



**IMPROVING THE STUDENTS' SKILLS IN WRITING RECOUNT
TEXT BY USING DIARY AT INTEGRATED ISLAMIC JUNIOR
HIGH SCHOOL HJ. FAUZIAH BINJAI**

A SKRIPSI

**Submitted to the Faculty of Tarbiya and Teachers Training State Islamic
University of North Sumatra Medan as a Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan***

By :

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**DEPARTMENT OF ENGLISH EDUCATION FACULTY OF
TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**



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seperlunya terhadap skripsi mahasiswa :

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Dengan ini kami telah menilai bahwa skripsi ini dapat diterima untuk
dimunafasyahkan dalam sidang munafasyah Fakultas Ilmu Tarbiyah dan
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Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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

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ABSTRACT

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writing Recount text by using diary at
integrated Islamic junior
high school Hj. Fauziah Binjai.

This study was aimed at figuring out the application of the diary to enhance the writing of skiing in writing recount text for the students. 21 students of the IX grade of SMPIT Hj.Fauziah Binjai were the subject of this report. This research was carried out using Classroom Action Research. The qualitative data from the observation sheet and the interview sheet were collected. The quantitative data was derived from a test conducted at the end of each cycle. The pre-test, post-test I, and post-test II tests were given to the students. The results of the data analysis showed that from the first test, post-test of cycle I to post-test of cycle II, the student score increased. The average pre-test was 58.80. There were 23.80 percent (5 students) who passed the Minimum Passing Grade (MPG). The mean was 66.14 in the post-test duration of cycle I. 33,33 percent (7 students) passed the MPG. The mean was percent in the post test of cycle II .There were 33,33% (7 students) who passed MPG. In the post test of cycle II, the mean was 85,77%.There were (18 students) who passed MPG. It indicated that was improvement of the students” skills in writing recount text through diary.

Keywords : Writing Skill, Recount text, Diary.

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CHAPTER I

INTRODUCTION

A. The Background Of The Problem

The objective of teaching english in writing recount text for junior high school is that students are expected be able to write recount text. Recount text means that the students should be able to write Orientation, record of event, and reorientation,

How ever the students do not achieve yet. This can be proved by the fact that in orientation, students cannot write the main point correctly, besides that the students only write explanatory sentences in orientation and no main sentences. it can be that students have not be able to determine the orientation of the main points of thought correctly.

Besides that the students not able to write record of event because students cannot be able to tell events in the right order,the other than the students do not tell events in detail, the story is less undersfr tood.

Another problem is reorienting, students have not be able to conclude what the students got from the event, besides that students also have not be able to explore the feelings of the whole event that happened.

In line with the facts above, there are several factors that influence students in writing recount text, such as determining the main idea. Student interest and classroom teaching methods, and so on. These factors are interrelated and influence. In this case, students are more happy and interested in learning English in class. Teachers need to use several appropriate methods in teaching that depend on the learning objectives to be achieved, such as teachers can develop writing as a student activity and make writing a student activity.

Based on the experience of the research, when doing teaching practice program (PPL) in SMPIT Hj. Fauziah Binjai, the researcher found that the most of student get difficulties in writing recount text by using diary. In this case, the Junior High School studentsneed stimulation and enjoyable activity to

help them writing english comfortably. Teacher tends to be encouraged to make many interesting ways that will get their interest and passion in learning english. If they show their interest, they will learn

automatically without force. One condition that makes students write freely, when they are writing about their own personal experiences such as, writing on a journal or a diary. Diary is related to students real lives. They need not think about others beyond their lives. They make it based on their own lives, their own experiences, and their own habits. It is related to the teory of Moon¹ (1999: 12), when they write for themselves, it helps them to be confident and they will realize that they can write. It's one of teachers' responsibility to make students confident in writing.

In addition, According to Byrne² (1978) states that students required chances to share their idea thought enjoyable writing. In this case writing diary is one of the ways to make the students enjoy in writing activity because diary writing is fun and adaptable to a variety of writing experiences. As what carr³ says(1997:5), that journal or diary can be one of the effective and factual way that can be used as teaching and learning tool to develop student's writing skill. a diary itself has contents that are similar to recount text. so, students writing thought his or her own diary can help them to develop their achievement in writing especially writing recount text.

Based on the description above, the authors are interested in knowing the use of diary writing to improve student achievement in writing recount text. It is hoped that writing diaries can be useful for students to reduce their problems in writing. In other words, the writer does diary writing as an activity to improve student achievement in writing recount text. Therefore, the research is entitled **“IMPROVING THE STUDENTS SKILLS IN WRITING RECOUNT TEXT BY USING DIARY AT INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL HJ. FAUZIAH BINJAI”**

¹ Prose, M, Trigwell, K. (2001) *Understanding Learning and Teaching*, Budinghar

² Byrne, D. (2008). *Teaching Writing Skill*. London: longman

³ Carr, Jacquelyn B. (2006). *Communicating with Myself*. A jurnal California : The Benjamin publishing Co, Inc, p5

B. The Identification Of The Problem

Based on the background of the problem, there are several problems that can be identified as follows (1)) most students are still confused about starting to write and make it systematically, (2) most students have difficulty writing in English, (3) most of the students students have problems in making sentences into coherence, 4) the teacher uses inappropriate methods in learning recount text 5) media can improve students' writing skills on recount text and so on. Therefore, the problem needs to be limited.

C. The Limitation Of The Problem

Based on the identification above, there are many problems that can be researched related to writing recount text. Writing recount text is still low for students and students also have difficulty in writing recount text. The low level of student interest in learning to write and the media used by the teacher is less attractive. There are many media that can improve students' writing skills in writing recount text, namely a series of pictures, namely pictures that show the chronology of an event, photos that use images to repeat a story, then put in diaries because actually, students have their own habits to write down their experiences, what they feel, their activities and retell past events in telling using diaries. In line with that, the researcher limited the research to focus on students' "recount text and diary writing skills".

D. The Research Problem

In connection with the limitations of learning, the formulation of the research problem is as follows: How can diaries improve students' ability to write recount text?

E. The Objective Of The Study

The purpose of this study was to describe whether diary writing contributed to improving student achievement in writing recount text.

F. The Significance Of The Study

The significance of this study can be seen from both theoretical and practical aspects, as described below:

Theoretically, this research uses additional knowledge in learning English so that students become active, creative and effective in learning. Practically, this study is used for :

- 1) For teachers or educators, the authors hope this research can inspire teachers to make better methods and techniques in the teaching and learning process.
- 2) For students, this research is expected to encourage students to realize that writing is a fun and enjoyable activity to learn English. Hopefully their skills are improved and the students will enjoy writing.
- 3) For other researchers, this study is expected to help them get more information about this research and can be used for better studies

CHAPTER II LITERATURE REVIEW

A. The Theoretical Framework

To conduct research, there are several theories that need to be explained through some of the concepts and terms applied in the research. This study also uses some attention and terms in theoretical elaboration of the concepts and terms used will be described in the following section.

1. Skills in writing Recount Text.

One of the four language skills is learning: listening, speaking, reading and writing. Writing is one of four language skills: listening, speaking, reading and writing is also one of the productive skills in the form of letters and symbols that require message communication. Communicating means sending other individuals certain details, so message definitely has a purpose. In other words, a written product which has some details is processed by writing skills. From the definition above, it can be concluded that writing is a productive skill that communicates messages to others by thinking, compiling, and revising written products.

a. Skill in Writing

In the Al-Qur'an, writing is also an important skill that must be learned and there is a verse which states that there is a writing contained in the Al-Qur'an, namely letters. Al-Qalam:1 ⁴

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“nun. By the pen and by what they (the angels) write (in the records of men). (Al-Qalam:1)

Based on these verses, Allah SWT explains that he educates people with a pen (qalam). The invention of pen and writing is the greatest gift from God. By writing, one generation can transfer their knowledge to the next. This shows the writing tool itself has an important role to play.

⁴<https://ibnothman.com/quran/surat-al-qalam-dengan-tafsir/1>

Writing is one of the four language skills. Writing is perhaps the most demanding of the English language skills. It must be cultivated on purpose. Unlike listening and speaking, this is not something natural to humans. These are skills that have been developed in civilized societies into the past for knowledge or messages beyond the here and now boundaries. Writing is not just a combination of letters, which relate to the sounds made when people speak, but writing is more than just the production of graphic symbols. Graphic symbols must be arranged in such a way in accordance with certain conditions from word phrases to forms, phrases to form sentences, sentences in paragraph forms, to form or quoted text.. ⁵Ron (19987:10) states that writing is a process of discovery that involves finding ideals, finding to organize them and finding what you want to give your readers. So a lot of the things writers do don't actually appear on the page.

Writing is very complicated. It's not as easy as spontaneous activity. Writing requires mental effort that must be combined and organized. Writing takes hard work, when students write. They must not only guard their minds but also consider past opinions or ideas, which are relevant to their aims in teaching. The emphasis of the whole is on the processes involved in producing complete and conceptualized pieces of writing. The focus is primarily on why-writing is done (serves a purpose) and how it is written for (the audience). The activities offered are both very practical based because they are long and varied as well as experienced and interesting to do. Writing is a way to provide meaningful experiences for students and for others.

One of the important skills that students need to learn is the value of writing, because writing will help them think critically and profoundly to create effective writing. Writing is a required component of education as well. Livelihoods in our culture and essential roles. Students can acquire knowledge of how to write effectively by learning to write. How to articulate concepts, how to exchange thoughts by writing with others. Harmer (2004:31-3) reported that certain deficiencies were found in in learning to

⁵ Boardman, Cynthia A and Frydenberg, Jia. 2001, *Writing to communicate Paragraphs and Essays*. San Fransisco: Logman.

write. This can be seen in the following points: (1) Writing is often not bound by time in conversation. This means that in writing activities students have longer time to think than speaking activities. Thus, students can choose the right words that will be used to express their ideas. They also had more time to check the grammar pattern. (2) Writing encourages students to focus on using accurate language as they think while writing. This can provoke good progress as they solve the problem they have in mind. (3) Writing is always used as a means of reinforcing the language being taught. The teacher uses writing skills to make notes about the new grammar learned in the learning process.

(1) Content What is meant by content is about the material in the composition such as topic, explanation, discussion, and the main subject being discussed. Such things must be considered carefully to get good writing results. (2) Organizing In this case the organization of writing means in compiling written texts that prioritize the order of each paragraph sentence. There must be a good organization among them. (3) Vocabulary relates to the ability to use the words used in the composition as rich as possible. The more vocabulary you use for the text, the higher the chances of getting better results. (4) Use of language The use of language is about construction. The structure and components of the language used in written text such as the language used are all about construction, structure and language components that are applied in the written text such as grammar and sentence complexity. (5) Mechanics deals with punctuation, spelling, capitalization, and types of handwriting, whether clear or illegible or not. The writing mechanism must be well organized because it can affect the writing result. Mastering the role of writing using true mechanics will make sentence easy to read and true to its meaning. These aspects influence each other. Students should consider language rules, punctuation and spelling, information cases, and relevant writing problems or topics.

In addition, writing has a way of making text that everyone can understand. The writing process is not only a means of telling what students know, but also as a way to explore and develop ideas about a particular topic.

To produce a good text that clearly communicates thoughts, ideas, feelings, and emotions requires some effort, this effort refers to certain actions or behaviors that students apply in language learning.

Wenden and rubin⁶ (1987) cited in kasmia (2005:14) implied that this language learning behavior was a strategy. These strategies relate to what students do, how they organize, and what they know about aspects of their language learning. The writing process can be divided into several parts, (1) Planning. Before starting to write or type, students should try and decide what to write about. For some writers this may involve taking detailed notes, for others a few words already written may suffice. Others may not actually jot down the introductory notes at all because they might have all the planning in their head. When planning, students should think about three main problems. They must first consider the purpose of their writing as this will affect (among other things) not only the other text they intend to produce, but also the language they use and the information they choose to include. Second, they have to think about the readers they are writing about, as this will affect not only the form of the writing (how it is organized, how paragraphs are arranged, etc.), but also the language-weather choice. For example, the tone is formal or informal. Third, students must consider the structure of the work's content - that is, in what order the facts, ideas, or arguments they have decided to include are best placed. (2) Drafting. Draft is the first version of an article. The first 'go' on the text is often done with the assumption that it will be changed later. When the writing process becomes editing, a number of drafts can be produced towards the final version. (3) Editing (reflection and revising) After students produce a draft, they usually read what they have written. see where it works and where it doesn't. Other information may be unclear. Maybe the way of writing Everything is confusing or ambiguous. They are then able to pass the paragraph or write a new introduction. For some sentences, they can use various tenses. Before building detailed characteristics such as individual words and grammatical precision, more

⁶ Wenden and J. Rubin. *Learner strategies in language learning*, New york: prentice Hall. P145-168

qualified students prefer to look at issues of general meaning and overall structure. Of course, the last two are important and are always discussed later in the process. Other readers (students) who comment and critique are also aided by reflection and revision. provide suggestions. The reactions of other readers to a piece of writing will help the writer make appropriate revisions. (4) Final version After students have edited their draft, making the changes they think is necessary, they make the final version. This may look very different from the original plan and the first draft, as things have changed in the editing process.

There are some of the text in writing, they are⁷:

(1) Descriptive text is text which, through its physical eyes, describes or illustrates an object, person, or concept. (2) A text that recounts is a text that recounts an incident or experience. (3) The narrative text is a text that in various ways entertains and deals with real or representative experiences. (4) The text of the report is a text explaining items that are described in our environment. (5) A text that discusses and demonstrates how something works or how something is done is a procedural text. (6) The Explanatory Text is a text which explains the formation process. (7) The discussion text deals with problematic discourse. (8) The explanatory exposition text is a text that is used in the argument for the class. Another form of text is (9) The text of the analytic exposition is the concept of the phenomenon around it by the speaker. (10) The text of the news story is about actual daily and real events in human life. (11) Spoof text is about an amusing incident or phenomenon that has occurred in the past. (12) The anecdotal text deals with the story of an odd or humorous occurrence. (13) The commentary text deals with the study and interpretation of events, developments and ideas to define context patterns. (14) A summary and appraisal of a book is a book review text. (15) A description and assessment of ideas and knowledge in an article is a critical analysis document.

⁷ Iwy. Dirgeyasa, 2014, *collage Academic Writing: A Genre- Based perspective*. Medan: Unimed Press. P.3.

The researcher may conclude on the basis of the above explanation that writing is a revolutionary and complex process that is a mode of communication that enables students to find ideas or feelings, coordinate, transmit meaning in a well-constructed form. Phrases, then write them down with the required method on paper.

b. Recount text

Recount text is text that tells the reader about something that happened or retells past events or activities and aims to provide detailed information about what and when it happened. It is in line with Gerot and Wignell⁸ (1994) explained that recount is a kind of text that serves to retell past events with the aim of informing or entertaining. Besides that, the social function of the recount text is to share stories about what happened in the past. From the description above, it can be concluded that the recount text: 1) retells a series of events; 2) has the purpose of informing and entertaining; 3) provide facts and feelings about events; 4) create an emotional connection with the reader; 5) written in the past tense.

There are some types of writing recount text⁹, the first is Personal Recount. It retells events that the author was involved in the story, the second being Factual Recount. It records an incident, eg. science experiment, and the third is Imaginative Recount. It writes the imaginary role and provides details of events, e.g. a day in the life of a priate.

There are three generic structure of writing recount text it is (a) Orientation, gives background information about who, where, when. (b) Record of events, tells events in chronological order, named : event 1, event 2, event 3. (c) Re-orientation “rounds off” the sequenced of events or retell about what happened in the end.

⁸ Gerot, Linda and Wignell, Peter, *Making sense of functional Grammar*, Sydney: Gerd Stabler, 2004

⁹ Sajjad, S. 2013. *Effective teaching method at Higher Education Level*. Pakistan: University of Karachi.

The author must pay attention to making his writing good by fulfilling the procedures on the recount text. time conjunctions (e) Use of adverbs and adverbs of phrases (f) Use of adjectives.

Based on the explanation above, recount text is a type of text in English that tells a story, or activity. Usually the text tells about someone's experience. The purpose of recount text is to be read, besides that this text also seeks to provide information to the reader.

The conclusion from writing recount text is the process of students building stories in the past which will be rewritten using several elements in which there is a generic structure so that the story structure becomes regular.

2. Diary

A diary is a place where the students record events, experiences and other personal things. The students can write about anything, free of outside criticism. It should be an extension of the main. A diary can be decide and should be a honest place for a students'

a. Definition

According to stanley, shimkin, and lanner (1998) diary is a journal or diary of a record, often kept daily, of one's life, a kind if personal account book. In other words, a diary is used as a personal book to record someone's life and it has several benefits as it has been stated by harmer (2007) that there are some benefits of diary writing. The first is the value of reflection. The second is freedom of expression. The next is developing writing skills.

Based on the explanation above diary is a experience that is felt by someone to retold in the book and made a person more trusting to reflection the process learning.

b. Principle of Diary

A diary is one of the oldest forms of literature in the West, according to Bolton (2001:11), containing stories about events, expectations and fears about what could happen, memories, thoughts and ideas, and all the author's feelings. We get the point from this description that the author can write down in a diary all their thoughts about the future and the past or their hopes.

The principles of the diary in general are as follows: (1) In the diary students can develop ideas in the writing process, (2) In writing the diary, students can explore and develop ideas about students' life experiences in personal form. (3) students can explore and develop their ideas from real life experiences, so that they are trained to become writers who get a lot of inspiration. (4) In writing diaries students can also solve problems in developing ideas, especially in writing recount text. .

c. Design of Diary

A diary, in common, has certain text structure and design. According to Hoffman¹⁰ (2012:1), the text structure and design is as follows :

- 1) Date, the time when the event happened.
- 2) Orientations, outlines the main issue to be discussed in the entry.
- 3) Paragraphs, begins with a topic sentence and provide further details to record what happened on the day. Events are described in the sequence in which they occurred.
- 4) Personal reflection, tells the personal feeling or opinion of the writer about the issue.
- 5) A sign-off, name of the writer.

¹⁰ Hoffman, J. 2012. *Diary Entry text structure and language features*. Australia: Scholastic Press.

d. Procedures in Diary

Explaining material by using diary students is not easy for teacher, especially for those who are not familiar with this media. the teacher should select the topic and experience of the students, which the students want to share and writing become the recount text. Additionally, they should design well-organized teaching activity¹¹ to make meaningfull teaching learning process. an example of the teaching procedures of writing recount text by using book diary is presented as follow :

pre activity gretting

- 1) Teacher checks the students attendance
- 2) Teacher informs the students about the material will be discussed.
- 3) Teacher asks the students about their experience related to the material.

Whilst activity

- 1) Teacher explain about recount text
- 2) Teacher asks the students to make group.
- 3) Teacher asks the students to take the diary studrnrs that will be used as a media
- 4) The students start writing (planning, drafting, revising, editing and publishing)
- 5) Teachers checks students work one by one.

Post activity

- 1) Teacher allows the students to ask the material that they can't understand.

¹¹ Kirby, D.L, And Crovitz, D. 2013. *Inside out :strategies for teaching Writing*. United States Of America: Greenwood Publishing Group, Inc.

e. Advantages and Disadvantages

According to Harmer¹² diary has several advantages including: value Reflection, freedom of speech, development, skills in writing, and dialogue between student and teacher. The following is a description of each of Harmer's benefits, namely (1) The diary offers students a chance to think well about how they learn. And from what they've learnt, too. This kind of introspection will lead them to observations that will increase their development significantly. (2) The journal encourages students to communicate emotions more openly than they could in public. This means that students' expressions are more widely opened in public. (3) Keeping a diary contributes to improving students' general writing skills in the same way that training improves athletes' performance: keeps them fit. (4) Student-teacher dialogue Responsive diary writing provides an interface for teachers and students to communicate regardless of language level. When a teacher writes to a class and says, "You can write to me on any topic and I will answer, but don't worry, I won't show it to other people." Students know they have an indirect channel of communication. When a student writes in the diary, he knows that the teacher will read it and give them comments and feedback, so it can be concluded that there is intra-communication between the student and the teacher in diary writing. Seeing the benefits described above, it can be said that diary writing can be integrated into writing recount activities in class. It is hoped that writing the diary can provide unwanted benefits for both students and teachers. While the weaknesses of using diaries are (1) students are not too open to sharing their personal experiences, (2) students are confused about writing and telling their experiences in English, (3) students and teachers are not familiar with diary books as a teaching medium.

¹² Harmer, J. 2007. *The practice of English Language Teaching Edition*. London: Longman

B. The Related Study

For this review, there are some previous studies that are important. In 2008, Sarah Jones of the University of Birmingham journal, *Personal Growth by Writing Person Diary*, published the first relationship report. The study was carried out at the University of South Korea to explore the use of individual diaries as a method to improve professionalism and to research and analyze diaries to assess student motivation. In addition, it was an action research study in which she wrote twelve three-page diary entries in which she was the only participant. Five separate categories are included in this tape: introspection, cure, indignation, names, and laughter. His results were that he considered a major change in his style of teaching, so he documented new teaching methods and their efficacy in each diary so that he could assess their teaching methods.

Jyi-Yeon Yi from Chongshin University also carried out another analysis on diary writing with the title of using diaries as a qualitative form of research to explore instructor expectations and the use of appraisal schemes. The 224 scripts written for this analysis by 112 Korean high school students analyzed the positions of three English teachers working in separate high schools in Korea. Teachers rated the scripts twice, first according to their holistic subjective rating and then using the FCE scale to write the ratings, and they kept a diary of their rating process for each assessment. This study shows that the diary can be used to reveal various aspects related to assessment, particularly rating behavior and assessors' perceptions. Through recording teachers' internal thought processes during the assessment, it was revealed how they understood the grading schemes and found them to use, and what kinds of problems they had in their assessment and the marking scheme itself.

The latest related research was conducted by Nofi Yulianti with the title *Improving Writing Skills through SMAN 1 Ngemplak* and aims to apply diaries as a medium to improve writing skills. This research is a classroom action research with 31 class X participants. This research then uses quantitative data (interviews and observations) and quantitative (pre and post test) data. The results

showed that there was an increase in students' writing skills in five aspects, namely content, organization, vocabulary, language use, and machinery.

Referring to It can be seen that diary writing can be implemented in the practice of writing skills, particularly recounting text, in the three previous studies mentioned above. It can be shown that senior high school students are participants in two of three prior studies, the same as this study. The two previous studies show that diary is a strong and sufficient media to inspire students who are willing to openly write and train them to write.

C. Conceptual Framework

Diary can improve the students skills in writing recount text because by using diary in teaching recount text is developed understanding of students in writing and made the students able to write recount text easily, in diary writing as a habit to students and finally they became familiar with writing in english. By this method the students were asked to write their own personal experiences in a diary. They were free to write whatever they want to write. Then they got some supportive feedbacks from teacher about their diary writing. Teachers should not give comment for the grammatical mistakes, but only for any further story they wanted to know more from the students. This made students feel free to write their ideas, through, and feelings without feeling afraid of making mistakes. Finally, their diaries became the source for students to write their final recount text.

Considering the previous reasons, the diary writing method can give a significant effect on students in writing recount text and to prove the effectiveness of diary writing method in teaching writing report text, the writer will compare the different result between teaching writing by using diary writing method.

D. Actional Hypothesis

The hypothesis of the result study is formulated as follows : The application of diary can improve the students' writing recount text at SMPIT HJ. Fauziah Binjai.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research settings, data and data source, research design, technique for collecting data , technique of analysis data , and technique of establishing data.

A. Research Setting

The Islamic terpadu school SMPIT Hj.Fauziah Jl. conducted this study. Danau Sentani Timur of Binjai. The nine grade of SMPIT Hj.Fauziah was the subject of this analysis. The school was chosen as the research setting because SMPIT Hj.Fauziah School was as a place the writer did PPL, there was no comparable research previously performed. The researcher also found that most of the students in particular were still having trouble writing Recount Text.

B. Data and Data Source

The data of the research consisted of two kinds. Qualitative and quantitative data have been established. The qualitative data were used to obtain and define the teaching and learning process situation. They were derived from the results of the interview and the observation sheet. Then in this study, the quantitative data were the scores of the students that were taken from pre-test and post-test.

Data sources were collected from the nine-grade SMPIT Hj students. The academic year 2020/2021, which consisted of 21 students, was Fauziah Binjai. Then in performing the action research, the researcher got the knowledge from the English teacher.

C. Research Method

This study is performed using action research in the classroom. Study on classroom behavior aims at enhancement. In this review, classroom action research will be applied to see the development of the ability of students to write recount teachings by regular students applying a project-based learning process.

According to ¹³Kemmis&McTaggart, intentional, solution-oriented investigation is action research that is community or individually owned and performed. It is characterized by spiraling cycles of problem detection, contemplation, analysis, data-driven action taken, systematic data collection, and eventually problem redefinition. The combination of the words "action" and "research" illustrates the fundamental characteristics of this technique: to try out practical ideas as a means of raising awareness about or improving curriculum, teaching, and learning.

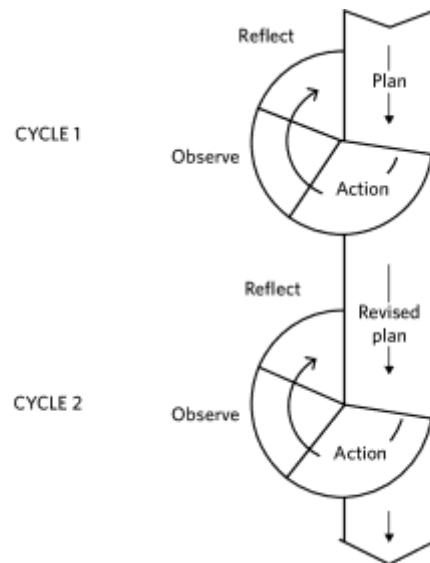
While there are several forms of studies that can be performed, action research explicitly refers to a disciplined review conducted by an instructor in order to educate the study and improve its practices in the future. In the sense of the teacher's environment, that is, with the students and at the school at which the teacher works on questions that deal with educational issues, this study is carried out.

In summary¹⁴, action research is testing out an idea to change something in reality. The goal is to improve the practice of schools and at the same time strengthen those who try to improve the practices. Action research is also a research design ideal for teachers to improve their teaching skills.

In this analysis, the writer will undergo two periods. Planning, intervention, observation, and contemplation were included in each step of action study. Kemmis and McTaggart are focused on the scheme of this study:

¹³ Kemmis, Mc Taggart. 2010. *The Action Research Planner*. Geelong: Deakin University Press.

¹⁴ Ary, D. 2010. *Introduction to Research In Education*. Canada: Nelson Education, Ltd



1. Planning

In this phase the researcher prepared all the materials required for learning, such as the preparation of the lesson plan (core competencies, basic skills, indicators, learning goals, learning strategies, learning activities measures, learning sources, media and evaluation), the preparation of the observation sheet and the preparation of the post-test.

2. Action

In this step, all the activities of the researchers were carried out in the planning process. The investigator conducted the action on the basis of the lesson plan established during the planning process. In this cycle Some researchers conducted activities. They are the teacher who explained the account text material consisting of its context, generic structure, language characteristics, and gave an account text. Example how to write recount text by diary Then, researcher asked students to create their own recount text based on the subject provided by the researcher using diary. The researcher submitted the student-writing recount text after completion.

3. Observation

The research was conducted to observe the behaviors of teachers and students in the course of teaching and learning. The goal was

to find out the specifics of all the activities during the action phase. As simple data to do reflection, this observation was used.

4. *Reflection*

In this stage, at the end of the cycle, the researcher assessed the teaching and learning process. The assessment was carried out by gathering data such as the observation sheet, the result test of qualitative and quantitative data used to take account of the next cycle.

D. Technique of Collecting Data

In this analysis, the data collection approach used both quantitative and qualitative data. The quantitative data consisted of offering the students a test. The qualitative information was then composed of an observation sheet, an interview, and documentation. The full explanation is as follows:

1. Quantitative Data

The quantitative information was used to explain the mastery of the students by providing ratings of the topic they had studied. In gathering quantitative data, the investigator used:

a. Writing Test

Testing was given to test the ability of students to write recount text. Two types, pre-test and post-test, were used for the test. Pre-test was carried out by students to know the basic text of the students in writing recount text. Then after improvement of the text of the students in writing account, post-test was carried out by students. In the pre-test, after teaching or explaining the lesson through traditional technique, the researcher gave the test to write recount text. In the post-test, the researcher gave a test to write recount text after teaching or explaining the lesson through Diary.

The researcher applied the writing scoring technique when scoring the writing recount text exam. Five measures of writing account text were added to the technique. Material, structure, vocabulary, usage of language, and mechanics are

Table 3.1 scoring of writing test

COMPONENTS	CRITERIA	SCORE
Content The content score depends on the ability of students to write concepts, knowledge in the form of a logical phrase	Excellent to very good : Knowledgeable;substantive;relevant to assigned topic	30-27
	Good to average : Some knowledge of subject; adequate range; limited development of topic; mostly relevant to topic, but lacks detail.	22-26
	Fair to poor: Limited knowdlage of subject; little substance; inadeque development topic	21-17
	Very poor : Does not show knowladge of subjecy; substantive; not partinent or not enough to evaluate	16-13
Organization The organizational score depends on the ability of the students to compose accurately and properly with a specific audience in mind for a particular purpose, along with the ability to find the best way for a specific purpose., to organize and other relevant information	Excellent to very good; Fluent voice, clearly stated/supported, concise ideas; well structured; rational sequencing; coherent sequencing;	20-18
	Good to average : Somewhat choppy; poorly structured, but excellent key ideas; minimal support; sequrncinin's logical but incomplete	17-14
	Fair to poor : Not fluent; ideas confused or disconnected; lacks logical sequencing and development	13-10

	Very poor : Does not communicate; no 9-7 organization or not enough to evaluate	9-7
Vocabullary The vocabulary score depends on the ability of the learners to effectively write the word and record it correctly.	Excellent to very good : Sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register	17-14
	Good to average : Adequate range : occasional errors of word/idiom form, choice, usage ; meaning confused or obscure	17-14
	Fair to poor: Limited range; frequent errors of word/ idiom form, choice, usage; meaning confused or obscure	13-10
	Very poor : Essentially translation; little knowladge or english vocabulary, idioms, word or not enough to evaluate	9-7
Language use The level of language use depends on the ability of the students to write accurate and appropriate sentences.	Excellent to very good : Effective complex construction; few errors or agreement;tense; number, word order/ fuction, articles,pronouns, prepositions	25-22
	Good to average : Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/ fuction, articles, pronouns, prepositions but meaning seldom obscured.	21-18

	Fair to poor : Major problems in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/ fuction, articles, pronouns, prepositions; meaning confused or obscured.	17-11
	Very poor : Virtually no mastery of sentence construction rules; dominated by errors; does not communicate or not enough to evaluate	10-5
Mechanics The score of mechanics depend on the students ability to use correctly those conventions peculiar to written language,	Excellent to very good: Demonstrates mastery of conventions few errors of spelling, punction, capitalization,paragraphing	3
	Good to average : Occasional spelling errors, punctuation, captitalization, paragraphing, but not obscured meaning	4
	Fair to poor: Frequent mistakes in pronunciation, punctuation, capitalization, paragraphing; bad handwriting; congested or blurred meaning	3
	Very poor : No master of conventions; governed by pronunciation, punctuation, capitalization, paragraphing mistakes; illegible or inadequate handwriting to test	2

b. Conceptual Definition

In the conceptual definition Writing Recount text is Tells readers about something that occurred or retells past events or activities and aims to provide specific details about when and when of those events.

c. Operational Definition

The students skills in writing is the score that students get after passing the test. As the test, the researcher will be used writing recount text to know students' scores in writing. In this case, the instructional writing test is related to make writing recount text based generic structure and language features of recount text.

d. Specification

Table 3.2 specification of writing test

Indicator	Language skill and component	Types of test	Description Items of test
The students are competent in writing recount text based on generic structure and language features of recount text	Writing	Essay	Writing recount text based on generic structure, language feature and used diary as a media

2. Qualitative Data

The qualitative data were used to describe the situation during the learning teaching process. In collecting qualitative data, the researcher used:

a. Observation Sheet.

A Instructor of English as an Observer. The English teacher specifically observed the researcher during the teaching and learning process, such as opening and closing the lesson, sequences of teaching process tasks, attitude of researchers, etc., then the student's observation sheet during the learning process. The investigator analyzed the behaviors of the students, such as attention to students, excitement, motivation for self-confidence.

b. Interview.

Before and after therapy, the application braingym methodology in classroom action research was performed. The researcher asked the English teacher several questions about the students' and difficulties in writing account text before giving care.

E. Technique of Data Analysis

The data analyzing technique was an attempt made by researchers to correctly interpret the data. The data was used to identify the situation during the learning phase of teaching. In this case the researcher required qualitative and quantitative data to be evaluated.

1. Quantitative Data

The quantitative data were used to assess the student ranking, in which case a descriptive statistical approach was used by the researchers. Data gathered during each CAR implementation observation activity period will be descriptively analyzed using percentage techniques to see patterns in learning activities. The researcher calculates the learning outcome by measuring the average value of the regular test, which is then classified into a successful and ineffective classification, succesful test the researcher will apply the following formula t-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

2. Qualitative Data

Miles and Huberman took some steps to evaluate the qualitative results. Three practices are classified as qualitative analysis: data reduction, display of data and drawing conclusions. Those can be explained as follows:

a. *Data Reduction*

Data reduction is the method of choosing, simplifying, abstracting and converting the information that appears in notes or transcriptions in written-up fields. This implies that before during and after the researcher had reduced the data and evaluated the data. Data described in the interview transcript were the data reduced in this analysis.

b. *Data Display*

The second stage is the display of information to evaluate the data. It is an ordered, compact collection of information that enables the drawing and action of conclusions. The researcher can easily understand and interpret what is going to happen with the presented data by presenting details. In this study the researcher will use the observation sheet to view the data, since it will be used in qualitative research to demonstrate the most popular data display.

c. *Conclusion Drawing/Verification*

The last stage of qualitative data analysis is the drawing and verification of conclusions. The qualitative analysis starts to establish from the beginning of data collection what things mean by noting regularities, patterns, interpretations, potential arrangements, causal flows, and proposals (Miles and

Huberman, 1994). Conclusions are therefore checked as the analyst continues. The conclusion of this study was in the definition of the object. Finally, in this step the researcher will get the result and conclusion of research.

F. Technique of Establishing Trustworthiness

In order to determine¹⁵ the study's conclusions, the validity or trustworthiness of the data is very relevant. A study has to be accurate and reliable. The investigator will use some components to make the data accurate, according to Lincoln and Guba. They are integrity (as opposed to internal validity), transferability (as opposed to external validity), dependability (as opposed to reliability) and confirmability (as opposed to objectivity).

Credibility The following attributes lead to a confidence in the trustworthiness of data: (1) Triangulation. It is achieved by asking multiple research participants the same study question and by gathering questions. (2) Checks per Member. It happens when the interview information is perceived by the researchers.

Transferability is the implies that qualitative study may be extended or applied to other contexts or environments as a result. Transferability of the qualitative viewpoint is mainly the duty of the person doing the generalizing.

Dependability, It implies that the researcher is accountable for explaining the changes that arise in the environment and how the study approached the analysis.

Confirmability, It guarantees that the outcome can be checked or orchestrated by others. Confirmability requires complete disclosure of the details upon which all interpretations are based. It implies that to validate the outcome or interpretation, the researcher should be able to analyze the data.

¹⁵ Andrew K. Shenton, 2004, *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. UK: IOS Press, p. 64.

The researcher merely restricts the technique of establishing trustworthiness by source methodological triangulation on credibility..

This study used methodological and data sources triangulation. Methodological, data sources triangulation refers to researcher uses more than one method in the research. And collected the data from more than one data source or respondent group, the first aspect the data must be established. It is seen as the most important aspect or criterion in establishing trustworthiness. This is because the methodological and Data sources triangulation. In order to show the reality of the findings of the research study, the researcher ultimately asks the researcher to explicitly connect the findings of the research study with reality. Compared to the other three dimensions of trustworthiness, this data also has the most available techniques to determine it. Multiple data gathering was conducted to get the data valid, such as observations, and therefore cross-validating data in writing recount text. Gathering was conducted to get the data valid, such as observations, and therefore cross-validating data in writing recount text.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Research Findings

The findings of this research were obtained from the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

The researchers performed a preliminary analysis before conducting a procedure in the first cycle. It was aimed at understanding the students. Capacity and the students to be measured. Recount text improvement in writing. Quantitative and qualitative data were recorded in this preliminary analysis. The qualitative data reinforced the quantitative data.

The quantitative data was derived from the student results. Score Recount text in writing. The English Lesson Minimum Passing Grade (MPG) at SMPIT HJ. FAUZIAH BINJAI is 75. 21 IX-B students were given a pre-test by the researcher. The cumulative score of the students. The pre-test was 1235 and the mean score was 58.80. This means that the students' mean score did not exceed the MPG. The number of pupils. The pre-test score was 23.80 percent for 5 students who passed or had the score up to 75. Then, the percentage of 16 students. score who failed or didn't get the score up to 75 was 76,10%.

The qualitative data was derived from the outcome of an interview with teachers and students. It shows that writing recount text has had some issues. "The English teacher's interview on the ability of learners to write can be seen as follows: "Kemampuan menulis siswa masih terbilang rendah, mereka masih sedikit kosa kata dan sedikit lebih sulit dalam memulai sebuah tulisan. The student interview was reinforced by the following: as follows: *"Menulis recount text itu agak sulit miss, kadang gak tau apa yang mau ditulis, sulit mengawali tulisannya dan harus banyak vocabulary juga"*.

"This is what another student said, "kalau belajar di kelas, ya.. Terus kasih tugas dan terkadang ada game nya juga, Gurunya menjelaskan. Tapi kalau disuruh menulis kadang bingung mau nulis apa miss' Based on the qualitative data, it

demonstrates that students faced difficulties and were confused, particularly in arranging sentences and mastering vocabulary, in writing recount text.

Based on the above preliminary analysis it can be concluded that the capacity of the students to write recount text was poor. It can be seen from the quantitative data obtained from the test results and from the qualitative data obtained from the teachers and students' results. Hey. Interview. The researcher would therefore like to perform research on developing the skills of students in writing the text of the recount. Thus, in the first cycle, the investigator continued to provide care.

2. Cycle I

After doing preliminary study, the researcher decided to do the cycle I. in this cycle I, the researcher conducted four steps: planning, action, observation and reflection.

A. Planning

Before the researchers performed the analysis, the strategy was arranged. in this stage the researcher did some activities: 1) the researcher prepare the lesson plan for teaching 2) the researcher explained about the meaning, intent, and generic structure of recount text 3) the researcher made an example of recount text by using diary 4) the researcher asked them to write recount text by using diary which was based on their experience in about 40 minutes.

B. Action

In this stage, all the researchers' activities in the planning process were carried out. The investigator carried out the operation on the basis of the lesson plan carried out in the planning stage. Some tasks that had been carried out by the researcher were included in this cycle I: opening, key activity, and closing. The tasks conducted by the researcher in the opening activity were: 1) the teacher reviews the attended list, 2) the teacher asks the students if they know about recount text, 3) The teacher giving a motivation to the students, 4) The teacher explain the objective of recount text.

The activities conducted by the researcher and students in the main activity were: 1) the researcher shared with the students an example of a recount text 2) the researcher asked three of them to read the text and each of

the students read one paragraph aloud while the other listened to them, 3) the researcher discussed with the students the content and meaning of the text, 4) the researcher explained the students about purpose, the generic structure and the language features of a recount text, 5) the researcher explain the characteristics and example of a recount text to identify and show what tense used in the text 6) then researcher give the explanation about diary and give example of diary, 7) then researcher give students the paper tasks to students, 8) then students are asked to determine the title in diary writing, 9) After that students are asked to write diaries based on their own experiences using the generic structure in the recount text, 10) finally the researcher gave evaluation test to students by ask them to write their experience in the papper. then the researcher told the students to submit their work 10 minutes before the class was ended.

In the closing activity, the activities done by the researcher were : 1) The students and researcher provided feedback on the process and learning outcomes, 2) The researcher told the students the next material that will be learned, 3) The students and researcher said the closing greetings.

C. Observation

The research was conducted to observe the behaviors of teachers and students in the course of teaching and learning. The goal was to find out the specifics of all the activities during the action phase. This finding has been used as fundamental data to focus on.

In this step, the researcher observed that certain tasks were conducted by the researcher to introduce the technique in the classroom. Observation was used to find out the specifics of the tasks carried out by the researcher and the students in the learning phase of teaching. The observation included the students' actions, attitude, and it was also shown that the students were interested in the teaching and learning process. The outcome of the observation was thus gathered from the results.

Ater being given of cycle I, the result t-test of cycle I is $T = 3,56$, It can be seen that I increased the student score in the period higher than the student score in the pre-test.

The above quantitative data was supplemented by the qualitative data derived from the interview and observation sheets. The research was conducted to observe the actions and difficulties of students in the teaching and learning process. Most of the students were interested in the process of learning and teaching. The students' were enthusiastic and enjoyable about the topic to write recount text. The result of the teacher's and students' interview can be seen from the interview of English teacher about the students' ability in writing, as follows: "Menurut saya, metode penulisan diary ini dapat membantu siswa dalam mengekspresikan tulisannya dengan leluasa, mereka juga lebih percaya diri dalam menuliskan pengalamannya dengan contoh teks recount yang telah diceritakan sebelumnya, sehingga siswa tidak lagi bingung untuk memulai menulis. It was strengthened by the result of students' interview as follows: "jadi lebih paham dan mudah mengerjakannya miss, meskipun terkadang bingung dengan bahasa inggrisnya, Another student said that, " dengan membuat diary seperti ini saya lebih berani miss untuk menulis, karena yang saya tulis adalah pengalaman saya sendiri walaupun saya bingung untuk menentukan generic strucrure di dalam recount text" which one of another students said that "sangat menyenangkan miss, sudah lama saya tidak menulis diary, saya jadi lebih semangat untuk menulis dalam bahasa inggris meskipun banyak vocabullary yang belum saya kuasai"

Based on the qualitative data, it shows that the students faced difficulties and they were confused in writing recount text.

D. Reflection

In this stage the researcher evaluated the teaching and learning process in the end of cycle I. The assessment was carried out by gathering data such as the observation sheet, the qualitative and quantitative data outcome test, which was used to take the next cycle into account.

The outcome of Cycle I showed that the students' total score was 1375, and there were 21 students who took the exam. The researcher earned an average student score of 66,144 on the basis of the outcome of cycle I.

The above quantitative data was supplemented by the qualitative data derived from the interview and observation sheets. The research was

conducted to observe how students are doing. Conduct and difficulties in the course of teaching and learning. Most of the students were interested in the process of learning and teaching. In this cycle, they were able to apply diary that helped them write so that they could properly organize recount text. They were very excited about the subject and were willing to work in pairs, to write recount text by using diary. The activity of students could be seen in observation sheet and documentation were taken by researcher during teaching and learning process in the classroom.

In this step, At the end of Cycle I, the researchers assessed the teaching and learning process. The assessment was carried out by gathering data such as the observation sheet, the qualitative and quantitative data outcome test, which was used to take the next cycle into account.

The outcome of Cycle I showed that the students' total score was 1375, and there were 21 students who took the exam. Based on the outcome of cycle I, the average score of the students was 66.14. The percentage of the students' score of the cycle I was 33,33% of 7 students who passed or got the score up to 75. Then, the percentage of the students' score of the cycle I was 14 students who failed or did not get the score up to 75 was 66,67%.

The quantitative data The above qualitative data obtained from the interview and the observation sheet were improved. The research was conducted to observe how students are doing. Conduct and difficulties in the course of teaching and learning. Most of the students were interested in the process of learning and teaching. In this cycle, they were able to apply diary that helped them write so that they could properly organize recount text. They were excited enough about the subject and were willing to work in pairs to compose a text account by using diary. The activity of students could be seen in observation sheet and documentation were taken by researcher during teaching and learning process in the classroom.

in the cycle I there are weaknesses of students in learning process so that the student's score does not reach the target of the predetermined KKM score, as for the mistakes there were frequent error of word form, spelling, word order, and grammar. on the aspect of mechanics, the students often missed the

full stop(.) in the end of a sentence. they sometimes failed to write a capital letter for name of person or a place. on the language use aspect, especially the use of simple past tense got the students confused when they wrote a recount text. Thus, the researcher stated to continue doing cycle II. Because the researcher believed that the students' ability still could be improved to get the better result

3. Cycle II

In cycle II, the investigator chose to continue the study. The researchers predicted that the outcome of Cycle II will be better than Cycle I during this cycle. In cycle II, the researcher used the diary and the researcher could use cycle I data to help consider better scheduling in this cycle. The investigator followed the same steps as follows:

A. Planning

By preparing the lesson plan, briefly preparing the general description of the lesson, and preparing cycle II based on the reflection in cycle I, the researcher rearranged the schedule. In this cycle, the investigator tried to create the active and competitive state of the teaching and learning process. The researcher made an ice break at the beginning of the teaching and learning process to make students fun.

B. Action

In this stage, all the researchers' activities in the planning process were carried out. The investigator carried out the operation on the basis of the lesson plan carried out in the planning stage. Cycle II in this. The investigator did some activities in this process. They are introduction, introduction, the main activity, and closing. In the introduction activity, the activities done by the researcher were: 1) the researcher opened the class by greeting the students and checking their attendance list, 2) the researcher began to create an activity which aimed to attract and recall the students' memory about the generic structure of recount text to write the diary. So that the students can solve the problem that was faced by the students in the previous test (assessment), 3) the procedure of teaching and learning process in this

treatment is the same as the previous meeting. 4) the researcher prepared to give the final task to students and ask the students to make a diary based on their experience, 5) The researcher ask the students to report a result of their task.

The tasks conducted by the researcher in the closing operation were: 1) The researcher offers input on the method and learning results; Thank you very much for your participation. Today, you did a good job. I'm very pleased with your classroom operation. How about you? Have you enjoyed my class? Closing greeting, 2) The students and researcher say.

C. Observation

This move was carried out in the teaching and learning process to observe the behaviors of teachers and students. The goal was to find out the specifics of all the activities during the action phase. As simple data to do reflection, this observation was used.

The researcher did some activities in this phase to introduce the methodology in the classroom. The observation sheet cycle II may demonstrate this as the researcher explained the generic structure and example of the recount text, the researcher explained and directed the students to make a diary.

The researcher then asked students to recall their experience and gave them a few minutes to compose their diary-based recount text. In the competitive scenario, the researcher saw the students becoming more positive and fun, which could make the students more involved in learning activities and the students could follow the instruction of the researcher well. After being given the of cycle II, the result T-test of cycle II is $T = 6,78$ from the result, it can be seen that in cycle II was improving higher than the students' score in cycle I.

Likewise, from the qualitative data that has been obtained from the II cycle, students understand better the methods and materials that the researchers have taught them so that the results of this study are successful.

D. Reflection

In this stage, data such as the outcome of cycle II and quantitative data such as student and teacher interviews could be reflected by the researcher. They found that the action given could boost the writing skills of students, which was a better outcome than the first cycle.

Quantitatively, The outcome of the cycle II, it revealed that the total score of the students was 1735 and there were 21 students who took the exam. Based on the outcome of cycle II, the average score of the students was 85.77 percent for the researcher. The percentage of the student, score of the cycle II was 18 students who passed or got the score up to 75 Then The percentage of the students score of this siklus was 3 students who failed or did not get the score up 14,28 percent

Table 3.3 The Percentage of Students who got score up to 75

Competence Test	Percentage
Pre-Test	58,80
Cycle I	66,14
Cycle II	82,61

Qualitatively, student behavior was observed and it revealed that by using diary, most students were enjoyable in learning recount text. The students became more optimistic, and they sincerely listened to the teacher's explanation. How to write recount text was not confusing to them because they had previously written their experience.

On the basis of the above explanation, it could be inferred that the student's score showed better progress. The ranking of most students increased from cycle I to cycle II. In this analysis, it made the researcher stop the cycle because the skills of students in writing recount text were improved through diary.

B. Discussion

Based on the research finding above, the researcher found that diary media had been able to improve students skills in writing recount text at XI Grade of SMPIT HJ.FAUZIAH Binjai.

Based on the outcome of the quantitative data obtained from experiments in each cycle. It indicates that there was score.s change after providing a treatment in the classroom. The student average. rate in the siklust of cycle I was 66,14 percent Then the mean of the students. The score in cycle II was 82.61. This suggests that the number of students remains. By introducing diary in writing recount text, the score increased and the siklus cycle II enhancement was higher than that of cycle I.

Based on the results of the qualitative data collected from the observation sheet, interview and paperwork. The effectiveness of teaching and learning practices in the classroom has been enhanced in every step of the cycle. It indicated that the implementation of the journal could encourage students to write the experience in depth through their own experience so that students can grow self-confident, more enthusiastic and enjoyable in learning English, particularly through their own experience.in writing recount text.

In This study uses the same method as Sarah Jones. most of the students had difficulty starting the assignment. the Tasks related to writing, especially recount text, as expressed by Sarah Jones in her research, namely writing diaries for each individual can explore professional development, the results of the Sarah Jones method can improve students' writing skills in recount text.

Another research that has a similar method is the journal from Supiani with the title *"The use of diary in teaching of writing recount texts at SMPN 03 Banjarbaru, South Kalimantan Province2015 / 2016 Academic year*, from This result proves that students can be more creative and active in applying diaries in writing, besides that students can also work together and share their respective ideas, this method increases their confidence to write freely.

From the above clarification, it can be mentioned that diary may be used in students' senior high school to enhance their ability to write recount text. In

particular, this research used diaries at students' senior high school. There was some information that could be obtained and analyzed. From the pre-test to cycle II, the quantitative data that indicated the student score got higher. The qualitative data that showed that the students were more enthusiastic in writing recount text and that the teacher could teach better by applying the method will improve it. Based on the data collected and evaluated, it can be concluded that the implementation of the diary can enhance the abilities of students to write recount text at XI Senior High School grade as a result of this analysis.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of students writing skills by using diary, the students improvement can be seen from the result of the test observation sheet and documentation. In this research, there was an increase in each cycle. The cycle I has a higher score than pre-test, and cycle II has a higher than cycle I. This showed that the diary can improve students skills in writing recount text because students were also active, creative, innovative and enthusiastic in teaching and learning procces.

B. Suggestion

The research showed that the implementation of diary had improved students" skills in writing recount text at the XII grade students of SMPIT Hj.Fauziah Binjai. Therefore, the researcher gave several suggestions for the School, English teacher, and children in Uinsu as the next researchers as follow:

1. For the principal of SMPIT Hj.Fauziah Binjai, provide a complete facility of teaching expecially in English teaching. It will support the learning activity of the students. So the teacher can teach easily and students learn happily.
2. For the English teacher of SMPIT Hj. Fauziah Binjai are suggested able to use diary in teaching recount text to improve students' writing recount text and make the learning process become succesful.
3. For the children in uinsu as the next researcher it is suggested to improve students wiritng skills through diary writing in others kinds of text.

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LESSON PLAN (CYCLE 1)

LESSON PLAN (CYCLE I)	
School	: SMPIT Hj Fauriah
Subject	: English
Grade/ Semester	: IX
Topic	: Recount Text
Time Allocation	: 2 x 40 Minutes
Standard of Competence	: 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.
Basic Competency	: 6.2 Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.
Objective	: At the end of the class, students are able to identify the generic structure of recount texts.
Indicators <ul style="list-style-type: none"> Identifying the generic structure of recount texts. Identifying the language features of recount texts. 	
Material <ul style="list-style-type: none"> Materials for Presentation <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">My Last Holiday</p> <p>On Friday, we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and tennis court.</p> <p>On Saturday, we saw the Three Sisters and we went on the scenic railway. It was scary. Then, Mom and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the scenic Skyway and it rocked. We saw cockatoos having shower.</p> <p>In the afternoon, we went home.</p> </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Orientation</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;">Sequence of Events</div> </div> 	

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house had a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at

Wongkromo. We went home in the afternoon.

A recount is a piece of text that retells past events, usually in the order in

which ~~the events~~ occurred. However, I think it was really fun to have a holiday like this. I hope my next holiday ~~will be more~~ interesting.

ORIENTATION

SEQUENCE OF
EVENTS

RE-ORIENTATION

- **Orientation:** information about what, who, where, or when written in a text.
- **Events:** Events that happened in the past. They are conveyed in a sequential pattern.
- **Closing:** a conclusion on the events.
- b. **Social function:**
 - to give the audience a description of what occurred and when it occurred.
 - to retell events for the purpose of informing or entertaining.
- c. **Language features:**
 - Proper nouns to identify those involved in the text.
 - The use of past tense to retell the events.
 - Words that show the order of the events (first, next, then).

The use of language features

Simple Past Tense: Positive: S + V2

Negative: S + did not + V1

Interrogative: Did + S + V1

Present (V1)	Past (V2)	Meaning
Study	Studied	Belajar
Play	Played	
Cook	Cooked	

Irregular verbs

Present (V1)	Past (V2)	Meaning
Go	went	Pergi
Drive	drove	Menyetir
Eat	Eaten	Makan

SIMPLE PAST TENSE

Arrange these sentences into good orders.

1. Beautiful - we - (see) - pictures - the museum - in
We saw beautiful pictures in the museum.
2. (buy) - we - tickets - first - from - the ticket box
3. 2 hours - (spend) - we - to watch - everything - there

Material for Production

SIMPLE PAST TENSE

Arrange these sentences into good orders.

1. Beautiful - we - (see) - pictures - the museum - in We saw beautiful pictures in the museum.
2. (buy) - we - tickets - first - from - the ticket box
3. 2 hours - (spend) - we - to watch - everything - there
4. museum of art - (visit) - Rio and I - Sunday - last
5. Then - (enter) - Rio and I - the museum
6. After that - (go) - we - home - and - we - happy - (were)

• Materials for Practice

Look at the
examples.

ENGLISH VERB
FORMS

Regular Verbs

Method : Presentation, Practice, Production.

Teaching Procedure :

I. Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance
3.	Asking questions related to the materials.

II. Main Teaching-Learning Activity

a) Presentation

No.	Teacher's roles	Students' roles
1.	Introducing a model of recount texts to students and the topic of the text.	
2.	Showing recount texts to the students and asking them to read.	The students read the text.
3.	Asking the students to analyze the features of the text.	Together with the teacher, the students try to answer the question.
4.	Telling the students the common features and the generic structure of the texts.	The students may deliver questions related to the materials given.

b) Practice

No.	Teacher's roles	Students' roles
1.	Assigning primary writer for each group.	
2.	Asking the students to do a guided exercise.	Together with their friends, the students do the exercise.

3.	Discussing the answer with the students.	The students answer the questions.
----	--	------------------------------------

c) Production

No.	Teacher's roles	Students' roles
1.	Asking students to arrange jumbled sentences into good orders.	Students write each the sentence
2.	Asking the students to identify jumbled paragraph into good orders.	

III. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Checking for the students' understanding.	The students are expected to ask to the teacher.
2.	Together with the students concluding the topic discussed.	The students are expected to conclude the materials. (Together with the teacher).
3.	Leading the prayer and saying goodbye	Students say a prayer and say goodbye.

Media : Print out of passages,

d) Score


No	Element Of writing	Score
1.	The content mastery	30%
2.	The Organization mastery	20%
3.	The Vocabulary mastery	20%
4.	The grammar mastery	25%
5.	The mechanic	5%
Total Score		100%

Known By :

English Teacher


 Lucy Annisa S.Pd

Researcher


 Christy / Refecti Sari

LESSON PLAN (CYCLE II)

LESSON PLAN CYCLE 2

School : SMPIT Hj.Fauziah Binjai
Subject : English
Grade/ Semester : IX
Topic : Recount text
Time Allocation : 2 x 40

Standard of Competence : 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.

Basic Competency : 6.2 Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.

Objective : At the end of the class, students are able to identify the generic structure of recount texts and write a recount text.

Indicators :

- Identifying the generic structure of recount texts.
- Using cohesive devices (signal words) correctly.
- Identifying the language features of recount texts.
- Writing Recount text

Material

• Materials for Presentation

My Trip to Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise. It was a great scenery. Then, we checked in to the hotel. We met so many tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jetski, and speedboat. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green forest. There were so many monkeys. They were so tame but sometimes they could be naughty. After that, we went to Sukowati market for shopping. I bought some Bali T-Shirt and souvenirs.

ORIENTATION

SEQUENCE OF
EVENTS

RE-
ORIENTATION

• Materials for Practice

What I did on Sunday

Last Sunday I (go) _____ to the swimming pool with Ria and Ali. Ria (buy) _____ me a new swimming costume and I (want) _____ to wear it.
_____, I (go) _____ to the changing room. I (put) _____ my clothes in the locker and (lock) _____ a key to lock it.
Next, we (go) _____ to the water. Ria (sit) _____ on the side but Ali and I (get) _____ down into the water. It (is) _____ very cold. I (wear) _____ my swimwear so I (can) _____ swim.

Method : Presentation, Practice, Production.

Teaching Procedure :

I. Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance
3.	Asking questions related to the materials.

II. Main Teaching-Learning Activity

a) Presentation

No.	Teacher's roles	Students' roles
1.	Showing a recount text to the students and asking them to read.	The students read the text.
2.	Asking the students to analyze the features of the text.	Together with the teacher, the students try to answer the question.
3.	Together with the students identifying the parts of recount text.	The students may deliver questions related to the materials given.

b) Practice

No.	Teacher's roles	Students' roles
1.	Forming students' groups by dividing them into 3-4 students in a group.	The students arrange their own group.
2.	Attaching a paper in the board which contains a missing words recount text.	The students prepare to start the game.
3.	Providing the student some cards of word.	The students pick the cards Randomly
4.	Asking the students to attach the correct cards on the blank space.	Discussing the answer with their group and attaching the card on the board.

5.	Discussing the answers with the students.	The students may deliver question related to the answer.
6.	Giving a worksheet to each group. The exercise on the worksheet is about finding the mistakes on the recount text and the students are asked to revise it into the correct one.	The students work in groups.
7.	Asking the students to do the guided exercise.	Together with their friends, the students do the exercise.
8.	Taking notes and observing on students activity.	The students find the correct mistakes on the worksheet and revise it with the right answers.
9.	Discussing the answer with the students.	The students answer the questions.

c) Production

No.	Teacher's roles	Students' roles
1.	Asking students to write a text	Students write their draft of a recount text.
2.	Observing and taking notes on students' interaction during the writing process.	

III. Post-Teaching

No.	Teacher's activity	Students' activity
1.	Checking for the students' understanding.	The students are expected to ask to the teacher related to the material given.
2.	Telling the students to	The students are expected

3.	prepare for the next step on collaborative writing (revising and final drafting)	to conclude the materials. (Together with the teacher).
4.	Leading the prayer and saying goodbye	Students say a prayer and say goodbye.

Media : Paper board, worksheets.

D Scoring

No	Element Of writing	Score
1.	The content mastery	30%
2.	The Organization mastery	20%
3.	The Vocabulary mastery	20%
4.	The grammar mastery	25%
5.	The mechanic	5%
Total Score		100%

Known by :

English Teacher



Researcher

A handwritten signature in black ink.

Chrisna Chrysna Sari

APPENDIX III

'INTERVIEW SHEET WITH THE STUDENTS (PRE-TEST)

- Researcher : *Assalamu 'alaikum Warahmatullahi Wabarakatuh*
- Students : *Wa 'alaikumussalam.Miss.*
- Researcher : ketika sedang belajar bahasa inggris pernah tidak kamu mengalami kesulitan?
- Student 1 : kesulitannya sih pernah miss contohnya seperti mengartikan kalimat
- Student 2 : Pernah miss, apalagi kalau disuruh buat kalimat
- Student 3 : Pernah miss
- Researcher : Oke, selanjutnya miss mau tanya kalian sudah pernah belajar Recount Text gak sebelumnya?
- Student 1 : Pernah Miss
- Student 2 : pernah Miss
- Student 3 : Pernah
- Researcher : Bagaimana sih cara bapak/ibu gurunya mengajarkan writing recount text di kelas? Bagaimana sih cara kalian belajarnya?
- Student 1 : Ibu guru ya menjelaskan di papan tulis, dikasih dan dijelaskan ke kami apa itu recounte text. terus, kami dikasih tugas buat recount text. gitu sih miss.
- Student 2 : setelah ibu guru menjelaskan. Kadang-kadang dikasih tugas miss, ada kuis nya juga miss.
- Student 3 : kalau dikelas ya gurunya menjelaskan, terus kasih tugas dan terkadang ada game nya juga. Tapi kalau disuruh menulis kadang bingung mau nulis apa.
- Researcher : Bagaimana kesan kalian saat belajar writing recount text di kelas?
- Student 1 : Kalau ditanya kesan sih miss, suka, tapi agak susah aja kalau dikasih tugas menulis, susah vocabulary nya, bingung kadang mau menuliskan apa miss.
- Student 2 : Lumayan menyenangkan lah miss, tapi memang sewaktu disuruh menulis masih bingung miss.
- Student 3 : Menulis recount text itu agak sulit miss, kadang gak tau apa yang mau ditulis, sulit nuangkan idenya dan harus banyak vocabulary juga”.

APPENDIX IV

INTERVIEW SHEET WITH THE STUDENTS (POST-TEST)

- Researcher : Assalamu‘alaikum Warahmatullahi Wabarakatuh
- Students : Wa‘alaikumussalam...
- Researcher : Bagaimana menurut kamu cara miss dalam mengajarkan *writing recount text* di kelas?
- Student 1 : Miss enak menjelaskannya. Biasanya saya bingung kali kalau disuruh menulis bahasa inggris.
- Student 2 : Kalau sama miss di kelas agak mudah jelasinnya.
- Student 3 : Miss menjelaskannya mudah, ada contohnya cara untuk menulis pengalaman jadi kami pun juga semangat.
- Researcher : Bagaimana kesan kamu setelah belajar *Writing recount Text* di kelas Miss?
- Student 1 : Agak lebih mudah menulis miss, baru ini kalau menulis recount text itu agak lebih terbantu pakai diary, jadi kami lebih bebas untuk menulis. Lebih menyenangkan lah miss.
- Student 2 : Sangat menyenangkan dan sangat mudah mempelajarinya miss.
- Student 3 : Pertama kali belajar menulis agak susah miss, tapi pas sama miss lebih mudah miss.

APPENDIX V

INTERVIEW SHEET WITH THE TEACHER (PRE-TEST)

- Researcher : Assalamu‘alaikum Warahmatullahi Wabarakatuh
- Teacher : Wa‘alaikumussalam Warahmatullahi Wabarakatuh ...
- Researcher : Apakah umi pernah mengajarkan *writing recount text* di kelas IX
- Teacher : Ya, pernah.
- Researcher : Bagaimana cara umi mengajar menulis *recount text* di kelas?
- Teacher : ya saya mengajar menerapkan sesuai yang di RPP. Saya menjelaskan recount text kepada mereka dan juga memberikan latihan untuk menulis *recount text*.
- Researcher : Dalam proses umi mengajar siswa/i, kesulitan apa saja yang umi hadapi?
- Teacher : Kemampuan menulis siswa masih terbilang rendah, mereka masih sedikit kosa kata dan agak susah dalam memulai suatu tulisan.

APPENDIX VI

INTERVIEW SHEET WITH THE TEACHER (POST-TEST)

- Researcher : Assalamu‘alaikum Warahmatullahi Wabarakatuh
- Teacher : Wa‘alaikumussalam Warahmatullahi Wabarakatuh
- Researcher : Bagaimana pendapat umi terkait sikap para siswa/i dalam pembelajaran yang saya lakukan di kelas?
- Teacher : Menurut saya, sikap mereka antusias ya dalam mengikuti pembelajaran yang kamu berikan, memang kemampuan mereka sebelumnya masih dapat dikatakan rendah dalam menulis bahasa inggris. Biasanya ya, di kelas saya berikan tugas, mereka cukup lama untuk menuliskannya dan tulisan mereka dalam memulai tulisan itu sangat sulit. Namun, yang saya lihat dalam pembelajaran kamu, mereka cukup tertarik, aktif dan responsif.
- Researcher : Bagaimana pendapat ibu terkait *diary* yang telah saya terapkan di kelas dalam mengajarkan *writing recount text*?
- Teacher : Kalau menurut saya, diary ini dapat membantu siswa dalam menulis, siwa menjadi lebih bebas dalam memulai kata. Selain itu siswa juga lebih percaya diri dari apa yang mereka tulis.

APPENDIX VII

OBSERVATION SHEET

The observation Sheet of Students' and Teachers Activity in Cycle I

OBSERVATION SHEET

The Observation Sheet of Students' and Teacher's Activity in Cycle I

Read the following sentences accurately. Put check (✓) whether the activity was done and put cross (X) whether the activity was not done by the teacher or students.

NO	ACTIVITIES	TEACHER	STUDENTS
1.	Explains Recount text, its generic structure and example.	✓	
2.	Listen to the teacher's explanation about recount text enthusiastically		✓
3.	Gives students the Example	✓	
4.	attention the example of teacher		✓
5.	Explains and directs students to make a diary and gives example	✓	
6.	attention to the teacher and make a diary		✓
7.	Asks students to write the experience and take book in the diary	✓	
8.	Write the experience in diary.		✓
9.	Gives students time to write a recount text based on the diary	✓	
10.	Write a descriptive text based on the diary in the book		✓
11.	Arranges students in pair and asks they to read the text aloud to a partner and to give question or comments on the piece	✓	
12.	Do in pair and read the text aloud to a partner, give question or comment on the piece		✓
13.	Asks students to revise based revision on their partner. The final draft of a text can be submitted	✓	
14.	revise the text based revision on their partner. The final draft of a text can be submitted		✓

APPENDIX VIII

OBSERVATION SHEET

The observation Sheet of Students' and Teachers Activity in Cycle II

OBSERVATION SHEET			
The Observation Sheet of Students' and Teacher's Activity in Cycle II			
Read the following sentences accurately. Put check (✓) whether the activity was done and put cross (X) whether the activity was not done by the teacher or students.			
NO	ACTIVITIES	TEACHER	STUDENTS
1.	Explains Recount text, its generic structure and example.	✓	
2.	Listen to the teacher's explanation about recount text enthusiastically		✓
3.	Gives students the Example	✓	
4.	attention the example of teacher		✓
5.	Explains and directs students to make a diary and gives example	✓	
6.	attention to the teacher and make a diary		✓
7.	Asks students to write the experience and take book in the diary	✓	
8.	Write the experience in diary.		✓
9.	Gives students time to write a recount text based on the diary	✓	
10.	Write a descriptive text based on the diary in the book		✓
11.	Arranges students in pair and asks they to read the text aloud to a partner and to give question or comments on the piece	✓	
12.	Do in pair and read the text aloud to a partner, give question or comment on the piece.		✓
13.	Asks students to revise based revision on their partner. The final draft of a text can be submitted	✓	
14.	revise the text based revision on their partner. The final draft of a text can be submitted		✓

APPENDIX IX

THE INSTRUMENT OF PRE-TEST

Subject : English
Material : Recount Text
Class : IX.

Instruction:

- 1.** Write your name on the right of your work sheet !
- 2.** Write The tittle on your experience!
- 3.** Write a recount text by using diary!

APPENDIX X

THE INSTRUMENT OF CYCLE I

Subject : English
Material : Recount Text
Class : IX

Instruction :

- 1. Write your name on the right of your work sheet !**
- 2. Write The title on your experience!**
- 3. Write a recount text by using a diary!**

APPENDIX XI

THE INSTRUMENT OF CYCLE II

Subject : English
Material : Recount Text
Class : IX

Instruction :

- 1. Write your name on the right of your work sheet !**
- 2. Write The tittle on your experience!**
- 3. Write a recount text by using a diary!**

APPENDIX XII

THE STUDENTS' SCORE BEFORE TREATMENT (PRE-TEST)

NO.	Initial of name	Score	
		Pre-test	Criteria of Succes <u>> 75</u>
1.	AF	50	Unsucces
2.	AK	50	Unsucces
3.	SNA	50	Unsucces
4.	NA	50	Unsucces
5.	RH	55	Unsucces
6.	RAF	60	Unsucces
7.	ATAD	60	Unsucces
8.	MHF	60	Unsucces
9.	AS	50	Unsucces
10.	MAH	50	Unsucces
11.	DP	60	Unsucces
12.	D	50	Unsucces
13.	R	60	Unsucces
14.	MAP	55	Unsucces
15.	MKA	50	Unsucces
16.	AAS	50	Unsucces
17.	AS	75	Succes
18.	ZPH	75	Succes
19.	NAA	75	Succes
20.	FA	75	Succes
21.	SA	75	Succes
TOTAL		= 1.235 M = 58,80	

APPENDIX XIII

THE STUDENTS' SCORE IN CYCLE I

NO.	Initial of name	Score	
		Post-test 1	Criteria of Succes ≥ 75
1.	AF	60	Unsucces
2.	AK	60	Unsucces
3.	SNA	55	Unsucces
4.	NA	55	Unsucces
5.	RH	60	Unsucces
6.	RAF	62	Unsucces
7.	ATAD	62	Unsucces
8.	MHF	62	Unsucces
9.	AS	60	Unsucces
10.	MAH	55	Unsucces
11.	DP	62	Unsucces
12.	D	65	Unsucces
13.	R	75	Succes
14.	MAP	65	Unsucces
15.	MKA	60	Unsucces
16.	AAS	75	Succes
17.	AS	80	Succes
18.	ZPH	78	Succes
19.	NAA	78	Succes
20.	FA	80	Succes
21.	SA	80	Succes
TOTAL		= 1375 M = 66,14	

APPENDIX XIV

THE STUDENTS' SCORE IN CYCLE II

NO.	Initial of name	Score	
		Post-test 2	Criteria of Succes <u>≥ 75</u>
1.	AF	80	Succes
2.	AK	80	Succes
3.	SNA	70	Unsucces
4.	NA	80	Succes
5.	RH	75	Succes
6.	RAF	85	Succes
7.	ATAD	85	Succes
8.	MHF	70	Unsucces
9.	AS	75	Succes
10.	MAH	85	Succes
11.	DP	90	Succes
12.	D	85	Succes
13.	R	85	Succes
14.	MAP	90	Succes
15.	MKA	70	Unsucces
16.	AAS	90	Succes
17.	AS	90	Succes
18.	ZPH	80	Succes
19.	NAA	95	Succes
20.	FA	95	Succes
21.	SA	90	Succes
TOTAL		= 1735 M = 82,61	

APPENDIX XV

THE STUDENTS' SCORE IN PRE-TEST, CYCLE I, CYCLE II

NO.	Initial of Name	Scors		
		Pre-test	Post-test 1	Post –test 2
1.	AF	50	60	80
2.	AK	50	60	80
3.	SNA	50	55	70
4.	NA	50	55	80
5.	RH	55	60	75
6.	RAF	60	62	85
7.	ATAD	60	62	85
8.	MHF	60	62	70
9.	AS	50	60	75
10.	MAH	50	55	85
11.	DP	60	62	90
12.	D	50	65	85
13.	R	60	75	85
14.	MAP	55	65	90
15.	MKA	50	60	70
16.	AAS	50	75	90
17.	AS	75	80	90
18.	ZPH	75	78	80
19.	NAA	75	78	95
20.	FA	75	80	95
21.	SA	75	80	80
TOTAL		$\Sigma X = 1235$ M = 58,80	$\Sigma X = 1389$ M = 66, 14	$\Sigma X = 1735$ M= 82,61

APPENDIX XVI**THE STATISTICAL ANALYSIS OF THE STUDENTS' SCORE IN PRE-TEST AND CYCLE I**

NO.	Initial of Name	Pre-Test	Post-test 1	D	D¹
1.	AF	50	60	10	100
2.	AK	50	60	10	100
3.	SNA	50	55	5	25
4.	NA	50	55	5	25
5.	RH	55	60	5	25
6.	RAF	60	62	2	4
7.	ATAD	60	62	2	4
8.	MHF	60	62	2	4
9.	AS	50	60	10	100
10.	MAH	50	55	5	25
11.	DP	60	62	2	4
12.	D	50	65	15	225
13.	R	60	75	15	225
14.	MAP	55	65	10	100
15.	MKA	50	60	10	100
16.	AAS	50	75	25	625
17.	AS	75	80	5	25
18.	ZPH	75	78	3	9
19.	NAA	75	78	3	9
20.	FA	75	80	5	25
21.	SA	75	80	5	25
TOTAL				$\sum D = 154$	$\sum D^2 = 1784$

From the last computation has been found that :

$$D = \frac{154}{21} = 7,33$$

$$T = \frac{D}{\sqrt{\frac{D^2 - \frac{D^2}{N}}{N(N-1)}}}$$

$$T = \frac{7,33}{\sqrt{\frac{1784 - 1,129}{420}}}$$

$$T = \frac{7,33}{\sqrt{4,24}}$$

$$T = \frac{7,33}{2,059}$$

$$T = 3,56$$

APPENDIX XVII

THE STATISTICAL ANALYSIS OF THE STUDENTS SCORE IN CYCLE I AND CYCLE II

NO.	Initial of Name	Post-test I	Post-test II	D	D ^I
1.	AF	60	80	20	400
2.	AK	60	80	20	400
3.	SNA	55	70	15	225
4.	NA	55	80	25	625
5.	RH	60	75	15	225
6.	RAF	62	85	23	529
7.	ATAD	62	85	23	529
8.	MHF	62	70	8	64
9.	AS	60	75	15	225
10.	MAH	55	85	30	900
11.	DP	62	90	28	284
12.	D	65	85	20	400
13.	R	75	85	10	100
14.	MAP	65	90	25	625
15.	MKA	60	70	10	100
16.	AAS	75	90	15	225
17.	AS	80	90	10	100
18.	ZPH	78	80	2	4
19.	NAA	78	95	17	289
20.	FA	80	95	15	225
21.	SA	80	90	10	100
TOTAL				$\sum D = 356$	$\sum D^2 = 6575$

From the last computation has been found that :

$$D = \frac{365}{21} = 17,38$$

$$T = \frac{D}{\sqrt{\frac{D^2 - \frac{(D)^2}{N}}{N(N-1)}}$$

$$T = \frac{17,38}{\sqrt{\frac{6575 - 6,344}{420}}}$$

$$T = \frac{17,38}{\sqrt{6,574}}$$

$$T = \frac{17,38}{2,563}$$

$$T = 6,78$$

STUDENTS WRITING CYCLE I

Return home with Family

One day I wanted to go^r home with my Family, while we were on our way to the Village.

We saw an avalancheⁿ coming, after that we stopped, at that time the car wash stuck so we took a break ~~weating~~ cake.

after that our road was smooth we were able to pass, and we went smoothly and safely to our ~~destination~~ destination...

C = 17
O = 12
V = 13
LU = 15
M = 3

60

A thrilling experience

Last year, Me and the big family gathered during the month of Ramadan, On a strictly fasting month, so we all got together. My extended family is with a younger brother, my mom and dad. My ~~dad~~ sister has four so they're five and my mom's five so my mom and dad were the same first born.

So they all come and we break the fast at the time of all the other dinners. It turned out there was someone's birthday, so they had kept it a secret and prepared everything, including the cake and the presents, well just a regular show and we celebrated.

But even if it was just a social event, it was what brought family harmony and it helped me realize that family is the real treasure.

C = 28
O = 15
V = 16
LU = 17
M = 4

70

Please write down in your diary book,
the experience that you thought is
interested in your life.

Name: Alya Adhania Sabiqah
Class: IXB

a. Wonderful experience

A year ago I scored first on my final exam. Normally we Douglas
Students score first, second, and third at every level, always get free tours.
this trip. I was different from the group last year. I'm in the same group
as Dekky, Wana, Indri, Arjuna, Via, and Risa. Where they don't level with me.

In one group there is level the highest to the lowest.
Due to many foreigners we find here, there are two groups divided.
we met a lot of foreigners here, such as Mr. Daniel, Arthur, Diaz and
Sanders. Mr. Daniel and his son, Arthur for group A. They are from the Netherlands.

In our group has Diaz and Sanders. They make our laugh all the
time of the joke. They come from Belgium. They will be in Indonesia
for three weeks to travel in north Sumatera, Bali, Papua, and Java.
It was one of a wonderful experience for me.

$$\begin{array}{r} C = 26 \\ O = 15 \\ V = 16 \\ H = 15 \\ M = 3 \end{array} \quad \left. \begin{array}{l} \\ \\ \\ \\ \end{array} \right\} 75$$

STUDENTS WRITING CYCLE II

A wonderful experience

8 months ago my family and I went to Banda Aceh to ~~drive~~ ^{visit} my sister and take a trip to the tourist spots of Banda Aceh. Such as Baiturrahman mosque, ~~thok~~ ^{the} beach, white sand, museums, floaters and other beaches that are in Banda Aceh.

By the time ~~dehur~~ ^{prayed} we had reached the Baiturrahman, and we worshipped there. After that we went to museums and floaters. After our prayers, we continued on the beach in ~~thok~~ ^{the} to enjoy the sunset.

After watched the sunset we returned to our lodge. In the morning I saw the sunrise from my ~~in~~ ⁱⁿ lodge window. We had breakfast and prepared to go home. It was a wonderful experience for me.

I hope after the corona virus is over I can go ~~over~~ ^{over} there again and I want to go to Gayo where my grandmother's hometown is.

C = 24
O = 20
V = 30
W = 21
M = 5

90

Please write down in your diary book
the experience that you though is
interested in your life.

MY Terrifying experience

Yesterday AYA and I left school at 14.00 am And we took the
public transportation so we get on the public transportation
down and we waited together to get home.

When we waited down the street we met this crazy guy and the
crazy guy waited in, he didn't wear his shirt, he did the
bottle at work, if he saw the bottle where it must have
gone even if it was in people's houses and in front of
people's houses, he didn't care, he got the second bottle.
And we waited even though he were around. When we wanted
to wait, we moved down because he was looking forward to us
and he signed our faces.

when I got through to him, he glance a little at me from
a distance, and at a little distance from him I ran and the 1 man.
the message is to be careful of strange people and crazy
people or suspicious people!

C = 26
D = 14
V = 19
W = 16
M = 5

NAMA 8 ZAKIYA PARAMITHA Hep
9 B.

Nama: Ami Yumi

IX

Please write down in your diary book the
Experience that you though is interesting
in your life.

Go up the top

One day my friends took me to the top.
they said that at the top the view and
atmosphere was very beautiful, And I went
there, after arriving there we took pictures with a
beautiful view beautiful view.

after that even my friends and
I wanted to grill the fish, after we
had grilled the fish we ate for
lunch.

And later in the afternoon we
cleaned up or cleaned up, to prepare
for to go home, after that we
went home together...

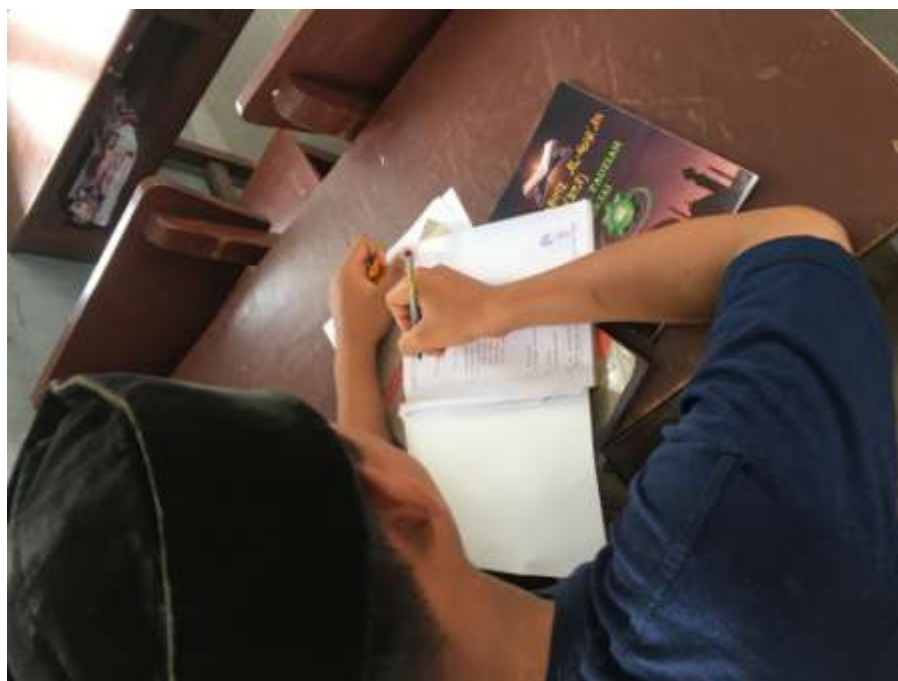
C = 25
D = 14
V = 14
W = 24
M = 4

C = 25
D = 14
V = 14
W = 24
M = 4

APPENDIX XX

DOCUMENTATION





**APPENDICES XXI
PERMIT LETTER**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
MEDAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

**Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp.
(061) 6615683-6622925 Fax. 6615683**

Nomor : B-10001/ITK/ITK.V.3/PP.00.9/08/2020 27 Agustus 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMPIT YAYASAN HJ.FAUZIAHBINJAI

Assalamulaikum Wr. Wb.

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

Nama : Olivia OktaviSari
NIM : 0304161062
Tempat/Tanggal Lahir : Binjai, 11 Oktober 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII(Delapan)
Alamat : Jl.Medan-Binjai km 14,5 diski komplek harmoni
No 05 Kelurahan Sumber Melati Diski Kecamatan Sunggal

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMPIT YAYASAN HJ.FAUZIAH BINJAI, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

**IMPROVING THE STUDENTS SKILLS IN WRITING RECOUNT TEXT BY
USING DIARY AT INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL
HJ.FAUZIAH BINJAI**

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

Medan, 27 Agustus 2020

Ketua Program Studi
Pendidikan Bahasa Inggris

Digitally Signed



Dr. Sholihatul Hamidah Daulay, S.Ag,M.Hum
NIP. 197506222003122002



YAYASAN PENDIDIKAN HAJJAH FAUZIAH BINJAI

Jalan Dusun Sentani No 1 Kelurahan Tungkurono Kecamatan Binjai Timur Kota Binjai
Telp/HP: 0618831540 / 0812 6998 9992 Email: yayasanhajjahfauziah@gmail.com kode Pos 20734

SURAT KETERANGAN

Sehubungan dengan surat dari Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara, Nomor B-10001/TTK/TTK.V.3/PP.00.9/08/2020, hal Izin Riset Penelitian tertanggal 27 Agustus 2020, maka Kepala Sekolah SMPIT Hj.Fauziah Binjai dengan ini menerangkan bahwa nama Mahasiswa di bawah ini :

Nama : Olivia Oktavi Sari

NIM : 0304161062

Jurusan : Pendidikan Bahasa Inggris

Prodi : Tarbiyah dan Keguruan

Jenjang : S1

Benar telah mengadakan penelitian di SMPIT Hj.Fauziah Binjai pada tanggal 07 September s/d 14 September 2020 guna melengkapi data pada penyusunan Skripsi yang berjudul : *"Improving the Students skills in writing recount text by using diary at Integrated Islamic Junior High School Hj.Fauziah Binjai"*

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.

Binjai 14 September, 2020

Kepala Sekolah,

