THE EFFECTIVENESS OF ELECTRONIC JOURNAL WRITING TO ENHANCE STUDENTS' WRITING ABILITY IN THE SECOND GRADE OF JONIOR HIGH SCHOOL

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ABSTRACT

This paper written to find out whether or not the electronic journal writing in enhance students' writing ability to the second grade of junior high school have significantly better results than the conventional method and to know the students' responses to the use of electronic journal writing. This research conducted in the second grade of SMP Handayani 1 2024/2025. This use quasi experimental design with the treatment held in four meetings. The sample of the research was 25 students of 8B for experimental group and 25 students of 8E for control group. The instruments in this research are pretest, posttest, and questionnaire. The result after giving the posttest, the researcher analysed the data compute independent sample t-test. With the Df = N1+N2 – 2 = 50 – 2 = 48, at p = 0.05 of two tailed significance, the critical value of 2.021 as the value of t (4.858 > 2.021). It means that the Alternative Hypotheses (Ha) is accepted, stating that there is significant difference in result between the electronic journal writing and conventional method to enhance students' writing ability to the second grade of junior high school and the Null Hypotheses (Ho) is rejected. Thus, it can be concluded the electronic journal writing is effective. Additionally, the result from the questionnaires showed that almost all of students liked being taught writing by using electronic journal writing. It was shown by the result of the questionnaire that was 80% of the students answered they like writing by using electronic journal writing because electronic journal writing could motivate and improve students' writing ability. It can be concluded that students' response to electronic journal writing were good and positive.

Keywords: *Writing, Recount Text, Electronic Journal Writing*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penulisan jurnal elektronik dalam meningkatkan kemampuan menulis siswa kelas dua sekolah menengah pertama memiliki hasil yang secara signifikan lebih baik daripada metode konvensional dan untuk mengetahui tanggapan siswa terhadap penggunaan penulisan jurnal elektronik. Penelitian ini dilakukan di kelas dua SMP Handayani 1 2024/2025. Ini menggunakan desain eksperimen semu dengan perlakuan yang diadakan dalam empat pertemuan. Sampel penelitian adalah 25 siswa kelas 8B untuk kelompok eksperimen dan 25 siswa kelas 8E untuk kelompok kontrol. Instrumen dalam penelitian ini adalah pretest, posttest, dan kuesioner. Hasilnya setelah memberikan posttest, peneliti menganalisis data dengan menghitung uji-t sampel independen. Dengan Df = N1+N2 – 2 = 50 – 2 = 48, pada p = 0,05 dengan signifikansi dua sisi, nilai kritis 2,021 sebagai nilai t (4,858 > 2,021). Ini berarti Hipotesis Alternatif (Ha) diterima, yang menyatakan bahwa terdapat perbedaan hasil yang signifikan antara metode penulisan jurnal elektronik dan metode konvensional untuk meningkatkan kemampuan menulis siswa kelas dua SMP, dan Hipotesis Nol (Ho) ditolak. Dengan demikian, dapat disimpulkan bahwa penulisan jurnal elektronik efektif. Selain itu, hasil kuesioner menunjukkan bahwa hampir semua siswa senang diajari menulis dengan menggunakan penulisan jurnal elektronik. Hal ini ditunjukkan oleh hasil kuesioner bahwa 80% siswa menjawab mereka senang menulis dengan menggunakan penulisan jurnal elektronik karena penulisan jurnal elektronik dapat memotivasi dan meningkatkan kemampuan menulis siswa. Dapat disimpulkan bahwa respons siswa terhadap penulisan jurnal elektronik baik dan positif.

Kata Kunci: *Menulis, Teks Recount, Penulisan Jurnal Elektronik*

INTRODUCTION

Writing is a critical thinking tool that allows one to express ideas, experiences, and feelings in written form. Harmer (2004, p. 31) stated that writing is a way to produce language and express ideas, feelings, and opinions. Among reading, speaking, and listening skills, writing is the most difficult for students to master. However, mastering writing abilities is a highly significant part of students' educational growth. Rahayu Y.S & Yuilnda, W. (2023) stated that written language has high social prestige and has an important social and educational role in today's world. Especially in this digital era, mastering writing using digital tools will be beneficial.

Based on the researcher's experience and observation during the Field Experience Practice (PPL) program in November 2023 at SMP Handayani 1, the researcher found that many students in second grade struggled when they were in written learning. Students struggle to express themselves in writing and are sometimes unsure of how to do it. Harmer (2004, p. 61) said "Students are hesitant to write since they rarely do, even in their native language. A lack of writing practice results in poor writing performance. Many of them are unable to express their opinions owing to confusion. It led them to believe that they could not write." The conventional methods of teaching writing may also fall short in addressing these issues and innovative approaches are needed to establish an environment conducive to support the development of writing abilities. West (2013) stated that educators must understand how to use mobile platforms for instructional objectives and to increase educational learning.

Dealing with those problems, the researcher in this research interested to use electronic journal writing to enhancing students' writing ability, especially in recount text. Personal journal writing is one potential technique for teaching recount text (Sinthianuary *et al*., 2020). Journal writing allows students to freely express their feelings and experiences without worrying about structure or language. The writers are not required to consider whether what they write is correct or not (Eliwarti & Purwanti, 2021).

Apart from that, to make students interest in writing, researcher also utilize technology which is electronic journal writing as a media for students to write their journal. This research chooses Padlet website as electronic journal writing because there are several benefits by using Padlet. Padlet is a web-based storage place where teachers can save materials such as links, photographs, text, and files (Deni & Zainal, 2018; Fisher, 2017). Padlet website can be used by students and teachers not only during classroom learning but can be used flexibly anytime and anywhere. Padlet enables students to learn from anywhere, at any time, utilizing any internet-connected device, such as a smartphone, tablet, or PC (Ramadhani et al., 2023).

Several researchers have revealed that there is an effect of journal writing in enhancing students' writing ability. The first previous study is from Khoirunnisa, A. (2018) with the title "The effect of journal writing on students'writing ability and self-efficacy" and the result showed that the students' writing ability in writing Recount Text has improved and students' self efficiacy was affected. The second of previous study is from Barseghyan, T (2021) with the title "The Effects of Electronic Dialogue Journal Writing on EFL Learners' Writing Fluency, Accuracy and Motivation" this study used quasi-experimental and the results of the study revealed that dialogue journal writing was an efficient tool in terms of enhancing learners' writing fluency and accuracy, as well as motivation to write.

Therefore, to fill the gap from previous research, this study intends to use electronic journal writing on Padlet to investigate the effectiveness of the media in enhance the students' writing ability especially in writing recount text to the second grade of junior high school.

Research Question

The research questions that should be answered by the researcher in this research are:

1. Does electronic journal writing media as a means in enhancing students' writing ability to the second grade of SMP Handayani 1 have significantly better results than the conventional method?
2. How do the students' response to the use of electronic journal writing to enhance their

METHOD

Research Design

The research design of this research uses quasi experimental and the questionnaire. The research design of this research uses quasi-experimental to achieve the goals and answer the first research question. Quasi-experimental is those that involve comparing the outcomes of one group receiving a treatment that is the focus of evaluation to one or more groups of clients who receive either nothing or an alternative real treatment, or to a group receiving a placebo-type treatment (Thyer, B. A, 2012 p.9). This type of experimental design contains two groups, those

are experimental Group, which is a treatment of contemporary formulation, and control group who does not receive treatment of contemporary formulation.

Table of Quasi-experimental Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X_1	T	Y_1
Control	X_2	-	Y_2

Where:

X_1 = Pre-test in experimental group
X_2 = Pre-test in control group
Y_1 = Post-test in experimental group
Y_2 = Post-test in experimental group
T = Treatment

This research also uses questionnaire to answer the second research question. "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react." (Brown, 2001, p. 6).

Population and Sample

The population is a group that used in the research as the element to help the researcher in collecting data. Creswell (2012, p. 142) states that population is a group of individuals who have the same characteristic. Therefore, the population of this research is the second graders of SMP Handayani 1 consisting 5 classes: they are 8A, 8B, 8C, 8D, and 8E with total 149 students.

Sample is defined as a subset of the population selected for inclusion in a study. According to Creswell (2012, p. 142) sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Therefore, the sample of this research, the researcher chooses class 8B as the experimental class with 25 students, and class 8E as a control class with 25 students. So, the total sample of this research is 50 students.

Research Instrument

This research uses test and questionnaire as the instrument. The instrument of test is pre-test and post-test. Pre-test and post-test will be conducted to the experimental group and control group. While the questionnaire are given to the experimental group only after the post-test.

The Test

The data collected through pre-test and post-test in the experimental class and control class is analyzed using t-test to compare two means, the comparison of terms is a proof whether the hypothesis is rejected or accepted The data obtained from the test will be processed using t-test independent groups. The formula for independent group according to Arikunto (2006, p. 315):

$$t = \frac{\tilde{x}_1 - \tilde{x}_2}{\sqrt{\left(\frac{\Sigma X1^2 - \frac{(\sum x_1)^2}{N_1} + \Sigma X2^2 - \frac{(\sum x_2)^2}{N_2}}{N_1 + N_2 - 2}\right).\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where:

$\tilde{x}_1$ = the mean of the scores of the first group
$\tilde{x}_2$ = the mean of the scores of the second group
Σx_1^2 = the sum of the squares of the first group

Σx_2^2 = the sum of the squares of the second group
$(\Sigma x_1)^2$ = the squares of the sum of the scores of the first group
$(\Sigma x_2)^2$ = the squares of the sum of the scores of the second group
N_1 = the total number of scores in the first group
N_2 = the total number of scores in second group

To make decision whether the null hypothesis is rejected or accepted. As the following criteria:
If *t*-table >t (t-obtained), the null hypothesis is accepted and the alternative is rejected.
If *t*-table <t (t-obtained), the null hypothesis is rejected and the alternative is accepted.

The Questionnaire

This research using Likert Scale. According to Sugiyono (2013, p. 93) explain that the Likert scale is a measurement method used to measure a person's attitudes, opinions, and perceptions or groups of people about the phenomenal social. The questionnaire using questions and scores as follow:

Table of The Likert Scale

No	Score	Criteria
1	5	Strongly Agree
2	4	Agree
3	3	Neutral
4	2	Disagree
5	1	Strongly Disagree

Sugiyono (2013, p.93)

The formula for data from the questionnaire:

$$P = \frac{F}{N} \times 100\%$$

Where:
P = percentage

F = frequency of each questionnaire answer
N = number of respondents

The questionnaire percentage criteria interpretation describe as follows:

Table of The questionnaire percentage criteria

0%	None of the students
1% - 25%	Small number of the students
26% - 49%	Nearly half of the students
50%	Half of the students
51% - 75%	More than half of the students
76% - 99%	Almost of the students
100%	All of students

(Arikunto, 2006)

LITERATURE REVIEW

Writing

Writing is the activity of expressing thoughts or ideas into a product in the form of writing. Brown (2001, p. 336) says that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.

Recount Text

Recount text is the process of reconstructing prior experiences by recalling events in their original sequence (Hyland, 2004, p. 29). It is the wording used to narrate a previous event or to state that something happened. (Suci et al. 2019).

Electronic Journal Writing

Electronic journal writing, also known as e-journaling, is the practice of maintaining journals in a digital format, utilizing various electronic devices such as computers, tablets, and smartphones. According to Novariana, Sumardi, & Tarjana (2018, p.219) ejournal is the modern method that students only need smart phone or laptop and internet them a personal space to write their own improvement, worries, and problems personally. Thus, based on Phipps, J (2005) electronic journaling remains underused as a teaching and learning tool.

RESULTS AND DISCUSSION

Result

The Result of Pre-Test

The data of pre test is shown in the following table:

Table 1 The students' pre-test score

No	Experimental Group		Control Group	
	Sample	X_1	Sample	X_2
1	Student 1	36	Student 1	46
2	Student 2	50	Student 2	48
3	Student 3	42	Student 3	54
4	Student 4	48	Student 4	38
5	Student 5	38	Student 5	52
6	Student 6	40	Student 6	56
7	Student 7	50	Student 7	54
8	Student 8	50	Student 8	52
9	Student 9	50	Student 9	54
10	Student 10	46	Student 10	34
11	Student 11	52	Student 11	42
12	Student 12	50	Student 12	38
13	Student 13	44	Student 13	50
14	Student 14	52	Student 14	52
15	Student 15	54	Student 15	34
16	Student 16	54	Student 16	42
17	Student 17	36	Student 17	56
18	Student 18	40	Student 18	44
19	Student 19	56	Student 19	46

20	Student 20	54	Student 20	58
21	Student 21	56	Student 21	36
22	Student 22	38	Student 22	48
23	Student 23	48	Student 23	40
24	Student 24	58	Student 24	40
25	Student 25	58	Student 25	36
$\tilde{x}_1 = \frac{\Sigma x_1}{N_1} = \frac{1200}{25} = 48$			$\tilde{x}_2 = \frac{\Sigma x_2}{N_2} = \frac{1150}{25} = 46$	

The computation of students' pre test score shown in the following table:

Table 2 The computation of students' pre test score

No	Experimental Group			Control Group		
	Sample	**X_1**	**X_1^2**	**Sample**	**X_2**	**X_2^2**
1	Student 1	36	1296	Student 1	46	2116
2	Student 2	50	2500	Student 2	48	2304
3	Student 3	42	1764	Student 3	54	2916
4	Student 4	48	2304	Student 4	38	1444
5	Student 5	38	1444	Student 5	52	2704
6	Student 6	40	1600	Student 6	56	3136
7	Student 7	50	2500	Student 7	54	2916
8	Student 8	50	2500	Student 8	52	2704
9	Student 9	50	2500	Student 9	54	2916
10	Student 10	46	2116	Student 10	34	1156
11	Student 11	52	2704	Student 11	42	1764
12	Student 12	50	2500	Student 12	38	1444
13	Student 13	44	1936	Student 13	50	2500
14	Student 14	52	2704	Student 14	52	2704
15	Student 15	54	2916	Student 15	34	1156
16	Student 16	54	2916	Student 16	42	1764
17	Student 17	36	1296	Student 17	56	3136
18	Student 18	40	1600	Student 18	44	1936
19	Student 19	56	3136	Student 19	46	2116
20	Student 20	54	2916	Student 20	58	3364
21	Student 21	56	3136	Student 21	36	1296
22	Student 22	38	1444	Student 22	48	2304
23	Student 23	48	2304	Student 23	40	1600
24	Student 24	58	3364	Student 24	40	1600
25	Student 25	58	3364	Student 25	36	1296
	Σ	ΣX_1 = 1200	ΣX_1^2 = 58760	Σ	ΣX_2 = 1150	ΣX_2^2 = 54292

From the data above, this research do some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate the X1 (the sum of mean of experimental group)

$\tilde{x}_1 = \frac{\Sigma X_1}{N_1}$

$\tilde{x}_1 = \frac{1200}{25}$

$\tilde{x}_1 = 48$

Step 2: Calculate the X2 (the sum of mean of control group)

$\tilde{x}_2 = \frac{\Sigma X_2}{N_2}$

$\tilde{x}_2 = \frac{1150}{25}$

$\tilde{x}_2 = 46$

Step 3: Calculate the ΣX_1^2 (the sum of square of experimental group)

$\Sigma X_1^2 = 58760$

Step 4: Calculate the ΣX_2^2 (the sum of square of control group)

$\Sigma X_2^2 = 54292$

Step 5: Calculate the $(\Sigma X_1)^2$ (the square of sum iof the score of contrrol group)

$(\Sigma X_1)^2 = 1200^2$

$(\Sigma X_1)^2 = 1440000$

Step 6: Calculate the $(\Sigma X_2)^2$ (the square of sum iof the score of contrrol group)

$(\Sigma X_2)^2 = 1150^2$

$(\Sigma X_2)^2 = 1322500$

Step 7: Calculate *Df* (sum the number of experimental and control group)

$N_1 = 25$

$N_2 = 25$

$Df = N_1 + N_2 - 2$

$Df = 25 + 25 - 2 = 48$

Step 8: Enter the values obtained in steps 1 -7 into the formula for the t-test

$$t = \frac{\tilde{x}_1 - \tilde{x}_2}{\sqrt{\left(\frac{\Sigma X1^2 - \frac{(\Sigma x_1)^2}{N1} + \Sigma X2^2 - \frac{(\Sigma x_2)^2}{N2}}{N_1 + N_2 - 2}\right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$48 - 46$$

$$t = \frac{}{\sqrt{\left(\frac{58760 - \frac{1440000}{25} + 54292 - \frac{1322500}{25}}{25 + 25 - 2}\right) \cdot \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{2}{\sqrt{\left(\frac{58760 - 57600 + 54292 - 52900}{48}\right) \cdot \frac{2}{25}}}$$

$$t = \frac{2}{\sqrt{\left(\frac{1160 + 1392}{48}\right) \cdot \frac{2}{25}}}$$

$$t = \frac{2}{\sqrt{\left(\frac{2552}{48}\right) \cdot \frac{2}{25}}}$$

$$t = \frac{2}{\sqrt{53.16 \cdot \frac{2}{25}}} = \frac{2}{\sqrt{4.25}} = \frac{2}{2.06} = 1.030$$

Step 9: Intrpret the result of computation

From the calculation above, this research obtains the t-test value is 1.809, where t-table at p = 0.05 with $Df = N_1 + N_2 - 2 = 25 + 25 - 2 = 48$ at the level of significance 1.030 for two tailed is 2.021. Then this research can observe that the t-test is lower than t-table (1.030 < 2.021), this means that there is no significance difference between experimental and control group at the beginning of the study or before treatments are given. Then the researcher may take the next step for giving the treatment for the experimental group.

The Result Post-Test

The data of post test is shown in the following table:

Table 3 The students' post test score

No	Experimental Group		Control Group	
	Sample	**X_1**	**Sample**	**X_2**
1	Student 1	88	Student 1	58
2	Student 2	80	Student 2	58
3	Student 3	84	Student 3	72
4	Student 4	88	Student 4	68
5	Student 5	78	Student 5	68
6	Student 6	70	Student 6	74
7	Student 7	72	Student 7	78
8	Student 8	72	Student 8	70
9	Student 9	70	Student 9	78
10	Student 10	78	Student 10	64
11	Student 11	74	Student 11	58
12	Student 12	70	Student 12	56
13	Student 13	70	Student 13	64
14	Student 14	86	Student 14	76
15	Student 15	90	Student 15	80
16	Student 16	72	Student 16	80
17	Student 17	70	Student 17	82
18	Student 18	74	Student 18	64
19	Student 19	92	Student 19	60
20	Student 20	86	Student 20	82
21	Student 21	92	Student 21	66
22	Student 22	84	Student 22	56
23	Student 23	72	Student 23	66
24	Student 24	94	Student 24	60
25	Student 25	94	Student 25	62
$\tilde{x}_1 = \frac{\Sigma x_1}{N_1} = \frac{2000}{25} = 80$			$\tilde{x}_2 = \frac{\Sigma x_2}{N_2} = \frac{1700}{25} = 68$	

The computation of students' post test score:

Table 4 The computation of students' pre test score

No	Experimental Group			Control Group		
	Sample	X_1	X_1^2	**Sample**	X_1	X_2^2
1	Student 1	88	7744	Student 1	58	3364
2	Student 2	80	6400	Student 2	58	3364
3	Student 3	84	7056	Student 3	72	5184
4	Student 4	88	7744	Student 4	68	4624
5	Student 5	78	6084	Student 5	68	4624
6	Student 6	70	4900	Student 6	74	5476
7	Student 7	72	5184	Student 7	78	6084
8	Student 8	72	5184	Student 8	70	4900
9	Student 9	70	4900	Student 9	78	6084
10	Student 10	78	6084	Student 10	64	4096
11	Student 11	74	5476	Student 11	58	3364
12	Student 12	70	4900	Student 12	56	3136
13	Student 13	70	4900	Student 13	64	4096
14	Student 14	86	7396	Student 14	76	5776
15	Student 15	90	8100	Student 15	80	6400
16	Student 16	72	5184	Student 16	80	6400
17	Student 17	70	4900	Student 17	82	6724
18	Student 18	74	5476	Student 18	64	4096
19	Student 19	92	8464	Student 19	60	3600
20	Student 20	86	7396	Student 20	82	6724
21	Student 21	92	8464	Student 21	66	4356
22	Student 22	84	7056	Student 22	56	3136
23	Student 23	72	5184	Student 23	66	4356
24	Student 24	94	8836	Student 24	60	3600
25	Student 25	94	8836	Student 25	62	3844
Σ		ΣX_1 = 2000	ΣX_1^2 = 161848	Σ	ΣX_2 = 1700	ΣX_2^2 = 117408

From the data above, this research uses some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate the X1 (the sum of mean of experimental group)

$\tilde{x}_1 = \frac{\Sigma X1}{N_1}$

$\tilde{x}_1 = \frac{2000}{25}$

$\tilde{x}_1 = 80$

Step 2: Calculate the X2 (the sum of mean of control group)

$\tilde{x}_2 = \frac{\Sigma X2}{N_2}$

$\tilde{x}_2 = \frac{1700}{25}$

$\tilde{x}_2 = 68$

Step 3: Calculate the ΣX_1^2 (the sum of square of experimental group)
$\Sigma X_1^2 = 161848$
Step 4: Calculate the ΣX_2^2 (the sum of square of control group)
$\Sigma X_2^2 = 117408$
Step 5: Calculate the $(\Sigma X_1)^2$ (the square of sum iof the score of contrrol group)
$(\Sigma X_1)^2 = 2000^2$
$(\Sigma X_1)^2 = 4000000$
Step 6: Calculate the $(\Sigma X_2)^2$ (the square of sum iof the score of contrrol group)
$(\Sigma X_2)^2 = 1700^2$
$(\Sigma X_2)^2 = 2890000$
Step 7: Calculate *Df* (sum the number of experimental and control group)
$N_1 = 25$
$N_2 = 25$
$Df = N_1 + N_2 - 2$
$Df = 25 + 25 - 2 = 48$
Step 8: Enter the values obtained in steps 1 -7 into the formula for the t-test

$$t = \frac{\tilde{x}_1 - \tilde{x}_2}{\sqrt{\left(\frac{\Sigma X1^2 - \frac{(\Sigma x_1)^2}{N1} + \Sigma X2^2 - \frac{(\Sigma x_2)^2}{N2}}{N_1 + N_2 - 2}\right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{80 - 68}{\sqrt{\left(\frac{161848 - \frac{4000000}{25} + 117408 - \frac{2890000}{25}}{25 + 25 - 2}\right) \cdot \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{12}{\sqrt{\left(\frac{161848 - 160000 + 117408 - 115600}{48}\right) \cdot \frac{2}{25}}}$$

$$t = \frac{12}{\sqrt{\left(\frac{1848 + 1808}{48}\right) \cdot \frac{2}{25}}}$$

$$t = \frac{12}{\sqrt{\left(\frac{3656}{48}\right) \cdot \frac{2}{25}}}$$

$$t = \frac{12}{\sqrt{76.17 \cdot \frac{2}{25}}} = \frac{12}{\sqrt{6.09}} = \frac{12}{2.47} = 4.858$$

Step 9: Intrpret the result of computation
With the degree of freedom / *Df* = N_1 + N_2 – 2 = 25 + 25 – 2 = 48 at p = 0.05 of two tailed, the critical value of t is 2.021. As the value of t is bigger than that of the t-table (4.858 > 2.021), the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted, stating that there is significant difference in result between electronic journal writing and conventional method in writing ability to the second grade of SMP Handayani 1 Banjaran.

The Result Questionnaire

The data of questionnaire is shown in the following table:

Table 5 Percentge result of Questionnaire

No	Questions (*Pertanyaan*)	Strongly Agree (*Sangat Setuju*) (5)	Agree (*Setuju*) (4)	Neutral (*Netral*) (3)	Disagree (*Tidak Setuju*) (2)	Strongly Disagree (*Sangat Tidak Setuju*) (1)
1	Do you like learning English? (*Apakah Anda suka belajar bahasa Inggris*?)	0 (0%)	18 (72%)	7 (28%)	0 (0%)	0 (0%)
2	Do you like writing in English? (*Apakah Anda suka menulis bahasa Inggris*?)	0 (0%)	18 (72%)	7 (28%)	0 (0%)	0 (0%)
3	Do you often write in English? (*Apakah Anda sering menulis bahasa Inggris*?)	0 (0%)	7 (28%)	15 (60%)	3 (12%)	0 (0%)
4	Do you know Recount Text? (*Apakah Anda tahu recount teks*?)	3 (12%)	20 (76%)	3 (12%)	0 (0%)	0 (0%)
5	Do you like writing Recount Text? (*Apakah Anda suka menulis Teks Recount*?	0 (0%)	15 (60%)	10 (40%)	0 (5%)	0 (0%)
6	Does it hard for you to write Recount Text? (*Apakah menulis Teks Recount susah bagi Anda*?	0 (0%)	2 (8%)	17 (68%)	6 24%)	0 (0%)
7	Do you know Electronic Journal Writing? (*Apakah Anda tahu Electronic Journal Writing*?)	3 (12%)	20 (80%)	2 (8%)	0 (0%)	0 (0%)
8	Do you like writing in Electronic Journal Writing? (*Apakah kamu suka menulis di Electronic Journal Writing*?)	10 (40%)	10 (40%)	5 (20%)	0 (0%)	0 (0%)

9	Do you find it easy to use Electronic Journal Writing to write? (*Apakah menurut Anda mudah menggunakan Electronic Journal Writing untuk menulis*?)	10 (40%)	12 (48%)	3 (12%)	0 (0%)	0 (0%)
10	Does Electronic Journal Writing helped you to think twice when express the idea better before writing? *(Apakah Electronic Journal Writing membantu Anda berpikir ulang lebih baik saat menuangkan ide sebelum menulis?*)	5 (20%)	13 (52%)	7 (28%)	0 (0%)	0 (0%)
11	Does Electronic Journal Writing make you more enjoy in writing? (*Apakah Electronic Journal Writing membuat Anda lebih nyaman dalam menulis*?)	4 (16%)	15 (60%)	6 (24%)	0 (0%)	0 (0%)
12	Does Electronic Journal Writing make you more creative in writing? (*Apakah Electronic Journal Writing membuat Anda lebih kreatif dalam menulis*?)	4 (16%)	13 (52%)	8 (32%)	0 (0%)	0 (0%)
13	Does Electronic Journal Writing encourage you to write more frequently? (*Apakah Electronic Journal Writing mendorong Anda untuk menulis lebih sering*?)	2 (8%)	14 (56%)	9 (36%)	0 (0%)	0 (0%)
14	Does Electronic Journal Writing motivate you to write? (*Apakah Electronic Journal Writing memotivasi Anda untuk menulis*?)	4 (16%)	18 (72%)	3 (12%)	0 (0%)	0 (0%)

15	Does Electronic Journal Writing improve your writing skills? (*Apakah Electronic Journal Writing meningkatkan kemampuan menulis Anda*?)	5 (20%)	16 (64%)	4 (16%)	0 (0%)	0 (0%)

Discussion

The research investigated the effectiveness of electronic journal writing in enhance students' writing ability in recount text. Before the treatment, the result of the study showed the highest score of experimental group is 58 and the lowest score is 36. While the highest score of control group is 58 and the lowest score is 34. Additionally, the mean score of the experimental group is 48 and control group is 46. Besides that, from the table and the calculation data of pretest, the result of the study showed there is no significance difference between experimental and control group at the beginning of the study before the treatments are given. It can be seen the t-test both group is 1.030. The degree of freedom (*Df*) is 48 and the table of critical-t that is get from 48 and 0.05 level of significance is 2.021.

Whereas, after the treatment, the result of the study showed the highest score of experimental group is 944 and the lowest score is 70. While the highest score of control group is 82 and the lowest score is 56. Moreover, the mean score of the experimental group is 80 and control group is 68. Besides that, from the table and the calculation data of pretest, the result of the study showed there is significance difference between experimental and control group after the treatments are given. It can be seen the t-test both group is 4.858. The degree of freedom (*Df*) is 48 and the table of critical-t that is get from 48 and 0.05 level of significance is 2.021. It means that the alternative hypothesis (Ha) which said "there is a significant difference in results between the group that uses electronic journal writing and the group that uses conventional methods in writing recount text to the second grade of SMP Handayani 1": is accepted and the null hypothesis (Ho) is rejected. It can be concluded that electronic journal writing as means of writing ability to the second grade of SMP Handayani 1 have significantly better results than conventional teaching.

Afterwards, based on the result of questionnaire on the table, this research can be concluded that almost of the students' respond toward electronic journal writing are good. It is shown by result of the questionnaire that is 80% students like electronic journal writing (questionnaire number 8), 88% of the students feel motivated to write because of electronic journal writing (questionnaire number 14) and 84% of students answered electronic journal writing improve their writing ability (questionnaire number 15). It can be concluded that students' response to the use of electronic journal writing are good and positive.

CONCLUSION

In line with the aims of the research, there are two main conclusions about the effectiveness of electronic journal writing to enhance students' writing ability in the second grade of junior high school. First, based on the research questions in this research, it showed that the mean score of post-test experimental group was bigger than control group. It means the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected, stating that there is significance difference between electronic journal writing and conventional method to enhance

students' writing ability in the second grade of junior high school. It also means that electronic journal writing is effective to enhance students' writing ability.

Second, to find out how do the students' response to the use of electronic journal writing. Thus, from the result of questionnaire showed that almost all of students like writing in electronic journal writing because the electronic journal writing very helpful for students to express their ideas, flexibelity to use, motivate them, and improve their writing ability. In conclusion, the use of electronic journal writing is effective to enhance students' writing ability to the second grades of junior high school and the students' response are positively.

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