THE USE OF DIARY WRITING TO IMPROVE THE STUDENTS’ WRITING SKILL IN RECOUNT TEXT
(A Classroom Action Research of the Second Grade Students of MTsN Ngemplak Boyolali in the Academic Year of 2016/2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

IHDA MUFLIH SAIFULLAH
113-12-131

ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2017
DECLARATION

بِسْمِ اللَّهِ الرَّحْمنِ الرَّحِيمِ

In the name of Allah, the most gracious and merciful.

Hereby, the researcher declares that this graduating paper is written by the researcher himself. This paper does not contain any materials which have been published by other people; and it does not cite any other ideas except the information from the references.

This declaration is written by the researcher to be understood.

Salatiga, March 29th 2017

The Researcher

Ihda Muflih Saifullah
113-12-131
Salatiga, March 21th 2017

Faizal Risdianto, S.S., M.Hum  
The Lecturer of English Education Department  
State Institute for Islamic Studies (IAIN) Salatiga  
ATTENTIVE COUNSELOR’S NOTE  
Case: Ihda Muflih Saifullah’s Graduating Paper

Dear,

The Dean of  
Teacher Training and Education  
Faculty of State institute for Islamic Studies (IAIN) Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Ihda Muflih Saifullah’s graduating paper entitled The Use of Diary Writing to Improve The Students’ Writing Skill in Recount Text (A classroom Action Research of the Second Grade Students of MTsN Ngemplak Boyolali in the Academic Year 2016/2017), I have decided and wuld like to purpose that this paper can be accepted by Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. I hope this graduation paper will be examined as soon as posible.

Wasalamu’alaikum Wr. Wb.

Counselor,

Faizal Risdianto, S.S., M.Hum.

NIP. 19750917 200801 1010
A GRADUATION PAPER
THE USE OF DIARY WRITING TO IMPROVE THE STUDENTS' WRITING SKILL IN RECOUNT TEXT (A CLASSROOM ACTION RESEARCH OF THE SECOND GRADE STUDENTS OF MTsN NGEMPLAK BOYOLALI IN THE ACADEMIC YEAR 2016/2017)

WRITTEN BY:

IHDA MUFLIH SAIFULLAH
113-12-131

Has been brought to the Board of Examiners of English Education Department of Teacher Training and Education Faculty at State Institute For Islamic Studies (IAIN) Salatiga, on Wednesday March 29th 2017, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.P.d) in English and Education.

Board of Examiners

Head : Hanung Triyoko, S.S, M.Hum, M.Ed
Secretary : Rr. Dewi Wahyu Mustikasari, M.Pd
First Examinir : Dr.H. Sa'adi, M.Ag
Second Examiner : Mashlihatul Umami, M.A

Salatiga, March 29th 2017
Dean of teacher Training and Education Faculty of IAIN Salatiga

Suwardi, S.Pd., M.Pd
NIP. 19670121 199903 1 002
MOTTO

“Seeking knowledge is an obligation for every muslim both man and woman.”

—The Prophet Muhammad

"Reach for the knowledge, and to get the knowledge learn to be calm and patient.”

— Caliph Umar bin Khatab

“Like a hunted animal in order not to loose, tie knowledge to write.”

— Caliph Ali bin Abi Talib

“Disasters due to stupidity is the greatest tragedy of a human being.”

— Al-Ghazali

“If you can not stand the tired studying, then you must bear the pangs of stupidity.”

— Imam Syafi’i

“Science without religion is blind, religion without science islam.”

—Albert Einstein
DEDICATION

This graduating paper is dedicated to:

1. My beloved mother Mrs. Dwi Astutik and father Mr Jumeiri, thanks for all of the prayers, struggle, and sacrifice.

2. My beloved brother Muhammad Wildan Abdurrahman and sister Qurrah Abdillah Lutfiana, thanks for your motivation and support.

3. My beloved friends in PP. Salafiyah who I can not mention one by one, thanks for your help, motivation, and support.

4. My friends in International Class Program 2012, thanks for your motivation and support.
ACKNOWLEDGEMENT

Firstly, in the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without supports, guidances, advices, helps, and encouragements from individual and institution, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies(IAIN) Salatiga.
2. Suwardi, M. Pd. as the Dean of Teacher Training and Education Faculty.
3. Noor Maliah, Ph. D. as the Head of English Education Department.
4. Sari Famularsih, M.A as the Head of International Class Program.
5. Faizal Risdianto, S.S., M.Hum a counselor who has educated, supported, directed and given the researcher advices, suggestions, and recommendations for this thesis from beginning until the end.
6. All of the lecturers in English Education Department. Thanks for your education.
7. All of the staffs who have helped the researcher in processing of graduating paper administration.
8. Ananta Bayu Krisnandar who has helped and supported for this graduation paper from beginning until the end.
9. All of my close friends who I could not mention one by one.
10. All my friends in PP. Salafiyah who I can not mention one by one.
11. All my friends in International Class Program 2012.
12. All of my friends from E class of TBI 2012.

Finally this graduating paper is to the readers. Moreover, the researcher is pleased to accept more suggestions and contributions from the readers for the improvement of the graduating paper.

Salatiga, March 21\textsuperscript{th} 2017

The researcher,

\textbf{Ihda Muflih Saifullah}

113-12-131
ABSTRACT


Keywords: Diary Writing, Improve, Writing, Writing’s skills, RecountText.

This research was aimed at implementing diary writing as a medium to improve the writing skills of the second grade students of MTsN Ngemplak Boyolali in the academic year of 2016/2017. This research was an action research study. The participants of this research were 29 students of grade VIIIH, the English teacher, and the collaborator. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview with the English teacher and the students and observations during the teaching and learning process. Meanwhile, the quantitative data were in the form of the results of the students’ writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test). The results of the research showed that there were improvements on the students’ writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics. The research uses two cycles, each cycle consist of planning, action, observation, and reflection. The result of this research shows that there is an improvement of the students’ writing skills in “Recount Text”. It can be seen from t-test calculation in cycle I shows that the score of pre-test 58.17 and the score of post-test is 74.41. Meanwhile, the cycle II shows that the score of pre-test is 58.17 and score of post-test is 75.86. This indicates that by applying of diary writing can improve the writing skills of the second grade students of MTsN Ngemplak Boyolali is accepted.
TABLE OF CONTENTS

TITLE ........................................................................................................................................ i

DECLARATION................................................................................................................... ii

ATTENTIVE COUNSELOR NOTE .................................................................................. iii

STATEMENT OF CERTIFICATION ........................................................................... iv

MOTTO ...................................................................................................................................... v

DEDICATION ................................................................................................................... vi

ACKNOWLEDGMENT ..................................................................................................... vii

ABSTRACT ..................................................................................................................... ix

TABLE OF CONTENTS ..................................................................................................... x

LIST OF TABLES ........................................................................................................... xiii

LIST OF APPENDICES ..................................................................................................... xiv

CHAPTER I : INTRODUCTION

A. Background of the Study .............................................................................................. 1
B. Research Questions ......................................................................................................... 5
C. Research Purposes .......................................................................................................... 6
D. Limitation of the study ................................................................................................... 6
E. Benefits of the study ....................................................................................................... 7
F. Definition of Key Terms ............................................................................................... 7
G. Paper Outline ................................................................................................................ 8

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Writing Skills ..................................................................................................................10

1. Definition of Writing .....................................................................................................10
2. Characteristics of Written Language ..........................................................................13
3. Micro- and Macro skills of Writing ............................................................................15
4. Process of Writing ........................................................................................................16
5. Tasks of Teacher in Teaching Writing ........................................................................18
6. Types of Writing Performance ................................................................. 19

B. Recount Text ....................................................................................... 20
   1. Definition of Recount ........................................................................ 20
   2. Generic Structure of Recount .......................................................... 21
   3. Language Feature of Recount ........................................................... 21
   4. Example and structures of the text ................................................... 22

C. Diary Writing ........................................................................................ 23
   1. Definition of Diary ........................................................................... 23
   2. Implementation of Diary in Education .............................................. 23

D. Relevant Studies ................................................................................... 25

E. Conceptual Framework ......................................................................... 26

F. Hypothesis ............................................................................................ 29

CHAPTER III: RESEARCH METHODS

A. Type of Research Design ....................................................................... 30
B. Setting of the Research .......................................................................... 30
C. Subjects of the Research ......................................................................... 31
D. Time of the Research ............................................................................. 32
E. Instruments of the Research .................................................................... 32
F. Data Collection Techniques .................................................................... 35
G. Data Analysis Techniques ....................................................................... 37
H. Validity and Reliability of The Data ..................................................... 39
I. Procedures of the Research ..................................................................... 41
   1. Re-connaissance ............................................................................... 42
   2. Planning ............................................................................................ 43
   3. Action and Observation ..................................................................... 43
   4. Reflection .......................................................................................... 44

CHAPTER IV: DATA ANALYSIS

A. Research Finding .................................................................................... 45
   1. Cycle I ............................................................................................... 45
   2. Cycle II .............................................................................................. 58
B. Discussion ........................................................................................................... 71

CHAPTER V: CLOSURE

A. Conclusion ........................................................................................................... 73

B. Suggestion ........................................................................................................... 76

REFERENCES

CURRICULUM VITAE

APPENDICES
# LIST OF TABLES

Table 1: Example of Recount Text Setiawan, D.O (2007:45)

| Genre | ........................................................... | 22 |

Table 2: VIII H Students of MTsN Ngemplak Boyolali in the Academic Year 2016/2017

|  | ........................................................... | 31 |

Table 3: Assessment Writing Scoring Rubric (adapted from Jacobs, 1981)……33

Table 4: Result of pre-test cycle I & II.........................................................53

Table 5: Result of post test cycle I.................................................................54

Table 6: Result of pre test and post test cycle I & II........................................54

Table 7: Result of pre-test cycle I & II..............................................................66

Table 8: Result of post-test cycle II.................................................................67

Table 9: Result of pre test and post test cycle II..............................................67

Table 10: Mean of students’ score........................................................................71
### LIST OF APPENDICES

| Appendix 1 | Permission Letters | 83 |
| Appendix 2 | Attendance List | 85 |
| Appendix 3 | Course grid | 91 |
| Appendix 4 | Lesson plans | 94 |
| Appendix 5 | Materials and Worksheets | 110 |
| Appendix 6 | Students’ Pre- and Post-test | 122 |
| Appendix 7 | Students’ Works and Diaries | 136 |
| Appendix 8 | Students’ Writing Scores | 139 |
| Appendix 9 | Observation Checklists | 145 |
| Appendix 10 | Questionnaires | 152 |
| Appendix 11 | Photographs | 155 |
CHAPTER I
INTRODUCTION

The objective of this study is to improve the students’ writing skills through diary writing. In this part, some sub chapters are presented. They are background of the study, research questions, research purposes, limitation of the problem, benefits of the study, the definition of key terms, paper outline.

A. Background of the Study

Learning writing skills is a requirement for students. Writing as a part of student daily activity. In student's daily life there are so many products of writing that can support their need and those can be seen in any places and any time like brochure, magazines, newspapers etc. The forms of writing is very important for a student to support the needs of student. In academic life, students need to read various forms of writing so that students can find the information that they need to know. For an example, when someone wants to make a cake that previously he did not know how to make it, he should read the instructions on how to make a cake so that he can make it base on the information that he obtained from books.

In another word, basically writing is one way or form of communication made by an individual to another in the form of handwriting. Students make communication in writing to giving informations to each other as what has been described by Gelb (1951: 12), writing is how humans communicate their thoughts and feelings by means of signs whether understandable not only for
himself but also for all the others more or less initiated into a particular system. That is the underlying reason why we as humans or the students have to learn to write, so that we can communicate with each other for social skills, because we are human and human are social creatures who need each other.

It is a fact that to have mastery writing skills greatly needed for students, ranging from elementary school to university level. According to Graham, Charles, MacArthur and Fitzgerald (2007: 34), teaching writing skills in schools has two important benefits. First, writing is a skills that can demonstrate the ability to use strategy such as planning, evaluation, and revision in order to achieve the purpose of writing with variety of opinions and supporting evidences they have. Second, Writing means to expand and deepen the student's knowledge. Writing is a way to learn a lesson. By writing skills a student can write what is on his mind and issued his opinion in accordance with what he wants to say in learning.

Instead of the function of express opinions, an educated student can not only express his opinion but also he has to supply the supporting data and facts. Student’s opinion can be poured into written form but he also had to include data and facts which are can be obtained through texts or any sources that support his opinions in the form of writings. For an example, to make an evaluation of a project, a student must write an accountability sheet into the form of scripts that can be read and negotiated as an evaluation for the next project. By writing skills also, a student can add knowledges that he wanted to know and that he has not known before in a study. A student writes an
handwriting through what he reads as source of references for his writing material.

In addition writing activity does have a very close relation with the activity of a student in the classroom. In the classroom a student writes the subject matter that has been conveyed by a teacher then a student writes into the form of summaries or complete material. By writing such material, then a student can gain new knowledge that he does not know before to relearn or repeat what he has wrote earlier.

Many problems happen in the teaching and learning process of writing. The problems are not only come from the teacher but also for the students. From the experiences of the researcher, when he was in school still confused with the regulations of writing. He felt difficult on writing. He did not understand about some technical term in writing, for example: when he wanted to write a paragraph, he did not know how to differentiate between deduktive and induktive. how to put a main idea into a paragraph well. How to write a whole text well and perfectly.

The matter that is often happens in developing the writing skills for student is, it is rarely taught to students either at the junior high school or senior high school. There are some reasons why writing skills is often be ignored by teachers. Firstly, a teacher has difficulty in planning and teaching this skills. Secondly writing skills is not tested in the semester or final exam. Thirdly, a teacher more often occupied with explaining the parts of generic structure of a text than by applying it into a handwriting for students. Lastly,
learning writing skills is wasting time both for the process and also in providing feedback. In general, students have difficulty in writing skills in various forms of text types. Then it becomes a requirement for teachers to think and solve this problem. Beside that, this problem is also becomes an opportunity for researcher to make a study concerning the difficulty or lack of writing skills for students. In this study, researcher and teacher focus on the problem lack of writing skills in recount text for students. The possibility lack of writing skills for students in text form of a recount is caused by some common points. The possibilities are low student motivation, or because of improper valuation methods, it could be because of the low mastery of English grammar, or perhaps because of improper teaching methods, and frequency of exercises are not enough. So, from these possibilities, the researcher wants to further emphasize the implementation of diary writing as a technique that he wants to test to improve writing skills in recount text is the frequency of exercise.

To achieve the goal, the students can master the writing skills which is a obligation for them. Students must do some efforts to acheive the goal. The effort can be achieved by various of approach, methods and learning techniques that can facilitate students mastering of writing. Here in order to master writing, researcher try to offer a technique of writing, especially in recount text with diary writing technique.

According to Fitzpatrick (2005: 15), diary writing 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.

Frequently someone writes diary in his daily life just for poured from what was in his mind and his feelings that aims to entertain himself and he will feels happy to do it. The pleasure that felt by someone gives positive impact and good habits so that someone will writes a diary as pleasant habi. From this technique and the meaning of diary writing, the researcher try to apply this technique toward the students as the objects of research.

Based on the background above, the writer emphasizes the study in the use of diary writing by giving an assignment at home for students as their pleasant habit. It will helps students to understand and applying the recount text easily. So, the study focuses on:

“THE USE OF DIARY WRITING TO IMPROVE THE STUDENTS’ WRITING SKILLS IN RECOUNT TEXT (A classroom Action Research of the Second Grade Students of MTsN Ngemplak Boyolali in the Academic Year of 2016/2017)”.

B. Research Questions

Based on the above phenomenon, this study tries to answer of some problems.
1. How is process of result the implementation of diary writing to improve the students writing skills in recount text for the second grade students of MTsN Ngemplak Boyolali in the academic year of 2016/2017?

2. How far is the improvement of the implementation of diary writing to teach recount text to improve the students’ writing skills for the second grade of MTsN Ngemplak Boyolali in the academic year of 2016/2017?

C. Research Purposes

Based on the statement in the problems of the study, the purpose of the study are as follows:

1. To know the result of the implementation of diary writing to improve the students writing skills in recount text for the second grade students of MTsN Ngemplak Boyolali in the academic year of 2016/2017.

2. To know the process of diary writing method to teach recount text to improve the students writing skills for the second grade of MTsN Ngemplak Boyolali in the academic year of 2016/2017.

D. Limitation of the study

This study applied to eight grade students of MTsN Ngemplak Boyolali and the study focus on using of diary writing to improve the students writing skills in recount text.
E. Benefits of the Study

The study has significance on contributing theoretically and practically:

1. For the teachers

The finding of this study can help them in their teaching process especially in writing, or they can adopt this technique by using dairy writing to improve the students’ ability.

2. For the other researchers

This study will be very useful references for those who are interested in the same study and give useful consideration to conduct another study which is stills related to the area of the study.

3. For the students

Hopefully, this study can give improvement in their writing ability and make them more enjoyable during teaching and learning process.

F. Definition of Key Terms

To avoid misconception and misunderstanding of the study, the researcher would like to explain some key terms, as follow:

1. Writing

According to Gelb (1951: 14), writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do.
2. Diary

According to Fitzpatrick (2005: 15), diary (also called journal) 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.

3. Recount

According to Djoehari (2007:44), recount is a type of text that content reported an events, or an incidents that happen to a person, or a person's experience. recount text aims to inform or entertainment.

G. Paper Outline

This study report consists of five chapters. Each chapter has different elements as follows:

Chapter I : Tells about introduction. The researcher explains about background of the study, Research questions, Research purpose, limitation of the study, benefits of the study, definition of the key terms, and paper outline.

Chapter II : Describes about previous studies, concept of Writing, concept of Diary Writing, concept of Recount Text. First, concept of Writing divides into definition of Writing, element of Writing, and role of the teacher. Second, concept of Diary Writing divides into definition of Diary Writing, element of Diary Writing, and roles of Diary Writing in the implementation.
Third, concept of Recount Text divides into definition of Recount Text, element of Recount Text, and Recount Text as material object testing.

Chapter III: Discusses about methodology of research. It covers location of the study, research design, subject of the study, time allocation, techniques of collecting the data, cycles of research methodology, evaluation criteria, and technique of analyzing data. First, location of the study divides into general condition of MTsN Ngemplak Boyolali, and general condition of second grade students of MTsN Ngemplak Boyolali. Second, techniques of collecting the data divide into test, observation, interview, and documentation. Third, cycles of research methodology, how to apply the technique in learning activities includes cycle 1, cycle 2.

Chapter IV: Presents implementation of teaching Recount text by using diary writing as technique that researcher try to offer and apply it in writing subject, and improvement of teaching Recount text by using diary writing as technique that researcher try to offer and apply it in writing subject in MTsN Ngemplak Boyolali to improve the students’ writing skills.

Chapter V: It is conclusions and suggestions. It contains all of data analysis and gives some suggestions of the problems discussed. The last part is references, curriculum vitae and appendices.
CHAPTER II

REVIEW OF RELATED LITERATURE

This study is aimed at finding out that the use of diary writing can improve the writing skills of the eighth grade students. To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of writing skills and diary writing. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study.

A. Writing Skills

This sub chapter discusses some relevant theories related to writing skills. In this discussion, six important points are presented. They are the definition of writing, the characteristics of written language, micro-and macro skills of writing, the process of writing, types of writing performance, tasks of teacher in teaching writing.

1. Definition of Writing

Writing is considered as a productive skill along with speaking Harmer (2007: 265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

According to a psycholinguist, Lenneberg, (as cited in Brown, 2001: 334), he says that different from speaking in which people learn
language through a natural process or human behavior as learning to "walk" writing is a learned behavior as learning to "swim". People need someone to teach them. It means that people learn to write if they are members of a literate society and usually if someone teaches them.

Among the four language skills, "writing is the most difficult skill for second or foreign learners to master" Richards & Renandya (2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words Brown (2001: 336). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The similar definition also stated by Rohman (as cited in McDonald & McDonald 2002: 7), he points out that writing is usefully described as a process of putting thoughts into words and words into papers.

Writing can be seen as two different views. They are the product of that writing and the process of writing Harmer (2001&2007) and Brown (2001), writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should look like Brown (2001: 335). It means that the writing should (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself Harmer (2007: 325).
On the other hand, when writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas down on paper to transform thoughts into words Brown (2001: 336). It means that the process of writing is more valuable than the end of the product.

Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

Making a good piece of writing is a complex process. It requires the ability to write grammatically correct sentences and organize them logically into paragraphs or essays Oshima & Hogue (2006: 233), McCarthy (2000: 212), and Harmer (2007: 341) The Practice of Language Teaching point out that there are two important aspects in writing. In order to make writing to be successful, it has to be both coherent and cohesive.

Coherent is the feeling that the elements of texts are bound together in which the reader can follow the sequence of ideas or points. While cohesive is the surface links between the clauses and sentences of a text. It is a more technical matter since it deals with the various linguistic ways of connecting ideas across phrases and sentences, such as using pronoun and connector.
2. Characteristics of Written Language

Brown (2001: 341-342), points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

a. Permanence

Writing is permanent. Once the writers finish their writing, they cannot re-edit their writing. So, a thorough refinement and revision are needed before the final draft is submitted.

b. Production time

Time limitation is one of the important issues in writing, especially in an educational context. A sufficient length of time will affect the production of a good writing, and vice versa. When the time given is not sufficient, the writers may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

c. Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here, may mean a range between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience’s general knowledge and write from the perspective of the target audience.
d. Orthography

Many different writing systems have evolved around the world Harmer (2004: 1). Therefore, being able to use such writing system is not an easy matter, especially in a language which has different orthography from the writer” s native writing system.

e. Complexity

Different from spoken language which tends to have shorter clauses and forms, the written language tends to have larger clauses with more complex forms. Therefore, the writer should write clearly, cohesively, and coherently in delivering the message to the readers.

f. Vocabulary

The written English has a greater variety of lexical items than in spoken conversational English. The lexical items used in the text may have different meaning depend on the context embedded. Therefore, the writer should learn and take benefits from the extensive number of English words.

g. Formality

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.

Since writing is a way to communicate in the written form, every thing should be clear. It means that before the writers come
to the end of their writing, they should make sure that their writing has already met the purpose of their writing so that the target readers could get the message clearly.

3. Micro- and Macro skills of Writing

Brown (2003: 220-221), points out some micro- and macro skills of writing. The micro skills refer to producing the basic skills of writing, such as forming letters, words, or simple sentences. The micro skills are as follows.

a. Producing graphemes and orthographic patterns of English.

b. Producing writing at an efficient rate of speed to suit the purpose.

c. Producing an acceptable core of words and use appropriate word order patterns.

d. Using acceptable grammatical system (e.g. tense, agreement, pluralization), patterns, and rules.

e. Expressing a particular meaning in different grammatical forms.

f. Using cohesive devices in written discourse.

Besides, the macro skills refer to producing a text at or beyond the discourse level that is producing a meaningful text. The macro skills of writing are as follows.

a. Using the rhetorical forms and conventions of written discourse.

b. Appropriately accomplishing the communicative functions of written texts according to form and purpose.
c. Conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Distinguishing between literal and implied meanings when writing.

e. Correctly conveying culturally specific references in the context of the written text.

f. Developing and using a battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Teaching writing means teaching the micro and macro skills of writing as well. Therefore, the teacher should provide activities and materials which cover those micro and macro skills in order to make the students come to the productive stage, producing a text, without finding great difficulties.

4. Process of Writing

Rohman (as cited in McDonald & McDonald, 2002: 7), Teaching Writing Proposes the process of writing into three stages. They are pre-writing, writing, and re-writing. Pre-writing is defined as the stage of discovery the writing process when a person assimilates his “subject” to himself. In other words, the pre-writing stage is a stage when the process of thinking is happened, such as developing ideas and designing the ideas.
Writing is a stage in which the writers put their ideas into words on papers. It means that the writers write down of what they are going to say or write. The next is re-writing. This stage is defined as a process of making revisions or changes of what they have written.

In line with the above concept, Richards & Renandya (2002: 315), Harmer (2004: 4-6) and Langan (2008: 17-19), there are four basic writing stages. They are planning, drafting, revising, and editing. The first element is planning, that is thinking of what comes on the writers’ mind, what they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and made revisions or changes to their draft into their final version.

Nation (2009: 114) points out that there are seven sub processes of writing. They are considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing.

From the explanation above, it can be concluded that writing, as it is seen as a process, is a product of turning out the ideas into words in a
piece of paper which faces several processes. They are planning, drafting, revising, and editing.

5. Tasks of Teacher in Teaching Writing

Harmer (2004: 41-42), points out that there are a number of tasks that the teachers should do to help their students become better writers. They are as follows.

a. Demonstrating

Teachers have to be able to draw the features of the genre of the written texts, so that the students are aware of the differences among the types of written texts.

b. Motivating and provoking

Students often find themselves lost for words when they are writing. In this case teachers can help them by provoking them into having ideas, enthusing them with the value of the task and persuading them what fun it can be.

c. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the mean to carry them out.

d. Responding

Teachers react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement.
e. Evaluating

Teachers make a correction of the students’ writing. It can be a note which indicates where they wrote well and where they made mistakes. It is a kind of giving feedback towards the students’ writing.

The explanation above shows that the teachers take an important role in the development of the students’ writing skills. Good teachers are they who can perform those tasks while teaching writing. They can facilitate the students in their learning so that the students could develop their writing strategies.

6. Types of Writing Performance

Brown (2001: 343-346), proposes five major categories of classroom writing performance. They are as follows.

a. Imitative

This type of writing is usually for the beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

b. Intensive

Students produce language to display their competence in grammar, vocabulary, or sentence formation.

c. Self-writing

Self-writing is a writing with only the self in mind as an audience. Diary or journal writing and note taking can be categorized in this kind
of writing in which they take a note for something for the purpose of later recall.

d. Display writing

This type of writing is more focused on task based responses in which students are responding to a prompt or assignment.

e. Real writing

The purpose of this type of writing is to exchange useful information.

Since the different writing may have different purposes, the teacher should able to give the students a clear understanding of the types of writing performance so that the students could differentiate and recognize which types their writing belongs to.

**B. Recount Text**

a. Definition of Recount

Story that you want to tell other people about something that has happened in your life. You might want to tell about what you did at the weekend. It might be about exciting things that happened when you were on holiday last year. Speaking or writing about past events is called a recount Anderson and Anderson (1998: 23).

A recount is a piece of text that retells past events, usually in the order in which they happened Anderson and Anderson (1998: 23). The
The purpose of a recount is to give the audience a description of what occurred and when it occurred.

In line with the understanding above, Djoehari (2007:44), recount text is a text which is content type reporting an incident, event or activities conducted by someone, or a person's experience. The purpose recount text is to inform or to entertain readers.

b. Generic Structure of Recount
   1) Orientation: a first paragraph that gives background information about who, what, where and when.
   2) Events: Describing series of event that happened in the past.
   3) Reorientation: It is optional. Stating personal comment of the writer to the story.

c. Language Features of Recount
   1) Specific noun as a personal pronoun, egs I, my cat.
   2) Individual participant, focuses on the story of the participants (actors) that certain specific egs Angga example, my father etc.
   3) Time connection and conjunction to sort events, egs after, before, soon etc.
   4) Action verbs, verbs that show the events or activities, egs stayed, climbed etc.
   5) Adverbs and adverb phrases to show the place, time and manner, egs yesterday, last week, at home, slowly etc.
d. Example and structures of the text

Table. 1
The Example of Recount text Djoehari (2007:45)

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Our trip to the Blue Mountain</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Friday we went to the Blue Mountains. We stayed at David and Della’s house. It has a big garden with lots of colourful flowers and a tennis court.</td>
<td></td>
</tr>
</tbody>
</table>

| Event | On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. |

| Reorientation | In the afternoon we went home. |

Generic Structure:
1. Orientation : The topic that will describe is visit the Blue Mountains in Bali.
2. Event : Describe the situation of scenic railway, shopping, went on the scenic skyway and saw cockatoos.
3. Reorientation : went home.
C. Diary Writing

1. Definition of Diary

Curtis and Bailey (2007: 68), Stanley, Shimkin and Lanner (1988: 3) “A journal or diary is a record, often kept daily, of one’s life, a kind of personal account book.” The similar description also proposed by Fitzpatrick (2005: 4), he states that “a diary is a personal record of a writer’s life experience and is usually private.”

Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine. The purpose of a journal or diary is “to give your writing muscles” a daily workout” Masiello (1986: 37). By making the act of writing something routinely, the students will change it from an irritating and unsuccessful activity to one that they feel comfortable and familiar.

2. Implementation of Diary in Education

Classroom writing is an essential academic requirement. However, most students are reluctant and unconfident when they have to write about something in the classroom. It is because they think that they have nothing to say or write. In addition, the time pressure also makes them cannot write their ideas properly.

In relation to those cases, Chanderasegaran as cited in Tuan.(2010: 81), states that writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by
keeping journals or diaries. Spaventa as cited in Tuan (2010: 82), points out that writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about. As Chickering and Gamson as cited in Tuan (2010: 82), states that giving the students more chances to write what is relevant to them is “an active learning technique.”

Several scholars such as Artof as quoted by Tin in Tuan (2010: 82), states that diary writing or personal writing has several values. “It is a powerful tool to find our own untapped creative power, uncover our family history, learn to see the world more clearly, heal unsolved issues, understand our fears, and explore our motivation. Through personal writing, we can develop both writing skills and awareness, can develop greater awareness and interpersonal understanding, increasing the ability to relate to others.”

Harmer (2007: 128), states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also
how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students’ general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with.

Ngoh (as cited in Tuan, 2010: 82) also adds the benefit of diary writing that it also provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Langan (2008: 16), (2011: 14), says that keeping a dairy is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary or journal can also make writing as a familiar part of the students’ life. Therefore, it can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing.

D. Relevant Studies

Barjesteh, Vaseghi and Gholami (2011: 86), conducted a study entitled “The Effects of Diary Writing on EFL College Students’ Writing Improvement and Attitudes on 44 male participants in the third-year” students majoring in mechanical engineering at Petroleum University of technology in Mahmoodabad, Iran. Their study was an experimental study
in which the participants were given a treatment and they were scored with an expository writing test before the treatment and at the end of the treatment. The result showed that there is a significant effect on diary writing on the improvement of grammatical accuracy in the EFL college students.

The similar study conducted by Tuan, L.T. (2010), states students from the two classes practically the same writing proficiency level attending the third course of writing at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC) with the tests in the form of essay writing to measure the students’ writing proficiency level in terms of fluency and accuracy. His research showed that there is an improvement on the students’ writing.

E. Conceptual Framework

Language as a means of communication has a central role in human life. To be able to share the ideas, thoughts, and feelings to one another, people need a language. The communication does not necessary in the form of spoken language, but it can also be in the form of written language.

However, in the real practice the writing skills in most schools were not given equal attention as in the speaking skills. Based on the observation conducted by the researcher while doing the teaching practice or
PPL program in MAN Model Kendal, he founders some problems in teaching writing. The problems were commonly come from the students and the teacher.

Students found themselves unconfident to write because they thought that they had nothing to write. When they had already got the idea, the lack of vocabulary and grammatical mastery also made their ideas could not be properly conveyed. The other problems also came from the teacher. First, the teacher did not give adequate practices for the students to write because the teacher did not want to waste the time. It is because she had to give all the materials to the students and had to finish it on time as it was scheduled. Second, the students’ motivation to join the writing class was low. It was because the teacher usually used pictures as the main media when teaching writing.

By looking at the fact that the students lacked of writing practices, the researcher employed diary writing as a medium to give them more writing practices outside the classroom. The use of diary writing as the instructional media brought some influences in the teaching and learning process. The students became more enthusiastic and willing to do the tasks. In addition, their motivation in writing also increased.

In this research, the researcher integrated the use of diary writing with a text type, recount text. Since a recount text and diary usually tell about past events or experiences, the use of diary writing would help the students in understanding the recount text. The researcher planned to give the
information about what a recount text is and its characteristics as the classroom activities. Meanwhile writing a diary is used as the outside classroom activity.

The use of diary writing in this research was mainly to put the students’ knowledge of writing into practice and to give them more writing practices so that they will be accustomed to write and when they were asked to write a recount text in the classroom, they would write it fluently and it would lower their anxiety to write.

Follow up the observations that conducted by researcher previously at MAN Model Kendal, in the next opportunity, this study will take an action research on media diary writing at MTsN Ngemplak Boyolali. The study will be act at different institution from the observations that conducted before, because researcher unable to did the research. Inability to did a study at institution before because researcher was not ready yet and did not made a series of proposals and materials to conduct a research. Base on that reason, researcher finally decides to take action research at MTsN Ngemplak Boyolali.

Researcher has an opinion that the problems and shortcomings faced by teacher and students at MAN Model Kendal approximately equal to teacher and students at MTsN Ngemplak Boyolali in learning writing. Base on the the reason and understanding of diary writing before, researcher establish hisself to implement a media diary writing as a solution to overcome
the problems and deficiencies in learning of writing especially for recount tect.

By keeping a diary and getting regular feedback, the students got an opportunity to practice their writing skills or at least their writing would get better day by day. So, it can be assumed that diary writing can improve the writing skills of the eighth grade students of MTs N Ngemplak Boyolali.

F. Hypothesis

Based on the conceptual framework above, the researcher proposes that diary writing can improve the writing skills of the eighth grade students of MtsN Ngemplak Boyolali.
CHAPTER III

RESEARCH METHODS

This chapter discusses the methods used by the researcher in conducting the study. It involves the type of research design, setting of the research, subjects of the research, time of the research, instruments of the research, data collection techniques, data analysis techniques, validity and reliability of the data, and procedures of the research.

A. The Type of Research Design

This research was a collaborative action research study. This research was aimed to find problems and implement some actions to solve the existing problem that was to improve the writing skills of the eighth grade students of MTsN Ngemplak Boyolali. This research adapted a cyclical action research model proposed by Kemmis and McTaggart (1998: 432). The researcher and the collaborator worked collaboratively to find obstacles and weaknesses of the teaching and learning process, identify the problems, plan and implement the actions. After that, the researcher and the collaborator made an evaluation, reflection, and discussion related to the actions implemented.

B. Setting of the Research

This action research was conducted in MTsN Ngemplak Boyolali. It is located in Jl. Waduk Cengklik Ngesrep, Ngemplak, Boyolali, Central Java.
C. Subjects of the Research

The main subjects of the research are the students of class VIII H of MTsN Ngemplak Boyolali. This class consists of 29 students. The researcher choose class VIII H as the subjects of the research base on recommended of Mr Agus Dwi Raharja S.Pd. He recommends me to choose another class because I have observed his class VIII A in one meeting before, but he was not sure that I can control the students and class room condition to implement and take a research in it. In the next week Mr. Agus consults to Mrs Dewi Fitriasih S.Pd so that can accept me to take a research in her class VIII H. She felt ok and welcome with what I will do and she agrees. The other subjects in this research are the English teacher, and the collaborator.

Table 2

VIII H Students of MTsN Ngemplak Boyolali in the Academic Year 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta Didik</th>
<th>P/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>L</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>P</td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>P</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>P</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>P</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>L</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>P</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>L</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>P</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>P</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>L</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>P</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>L</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>P</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>P</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>P</td>
</tr>
</tbody>
</table>
D. Time of the Research

The research was conducted in the second semester in the academic year of 2016/2017. The observations were conducted in two meetings. The preliminary observation was conducted on 19 January, 2017 in class VIII A, but the research canceled to be conducted here because of some reasons. The second meeting of the observation was conducted on 23 January, 2017 in class VIII Dwi based on what was offered by Mr. Agus Dwi. From those observations have aim to get the up-to-date problems in the field. Then, the actions were conducted two times in a week, start from 25 January 2017 to 16 February 2017. The researcher carried out the actions based on the school schedule.

E. Instruments of the Research

To gain the valid data, the researcher used three instruments which are interview guideline, observation sheet, and test. The interview guideline
was used as the guidance to conduct the interview with the English teacher and the students. This instrument was used in the reconnaissance and reflection steps. In the reconnaissance step, the interview guideline was used to find out the existing problems faced by the teacher and the students in the teaching and learning process. In the reflection step, it was used to see the collaborator’s and students’ opinions towards the actions. Then the results of the interview were transcribed and analyzed as the qualitative data.

The observation sheet was used to observe the teaching and learning processes and to take a record of the classroom activities during the implementation of the actions. Moreover, the test was used to see the students’ writing skills. In assessing the students’ writing in quiz and practice, the researcher used scoring rubric proposed by Jacobs et al as cited in Weigle (2002: 116), which focuses on five aspects of writing. They are the content, the organization, the vocabulary, the language use, and the mechanics aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Excellent – very good</td>
<td>30-27</td>
<td>Relevant to the topic, give the detail information, and match the purpose of recount text.</td>
</tr>
<tr>
<td></td>
<td>Good – average</td>
<td>26-22</td>
<td>Mostly relevant to the topic, lacks of detail</td>
</tr>
<tr>
<td></td>
<td>Fair- poor</td>
<td>21-17</td>
<td>Inadequate development of the topic, almost match to the purpose of recount text</td>
</tr>
<tr>
<td></td>
<td>Rating</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Very poor</td>
<td>16-13</td>
<td>Does not relate to the topic, does not match the purpose</td>
</tr>
<tr>
<td></td>
<td>Excellent – very good</td>
<td>20-18</td>
<td>Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>Good – average</td>
<td>17-14</td>
<td>Loosely organized, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>13-10</td>
<td>Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Excellent – Very good</td>
<td>20-18</td>
<td>Use effective word/ word choice/word usage, word form mastery.</td>
</tr>
<tr>
<td></td>
<td>Good - Average</td>
<td>17-14</td>
<td>Occasional errors of word form, choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>13-10</td>
<td>Frequent errors of word form, choice, usage and meaning obscured/ confused</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>9-7</td>
<td>Essentially translation, little knowledge of English, not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td>Excellent – Very good</td>
<td>25-22</td>
<td>Few errors of agreement, tense, and word order</td>
</tr>
<tr>
<td></td>
<td>Good - Average</td>
<td>21-18</td>
<td>Several errors of agreement, tense, and word order</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>17-11</td>
<td>Frequent errors and meaning obscured.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Excellent – Very good</td>
<td>5</td>
<td>Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.</td>
<td></td>
</tr>
<tr>
<td>Good - Average</td>
<td>4</td>
<td>Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.</td>
<td></td>
</tr>
<tr>
<td>Fair - Poor</td>
<td>3</td>
<td>Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication.</td>
<td></td>
</tr>
</tbody>
</table>

**F. Data Collection Techniques**

This research used two types of data. They are qualitative data and quantitative data. Qualitative data were obtained through the interview with the English teacher and the students and the classroom observation during the teaching learning process. Meanwhile, the quantitative data were the results of the students’ writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test).
In collecting the data, the researcher used three techniques of the data collection. They are the interview, the classroom observation, and the test of the students’ writing. The first is through the interview. The researcher conducted the interview with the students and the teacher before, during, and after the implementation of the actions. The second is the classroom observation. The classroom observation was used to record the activities happened in the classroom. Meanwhile, the test was used to see whether there is any difference between the students’ achievement in the pre-test and the post-test.

The researcher will present the act of collecting data as follows:

a. Test

According Suharsini (2010:226), measures and analyze the subject using a test. It is used to measure the basic competence and achievement. The type of researcher used in school is test made by the teacher. The researcher used test made by the teacher. In this case, researcher was used pre-test. Pre-test is a test given before some treatment period. It was chosen because it could measure that arranged by certain procedure, has not been examined many time so it’s characteristic and strength.

b. Observation

Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation, the most
effective way complete the observation format or from as the instrument. The arranged form consists of items about occurrences or behaviors that drawn happened Suharsini (2010:272).

c. Documentation

According to Suharsini (2010:274), states that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. this method isn”t too difficult since if there is an error the source data is still not change. In this section, besides make a note the researcher took photographs as proof of teaching learning activity.

G. Data Analysis Techniques

Basically, the data used in this research were categorized into two types: quantitative and qualitative data. The quantitative data were analyzed based on the students’ writing scores in the pre-test and the post-test.

Meanwhile, the qualitative data were analyzed based on the data analysis proposed by Miles and Huberman (1994: 536). It was done through these steps: data collection, data reduction, data display, and conclusion. The first step was done by collecting all the data through conducting an interview and classroom observation. In the second step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the
interview transcripts and field notes. Then, in the data display, the data that had been reduced then were organized and compressed. The data display of this research was in the form of interview transcripts, observation checklist, and field notes. Then, the last step was making a conclusion (drawing and verification). The conclusion was gained based on the interview transcripts, field notes, and the results of the students’ writing. In making the conclusion, the researcher collaborated with the collaborator, and the participants to obtain the valid findings. The formulas according to Sutrisno (1981:246), are:

a. Mean

Mean is sum of all students score and divide it with total of individual. The function of the formula is finding the average from raw data.

\[
M = \frac{\sum x}{N}
\]

Where,

\(M\) : Mean of students’ score

\(\sum x\) : The sum of students’ score

\(N\) : The total number of students

b. SD (Standard Deviation)

The function of the formula is to solve standard deviation calculation from the data that arranged into distribution table.

\[
SD_p = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]
Where,

\[ S_D \] : Deviation Standard for one sample t-test

\[ : \text{Different between pre-test post-test} \]

\[ N \] : Number of observation in sample

c. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. Because the total of the students are 29, the researcher using t-table = 2, 75 as standard. The formula is:

\[ t^0 = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N-1}} \right)} \]

Where,

\[ t^0 \] : T-test for the different of pre-test and post-test

\[ S_D \] : Deviation Standard for one sample t-test

\[ : \text{Different between pre-test and post-test} \]

\[ : \text{Number of observation in sample} \]

H. Validity and Reliability of The Data

Bell (2005: 117), states “whatever procedure for collecting data is selected, it should always be examined critically to access to what extent it is likely to be reliable and valid.” According to Sapsford and Jupp as cited in Bell (2005: 117), means “the design of research to provide credible
conclusions; whether the evidence which the research offers can bear the weight of the interpretation that is put on it”.

According to Burns (1999: 161-162), states there are five validity criteria needed to get the valid data in an action research study. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The democratic validity can be fulfilled by having discussions with the collaborator. The discussions were not only done in the beginning of the cycle, but during the research. The collaborator was given chances to give ideas, comments, and suggestion towards the research. At the end of every cycle, some discussions were held to evaluate the actions that had been implemented and to plan the continuous actions in the next cycle.

The outcome validity is related to the notion of actions leading to the result of the students’ writing scores that are successful within the research context. To fulfill this validity, the researcher formulated some indicators that measure the improvement of the students’ writing skills.

The catalytic validity is related to the extent to which the researcher allowed the participants to deepen their understanding of the social realities of the context and how they can make change within it. Within the process in this research, the researcher and the students should know their roles in the research or in the English learning and teaching process.

The process validity is related to the criterion to make the action research believable. To gain this validity, the researcher and the collaborator
collected the data by conducting an interview with the English teacher and the students and a classroom observation before, during, and after the implementation of the actions.

The dialogic validity was gained by having dialogues with the students and collaborator related to the implementation of the actions and to discuss the possible activities for the next actions. The members of the discussion had the same opportunity to express their opinion and give suggestion for the sake of the improvement of the research.

To enhance the trust worthiness of the data and to reduce subjectivity in analyzing the data, the researcher applied triangulation data. Burns (1999: 163), states that “triangulation is a way of arguing that if different methods of investigation produce the same result, then the data is likely to be valid”. This research used the time triangulation, investigator triangulation, and theoretical triangulation. Time triangulation was used because the data of this research were collected over a period of time to get a sense of what factors are involved in the change processes. The investigator triangulation was used to avoid the subjectivity or bias. Meanwhile, the theoretical triangulation was used to analyze the data from more than one perspective.

I. Procedures of the Research

According to Kemmis and McTaggart (1998: 342), states “action research occurs through a dynamic and complementary process, which
consists of four essential moments: reconnaissance, planning, action and observation, and reflection.” Kemmis and McTaggart’s concept of action research is set out in figure 1.

Figure 1: A Cyclical Action Research Model by Kemmis and McTaggart (1998) The Action Research Planner

From the figure 1 it can be seen that the action research procedures in each cycle covers four main steps. Those are reconnaissance, planning, action and observation, and reflection. Further explanations about each step are described below.

1. Reconnaissance

In the first step of action research or usually called by reconnaissance step, the researcher and the collaborator identify the
writing problems through interviews and observations. The researcher interviewed the English teacher and the students to identify the students’ writing ability and some problems faced by the teacher and students in the teaching and learning process. The classroom observation was used to see the activities happened in the teaching and learning process in the field. In this step, the researcher also used a pre-test to see students’ initial writing ability.

2. Planning

Based on the classroom observation, the researcher and the collaborator worked collaboratively to plan some actions which are feasible to be implemented in the field. In planning step, the researcher worked collaboratively with the English teacher of grade VIII of MTsN Ngemplak Boyolali and the collaborator.

3. Action and Observation

In this step, the researcher implemented the actions. Observation sheets were used to record the activities happened during the implementation of the actions. Those data were also used to observe the teacher’s and student’s performances which would be discussed further by the researcher and the collaborator. The researcher also conducted a progress test to see the improvement of student’s writing skills after the implementation of the actions.

Action is implementation of the planning in the class. In this stage the researcher must follow the program in the planning Suharsini (2010:
139), added that the researcher’s position in this research is as an active participant that is by participating in the observation besides giving an action to the research’s subject.

This stage is done by carrying out lesson plan on teaching reading. Doing pre-test to students that the result will be compared to the post-test, follow-up of the first cycle of learning is to identify the strengths and weaknesses of the learning outcomes. Researcher presents them in the following:

1) Giving pre-test
2) Teaching reading by recount text
3) Giving occasion to the students to ask any difficulties or problems
4) Giving post-post

4. Reflection

The findings of the implementation of the actions were analyzed and synthesized by the researcher and the collaborator. The successful actions were recorded as the alternative efforts used to improve the students’ writing skills.
CHAPTER IV
DATA ANALYSIS

In this chapter, the researcher will discuss about data and process analysis, which has been collected. The researcher gives the details of the findings. It shows the finding of the data collected since the beginning until the end of the research. This research is applied on two cycles. These cycles will show the improvement of the students' skilled writing in recount text.

A. Research Finding

In this research, the researcher acted as the teacher while the learning process was observed by his partner, Ananta Bayu Krisnandar. The researcher held two cycles while each cycle consists of planning, action, observation and reflection.

The whole steps of this research were explained in the description below:

1. Cycle I
   a. Planning

Before conducting the research, the writer prepared the research instruments, they were:

1) Lesson plan: it was used as a guidance and controlling the learning process.
2) **Material**: the content of material was recount text was taken from several sources. The researcher formed the material into a power point.

3) **Teaching aid**: the researcher used a diary writing as the major technique in the application of the teaching of the recount text. The student make their own story telling into diary writing.

4) **Test**: it conducted both pre-test and post-test was a test given to the students before the researcher conveyed the material using his teaching technique, while post-test was a test given to the students after the researcher conducted his device.

b. **Implementation of the action**

Implementation of the learning process in cycle I was done three meetings started from Wednesday, January 25th to Wednesday, February 1st 2017. For this one cycle including pre-test, learning application and post-test. The teacher and his observer entered the English class. The class was started by praying together and introduced the researcher his self to the students. Then, the teacher informed the students about activities to be implemented. The situation in the class as follow:
Teacher : “Assalamu’alaikum wr. Wb. Before we start our lesson today, let say Basmalah together.

Bismillahirramanirrachim”.

Students : “Wa’alaikumsalam wr. Wb. Bismillahirrahmanirrachim”.

Teacher : “Good morning students. How were you today?”

Students : “Good morning Sir. I was fine thank you and you?”

Teacher : “I was fine too, thank you. “Well, for this time and next meeting will learning English together. First, let me introduce myse If, my name is Ihda Muflih Saifullah. You can call me Mr. Saiful. I hope we can cooperate with each other in English learning for the next few meetings.”

Teacher : “Ok class, in our first meeting we were going to do a pre-test. This test had purpose to find out how much understanding and skills that you have in writing recount text. Ok class were you ready?”

Students : “Yes Sir, we were ready.”

Teacher : “Ok class, I hope you were not nervous. It would be easy and did yur best. Ok, so some of you can help me to distribute a booklet and answer sheet.”

Students : “Ok Sir, my pleasure.”
Teacher: “Ok class, I gave you 40 minutes to finish it and I hope you can asked me if anyone wants you ask about questions or vocabularies. Ok, you may start from now.”

Students: “Yes Sir.”

Students: “Sir may I asked you, how to did question for number 2?”

Teachers: “Sure, go aheaded. Ok you ordered to arrange from a random sentence into a complete sentence, you should write a sentence or just the number correctly.”

Students: “Ok Sir, thank you.”

Students: “Sir, I wanted to ask, what is the meaning of “pet shop”?”

Teacher: “Ok, good question. “pet shop” means “toko hewan”. Ok class, you may open your dictionary or asked me if there any question about vocabularies.”

Students: “Ok Sir, thank you.”

(after 40 minutes was up)

Teacher: “Ok class, the time was up, you may submitted your final result or answer sheet to me now.”

Students: “Yes Sir.”
Teacher: “Ok, I give you 2 minutes to completed your answer and your identity.”

Students: “Here you are Sire.”

Teacher: “Ok class, because the time is up. I would close the meeting today and we would meet again in the next meeting. So lets pray kaffaratul majli,

wassalamu alaikum warahmatullahi wabarokatuh”.

Students: “Wa’alaikumsalam warrahmatullahi wabarokatuh.”

The first stage of the implementation of cycle I is pre-test. Pre-test given by the teacher was done on Wednesday, January 25th 2017, was answering the question which for their pre-test. Teacher shared the worksheet to the students. He also went around the class to check the students’ work and to help students’ difficulties. Most of them have difficulties in understanding the vocabularies. After the time for the test finished the teacher collected the students’ work.

Then, The second stage of the implementation of cycle I is learning activity. The activity continued with implementation of the learning was done on Monday, January 30th 2017. In this meeting the teacher explained about the material of recount text as material enrichment and understanding to students. When the teacher explained it, the students listened and paid attention to him. Teachers explained
in detail about the materials of recount text. Teacher explained the material of recount text ranging from meaning of the recount text, the purpose of the recount text, generic structures of the recount text, characteristics of the recount text and the example of the recount text, according with (RPP) lesson plan that had created.

After conducted a detailed explanation, the teacher gave the chance for students to ask questions according with the level of understanding of each students. Then the teacher explained to the students so that the students can understand the materials of recount text more deeply. For the next step, to test the understanding of the students about recount text, teacher tested the students' understanding by asked them to analyzing a recount text and gave the questions to the students. After quite understand, then the teacher gave a quiz for students to test the deeper understanding in 30 minutes then collected to the teacher.

The last stage in the application of learning activities was giving homework to students. This is a staple of diary writing technik application intended and would like to be applied by the teacher. At this stage, students were asked to write a diary activity which had the concept of storytelling that was written in a diary, which was given a time marker in detail as free themes that wanted to be told of an event, the date and place. By conducting this technique was expected that students can be lightly and happily in conducting their homework with
no load. This is because, basically everyone likes to share the experience that they experienced. This technique adapted on a daily activity that many people did when they are happy updated their status in social media, like Facebook and Twitter.

The last stage of the overall activities in the application of learning activity in cycle I was the post-test. Post-test was done on Wednesday, February 1st 2017. The teacher distributed worksheets to students. The teacher gave the duration time in 40 minutes in afternoon class as usual as school agenda. The worksheets created with degree of level similar to the pre-test questions before but with different questions. This was done aim to measure the outcomes of learning activities that conducted in the core activities of the learning activities that have prepared previously by the teacher through the lesson plan. This post-test would provide results of a study that had done by students. Whether the results of this study had been successful and improve the results of the pre-test before. And the results could be seen in the table below.

c. Observation

During this activity, teacher and his observer were observing all the activities happened during the learning process. They also observing and monitoring all the students’ attitude, response and attention to the learning activity. But the result of this learning needs
improvement. There were some students showed that they had difficulties in writing recount text. Most of them were lack of vocabularies. Other weaknesses were on the grammar and structure. Nevertheless, there were some other students had a good skill in writing but still need guidance to improve.

d. Reflection

Based on the result of the data and observation on the first cycle of learning process, it was obtained the reflection as follows:

1) There are students who should require more intensive guidance are Febi Dwi Sulistyo, Ilham Aksyal Ghalib, Aulia Febi Arum Ambarwati, Intan Jenny Putri, Muhammad Yusuf and few students. they have difficulty in some writing skills and less in mastering the vocabulary from the other students. This condition is normal but the teacher have mission to improve the student’s capability and mastering the vocabulary by giving motivation and support.

2) The use of diary writing hopefully can help student to comprehend recount text. This is because, basically everyone likes to share the experience that they experienced. This technique adapted on a daily activity that many people did when they are happy updated their status in social media, like Facebook and Twitter.

3) In the next cycle researcher still used the same device so the students will understand more about recount text with the learning
activity. Therefore, the result of the next cycle will improve as expected.

Furthermore, to know if there is an improvement in writing, researcher analyzes the result using t-test calculation from the result of the pre-test and post-test. The calculation as follow:

Table 4

The result of pre-test cycle I & II

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta Didik</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>45</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>55</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>45</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>R 17</td>
<td>45</td>
</tr>
<tr>
<td>18</td>
<td>R 18</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>R 19</td>
<td>85</td>
</tr>
<tr>
<td>20</td>
<td>R 20</td>
<td>55</td>
</tr>
<tr>
<td>21</td>
<td>R 21</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>R 22</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>R 23</td>
<td>55</td>
</tr>
<tr>
<td>24</td>
<td>R 24</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>R 25</td>
<td>45</td>
</tr>
<tr>
<td>26</td>
<td>R 26</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>R 27</td>
<td>65</td>
</tr>
<tr>
<td>28</td>
<td>R 28</td>
<td>79</td>
</tr>
<tr>
<td>29</td>
<td>R 29</td>
<td>45</td>
</tr>
</tbody>
</table>
Table 5

The result of post test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta Didik</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>74</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>77</td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>78</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>77</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>71</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>69</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>66</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>74</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>83</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>76</td>
</tr>
<tr>
<td>17</td>
<td>R 17</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>R 18</td>
<td>79</td>
</tr>
<tr>
<td>19</td>
<td>R 19</td>
<td>77</td>
</tr>
<tr>
<td>20</td>
<td>R 20</td>
<td>81</td>
</tr>
<tr>
<td>21</td>
<td>R 21</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>R 22</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>R 23</td>
<td>77</td>
</tr>
<tr>
<td>24</td>
<td>R 24</td>
<td>66</td>
</tr>
<tr>
<td>25</td>
<td>R 25</td>
<td>75</td>
</tr>
<tr>
<td>26</td>
<td>R 26</td>
<td>77</td>
</tr>
<tr>
<td>27</td>
<td>R 27</td>
<td>64</td>
</tr>
<tr>
<td>28</td>
<td>R 28</td>
<td>74</td>
</tr>
<tr>
<td>29</td>
<td>R 29</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 6

The result of pre test and post test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta Didik</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Pre-Post (D)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>68</td>
<td>74</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>75</td>
<td>77</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>65</td>
<td>72</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>75</td>
<td>78</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>30</td>
<td>71</td>
<td>41</td>
<td>1681</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>75</td>
<td>72</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>45</td>
<td>69</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>50</td>
<td>76</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>25</td>
<td>73</td>
<td>48</td>
<td>2304</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>25</td>
<td>66</td>
<td>41</td>
<td>1681</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>40</td>
<td>74</td>
<td>34</td>
<td>1156</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>45</td>
<td>83</td>
<td>38</td>
<td>1444</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>17</td>
<td>R 17</td>
<td>45</td>
<td>75</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>18</td>
<td>R 18</td>
<td>75</td>
<td>79</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>R 19</td>
<td>85</td>
<td>77</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>20</td>
<td>R 20</td>
<td>55</td>
<td>81</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>21</td>
<td>R 21</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>R 22</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>R 23</td>
<td>55</td>
<td>77</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>24</td>
<td>R 24</td>
<td>50</td>
<td>66</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>25</td>
<td>R 25</td>
<td>45</td>
<td>75</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>26</td>
<td>R 26</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>27</td>
<td>R 27</td>
<td>65</td>
<td>64</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>R 28</td>
<td>79</td>
<td>74</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>29</td>
<td>R 29</td>
<td>45</td>
<td>75</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td></td>
<td>Σ</td>
<td>1687</td>
<td>2158</td>
<td>471</td>
<td>14551</td>
</tr>
</tbody>
</table>

a. Mean of Pre-test I

\[
M_x = \frac{\sum x}{N}
\]

\[
M_x = \frac{1687}{29}
\]

\[M_x = 58.17\]

b. Mean of post-test I

\[
M_x = \frac{\sum x}{N}
\]
1) Mean of the Pre-test = 58.17

2) Mean of Post-test = 74.41

3) Mean of pre-test ≤ than post-test

4) There is an improvement of recount text comprehension between pre-test and post-test

c. SD (Standard Deviation) of pre-test and post-test

\[ SD_P = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]
\[ SD_P = \sqrt{\frac{14551}{29} - \left(\frac{471}{29}\right)^2} \]
\[ SD_P = \sqrt{501.75 - (16.24)^2} \]
\[ SD_P = \sqrt{501.75 - 263.73} \]
\[ SD_P = \sqrt{238.02} \]
\[ = 15.42 \]

d. Calculating \( t^0 \)
\[ t^0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]

\[ t^0 = \frac{\left(\frac{471}{29}\right)}{\left(\frac{15.42}{\sqrt{29 - 1}}\right)} \]

\[ t^0 = \frac{(16.24)}{(15.42 \sqrt{28})} \]

\[ t^0 = \frac{(16.24)}{(15.42 \sqrt{5.29})} \]

\[ t^0 = \frac{(16.24)}{2.91} \]

\[ t^0 = 5.58 \]

Presentage score:

\[ P = \frac{F}{N} \times 100\% \]

Presentage of score:  

\[
< 75 = \frac{12}{29} \times 100\% \\
= 41\% \\
> 75 = \frac{17}{29} \times 100\% \\
= 59\% 
\]
In the other hand, from the result in the cycle I, based on the standardized score (KKM) is 75 and the students who get the score under KKM is 41% students. The researcher want to get 80% students who get score is 75. The result that students who get score 75 is 59%. So in the cycle I researcher is suitable.

The T-calculation also shows that there is significant influence of diary writing in improving the student’s writing comprehension in recount text. The result is that T-calculation is 5.58. It means that there is a considerable influence in cycle I.

Eventhough in cycle 1 is suitable the reseacher wants to conduct cycle 2 with the reason that reseach er wants to know the result in students improvement with the different questions in test but still in same level dificulty. Does it make different result cycle I and cycle II or not.

2. Cycle II

Learning process in cycle II was a revision from the result of previous cycle. It was same with cycle I that consisted of planning, implementation of the action, observation and reflection.

a. Planning, preparing the learning activities:

1) Lesson plan : it was used as a guidance and controling the learning process. This lesson plan revised the learning process in cycle I.
2) Material: the content of this lesson plan was a new material which explains about diary text was taken from several sources. The material formed into a power point.

3) Teaching aid: the researcher used a diary writing as the major technique in the implementation of the learning of the recount text. It used as teaching aid.

4) Test: post test only.

b. Implementation of the action

Different with the implementation of the first action in cycle I, in the second implementation in cycle II consists of two stages only.

In this section the researcher still used the same device it was to continue the previous teaching learning process. Different from the cycle I the researcher did not give students pre-test as before to conveying the material. The researcher had opinion that on pre-test was enough to representing the comparison value.

Then explained the material to the students:

Teacher: “Assalamu’alaikumwr. Wb. Good morning class, how were you today?”
Students: “Wa’alikumussalam wr. Wb. Good morning Sir. We were fine too thank you, how about you?”

Teacher: “I was very well too thank you. Before we started it, let’s said basmallah togetherness. Bismillahirrahmanirrahim.”

Students: “Bismillahirrahmanirrahim.”

Teacher: “Ok class, who was absent today?”

Students: “No one Sir, Today was complete.”

Teacher: “Ok class, before we were going to new material, today we were going to review the previously material. What is recount textand what does this function?”

Students: “A recount is a piece of text that retells past events, usually in the order in which they happened Anderson and the purpose of a recount is to give the audience a description of what occurred and when it occurred, Sire”

Teacher: “Ok good answer. Because you had good understanding about this material we were going to next material. The new material was about diary text and we would discuss and compare the difference between a recount text and diary text. Ok were you ready class?”

Students: “Yes Sir, we were ready Sir.”
Teacher: “Ok class before I explain, you may write down the material from ppt first.”

Teacher: “Ok class, had you done wrote the material?”

Students: “Yes Sir, we had done.”

Teacher: “Ok, I would like to explain about diary writing and the difference with recount text. So a diary writing is a personal record of a writer’s life experience and is usually private. A diary has purpose to vent to yourself to relieve stress and entertain yourself. while the difference with the recount text is located on the sign of the time, place, and has free style of the language use in diary.”

Students: “Sir, do the diary text and recount text using the simple past form?”

Teacher: “Good question. Yes sure, so diary text and recount text use pas tense to write these. It is caused both of these retell a past event, that is why these must use past tense. Do you undertood, class?”

Students: “Yes Sir, we are undestood.”

Teacher: “Ok good. Because you had undertood, I would give you a quiz or assignment to knew ho far you understood about this material. I order you to write a diary base on your
experience and you can imitate from the example on the PPT.”

Students : “Yes Sir. Did we do this diary in our diary book Sir?”

Teacher : “Yes of course. You did your assignment on that book, you can continue on the next page.”

Students : “Yes Sir.”

Teacher : “Ok class, any question so far? If there was you may raise your hand and mention your question about the material and this assignment.”

Students : “No Sir. Did we submit this diary in tomorrow?”

Teacher : “Yes, you can submit it tomorrow as usual, and I would give score.”

Teacher : “Ok because the time was up, we would meet again in next meeting. The leader of the class can lead to pray caffaratul majlis.”

Students : “Ok friends, let’s pray caffaratul majlis.”
The first stage of the implementation of cycle II is learning activity. The activity continued with implementation of the learning was done on Monday, February 6th 2017. In this meeting the teacher continued with new material about the material of diary text as enrichment and understanding to students. When the teacher explained it, the students listened and paid attention to him. Teachers explained in detail about the materials of diary writing. Teacher explained the material of diary writing ranging from meaning of the diary text, the benefits of the diary text, the steps of the diary text, the example of the diary text and the difference between diary text and recount text, based on (RPP) the lesson plan that had created.

After conducted a detailed explanation, the teacher gave the chance for students to ask questions according with the level of understanding of each student. Then the teacher explained to the students so that the students can understand the materials of diary text and how to write it more deeply. For the next step, to test the comprehension of the students about diary text, teacher tested the students' comprehension by asked them to analyzing a diary text and gave the questions to the students. After quite understand, then the teacher gave a quiz for students to test the deeper comprehension in 30 minutes then collected to the teacher.

The last stage in the application of learning activities was gave homework to students. This is main of diary writing technique
implementation intended and would like to be applied by the teacher. At this stage, same with the previous activity students were asked to write a diary activity which had the concept of storytelling that was written in a diary, which was given a time marker in detail as free themes that wanted to be told of an event, the date and place. By conducting this technique was expected that students can be lightly and happily in conducting their homework with no load. This is because, basically everyone likes to share the experience that they experienced. This technique adapted on a daily activity that many people did when they are happy updated their status in social media, like facebook and twitter.

The last stage of the overall activities in the application of learning activity in cycle II was the post-test. Post-test was done on Wednesday, February 8th 2017. The teacher distribute worksheets to students. The teacher gave the duration time in 40 minutes in afternoon class as usual as school agenda. The worksheets created with degree of level similar to the pre-test and post-test questions in cycle I but with different questions. This was done aim to measure the outcomes of learning activities that conducted in two learning activities in cycle I and cycle II that have prepared previously by the teacher through the lesson plan. This post-test would provide results of a learning that had done by students. whether the results of this learning had been
successful and improve the results of the pre-test and post test before in cycle I. and the results could be seen in the table below.

c. Observation

At this stage students seemed increasingly comprehend the recount text and increased in their writing skill of recount text form. The students activeness improve as well. Students seemed more confident to write a recount text. the pleasures that they have in writing a story, they will be more active in writing what they want to share with others. Automatically the students has increased their writing skills. They also more convenient to conduct the learning and practice in their daily lives.

From the result of this cycle, it shows that there is an improvement compared with the previous cycle. So it means that the students more skilled with the writing. It is also shows that the students made an increase in their writing skills in recount

d. Reflection

After analyzing the result of cycle II, the researcher concluded that diary writing can improve students’ writing skilled. In addition students’ skills increased and they more active to telling story into writing.
Based on the result of data analysis and observation in cycle II, it is obtained that the use of diary writing is able to stimulate the students’ writing skilled. This following table is the score of students’ worksheet in cycle II consist of post-test only.

Table 7

The result of pre-test cycle I & II

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta Didik</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>45</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>55</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>45</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>R 17</td>
<td>45</td>
</tr>
<tr>
<td>18</td>
<td>R 18</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>R 19</td>
<td>85</td>
</tr>
<tr>
<td>20</td>
<td>R 20</td>
<td>55</td>
</tr>
<tr>
<td>21</td>
<td>R21</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>R22</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>R23</td>
<td>55</td>
</tr>
<tr>
<td>24</td>
<td>R24</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>R25</td>
<td>45</td>
</tr>
<tr>
<td>26</td>
<td>R26</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>R27</td>
<td>65</td>
</tr>
<tr>
<td>28</td>
<td>R28</td>
<td>79</td>
</tr>
<tr>
<td>29</td>
<td>R29</td>
<td>45</td>
</tr>
</tbody>
</table>
### Table 8
The result of post-test cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta Didik</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>78</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>77</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>74</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>74</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>78</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>78</td>
</tr>
<tr>
<td>17</td>
<td>R 17</td>
<td>77</td>
</tr>
<tr>
<td>18</td>
<td>R 18</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>R 19</td>
<td>71</td>
</tr>
<tr>
<td>20</td>
<td>R 20</td>
<td>78</td>
</tr>
<tr>
<td>21</td>
<td>R 21</td>
<td>80</td>
</tr>
<tr>
<td>22</td>
<td>R 22</td>
<td>77</td>
</tr>
<tr>
<td>23</td>
<td>R 23</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>R 24</td>
<td>63</td>
</tr>
<tr>
<td>25</td>
<td>R 25</td>
<td>77</td>
</tr>
<tr>
<td>26</td>
<td>R 26</td>
<td>77</td>
</tr>
<tr>
<td>27</td>
<td>R 27</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>R 28</td>
<td>75</td>
</tr>
<tr>
<td>29</td>
<td>R 29</td>
<td>77</td>
</tr>
</tbody>
</table>

### Table 9
The result of pre test and post test cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Peserta Didik</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Pre-Post (D)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>68</td>
<td>75</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>75</td>
<td>83</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>65</td>
<td>76</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>70</td>
<td>78</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>70</td>
<td>76</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>30</td>
<td>76</td>
<td>46</td>
<td>2116</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>75</td>
<td>76</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>45</td>
<td>72</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>50</td>
<td>77</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>25</td>
<td>74</td>
<td>49</td>
<td>2401</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>55</td>
<td>80</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>25</td>
<td>74</td>
<td>49</td>
<td>2401</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>40</td>
<td>75</td>
<td>35</td>
<td>1225</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>45</td>
<td>78</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>60</td>
<td>78</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>17</td>
<td>R 17</td>
<td>45</td>
<td>77</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>18</td>
<td>R 18</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>R 19</td>
<td>85</td>
<td>71</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>20</td>
<td>R 20</td>
<td>55</td>
<td>78</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>21</td>
<td>R 21</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>22</td>
<td>R 22</td>
<td>80</td>
<td>77</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>23</td>
<td>R 23</td>
<td>55</td>
<td>75</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>24</td>
<td>R 24</td>
<td>50</td>
<td>63</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>25</td>
<td>R 25</td>
<td>45</td>
<td>77</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>26</td>
<td>R 26</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>27</td>
<td>R 27</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>R 28</td>
<td>79</td>
<td>75</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>R 29</td>
<td>45</td>
<td>77</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1687</td>
<td>2200</td>
<td>509</td>
<td>15442</td>
</tr>
</tbody>
</table>

e. Mean of Pre-test I

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{1687}{29} \]

\[ M_x = 58.17 \]

f. Mean of post-test I

\[ M_x = \frac{\sum x}{N} \]
1) Mean of the Pre-test = 58.17

2) Mean of Post-test = 75.86

3) Mean of pre-test ≤ than post-test

4) There is an improvement of reading comprehension between pre-test and post-test

g. SD (Standard Deviation) of pre-test and post-test

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{15442}{29} - \left(\frac{509}{29}\right)^2} \]

\[ SD_D = \sqrt{532.48 - (17.55)^2} \]

\[ SD_D = \sqrt{532.48 - 308.00} \]

\[ SD_D = \sqrt{224.48} \]

\[ SD_D = 14.98 \]

h. Calculating \( t^0 \)

\[ t^0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]
Presentage score:

\[ P = \frac{F}{N} \times 100\% \]

Presentage of score: \( <75 = \frac{6}{29} \times 100\% \)

\[ = 20\% \]

Presentage of score: \( >75 = \frac{23}{29} \times 100\% \)

\[ = 80\% \]

From the percentage in the cycle II, based on the standardized score (KKM) is 75 and the students who get the score under KKM is 20% students. The researcher want to get 80% students who get score is 75. The result that students who get score 75 is 80%. So in the cycle I researcher is suitable.
The T-calculation also shows that there is significant influence of diary writing in improving the student’s writing skilled in recount text. The result is that T-calculation is 6.20. It means that there is a considerable influence in cycle II.

Finally, the researcher get the result of this cycle is suitable with the researcher’ target. Based on the comparison of the results above there is an increase percentage who gets approach KKM from 59% to 80%. It is successful based on the percentage in the cycle I and cycle II. even though the result did not reached 100% but the researcher had fulfil the target is 80% 23 students from 29 students. Its mean that diary writing is able to improve students’ writing skilled in recount text.

B. Discussion

From the result of the data analysis in cycle I and II, the researcher analyzed the students improvement from each cycle. The improvement as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>58.17</td>
<td>58.17</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>74.41</td>
<td>75.86</td>
</tr>
</tbody>
</table>

The table show that the improvement of the students’ writing skilled is improve from the cycle I to cycle II. Based on the procedure,
applying the diary writing is succeed to improve students writing skilled. The table above shows the differences of t-calculation in each cycle.

Beside, the mean of pre-test and post-test in each cycle also increase. It can be seen in table above. The mean of pre-test in cycle I is 58.17 while the post-test is 74.41. In cycle the mean also increase. The mean of pre-test and post-test in cycle II is 58.17 and 75.86

It is a prove that the students’ writing skills improved in each cycle. The students finally can did the test. This improvement can influence the students’ score. Then, the score of post-test is better than pre-test so it means that the students writing skills is enhace after applied the diary writing.
CHAPTER V
CLOSURE

This chapter presents the conclusions, implications, and suggestions of the research. The more explanation of each part will be described as follows.

A. Conclusion

1. The process of implementation of diary writing in recount text.

   Based on the result of the data analyzed in this research, it can be concluded that the implementation of diary writing as technique in the teaching and learning process of writing is believed to be an effective way to improve the students’ writing skills. To support this result, there are two kinds of data presented in this research, namely qualitative and quantitative data. In terms of qualitative data, the researcher found some results as follows.

   a. The students got better skills on the purpose of a recount text and the process of how to write a recount text.

   b. The students could minimize their writing problems especially in the five aspects of writing, that is the content, the organization, the vocabulary, the language use, and the mechanics aspect in the writing practice.

   c. Through the given feedback and regular writing, the students did not make the same mistakes in their future writing so that they could perform better writing from time to time.
2. The process of implementation of diary writing in recount text.
   a. The students’ skills in writing can be improved by “diary writing” as method in teaching learning process. It can be proven by the score of pre-test and post-test. The score of post-test was greater than pre-test. The cycle I shows that the score of pre-test 58.17 and the score of post-test is 74.41. Meanwhile, the cycle II shows that the score of pre-test is 58.17 and score of post-test is 75.86. It means that there is significant difference in the mean between pre-test and post-test. This indicates that “diary writing” can improve the students’ skills in writing of the Second Grade Students’ of MTsN Ngemplak Boyolali in the academic year 2016/2017.
   b. Using “diary writing” could give an improvement by calculating using t-test calculation. T-test is formula to know the significant differences between pre-test and post-test. From the t-test, it can be seen that there is improvement from the first cycle to the second cycle.

B. Suggestions

After conducting this action research, the researcher proposes the suggestions for English teacher, other researchers and students as presented below.

1. For the English teacher

   It is important for the English teacher, especially the English teacher of MTsN Ngemplak Boyolali to consider at giving more attention on the
writing skills. The teacher should consider using diary writing as the media to provide more writing practices to the students both in the classroom and outside the classroom. Since writing is a skill, the more students write, the better their writing will be.

2. For other researchers

The result of this research can be used as one of references for other researchers who want to conduct the similar study related to the use of diary writing with other text types.

3. For Students

a. Students should always be active in the teaching learning process and did not be afraid or lazy in English lesson, so that the students should develop their motivation.

b. Students should be obligated to bring dictionary in every English class.

c. The students need to have a big spirit and study hard.

d. The students should more practice in their daily live to write as many as they can even in simple or informal media like in social media diary writing or in formal writing.
REFERENCES


CURRICULUM VITAE

Name : Ihda Muflih Saifullah
Student Number : 113-12-131
Gender : Male
Religion : Islam
Address : Rejosai, RT 06 RW 01 Glonngong Nogosari Boyolali Jawa
          Tengah
E-mail address : muflihihda@gmail.com

Education

2000 – 2004 : Boarding School Imam Bukhari Surakarta
2004 – 2006 : Islamic Elementary School (MI) N Nogosari
2006 – 2009 : Islamic Junior High School (MTs) N 1 Nogosari
2009 – 2012 : Islamic Senior High School (MA) N 1 Surakarta
2012 – Now and
             Educational Faculty State Institute for Islamic Studies (IAIN)
             Salatiga

Non-formal Education

APPENDICES

1. Permission Letters.
2. Attendance List.
3. Course grid.
4. Lesson plans.
5. Materials and Worksheets.
6. Students’ Pre- and Post-test.
7. Students’ Writing Scores.
8. Students’ Writing and Diary.
9. Observation Checklists.
10. Questionnaires.
11. Photographs.
12. SKK
APPENDIX 1

Permission Letter
Permohonan Izin Penelitian Skripsi

Kepada

Yth. Kepala MTsN Ngemplak, Boyolali
di Tempat

wassalamu alaikum w.w.

beranda tangan di bawah ini, kami menerangkan bahwa :

: IHDA MUFLIH SAIFULLAH
: 113-12-131
: Institut Agama Islam Negeri ( IAIN) Salatiga
: Tarbiyah dan Ilmu Keguruan
: Tadris Bahasa Inggris (TBI)

...sangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu
...an yang berupa pembuatan SKRIPSI.

... skripsi :


USE OF DIARY WRITING TO IMPROVE THE STUDENTS WRITING SKILLS IN RECOUNT TEXT FOR
SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Pembimbing : Faizal Risdianto, M.Hum

...npenyelengaraan Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa
...untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang
...an dimulai tanggal 17 Januari 2017 s.d selesai

...sian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

wassalamu alaikum w.w.

Salatiga, 13 Januari 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Suwardi, M.Pd.
NIP. 19670121 199903 1002

Komis: 1. Mahasiswa yang bersangkutan
APPENDIX 2

Attendance List
<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>Hadir</th>
<th>Tidak Hadir</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abimanyu Hanif N</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Amanda Putri Pratiwi</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ananda Lintang Nuari</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Anisa Istiqomah</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Aqilatus Syifa Wills Nur Fatir</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Aslam Abdullah Arif</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Aulia Febi Arum Ambarwati</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Daffa Nashkya Ghifar A</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Diana Nabila Kaltsam Hanifa</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Eka Fitrin Nuraini</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Febi Dwi Sulistyoo</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Galuh Khusnul Chatimah</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ilham Akasya Ghalib</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Intan Jenny Putri</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Laila Miftakhul Nur Alifah</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Manaal Salma Adilah</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Yusuf</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mutia'attul Hasanah</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Nadarus Akbar Al Firdaus</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Nisa Nur Khasanah Supriyanto</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Raihanitha Zahra At Taufiq</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Resa Swastiyani</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Rosiana Fika Indraswari</td>
<td>Sakit</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Shiva Anggraeni</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Tholl Daffa’ Abyan</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Seina Tilani Eka Putri</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Ukhti Istiqamah</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Wakhid Bagas Rohmadl</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Tulus Kurniawan</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3

Course Grid
SILABUS

Sekolah : MTs Negeri Ngemplak Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII – H / genap
Hari/tgl : Senin, 30 januari 2017
Materi Pokok : Recount Text
Skills : Writing
Pertemuan : Ke 1
Alokasi Waktu : 2x 45 menit

A. Kompetensi Inti
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.15</td>
<td>Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>4.15.1. Menyusun teks recount dari pengalaman pribadi atau orang lain. 4.15.2. Melaporkan pengalaman pribadi atau orang lain secara tertulis dan atau lisan.</td>
</tr>
</tbody>
</table>
SILABUS

Sekolah : MTs Negeri Ngemplak Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII – H / genap
Hari/tgl : Senin, 16 Februari 2017
Materi Pokok : Recount Text (diary writing)
Skills : Writing
Pertemuan : Ke 2
Alokasi Waktu : 2x 45 menit

A. Kompetensi Inti
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.17</td>
<td>Menyusun teks recount yang berbentuk teks diary, lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>4.15.3. Menyusun teks diary dari pengalaman pribadi atau orang lain. 4.15.4. Melaporkan pengalaman pribadi atau orang lain secara tertulis dan atau lisan.</td>
</tr>
</tbody>
</table>
APPENDIX 4

Lesson plans
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Negeri Ngemplak Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII – H / genap
Hari/tgl : Senin, 30 Januari 2017
Materi Pokok : Recount Text
Skills : Writing
Pertemuan : Ke 1
Alokasi Waktu : 2x 45 menit

A. Kompetensi Inti
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.15.5. Menyusun teks recount dari pengalaman pribadi atau orang lain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.15.6. Melaporkan pengalaman pribadi atau orang lain secara tertulis dan atau lisan.</td>
</tr>
</tbody>
</table>

C. Materi Pembelajaran
A. Recount text

1. Pengertian Recount text
Recount berasal dari bahasa Prancis conter yang memiliki dua arti yaitu:
   a. Menghitung ulang
   b. Menceritakan sebuah cerita
2. Tujuan Recount text
Recount text adalah untuk menceritakan pengalaman atau kejadian yang terjadi pada masa lalu secara berurutan dengan tujuan untuk menghibur pembaca atau pendengar.

3. Generic structure
   a. Orientation
      Pengenalan latar belakang, tokoh, waktudan tempat kejadian atau peristiwa itu terjadi pada masa lampau.
   b. Events
      Rangkaian peristiwa. penulis mulai menceritakan jalannya cerita secara urut.
   c. Reorientation
      Reorientation adalah bagian conclusion (kesimpulan) atau penutup yang mengekspresikan pendapat pribadi penulis. Misalnya cerita tentang liburan, “what an exciting holiday! I will go there again someday”.

4. Ciri-ciri Recount text
   a. Memiliki judul yang merangkum teks.
   b. Subject atau kata ganti orang. I, You, Rudi, Susi
      - “I went to Bali island with my family”
   c. Menggunakan kata kerja past tense: took, read,
      - “I went to Bali island with my family”.
   d. Menggunakan kata sambung yang menghubungkan peristiwa-peristiwa seperti: next, later, when, then, after, before, first
      - “I woke up then I took ablusion for subuh prayer”.
   e. Menggunakan kata keterangan waktu/ tempat/ cara (adverb): at home, yesterday, slowly.
      - “I went to Bali island with my family yesterday”

5. Contoh Recount

My Adolescence
I had my adolescence when I was thirteen.
It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.
Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots on my face. That was my bad experience with adolescence, though there were still lots of good experience too.

**Fungsi sosial**
Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

**Struktur teks**
a. Orientasi : menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
b. Uraian : tindakan/kejadian secara berurut dan runtut
c. Penutup : komentar atau penilaian umum.

**D. Metode Pembelajaran**
1. Pendekatan Saintifik
2. Pendekatan Komunikatif

**E. Media, Alat, dan Sumber Pembelajaran**
Media : Gambar-gambar disertai keterangan yang sesuai.
Alat : LCD
Sumber :
3. Kamus Inggris Indonesia. Echole, John, M.

**F. Langkah-langkah Kegiatan Pembelajaran**

1. Pendahuluan: 10 menit
   - Salam dan tegur sapa.
   - Checking kehadiran peserta didik.
   - Guru memberi informasi tentang KI dan KD sebagai pemenuhan materi yang ingin dicapai.
   - Guru memberi informasi tentang apa yang akan dipelajari yaitu pengertian dan penulisan teks recount.

2. Kegiatan Inti:

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Studenst Activities</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan mengamati.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menanya</td>
<td>1. Guru memberikan contoh sebuah text recount.</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru menanyakan pengertian dan tujuan recount text “My Adolescence”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru menanyakan generic structure: (orientation, event, reorientation)”My Adolescence”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Guru menanyakan ciri text recount: (tema, Subject, predikat, conjunction, adverb) “My Adolescence”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengumpulkan Data atau Informasi</th>
<th>1. Guru memberikan tugas kepada siswa untuk mengerjakan latihan dengan membuat sebuah text recount.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Siswa memilih kelompok untuk mengerjakan secara bersamaa.</td>
</tr>
<tr>
<td></td>
<td>2. Siswa mulai menganalisa dan memikirkan jalan cerita dari rangkean gambar yang</td>
</tr>
</tbody>
</table>
karangan cerita dari susunan gambar yang telah di berikan secara kelompok.
3. secara kolaboratif dalam kelompok siswa bekerjasama membuat cerita yang sesuai dengan jalan cerita di gambar.

2. Ketua kelompok menceritakan karangan hasil pekerjaan tiap masing-masing kelompok satu persatu. | 15 menit |

15 Penutup:
5 menit
- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

G. PENILAIAN
1. Kompetensi Pengetahuan
   a) Teknik Penilaian : Mengerjakan soal latihan
   b) Bentuk Instrumen : Menyusun gambar dan membuat cerita dari gambar yang tersusun.

Assessment
Writing Scoring Rubric (adapted from Jacobs, 1981)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent – very good</td>
<td>30-27</td>
<td>Relevant to the topic, give the detail information, and match the purpose of recount text.</td>
</tr>
<tr>
<td></td>
<td>Good – average</td>
<td>26-22</td>
<td>Mostly relevant to the topic, lacks of detail</td>
</tr>
<tr>
<td></td>
<td>Fair- poor</td>
<td>21-17</td>
<td>Inadequate development of the topic, almost match to the purpose of recount text</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>16-13</td>
<td>Does not relate to the topic, does not match the purpose</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------</td>
<td>-------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Excellent – very good</td>
<td>20-18</td>
<td>Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>Good – average</td>
<td>17-14</td>
<td>Loosely organized, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>13-10</td>
<td>Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Excellent – Very good</td>
<td>20-18</td>
<td>Use effective word/ word choice/word usage, word form mastery.</td>
</tr>
<tr>
<td></td>
<td>Good – Average</td>
<td>17-14</td>
<td>Occasional errors of word form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>13-10</td>
<td>Frequent errors of word form, choice, usage and meaning obscured/ confused</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>9-7</td>
<td>Essentially translation, little knowledge of English, not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td>Excellent – Very good</td>
<td>25-22</td>
<td>Few errors of agreement, tense, and word order.</td>
</tr>
<tr>
<td></td>
<td>Good – Average</td>
<td>21-18</td>
<td>Several errors of agreement, tense, and word order</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>17-11</td>
<td>Frequent errors and meaning obscured.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>10-5</td>
<td>Dominated by error, does not communicate, not enough to evaluate</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Excellent – Very good</td>
<td>5</td>
<td>Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.</td>
</tr>
<tr>
<td></td>
<td>Good – Average</td>
<td>4</td>
<td>Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>3</td>
<td>Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>2</td>
<td>Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and</td>
</tr>
</tbody>
</table>
spelling, impedes understanding/communication.

Boyolali, 30 Januari 2017

Mengetahui:

Guru Mata Pelajaran

Dewi Fitriasih, S.Pd
saifullah
NIP. 19810420 200710 2 004 131

Peneliti

Ihda Muflih
NIM. 113-12-131
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Negeri Ngemplak Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII – H / genap
Hari/tgl : Senin, 16 Februari 2017
Materi Pokok : *Recount Text (diary writing)*
Skills : Writing
Pertemuan : Ke 2
Alokasi Waktu : 2x 45 menit

A. Kompetensi Inti
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21</td>
<td>Menyusun teks <em>recount</em> yang berbentuk teks <em>diary</em>, lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>4.14.8. Menceritakan teks <em>diary</em> sederhana berdasarkan urutan gambar kejadian.</td>
</tr>
<tr>
<td>4.15.7.</td>
<td>Menyusun teks <em>diary</em> dari pengalaman pribadi atau orang lain.</td>
<td>4.15.8. Melaporkan pengalaman pribadi atau orang lain secara tertulis dan atau lisan.</td>
</tr>
</tbody>
</table>

C. Materi Pembelajaran
B. Menulis *Diary*
1. Pengertian
Diary adalah catatan pribadi yang berisi tentang pengalaman dan peristiwa yang dialami yang sifatnya rahasia dengan gaya penulisan yang bebas.

Isi dari buku harian adalah curahan segala bentuk perasan baik berupa perasaan senang, sedih, marah, sayang, jengkel, cinta, dan lain-lain.

2. Manfaat Menulis Diary
Menulis catatan harian akan banyak memberikan manfaat, diantaranya;

a. Untuk mengingat peristiwa atau pengalaman pribadi
b. Menjadikan sebagai bahan evaluasi diri dalam menjalani hidup kedepan.

c. Menulis catatan diary sebagai pelajaran untuk dapat menjadi pribadi yang lebih baik

d. Umumnya menulis diary akan membuat penulis merasa lega setelah menulis segala uneg-uneg yang dalamnya, walaupun tidak diketahui orang lain.

3. Langkah-Langkah dan Urutan Menulis Diary
a. Ciri kebahasaan sama seperti recount:
1. Subject atau kata ganti orang. I, You, Rudi, Susi
   “I went to Bali island with my family”
2. Menggunakan kata kerja past tense: took, read
   “I went to Bali island with my family”.
3. Menggunakan kata sambung yang menghubungkan peristiwa-peristiwa seperti: next, later, when, then, after, before, first”
   “I woke up then I took ablution for subuh prayer”.
   “I went to Bali island with my family yesterday”

b. Urutan:
1) Tempat
2) Waktu
3) Menggunakan awalan “Dear diary.....”
4) Peristiwa atau pengalaman
5) Perasaan yang dialami

4. Contoh Tulisan Diary
Dear Diary......

I had a terrible day yesterday.
First, I woke up an hour late because my alarm clock didn’t go off.
Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.
Finally, I walked the three miles to my school only to discover that it was Sunday!
I hope I never have a day as the one I had yesterday.

5. Contoh recount text

My Holiday at home
Last holiday was my worst holiday because I did not go anywhere. I just stayed at home. In the morning, I woke up and had ablution to do shubuh prayer. Then I had a breakfast. After that, I played with my cat. In the afternoon, I had lunch and after that I took a nap. In the evening, I watched TV until I got bored. Those were my daily activities during the holiday. So, I was sure it was the worst holiday I had ever had.

Fungsi sosial
Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Struktur teks

d. Orientasi : menyebutkan tujuan dan peristiwa/kejadian/pengalaman secara umum.
e. Uraian : tindakan/kejadian secara berurut dan runtut
f. Penutup : komentar atau penilaian umum.

D. Metode Pembelajaran
1. Pendekatan Saintifik
2. Pendekakan Komunikatif

E. Media, Alat, dan Sumber Pembelajaran
Media : Gambar yang disertai keterangan yang sesuai.
Alat : LCD
Sumber :
6. Kamus Inggris Indonesia. Echole, John, M.

F. Langkah-langkah Kegiatan Pembelajaran

3. Pendahuluan:
   - 10 menit
   - Salam dan tegur sapa.
   - Checking kehadiran peserta didik.
   - Guru memberi informasi tentang KI dan KD sebagai pemenuhan materi yang ingin dicapai.
   - Guru memberi informasi tentang apa yang akan dipelajari yaitu pengertian dan penulisan teks recount.

4. Kegiatan Inti:

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Studenst Activities</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan mengamati.</td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td>4. Guru mereview materi sebelumnya tentang recount text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru mengeksplorasi pengetahuan anak tentang sebuah diary text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Guru menjelaskan tentang:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pengertian diary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Manfaat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Langkah-langkah dan urutan diary text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contoh diary text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Guru menjelaskan secara detail perbedaan antara recount text dengan diary text.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Menanya

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>20 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Guru memberikan contoh sebuah text diary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Para siswa mengamati dan mengidentifikasi contoh text diary yang diberikan oleh guru.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Guru menanyakan pengertian diary text.  
7. Guru menanyakan urutan dan langkah dalam contoh recount text apakah telah sesuai.  
8. Guru menanyakan ciri kebahasaan dari yang terkandung dalam diary text.  
9. Guru memberikan contoh recount text dan menyuruh para siswa untuk membandingkan recount text dengan diary text yang diberikan guru.

6. Para siswa menjawap pertanyaan guru tentang pengertian diary text.  
7. Siswa mengidentifikasi dan menuliskan urutan dari contoh text diary yang diberikan.  
8. Siswa mengidentifikasi dan menuliskan ciri kebahasaan dari yang terkandung dalam diary text.  
9. Para siswa mengamati dan mengidentifikasi kemudian menulis perbedaan dari kedua contoh text.

## Mengumpulkan Data atau Informasi

| 4. | 1. Para siswa menerima gambar yang di berikan oleh guru  
2. Para Siswa mulai memikirkan dan menulis sebuah karangan cerita tentang diary sesuai gambar/tema yang diberikan.  
3. Para Siswa menjawab pertanyaan guru tentang pengertian diary text.  
4. Para Siswa menuliskan urutan dan langkah dalam contoh recount text yang diberikan guru.  
5. Para Siswa mengamati dan mengidentifikasi kemudian menulis perbedaan dari kedua contoh text. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Mengkomunikasikan  
| 2. |  
Guru meminta 3 peserta didik mengomunikasikan hasil karyanya secara lisan dan atau tertulis.  
3. |  
Guru dan siswa membahas secara bersama-sama hasil dari latihan membuat sebuah diary.  
4. |  
Siswa lainnya memperhatikan dan mengoreksi hasil dari latihan secara bersama-sama. |
| 3. |  
3 siswa menyampaikan secara lisan hasil dari pekerjaan dari tiap individu.  
4. |  
Siswa lainnya memperhatikan dan mengoreksi hasil dari latihan secara bersama-sama. |
| 4. | 30 menit |
| 5. | 15 menit |

## Penutup:

5 menit  
- Guru memberikan tugas PR kepada para siswa untuk membuat sebuah karangan diary yang dilakukan oleh para siswa berdasarkan pengalaman yang dilakukanya pada hari yang ditentukan.  
- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

G. PENILAIAN

1. Kompetensi Pengetahuan
   c) Teknik Penilaian : Mengerjakan soal latihan
   d) Bentuk Instrumen : Membuat karangan cerita diary dari gambar atau tema yang ditentukan oleh guru.

Assessment Writing Scoring Rubric (adapted from Jacobs, 1981)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent – Very good</td>
<td>30-27</td>
<td>Relevant to the topic, give the detail information, and match the purpose of recount text.</td>
</tr>
<tr>
<td></td>
<td>Good - Average</td>
<td>26-22</td>
<td>Mostly relevant to the topic, lacks of detail</td>
</tr>
<tr>
<td></td>
<td>Fair – Poor</td>
<td>21-17</td>
<td>Inadequate development of the topic, almost match to the purpose of recount text</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td>16-13</td>
<td>Does not relate to the topic, does not match the purpose</td>
</tr>
<tr>
<td>Organisatio n</td>
<td>Excellent – Very good</td>
<td>20-18</td>
<td>Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>Good - Average</td>
<td>17-14</td>
<td>Loosely organized, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>13-10</td>
<td>Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Excellent – Very good</td>
<td>20-18</td>
<td>Use effective word/ word choice/word usage, word form mastery.</td>
</tr>
<tr>
<td></td>
<td>Good - Average</td>
<td>17-14</td>
<td>Occasional errors of word form, choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>Fair - Poor</td>
<td>13-10</td>
<td>Frequent errors of word form,</td>
</tr>
<tr>
<td>Language use</td>
<td>Choice, usage and meaning obscured/confused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>9-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent – Very good</td>
<td>Few errors of agreement, tense, and word order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good – Average</td>
<td>Several errors of agreement, tense, and word order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair - Poor</td>
<td>Frequent errors and meaning obscured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>10-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dominated by error, does not communicate, not enough to evaluate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Choice, usage and meaning obscured/confused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent – Very good</td>
<td>Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.</td>
</tr>
<tr>
<td>Good – Average</td>
<td>Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability</td>
</tr>
<tr>
<td>Fair - Poor</td>
<td>Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.</td>
</tr>
<tr>
<td>Very Poor</td>
<td>Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication.</td>
</tr>
</tbody>
</table>

Boyolali, 6
Februari 2017

Mengetahui:

Guru Mata Pelajaran

Peneliti
Dear diary......

2. Membuat sebuah cerita diary tentang apa yang di alami sepulang sekolah pada hari yang ditentukan

LAMPIRAN SOAL LATIHAN

1. Membuat sebuah cerita diary dari pengalaman sepeda bocor.
.Dear diary.......
APPENDIX 5
Materials and Worksheets
RECOUNT TEXT

MTsN Ngemplak Boyolali Jawa Tengah

Copyright © 2017

CONTENTS:

A. Recount text
B. Tujuan Recount text
C. Generic structure
D. Ciri-ciri Recount text
E. Contoh Recount text
**Pengertian Recount text**
Recount berasal dari bahasa Prancis conter yang memiliki dua arti yaitu:
- Menghitung ulang
- Menceritakan sebuah cerita

**Tujuan Recount text**
Recount text adalah untuk **menceritakan pengalaman atau kejadian yang terjadi pada masa lalu** secara berurutan dengan tujuan untuk menghibur pembaca atau pendengar.

**GENERIC STRUCTURES**

- **Orientation**
Pengenalan latar belakang, tokoh, waktu, tempat kejadian atau peristiwa itu terjadi pada masa lampau.

- **Events**
Rangkaian peristiwa. Penulis mulai menceritakan jalannya cerita secara urut.

- **Reorientation**
Generic structure adalah bagian conclusion (kesimpulan) atau penutup yang mengekspresikan pendapat pribadi penulis. Misalnya cerita tentang liburan, "what an exciting holiday! I will go there again someday".
My Adolescence

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face. That was my bad experience with adolescence, though there were still lots of good experience too.
"Yesterday......."
RESOURCES

- Kamus Inggris Indonesia. Echole, John, M.
- https://www.google.co.id/search?q=foto+study+tour&espv=2&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjNncKxdLoLSAhWHrY8KHbuUDV4Q_AUIBigB

THANK YOU
APPENDIX 6

Students’ Pre- and Post-test
POST-POST QUESTIONS

A. Read the text to answer questions number 1 to 5

Jakarta, 23 Juny 2016

Dear diary

I have an esperience when I went to Makasar.

One day I flew from Denpasar to Makasar. I went with Kevin and Kathrin. Kevin is the Project Manager for Cool Radio English and Kathrin is the Program Officer for AuSAID.

The pilot said something over the intercom in Bahasa Indonesia. I did not understand him. I asked someone sitting near me for a clue. I looked out the window and could see the tires on my side of the plane lowering. I felt a little weak in the knees. I realized I had been holding my breath for a quite a while

1. From where the writer flew?
2. Who is Kevin?
3. Whos is Kathrin?
4. Did the writer understand with Bahasa Indonesia?
5. What is the writer feeling when he looked out the window?

B. Rearranging words for questions number 6 to 13.

Arrange the words to form a meaningfull sentence.

1. to enter accompanied the doctor’s her room
   1  2  3  4  5  6  7

2. took father home mother directly my and I to the nearest dispensary
   1  2  3  4  5  6  7  8  9  10  11
   went

3. my to and father I took the doctor her
   1  2  3  4  5  6  7  8

4. was yesterday? sick who
   1  2  3  4

5. he me told that had my mother influenza a bad
   1  2  3  4  5  6  7  8  9
6. my ill. mother yesterday was  
   1 2 3 4 5  
7. I find did anything not  
   1 2 3 4 5  
8. you did go to yesterday? Bali  
   1 2 3 4 5 6  

C. For question nuber 14 to 19.  
Choose the correct words to complet the text.  

..... (1)....morning I helped mother sweep the yard. Suddenly, she cried loudly. I was shocked. You know ... (2).... She... (3)… a big caterpillar crawling near her feet.  
This is the caterpillar. It is ... (4)... and has no fur on its body. The head and the tail look similar. It has yellow and red legs. There are black stripes and yellow circles ..... (5)...decorate its body. .... (6)....it looks scary, it may become a beautiful butterfly one day.  

1. a. tomorrow b. yesterday c. later d. next  
   where?  
3. a. saw b. seeing c. seen d.  
   looking  
4. a. small b. big c. best d. bigger  
5. a. which b. what c. how d.  
   when  
6. a. next b. even c. then d.  
   although  

D. Rearranging sentences for question number 20.  
20. Arrange the following sentences to form a meaningful sequential.  

   Travelling Around The World.  
   1. After through Asia, I went to south America and finally back home to Indonesia.  
   2. First, I flew from his home in Mexico City to New York City.
3. He spent a week in New York and then flew to London and enjoyed several weeks in Europe.
4. When he had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia.
5. Deri saved his money and spent two months traveling around the world.
6. Deri felt tired but he was very excited and wanted to travel again.
I got up at 4:30 am. After taking a shower, I had breakfast in the morning. I finished my homework when I put on shoes on my father and mother. These were my activities before going to school this morning.

Yesterday, I went to the doctor's office because I had a fever. I took antibiotics and took a rest for a few minutes before going to bed. Andrew's mother visited us yesterday. She helped us to do our homework and brought us some food. Andrew's father and I drove to the hospital yesterday. We did not need to be in the emergency room. We just had to go to the doctor's office. We bought some medicine and food at the store.

I have a lot of work to do today. I need to finish my homework and get ready for school.
POST-TEST QUESTIONS

E. Read the text to answer questions number 1 to 5

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

1. What kind of the text above?
2. Where di they stay on wednesday?
3. What are the big temples in Prambanan?
4. When did they go home?
5. Why did they only visit Brahma and Syiwa temples?

F. Rearranging words for questions number 6 to 13.

Arrange the words to form a meaningful sentence.

6. I went Surabaya vacation with to my for friend
   1 2 3 4 5 6 7 8 9
7. did stop the bus small a restaurant a rest not for at
   1 2 3 4 5 6 7 8 9 10
8. could pray and do I but not anything hope
   1 2 3 4 5 6 7 8 9
9. Bali? did go When they to
   1 2 3 4 5 6
10. tried to on cell-phone I my call friend
    1 2 3 4 5 6 7 8
11. my not in father yesterday was Jogja
    1 2 3 4 5 6 7
12. seat got walked the bus on my I and to
    1 2 3 4 5 6 7 8 9
My vacation in Lembah Hijau

....(1)...Sunday, my family and I went to Lembah Hijau. We went there ... (2).... my uncle’s car. We left home at 08.00 am.

We arrived there at 10.00 am. I saw many people. My family and I walked to see the animals. We .... (3).... some camels, birds, and horse. We also looked many others animals like monkeys, rabbits, gibbon and so on. I went to the swimming pool. I saw many people swam. ... (4)... of them are children and teenagers. They were so happy. I joined with them. My family sat beside the .... (5).... pool. They said “Hanif, have nice swimming with your new friends!”

At 04.00 pm we went home. We were very....(6)....

H. Rearranging sentences for question number 20.

20. Arrange the following sentences to form a meaningful sequential of diary.

6. Everyone congratulated me including Mr. Joko, my math teacher.
7. Thank you Mr. Joko, I will always remember your advice that I should continue studying in order to maintain my grades.
8. Dear diary,
9. For me, math is a very difficult subject. I even beat Dini’s grade who is
the smartest student in my class.
10 I am so happy today. Maybe it is my best day in this month.
11 December 13th, 2014
12 Starting from, I got good grades in math today.
13 I did not think my grades will be as good as this one.
From Denpasar
Project Manager for Cool Radio English
Program Officer for AusAID.

Writer not understand him.
The writer felt a little weak in the knees.

e. Yesterday  [7]
a. how? [8]  65
b. Saw  
c. Small  
d. although.

2 - 3 - 4 - 1 - 6
A. Read the text to answer questions number 1 to 5

Adam’s Diary
May 2010
23 Sunday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn’t come, because he was ill too.
24 Monday. The doctor come at 11 O’clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!
25 Tuesday. Dad bought me model aeroplane. I read the instructions, but I couldn’t make it, because the dog ate the glue.

1. What happened at 23rd May to Adam? (Adam got ill but the doctor got ill too)
2. Who called the doctor? (Mum)
3. What did the doctor write at 24th? (He wrote a prescription for some medicine)
4. Adam could not make the aeroplane, why? Because…( because the dog ate the glue.)
5. Who was the owner of that diary? (Adam’s Diary)

B. Rearranging words for questions number 6 to 13.
Arrange the words to form a meaningful sentence.

6. went with to week Bali last I my family. (7-1-3-5-2-8-9-6-4)
    1 2 3 4 5 6 7 8 9
7. come Susi and Andi yesterday did to the class not. (2-3-4-6-9-1-7-8-5)
    1 2 3 4 5 6 7 8 9
8. Andri’s a was police? father. (3-1-5-2-4)
C. For questions number 14 to 19
Choose the correct words to complete the text.

....(14)... morning..(15).. a terrible day for me. I ..(16).. up late. So I went to school in a hurry. I rode my bike fast to arrive at school on time. I arrived at school as ...(17).. as the bell rang. However, when the teacher asked us to submit our homework, I remembered that I left mine at home. To prove I did the homework, the teacher asked me to submit the homework immediately ..(18)... school. So, when the bell rang, I ..(19)... back home to fetch my homework.

14. a. night  b. tomorrow  c. sunday  d. yesterday  e. at
15. a. was  b. are  c. were  d. is  e. am
16. a. wake  b. get  c. pick  d. went  e. woke
17. a. fastly  b. soon  c. immediate  d. Hurry  e. soonly
18. a. after  b. before  c. next  d. following  e. in
19. a. gone  b. went  c. did  d. go  e. hurry

D. Rearranging sentences for question number 20
Arrange the following sentences to form a meaningful paragraph.

20. (1) after taking a shower, I had breakfast in the morning.
(2) I finished my breakfast, then I put on shoes and bag.
(3) After I did subuh prayer, then I took a shower.
(4) Those were my activities before going to school this morning.
(5) After all was ready, I did not forget to say goodbye to my father and mother.
(6) I got up at 4:30
(7) I took ablutions then I did subuh prayers.
Recount text:
They stayed at Dirgahayu Hotel which is not far from Mahabodhi.
There are three big temples, the Brahmans, Siva, and Wisnu temples.
In the evening on Friday.
Because Wisnu temple is being renovated.

1 - 2 - 6 - 3 - 8 - 4 - 5 - 7 - 9
2 - 1 - 2 - 10 - 5 - 4 - 6 - 8 - 9
3 - 4 - 7 - 8 - 9 - 2 - 1 - 3 - 6 - 1
4 - 5 - 2 - 3 - 6 - 1
5 - 1 - 2 - 7 - 6 - 8 - 3 - 9
1 - 4 - 6 - 2 - 3 - 7 - 5
1 - 3 - 9 - 2 - 1 - 5 - 4
2 - 4 - 3 - 7 - 5

C Last
b. by
a. saw
4. C more

b. swam
10. d. excited.

3 - 6 - 5 - 7 - 9 - 1 - 2
APPENDIX 7

Students’ Writing Scores
<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>Nilai Pre-test</th>
<th>Nilai Quiz I</th>
<th>Nilai Quiz II</th>
<th>Nilai Post-test</th>
<th>Nilai Quiz I</th>
<th>Nilai Quiz II</th>
<th>Nilai Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name</td>
<td>50</td>
<td>72</td>
<td>65</td>
<td>60</td>
<td>71</td>
<td>67</td>
<td>50</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>24</td>
<td>Shiva Anggraini</td>
<td>50</td>
<td>72</td>
<td>65</td>
<td>60</td>
<td>71</td>
<td>67</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>Thoil Daffa’ Abyan</td>
<td>45</td>
<td>79</td>
<td>72</td>
<td>71</td>
<td>75</td>
<td>74</td>
<td>77</td>
</tr>
<tr>
<td>26</td>
<td>Seina Tilani Eka Putri</td>
<td>70</td>
<td>88</td>
<td>78</td>
<td>65</td>
<td>73</td>
<td>80</td>
<td>64</td>
</tr>
<tr>
<td>27</td>
<td>Ukhti Istiqamah</td>
<td>65</td>
<td>65</td>
<td>66</td>
<td>60</td>
<td>70</td>
<td>68</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>Wakhid Bagas Rohmadi</td>
<td>79</td>
<td>79</td>
<td>73</td>
<td>63</td>
<td>74</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td>29</td>
<td>Tulus Kurniawan</td>
<td>45</td>
<td>80</td>
<td>74</td>
<td>70</td>
<td>73</td>
<td>76</td>
<td>74</td>
</tr>
</tbody>
</table>
APPENDIX 8

Students’ Writing and Diary
Diary... not a terrible day yesterday...

Feb 5, 2017

...In the morning, my friend and I returned from school. On my way home, my bicycle tire was leaking. That moment, I went to a shop to repair it. I took my bicycle and took it to the repair shop. I was there for an hour. It was really tiring. Up in the workshop, my bicycle already required a long time ago. I guess the problem was with the tire. However, the problem came again. In the end, I have to return home again.

Then I took a bath as not to catch a cold.

Hi Friends, my name is Anisa Istimah. You can call me Anisa.

Today, I would like to tell you about my daily activities yesterday.

Yesterday, I got up at 4 am. Then I took ablution and Salah Prayer at 4.30 am. Afterward, I tidied up my bedroom. Then, I took a bath in the bathroom. After that, I had breakfast together with my family. After breakfast, I walked to school by bicycle at 6-6.30 am. It took us 15 minutes to arrive there. I arrived at school at 6-6.30 am. Then, I studied at school started at 7 am to 3.30 pm. After that, I met my friend. We returned together. I arrived home at 3.30 pm. I had dinner and after that, I studied at home at 3 pm to 10 pm. Then I went to bed at 10 pm.

Yes, so this is my daily activities yesterday. I am very tired.
Hi...?
Dear Diary

I had a terrible day yesterday.

First, when I went home from school I had an incident. Suddenly, my bag was stolen. When I stepped on the pedal by foot, I arrived at my house. But on my way, my bicycle was punctured. Then I took my bicycle to a repair shop near my house. By that time I had discovered repair shop. So I extended my trip to go home. But before I arrived home I fell on the street. Because the street was slick, my hands and legs were injured. Finally, I arrived at home by sipad. I was sad and hoped it would not happen again.

Nama : Resa Swastiyani
No absen : 22
Kelas : VIII A

Ngemplak, 6 Februari 2017

Mechanics : 3
Content : 26
Organization : 15
Vocabulary : 15
Language : 19

My Daily Activities: In Tuesday

I got up at 04:30 a.m. Then I took ablution. After that, I did salat prayers. As next, I did salat prayers, then I took a bath. After taking a bath, I had breakfast in the morning with my family. I finished my breakfast, then I put on shoes and bag. After that, I was ready. I did not forget to say goodbye to my second mother.

Then I went to school at 06:30 a.m. I went to school by bus. At 06:40 a.m., I got off the bus. I went to school. I studied English, Indonesian, Arabic, Java, and crafts. At 12:00 P.M. I did dhuhr prayer. I had lunch. After I had lunch, then I studied. As next, I did Asfar prayer. After I did Asfar prayer, I went home at 03:00 P.M. Then I had a plate and slept the whole at home. And then I had a bath. At 06:00 a.m. I did magrib prayer. Then I read Alquran. After I read Alquran, then I studied lessons from 09:00 to 12:00. I did hajjam prayer. And then I had dinner with my family. Later, I had dinner with fried chicken. After that, I studied.
Holiday to Jogjakarta

On the Sunday morning at 08.00 clock we all gathered at the station to get holiday in Jogjakarta. Before we boarded the bus we took a picture together beforehand, after that we boarded the bus.

On the way from Solo to Jogjakarta many of us are a sleep after eating their food and some are singing. During the course of approximately two hours we see a beautiful view and we braid each other that scene.

At 10.00 am we arrived at the Borobudur temple. There we see several large temples and the small size. Do not forget us to capture it for a moment of our.

After the Borobudur we all headed to Malioboro. There are many people who take picture. Just walk of selling, Here we take picture and tell.

After it from Malioboro we headed for souvenir in Jogjakarta. Our many but souvenirs for family home including bags, hats, key chains, clothing and food. There by the great-great him.

After searching for souvenirs we all but went straight to the bus. We all feel tired at all but there was excitement too. The we all go straight to sleep and no one told me the slightest bee stinging already feels tired.
APPENDIX 9
Observation Checklists
**Observational Checklist Cycle 1**

Observer : .....  
Meeting : .......

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation items</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>Pre-teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Teacher greets and asks students condition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The students respond to the teacher’s greeting and tell about their condition.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The teacher lead a prayer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The teacher review the previous materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The teacher introduce a new topic for the students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. The teacher gives lead in questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. The teacher tells the objective of the teaching and learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td><strong>Whilst-teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The students are ready to learn the materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher explores children's knowledge about the recount text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The teacher begins to explain the material on recount text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Teacher explains about:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Definition of recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Generic structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Characteristic features</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example recount</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The teacher gives an example of a text recount.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The teacher asks the definition and the aim of a recount text &quot;My Adolescence&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teacher asks the generic structures (orientation, event, reorientation) &quot;My Adolescence&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher asks recount text characteristics: (a theme, figure, predicate, conjunction, adverb) &quot;My Adolescence&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The teacher gives assignment to the students to do the exercise by making up a story. of are arranged images in groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teacher asks students to communicate their work orally and in writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C Post-teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher reflects and summarizes the lesson.</td>
</tr>
<tr>
<td>2. The teacher previews on the upcoming materials.</td>
</tr>
<tr>
<td>3. The teacher closes the teaching and learning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher uses allocated time well.</td>
</tr>
<tr>
<td>2. The teacher corrects the student’s errors and mistakes.</td>
</tr>
<tr>
<td>3. The examples and illustration are used</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

**E Teacher’s student interaction**

---

............, ..... ...................... 2017
Observational Checklist Cycle 2

Observer: .....  
Meeting: .......

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation items</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Pre-teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Teacher greets and asks students condition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. The students respond to the teacher’s greeting and tell about their condition.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. The teacher lead a prayer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. The teacher review the previous materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. The teacher introduce a new topic for the students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. The teacher gives lead in questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. The teacher tells the objective of the teaching and learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Whilst-teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. The students are ready to learn the materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Teacher explores children's knowledge about the diary text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. The students responds with variety experiences that they have ever done.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. The teacher begins to explain the material of diary text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. Teacher explains about: • Understanding diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measures and sequence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>diary text</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>examples of diary text</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Teacher explains in detail the differences between the recount text and text diary.
17. The students listen and write what is described by the teacher.
18. The teacher gives an example of a diary text.
19. Students observe and identify example of text diary given by the teacher.
20. Teacher asks meaning of diary text.
21. The students answer the question about the understanding of diary text.
22. The teacher asks the suitability of sequences and steps from the sample text diary.
23. The students identify and write down sequences of a given diary text.
24. The teacher asks characteristics of the text contained in the diary text.
25. Students identify and write down the characteristics of the language contained in the diary text.
26. The teacher gives the example recount text and asks the students to compare the text with diary recount text that
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Students observe and identify then write the difference both of the examples text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Post-teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The teacher reflects and summarizes the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The teacher previews on the upcoming materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The teacher closes the teaching and learning process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The teacher uses allocated time well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The teacher corrects the student’s errors and mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The axamples and illustration are used effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The teacher positively reinforce the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. There are balances and variety activities during lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The teacher moves around the class and makes eye contact with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> Teacher’s student interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The teacher encourage the students’ participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The studenta have motivation/enthusiasm during the teaching process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The students actively take parts in each class activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8.</td>
<td>The teacher instruction are clear.</td>
<td></td>
</tr>
</tbody>
</table>

............., ..... th ................. 2017
APPENDIX 10

Questionnaires
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>SS</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya senang mempelajari bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya senang mempelajari recount text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya senang mempelajari recount text dengan skill writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya mengerti dan paham teks pokok penulisan sesuai dengan writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya tahu cara secara lengkap penggaris pasti saya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya mampu berbagi pengalaman pembelajaran yang saya miliki kepada lingkup.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Saya melakukan recount text dengan teknik diary writing, sangat efektif.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya mampu melakukan recount text dengan teknik diary writing, sangat efektif.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Saya mampu mengalihkan bagus latihan dan diary writing dan apa yang telah dibaca oleh guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Saya mengalihkan peningkatan pengetahuan tentang recount text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Saya mampu melakukan peningkatan pengetahuan tentang recount text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Saya mampu melakukan peningkatan pengetahuan tentang generic structures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Saya mampu melakukan peningkatan pengetahuan tentang features recount text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Saya mampu melakukan peningkatan kemampuan dalam menulis sebuah recount text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Saya mampu melakukan peningkatan bahasa dan masih perlu di tingkatkan pengetahuan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:

1. Dalam satupya
2. Dalam satu
3. Dalam satu
APPENDIX 11
Photographs
Observation of class condition taught by Mrs Dewi
Pre-Test
Learning Activity in cycle 1
Post-Test Cycle I & II
APPENDIX 12

SKK
## DAFTAR NILAI SKK

<table>
<thead>
<tr>
<th>NO</th>
<th>Nama kegiatan</th>
<th>Pelaksanaan</th>
<th>Keterangan</th>
<th>point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OPAK STAIN SALATIGA</td>
<td>05-07 September 2012</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>OPAK JURUSAN TARBIYAH STAIN Salatiga 2012</td>
<td>08-09 September 2012</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ODK (Orientasi Dasar Keislaman) STAIN Salatiga 2012</td>
<td>10 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Seminar Entrepreneurship dan Perkorporasi 2012</td>
<td>11 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>AMT (Achievement Motivation Training) STAIN Salatiga 2012</td>
<td>12 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>LIBRARY USER EDUCATION (Pendidikan Pemakai Perpustakaan) UPT Perpustakaan STAIN Salatiga</td>
<td>13 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Short Course on TOEFL Preparation Focusing on Structure and Written Expression (PP. Salafiyah Pulutan Sidorejo Salatiga)</td>
<td>9-16 Februari 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>PIAGAM “PenataranUstadz Pengelola TKA-TPA Tingkat Dasar”</td>
<td>10 Maret 2013</td>
<td>Peserta</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Short Course on TOEFL Preparation Focusing on Listening (PP. Salafiyah Pulutan Sidorejo Salatiga)</td>
<td>17 Maret 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Short Course on TOEFL Preparation Focusing on Reading Comprehension (PP. Salafiyah Pulutan Sidorejo Salatiga)</td>
<td>24 Maret 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>SEMINAR NATIONAL “Kegiatan Sosialisasi Pancasila UUD NKRI 1945 NKRI dan Bineka Tunggal</td>
<td>24 Oktober 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>Seminar National/Event Description</td>
<td>Date</td>
<td>Type</td>
<td>Quantity</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>12</td>
<td>&quot;4 Pilar Kebangsaan Untuk Mempertegas Karakter Kebangsaan&quot;</td>
<td>24 Oktober 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>&quot;Workshop Fashion &amp; Beauty Program PPP IAIN Salatiga di Asrama MAN Model Kendal&quot;</td>
<td>14 Agustus 2015</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>&quot;Workshop Keterampilan Recycle Program PPP IAIN Salatiga di Asrama MAN Model Kendal&quot;</td>
<td>21 Agustus 2015</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>&quot;Menyelengarkan Praktek Kerja Lapangan dari IAIN Salatiga di KBRI Bangkok&quot;</td>
<td>29 Oktober – 27 November 2015</td>
<td>Panitia</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>&quot;Penghargaan Sebagai “guru praktek TBI pada Sekolah Indonesia Bangkok Thailand&quot;&quot;</td>
<td>27 Oktober – 27 November 2015</td>
<td>Panitia</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>&quot;Upacara Hari Pahlawan KBRI Bangkok Thailand&quot;</td>
<td>10 November 2015</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>&quot;Scholarship Guideline Seminar (International Class Program)&quot;</td>
<td>28 Desember 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>&quot;Seminar National &quot;Geliat Masyarakat Urban&quot;&quot;</td>
<td>25 Maret 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td>&quot;Penguatan Wawasan Kebangsaan dan Nasionalisme&quot;</td>
<td>28 April 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>21</td>
<td>&quot;Seminar National PIK SAHAJASA LGBT Dalam Perspektif Psikologi dan kesehatan&quot;</td>
<td>26 Mei 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>&quot;Menciptakan Peluang Ekonomi Kreatif Berbasis Bahasa Arab Melalui Implementasi Edupreneurship&quot;</td>
<td>30 Mei 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>23</td>
<td>&quot;Persiapan Ramadhan &quot;Ta’aruf Sastra Arab&quot;&quot;</td>
<td>17 Juni 2016</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>&quot;Peran Politik Dunia Perekonomian di Indonesia&quot;</td>
<td>4 Oktober 2016</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>Keterangan</td>
<td>Tanggal</td>
<td>Peserta</td>
<td>Jumlah</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>25</td>
<td>SEMINAR NATIONAL “TAX AMNESTY Faktor yang Melatar Belakangi Lahirnya Amnesti Pajak dandampaknya Terhadap Perekonomian di Indonesia”</td>
<td>12 Oktober 2016</td>
<td>8</td>
<td>107</td>
</tr>
</tbody>
</table>

Salatiga, 14 Maret 2017

Mengetahui, Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

Alamat: Maimun, M.Ag

NIP: 19700510 199803 1 003