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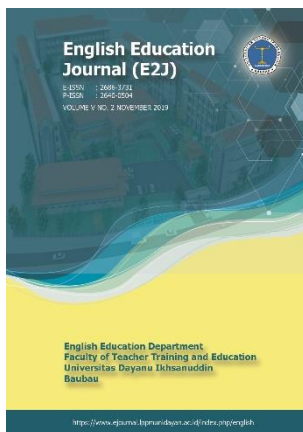
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STUDENTS' GRAMMAR IN WRITING SHORT DIARY AT SMA NEGERI 3 BAUBAU

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Abstract

The problem statement of this research was "was the use of writing short diary effective on English Grammar at the second year of SMA Negeri 3 Baubau. The objective of the research was to know the significant effect of writing "short diary" on English grammar at the second year of SMA Negeri 3 Baubau.

The method used in this research was quasi experimental design with non equivalent control group design. The sample of this research was 46 students namely IPA II as control class and IPA III as experimental class. Cluster random sampling used to take the students' of English grammar achievement. The instrument of this research was objective test. The data collected through the pretest and posttest. The research was analyzed through quantitative statistics describe.

Based on the result of the research that in experimental class students' score on posttest showed that the mean score 73.13 was higher than in pretest 48.95. In control class student's score on pretest showed that the mean score was 50.69, and in posttest showed that the mean score 61.39. Therefore it can be concluded that writing short diary can increase the students' ability in English grammar especially past tense at the second year of SMA Negeri 3 Baubau.

Keywords: students, English Grammar, Writing, Short Diary.

Abstrak

Masalah dalam penelitian ini adalah "apakah penggunaan diari pendek efektif terhadap pembelajaran grammar bahasa Inggris di SMA Negeri 3 Baubau. Tujuan penelitian ini adalah untuk mengetahui efek yang signifikan penggunaan diari pendek terhadap pembelajaran grammar bahasa Inggris di SMA Negeri 3 Baubau.

Metode yang digunakan dalam penelitian ini adalah quasi experimental dengan desain non equivalent control group. Sampel penelitian ini diambil secara acak dari populasi sehingga kelas IPA II sebagai kelas pembandingan dan kelas IPA III sebagai kelas eksperimen. Instrumen yang digunakan adalah tes obyektif. Data dikumpulkan melalui tes awal dan tes akhir. Data dianalisis menggunakan statistik deskriptif dan inferensial.

Berdasarkan data penelitian diperoleh bahwa nilai rata-rata tes akhir pada kelas eksperimen adalah lebih tinggi dibandingkan tes awal yakni 73.13 sedangkan nilai tes awal 48.95. Sedangkan pada kelas pembandingan nilai rata-rata pada tes awal adalah 48.95 dan nilai tes akhir 61.39. dari data ini dapat disimpulkan bahwa penggunaan diari pendek dapat meningkatkan kemampuan siswa dalam pembelajaran grammar bahasa Inggris.

kata kunci: Siswa, tata bahasa Inggris, menulis diary pendek

1. INTRODUCTION

Language is a means of communication with one another. The function of this communication is either from the nearest distance or further one. It cannot be denied that language is the instrument for human being in daily life and human being cannot execute communication between one to another without any language.

Language has four skills, which are related to among other. They are listening, speaking, reading, and writing (Tarigan, 1981 :1). From the four language skill, writing is the most difficult in applying in sentences moreover in the scientific writing. In relation to that, we can also see the teacher or lecturer's correction in miswriting is very important because it can improve the errors done by the student, so that the students ability in writing will be better especially at the university level.

This indicates that the students of English is not enough yet if they only study English as a part of English aspect, but the students have to effort to improve the ability in writing errors. Error in writing skill surely will give bad effect toward the learning results of English. It would be unfortunate if our young generations were unaware of the determined writing rules. In this case, the teacher has a role as the key to solve the problem in writing English. The college student as the candidate of teacher must

understand well their role to teach writing. Comprehension of writing concept become important for us because in daily practice many people have ability in reading but they face difficulty in writing. There are many students who have less idea or maybe they have many idea in their mind but they can't write it down.

Sanggam Siahaan (2008:2) says that writing is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer the information she or he has in their mind to the readers effectively.

In line with that explanation, we could assume that on process of learning writing, it is quite difficult. Beside that in learning English, especially in writing the students must understand about the English grammar was a very important goal in order to master English well. There is lot of grammar rules, including the uses of tenses. Learning English tenses are very crucial parts of English grammar, so when the students are able to mastery English tenses as well as possible, it will help them to be more easily in learning the other grammar rules of English.

Sweet in Alma'un (2012:10) says that grammar is a system of rules governing in the conventional arrangement and relationship to word or morpheme in a sentence. It is the production of graphic symbol in passage. In the recent communicative mat takes place when we make use grammatical linguistic competence discourse and strategic competence. In writing sentences, there are two kinds of grammars for writing, there about form and meaning. Every student produces a stretch of language in written form, they are providing evidence of their production abilities and consequently also of the errors and mistake (fries, 1952:34).

According to Nunan (1997:97) states Grammar is really important no matter how much the rules change, as it is what makes it possible for us all to communicate and understand what we see and what we say. Grammar teach us how to build sentences, about the types of words that we use and when should use them. Grammar also tells us

what type of word we are using in any particular sentence

There are four of particular tenses in English; they are present tense, past tense, future tenses, and past future tense. In this research the writer emphasize the material about the past tense of English by using writing short diary that would be given to the student in order to find out the student ability in writing the form of past tense. Because there are many students in the writing activities so far still make error and get problem when they write which connected with grammar.

Based on the description of the background above, the problem statement of this research; were writing short diary effective to increase students' ability on English grammar at SMA Negeri 3 Baubau?

In connection with the problem statement above, the objectives of this research was to know the significant effect of writing short diary on English grammar at the second year of SMA Negeri 3 Baubau.

Based on the objectives of the research, the significance of this research were as follows: 1) As the contribution for the teacher about the alternative way in teaching writing. 2) As the contribution for students in order they can increase their ability in writing. and 3) As the reference materials for the further researchers who take the same study.

The scope of this research was focus on writing short diary in English and grammar focus on past tense at the second years of SMA Negeri 3 Baubau.

2. METHOD OF THE RESEARCH

A research method applied in this research was quasi-experimental design; the non equivalent control group designs (Gay, 2006). (5) The researcher used two groups, experimental group received treatment using writing short diary and control group using conventional technique. Both groups were pretested, administered a treatment and post tested. The design formulated as follows:

EG	O1	X1	O2
CG	O1	X2	O2

Where:

EG = Experimental group
CG = Control group

O1	=	Pretest
O2	=	Posttest
X1	=	Treatment by writing short diary
X2	=	Treatment by conventional Technique

Figure: 3.1 Research design (Gay, 2006)

The research has two variables. They were independent and dependent; Independent variable was writing short diary, and dependent variable was the students' ability on English grammar at the second year of SMA Negeri 3 Baubau.

The population of this research were all of the students at the second year students of SMA Negeri 3 Baubau. There were seven classes and 23 students of each class so the total number of students were 161.

The sample taken in this research was two classes, class IPA II as control class and class IPA III as experimental class. Each class consisted of 23 students, so that the total numbers of sample in this research were forty six (46) students. Cluster random sampling was used to take the sample of this research.

Before collecting the data, the researcher made the instrument. The instrument used was a test. The test consists of pretest and posttest. The pretest was administered to find out the prior knowledge of students' grammar ability and it was given before treatment. The posttest was administered after doing treatment in teaching writing. The test used was based on curriculum of SMA Negeri 3 Baubau.

The data that were collected through the following procedures: Before doing the treatment, the researcher gave the students a grammar test in order to know their prior knowledge. The test used in the pre-test was objective test, in form of ten number multiple choice, ten number change the sentence into past tense and ten number fill in the blank. The test consisted of 30 numbers.

The researcher conducted the treatment in 6 meetings and each meeting run within 90 minutes. The treatment was given to both experimental and control groups but in experimental group, the researcher used writing short diary in teaching grammar in order to know the students' achievement in learning grammar. Meanwhile in control

group, the researcher used only the conventional technique in teaching English English, the technique is now used at SMA Negeri 3 Baubau.

After doing the treatment, the researcher conducted a post – test to the students of both experimental and control groups. The researcher used the same of the test as to the pre – test was objective test in form of ten number multiple choice, ten number change the sentence into past tense and ten number fill in the blank. The test consisted of 30 numbers.

In this research, the data were collected through the pre test and post test and it was analyzed through quantitative analysis.

Grammar comprehension test formula:

$$S = \frac{\text{total correct answer}}{\text{maximum score}}$$

(Usman, 2000: 172)

Students' mean score of the students in grammar test by using the following formula:

$$x = \frac{\sum X}{N}$$

(Suharsimi, 1995)

where:

x = The Mean Score
 $\sum x$ = The total Raw Score
 N = The number of students

The quality of the students' score in experimental class and control classon grammar achievement as follows:

90 – 100 very high
 70 - 89 high
 60 - 69 moderate
 40 - 59 low
 0 - 39 very low

(Ali, 1989:179)

After collecting the data about the effect of writing diary on students' achievement on grammar, the writer analyzed by using inferential statistic to know whether there is or not significant effect of writing short diary on students' achievement on grammar by the second year of SMA3 Baubau. In analyzing

the data in this research, the writer apply the following formula:

$$t\text{-test} = \frac{|Mx - My|}{\sqrt{\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

3. RESULT AND DISCUSSION

3.1 Result

In this research, the researcher used two different classes namely experimental class in which the writer applied writing short diary, and control class (the class without applying writing short diary). Meanwhile, the results of students' pretest and posttest at the second year of SMA Negeri 3 Baubau displayed or described as follows:

The rate of frequency and percentage of students' score of pretest in experimental class and control class.

Before conducting the treatment to experimental class, the researcher previously gave the test to both different classes (experimental and control classes) to the second year of SMA Negeri 3 Baubau to know the pre-ability in answering the grammar test. The results of pretest from both classes (experimental and control classes) might be seen in the following table.

Table 3.1 the students' score of pretest in experimental class and control class:

Category	Score	EG		CG	
		F	%	F	%
Very high High Moderate Low Very low	90 – 100				
	70 – 89	1	4.34	-	0
	60 – 69	4	17.40	5	21.74
	40 – 59	3	13.04	5	21.74
	0 – 39	6	26.09	5	21.74
	59	9	39.13	8	34.78
Total		23	100	23	100

Based on the table pretest above, the research of both class pretest in experimental class there were 1 students or 4.34% got the score 90 – 100 with very high classification and none students in control class got 90 –100 or very high classification, in experimental class, there were 4 students

or 17.40% got the score 70 – 89 with high classification and in control class there were 5 students or 21.73% got the score 70 – 89 high classification. 3 students or 13.04% got the score 60 – 69 with moderate classification in experimental class and in control class there were 5 students or 21.74% got the score 60 – 69 with moderate classification, there were 6 students or 26.09% got the score 40 – 59 with low classification in experimental class and there were 5 students 21.74% in control class got the score 40 – 59 or low classification. 9 or 39.13% of students in experimental class got the score 0 – 39 with very low classification and 8 students or 34.78% in control class got the score 0 – 39 or very low classification.

The rate frequency and percentage of students' score of posttest in experimental class and control class.

After conducting pretest to both different classes (experimental and control classes) and treatments to experimental class, the writer previously gave the test to the second year of SMA Negeri 3 Baubau to know the post-ability in grammar. The results of posttest from both classes (experimental and control classes) might be seen in the following table.

Table 3.2 the students' score of posttest in experimental class and control class:

Category	Score	EG		CG	
		F	%	F	%
Very high	90 – 100				
	70 – 89	5	21.73	2	8.70
High		10	43.47	7	30.43
Moderate	60 – 69	4	17.40	5	21.74
Low		4	17.40	6	61.09
Very low	40 – 59	-	0	3	13.04
	0 – 39				
Total		23	100	23	100

Based on the table posttest above, the research of both class post test in experimental class; there were 5 students or 21.73% got the score 90 – 100 with very high classification and 2 students or 8.70%

in control class got 90 – 100 or very high classification, in experimental class, there were 10 students or 43.47% got the score 70 – 89 with high classification and in control class there were 7 students or 30.43% got the score 70 – 89 high classification. 4 students or 17.40% got the score 60 – 69 with moderate classification in experimental class and in control class there were 5 students or 21.74% got the score 60 – 69 with moderate classification, there were 4 students or 17.40% got the score 40 – 59 with low classification in experimental class and there were 6 students or 26.09% in control class got the score 40 – 59 or low classification. None of students got the score 0 – 39 or 0% with very low classification in experimental class and there were 3 students in control class got the score 0 – 39 with very low classification or 13.04%.

The mean score of the pretest and posttest in experimental class and control class.

Table 3.3 Mean score of pretest in experimental class and control class and were tabulated as follows:

Clas s	N	Mean Score	Standar d Deviato n
C	2	Pretest= 50.69	18.38
	3	Posttest=61. 39	18.61
E	2	Pretest=48.9 5	19.41
	3	Posttest=73. 13	16.08

Based on the table the mean score of pretest in experimental class was 48.95 (categorized as low) standard deviation was 19.41 and the mean score of the students

pretest in control class was 50.69 (categorized as low) with standard deviation 18.38. It means that mean score in experimental class lower than mean score in control class.

Furthermore, based on the table the mean score of posttest in experimental class was 73.13 (categorized as high) standard deviation was 16.08 and the mean score of the students posttest in control class was 61.39 (categorized as moderate) with standard deviation 18.61. It means that mean score of the students in English grammar is improved.

Test of Significant (t-test) :

Based on the criterion of hypothesis that if t-count with p (probability score) was greater than the significant level $\alpha = 0.05$, so H_0 was accepted and H_1 was rejected and in the contrary, if t-count with p (probability score) was smaller than the significant level $\alpha = 0.05$, so H_0 was rejected and H_1 was accepted. In order to see whether or not there was a significant difference between the students pretest and posttest score in each class, the t-test statistical analysis was applied. The variable (pretest and posttest) were statistically different on the level of significant $\alpha = 0.05$ at the degree of freedom ($df = N_1 + N_2 - 2 = 44$). The result of hypothesis testing calculation, it was found that t-count = 3.90 and t-table = 1.683; it means that t-count = 3.90 > t-table = 1.683. This thing indicated that there was influence of the implementation of writing 'short diary' toward the students' grammar achievement of the second year student at SMA Negeri 3 Baubau. To be clearer might be seen on the following table:

Clas s	D f	T _{coun} t	Symbo l	T _{table}	Result
E	4	3.90	>	1.68	H1: Accepte d
C	4			3	

3.2. Discussion

The aim of implementation of teaching grammar through writing short diary at the second year of SMA Negeri 3 Baubau was to

increase the students' ability in English grammar about past tense. In learning procces, the researcher found the students' difficulties in learning English grammar. In this researcher, the meeting had totally six meetings. Before conducting the treatment to experimental class, the researcher previously gave the test to both different classes they are experimental and control classes toknow the pre-ability in answering the grammar test.

The mean score of pretest for control class was 50.69 and the mean score of pretest in experimental class was 48.95. The highest score was 90 and the lowest score was 20. The result of the pretest of the students ability in English grammar especially past tense was categorized low. It is proved by the result of pretest in experimental class shows that mostly of students got very low score that there were 9 students or 39.13% got the score 0-39 or very low classification, but after gave the treatment in posttest none of students got very low classification. From 9 or 39.13% students who got very low score after did pretest, 3 students moved to low classification, 2 students moderate classification, and 4 students moved to high classification.

In addition, from 6 or 26.09% students who got very low classification, after did posttest 1 student still in low classification because in pretest got 42 score and in posttest got 46, and also one student who moved to moderate classification and most of them moved to high classification namely 4 students. From 3 or 13.04% students who got moderate classification, after did posttest 1 student moved to high classification and 2 students moved to very high classification. From 4 or 17.40% students who got high classification, after did posttest, 1 students score decreased to moderate classification, his score from 70 decreased to 62 because in teaching and learning process he just join the class two times and didn't pay attention to the material, 1 students still in high classification but her score increased from 70 to 84, and 2 students moved to very high classification.

In the last category namely very high category only 1 (4.34%) student got that score. Mostly of students in pretest got very

low score it caused the students did not know what they must do with the test and the students ability in English grammar especially past tense were poor at the time. After giving treatment six times in experimental class and based on the result of posttest, the students achievement in English grammar about past tense was categorized high category.

The highest score was 98 and the lowest score was 42 and the means score was 73.13. In posttest of experimental class mostly of students got score 70 - 89 or high classification because they were active when teaching and learning process and they were interested and enthusiastic when the researcher give the treatment.

While in control class, there was improvement but low improved. It is proved by the result pretest to posttest. The highest score was 84 and the lowest score was 22 and the means score was 50.69. The result of the pretest of the students ability in English grammar especially past tense was categorized low. It is proved by the result of pretest in control class shows that in pretest mostly of students got very low classification namely 8 students or 34.78% got score 0 - 39, while in posttest the number of students who got very low score decreased become 3 students. From 8 or 34.78% students who got very low classification, after did posttest mostly of students moved to low classification namely 5 students and there were 3 students still in very low classification, their score namely 22 - 32, 22 - 30, and 32 - 38.

From 5 or 21.74% students who got low classification, after did posttest 1 student still got low classification the score increased 40 - 46, 2 students moved to moderate classification and also 2 students moved to high classification. From 5 or 21.74% students who got moderate classification, after did posttest mostly of students moved to high classification namely 4 students and 1 student who moved to very high classification.

From 5 or 21.74% students who got high classification 3 students their score decreased from high classification become moderate classification, 1 student still got high classification and 1 student moved to very high classification.

In pretest none of students got very high classification but after did posttest there were 2 students who got very high classification. Mostly of students got score 0 - 39 or very low classification. It caused the students did not know exactly what they must do with the test and the students ability in English grammar especially past tense were poor at the time.

After giving treatment six times by using conventional method and based on the result of posttest, the students achievement was categorized moderate. The highest score was 90 and the lowest score was 30 and the means score was 61.39. Mostly of students got score 70 - 89 or high classification because they were active when teaching and learning process. They were brave to give explanation about the formulation of past tense, time markers used in past tense. Beside that when teacher gave question about past tense that had been learnt they raised their hand and can answer directly.

Comparison those result above, it obviously can be drawn a conclusion that there was a significant different between the result of pretest and posttest after applying treatment through writing short diary in experimental class. The researcher found the improvement after applying writing short diary as a improvement in English grammar especially past tense from low score to high score.

Instrument of this research was test consists of 30 numbers, 10 number of multiple choice, 10 number change the sentence into past tense and 10 number fill in the blank. The test consisted of three types to know which type of test can mastered by the student among multiple choices, changes the sentence into past tense and fill in the blank. The individual achievement of pretesting experimental class, the first type multiple choice from 23 students just 1 student got nine correct answer, 2 students got eight correct answer, 2 students got seven correct answer, 4 students got six correct answer, 6 students got five correct answer, and also 6 students got four correct answer, 1 student got three correct answer, and also 1 student got one correct answer.

The second type, change the sentence into past tense from 23 students just 1 student got eighteen correct answer, 3

students got seventeen correct answer, 1 student got sixteen correct answer, 1 student got thirteen correct answer, 1 student got twelve correct answer, 1 student got eleven correct answer, 5 students got ten correct answer, 2 students got nine correct answer, 2 students got eight correct answer, 3 students got six correct answer, 1 student got five correct answer, 2 students got four correct answer.

The third type, fill in the blank just 1 student got nine correct answer, 2 students got eight correct answer, 4 students got seven correct answer, 1 student got six correct answer, 4 students got five correct answer, 5 students got three correct answer, 4 students got two correct answer, 1 student got 1 correct answer, and 1 student got 0 correct answer. It can be concluded that in multiple choice there were 9 students can answer the question well and got good score because they got 9 correct answer, 8 correct answer, 7 seven correct answer and 6 correct answer.

Beside that there were 14 students got poor score, because they just got 5 correct answer, 4 correct answer, 3 seven correct answer and 1 correct answer. In change the sentence into past tense 7 students got good score because they got 18 correct answers, 17 correct answers, 16 correct answers, 13 correct answers and 12 correct answers. Beside that there were 16 students got poor score, because they just got 11 correct answer, 10 correct answer, 9 correct answer, 8 correct answer, 6 correct answer, 5 correct answer, and 4 correct answer. In fill in the blank there were 8 students got good score because they got 9 correct answer, 8 correct answer, 7 correct answer, and 6 correct answer. Beside that there were 15 students got poor score because they just got 5 correct answers, 3 correct answers, 2 correct answers, 1 correct and 0 correct answer.

While the individual achievement of pretest in control class, the first type multiple choice from 23 students just 1 student got nine correct answer, 2 students got seven correct answer, 4 students got six correct answer, 4 students got five correct answer, 7 students got four correct answer, 4 students got three correct answer, and 1 student got two correct answer. The second type, change the sentence into past tense

from 23 students just 5 students got seventeen correct answer, 1 student got sixteen correct answer, 2 student got thirteen correct answer, 3 student got twelve correct answer, 1 student got eleven correct answer, 2 students gotten correct answer, 2 students got four correct answer, 1 student got three correct answer, 3 students got two correct answer, 3 students got 0 correct answer. The third type, fill in the blank just 1 student got nine correct answer, 6 students got eight correct answer, 7 students got seven correct answer, 2 student got six correct answer, 1 student got five correct answer, 1 students got four correct answer, 2 students got three correct answer, 2 student got one correct answer, and 1 student got 0 correct answer.

It can be concluded that in multiple choice there were 7 students can answer the question well and got good score because they got 9 correct answers, 7 correct answers, and six correct answers. Beside that there were 16 students got poor score because they just got 5 correct answers, 4 correct answers, 3 correct answers, and 2 correct answer. In change the sentence into past tense 11 students got good score because they got 17 correct answer, 16 correct answer, 13 correct answer, and 12 correct answer. In fill in the blank there were 16 students got good score because they got 9 correct answers, 8 correct answers, 7 correct answer, and 6 correct answer. Beside that there were 7 students got poor score because they just got 5 correct answer, 4 correct answer, 3 correct answer, 1 correct answer and 0 correct answer.

In the first type or multiple choice most of students found difficulties to answer question number 7 and most of students can answer question number 3. In the second type or change the sentence into past tense the students asked to change the sentence from future tense into past tense. Most of students only can change the time marker without change the verb I (infinitive) into verb II (past tense). Some of students just change the verb I (infinitive) to verb II (past tense) without change the time markers. There were students can change both the verb and the time markers but still use auxiliary will. Just few students can answer perfectly, they can change the verb and the

time markers well. In the third type or fill in the blank, most of students found difficulties to answer question number 4, 5, 6.

To strengthen the finding of this research, t-test was used to see if any significant improvement in statistic analysis, t-test score is system more effective as it tested statistically using t-test with 0.05 level of confidential. The result of t-test score was 3.90 and t-table value (0.05) is 1.683. Thus if $t\text{-test} > t\text{-table}$ H1 was accepted. It means that there was a significant improvement.

The improvement of the students ability in English grammar because the application of writing short diary which that technique was aimed developing students willing in learning English about grammar, especially past tense. Writing short diary technique was applied originally to the teaching of grammar, beside that the students can improve their ability in writing. Heaton (1975:137) described that "the writing skills are complex and difficult teaching, it requires on mastery of vocabulary, not only mastering vocabulary but also grammatical and rhetorical devices conceptual and judgment elements". Brown (1994:524) states that grammar or structure as a system of rule governing the conventional arrangement and relationship of words in a sentences. Grammar is the way of word are put together to make correct sentences while grammar is define as a specific instance of grammar such as tenses, the comparison of adjective and so on.

The treatment in experimental class writing short diary means that the students told about something that happened in the past time. In this research diary itself just tell about students interesting experience that happened yesterday. Merriam-Webster Online Dictionary defines diary as a record of events, transactions or observations kept daily or at frequent intervals. Especially a daily record of personal activities, reflections, or feelings. Wikipedia, the free encyclopedia define diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comment on current events outside the writer's direct

experience. The simple past tense indicates that an activity or situation began and ended at a particular time in the past (Azar, 1989:24, in Masipeda, 2008:18).

Based on the finding done in pretest and posttest, the teaching and learning process by using technique writing short diary indicated that the result of students ability in English grammar especially past tense was improved. After analyzing the objectives test, the researcher found that the students score in category very high, high, moderate, low, very low as follows: There were five students or 21.73% who got very high classification, ten students or 43.47% who got high classification, four students or 17.40% who got moderate classification, and just four students or 17.40% who got low classification, and none of students who got very low classification.

Mostly of students achievement on English grammar especially past tense after being taught through writing short diary at the second years of SMA Negeri 3 Baubau got high classification. It indicated by the mean score of pretest and posttest in experimental from low category to high category. Mean score of posttest in experimental class 73.17 was higher than mean score in pretest 48.95. While the mean score of pretest in control class 50.69 and the mean score of posttest 61.39. In addition, the result of hypothesis testing calculation, it was found that $t\text{-count} = 3.90$ and $t\text{-table} = 1.683$; it means that $t\text{-count} = 3.90 > t\text{-table} = 1.683$.

Another success toward using writing short diary technique in teaching grammar, the researcher saw the change of attitude, the students did not pay attention to the material before the researcher give the treatment and the students were spirit and enthusiastic followed the teaching and learning process when the researcher gave the treatment. Mostly of students were busy with their activities namely they found the materials about past tense, so that the class looked alive. When the researcher gave question about the material that had been learnt they raised their hand and can answer directly. When the research did the approach to the students and asked them about the teaching and learning activities, they answered that the teaching and learning activities were good and exciting. It means

that the researcher saw the use of writing short diary technique in teaching grammar was good and it could improve the students ability in grammar especially past tense.

From the result of mean score in pretest and posttest between control class and experimental class, it indicated that the ability of students on grammar especially past tense improved. Based on this thing, the used of writing short diary technique in teaching grammar could improve the students ability in grammar especially past tense at the second year of SMA Negeri 3 Baubau.

4. CONCLUSION

From the explanation on previous chapter, the writer concludes that : .

The research can concluded that the description about the students' grammar development in teaching learning through writing 'short diary' technique can increase the students' grammar achievement; this thing was shown by the result of t-test was approximately 3.90 and t-table = 1.683. Mean score of pretest in experimental class was 48.95 while means score of posttest was 73.13. Mean score of pretest in control class was 50.69 while mean score of posttest was 61.39.

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