.05$ ($\alpha = 5\%$). Normality test of the posttest writing interest data on control group is $0.200 > 0.05$ ($\alpha = 5\%$). Normality test of the posttest writing skills data on experimental group is $0.200 > 0.05$ ($\alpha = 5\%$). Normality test of the posttest writing skills data on control group is $0.200 > 0.05$ ($\alpha = 5\%$). The whole calculation produces index $(P) > 0.05$ ($\alpha = 5\%$). It can thus be concluded that the data are normally distributed.

Following the normality, homogeneity test was conducted. The homogeneity test result can be seen in the following table.

TABLE 5: Homogeneity Test of Pretest Data.

Variable	Sig.	Interpretation
Writing Interest	0.322	Homogeneous
Writing Skills	0.866	Homogeneous

Based on Table 5, the value of p of the writing interest is 0.322 and writing skills is 0.866. The probability is higher than 0.05. The sample is homogeneous.

TABLE 6: Homogeneity Test of Posttest Data.

Variable	Sig.	Interpretation
Writing Interest	0.954	Homogeneous
Writing Skills	0.919	Homogeneous

Based on Table 6, the value of p of the writing interest is 0.954 and writing skills is 0.919. The probability is higher than 0.05. The sample is homogeneous.

The figure below shows the comparison result of experimental group and control group.

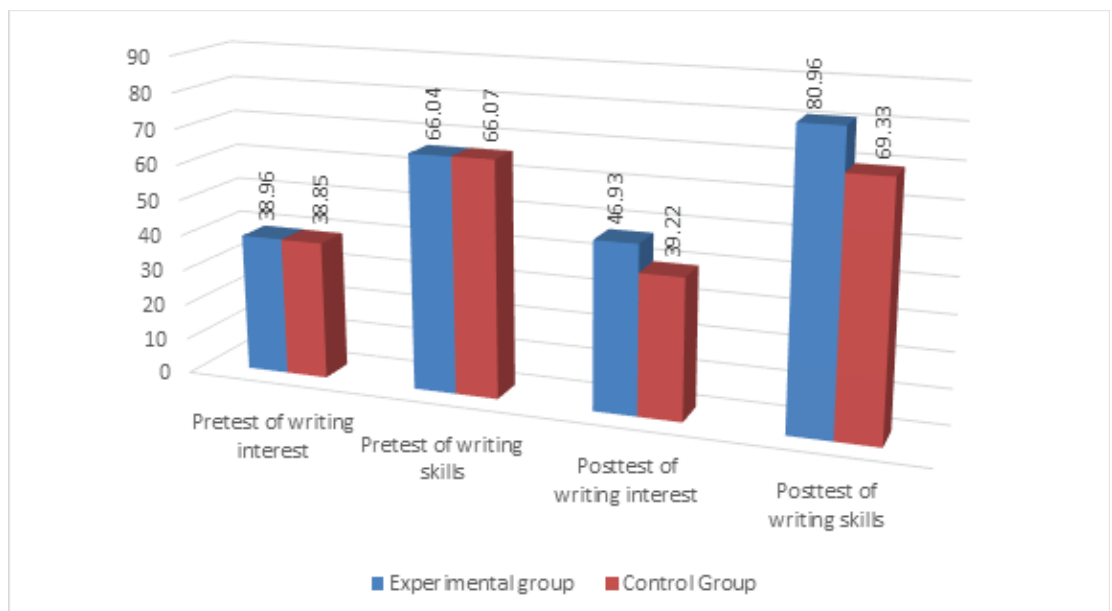


Figure 1: Comparison Result of Experimental Group and Control Group.

After all data were normally distributed and made homogeneous, hypothesis test was performed. The data of the research result are presented in the following diagram. The following table shows result of the hypothesis test with independent t test.

Based on Table 7, the mean of writing interest in experimental group is 38.96 while the mean of control group is 38.85. Mean difference of writing interest pretest between experimental group and control group is 0.11. After testing the hypothesis, sig. value

TABLE 7: Result of the independent t test.

Variable	Sig.	
	Pretest	Posttest
Writing Interest	0.958	0.000
Writing Skills	0.985	0.000

is 0.958. Cause is $0.985 > 0.05$. It can thus be concluded that there is no significant difference on writing interest pretest between experimental group and control group. The mean of writing skills pretest in experimental group is 66.04 while the mean of control group is 66.07. Mean difference of writing skills pretest between experimental group and control group is 0.03. After testing the hypothesis, sig. value is 0.985. Cause is $0.985 > 0.05$. It can thus be concluded that there is no significant difference on writing skills pretest between experimental group and control group. Therefore, the two groups are the same.

Based on the posttest result, the mean of writing interest in experimental group is 46.93 while the mean of control group is 39.22. Mean difference of posttest writing interest between experimental group and control group is 7.71. After testing the hypothesis, sig. value is 0.000. Cause is $0.000 < 0.05$. It can thus be concluded that there is significant difference on writing interest between experimental group and control group. The mean of writing skills posttest in experimental group is 80.96 while the mean of control group is 69.33. Mean difference of writing skills posttest between experimental group and control group is 11.63. After testing the hypothesis, sig. value is 0.000. Cause is $0.000 < 0.05$. It can thus be concluded that there is significant difference on writing skills between experimental group and control group. Therefore, the treatment of personal journal writing affects writing interest and writing skills in third-graders.

Journal writing involves the children writing freely about their lives or personal topic interesting for them. Therefore the writing interest increases throughout personal journal writing. Personal journals become a means of daily writing exercises. In this way, the writing skills progress very well. As a difficult skill, writing can only be developed if there is continuous practice. Students should be conditioned to write in personal journals every day, both during a regular journal writing period and throughout the day.

5. Conclusion

In this study, the conclusion is as follows. (1) Personal journal writing affects writing interest, based on test of independent sample t-test which shows a significance value

of 0.000 or sig. value <0.05. (2) Personal journal writing affects writing skills, based on test of independent sample t-test which shows a significance value of 0.000 or sig. value <0.05.

References

- [1] Tuan, L. T., "Enhancing EFL learners' writing skill via journal writing," *Scholarly journals* 3, 81-88 (2010).
- [2] Syarifudin, "Pembelajaran Bahasa Indonesia Berbasis Lingkungan untuk Meningkatkan Kemampuan Menulis Siswa Kelas V SD Negeri Meka Praya Tengah Lombok Tengah," Magister. Thesis, Pendidikan Dasar, UNY, Yogyakarta, 2010.
- [3] Heriasa, I. K., Arini, N. W., and Rati, N. W., "Pengaruh pendekatan kontekstual terhadap keterampilan menulis karangan deskripsi pada siswa kelas V SD semester ganjil di gugus VI Kecamatan Buleleng Kabupaten Buleleng tahun pelajaran 2013/2014," *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha Jurusan PGSD*, (2014)
- [4] Tompkins, G. E., "*Teaching writing: Balancing process and product*," Macmillan College Publishing Company, 1994.
- [5] Fellowes, J., and Oakley, G., "*Language, literacy and early childhood education*," Oxford University Press, 2010.
- [6] Cox, C., "*Teaching language arts: A student and response centered classroom*," Allyn & Bacon, 1998.
- [7] Tompkins, G. E. and Hoskisson, K., "*Language arts: Content and teaching strategies, 3rd edition*," Prentice-Hall, Inc, 1995.