THE EFFECT OF DIARY NOTE ON THE STUDENTS' WRITING OF RECOUNT TEXT AT SMP HANGTUAH 1 BELAWAN

A THESIS

Submitted to Faculty of Tarbiya and Teachers Training UINSU Medas as a Partial Fulfillmen of the Requirement for the degree of Sarjana Pendidikan

By

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STATE ISLAMIC UNIVERSITYOF NORTH SUMATERA

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Skripsi berjudul

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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya
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              At SMP Hang Tuah 1 Belawan

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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ABSTRACT

T. Dinda Nurul Isnaini, (2020): "The Effect of Diary Note on The Students' Writing of Recount Text Ability At SMP Hang Tuah 1 Belawan, A Thesis, English Education Program, Faculty of Tarbiya Science and Teachers Training, State Islamic University of North Sumatera".

The purpose of this study was to determine whether diary note is effective against the ability to write recount text students and to get empirical evidence of the effective of diary writing on the ability to write recount text for grade VIII students of SMP Hang Tuah 1 Belawan. This research was conducted with a quantitative method with a quasi-experimental pre and posttest design. The population in this study amounted to 164 students from a total of four classes. The sample was obtained using a purposive sampling technique that produced two classes with a total of 32 students in each class. The two classes are then randomly placed into experimental and control classes. Experimental classes are taught by applying diary note activities while the control class is taught using ordinary teaching techniques or without diary note activities. This study, in turn, was carried out by carrying out the following procedures: pre-test administration, application of interventions (diary note activities), and post-test administration. 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 mechanic. . Then, the results of the data were analyzed using t-test formula. The result of the mean score of post-test in experimental class was higher than controlled group (82.8 >81.8). Furthermore, the t-test result was 2.974 which is higher than the t_{table} in the significance level 5% (0.05) and the degree of freedom 62 is 1.671. Therefore, Diary Note has significant effect on the students' ability in writing recount text at eighth grade of SMP Hang Tuah 1 Belawan.

Key words: **Diary Note, Writing Ability, Recount Text**

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بسم الله الرحمن الرحيم

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Under the title **The Effect Of Diary Note On The Students' Writing Recount Text At SMP Hang Tuah 1 Belawan**. This thesis is written to fulfill one of the requirements to obtain bachelor degree(S-1) program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera.

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Medan, Februari 2020

T. Dinda Nurul Isnaini
Nim. 34.15.3.052

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The objective of teaching English writing is to communicative activity in which students can communicate their ideas, opinions, experiences, and feelings. Writing texts is practiced in the classroom and the texts are graded by the teacher. It is obvious, therefore, that students need to be able to write well to achieve their full potential and achievement. Moreover, writing can also sharpen our thinking skills. It will affect students' thinking skills such as the abilities to question, analyze, evaluate, and make decisions. As a result, writing is crucial for students to learn because it will contribute to their academic growth and success in the long run.

The English curriculum in Indonesia itself is designed by the Department of National education. The curriculum, furthermore, cover the topics and the skills taught and learned at schools. In both junior and senior high school levels, for instance, English topics are ranging from English expressions to English texts. The topics are studied and integrated with the four English language skills namely listening, speaking, reading, and writing. As mentioned earlier, Indonesian students not only learn English expressions, but they also learn English texts such as descriptive text, narrative text, and recount text, to name a few. There are a few competencies and learning objectives related to these texts. Students, therefore, need to be able to achieve the objectives by the end of their study.[1]

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[1]H. Douglas Brown, (2003), *Language Assessment Principles and Classroom Practices*, Longman, California, USA, p. 218.

In reality, 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 she was teaching practice in school still confused with the regulations of writing. one of them feltdifficult onwriting. she did not understand about some technical term in writing, for example: when she wanted to write aparagraph, she did not know how to differentiate between deductive and inductive. how to put a main idea into a paragraph well. how to write a whole text well and perfectly.

Aside from finding writing ideas and using correct grammar, students also have a problem in writing a full developed piece due to lack of vocabulary and writing practice. Unlike Bahasa Indonesia where the vocabulary is already common to students, English vocabulary is something that students are still not familiar with. Knowing and using good vocabulary will make our writing clear and understandable. Good vocabulary mastery supports mastery of each of the language skills including writing.[2]This lack of vocabulary, as a result, limits students to write a full developed piece because they do not know many English words to use in their writing. Besides the lack of vocabulary, the inability to write a full developed piece is also caused by the lack of writing practice. Students cannot write a good piece because they are not accustomed to writing it.

Additionally, writing is a skill and it requires many and frequent practices to be good at it. Despite the importance of practice, students still have very few opportunities to practice their writing as they only write in their English classes for few hours in a week.

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[2]Hartfiel, *et al*., as cited in Bambang Yudi Cahyono and Utami Widiati, (2008), *TEFLIN Journal*, The Teaching of EFL Vocabulary in the Indonesian Context:, The State of the Art,Volume 19, Number 1, February 2008, p. 2-3.

Then, the writer is interested in doing a research about diary writing to junior high school students in Medan. Diary itself can be defined as, a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one. By writing a diary, moreover, students can hopefully find their writing ideas more quickly as they can write about their daily experiences and feelings and help them practice their writing inside and outside the class.

Based on the above explanation, The writer would like to conduct a research on diary writing, by title " **The Effect of Diary Note on The Students' Writing of Recount Text At SMP HangTuah 1 Belawan".**

B. The Identification of the Problem

There are many problem that can be identified related to writing students: The students lack of ideas to write. Students' lack of understanding in grammar particularly in simple past tense. The student's lack of Vocabulary. Therefore, the reseracher would like to limit.

C. The Limitation of the Problem

Based on the Identification of the problem above, the researcher will be focused on getting empirical evidence of the effect of diary note on the students' writing of recount text at the eighth grade of SMP HangTuah 1Belawan

D. The Formulation of the Problem

The research is carried out in a quantitative experiment research with the formulation of the problem as follows : "Is the students writing recount text taught by diary note better than taught without diary note?

E. The Objective of the Study

Based on the research problem, the study is intended to : "To investigate whether there isa better than of writing recount text taught by diary note better than taught without diary note".

F. The Significance of the Study

The significance of the study will be useful theoretically and practically:

1. Theoretical Significance

   Theoretically, this study is significant to enrich the theory of teaching writing and the implementation of diary writing in the teaching learning process.

2. Practical Significance

   a. For the students, the finding of this research is expected to be useful for student and can solve student problem.

   b. For teachers, the finding of this research is expected to me the teacher easy to teach the student to use diary note in their writing.

   c. For another researcher, they can develop the result of researcher and complete it, so it hoped can help them to solve the problem.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

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 concept of writing skills and diary writing. The 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.

1. Writing Recount Text

a. Definition of Writing

Writing is one the language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we fell. However, we know that writing or learning to write especially in a second language is not simply a matter of " Writing things done".

It is one of the four basic (Listening, reading, speaking, writing) that are very complex and difficult to learn. There are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method.

Writing is similar to producing speech. It is a way of communicating with others through paper. In Islam, writing is the skill that taught by Gabriel to theProphet Muhammad SAW, when he got the first revelation from Allah besides he was taught to read, he is also taught to write , Allah the Almighty has states in the holy Qur'an surah Al-Alaq ; 4

الَّذِي عَلَّمَ بِالْقَلَمِ(٤

" Who taught by pen "

The word Qalam in the fourth verse of surah Al-Alaq has meaning of the tool to write (pen) . Is used to write, and the result of using pen is written. One generation can transfer their knowledge to the next generation. It shows that the tool of written and writing have important role.

Prophet sallallahu 'alaihi wa sallam said,

حَدَّثَنَا قُتَيْبَةُ حَدَّثَنَا اللَّيْثُ عَنْ الْخَلِيلِ بْنِ مُرَّةَ عَنْ يَحْيَى بْنِ أَبِي صَالِحٍ عَنْ أَبِي هُرَيْرَةَكَانَرَجُلٌ مِنْ الْأَنْصَارِيَجْلِسُ إِلَى النَّبِيِّصَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَيَسْمَعُمِنْ النَّبِيِّصَلَّى اللَّهُعَلَيْهِ:قَالَوَسَلَّمَالْحَدِيثَ فَيُعْجِبُهُ وَلَايَحْفَظُهُ فَشَكَا ذَلِكَ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِوَسَلَّمَ فَقَالَ يَا رَسُولَ اللَّهِإِنِّي أَسْمَعُ مِنْكَ الْحَدِيثَ فَيُعْجِبُنِي وَلَا أَحْفَظُهُ فَقَالَ رَسُولُ اللَّهِصَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ اسْتَعِنْ بِيَمِينِكَوَأَوْمَأَ بِيَدِهِ لِلْخَطِّ.(رواهالترمذي)

Terjemah
Qutaibah menceritakan kepada kami, Al-Laits memberitahukan kepada kami, dari Al-Khallil bin Murrah, dari Yahya bin Abi Shalih, dari Abu Hurairah berkata: *"seseorang dari golongan Anshar duduk disamping Rasulullah SAW, lalu ia mendengar hadist dari Nabi SAW, kemudian ia tertarik kepadanya tapi tidak bisa menghafalnya, lalu ia mengadukan hal itu kepada Rasulullah SAW, sambil berkata: 'Wahai Rasulullah sungguh aku mendengar hadist dari engkau lalu aku tertarik kepadanya tapi aku tidak bisa menghafalkannya.' Rasulullah SAW bersabda: 'minta tolonglah kepada tangan kananmu', dan beliau memberi isyarat dengan tangan beliau kepada tulisan."(HR. Tirmidzi)*

Meaning: *Qutaibah told us, Al-Laits told us, from Al-Khallil bin Murrah,* [3] *from Yahya bin Abi Salih, from Abu Hurairah said: "Someone from the Ansar group sat next to Rasulullah SAW, then he heard the hadith from the Prophet SAW, then he attracted to him but could not memorize it, then he complained to the Prophet Muhammad, saying: 'O Messenger of Allah I really heard the hadith from you and I was attracted to him but I could not memorize it."Rasulullah SAW said:'ask for your help with your right hand', and he gave a gesture with his hand to the writing."*(HR. Tirmidzi).

From the above hadiths there are Sanad, and the ones who delivered them were the Prophet Muhammad, Abu Hurairah, Yahya bin Abi Shalil, Al-Khalil bin Murrah, Al-Laits, Qutaibah, and At-Tirmidhi. So, Qutaibah told us, Al-laits told us, from Khalil bin Murrah, from Yahya bin Abi Shalilh, from Abu Hurairah said; and then there are Matan. The Matan is Someone from the Ansar group sat next to Rasulullah SAW, then he heard the hadith from the Prophet SAW, then he attracted to him but could not memorize it, then he complained to the Prophet Muhammad, saying: 'O Messenger of Allah I really heard the hadith from you and I was attracted to him but I could not memorize it."Rasulullah SAW said:'ask for your help with your right hand', and he gave a gesture with his hand to the writing.

واُ قَيِّد الْعِلْمَ الْكِتَابِ

Terjemah

Ikatlah ilmu dengan tulisan" (HR. Ali ibn Abi Thalib)

From the above hadithh As the sentence stated by Ali ibn Abi Talib above, writing is one way to preserve knowledge. Knowledge will be very easily lost if we only briefly read, even memorize without writing. Because humans as creatures who forget easily.

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[3]Hadist Riwayat Tirmidziy dalam sunannya,(2017) Kitab Al-Ilmi, Bab Kitaabatu al-Ilmi, jilid 3, p. 303-304.

Implicitly, the message of the Messenger of Allah in the hadith is intended that writing is a medium for connecting knowledge, so that you do not forget it quickly.Without writing, we will not know and know the traces of a past civilization. Writing gives a hue and marker about the characteristics of a civilization.

So, it can be concluded that this Hadith tells about the importance of writing. If we cannot memorize something, we must ask our right hand to write, as the Prophet said: "Ask for your right hand and he gives a signal with his hand to article ".

Writing is the expression of language in the form of letters, symbol, or word. The primary purpose of writing is communication. Regardless of the language, writing has many rules including grammar, spelling, and punctuation. People us many tools to assist in their writing such as dictionaries and thesaurus.It means that the writing skill can be mastered through repeating action and practicing continually of the skill.

There are three general purpose of writing, and they can all occur in a single essay, although usually on of the purpose is dominant: they are to explain (educate, inform), to entertain (amuse, give pleasure) and to persuade (convinance, change the reader's mind)[4] .

Within each of general purpose, researcher select one more specific purpose. Some purpose are external to (outside of) the actual writing to fulfill an assignment, to receive good grade, or demonstrate knowledge to an instructor.

Based on the definition above, researcher can concluded that writing is a way to produce language by putting down words or ideas to some medium. And it is a learned process that takes time and concentrated practice because the writer

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[4]J.M. Reid, (2008) , *Basic Writing,*Prentice Hall, California, p. 8.

has more time to think than they do in oral. And the writer can conclude that writers have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information and why they think it is important.

b. **Recount Text**

   1) **Definition of Recount Text**

   Recount is a genre of texts. Recount is a piece of text retells past events. Recount text is text that retell about a story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text retell about past event and use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other. Its very easy to diffrent recount text from another story. [5]

   We might tell about what we did on the weekend or it might be aboutinteresting events which is happen when we were on holidays last month. It can be said that a recount is a piece of text that retells past events. According to Knapp and Watkins, state that recount are the simplest text the type in the genres, formally, recounts, are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.

   According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past

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[5]P. Knapp & M. Watkins, (2005), *Genre, Text and Grammar*, Sydney: University New South Wales), p. 223

experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[6]

From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experiences. In Qur'an, we can find that Allah also told the stories of prophets before all were corrected with rational truths:

وَلَقَدْ أَرْسَلْنَا رُسُلا مِنْ قَبْلِكَ مِنْهُمْ مَنْ قَصَصْنَا عَلَيْكَ وَمِنْهُمْ مَنْ لَمْ نَقْصُصْ
...

"We have sent forth other apostles before you; of some, We have already told you the story, of others We have told you nothing. ....". (QS. Al-Mu'min: 78)

From the verse above, we can conclude that sharing personal experiences through article can remind us of past experience that are glad or sorrowful experience. With experiences, we can be self introspection to be better in the future. In other word recount text told other people about something that has happened in your life, what you did at the weekend, it might be about exciting things that happened when you were onholidays last year.

Speaking or writing about past events is called a recount. In short a recount is a piece of text that retells past events past events, usually in the order in which they happened. The purpose of a rceount is to give the audience a description of what occured and when it occured.

A recount tells about something that happened in the past. The details in arecount can include what happened, who was involved, where it took place,

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when it happened and why it occured. A writeror speaker uses a recount tell us about a story or an event.[7] Recount are usually given in the order that the event occured. Recount can be: factual, such as a news story, such as telling someone how you built something, personal, such as a family holiday, or your opinion on a subject.

2) Generic Structures of Recount text

There are three generic structure of recount. They are:[8] Orientation, Record of Events , and Reorientation. In orientation provides the setting and produces participants. It provides information about "who,where, and when. In Record of Events, tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events. And the last Re-orientation is optional-closure of events. It is rounds off the sequence of events.

From the statement above, the researcher concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in re-orientation

2. Diary Note

a. Definition of Diary Note

The diary is one form of personal writing. Personal writing is a statementof ideas and our feelings about our own experience. Diary is a record of what we do today and past, is also an important source of information about

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[7]B.Derewianka, (2002), *Exploring How Text Work*, Heinemann educational Books, London, p. 17.
[8]Ken Hyland, *op.cit.,* p. 135

events, what, when, who, how, why, and where, which relate to ourselves, to express everything that is not possible to disclose to other.[9]Moreover in Wikipedia, it is stated that:

Diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. Diaries undertaken for institutional purpose play a role in many aspects of human civilization including government records, business ledgers and military records.[10] Diary is a book containing records of a personal nature, such activties will be conducted or experiences memorable experience every day in the form outpouring of hearts and minds.[11]

Writing diary is very good because in a diary we would be able to recognize who we are. Although it is private, diaries have meaning either expressed or implied.The statement above means that diary generallyis the record of people's experience that happened periodically. Diary will be means to communicate people's thoughts, ideas, feelings, and emotions. They need affection affection from their friends and need to be heard and respected. But sometimes, they also need to share with themselves through diary writing. Keeping diary is an excellent means of documenting experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

b. **Principle**

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[9]Nurhadi, (2007) , *Bahasa Indonesia untuk SMP kelas VII*, Erlangga, Malang, p. 9
[10]Wikipedia, Free Encyclopedia, ―Diary‖, http://en.wikipedia.org/wiki/diary. accessed on 06 July 2019.
[11]Kosasih, (2005), *Intisari Bahasa dan Sastra Indonesia untuk SMP kelas 1,2, dan 3* Bina Cipta, Bandung, p. 399.

A diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, thoughts, and/or feelings, excluding comments on current events outside the writer's direct experience. Someone who keeps a diary is known as a diarist. Diaries undertaken for institutional purposes play a role in many aspects of human civilization, including government records (e.g. *Hansard*), business ledgers, and military records. In British English, the word may also denote a preprinted journal format. A diary is a collection of notes.

Although a diary may provide information for a memoir, autobiography or biography, it is generally written not with the intention of being published as it stands, but for the author's own use. In recent years, however, there is internal evidence in some diaries (e.g. those of Ned Rorem, Alan Clark, Tony Benn or Simon Gray) that they are written with eventual publication in mind, with the intention of self-vindication (pre- or posthumous), or simply for profit.

By extension the term diary is also used to mean a printed publication of a written diary; and may also refer to other terms of journal including electronic formats. In writing diary, someone can share what he or she has in mind after they showed or felt something. People usually write a particular moment in their life.

c. Design

The First is Writing a diary which contains personal stories then can becategorized as a writing task that can be done at a class. Second, Diaries are

included in expressive writing where the writer reveals feelings and opinion often recalling experience.

d. Procedure

There are four steps in doing diary note. The procedure of using diary note is described the following : The first step is the teacher asks students to bring a diary note . The second step is the teacher asks them to make their experience like during "Holiday" . The third step is the students wrote their diary note during " Holiday'. The fourth is if there are some students write the topic of diary incorrectly, the teacher points another student that can write the word correctly, and points another student who can't write the word correctly.

By writing a diary at the classroom, furthermore, students are allowed to express their feelings more freely and comfortably as they can write about their daily activities , love stories , recent interesting event , and more.

e. Advantages and Disadvantages of Diary Note

Diary Note has three advantages that can help the students understand the text. Harmer writes that diary is similar to journal. Both journal and diary have similar purpose that is to reflect something happened in written form. He, moreover, states that there are several benefits of writing diary or journal.

By writing diary or journal, particularly for teaching and learning of writing, we can get the value of reflection, freedom of expression, development of writing skill, and student-teacher dialogue. [12]

The first is the value of reflection diary provides an opportunity for student to think both about how they are learning and also about what they are learning. This kind of introspection may well lead them to insights which will greatly enhance their progress.

The second is freedom of expression diary allows student to express feelings more freely than they might do in public.

The third is developing writing skill diary writing contributes to a student's general writing improvement.

The fourth is student-teacher dialogue, responsive diary writing provides an interface for the teacher and student to communicate regardless of language level. When a teacher writes to a class and says, you can write to me on any subject and I will reply. But do not worry, I will not show it to anybody else', the student knows he has a channel of communication that was not there before.[13]

Looking at the benefits explained above, it can be said that diary writing can be integrated into the recount writing activity at the class. the diary writing then hopefully can give both the students and the teacher the desired benefits.

Diary note has disadvantages , the first is the student did not seem interested with the idea of diary note at first. the second is the student furthemore, lacked of discipline particularly when it came to bringing their diary books to the

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[12]John Langan*, (*2003), *College Writing Skills*, Media Edition,United States of America: McGraw-Hill,p. 15.
[13]Jeremy Harmer, (2004) , *How to Teach Writing,*Pearson Education, England, p. 25.

class. In a few occasions, the writer found some of the students forgot to bring their diary so they wrote their entry in their English exercise book instead.

Finally, the last problem was related to the diary entries submissions and feedback. the writer faced some difficulties in checking and giving the written feedback for the submitted entries due to the numbers of them and the limited time available. to solve those problems, the writer made students submit their entries at the end of each meeting and then she would check and comment the entries in her break time. She would then return the diaries to the students before they went home. By doing this, as a result, the diary writing activity could be both managed and controlled well.

B. Related Studies

There are some previous studies that are relevant to this research. The first relevant study was done by Hidayat titled *The use of diary writing method to improve students' writing recount text ability* as his thesis in 2012. The study was conducted at *SMA N* 12 Semarang and it aimed at examining the use of diary writing method in improving students' writing recount ability. The study, moreover, was an experimental research with two classes (X-7 as the experimental group and X-6 as the control group). The study revealed that diary writing was effective to be applied on the tenth grade students of *SMA N* 12 Semarang.[14]

Pranata, research on title *Improving the Students' Achievement In Writing Recount Text By Using Picture Sequence* at MAS Al-Wasliyah Tembung Second

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[14]Taufiq Hidayat, (2012), *The Use of Diary Writing Method to Improve Students' Writing Recount Text Ability*, a *thesis* at Semarang State University, Semarang, p. 5-6 unpublished.

Grade (Social Study) In 2012/2013 Academic Year. There is an improvement of the students' achievement in writing recount text if it is taught by using picture sequence strategy. Itis proven from the mean of the students' scores in three tests: pretest (24.47), post test I (50.8), and post test II (65.9). The result of qualitative and quantitative data analysis show that the application of picture squence improves the students' achivement in writing recount text.[15]

The last study that is relevant to this research is the one conducted by Hanan A. Taqi, Rahima S. Akbar, Nowreyah A. Al-Nouh, and Abdulmohsen A. Dahsti titled *The Effect of Diary Writing on EFL Students' Writing and Language Abilities* in 2015. The study aimed at investigating the influence of diary writing on the students' writing and language abilities. It used open-ended questionnaire and students' essays to obtain the data. The participants, moreover, were 52 student participants enrolled in two Advanced Writing classes. The study revealed that diary writing improved the students' language abilities particularly in grammar and vocabulary. It also showed the students' satisfaction as they could learn more on self-expression and organization of ideas.[16]

Referring to the three previous studies stated above, it can be seen that diary writing can be implemented in practicing and improving writing skill. It can be seen, moreover, that the participants in those studies are both senior high school students and college students and none of them has junior high school students. The difference between those previous studies and this present research, as a result, is the research site which was conducted at a junior high school with

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[15]Ilham Pranata,(2013), *Improving The Students' Achievement In Writing Recount Text By Using Picture Sequence*, Medan: Skripsi IAIN SU, p. 51

[16]Taqi , *et al*., (2015), *British Journal of Education*, The Effect of Diary Writing on EFL Students' Writing and Language Abilities,Volume 3, Number 2, February 2015, p.76.

the eighth grade students as the participants and it was done to know the effectiveness of diary writing in improving their writing of recount text.

C. Conceptual Framework

Diary note is effective in teaching writing because through diary can be a good practice to teach recount text, especially in grammatical points. The frequency of practice in writing something in his or her daily life will improve their skills in writing and reduce making errors.

The researcher usewriting diary as an alternative technique in teaching recount text and the topic was students' unforgottable experiences. It is a supporting point that unforgottable experiences are really close with teenager life because it tells the story that happened in the past. In their age, they really like to tell the others the story about themselves.

D. Research Hyphothesis

The writer should propose hyphothesis " The students' writing recount text taught by diary note is better than taught without diary note".

CHAPTER III

RESEARCH METHOD

A. The Place time of the Research

The research was conducted at SMP HANGTUAH 1 Belawan Located at Jalan Sulawesi II No. 1. The consideration of conducting the research at this site was because of the accesibility and familiarity of the situation and the participants.

The reason of choosing this location are : The first is Based on the observation , the students are still confused to build a recount text. The second is The students have low abilitiy in writing recount text. The third is the students have low motivation to learn english, especially in writing recount text. The Fourth is the english teacher is rare using diary writing technique in teaching process to increase student ability on writing especially of recount text.

B. Population and Sample

1. Population

Population is the generalization which consists of subject / object who have certain qualitiesand characteristics that set by the writers to learn and then take the conclusion.[17] The researcher will be selected class eight, because in syllabus of eighth grade students they are learning recount text. The researcher implemented diary note of recount text improve students' writing ability, especiallyinwritingrecounttext.

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[17]Sugiono , (2009) *statistika untuk penelitian*, Alfabeta ,Bandung, p. 61

So, the population of this research is the eighth Junior high school at SMP I Hangtuah Belawan.Which consist of four classes. So, total of students are 64. The population can be seen in the table 3.1

Table 3. 1.

The Population of Research

No.	Class	Population
1.	VIII-A	32
2.	VIII-B	32
3.	VIII-C	32
4.	VIII-F	32
Total		128

2. Sample

Sample is part of population, which is choosen to participate in the study. The researcher do not observe all of classes but only two classes, that is second grade. Sampling is the process done to choose and take sample correctly from population so that can be used as valid representative to the population. In this research, the researcher take the subject of research randomly. The subjects are regarded that each of them has the equal chance to be choosen as the sample. The sample might be categorize in pair sample because there are experimental and control group that are compared. Two classes arre chosen randomly, in which class VIII-A consist of 32 students and class

VIII-B consist of 32 students, so the total of my sample were 64 students. Class VIII-A is choosen as the control group which is taught without Diary note while class VIII-B is chosen as the experimental group which is taught by Diary note . The researcher's consideration choosing the sample based on the cognitive structure of the students in each class. The sample can be seen in the table 3. 2.

Table 3. 2.

The Sample of Research

No.	Class	Sample
1.	VIII-A	32
2.	VII-B	32
Total		64

C. Research Design

The method of the research is experimental. The researcher choose the method because i want to know the effect of diary on students' writing of recount text. The approach is quantitative . it means, the method and instrument involve numerical measurement and then statistical quantification was conducted. In conducting the experimental research, the sample divided into two groups. They are experimental group and control group. Experimental group received the treatment and is taught by diary note while control group is taught without by diary note. So, the researcher divided into two variables, there are Diary Note (X-

variable) and Students' writing recount text as (Y-variable). The design of this research can be seen as follows .

Table 3. 3.

Table of Research Design

Groups	Pre-test	Treatment	Post-test	Class
Experimental	√	Taught using diary note	√	VIII-A
Control	√	Taught without using diary note	√	VIII-B

D.   Research Instruments

The instruments in this research were a written test. The written test, furthermore, is titled My Weekend which is consist of three paragraphs with seven sentences each. The time bound for both tests are 30 minutes and the tests are done in a piece of paper prepared by the students.

Test :

1. Conceptual Definition.

   Writing recount text is a process of putting ideas into word telling an event to inform experiences.

2. Operational Definition.

   Writing recount text is the score of writing an event event to inform experiences.

3. Specification.

No.	Dimensi	Item Number	Item Test
1.	Writing recount text . a. Orientation b. Event c. Reorientation	Writing recount text . 1 1 1	
	Total	3	

The Item test can be seen in Appendix 3.

E. Procedure of the Research

1. Pre-test

The pre-test would be conduct before treatment. The same pre-test was given to both experimental and control group in order to investigate the students diary note ability. Both experimental and control group will be ask to read based on the text given.There were 10 items. The score per item was 10 for the correct answer. Students got 100 point if they can answer all the questions correctly. The same test was given for both classes. The purposes of pre-test was to know the homogenous skill in English of the students and to know their earlier knowledge of writing treatment. The pre-test's question can be seen in **Appendix 4.**

2. Treatment

The treatment will give to the experimental group by using diary Note and the control group without using diary note.

3. Post Test

Post-test was given to the experiment class and control class. It was given in order to know students' achievement after they were taught by using diary (experimental class) and without diary (control class). In this case, students were asked to make writing about their unforgetable experience once more based on the correct order of generic structure.

In this research, the researcher used rating scale to score or evaluate the students' achievement in writing. There are five aspects, which are used as consideration in scoring. They are content, organization, vocabulary, language use (grammar), and mechanics. I choosen this section because it was used to check the diary. the details can be seen in **appendix 5.**

F. Technique of Analyzing the Data

After collecting the data, the next step the researcher did was to analyze them. The data of the tests in this research calculated and analyzed automatically by using software Microsoft Excel 2010 and SPSS v.21 with the significance level of 0.05. The data analysis, moreover, consisted of several parts as follows:

1. Analysis Requirement Testing

After collecting the data, the preliminary analysis was first done to see if the data are qualified for the t-test hypothesis testing. The preliminary analysis consisted of two tests which were the normality and homogeneity test that were both done automatically by using SPSS v.21. The data, moreover, can be said normally distributed and homogenous if the Sig. Displayed is higher than 0.05.

a. **Normality Testing**

Normality test is used to test whether a variable has a normal data distribution or not. To test the normality of data, researchers used the Kolmogrof Smirnov test with the help of SPSS v.21for Windows.[18] The steps for testing normality with the help of SPSS v.21for Windows software are as follows.

Determine the null hypothesis and alternative hypothesis

H_0 = normal data

H_1 = data is not normal

Determine the level of significanceSignificance level using 0.05 (5%)Analysis of data using Spss v.21for Windows software, the steps you can seen in **appendix 6.** After finished do the step,Decision making (conclusion) on Output.

If the significance is <0.05, thenH_0 is rejected

If the significance is> 0.05 then $H_0$is accepted

b. **Homogeneity Testing**

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, you can see the step in **appendix7**.After do the steps Next, the output display will appear on SPSS and the output will then be analyzed as a result of the validity and reliability of the

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[18]Andrew Garth,(2008),*Analysis Data Using SPSS* (A Practical Guiede for those Unfortunate Enought to Have to Actually Do It) Sheffield Hallam University, p.73

question instrument. Invalid instrument questions will be removed or removed from the question instrument which is then not used for testing.

2. T- Testing

After getting the data from the pre-test and post-test from experiment and control group, the researcher found out whether Diary Note) was effective or not to improve student's mastery of writing of the eighth grade of SMP Hang Tuah 1 in the academic year 2020/2021. To decide which hypothesis that would be accepted or rejected, the researcher calculated the data by using t-test in SPSS V. 21. T-test is the statistical analysis that used to know whether there are significance differences between two mean samples or not. The Step you can see been in **appendix 8.**

3. Hyphothesis Testing

After getting the data from the pre-test and post-test from experiment and control group, the researcher found out whether diary note on the students' writing recount text was effective or not to improve student's mastery of writing of the eighth grade.To decide which hypothesis that would be accepted or rejected, the researcher calculated the data by using t-test in SPSS V. 21. T-test is the statistical analysis that used to know whether there are significance differences between two mean samples or not[19]. The step you can be seen in **appendix 9.**

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[19]Sri Wahyuni Saragih, (2017),*Statistik Pendidikan.* Medan: FakultasTarbiyah UIN Sumatera Utara. p.80

G. Statistical Hyphothesis

Statistical hypothesis applied in order to know the result of the observation about the sample. The criteria were as follows:

Ha is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) 5% $<$ (0.05)

H$_0$ is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) 5% $>$ (00.5)

The hypotheses of this study were:

a. Alternative Hypothesis (Ha) :

There is a significance difference of students' writing mastery between students who are taught by using diary note and students who are taught without using diary note.

b. Null Hypothesis (H$_0$) :

There is no significance difference of students' writing mastery between students who are taught by using diary note and students who are taught without using diary note.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Description Of Data

The data on this research were quntitative data since this study was conducted in experiment research design, and there were twenty students each class "VIII-A and VIII-B " who were taken as sample of this research. They were divided into two class, namely experiment and control class. The students as experiment class were taught by using diary note , while the students as control class by using without diary note. Then the researcher gave the test to the students to get the data about writing skill in learning recount text by using diary note. After getting the data of this research, the researcher analyzed it. The students were given pretest and post test. This research applied a writing test which the total score is 100 . The pre-test was given before the treatment and the post test was given after the treatment.

The Result test data of writing skill in learning diary note by recount text. It has been mentioned in the previous chapter that the data would be obtained by giving the test to the students. In collecting data of writing skill in learning diary note by recount text in experimental group, the researcher divided the test into pre-test and post-test. The aim of this study is to know skill of writing students' in learning recount text. By this strategy, the researcher got the data of that, so it can be seen in the complete the data of the following table. The table you can see in appendix.

1. **The Score in Experimental Class**

Table 4.1 below indicates the score of pre-test and post-tes in experimental class in the eighth grade of SMP Hang Tuah 1 Belawan with academic year 2020/2021. There are 32 students in experimental class.

Based on the table 4.1 , it was found that in experimental class the lowest score of pre-test is 30 and the highest score is 75. In the other hand the lowest score of post-test is 70 and the highest score is 95. The total score of pre-test in experimental class is 1690and the total score of post-test is 2650. The mean score pre-test in experimental class 52.8and the mean score of post-test is 82.8. you can see in appendix.

2. **The Score in Control Class**

Table 4.2 indicates the score of pre-test and post-test in control class in the eighth grade of SMP Hang Tuah 1 Belawan with academic year 2020/2021. There are 32 students in control class.

Based on the table 4.2 , it was found that in control class the lowest score of pre-test is 30 and the highest score is 80. In the other hand the lowest score of post-test is 60 and the highest score is 90. The total score of pre-test in control class is 1860 and the total score of post-test is 2618. The mean score pre-test in control class 58.3 and the mean score of post-test is 81.8. The detail can see in appendix.

3. The Gained Score

The gained score is the difference score between the magnitude of the post-test score and pre-test score[20]. Table 4.3 below indicates the gained score of post-test in experimental and control class in the tenth grade of SMP Hang Tuah 1 Belawan with academic year 2020/2021. There are 32 students in both experimental and control class.

Based on the table 4.3, it was found that in experimental class the lowest gained score is 10 while the highest gained score is 65. Besides, in control class the lowest gained score of post-test is 5 and the highest gained score is 62. The total gained score of post-test in experimental class is 880 and the total gained score of post-test in control class is 850. The mean of gained score in experimental class is 27.5 and the mean of gained score in control class is 26.56. the detail can see in appendix.

B. Data Analysis

In this research, the researcher analyzed the data in three ways. First, the researcher tested the analysis requirement testing by using normality and homogeneity test. Second, the researcher counted the hypothesis testing. The last, the researcher concluded the result by counted the statistical hypothesis.

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[20]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh,(2010), *Introduction to Research in Education8th edition*, USA : Wadsworth Cengage Learning.p. 224.

1. **Analysis Requirement Testing**

a. **Normality Testing**

Normality test was tested by using *Lilliefors* in SPSS V21 in this study. This test is one of the requirements that should be fulfilled by the researcher before conducting the t-test. It aims to know whether the data from two classes are normally distributed or not. The researcher tested each test before and after the treatment. The data is normally distributed if the significance scores of (Asyimp. Sig. 2 tailed) is more than 0.05 or L_{table} is higher than $L_{observe}$ with the number of sample (n) is 32 for each class. The normality test result can be seen below:

1) **Normality Testing in Experimental Class**

Table 4.4
Normality testing in Experimental class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.05744490
Most Extreme Differences	Absolute	.171
	Positive	.171
	Negative	-.152
Kolmogorov-Smirnov Z		.965
Asymp. Sig. (2-tailed)		.309

a. Test distribution is Normal.

b. Calculated from data.

Based on the table 4.4 above, it indicates that the normality is significant. It can be seen from the significance value normality testing of experimental class. The values are much less than the calculation in Kolmogrov-Smirnov table with values of 0.309 > 0.05. The significance score is also more than 0.05. Furthermore, it can be concluded that the the results of normality test in the residual value are normally distributed.

2) Normality Testing in Control Class

Table 4.5
Normality testing in Control class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.51960601
Most Extreme Differences	Absolute	.113
	Positive	.087
	Negative	-.113
Kolmogorov-Smirnov Z		.642
Asymp. Sig. (2-tailed)		.805

a. Test distribution is Normal.

b. Calculated from data.

Based on the table 4.5 above, it indicates that the normality is significant. It can be seen from the significance value normality testing of control class. The values are much less than the calculation in Kolmogrov-Smirnov table with values

of 0.805 > 0.05. The significance score is also more than 0.05. Furthermore, it can be concluded that the the results of normality test in the residual value are normally distributed.

b. Homogeneity Testing

After obtaining the results of normality test, the next step is to do the homogeneity test. The test is carried out in order to know whether the data from both groups have the same variants or not. In other words, this test aims to test the similarity of the sample in both classes. The test was calculated by using SPSS V.21 with Levene statistic test. The data is homogenous if the significant level of the data result is more than 0.05. The description can be seen as follow:

1) Homogeneity Testing in Experimental Class

Table 4.6
Homogeneity testing in Experimental class

Test of Homogeneity of Variances

Test of experimental class

Levene Statistic	df1	df2	Sig.
3,026	1	62	.087

Based on the table 4.6 above, the data shows that the significance in experimental class is 0.087**.** That result indicates that it is higher than 0.05 which means that experimental class have variances and it is homogenous.

2) **Homogeneity Testing in Control Class**

Table 4.7
Homogeneity testing in Control class

Test of Homogeneity of Variances

Test of controll class

Levene Statistic	df1	df2	Sig.
4,163	1	62	.046

Based on the table 4.7 above, the data shows that the significance in control class is 0.046**.** That result indicates that it is higher than 0.05 which means that control class have variances and it is homogenous.

c. **T-Testing**

After normality and homogeneity tests ware measured, the researcher calculated the data by using t-test in SPSS V 21. It was done to know the significance difference between experimental and controlled classes. The significance level for the t-test in this research is 5% (0.05). The researcher also used t-test to find out the empirical evidence about the effect of Diary note on the students' writing of recount text. The researcher processed the data from post-test and gained score of experimental and controlled classes. The result of the t-test is presented below:

Table 4.8
The Result of T-Testing from score of Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
English Score	Controll class	32	80.3125	5.22671	.92396
	Experiment class	32	81.8750	7.41729	1.31120

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English Score	Equal variances assumed	4.163	.046	2.974	62	.334	1.56250	1.60404	-4.76894	1.64394
	Equal variances not assumed			2.974	55.697	.334	1.56250	1.60404	-4.77617	1.65117

Based on the table 4.8 above, I was found that there was a significant different between experimental class and control class. It can be seen from the group statistics which presents the mean (M) of experimental class is 81.87 while the mean (M) of control class is 80.31. Then, the standard deviation (SD) of experimental class is 7.41729while in control class is 5.22671 .

However, in order to find out whether the Diary note on the students'
writing is effective to the students' ability in writing recount text in eighth grade
of SMP Hang Tuah 1 Belawan the researcher compared the $t_{observe}$ and t_{table} from
the calculation of the t-test above. Based on table 4.8 above in independent
samples test, it was found that the result of $t_{observe}$ is 2.974 with the Sig. (2-tailed)
= 0.334. Besides, the value of t_{table} with 0.05 (5%) significance level and 62 degree
of freedom (df) is 1.671. It indicates that $t_{observe}$ = 2.974 > t_{table}= 1.671 and the Sig.
(2-tailed) is 0.334 > 0.05 which means Diary note on the students' writing is
effective to the students'ability in writing recount text.

d. Hypothesis Testing

In order to know the result of the research, the researcher used statistical
hypothesis test with the criteria as follows:

a. Ha is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) 5% <(0.05)

b. H_0 is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) 5% > (0.05)

Based on the t-test counting of post-test in experimental and controlled
classes, it was found that the $t_{observe}$ = 2.974 > t_{table}= 1.669 and the Sig. (2-tailed) is
0.334 > 0.05. To summarize, $t_{observe}$ > t_{table} and the Sig. (2-tailed) < 0.05. Therefore,
the Ha is accepted which means the Diary note on the students' writing is
effective on the students' students'ability in writing recount text.

C. Discussion

This study was conducted to know whether the use of Diary note on the
students' writing is effective on the students' ability in writing recount text at

eighth grade of SMP Hang Tuah 1 Belawan or not. Based on the finding above, it indicates that the students' score of experimental class has better performance than the students' score in controlled class in doing the post-test. It shows the significance difference between students who were taught by using Diary note and students who were not.

Accordingly, it can be proved by students' score before and after doing the treatment. Before the treatment, the mean score of experiment class was 58.3 and the mean score of control class was 52.8. It showed that both experimental and control students had the same level of writing knowledge before the treatment was conducted. Thus, Diary note was implemented to one of the class which is experimental class in order to know whether Diary note on the sudents writing will give significance difference on the students' ability in writing recount text or not.

During the treatments, the researcher taught both experimental and control class in six meetings. The first meeting , the topic of teaching was taken from the students' curriculum at the first semester which is writing a recount text about holiday. In experimental class, the researcher used diary note in variety ways in order to attract students' attention and enjoy the activities in the classroom. The students did a lot of exercise in class unconsciously because they thought they played game in learning. They read and analyzedthe some vocabularies by trial and error in the game. Hence, the students' score of experimental class increased significantly in post-test by using this media in teaching and learning process.

Atthe second meeting of treatment, the researcher introduced the material and the topic that would be learned and then she explained it. The researcher explained what recount text is, it is generic structure and it is language feature. Then,the researcher explained about past tense and then she gave the example. After that, the researcher asked the students to write some sentences in past tense. In experimental group, the researcher gave the first example of diary and asked the students to discuss it with their pairs before she gave the task to the students. The researcher also gave the second example of diary to the students, the she asked them to correct the language feature of the text. In control group, the researcher gave the example of recount text (not in form of diary)and asked the students to identify the generic structure of the text.

The researcher also gave the other example of recount text to control group, then the researcher give the task to the students to change the language feature of the text in past tense. At the end of second treatment, the researcher gave homework to both groups, the control group was asked to write about their unforgettable experience in the past, while the experimental group, they were asked to write a diary about their experience for three days before the next meeting.

At the third meeting of the treatment, the researcher found that the students of both groups still had difficulties in writing recount text, the students had problem in the use of past tense, and they lack of vocabulary. Then, the researcher gave the feedback of students' works and corrected their mistakes. The researcher then asked both groups to write some sentences in past tense, and then discussed it. The researcher found that, there was an improvement on

students' ability in using past tense even though the students still difficult to produce language without dictionary. Before the class finished, the researcher asked the students of both groups to write recount text in classroom, but they could not finished it. Therefore, the researcher asked them to continue writes it at home.

In the fourth meeting of the treatment, the researcher found that the most of students of experimental group improve their ability in writing recount text, even though there were some mistakes in the use of past tense, diction, and spelling. While control group, some of them were also improve their ability in writing recount text, but most of them were wrote the similar story as they did before, they seemed like they did not have another experience. They just change the time and the place of the story with the similar event. It was very different with experimental group; they always produce the different text even though they still had some mistakes in grammar, spelling,and diction.

In the fifth meeting of treatment, the researcher asked both groups to write recount text in classroom. The researcher motivated the students of control group to write another story, she told them for not only wrote a story about holiday, she asked them to write a story such as birthday celebration, met with idol, watching concert, watching movie in cinema, experience in extracurricular school, trip with friends, etc. In the last meeting, students of control group were wrote different text, many students difficult to write it because they had to use new vocabulary but some of them were success to write it. While experimental group, they always wrote their different experience, they also increase their vocabulary even though there was some error spelling. Most of

them were also minimize their mistakes in using past tense. Therefore, the researcher concluded that diary writing is helpful for the students; it is interesting and motivated the students in writing their personal experience.Hence, the students' score of experimental class increased significantly in post-test by using this media in teaching and learning process. It was proven from the mean of gained score in experimental class was 27.5 while in controlled class was 26.56.

Moreover, according to the result of the analysis of data, it shows that the t_{table}in the significance level of 5% (0.05) was 1.671 whilst the result of t_0 was 2. 974. Thus, it can be defined that H_0 (Null Hypothesis) is rejected and H_a (Alternative Hypothesis) is accepted. which means it has strong effect on the students' ability in writing recount text at the eighth grade of Junior High School.

As the final conclusion of this study, it is proved that there is a significant effect of using Diary note on the students' ability in writing recount text. It can be implemented for the eighth grade level of Junior High School students as the new and creative media in teaching and learning process.

CHAPTER V

CLOSING

A. Conclussion

Based on the finding and discussion obtained in this study, the researcher concludes that Diary note is effective on the students' writing recount text. It is shown by the analysis of the data that t_0 was higher than t_{table} in the significance level of 5% (2.974 > 1.671). Besides, it can also be seen from the comparison between the mean of gained score in experimental class which was 27.5 while in controlled class the mean of gained score was merely 26.56

Therefore, the H_a (Alternative Hypothesis) is accepted which means there is significant effect of Diary note on the students' writing recount text. Furthermore, to find out how significant the effect is, the researcher counted and found that the effect Diary note on the students' writing recount text is strong. It can be concluded that the research question has been answered and proved is diary note success to improve students' writing in recount text at the eighth grade of SMP Hang Tuah 1 Medan, Belawan.

B. Suggestion

Based on the result of the study, the researcher presents some suggestions for the students, teachers and other researchers who are interested in this field as follow:

1. For students, it is suggested to improve their writing ability. By applying diary note, the students can improve their writing ability because this technique give students ideas to writing recount textm and the use the

vocabulary that make them familiar with the words. So, students have a habit and ability to write and use the wordsin classroom activity even in outside classroom activity.

2. Students must find out their own motivation to learn English. There are a lot of current media to support their English learning. They even can find it easily through their hand. Diary Note is merely one of them. By Diary note, they can be more active in the process of teaching and learning at the classroom. They felt fun and enjoy which unconsciously they had increased their ability writing especially in Recount text.

3. As the teachers, English teachers can use diary note as an technique in learning recount text. English teacher make the learning activity not monotonous and enjoyable and make the students become more interested and engaged.

4. For other researchers Future researchers who are interested in the use of diaryn note in teachingwriting can use this research as a reference in order to make a better research inthe related field.

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LESSON PLAN

(RPP)

EXPERIMENTAL CLASS

School   : SMP Hang Tuah 1 Belawan

Subject   : English

Class / Semester : VIII / Genap

Skill   : Writing

Time   : 2 x 40 minutes

Topic   : Recount Text (Diary Writing)

A. Standar Competence

Understanding the meaning in simple short essays in the form of recount and narrative to interact with the surrounding environment.

B. Basic Competence

Express the meaning and steps of rhetoric in a simple short essay by using a variety of written languages accurately, smoothly and accepting to interact in the context of daily life in the form of recount and narrative texts.

C. Indicators

The students are able to:

1. Make using elements of language: grammar,vocabulary, speech, word pressure and intonation exactly.

2. Telling about personal or other experiencesin writing and or orally.

D. Learning objective

At the end of learning, students can:

1. Determine the communicative purpose of the recount text that is read
2. Determine the rhetorical steps and structure of the recount text that is read
3. Determine the linguistic characteristics of the recount text that is read
4. Read the recount text
5. Answering various questions about the information in the recount text that is read
6. Writing recount text in the form of a diary entry in class
7. Analyzing the structure and linguistic elements of the recount text in the diary entry made
8. Answering various questions about information in the diary entry.

E. Material

1. The text of the essay is recounted as an example

Orientation

Three days ago, I went to the traditional market to buy some fruits and vegetables.In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.A few minutes later, police came and took him.

Event

I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

Reorientation

It was a pity event and I hoped it would never happen again.

---

2. Defenition of recount text

Text recount is a type of text in English that recounts events or

experiences in the past.

3. Characteristics of the textual power of a recount essay.

a. Penggunaan kata benda dan kata ganti

Contoh: Angga, Market, he, we , I

b. Penggunaan kata sifat

Contoh: Tired

c. Penggunaan simple past tense

Contoh: was, didn't, saw

d. Penggunaan kata kerja dalam bentuk lampau

Contoh: Say >> Said   Take >> Took

              Come>> Came   Shout >> Shouted

e. Penggunaan kata sambung dan penghubung waktu

Contoh: and, but, then, finally

f. Penggunaan kata keterangan dan frasa kata keterangan

Contoh: slowly, a year ago, at the market

4. Generic structure of recount text

> **1. Orientation**
>
> This first section of recount text gives the background information of a story about who, what, where, when, why, and how.
>
> **2. Events**
>
> We then retell our past events, activities, experiences, or stories and order them chronologically in the events paragraph.
>
> **3. Reorientation**
>
> Writers often write about their feelings or impressions of the experience in the conclusion.

F. Method

1. Approach: Scientific and Communicative learning
2. Methods: Group discussions, questions and answers, written and oral performance

G. Source / Media

Source : English book of junior high school grade VIII

Media : Whiteboards , markers , pictures.

H. Teaching and Learning Activity

Introduction: 10 minutes

- Greetings and greetings.

- Checking student attendance.

- The teacher gives information about standard comptence and basic competence as the fulfillment of the material that is desired to be achieved.

- The teacher gives information about what will be learned namely the understanding and writing of the recount text .

Core Activities

Teacher Activities	Students Activities	Times
Observing activities		10 minutes
1. Teacher reviews previous material about recount text. 2. Discuss the purpose and structure of the recount text together. 3. The teacher asks students to identify the recount text structure.	1. Students respond with various responses according to their knowledge. 2. Students begin to listen and record what is explained by the teacher 3. Students identify the recount text structure.	
Asking activities		20 menit
1. The teacher gives an explanation of the recount text 2. The teacher shows pictures of Malioboro Street. 3. Teacher Focus on grammar and languages features diary notes. The language features used are past tense.	1. Students analyze the defenition of recount text. 2. The students make story about Malioboro Street 3. Students read the text with an incorrect pronunciation and find unfamiliar words in the text.	

Collecting data and information		30 menit
1. The teacher gives an assignment to students to do the exercises by making a diary story essay from pictures that have been given individually.	1. Students receive the picture given by the teacher. 2. Students begin to think and write a story about the diary according to the pictures / themes provided.	
Communicating activities		15 Minutes
1. The teacher asks 3 students to communicate the results of their work orally and or in writing. 2. Teachers and students discuss together the results of the practice of making a diary.	1. Students convey verbally the results of the work of each individual. 2. Other students pay attention and correct the results of the training together-same.	

Closing : 5 minutes

1. Asking students' opinions in general about learning activities in class
2. Conclude the activities and learning material at this meeting
3. Assign students to write diary entries at home so that they practice the activity of writing recount texts.

I. Assessment

Writing Scoring Rubric (adapted from Sarah)

Score Guidance

No	Assessment Aspect	Categories	Score	Criteria
1.	Content	Excellent	27-30	Excellent to very good, knowledge,substantive, through development of thesis, relevant to assigned topic.
		Good	22-26	Good to average: some knowledge of subject adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		Fair	17-21	Fair to poor: limited knowledge of subject, little substance, inadequatedevelopment of topic
		Poor	13-16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.

		Good	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		Fair	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
		Poor	7-9	Very poor: does not communicate, no organization.
3.	Vocabulary	Excellent	18-20	Excellent to very good: sophisticated range effective word/idiom choice and usage, word form mastery, appropriate register.
		Good	14-17	Good to average: adequate range,occasionerrerorrs ofword/idiom form, choice, usage but meaningnot obscured.
		Fair	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
		Poor	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
4.	Language Use	Excellent	22-25	Excellent to very good: effective complex construction, few errors of agreement,

				tense, number, word order/ function, articles, pronouns, prepositions.
		Good	18-21	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
		Fair	11-17	Fair to poor: major problems insimple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning confused or obscured.
		Poor	2-10	Very poor: virtually no masteryof sentence construction rules, dominated by errors, doesnot communicate.
5.	Mechanics	Excellent	5	Excellent to very good demonstrates mastery of conventions, few errors of spelling, punctuation , capitalization, paragraphing.

		Good	4	Good to average: occasional errors of spelling, punctuation, capitalization,paragraphing, but meaningnot obscured.
		Fair	3	Fair to poor: frequent errors of spelling, punctuation, capitalization,paragraphing, poorhandwriting,meaning confused.
		Poor	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,paragraphing, handwritingillegible, or not enough to evaluate.
Total Skor			**100**	

Knowing,

The Teacher   Researcher

Siti Aisyah, S.Pd.I   T. Dinda Nurul Isnaini

                                                                                    34.15.3.052

LESSON PLAN

(RPP)

EXPERIMENTAL CLASS

School : SMP Hang Tuah 1 Belawan

Subject : English

Class / Semester : VIII / Genap

Skill : Writing

Time : 2 x 40 minutes

Topic : Recount Text (Diary Writing)

A. Standar Competence

Expressing meaning in short functional essays and essays simple shapedrecount, narrative,and Proceduredcontext real daily life-day

B. Basic Competence

Expressing the meaning and rhetorical step of the essay-writing text accurately, smooth and acceptable in the context of daily life-day and foraccess knowledge in the form of text: recount, narrative, and procedure

C. Indicators

The students are able to:

   3. make sentences using past tense

   4. use past tense in recounting events in a diary

   5. write a diary of personal experiences

D. Learning Objectives

At the end of the lesson, students are expected to write a diary of their personal experiences.

E. Material

RECOUNT TEXT Purpose : To tell the readers what happened in the past through a sequence of events. Generic structure of recount text • **Orientation** : Introductory paragraph that tells who, what, where, and when. • **Sequence of events** : retell the event in the order they occur • **Re-orientation (optional)** : conclusion Language features • **Past tense** • **Time conjunctions**
DIARY WRITING Diary entry is a kind of recount text that belongs to personal recount. **the main features of diary writing:** • events in chronological order; points • written in the first person • use of past tense for most verbs; • use of paragraphs for changes of time, event and action.

F. Method

1. Approach: Scientific and Communicative learning

2. Methods: Group discussions, questions and answers, written and oral

performance

3. Strategy: Diary Note

G. Source / Media

Source: English book of Junior school grade VIII

Media: White boards, markers, pictures

H. Teaching and Learning Activity

Introduction: 10 minutes

- Greetings and greetings.

- Checking student attendance.

- The teacher gives information about standard comptence and basic competence as the fulfillment of the material that is desired to be achieved.

- The teacher gives information about what will be learned namely the understanding and writing of the recount text .

Core Activities

Teacher Activities	Students Activities	Times
Observing activities		10 minutes
1. Teacher reviews previous material about recount text. 2. Teachers explore children's knowledge about a diarytext. 3. The teacher then begins to explain the material about the diary note. 4. Teacher explains about:	1.Students respond with various responses according to their knowledge. 2.Students respond with a variety of experiences they have ever done. 3. Students begin to listen and record what is explained by the	

Understanding diary, Benefits Steps and sequence of diary notes, Example diary notes 5. Teacher explains in detail the difference between recount text and diary note.	teacher	
Asking activities		20 menit
1.The teacher gives an explanation and example of the diary note and rcount text 2. The teacher shows pictures of a novel entitled "Anne Frank: The Diary of Young Girl" 3.The teacher corrects the pronunciations of students and helps students in saying unfamiliar words found in the text. 4. Teacher Focus on grammar and languages features diary notes. The language features used are past tense. 5. The teacher asks each student to write about the events they experienced last night.	1.Students analyze the difference between diary notes and recount text. 2. One student reads a novel entitled "Anne Frank: The Diary of Young Girl". And the other students are listening. 3. students read the text with an incorrect pronunciation and find unfamiliar words in the text. 4. students make daily stories using past tense. And make an example of the difference between past tense and present tense. 5.The students wrte and discussed the sentences together.	
Collecting data and information		30 menit

1.The teacher gives an assignment to students to do the exercises by making a diary story essay from pictures that have been given individually.	1. Students receive the picture given by the teacher. 2. Students begin to think and write a story about the diary according to the pictures / themes provided.	
Communicating activities		15 Minutes
1. The teacher asks 3 students to communicate the results of their work orally and or in writing. 2. Teachers and students discuss together the results of the practice of making a diary.	1. Students convey verbally the results of the work of each individual. 2. Other students pay attention and correct the results of the training together-same.	

Closing : 5 minutes

1. The teacher gives homework assignments to students to make a diary written by students based on their experience on a given day.

2. The teacher guides students to reflect on the activities they have done by summarizing the material being studied.

3. Students are given the opportunity to express the difficulties encountered when carrying out learning.

4. The teacher informs the plan of activities at the next meeting.

II. Assessment

Writing Scoring Rubric (adapted from Sarah)

Score Guidance

No	Assessment Aspect	Categories	Score	Criteria
1.	Content	Excellent	27-30	Excellent to very good, knowledge,substantive, through development of thesis, relevant to assigned topic.
		Good	22-26	Good to average: some knowledge of subject adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		Fair	17-21	Fair to poor: limited knowledge of subject, little substance, inadequatedevelopment of topic
		Poor	13-16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.

		Good	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		Fair	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
		Poor	7-9	Very poor: does not communicate, no organization.
3.	Vocabulary	Excellent	18-20	Excellent to very good: sophisticated range effective word/idiom choice and usage, word form mastery, appropriate register.
		Good	14-17	Good to average: adequate range,occasionerrerorrs ofword/idiom form, choice, usage but meaningnot obscured.
		Fair	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
		Poor	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
4.	Language Use	Excellent	22-25	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/

				function, articles, pronouns, prepositions.
		Good	18-21	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
		Fair	11-17	Fair to poor: major problems insimple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning confused or obscured.
		Poor	2-10	Very poor: virtually no masteryof sentence construction rules, dominated by errors, doesnot communicate.
5.	Mechanics	Excellent	5	Excellent to very good demonstrates mastery of conventions, few errors of spelling, punctuation , capitalization, paragraphing.

		Good	4	Good to average: occasional errors of spelling, punctuation, capitalization,paragraphing, but meaningnot obscured.
		Fair	3	Fair to poor: frequent errors of spelling, punctuation, capitalization,paragraphing, poorhandwriting,meaning confused.
		Poor	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,paragraphing, handwritingillegible, or not enough to evaluate.
Total Skor			**100**	

Mengetahui ,

Guru Mata Pelajaran   Peneliti

Siti Aisyah, S.Pd.I   T. Dinda Nurul Isnaini

                                                       34.15.3.052

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kelas Kontrol (8.B)

School   : SMP Hang Tuah 1 Belawan

Subject   : English

Class / Semester : VIII / Genap

Skill   : Writing

Time   : 2 x 40 minutes

Topic   : Recount Text

A. Standard Competence

Express the meaning in functional written text and simple short essays in the form

of

narrative and recount to interact with the surrounding environment.

B. Basic Competence

Express the meaning and steps of rhetoric in a simple short essay by using a

variety of written languages accurately, fluently and acceptable to interact in the

context of daily life in the form of recount and narrative texts.

C. Indicators

The students are able to:

1. To understand about recount text, the social function and the generic structure of recount.
2. make sentences using past tense.

D. Learning objectives

1. Determine the communicative purpose of the recount text that is read

2. Determine the rhetorical steps and structure of the recount text that is read

3. Determine the linguistic characteristics of the recount text that is read

4. Read the recount text

5. Answering various questions about the information read

6. Write recount text paragraph by paragraph with the theme around the holidays

7. Analyzing the structure and linguistic elements of the recount text in the text that was made

8. Answering various questions about the information in the recount text created.

E. Material

1. Teks esai berbentuk recount sebagai contoh

2. Definisi teks recount

Teks recount adalah salah satu jenis text dalam bahasa Inggris yang menceritakankembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

3. Ciri-ciri kebahasaan teks recount

a. Penggunaan kata benda dan kata ganti

Contoh: Angga I, he, we

b. Penggunaan kata sifat

Contoh: happy, bored, sad

c. Penggunaan simple past tense

Contoh: was, went, enjoyed

d. Penggunaan kata kerja dalam bentuk lampau

Contoh: go >> went, watch >> watched

e. Penggunaan kata sambung dan penghubung waktu

Contoh: and, but, then, finally

f. Penggunaan kata keterangan dan frasa kata keterangan

Contoh: slowly, a year ago, in my house

4. Langkah retorika dan struktur teks recount

1. Orientation

This first section of recount text gives the background information of a story about who, what, where, when, why, and how.

2. Events

We then retell our past events, activities, experiences, or stories and order themchronologically in the events paragraph.

3. Conclusion

Writers often write about their feelings or impressions of the experience in the conclusion

5. Latihan soal teks recount.

A. ANSWER THESE FOLLOWING QUESTIONS BY CHOOSING A, B, C OR D!

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures withthose beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from hishouse. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

1. The text above tells us about ....
    A. Holiday at a friend's place
    B. A picture of birds
    C. A big bird cage
    D. A big garden
2. What is the last paragraph about?
    A. Anto had butterflies as his pet

B. The writer's friend is a good swimmer

C. There are a lot of flowers in Anto's house

D. The writer had a good time with his friend

3. Where did the writer spend his afternoon?

A. Under a tree

B. Inside big bird cage

C. In the flower garden

D. In the swimming pool

4. From the text, we know that the writer ....

A. Had gone and visited many places during his holiday

B. Lived in the same village with his pen pal, Anto

C. Liked butterflies and swimming very much

D. Spent his holiday at friend's house

F. Method

1. Approach: Scientific learning
2. Methods: Group discussions, questions and answers, written and oral performance.

G. Source / Media

Source: English book of High school grade VIII

Media: White boards, markers, pictures

H. Teaching and Learning Activity

Introduction: 10 minutes

- Greetings and greetings.
- Checking student attendance.
- The teacher gives information about standard comptence and basic competence as the fulfillment of the material that is desired to be achieved.
- The teacher gives information about what will be learned namely the understanding and writing of the recount text .

Core Activities

Teacher Activities	Students Activities	Times
Observing activities		10 minutes
4. Teacher reviews previous material about recount text. 5. Discuss the purpose and structure of the recount text together. 6. The teacher asks students to identify the recount text structure.	4. Students respond with various responses according to their knowledge. 5. Students begin to listen and record what is explained by the teacher 6. Students identify the recount text structure.	
Asking activities		20 menit
4. The teacher gives an explanation of the recount text 5. The teacher shows pictures of	4. Students analyze the defenition of recount text.	

Malioboro Street. 6. Teacher Focus on grammar and languages features diary notes. The language features used are past tense.	5. The students make story about Malioboro Street 6. Students read the text with an incorrect pronunciation and find unfamiliar words in the text.	
Collecting data and information.		30 menit
2. The teacher gives an assignment to students to do the exercises by making a diary story essay from pictures that have been given individually.	3. Students receive the picture given by the teacher. 4. Students begin to think and write a story about the diary according to the pictures / themes provided.	
Communicating activities		15 Minutes
3. The teacher asks 3 students to communicate the results of their work orally and or in writing. 4. Teachers and students discuss together the results of the practice of making a diary.	3. Students convey verbally the results of the work of each individual. 4. Other students pay attention and correct the results of the training together-same.	

Closing : 5 minutes

4. Asking students' opinions in general about learning activities in class
5. Conclude the activities and learning material at this meeting
6. Assign students to write diary entries at home so that they practice the activity of writing recount texts.

I. Assessment

Writing Scoring Rubric (adapted from Sarah)

Score Guidance

No	AssessmentAspect	Categories	Score	Criteria
1.	Content	Excellent	27-30	Excellent to very good,knowledge,substantive,through development of thesis, relevant to assigned topic.
		Good	22-26	Good to average: some knowledge of subject adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		Fair	17-21	Fair to poor: limited knowledge of subject, littlesubstance,inadequatedevelopment of

				topic
		Poor	13-16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearlystated/ supported, succinct, well-organized, logical sequencing, cohesive.
		Good	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limitedsupport, logical butincomplete sequencing.
		Fair	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
		Poor	7-9	Very poor: does not communicate, no organization.

3.	Vocabulary	Excellent	18-20	Excellent to very good: sophisticated range effective word/idiom choice and usage, word form mastery, appropriate register.
		Good	14-17	Good to average: adequate range,occasional errors ofword/idiom form, choice, usage but meaningnot obscured.
		Fair	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice,usage; meaning confused or obscured.
		Poor	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
4.	Language Use	Excellent	22-25	Excellent to very good:effective complex construction, few errors of agreement, tense, number, word order/

				function,articles, pronouns,prepositions.
		Good	18-21	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
		Fair	11-17	Fair to poor: major problemsinsimple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning confused or obscured.

		Poor	2-10	Very poor: virtually no masteryof sentence construction rules, dominated by errors, doesnot communicate.
5.	Mechanics	Excellent	5	Excellent to very good demonstrates mastery of conventions, few errors of spelling, punctuation , capitalization,paragraphing.
		Good	4	Good to average: occasional errors of spelling, punctuation, capitalization,paragraphing, but meaningnot obscured.
		Fair	3	Fair to poor: frequent errors of spelling, punctuation, capitalization,paragraphing,poorhandwriting, meaning confused.
		Poor	2	Very poor: no mastery of conventions, dominated by errors of spelling,

		75		punctuation, capitalization,paragraphing, handwritingillegible, or not enough to evaluate.
Total Skor			**100**	

Mengetahui ,

Guru Mata Pelajaran   Peneliti

Siti Aisyah, S.Pd.I   T. Dinda Nurul Isnaini

                                                 34.15.3.052

LESSON PLAN
(RPP)
(CONTROL CLASS)

School   : SMP Hang Tuah 1 Belawan

Subject   : English

Class / Semester : VIII / Genap

Skill   : Writing

Time   : 2 x 40 minutes

Topic   : Recount Text

A. Standar Competence

Expressing meaning in short functional essays and essays, simple shapedrecount , narrative,andprocedure in daily life context.

B. Basic Competence

Respond the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text recount.

C. Indicators

The students are able to:

3. To understand about recount text, the social function and the generic structure of recount.

4. make sentences using past tense.

5. use conjunctions in composing texts

D. Learning Objectives

1. The students are able to understand about recount text

2. The students are able to identify the generic structure of recount text

3. The students are able to answer the question related to recount text

E. Material

Coordinating conjunction (menggabungkan subject, predikat, objek, keterangan, pelengkap)

- **Menggabungkan dan mensejajarkan (Cumulative)**

And(dan)	Shinta andReza went to the market for some vegetables.
As well as(dan juga)	Shinta went to the market for some vegetables **as well as Reza.**
Both...and...(baik...dan...)	Both Shinta andReza went to the market for some vegetables.

- **Menggabungkan dengan menunjukkan pertentangan (Aversative)**

But (tetapi)	Reza went to the market for some vegetables **but** Shinta didn't it.
Not only...butalso...(tidak hanya ...tetapi juga ...)	Shinta and Reza went to the market not onlyfor some vegetables **but also**for some fruits.
Though(meskipun)	**Though**Shinta and Reza went to the market for some vegetables, they only took a walk.
Although(walaupun)	**Although**Shinta and Reza went to the market for some vegetables, they still bought some fruits.

Subordinating conjunction (menghubungkan anak kalimat)

- **Menunjukkan waktu (Time)**

After (setelah).	Shinta and Reza went to the market for some vegetables **after**breakfast.
Before(sebelum)	Shinta and Reza went to the market for some vegetables **Before**their mother came.

When(saat, ketika).	Shinta went to the market **when**her mother was cooking.
During(selama)	Shinta went to the market for some vegetables**during**her mother was cooking.
As(pada saat)	Shinta went to the market for some vegetables **as** her mother was cooking.
Until(sampai/hingga)	Shinta and Reza went to the market for some vegetables **until**afternoon.
As soon as(segera setelah)	Shinta and Reza went to the market **as soon as**they finished their breakfast.
As long as(sepanjang)	Shinta and Reza kept talking **as long as**the way to the market.

F. Method

3. Approach: Scientific learning
4. Methods: Group discussions, questions and answers, written and oral performance.

G. Source / Media

Source: English book of High school grade VIII

Media: White boards, markers, pictures

H. Teaching and Learning Activity

Introduction: 10 minutes

- Greetings and greetings.
- Checking student attendance.
- The teacher gives information about standard comptence and basic competence as the fulfillment of the material that is desired to be achieved.

- The teacher gives information about what will be learned namely the understanding and writing of the recount text .

Core Activities

Teacher Activities	Students Activities	Times
Observing activities		10 minutes
1.The teacher exploreschildren's knowledge about recount text. 2. The teacher then begins to explain the material about recount text. 3.Teacher explains about: Definition of Recount , purpose, generic structure, Characteristics, Example of recount.	1. Students respond with a variety of responses according to their knowledge. 2. Students begin to listen and note what the teacher explains.	
Asking activities		20 menit
1.The teacher gives an example of a recount text, and asks students to identify the Verb and Conjunction contained in the example. 2.The teacher asks students to write down the verb and conjunctions contained in the example. 3.Teachers ask students to write stories through verbs and conjunctions they have written.	1. one of the students reads the example of the recount text and identifies the verbs and conjuction contained in the text. 2. students write verbs and conjuction that has been found. 3. students read and write their stories using the working words and conjuctions that have been found.	

Collecting data and information		30 menit
1. The teacher gives assignments to students to do the exercise by making a story essay from the arrangement of the pictures that have been given as a group.	1. Students choose groupsto work together. 2. Students begin to analyzeand think of a storyline of a series of images which arearranged. 3. Collaboratively within groups of students collaborating make the story appropriate with the storyline in the picture.	
Communicating activities		15 Minutes
1. Teacher asks participants to be communicated the results of their's workoral and written	1. Students deliver in a mannerverbal results from the work of each group respectively. 2. The group leader tells the essay results of each group's work one by one.	

Closing : 5 Minutes

- The teacher guides students to reflect on the activities they have done by summarizing the material being studied

- Students are given the opportunity to express the difficulties encountered when carrying out learning.

- The teacher informs the plan of activities at the next meeting.

I. Assessment

Writing Scoring Rubric (adapted from Sarah)

Score Guidance

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		Poor	13-16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not

				enough to evaluate.
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearlystated/ supported, succinct, well-organized, logical sequencing, cohesive.
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		Poor	2-10	Very poor: virtually no masteryof sentence construction rules, dominated by errors,

				does not communicate.
5.	Mechanics	Excellent	5	Excellent to very good demonstrates mastery of conventions, few errors of spelling, punctuation , capitalization,paragraphing.
		Good	4	Good to average: occasional errors of spelling, punctuation, capitalization,paragraphing, but meaningnot obscured.
		Fair	3	Fair to poor: frequent errors of spelling, punctuation, capitalization,paragraphing,poor handwriting, meaning confused.
		Poor	2	Very poor: no mastery of conventions, dominated by errors of spelling,

		86		punctuation, capitalization,paragraphing, handwritingillegible, or not enough to evaluate.
Total Skor			**100**	

Mengetahui ,

Guru Mata Pelajaran   Peneliti

Siti Aisyah, S.Pd.I   T. Dinda Nurul Isnaini

                                                               34.15.3.052

APPENDIX 3

TEST !

1.Make a diary story from a leaky bicycle experience.

Dear diary......

2.Make a diary story about what happened after school on the day specified by the teacher.
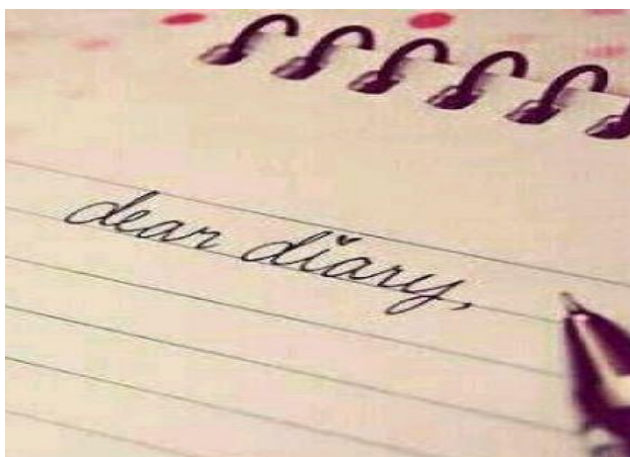
3. Read the text to answer questions number 1 to 5

Jakarta, 23

Juny 2016

Dear diary

I have an esperieance 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. Who is Kathrin?

4. Did the writer understand with Bahasa Indonesia?

5. What is the writer feeling when he looked out the window?

APPENDIX 4

PRE - TEST QUESTIONS

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

Adam's Diary, May 2010

23Sunday. 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?

2. Who called the doctor?

3. What did the doctor write at 24th?

4. Adam could not make the aeroplane, why?

5. Who was the owner of that diary?

B. Rearranging words for questions number 6 to 10.

Arrange the words to form a meaningfull sentence.

6. went – with – to- week- Bali- last- **I**- my- family.

7. Come –**Susi**- and – Andi - yesterday – did – to - the class - not

8. Andri's – a – **was** - police? - father

9. **She** – home – her – homework – did – at**.**

10. **We** – the- bookshop – did – buy – a – magazine – in - not**.**

APPENDIX 5

POST-TEST

Write three paragraphs about your holiday .

The first paragraph as a orientation

The second paragraph is telling about event

The third paragraph is telling about reorientation

Appendix 6 . Steps of Normality Testing

1. Open the SPSS program then click *variable*

2. In the column name type *the value*, in the decimal change *to zero* (0), in the measure column select *sale*

3. Enter student grades into the SPSS program on *customs data*

4. Click *analyze*, select *non parametric test*, select *1 KS Sample*

5. One Sample Kolmogrof Smirnov Test dialog box will appear. Enter the student value into the test variable test box.

6. Click *OK*

Appendix 7 ; Step of Homogeneity Test

1. Open SPSS program.

2. Input the data in the *data view*.

3. Click *Analyze* in the top of the menu, choose *compare means* and click *oneway ANOVA*.

4. Move the data of experimental into *Dependent List*, meanwhile, move the data of controlled group into *Factor*.

5. Click the *Options* tab to open the options *dialogue box*.

6. Give a tick in *Homogeneity of variance tests*.

7. Click *continue*, and then *OK*.

Appendix 8 ; Step of T- Testing

1. Open SPSS program;

2. Click *Variable View* and fill the *Name* column with *Score* at the first row and *Class at* the second row;

3. In the *Label* column write *English Score* at the first row and write *Class* at the second row;

4. In the *Value* column, click the second row and fill*1* at the *value* box and *Experimental Class* at the *Label* box;

5. Click *Add* and fill *2* at the *value* box and *Controlled Class* at the *Label* box. Then, click *OK*;

6. Input the data in the data view.

7. Click *Analyze* in the top of the menu. Choose *Compare Means* and click one way *Independent Sample T-test*.

8. Move the data of experimental group into *Test Variable* and the data of control group into *Grouping Variable*.

9. Click *Define Group* and type *1* in the column of *Group 1* and type *2* in the column of *Group 2*;

10. Click continue, and then *OK*.

Appendix 9; Step of Hyphothesis Testing

1. Open SPSS program;

2. Click *Variable View* and fill the *Name* column with *Score* at the first row and *Class at* the second row;

3. In the *Label* column write *English Score* at the first row and write *Class* at the second row;

4. In the *Value* column, click the second row and fill *1* at the *value* box and *Experimental Class* at the *Label* box;

5. Click *Add* and fill *2* at the *value* box and *Controlled Class* at the *Label* box. Then, click *OK*;

6. Input the data in the data view.

7. Click *Analyze* in the top of the menu. Choose *Compare Means* and click one way *Independent Sample T-test*.

8. Move the data of experimental group into *Test Variable* and the data of control group into *Grouping Variable*.

9. Click *Define Group* and type *1* in the column of *Group 1* and type *2* in the column of *Group 2*;

10. Click continue, and then *OK*.

Appendix 10

Table 4.1

The Score of Pre-Test and Post-Test in Experimental Class

No	Students' Initial Name	Score Pre-Test	Score Post-Test
1	AA	45	80
2	AWP	75	85
3	AS	50	80
4	AN	40	80
5	AD	60	80
6	BP	60	90
7	DA	50	80
8	EA	65	80
9	EI	40	80
10	EM	60	85
11	FY	50	80
12	FW	30	75
13	HYS	60	95
14	I	40	80

15	JA	60	80
16	LA	60	85
17	MA	60	75
18	MF	60	75
19	MK	30	70
20	MZ	60	85
21	NSR	70	80
22	NL	50	70
23	NS	40	80
24	NC	20	85
25	NA	60	70
26	PVR	60	80
27	QSS	65	85
28	RAR	50	80
29	SH	40	80
30	SA	60	80
31	VA	50	80

32	YA	70	80
	Total	$\sum x = 1690$	$\sum x = 2650$
	Mean	$\overline{x} = 52.8$	$\overline{x} = 82.8$
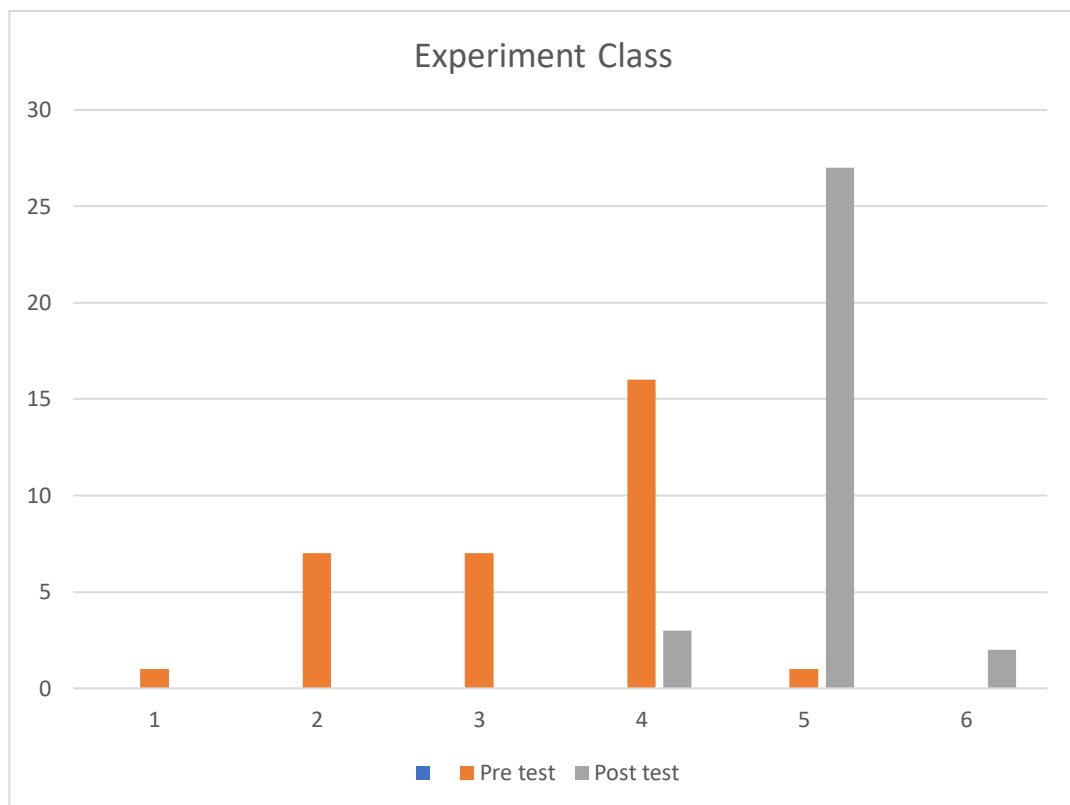
Table 4.2

The Score of Pre-Test and Post-Test in Control Class

No	Students' Initial Name	Score Pre-Test	Score Post-Test
1	AA	40	60
2	AAN	60	85

3	AF	78	88
4	AFA	40	80
5	ARDM	70	80
6	AH	60	90
7	CWR	80	95
8	DFS	40	75
9	DA	30	80
10	DS	40	80
11	EKB	65	80
12	FR	30	82
13	FH	50	70
14	FF	60	85
15	LMAM	70	80
16	LI	60	85
17	MFA	40	75
18	MFAH	60	75
19	MR	75	80

20	NR	70	80
21	NAH	50	80
22	RIR	50	95
23	RQS	70	85
24	RBS	50	90
25	RA	40	70
26	RAK	50	80
27	SS	80	90
28	SAPB	40	85
29	SMM	40	80
30	T	80	90
31	WTP	68	80
32	ZR	70	90
Total		$\sum x = 1866$	$\sum x = 2618$
Mean		$\bar{x} = 58.3$	$\bar{x} = 81.8$
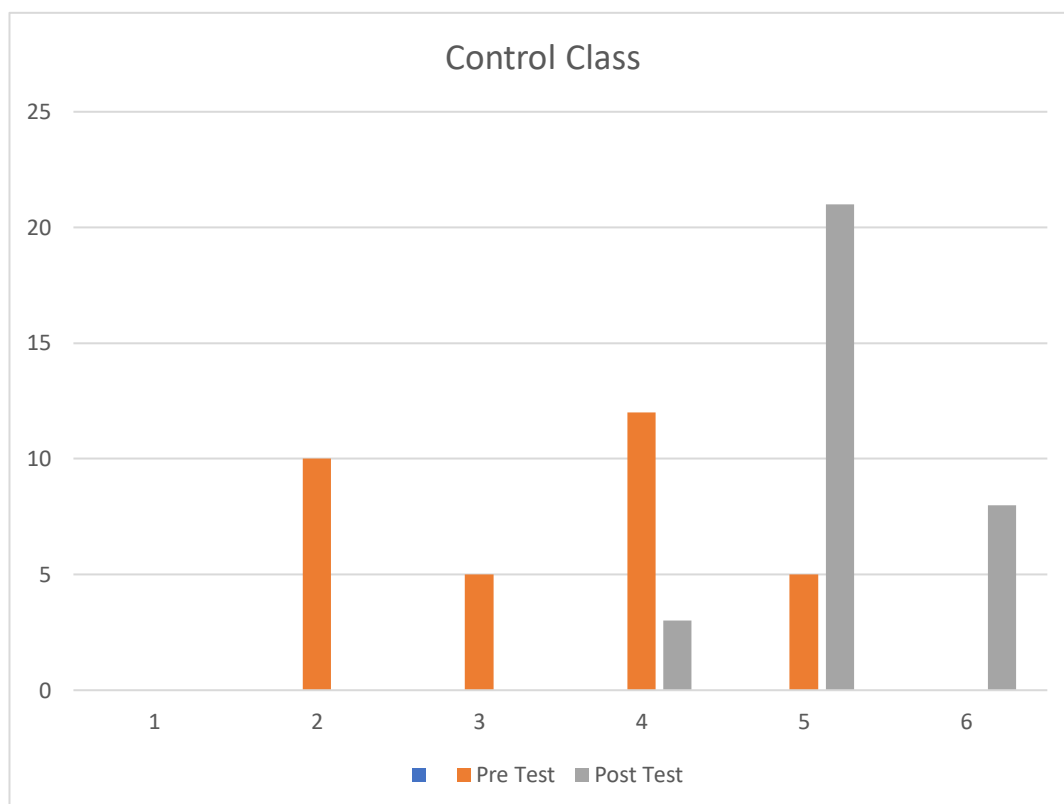
Table 4.3

The Students' Gained Score in the Experimental and Controlled Class

No	Experiment Class	Control Class
1	25	20
2	10	25
3	30	10
4	40	40
5	20	10
6	30	30
7	30	15

8	25	35
9	40	50
10	25	40
11	30	25
12	45	62
13	35	20
14	40	25
15	20	10
16	25	25
17	15	35
18	15	15
19	40	5
20	25	10
21	10	30
22	20	45
23	40	15
24	65	40

25	10	30
26	20	30
27	20	10
28	30	45
29	40	40
30	20	10
31	30	28
32	10	20
	$\sum x = 880$	$\sum x = 850$
	$\bar{x} = 27.5$	$\bar{x} = 26.56$

Gained Score
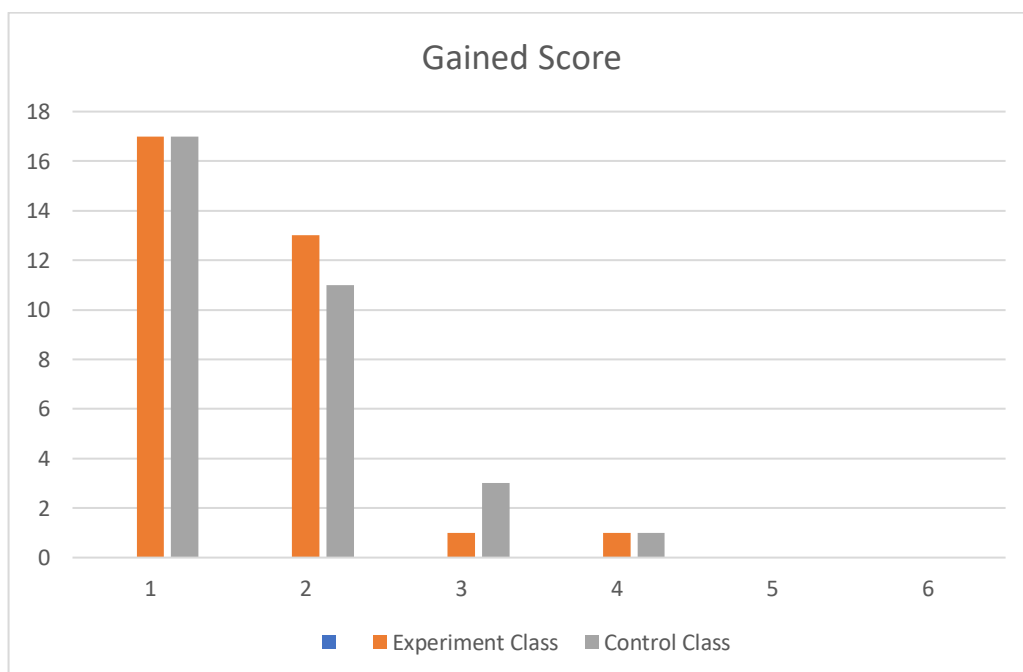
Appendix 11

Table 4.8

The Result of T-Testing from score of Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
English Score	Controll class	32	80.3125	5.22671	.92396
	Experiment class	32	81.8750	7.41729	1.31120

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper
English Score	Equal variances assumed	4.163	.046	2.974	62	.334	1.56250	1.60404	-4.76894	1.64394
	Equal variances not assumed			2.974	55.697	.334	1.56250	1.60404	-4.77617	1.65117

DOCUMENTATION

Class of Experimental Group

Class of Controll Group

Class of Controll Group

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

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Tabel Nilai Kritis Uji Kolmogorov-Smirnov

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

n	$\alpha = 0,20$	$\alpha = 0,10$	$\alpha = 0,05$	$\alpha = 0,02$	$\alpha = 0,01$
1	0,900	0,950	0,975	0,990	0,995
2	0,684	0,776	0,842	0,900	0,929
3	0,565	0,636	0,708	0,785	0,829
4	0,493	0,565	0,624	0,689	0,734
5	0,447	0,509	0,563	0,627	0,669
6	0,410	0,468	0,519	0,577	0,617
7	0,381	0,436	0,483	0,538	0,576
8	0,359	0,410	0,454	0,507	0,542
9	0,339	0,387	0,430	0,480	0,513
10	0,323	0,369	0,409	0,457	0,486
11	0,308	0,352	0,391	0,437	0,468
12	0,296	0,338	0,375	0,419	0,449
13	0,285	0,325	0,361	0,404	0,432
14	0,275	0,314	0,349	0,390	0,418
15	0,266	0,304	0,338	0,377	0,404
16	0,258	0,295	0,327	0,366	0,392
17	0,250	0,286	0,318	0,355	0,381
18	0,244	0,279	0,309	0,346	0,371
19	0,237	0,271	0,301	0,337	0,361
20	0,232	0,265	0,294	0,329	0,352
21	0,226	0,259	0,287	0,321	0,344
22	0,221	0,253	0,281	0,314	0,337
23	0,216	0,247	0,275	0,307	0,330
24	0,212	0,242	0,269	0,301	0,323
25	0,208	0,238	0,264	0,295	0,317
26	0,204	0,233	0,259	0,290	0,311
27	0,200	0,229	0,254	0,284	0,305
28	0,197	0,225	0,250	0,279	0,300
29	0,193	0,221	0,246	0,275	0,295
30	0,190	0,218	0,242	0,270	0,290
35	0,177	0,202	0,224	0,251	0,269
40	0,165	0,189	0,210	0,235	0,252
45	0,156	0,179	0,198	0,222	0,238
50	0,148	0,170	0,188	0,211	0,226
55	0,142	0,162	0,180	0,201	0,216
60	0,136	0,155	0,172	0,193	0,207
65	0,131	0,149	0,166	0,185	0,199
70	0,126	0,144	0,160	0,179	0,192
75	0,122	0,139	0,154	0,173	0,185
80	0,118	0,135	0,150	0,167	0,179
85	0,114	0,131	0,145	0,162	0,174
90	0,111	0,127	0,141	0,158	0,169
95	0,108	0,124	0,137	0,154	0,165
100	0,106	0,121	0,134	0,150	0,161

Pendekatan

n	$1,07/\sqrt{n}$	$1,22/\sqrt{n}$	$1,35/\sqrt{n}$	$1,52/\sqrt{n}$	$1,63/\sqrt{n}$
200	0,076	0,086	0,096	0,107	0,115

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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Nomor	: B-13555/ITK/ITK.V.3/PP.00.9/11/2019	Medan, 07 November 2019
Lampiran	: -	
Hal	: Izin Riset	

Yth. Ka. SMP Hangtuah 1 Belawan
Jl. Sumatera No.102 Belawan I Kota Medan

Assalamu'alaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar **Sarjana Strata Satu (S1)** bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: T. Dinda Nurul Isnaini
Tempat/Tanggal Lahir	: Medan, 23 September 1997
NIM	: 34153052
Fakultas	: Ilmu Tarbiyah dan Keguruan
Semester/Jurusan	: IX / Pendidikan Bahasa Inggris
Alamat	: Jl. Platina VI Pasar V Martubung

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di **SMP Hangtuah 1 Belawan**, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

"The Effect Of Diary Note On The Students' Writing Of Recount Text AT SMP Hangtuah 1 Belawan"

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
a.n. Dekan
Ketua Program Studi PBI

Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

YAYASAN HANG TUAH
SMP SWASTA HANG TUAH-1 MEDAN
AKREDITASI : A (Amat Baik)
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Medan Provinsi Sumatera Utara

SURAT KETERANGAN
Nomor : Sket/ 12 / XII/2019/ YHT

Yang bertanda tangan di bawah ini :

N a m a	: *Hotman Rambe, S.Pd*
Jabatan	: Kepala SMP Swasta HangTuah 1 Medan
Alamat	: Jl. Sulawesi II No. 1 Belawan

Menerangkan bahwa telah memberi ijin kepada :

Nama	: **T.Dinda Nurul Isnaini**
Tempat/ Tgl.Lahir	: Medan, 23 September 1997
NIM	: 34153052
Semester/ Jurusan	: IX / Pendidikan Bahasa Inggris
Alamat	: JL.Platina VI Pasar V Martubung

Untuk melakukan riset guna memenuhi syarat penyusunan tugas akhir/ skripsi yang akan dilaksanakan di SMP Swasta Hang Tuah 1 Belawan dengan judul :

" THE EFFECT OF DIARY NOTE ON THE STUDENTS WRITING OF RECOUNT TEXT AT SMP HANG TUAH I BELAWAN ".

Perlu kami beritahukan bahwa dalam pelaksanaan pengambilan data sementara yang bersangkutan telah memenuhi ketentuan yang ditetapkan.

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Belawan, 21 Desember 2019
Kepala Sekolah

Hotman Rambe, S.Pd