



**THE CORRELATION BETWEEN STUDENTS' HABIT IN WRITING A
DIARY AND ACHIEVEMENT IN COMPOSING SKILL OF
DESCRIPTIVE TEXT**

A THESIS

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

By:

SRI YUSTIKA AMELIA

Registration Number : 34.16.3.186

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
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Assalamualaikum Wr.Wb

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelari jazah yang diberikan Universitas batal saya terima.

Medan, 25 Januari 2021

Yang Membuat Pernyataan



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ABSTRACT

SRI YUSTIKA AMELIA (0304163186). THE CORRELATION BETWEEN STUDENTS' HABIT IN WRITING A DIARY AND ACHIEVEMENT IN COMPOSING SKILL OF DESCRIPTIVE TEXT.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan, 2020.

The objective of this study is to find out whether there is a significant correlation between the students' habit in writing a diary and the achievement in composing skill of descriptive text. This study used quantitative research with correlation formula. It was conducted at the grade ten of senior high school in Yayasan Medan Generasi Impian. This research used total sampling. In collecting the data, the researcher used questionnaire and composition test. Then, the researcher analyzed the data by using product moment correlation formula. After analyzing the data, the researcher found that the correlation coefficient is 1,089, then the significant test by test got the value $r_{\text{observed}} = 14,683$, while $r_{\text{table}} = 1,076$. At the significance level 0,05 and degree of freedom (df) = 26. From that result, it means that H_a was accepted and H_o was rejected. So the researcher concludes there was significant correlation between students' habit in writing a diary and achievement in composing skill of descriptive text at ten grade of higher classes in Yayasan Medan Generasi Impian.

Key words: *Habit in Writing a Diary, Achievement in Composing Skill*

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The title of this thesis is “**The Correlation between Students’ Habit in Writing a Diary and Achievement in Composing Skill of Descriptive Text**”. This thesis is written to fulfill one of the requirement to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatra Medan.

Writing a thesis is a something miracle for the writer. There are so many difficulties that the writer found during conducting the data. The difficulties in arrange the thesis, find a suitable reference, make a research in hard situation during pandemic of Covid-19, collecting the data, and analyze the data become the things that the writer have to face when arranged this thesis. Therefore, beside of thank to Allah who has given blessing, the writer also would like to thank for all of people who give guided, helped and supported to finish this thesis well. The writer would like to express the gratitude to:

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of teaching composing descriptive text for the students of senior high school is that they are expected communicative competence in English which covers four language skills, they are listening, speaking, reading and writing. Ability in the four skills are to reach the goals of curriculum 2013 that make students have a good achievement in compose descriptive writing based on the generic structure of descriptive text. After study about the four skill, students should have sufficient performance in composing writing event just compose a little event.

In reality, the students face some difficulties in composing descriptive text. The students have in composing descriptive text based on the generic structure. It caused of the teaching materials is not suitable with the student grade one at senior high school. Students' interest in compose their activity in a writing is also low, it cause the environment of the class doesn't support the students to have a habit in writing a diary. When the researcher visited higher class in Medan Generasi Impian, the researcher found that some students who like write their activity in a diary, they get easy in compose a story. They have familiar with writing, but little group of students who don't like write their activity in a writing have difficulties in compose descriptive writing. Some of students also have a difficult in composing or writing in English cause their lack of vocabulary in composing writing use English language.

In English syllabus, students in senior high school learning composing writing a text at senior high school level consist of descriptive text, announcement, transactional text, analytic exposition, invitation, recount text and so on. According to curriculum 2013 which recommended by the government, there are some texts which have to be mastered by the students at senior high school. One of the texts is descriptive text. “Descriptive is giving a picture in words.”¹ The goals of curriculum 2013 based on basic competence is the students can arrange a descriptive text writing or orally with plain and short one about things, actor or famous places based on generic structure and real with the context.²

Habitual activity means something done as a way of life of someone. The point is if teacher can develop writing as students’ habitual activity, the students can find many interesting things inside their writing.³ There are two factors that consist of this research, they are internal and external factors. In external factor, teacher’s methodology in teaching composing skill can influence the interest of the students in learning process. Students’ environment related with students’ achievement in learning composing of descriptive text. Then, internal factor related with students’ habit in writing. Diary is related with students’ real life. They make it based on their own life, their own

¹Oxford, *Advanced Learner’s Dictionary*, (New York: Oxford University press)

²Kementerian Pendidikan dan Kebudayaan, (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013*. Cited January 7th, 2020, from <https://bsnp-indonesia.org/2016/08/24/peraturan-menteri-pendidikan-dan-kebudayaan-nomor-24-tahun-2016/>

³Lenneberg in Mutiana Nurmalsari, (2019) *The Correlation Between Students’ Habit in Writing Diary and Students’ Ability In Writing Recount Text*, vol.10, No.1.

experiences, and their own habit. In this situation the students can write about their thinking about describe their favorite things. If they write something based on their habitual activity through diary, they can be able to manage the idea and then to develop the idea into descriptive text.

Based on the explanation above, we have known how important the habit of writing story in a diary is easier to achieve composing skills of descriptive text. It shows that they have close relation. To get empirical data about it, the researcher was interested in conducting a research about **“The Correlation between Students’ habit in Writing Diary and Achievement in Composing Descriptive Text”**.

B. Identification of the Problems

Based on the background above many problems that can be identified related to achievement in composing skill of descriptive text: (1) The students’ can’t compose the identification in descriptive writing. (2) The students find difficulty to describe the composing text. (3) the students’ habit in writing diary is low especially in composing descriptive text performance, (4) and so on. Because there are many problems that can be research, the researcher would like to limit the problems.

C. Limitation of the Problem

Based on the identification of the problem above, there are some factors that can cause the low achievement in composing skill of descriptive text: (1) The teachers method in teaching composing skill, (2) the students’ learning

environment, (3) the teaching materials that students used in learning composing skill, (4) the media that teachers use is not suitable, students inability to express their ideas in composing, (5) the students' lack of vocabulary including the students' habit in writing a diary. The students habit in writing a diary is closely correlated with achievement in composing skills of compose descriptive text because if students have a habit in writing their activity using English in their diary, automatically they will practice to get new word when compose a writing in their diary. Therefore the researcher would like to study about the correlation between achievement in composing skill and students' habit in writing a diary.

D. Formulation of the Problem

Based on the description of limitation above, the problem of the study can be formulated as follows "Is there any significant correlation between students' habit in writing a diary and achievement in composing skill of descriptive text?".

E. Objectives of the Study

Based on the formulation, the objective of study is to find out whether there is a significant of correlation between students' habit in writing a diary and achievement in composing skill of descriptive text.

F. Significance of the Study

Theoretically, this study is useful to enrich the theory of composition. Practically, this study is useful for: (1) Students, to improve their achievement in composing skills of descriptive text. (2) Teacher, to help the teachers as and input to improve the students achievement in composing descriptive text. (3) Headmaster, as and input to help the teachers improving their strategy in teaching composing skill of descriptive text. (4) Other researcher, to do the same research could be useful for those who were interesting in carrying out the same focus research about writing in English.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

1. Achievement in Composing Skills of Descriptive Text

a. Definition of Achievement

Achievement is students' result after having learning and doing task oriented behavior. It also can define as a performance of individual then compared against standards or with other assessments. This statement has support to Spence and Helmreich, they defined achievements as task-oriented behavior. Performances of individuals are often compared against standards or with others for assessments.⁴ Achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action.

Achievement also can be define as a result of a test used to measure students' academic performance through a concept of skills or knowledge. This statement support by Travers states that achievement is the result of what an individual has learned from some educational experiences.⁵ Several subjects may be combined into an achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient. Studies have shown that outcome is a generic word which can be used for both performance and attitude or achievement and attitude. In other words, outcome measures the general statement which

⁴Spence and Helmreich in kulwinder sigh, (2011) *Study of Achievement Motivation in Relation to Academic Achievement of Students*. International Journal of Educational Planning & Administration. Vol.1, number.2, P.162-163.

⁵Travers.John , (1970), *Fundamentals of Educational Psychology*. Scrantom, Pennsylvania: International Textbook Company.p.447.

provides for both academic performance/ achievement and attitude Learning outcome also provides for measurement of specific actions designed to achieve some future behavior. However, learning outcome is more of curriculum content than measurement. In this study, the achievement scores can help the researcher to describe how far the students' ability in English.

The achievement scores also come from the calculation of some test that teachers have made for their students. The researcher also gets another theorist that "achievement refers to school based learning, while ability and aptitude refer to broader learning acquired mostly through nonschool sources such as parents and peer groups. And also states that "an achievement test measures how much the material taught in a given course, or part of one, has in fact been learned." This statement was support by oostehof, he stated that Achievement is a tests that measure students' present status with a set of skills.⁶ Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities. That means achievement test is the measurement tool that teachers give to their students in order to see the effectiveness of the learning process is going in their students. Also with this test, the teachers can see what difficulties that the learners have in their learning process. That means achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning.

The achievement commonly is designed in the scores by test scores or teachers' marks. With these theories, the researcher concludes that

⁶Oosterhof, Albert, (2003).*Developing and Classroom Assessment, 3rd Edition*, New Jersey: Pearson Education, Inc. p.228.

achievement is the accumulative result of learning process. In achievement, the teachers or the students themselves can see how far their learning process that they did.

There are some indicators that related with students' achievement, here is the most common indicator of achievement generally refers to a *student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests*. These include statewide exams, National Assessment of Educational Progress (NAEP) scores. Policymakers know, however, that academic achievement also depends on a child's circumstances and situations, the quality of schools and teachers, and many other factors. Researchers thus have also studied academic proficiency, achievement gaps, graduation and dropout rates, student and school improvement over time, and students' success after high school.⁷ All these factors are indicators of effective schools and teachers. Further complicating the matter is the fact that many public schools serve different student populations in different ways.

Based on the explanation about achievement about, we can concluded that achievement is the result of learning process that students get from the teachers in form of score than the score is getting trough test that teachers' made or a kind of standardized test.

b. Composing Skills

Composing skill is one of an act of writing, this is support with the statement by Adas and Bakir that explain about composing writing is an

⁷John,Cunningham, (2012) *Students' Achievement*: National Conference of State Legislature, June.

intricate and complex task, it is most difficult of all languages to acquire. They also highlight that many students understand the English Language but most of the students face the problem of communicating their ideas effectively. The problem is lack of adequate stock of vocabulary, creativity in writing and several other factors.⁸ Students in senior high school have to master composing writing in order to be able to share what their thoughts and what is on their minds through composing writing. In composing writing, students are hoped able to express many written meanings that have purpose in communication, text structure, etc. To have a composing skill, there are many ways practice compose a text especially compose a text use English language, for example write our daily in paper or diary, describe something with each own word.

Composing are the major thinking or reasoning processes that a writer employs during the act of writing.⁹ Composing writing is the representation of language in textual medium through the use of a set of signs of symbols (known as a writing system). Composing writing is the expression of language in the form of letters, symbol, or words become a paragraph or a text.¹⁰ It means that composing skill is one of write activity which have similar step to create a writing.

The important of compose a writing can find in Holy Quran that describe about scientific develop which happen in human life. In the Al ‘Alaq verse 1-5 Allah says:

⁸Adas, D and Bakir, A, (2013), *Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities*. International Journal of Humanities and Social Sciences, Vol.3. Number.9:May.

⁹Ibid., *Research on English Composition*, p. 1.

¹⁰ Utami Dewi, *How to Write*, Medan: La Tansa Press.P.2

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ
 وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ
 يَعْلَمُ (5)

The meaning:

“Recite in the name of your Lord who created (1). Created man from a clinging substance (2). Recite, and your Lord is the most Generous (3). Who taught by the pen(4). Taught man that which he knew not (5).”

In Al ‘Alaq verse 1-5, God delivers important foundation for humans to develop scientific principles. Because of its importance, Allah revealed this verse as the first revelation given to the Prophet. Iqra, "Read! ".In some contexts, "Read!" That does not just mean reading, but also read nature. The khalaq or "create" mentioned here and after, signifies God wants people also read from anything that He created the universe.

After performing the process of " reading " is, Allah commands people to "write ". This is expressed in the third paragraph which reads " Who taught (man) with representation of Qalam (pen). Qalam said that paragraph many interpreted as Lawhul Mahfudz, which is the book in which it is written all things in the universe. Like wise man, of course, must have a record to store anything that has " read ", be it in the form of written text, the data in the computer, or other.¹¹

¹¹ M.Quraish Shihab, *Tafsir Al-Quran Al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p. 98.

Among the four language skills taught in schools, writing is the most difficult skill to learn. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built.¹²

According to Robert, composition studies is a field in a pre-paradigmatic state, a proto-science of a sort waiting for its first genuine exemplars. It is difficult to argue with this assertion; since I cannot predict the future, and for all we know a complete composition-studies paradigm may emerge tomorrow from completely unsuspected sources.¹³ This shows that the different statement between Rohman and Robbert about composing skill. Robert argue a bigger definition than Rohman statement.

According to Flower and Hayes explain that composing is provide a cognitive account of the writing process, as a linear series of stages, separated in time, and characterized by the gradual development of the written product.¹⁴ They described the act of composing, not as a sequence of stages, but as a set of distinguishable processes that the writer must orchestrate in the act of writing. They general model undoubtedly provides researchers and educators a

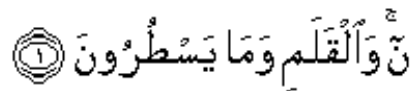
¹² Ratnasari, D., *Improving students' writing skills by using peer editing strategy in the writing process at the 4th Semester of UMM*. Unpublished Thesis. (Malang: Postgraduate Program of Islamic University of Malang, 2004).

¹³ Robert in Cindy Johaneck, *Composing Research*, <https://about.jstor.org/terms>, p.8.

¹⁴ Linda Flower, John R. Hayes, *College Composition and Communication*, Vol. 32, No. 4. p. 367.

clear picture of how a writer's mental processes function during the act of composing. Here are argue that the most superior way of studying composing processes is using some step and rule in writing.

Allah said too in Holy Quran in Surah Al-Qalam Verse 1:



The meaning : “Nun, by the pen and by that which the writers are writing.”¹⁵

Based on the expalaniton above, writing and composing is the act of linguistic skill that presents the language thorough visual symbols, letters, numbers, or words to express and explain the idea for communication.

Hayes and Flower were not satisfied with the simplicity and linearity of Rohman and Wlecke model, contending that the simplistic linear-stage models of composing served better as models of the emergence of the written product than as models of the real writing and thinking processes that writers experience in producing written texts. So they described the act of composing, not as a sequence of stages, but as a set of distinguishable processes that the writer must orchestrate in the act of writing. They also present a model , specifying how these processes are organized.

Their model specifies three main elements that must interact:

- 1.) The task environment. It includes everything outside the writer's skin, including the assignment or exigency for writing, the audience, and

¹⁵ Muhammad Muhsin Khan and Muhammad Taqi-ud-Din Al-Hilali, *Interpretation of the Meanings of The Noble Quran In The English Language*, (Riyadh-Saudi Arabia: Dar-us-Salam Publication, 1999), p. 808.

eventually the written text itself. They stressed that “no matter what rhetorical problem is actually presented to the writer, what finally matters will be the problem the writers represent to themselves in the act of composing”.

- 2.) The writer’s long-term memory (LTM). The writer’s LTM includes not only the writer’s knowledge of the topic but also the writer’s knowledge of writing plans, conventions, genre, rhetorical problems, and so forth. They pointed out that what counts in writing is not what the writer may be informed of but what he is able, or chooses, to draw from his LTM during the act of composing.
- 3.) The writing processes. This element consists of four sub processes: Planning, Translating, Reviewing, and Monitor, which are the major thinking processes that this chapter will focus on:
 - a.) Planning is seen as a very broad activity that includes generating content, organizing it, and setting up goals, but also deciding on one’s meaning, deciding what part of that meaning to convey to the audience, and choosing rhetorical strategies. It includes the whole range of thinking activities that are required before one can put words on paper.
 - b.) Translating is the act of expressing the content of Planning in written English. Hayes and Flower noted that one can distinguish when writers move from Planning (producing notes and doodles) to Translating (producing prose), it does not mean that writers can have a fully formed meaning that they simply express in words.

c.) Reviewing is the act of evaluating either what has been written or what has been planned. They postulated that when the evaluation of a text or a plan is negative, Reviewing often (but not invariably) leads to revision. Reviewing sometimes occurs self-consciously while the writer intends to evaluate the “translated” output. It sometimes occurs automatically when the writer senses the error or illogical expressions during the act of Translating.¹⁶

During the act of composing skill, these is the sub processes (Planning, Translating, and Reviewing) don’t necessarily occur in a fixed sequence. Any of the three can be applied in any order the writing job demands. These sub processes, therefore show the recursive quality that, e.g., in Reviewing the writer can call in Planning and Translating any time necessary.

From the explanation above, it can be concluded that composing skill is skill of writing which pouring ideas into a paper or a book with a specific purpose by arranging words arranged according to a students’ predetermined using their own language.

c. Descriptive Text

According to Gerot and Wignell descriptive text is a text type that used when someone want to tell how something looks, smells, feels, acts, tastes, sound etc. It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating

¹⁶Auksit., *Research on English Composition*. p.3-4.

a mental picture.¹⁷ In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts, qualities, and characteristics of an object that is being described.

According to Warriner, descriptive text is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said that a descriptive text is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.¹⁸

Descriptive text objects to describe someone, something, or certain place.¹⁹ Descriptive text is that domain of writing that develops images through the use of precise sensory words and phrase, and through devices such as metaphor and the sounds of words. We use description to present facts clearly and to show clearly what happening, event by event.²⁰

Description can be useful in other forms of writing, but it can also stand alone. Here are some examples of descriptive writing:

- a.) Physical description may focused on the appearance of a person, place, or thing as well as on its significance.

¹⁷Gerot, L & Wignell, *Making Sense of Functional Grammar*. Sydney: Antipodean educational Enterprises (AEE) Publishing.

¹⁸ John E. Warriner, (1982), *English Grammar and Composition*, (New York: Harcourt, Brace Jovanovich, Publishers), p.327.

¹⁹Artono Wardiman, Masduki B. Jahur, and M. Sukiman Djusman. 2008. *English in Focus for Grade VII Junior High School (SMP/MTS)*. Jakarta: PT. Bengawan Ilmu, Jakarta, p.16

²⁰Tara McCarthy, (1998) *Descriptive Writing*. New York: Scholastic Professional Books, p.5

- b.) Description of ideas use concrete images or analogies to help reader understand abstract or complicated concept.
- c.) Functional description describes the component parts of a whole for practical purpose, such as fixing a bicycle.
- d.) Remembrance illustrate memorable parts of the writer's part by describing a person, place, thing or event.
- e.) Character sketches illustrate the appearance and personality of a real or fictional character.²¹

1.) The Generic Structure and Example of Descriptive Text

According to Gerot and Peter mention that there are two components in the descriptive text as follows:

- i. Identification; identifies phenomenon to be described.
- ii. Description; describes parts, qualities, and characteristics.

In identification component, the student has to identify phenomenon to be described. It means that, in description component, the student has to describe parts, qualities and characteristics of the objects.²²

²¹ Ruby Level. (2001). *Writing and Grammar in Action*. New Jersey, USA: Pentice Hall, p.97

²²Lailatul Husna. dkk. (2013), *Journal English Language Teaching (ELT) An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang*. Vol.1, No.2, July.

Here is an example of descriptive text as bellow:

A Lion

Lions are often called the kinds of the jungle. They can weigh between 250 and 550 pounds. It depends on sex and age they can grow up to be 14 years old in the wild and over the age of 20 years old in captivity.

Identification

They become capable at hunting at age of two and are full grown after 5 or 6 years. Male lion's are distinguish able for their impressive manes, which signifies their masculinity and reflects their health. The darker and thicker the mane, the healthier the lion is. It allows the lion's to appear and frightening to warn off enemies, particularly, humans. The manes also appeals to lioness. It is scientifically proven that the mate more with lions thick and dark manes. Lion with no manes are either genetically inbred or have been castrated.

Description

After find out the explanation of descriptive text, it can be concluded that descriptive text is a view of an image describing word like a people, place, and things than descriptive text shows how something look like, contain of specific function an aim to give information more clearly to the reader so they can imagine what the writer's mean.

Based on the conclusion of achievement in composing skill and descriptive text above, we can concluded that achievement in composing skill of descriptive text is the result or attainment of an ability in compose a view of image describing word like people, place and things or ability in compose a text which shows how something look like.

2. Habit in Writing a Diary

a.) Habit

In the American Journal of Psychology, it is defined in this way: “A habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience”. Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks²³. Habits are sometimes compulsory. The process, which new behavior become automatic is habit formation. Old habits are hard to break and new habits are hard to form because the behavioral patterns we repeat are imprinted in our neural pathways, but it is possible to form new habits through repetition.

As behavior is repeated in a consistent context, there is an incremental increase in the link between the context and the action. This increases the automaticity of the behavior in that context. Features of an automatic behavior are all or some of efficiency, lack of awareness, unintentionally, uncontrollability.

From the definition above it can be concluded that habit is something that always human do in their daily activity, do it with consistence everyday or every human want to have an activity or doing something.

b.) Writing a Diary

In language learning skills there are listening, speaking, reading and writing. Listening and reading are passive skills whereas speaking and writing

²³<https://en.wikipedia.org/wiki/Habit>. Accessed on Sunday, 28 June 2020

are active skills.²⁴ Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richards and Renandya, “writing is the most difficult skill for second language learners to be master”.²⁵ Writing is the final product of some separate act that are hugely challenging to learn simultaneously. Among these separable act note-taking, identifying a central idea, outlining, drafting and editing. It is difficult to start writing a report, for example, without a central idea and notes to support it. Often, the more detailed an outline, the easier is the writing . people frequently find that they can finish faster by writing a first draft quickly and then editing and revising the draft.²⁶

The etymological origins of diary and journal reveal both to be daily records, but a journal may focus more exclusively on an individual’s ideas, emotions, and activities. Diary, journal, and notebook, may serve as a record of the past; as a storehouse of ideas; as a scientific record of both past and future experiments; or as a detailed account of a private world. Notebooks, moreover, allow writers to record information for future use and to explore personal feelings and conflicts. They also enable writers to practice the craft of writing. The writers, then, will be the audience of the writing both at the moment and at some time in the future.²⁷ Diary can also be defined as a daily log that records the events that happen during the day. It is updated on a daily

²⁴Dr. Y.K. Singh, (2007), *Teaching of English*. New Delhi: Chaman Enterprises, p.200

²⁵Jack C. Richards and Willy A, Renandya, (2002), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge University Press, p.303

²⁶Wallace, Trudy, Winifred E. Stariha and Herbert J. Walberg, (2004), *Teaching Speaking, Listening, Writing: Educational Practices Series-14*, p.15

²⁷Elizabeth Penfield and Nancy Wicker, (1985), *The Writer’s Roles: Readings with Rhetoric*, US: Scott Foresman Company, p.15.

basis, private and written for an audience of one.²⁸ A diary is usually handwritten that is used to express personal feelings, thoughts, and experiences on daily basis, arranged by date and it is not for publication.²⁹

Diary is a book that we write with our hands (handwritten) where we share our feelings, thoughts, and experiences, on daily basis. It is, moreover, private and personal, that not many people can read it but the author. The term diary and journal are often used interchangeably such as by Curtis and Bailey.³⁰ But, in other literatures, diary and journal are referred to different things. Clouse states that a journal is not a diary because it is not a record of your daily activities. It is, however, an account of your thoughts and reactions to events.

Bailey stated that diary study is a first personal account of a language learning or teacher experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events.³¹ Diary writing is a form of sustained silent writing. Sustained silent writing requires students to fill up a period of time writing.

Diary can also be defined as a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one.³² A diary is usually handwritten that is used to express

²⁸ Taqi et al., (2015), *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, British Journal of Education, Volume 3, Number 2, February, pp.76.

²⁹ *Ibid.*, *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, pp.77.

³⁰ Curtis and Bailey as cited in Nofi Yulianti,(2014), *Improving the Writing Skills through Diary Writing*, a thesis at Yogyakarta State University, pp.18.

³¹ Bailey in Mutia Nurmalasari,(2019). *The Correlation Between Students' Habit in Writing Diary and Students' Ability in Writing Recount Text*, Vol.10, No.01.

³² Aukst., *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, p.79.

personal feelings, thoughts, and experiences on daily basis, arranged by date and it is not for publication.

Diary is essentially important notes about experiences, thoughts, and feelings which are written every day by someone. Diary has two categories. First diaries that are personal or individual or private. This diary belongs to the individual. Diary of this kind is made, read, and used by individuals. The content related to personal issues. Therefore, other people should not read it. Second the diary of a general nature. The diary usually belongs to an institution. Diary of this kind is made, read, and used by or on behalf of the institution. Both types diary can be expression, feeling, and thinking.

Harmer state that diary is to reflect something happened in written form. He, moreover, states that there are several benefits of writing diary or journal. By writing diary or journal, particularly for teaching and learning of writing, we can get the value of reflection, freedom of expression, development of writing skill, and student-teacher dialogue. Here is the benefit of diary by harmer as follows :

b. The value of Reflection

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

c. Freedom of expression

Diary allows student to express feelings more freely than they might do in public.

d. Developing writing skill

Diary writing contributes to a student's general writing improvement.

e. Student-teacher dialogue

Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level. When a teacher writes to a class and says, "you can write to me on any subject and I will reply. But do not worry, I will not show it to anybody else", the student knows he has a channel of communication that was not there before.³³

After find out the explanation of writing a diary, it can be concluded that writing a diary is writing activity that always someone do regularly to share their experience in daily activity, share someone feelings, though in a book.

Based on the conclusion of students' habit and writing a diary, we can concluded that students' habit in writing a diary is regular activity in writing that always do in consistence which express ideas, experiences, thought then encouraged them to write frequently on their own by keeping a book.

3. The Correlation between students' habit in writing diary and achievement in composing skills of descriptive text

Composing skill has a deep relation with writing habit which is one of the important aspects in learning process. Composing skill is cognitive process and one of language skill use hand to transform what students' think in their mind, then they can express it in a diary writing. It support by Horny's explanation about the relation of composing skills and habit in writing, he state

³³ Jeremy Harmer, (2004), *How to Teach Writing*, England: Pearson Education, p.25.

that composing writing means to write something and compose it in a written form to give some information on a sheet of paper, book, or in the appropriate places on a form.³⁴

Composing skill of descriptive text is needed to explore the creativity of students' thinking in describe an object. It can be a written form in expressing ideas, feelings and opinions how the object look like. It is not as simple as image, because students usually more able to speak than to write. But, having a writing habit in diary is so simple because what the students want to write they just write it. Students can share their ideas as they want in their diary. This support as Rebecca state that diary is a daily note or personal writing, means that writing for yourself.³⁵ It can be like a record of daily events, a holiday or trip, a record what you have learnt, a life problem, and reminder note. Students can write whatever they like.

Having a habit in writing a diary, the students can improve their vocabulary and understand some other aspects of language.³⁶ When writing a diary, people take spaces for spaces for each day for some period. It can be for a month, even for a year. Writing in a diary everyday makes people to be accustomed to writing. If people write the diary in English everyday, it will also make students accustomed to English. By writing a diary in English, students are facing English everyday. Later they will be very fluent in English composing their experiences. Fluent in English composing means that the

³⁴Hornby, A.S. (1995), *Oxford Advance Learner's Dictionary*. New York:Oxford University Press, p.182.

³⁵Steinitz.Rebbeca. (2009), *writing diaries, reading diaries: the mechanics of memory*, Univercity of Califonia:USA, p.47.

³⁶Liunokas. (2016), *The contribution of reading activities toward the students writing performance*, Ethical Lingua, p.2.

students can compose easily. Composing easily can be interpreted as compose a writing without mistakes. The students make a composition without doing wrong things in the writing product, it means that the product of the writing is accurate. Compose an English writing fluently is also said as writing English easily.

B. Related Study

There are some researches that have same field with this research, so it can be used as the related study of this research. Sri Wahyuni has done a research about "The Correlation between Students Habit in Writing a Diary and Students Ability and Mastering Vocabulary". In her research shows that r_o is higher than r_t , it can be said that there is a significant correlation between students habit in writing a diary and mastering vocabulary at the first year students of MAS Aisyiyah Medan. By using analysis of product moment, the writer got r_o is 0,774. It means that correlation of both variables is high enough correlation or moderate related variables. And finally her finding shows that there is positive correlation between students habit in writing a diary and mastering vocabulary. She suggested that the teacher should always conduct or teach writing study to the students in order to make students often practice their English, as a stimulus to the students in order to facilitate them teaching and learning process of English as second language.

Rahman has done a research about "The Correlation between Students Mastering Tenses and Students' Ability in Building up Complex Sentences at SMU Muhammadiyah 03 Medan". The population of this research was all of

the second year students of SMU Muhammadiyah 03 Medan. They were 210 students. The sample was 67 students. In collecting the data, he used the observation, interview, and the test. He used. The product of moment formula is to analyze the data. He found $r_0 = 0,758$, which $r_{table} = 0,245$. It means that r_0 is higher than r_{table} . So the conclusion of the research is that there is a positive correlation between mastering sentences and students' ability in building up complex sentences.

After collected and read the related studies above, this research decided to analyze the Correlation between students' habit in writing a diary and achievement in composing skill of descriptive text. All of these related studies is different with this research, because this research have different focus, but they have similarity in the research objectives and can give a lot on information related to this research.

C. Conceptual Framework

Students' habit in writing a diary is significant correlated with achievement in composing skill because achievement in composing skill is impossible to be mastered without a habit of writing. If the students familiar with daily writing activity, they would find easy way to achieve a good performance in compose their daily activity in a diary book and help them in compose a descriptive writing.

Students, who familiar with daily writing activity would find easy way to compose their daily activity in a diary book and they will find easy way to write a descriptive text. With a little theory explained, giving new vocabulary

to enrich their vocabulary in English. Lead them to always practice their habit in writing and their daily writing activity use English language in a book, they will be easier to have composing skill in writing their activity and ability in writing descriptive text than the students who do not familiar with daily writing.

A good composing writing and the ability to construct good composition help the students to be able to convey their thought. Moreover teaching English in Indonesia is focused on communication that can be oral or written communication. It also helps them to do well on English test since many test of school include the writing test.

Many scientists said that writing is very important aspect in learning English based on its function and its benefit. This statement relate to Rodrigues said that writing is one of the most important things you do in college³⁷. Writing is one of the most important things you do in school. Good writing skills play an important role in the success, whether it's writing a report, proposal or assignment in school. More over teaching English in Indonesia is focused on communication that can be oral or written communication.

The students are hoped to have the ability to comprehend the composing skill of a textbook. But in fact, many students have problems in having composing skill and writing. The students still have less ability to compose an English text, grammar and structure. The correlation between students' habit in writing a diary and composing skill of descriptive text can be seen from the

³⁷Gebhardt and Dawn Rodrigues, (1998), *Processes and Intention*, Houghton Mifflin, p.1.

result of the learning. To conduct this research, the researcher will be used questionnaire and writing test in order to find out if there are any correlations.

D. Research Hypothesis

Based on the explanation of the conceptual framework above, the hypothesis of this research is there is a significant correlation between students' habit in writing a diary with composing skill of descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

This research done at Yayasan Medan Generasi Impian, which located at Jl. Gunung Sinabung no.03 Muchtar Basri. It is an informal education called foundation, the location is near of UMSU Medan in muchtar Basri street. The researcher have do the real teaching on observation in this school the researcher found that the student have a problem in composing skill. From the result of little observe and brief interviewed with the English teacher, the students in this foundation have a big interest in art class, but the teacher also taught about composing skill. The teacher lead the students how to compose their activity used their own word and the teacher also gave an instruction to compose using English. So, the English teacher hope that research about the correlation of students habit with composing skill can help, bring up the innovation in learning and teaching activities.

B. Research Designs

The design of this research included in correlation research. Yamin state that Correlation research is a research intent on know the correlation between two variables or more than two variable or correlation between independent variable and dependent variable. Correlation research is quantitative research in which investigators measure the degree of relation between two or more variables using the statistical procedure of correlation analysis. Correlation research was aimed to show a relationship between two

variables or more by analyzing the data of the research. This research will explain how strong the correlation between students' habit in writing a diary and composing skill of descriptive text.

The basic design for correlation research was straight forward. First, the researcher specified the problem by asking a question about the relationship between the variables of interest. The variables selected for investigation were generally based on a theory, previous research, or the researcher's observations (Ary, 2006:352). The researcher specified the population of interest and draws a purposive sample from that population. Finally, the researcher collected the quantitative data on the two or more variables for each of the students in the sample and then calculated the coefficient of correlation between the paired scores.

C. Population and Sample

1. Population of the Research

A population is the group of all individual , organizations, artifacts that could be involved in the study.³⁸ After we identified the analysis unit so, the researcher will identification the target population. Identifying the target population require the decision criteria to determine the case which one be participate and which one not be participate.³⁹

The population of this study is the students in the grade X Yayasan Medan Generasi Impian kec. Medan Gaharu kota Medan. The population of

³⁸ Diane C. Blankenship, (2010). *Applied Research and Evaluation Methods and Recreation*, USA : Human Kinestics, p.82.

³⁹ Syaokani, (2015). *Metode Penelitian Pedoman praktis dalam bidang pendidikan*, Medan: perdana publishing, p.24

this research is the second year students of Yayasan Medan Generasi Impian.

There is class of the second year students that consist of 34 students.

2. Sample of the Research

According to Arikunto, Sample is certain number of the whole population of object obtained of variable on the field.⁴⁰ The researcher take class Middle Class. This class consist of students in junior high school grade two and three. The researcher take this class as the sample of the research. In constructing or selecting a sample that derived from a population. In this research, all the population and the sample described in the following table:

Table 3.1

Sample of the Research

No	Number of Class	Number of Students	Sample
1	Higher Class	28	28
Amount			28

Source: Medan Generasi Impian 2019/2020

According to Hadi sampling is the ways of doing to get a sample. Sampling was constituted to choose some of individual process in research so they or individual as a voluntary. Sampling is the way to take sample. *Total population sampling* was used in this research. Total population sampling is a type of purposive sampling which all members of population (the members whom join in a research) become the sample of the research.

⁴⁰Arikunto Suharsimi, (1998), *Prosedur Penelitian Suatu Pendekatan Praktek*, Yogyakarta: Rineka Cipta, P.5

D. Research Instrument

1. Composition Test

a. Conceptual Definition

Achievement in Composing skills is the result of learning process an ability in arrange own word to express ideas, experience, feelings and many things then produce a story writing. We can called composing skill as storytelling skill.

b. Operational Definition

Achievement in Composing skills is the score that students obtained in English composition.

c. Specification

Table 3.2

Specification of Research Instrument

Indicator	Language Skill and component	Types of Test	Description Items of Test
1. The Task Environment	Achievement in Composing Skills of Descriptive Text	Composition test	include everything outside the writer's skin, including the assignment or exigency for writing, the audience, and eventually the written text itself.
2. LTM (Long Term Memory)			
3. Writing Process			

		<p>is able, or chooses, to draw from his LTM during the act of composing.</p> <p>It conclude the element of four sub processes: Planning, Translating, Reviewing, and Monitor, which are the major thinking processes</p>
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d. Calibration

In achievement in composing skill, the researcher used a test to measure how far the students achievement in composing skill. The researcher used instrument that have been agreed by advisor, the references that researcher used was from some trust resources like LKS books in senior high school and from some research that have been used to measure students' achievement in composing skills. In measuring the achievement students' composing skill of descriptive text, the researcher used composition test that can survey the accurate data. To determine composition test, the researcher use Content and Face validity.

- 1.) Content validity is a logical process where connections between the test items and the job-related tasks are established. If a thorough test development process was followed, a task analysis was properly conducted, an appropriate set of test specifications were developed, and

item writing guidelines were carefully followed, then the content validity of the test is likely to be very high.⁴¹ The researcher can determine the students' composing skill of descriptive text based on the generic structure.

2.) Face Validity is determined by a review of the items and not through the use of statistical analyses, face validity is not investigated through formal procedures and is not determined by subject matter experts. Instead, anyone who looks over the test, including examinees and other stakeholders, may develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. While it is clearly of some value to have the test appear to be valid.⁴² By using this validity, the researcher may measure how the students can describe their idea without any rules, they just explore their daily activity then compose it in a writing.

2. Questionnaire

a. Conceptual Definition

Students' Habit in writing diary is consistence activity in writing that students always do it regularly by putting, express or share ideas, feelings, experience and many things using individual own word in a book.

b. Operational Definition

Students' Habit in writing diary is the score of consistence activity after the students feeling up the questionnaire.

⁴¹Professional Testing Inc, (2006), PTI, p.1.

⁴²Ibid., *Professional Testing Inc*, p.2

c. Specification

Table 3.3**Specification of Research Instrument**

Indicator	Language Skill and component	Types of Test	Description Items of Test
1. Thinking and Willing 2. Feeling and awareness 3. The students interest 4. Students environment 5. Students' daily activity	Students' Habit in Writing a Diary	Questionnaire	The questionnaire consists of 15 items. The form of the items is a multiple choice. And there are three alternative options, marked A, B, and C. each option will be scored A = 3. B = 2, and C = 1. Based on the scope option, the students choose the answer A for each number. It means that the students will get higher score. In other hand the students are not given for all items or answer C, they will get the lowest score.

d. Calibration

To know the accurate data, the researcher used questionnaire to measure students' habit in writing a diary. The researcher designed an evaluation task, the writing of multiple option questions is a specialized task that requires

personnel with experience and training. It support by Verplanken and orbell developed the SRHI (Self-Report Habit Index), they state that a short measure of habit strength accounting for these aspects of habit.⁴³ Continued by Verplanken, he state in the SRHI has showed excellent internal consistency; content, discriminant, and predictive validity were good for a variety of different behaviors such as health behavior, social chatting, transportation mode choices, and mental habits.⁴⁴ There are several approaches claiming to measure writing habit. Questionnaires are frequently used but often consist of only one to a few items assessing writing frequency or directly asking about writing habit. Measures of behavioral frequency have been criticized as described above.⁴⁵

To determine students' habit in writing a diary, the researcher use Concurrent Validity. Concurrent Validity is a statistical method using correlation, rather than a logical method. Examines which students that have masters or non-masters on the content measured by the test are identified. This test is administered to them under realistic exam conditions. This validity used to know the relationship is estimated between the examinees' known students' classification as masters or non-masters based on the question. This type of validity provides evidence that the test is classifying examinees correctly. By using this validity, the researcher may know the how the stronger the

⁴³Verplanken,B. and Orbell,S, (2003). *Reflections on past behavior: a self-report index of habit strength .J. Appl. Soc Psychol*, P.33.

⁴⁴Verplanken, B, (2006). *Beyond frequency: habit as mental construct. Br. J. Soc. Psychol*, p.45

⁴⁵OECD, (2010). *PISA 2009 Results: Learning Trends. Changes in Student Performance Since 2000*. Paris: OECD, p:10.

correlation between students' habit in writing a diary with their ability in compose a text.

E. Technique of Analyzing Data

The main purpose of this research was to find out the correlation between students' habit in writing a diary and achievement in composing skill of descriptive text. Therefore correlational research is used to analyze the data. The figure that students' habit in writing a diary as an independent variable (X) and achievement in composing skill of descriptive text as dependent variable (Y).

In analyzing the data, the following steps would be done.

1. Scoring
2. Students' answers.

Table 3.4

The Value of students' scoring in Questionnaire

Optional for the Questionnaire	Value
Strongly Agree / Sangat Setuju (SS)	5
Agree / setuju (STS)	4
Netral / Netral (N)	3
Less Agree / Kurang Setuju (KS)	2
Disagree / Tidak Setuju (TS)	1

3. Separated the students' score in questionnaire and composition test of descriptive text.

4. Listing their score in two tables, first table for questionnaire score (X) and the second for the composing skill of descriptive text score (X).
5. Correlated both of the data by using Person's Product Moment. This research aim to find out the correlation between habit in writing a diary and composing skill of descriptive text. The formula as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Where:

r_{xy} : coefficient between two variables of students' habit in writing a diary and mastering vocabulary.

N : The total sample

X : The students' habit in writing a diary

Y : The students' composing skill of descriptive text

$\sum X$: The total score of variable X

$\sum Y$: The total score of variable Y

$\sum XY$: The total score between variable X and Y

F. Statistical Hypothesis

The statistical hypothesis of this research as follow:

1. $H_a = n_a \neq n_b$

It shown that there is no significant correlation between students' habit in writing a diary and composing skill of descriptive text.

2. $H_0 = n_a = n_b$

It shown that there is a significant correlation between students' habit in writing a diary and composing skill of descriptive text.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The data of this research was obtained from the students' questionnaire and students' descriptive text test. The researcher used two variables namely students' habit in writing a diary as X and students' achievement composing of descriptive text as Y variable. By collecting the data, the researcher found some findings described below:

a. Data Description

Table 4.1

The Students' Scores in Questionnaire Test

No	Students' initials	Students' answer																		Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	ABB	3	2	3	3	2	2	2	1	1	5	4	1	3	3	3	3	5	3	49
2	APT	3	3	2	1	1	1	2	2	3	3	2	3	2	3	3	3	3	2	42
3	AI	4	3	3	1	3	1	1	1	1	1	5	3	3	1	3	1	1	3	39
4	AS	4	4	4	5	5	5	5	5	4	5	5	4	3	5	5	4	5	5	82
5	AW	5	5	5	5	2	2	2	4	1	3	1	3	4	1	4	3	3	1	54
6	CSL	5	3	3	5	4	5	4	5	5	3	5	3	3	5	4	4	5	5	76
7	DYR	4	2	4	1	1	1	2	1	4	5	4	3	3	2	4	5	5	4	55
8	FA	4	2	4	1	1	1	2	1	4	2	4	3	3	2	4	5	3	4	50
9	GK	4	3	3	3	4	2	5	5	3	4	2	2	3	5	1	1	2	4	56
10	IS	4	4	3	3	3	3	3	3	3	4	1	1	3	3	2	3	2	3	51

11	JA	4	4	2	1	1	5	5	5	5	1	1	5	2	4	3	4	1	3	56
12	MSAS	3	2	2	1	2	2	3	2	2	2	2	1	2	3	1	1	1	2	34
13	MA	5	5	5	5	4	5	4	5	5	5	5	1	1	5	1	1	1	1	64
14	MMM	4	3	3	3	2	2	2	2	2	2	2	2	2	2	1	1	1	1	37
15	MIS	3	2	3	4	3	2	2	1	2	5	5	1	3	3	2	3	5	1	50
16	MP	3	4	3	1	1	1	5	5	5	1	1	3	1	4	3	4	1	3	49
17	NS	4	4	4	4	2	2	2	4	2	4	4	2	2	2	2	2	4	4	54
18	NP	3	1	3	2	1	1	2	1	1	5	5	1	3	3	2	3	5	1	43
19	RJ	4	4	5	5	5	3	4	3	3	2	5	1	3	4	2	4	5	3	65
20	RFS	3	2	5	1	2	5	3	2	2	3	2	1	5	5	4	1	5	3	54
21	RP	1	1	3	2	1	1	1	1	1	5	1	3	1	3	3	3	5	1	37
22	RIH	3	1	3	4	1	1	1	3	5	5	1	3	3	2	3	3	5	1	48
23	SR	4	4	3	5	5	3	4	4	4	2	1	2	1	4	2	4	4	1	57
24	SIMP	4	4	3	3	4	3	2	2	2	4	2	1	2	2	2	2	1	1	44
25	SK	4	4	4	4	2	2	2	4	2	4	4	2	2	4	2	2	4	4	56
26	TS	3	2	2	3	2	3	1	1	1	5	2	1	1	3	1	1	1	2	35
27	VP	3	2	3	3	1	3	1	3	5	5	3	3	2	3	3	3	5	3	54
28	WAS	3	3	3	3	2	2	1	1	1	2	3	1	2	3	1	1	1	2	35
Amount																			1426	

The researcher took 28 students from one class 28 students in higher class as the sample. From the data above we can obtain the information that the lowest score in questionnaire test is 34 and the highest score is 82. The result of this questionnaire was defined as variable X.

Then the average score for each student is shown in the following calculation:

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

$$= \frac{1426}{28}$$

$$= 51$$

$$= 51 \text{ (Rounded)}$$

Which:

M_x = the average score

$\sum x$ = total scores of students' habit in writing a diary

N = total number of students

Table 4.2

The Students' Scores in Composition Test

No	Students' Initial	Total Score
1	ABB	65
2	APT	90
3	AI	90
4	AS	85
5	AW	80
6	CSL	85
7	DYR	88

8	FA	70
9	GK	90
10	IS	78
11	JA	90
12	MSAS	86
13	MA	88
14	MMM	90
15	MIS	75
16	MP	75
17	NS	65
18	NP	68
19	RJ	88
20	RFS	90
21	RP	80
22	RIH	68
23	SR	88
24	SIMP	70
25	SK	70
26	TS	78
27	VP	65
28	WAS	75
Amount		$\Sigma y = 2230$

The students' scores in those tests are varied. The score of the students' scores was calculated based on the best sentences picked and the coherence between identification and description of the descriptive text. Based on the data, we can see that the highest score is 90 and the lowest score is 65. The result of this descriptive text test is defined as variable Y which will be influenced by variable X.

Based on the table above, it could be calculated the average of the students' score in composition test as following:

$$\begin{aligned} My &= \frac{\sum y}{N} \\ &= \frac{2230}{28} \\ &= 79.64 \\ &= 79 \text{ (Rounded)} \end{aligned}$$

Which:

My = the average score

$\sum y$ = total scores of students' narrative text

N = total number of students

Table 4.3
Score of Both Test

No	Students' Initial	X	Y
1	ABB	49	65
2	APT	42	90
3	AI	39	65
4	AS	82	85
5	AW	54	80
6	CSL	76	85
7	DYR	55	88
8	FA	50	70
9	GK	56	90
10	IS	51	78
11	JA	56	90
12	MSAS	34	86
13	MA	64	88
14	MMM	37	70
15	MIS	50	75
16	MP	49	75
17	NS	54	65
18	NP	43	68
19	RJ	65	88
20	RFS	54	90

21	RP	37	80
22	RIH	48	68
23	SR	57	88
24	SIMP	44	70
25	SK	56	90
26	TS	35	78
27	VP	54	90
28	WAS	35	75
Amount		$\sum x = 1426$	$\sum y = 2230$

The calculated of the score showed that the average of students' achievement in questionnaires was 51 and the average of composition test was 79. Based on the data scoring, this research want to analyze the correlation between students' habit in writing a diary and achievement in composition of descriptive text.

Here is the data of variable (X) and variable (Y), which show $\sum x = 1426$ and $\sum y = 2230$. We can look at this data, the result showed that the questionnaires score may support the composition test of descriptive text as well. From the data above the researcher can take a simple conclusion that many students who got a good score in questionnaire, they got a good score also in composition test of descriptive text. For these reason, the researcher saw that there is correlation between students' habit in writing a diary and achievement composing skill of descriptive text. To get the valid answer the researcher used the analysis and interpretation of the data.

b. Analysis Requirement Testing

In analysis requirement testing, the researcher should move forward to the previous chapter. In the first chapter mention the formulation and the objectives of the study. It consisted of; to find out whether there is a significant of correlation between students' habit in writing a diary and achievement in composing skill of descriptive text.

a.) The Significant Correlation Between Students' Habit in Writing a Diary and Achievement in composing skill of Descriptive Text.

The students' achievement in composing skill could be analyzed by using correlation formula. Before analyzing the correlation, the researcher summarized the students' achievement both of questionnaire test and composition test.

Table 4.4

Students' score in Questionnaire about Habit in writing a diary (X) and

Data of achievement in composing skill of descriptive text (Y)

No	Students' Initial	X	Y	X²	Y²	XY
1	ABB	49	65	2401	4225	3430
2	APT	42	90	1764	8100	3990
3	AI	39	90	1521	8100	3705
4	AS	82	85	6724	7225	7790
5	AW	54	80	2916	6400	4590
6	CSL	76	85	5776	7225	6460
7	DYR	55	88	3025	7744	4950

8	FA	50	70	2500	4900	3750
9	GK	56	90	3136	8100	5320
10	IS	51	78	2601	6084	4080
11	JA	56	90	3136	8100	5320
12	MSAS	34	86	1156	7396	3060
13	MA	64	88	4096	7744	6080
14	MMM	37	90	1369	8100	3515
15	MIS	50	75	2500	5625	3900
16	MP	49	75	2401	5625	3822
17	NS	54	65	2916	4225	3780
18	NP	43	68	1849	4624	3010
19	RJ	65	88	4225	7744	5850
20	RFS	54	90	2916	8100	5130
21	RP	37	80	1369	6400	3145
22	RIH	48	68	2304	4624	3360
23	SR	57	88	3249	7744	5130
24	SIMP	44	70	1936	4900	3300
25	SK	56	70	3136	4900	4200
26	TLS	35	78	1225	6084	2800
27	VP	54	65	2916	4225	3780
28	WAS	35	75	1225	5625	2730
Amount		$\Sigma x=1426$	$\Sigma y= 2230$	$\Sigma x^2= 76288$	$\Sigma y^2= 179888$	$\Sigma xy = 3179980$

Based on the data above, the correlation was calculated as the following:

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2)}}$$

Which:

$$N = 28$$

$$\Sigma X = 1426$$

$$\Sigma X^2 = 76288$$

$$\Sigma Y = 2230$$

$$\Sigma Y^2 = 179888$$

$$\Sigma XY = 3179980$$

$$\begin{aligned} r_{xy} &= \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2)}} \\ &= \frac{28 \cdot 3179980 - (1426)(2230)}{\sqrt{(28 \cdot 76288 - (1426)^2)(28 \cdot 179888 - (2230)^2)}} \\ &= \frac{89039440 - 3179980}{\sqrt{(2136064 - 2033476)(5036864 - 4972900)}} \\ &= \frac{85859460}{\sqrt{(102588)(62831)}} \\ &= \frac{85859460}{\sqrt{6445706628}} \\ &= \frac{85859460}{80258158} \\ &= 1,089 \end{aligned}$$

After calculating the coefficient correlation between the two variables, the calculated value of r_{xy} was 1.089. The value of r -table with the subject ($N=28$) at level 5% was 0.361. It shows that r_{xy} was bigger than r -table ($1.089 > 0.361$). It means that there is significant correlation between the students' habit in writing a diary and achievement in composing skill of descriptive text.

The interpretation of number correlation r score are presented as the following table:

Table 4.5

Interpretation of Number Correlation r Score

No	r Score	Interpretation
1	0.00 – 0.20	The correlation is very low
2	0.20 – 0.40	The correlation is low
3	0.40 – 0.60	The correlation is middle
4	0.60 – 0.80	The correlation is high
5	0.80 – 1.00	The correlation is very high

Based on the interpretation table above, the result showed that the correlation of both variables are very high because the score of r_{xy} is 1.089.

c. Hypothesis Testing

After knowing the interpretation, the researcher in order to know the significance between the variable of writing a diary and achievement in composing skill of descriptive text was done by using the formula:

$$r = \frac{r_{xy} \sqrt{n-1}}{\sqrt{1-r^2}}$$

$$r = \frac{1,089\sqrt{28-1}}{\sqrt{1-1,1427}}$$

$$r = \frac{1,089\sqrt{27}}{\sqrt{1-1,1427}}$$

$$r = \frac{1,089 \times 5,1961}{\sqrt{-0,1427}}$$

$$r = \frac{5,5546}{0,3777}$$

$$r = 14,683$$

$$r_{\text{observed}} = 14,683$$

To know the correlation of two variables in a = 0.05 significance, the researcher used r-table with the formula:

$$Df = N - nr$$

$$= 28-2$$

$$= 26$$

Note:

Df = degree of freedom

N = total number of students

Nr = number of variables (X and Y)

The researcher has mentioned the hypothesis before from the hypothesis the researcher has criteria of test hypothesis:

- a. If $r\text{-observed} > r\text{-table}$

The alternative hypothesis (H_a) is accepted and H_o is rejected. It means there is correlation between students' habit in writing a diary and achievement in composing skill of descriptive text.

- b. If $r\text{-observed} < r\text{-table}$

The alternative hypothesis (H_a) is rejected and H_o is accepted. It means there is no correlation between students' habit in writing a diary and achievement in composing skill of descriptive text.

Based on the table of significance, it can be seen that $Df = 26$ we get the point 1.706 on the r-table for $\alpha = 0.05$ degree of significant. So it means that t-calculated is bigger than r-table ($3.195 > 1.706$). From that result, it means that H_a was accepted and H_o was rejected. So the researcher concludes there was significant correlation between students' habit in writing a diary and achievement in composing skill of descriptive text.

B. Discussion

By collected and analyzing the data, it was explained that there was a correlation between students' habit and achievement in composing skill of descriptive text ;

1. Based on the result above, it was found that mean of students' habit in writing a diary is 51 (rounded)
2. Based on the result above, it was found that mean of achievement in composing skill of descriptive text is 79 (rounded)
3. Based on the result above, it was found that the value of r_{xy} was 1.089. The value of r-table with the subject (N=28) at level 5% was 0.361. It shows that r_{xy} was bigger than r-table ($1.089 > 0.361$).
4. Based on the result above, it was found the table of significance, it can be seen that $Df = 26$ we get the point 1.706 on the t-table for $\alpha = 0.05$ degree of significant.
5. After identified the data, it means that r-observed is bigger than r-table ($3.195 > 1.706$). Based on the result, it means that H_a was accepted and H_o was rejected. This research can categorized has relation in variable X and variable Y, the researcher got the answer that there was significant correlation between students' habit in writing a diary and achievement in composing skill of descriptive text.

From the result of statistic has shown that students' habit in writing a diary has a correlation with achievement in composing skill of descriptive text. It means that students who familiar with writing a diary or on another writing activity has the high score. The higher students' habit in writing a diary or write their activity in a book influence their score in the test, they also achieved the higher score in composing skill of descriptive text. Then the

lower students' habit in writing a diary has lower achievement in composing skill of descriptive text.

By using correlation test it calculated the correlation coefficient 1,089, then the significant test by test got the value $r = 14,683$, while $r_{table} (0,05) = 1,076$. In this result showed that students' habit in writing a diary and achievement in composing skill of descriptive text has significant correlation.

This result of this research become an evidence as Adas and Bakir that explain about composing writing is an intricate and complex task, it is most difficult of all languages to acquire. They also highlight that many students understand the English Language but most of the students face the problem of communicating their ideas effectively. The problem is lack of adequate stock of vocabulary, creativity in writing and several other factors.

This evidence relate with the related study as Sri Wahyuni said in her suggestion, she suggested that the teacher should always conduct or teach writing study to the students in order to make students often practice their composing skill and their ability in English, as a stimulus to the students in order to facilitate them teaching and learning process of English as second language. Sri Wahyuni researched has the quite same way to calculate the data then the same first variable (X) but different in the second variable (Y).

As Arief Rahman found that $r_0 = 0,758$, which $r_{table} = 0,245$. It means that r_0 is higher than r_{table} . The conclusion of his research has a positive correlation, it means that, this study can be categorized have a positive correlation between students' habit in writing a diary and achievement in composing skill of

descriptive text. Arief Rahman researched has quite same way to calculated the data of this research and has the different in the variable used.

As Liunokas said before, he stated that having a habit in writing a diary, the students can improve their vocabulary and understand some other aspects of language. It is realized that the fact is one of effort to solve the lowest of composing skill and students' habit in writing a diary. The English teachers have to know and understand of students' interest to increase their spirit to study English. Writing diary habit can be an interesting alternative way to learn English especially in composing skill. The English teacher also needs to show how important writing habit is in daily life to reach a good achievement in students' learning process.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusions

After analyzing the data, here is the conclusion can be drawn; based on the result of the questionnaire above, from 28 students as the population and sample got average about 51 (rounded). Based on the result of composition test, the students got average 79. From this result means there was significant correlation between students' habit in writing a diary and achievement in composing skill of descriptive text. It was shown the result of $r_{xy} = 1,089$, based on the table interpretation the correlation between students' habit in writing a diary and achievement in composing skill of descriptive text was very high. Then it also shown from the result that r_{xy} was bigger than $r_{table} = 1,076$ ($1,089 > 1,076$) It means that H_a was accepted and H_0 was rejected.

B. Implication

The implication are drawn from research findings. The research came with a finding that there is a significant correlation between students' habit in writing a diary and composing skill of descriptive text. Moreover, this research implies students' habit in writing a diary with the students' achievement in composing skill of descriptive text.

Considering the conclusions drawn above, it implies that habit in writing a diary is capable to promote the achievement in composing skill of descriptive text in which it can be seen from the progress of the students' composition

scores. The students who like writing a diary have a good generic structure of descriptive text than students who don't like writing a diary. It is expected that the teachers were recommended to lead the students practice their writing by writing their activity in a diary in order to reach a good achievement in composing skill of descriptive text. Students were motivated and got new vocabulary if they write every activity in English regularly. Therefore, it implies that habit in writing a diary can practice students' composing skill and help them to explore and transmit their ideas into writings without any rules so that the students are able to compose descriptive text.

By motivating the students to have a diary and write their activity regularly using English, teachers can emphasize a communicative aspect in teaching and learning process of composing activity. In teaching compose descriptive text is need for various techniques or methods to make the students more interested and easy in composing skill, especially in composing descriptive text. Composing skill in English is not only constructing the position able to compose a text using the target language. When the process of learning composing descriptive text in English subjugated with the generic structure, the students will find it difficult to compose descriptive text in English since they have to be correct in grammar.

By leading and motivate the students to write in a diary, it can make students have familiar in compose a text. Because writing our daily activity in a book can be inspire and excite the mind beside that students will get a new vocabulary in writing. This suggests that to develop the students composing skill, some practice in writing activities should be taken. Students' confident

can be seen from their writing when they have familiar with compose activity. In the performance the students could write descriptive text based on the generic structure, and then students' composing and writing skill were much better by writing regularly in a diary.

C. Suggestions

This research has clearly shown that the students' habit in writing a diary was related to the students' achievement in composing skill of descriptive text. Based on the conclusion above, some suggestions are stated as the following:

1. The Local Coordinator of Yayasan Medan Generasi Impian to motivate and facilitate the students' activity in learning English in order the students get good achievement in English especially in writing skill.
2. The English teacher should conduct or teach composing study to the students in order to make students often practice their English, as the stimulus to the students in order to facilitate them learning process of English as second language.
3. The other researcher who want to conduct a further research on the same subject to consider the way the students learn and students' interest in learning English.

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Appendix I

SURAT PENGANTAR KUESIONER

Kepada Yth.

Adik-adik Yayasan Medan Generasi Impian

Di tempat

Dengan hormat,

Untuk memenuhi sebagian persyaratan dalam penyelesaian pendidikan pada Program Pendidikan Bahasa Inggris UIN Sumatera Utara, sebagai bahan penulisan skripsi saya melaksanakan penelitian dengan judul "HUBUNGAN HOBI SISWA DALAM MENULIS DIARI DENGAN TERCAPAINYA PRESTASI MENGARANG TEKS DESKRIPSI". Sehingga dengan itu, saya mohon kesediaan anda untuk mengisi kuesioner ini sesuai dengan petunjuk pengisiannya. Perlu saya sampaikan bahwa hasil penelitian ini hanya untuk kepentingan akademik dan tidak akan berpengaruh pada status adik-adik sebagai murid di Medan Generasi Impian. Bantuan dari adik-adik untuk mengisi kuesioner ini dengan sejujur-jujurnya dan apa adanya sangat berarti bagi penelitian ini. Untuk itu saya ucapkan terima kasih.

Peneliti,

Sri Yustika Amelia

0304163186

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (\checkmark) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama :

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis					
Menulis adalah salah satu hobi saya					
Saya selalu meluangkan waktu untuk menulis setiap hari					
Saya punya buku diari					
Saya suka menulis dengan buku diari					
Saya menulis dalam buku diari setiap hari					
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari					
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari					

Saya juga sering menulis jadwal dan tugas-tugas saya dalam buku diari					
Saya hanya menulis kegiatan-kegiatan berkesan di hidup saya saja dalam buku diari					
Saya menulis buku diari dengan bahasa ibu saya					
Saya menulis buku diari dengan bahasa inggris					
Saya selalu membawa buku diari kemanapun saya pergi					
Saya merasa tenang dan senang setelah menulis dalam buku diari					
Ada banyak kosa kata bahasa inggris yang saya gunakan dalam buku diari saya					
Ada beberapa kalimat bahasa inggris dalam buku diari saya					
Saya suka menulis kosa kata baru bahasa inggris dalam buku diari					
Sebelum menulis diari, saya selalu membuat kerangka tulisan terlebih dahulu					

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang tokoh/ actor/ artis pahlawan nasional/dll yang menjadi figure atau tokoh favorit mu!.

Nama :

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

.....

Appendix IV

Questionnaire and Composition Test

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama :

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya	✓				
Saya selalu meluangkan waktu untuk menulis setiap hari	✓				
Saya punya buku diari	✓				
Saya suka menulis dengan buku diari				✓	
Saya menulis dalam buku diari setiap hari				✓	
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari				✓	
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari	✓				

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : ilMah Khaikani

Kelas :

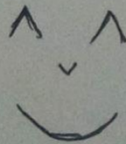
Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

~♡ ibunda ku ♡~

Menurutku ibuku adalah wanita yang sempurna karena tidak terbayang semua petjuangan nya buatku Tanpa ibuku aku tidak bisa bahagia Saat aku kesusahan /butuh teman curhat aku bingung Mau curhat keSiapayah? Dan Aku Memu Tuskan curhat kepada ibuku ibaratnya seperti ibuku Menjadi Pahlawanku tidak terbayang ibuku Membesarkanku 9 bulan dikanandungannya dan Sampai besar Sekarang ibuku Membesarkanku aku berharap Saat aku besar Nanti ibuku Masih ada disampingku dan Masih tersenyum Semoga aku bisa Membahagiakan ibuku Saat aku besarnanti dan ibuku tersenyum bahagia dan kudookan ibuku Masuk ke Surgamu Ya Allah

♡ AMIN YA ALLAH ♡

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama :

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis		✓			
Menulis adalah salah satu hobi saya			✓		
Saya selalu meluangkan waktu untuk menulis setiap hari			✓		
Saya punya buku diari		✓			
Saya suka menulis dengan buku diari	✓				
Saya menulis dalam buku diari setiap hari		✓			
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari	✓				
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari		✓			

Champ

Champ adalah anjingku, dia berumur 2 tahun 3 bulan berjenis keltain jantan. Tubuhnya sangat besar diantara anjing yang lain yang berada di sekitar rumah kami. Badannya besar, kuping/telinganya tertutup, moncongnya hitam, bulunya belang-belang coklat susu, putih dan hitam. Kami sekeluarga sangat menyayanginya karena dia pintar dan patuh ketika ada orang yang tidak dikenalnya, dia kadang marah dan menggonggong dengan keras. Sebaliknya, jika kami pulang dia langsung menyambut kami di depan pintu sambil menjilat-jilat tubuh kami hehe. Dia juga pintar salam dan tos. Ketika kami bilang salam, dia akan meletakkan tangannya di tangan kami, sama seperti kalau kami bilang tos, dia juga akan meletakkan tangan kirinya di tangan kami. Dia juga tidak mau buang air suburan di rumah. Jika dia mau pup atau pipis buang air kecil, dia akan menggonggong ke arah kami seakan mengizinkan untuk membaunya keluar. Kami sangat menyayangi Champ.

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : *Angel Paulina Telambano*

Kelas : *MA X*

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis			✓		
Menulis adalah salah satu hobi saya			✓		
Saya selalu meluangkan waktu untuk menulis setiap hari				✓	
Saya punya buku diari					✓
Saya suka menulis dengan buku diari					✓
Saya menulis dalam buku diari setiap hari					✓
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari				✓	
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari				✓	

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Manalisa Miftari Muzik

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

Sofi

Sofi adalah Sepupu ku, dia juga ku anggap seperti sahabat ku
karena dia selalu menemani ku, dan dia merupakan salah satu
teman yang baik, dia anak ke-3 dari 4 bersaudara, dia
juga baik, dan selalu berbagi cerita kepada ku, dan dia orangnya
suka berbagi.

Teras dia orangnya, seperti dia selalu membantu ketika orang-orangnya
dan dia selalu membersihkan rumah, dan selalu bermain
bersama ku.

(AS)

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : *Mandisa Marani Manik*

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya			✓		
Saya selalu meluangkan waktu untuk menulis setiap hari			✓		
Saya punya buku diari			✓		
Saya suka menulis dengan buku diari				✓	
Saya menulis dalam buku diari setiap hari				✓	
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari				✓	
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari				✓	

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

..... Adikku Nama Febrison Silalahi

Febrison dia adalah adikku dia orangnya berdebel dia
bermuk Rombunya keriting dan dia suka
bermain sepeda ..

dia orangnya suka makan dan
suka jajan manya dia Gendut
dia anak terakhir dari Lima bersaudara ..
dia sangat akrab dan suka ganggutan
tapi dia Sopan dgn orang yg lebih tua
dku sayang adikku

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama :

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis			✓		
Menulis adalah salah satu hobi saya				✓	
Saya selalu meluangkan waktu untuk menulis setiap hari				✓	
Saya punya buku diari					✓
Saya suka menulis dengan buku diari				✓	
Saya menulis dalam buku diari setiap hari				✓	
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari			✓		
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari				✓	

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

~~Kelompok~~
~~Indikator~~ ~~BTS~~
aku sangat menyukai BTS : Karena BTS keren dan ganteng
Nama idola saya adalah Jeon ~~Jung~~ Jungkook dan ada 7 ~~orang~~
BTS yaitu Jeon Jungkook, Jimin, V, Am, Suga, J. Hope, ~~dan~~ Jin,

Meraka sangat keren dan banyak blabla mereka
dan aku pigin jumpa mereka di Korea Selatan dan aku
kalo sudah besar aku pigin ke sana jumpa mereka

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Jeon Jungkook

♥
GLEDIS 😊

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : *Gelis Kartini*

Kelas : *XV SMA*

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya			✓		
Saya selalu meluangkan waktu untuk menulis setiap hari			✓		
Saya punya buku diari			✓		
Saya suka menulis dengan buku diari	✓				
Saya menulis dalam buku diari setiap hari			✓	✓	
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari		✓			
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari		✓			

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Angel Ameda Hutucit Sihombing

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

"Burung Hantu"

Di sebuah hutan terdapat burung hantu. Burung hantu ini memiliki bulu yang lebat, mata yang Besar.

Burung hantu tersebut tidur pada siang hari, dan tidak tidur pada malam hari. Burung hantu selalu berada dipohon baik itu siang maupun malam hari. Kenapa burung hantu disebut burung hantu? Karena burung tersebut tidak tidur disaat malam hari, dan selalu terbang dari pohon ke pohon, namun burung hantu selalu tidur disiang hari.

AS

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : Angel Imelda Hutasoit Sihombing

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya			✓		
Saya selalu meluangkan waktu untuk menulis setiap hari			✓		
Saya punya buku diari					✓
Saya suka menulis dengan buku diari			✓		
Saya menulis dalam buku diari setiap hari					✓
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari					✓
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari					✓

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama :

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

.....Mona.....

Dia adalah sahabat baik yg Perhatian , dia orangnya manis dia selalu nemenin aku kalau pergi ke MG1 nanti kalau pulang dari MG1 kami membeli makanan yg sama mona adalah anak ke 5 dari keluarganya setiap minggu kami ngumpul sama bermain bersama , bercerita -cerita ditz orang baik kalau di adak bicara pasti lucu

Mona dia orangnya tinggi , rambut dia juga kepikiran monanya yg pipit dia mempunyai bulu matanya yg lebat kulitnya yg sawo matang

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : Intan

Kelas : ~

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya	✓				
Saya selalu meluangkan waktu untuk menulis setiap hari			✓		
Saya punya buku diari			✓		
Saya suka menulis dengan buku diari			✓		
Saya menulis dalam buku diari setiap hari			✓		
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari			✓		
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari			✓		

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Pendi

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

~~Kelinci~~ ... kelinci ...

Aku pernah diarah dikumu, aku sangat menyukainya. Aku punya seekor kelinci yang besar dan sehat.

Kelinciku berwarna putih, mata nya besar dan berberwana coklat. Setiap hari aku mempersiapkan kandannya. Dia bisa tumbuh dengan sehat. Dia suka sekali makan wortel dan tulang ayam.

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : PANDI HOKHA

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya				✓	
Saya selalu meluangkan waktu untuk menulis setiap hari	✓				
Saya punya buku diari					✓
Saya suka menulis dengan buku diari					✓
Saya menulis dalam buku diari setiap hari					✓
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari				✓	
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari					✓

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : DEVI LI RAJAGURUK

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

CLARA MARIA

KAKAKU

Saya mempunyai kakak yang sangat baik dia suka menolong orang. memberi makanan padaku, dia anaknya sangat baik dan dia tidak sombong.

Setiap hari kami selalu bermain berang-berang di rumah nya dengan keseruan kami. Aku sangat menyayangi. Karena dia selalu ada buatku. dan dia selalu memarahiku dalam kesalahan yang ku buat demi kebaikan ku. Malalupun stali-stali kami bertengkar tapi dia tetap yang terbaik buatku.

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju KR : Kurang Setuju

SS : Sangat Setuju TS : Tidak Setuju

N : Netral

Nama : *Devi Lu RAJABUBUK*

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya				✓	
Saya selalu meluangkan waktu untuk menulis setiap hari	✓				
Saya punya buku diari					✓
Saya suka menulis dengan buku diari					✓
Saya menulis dalam buku diari setiap hari					✓
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari				✓	
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari					✓

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Anggi Septorini

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

.....♡ Sahabat ku ~♡.....
Menurutku sosok sahabat ku itu baik, dan selalu membuatku
Bahagia. Bagi aku sahabat itu penting, karena sahabat ku
sangat pernah menemani aku saat aku sedih. Sahabat ku itu
ciri-cirinya baik, perhatian, lucu, dan pernah menemani aku. walew-
pun aku pernah membuat sahabatku kesal. tetapi sahabat
ku tidak pernah meninggalkan aku. dan sahabatku tetap ber-
sama aku, dan sahabatku selalu setia kepada ku. makasih sahabat
ku ilmah. LOVE YOU♡~

AS

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama :

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya	✓				
Saya selalu meluangkan waktu untuk menulis setiap hari	✓				
Saya punya buku diari		✓			
Saya suka menulis dengan buku diari		✓			
Saya menulis dalam buku diari setiap hari		✓			
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari		✓			
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari		✓			

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favoritmu!

Nama : Rasya Farah Rasya

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

Ibuku adalah pahlawankid.....

Ibuku selalu membantu pekerjaan sekecilpun dan selalu mendukung kita dan ibuku selalu memberikan kami makan ibuku sangat menyayangi kita

Ibuku adalah ibu yg paling baik dia selalu membawakan kami berjalan-jalan dan dia menyangi anak-anaknya dan dia berjuang demi anak-anaknya dia selalu membersihkan rumah dan dia bekerja keras demi anak-anaknya kami menyangi ibu karena ibu itu surga, Bari kami.

as

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : *Rasmi Fauzi Sausa*

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis			✓		
Menulis adalah salah satu hobi saya				✓	
Saya selalu meluangkan waktu untuk menulis setiap hari		✓			
Saya punya buku diari					✓
Saya suka menulis dengan buku diari				✓	
Saya menulis dalam buku diari setiap hari		✓			
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari			✓		
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari	✓			✓	

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : MAIA ARIFIANI

Kelas : X

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

~~Nalya Suherasa Tiafa~~
Sanabatku

ya adalah Sanabatku yg baik. Kami berteman sejak masa Smp. ya ciri-cirinya tubuh kurus, tinggi, cantik, imut. Nalya sangat long berbagi makanan denganku di Sekolah. makaanke suka nalya lah bakso dan minuman ke Sekolah. hobi nalya adalah menyanyi. - a-cita g nalya ingin menjadi seorang guru. ketika nalya sedih - lu bercerita dengan saya kami senang berbagi cerita - sama. kami berdua juga sering ~~main~~ bermain bersama - gunakan apikag tik tok karena kami berdua gemar menari

as

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Sofl Sihompul

Kelas :

Judul (Nama tokoh/ak.or/artis/pahlawan nasional favoritmu)

Gracia

Gracia itu orangnya baik sopan dan juga teman yg baik dan juga selalu taat kepada orang tuanya dan juga kami pernah bermain bersama piyales sama dan lain-lain

Gracia itu orangnya sangat tinggi, rambutnya keriting dan juga orangnya baik kepada orangtua dan teman belajar dan lain-lainnya.

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : Sofl Isabel Sitompul

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya	✓				
Saya selalu meluangkan waktu untuk menulis setiap hari			✓	✓	
Saya punya buku diari			✓		✓
Saya suka menulis dengan buku diari	✓				
Saya menulis dalam buku diari setiap hari			✓		
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari				✓	
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari				✓	

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : gulia agustin

Kelas : * 11X

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

Sahabatku bernama tiara suhaputri
dia seorang kuns, tinggi, rambutnya keriting
dia sangat baik hati kami pernah ketawa tawa dan
dia pernah sedih.

kami pernah beli jajan bersama, kami bertemu ~~sejauh~~ ~~sa~~
sejak SD ~~dan~~ kami pernah ~~ada~~ ~~plang~~ bersama atau senang
bertemu dengannya karena dia sangat baik. aku harap kami
bisa bertemu selamanya.

AS

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : Julia agustin

Kelas : IX

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya	✓				
Saya selalu meluangkan waktu untuk menulis setiap hari				✓	
Saya punya buku diari					✓
Saya suka menulis dengan buku diari					✓
Saya menulis dalam buku diari setiap hari		✓			
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari		✓			
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari		✓			

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Wulan Aurania Sipahutar

Kelas : ~~10~~ X-C

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

Idola ku

Aku sangat menyukai BTS.
mereka terdiri dari 7 orang yg bernama → RM, Suga, Jin, Jhope, V, Jungkook, Jimin.
dari antara mereka saya sangat menyukai Jimin. karna Jimin ganteng, baek,
gak Sombong lagi.

Bts banyak disukai oleh anak-anak dan Remaja.
dari anggota Bts berumur = Jin 28, Suga 27, Jhope 26, RM 26, Jimin 25,

Bts Suda 7Thn berdiri.
425, Jungkook 23.

Jin yg tertua dari anggota bts.
Jungkook yg termuda dari anggota Bts.

Dari 7 anggota Bts saya sangat menyukai Jimin.

By Armay
wulan

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : M. Wulan Nuraida Sipahutar

Kelas : XII IPA 1

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis			✓		
Menulis adalah salah satu hobi saya			✓		
Saya selalu meluangkan waktu untuk menulis setiap hari			✓		
Saya punya buku diari			✓		✗
Saya suka menulis dengan buku diari				✓	
Saya menulis dalam buku diari setiap hari				✓	
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari					✓
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari					✓

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Saira

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

Crazy Family
Crazy Family adalah suatu kumpulan yang terdiri dari
Sejumlah Sekolah di daerah bital. yang terdiri dari
SMP Imelda, SMP al-ihسان dan ~~SMP~~ SMP II.

CF Kami sering kumpul untuk berdiskusi tentang
kegiatan di Sekolah. biasanya kami kumpul cuman
2 minggu sekali. dan kumpul di depan Rm. Imelda
biasanya. Setiap kumpul kami bawa uang 10 Rb
untuk ~~uang~~ kalau ada rencana. atau musiba kami
Pakai uang itu.

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Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Muhammad Praditsa

Kelas : XI

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

~~ibu ku~~

~~ibu ku seorang pemasak dan ibu ku juga~~

~~elvan~~

dia seorang teman ku waktu SD. dia orangnya rama kali. rambutnya panjang, kadang-kadang dia suka enggak ngajarin tugas, suka nersain orang lain.

dia tinggal di jalan bambu bersama ayah saja, karena ibu sudah tua lama trada. elvan tidak punya saudara karena dia anak tunggal aku sangat sekali berteman dengan elvan.

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : Muhammad Praditya

Kelas : VII

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis			✓		
Menulis adalah salah satu hobi saya	✓				
Saya selalu meluangkan waktu untuk menulis setiap hari			✓		
Saya punya buku diari					✓
Saya suka menulis dengan buku diari					✓
Saya menulis dalam buku diari setiap hari					✓
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari		✓			
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari		✓			

Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Naomi Sasua

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

BTS

Saya sangat menyukai mereka, terdiri dari tujuh orang

Saya ingin bertemu dengan Jimin dan Jungkook

umur BTS yang aku sukai 8 orang yg saya sukai : 1 umur Jungkook = 29 th

umur Jimin = 25 tahun 3 umur V = 25 tahun

Karena saya menyukai Jungkook, dan Jimin, dan V

Karena mereka ber tiga ganteng dan keren

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Appendix III

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : Tina Saragih

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

* idola *

Aku mempunyai idola. Aku sangat menyukai mereka.
Aku sudah lama mengidolakan mereka.
Mereka adalah salah-satu artis korea yang
paling aku idolakan.

Mereka mempunyai grup, yaitu bts.
bts orangnya ganteng, karena fotonya cocok lah untuk diidolakan
mereka terdiri dari 7 orang.
Dari 7 kpop bts itu ada yang sangat aku sukai.
Yaitu aku sangat menyukai jeon jungkook.
Fotonya dari mereka cuma jeon jungkook lah yang aku idolakan
kali. Sampai dikamar aku pun foto jeon jungkook.

BY : ARMY

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Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : TINA

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis			✓		
Menulis adalah salah satu hobi saya				✓	
Saya selalu meluangkan waktu untuk menulis setiap hari				✓	
Saya punya buku diari			✓		✓
Saya suka menulis dengan buku diari				✓	
Saya menulis dalam buku diari setiap hari			✓		
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari					✓
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari					✓

Appendix II

Kuesioner Kebiasaan menulis diari pada siswa

Keterangan Pengisian:

Berilah tanda centang (✓) pada kolom yang mempunyai pernyataan sesuai dengan dirimu.

Keterangan :

S : Setuju

KR : Kurang Setuju

SS : Sangat Setuju

TS : Tidak Setuju

N : Netral

Nama : NAOMI SASKIA

Kelas :

Kebiasaan menulis di buku diari	S	SS	N	KR	TS
Saya suka menulis	✓				
Menulis adalah salah satu hobi saya	✓				
Saya selalu meluangkan waktu untuk menulis setiap hari	✓				
Saya punya buku diari	✓				
Saya suka menulis dengan buku diari				✓	
Saya menulis dalam buku diari setiap hari				✓	
Tidak hanya menulis kegiatan sehari-hari, saya juga selalu menulis jadwal dan tugas saya dalam buku diari				✓	
Saya menulis seluruh kegiatan saya sehari-hari dalam buku diari	✓				

Tes Mengarang Teks Deskripsi

Intruksi pengisian tes :

Buatlah sebuah karangan teks deskripsi tentang actor/ artis/ sosok pahlawan nasional /dll yang menjadi figure/ objek atau tokoh favorit mu!

Nama : SYAHKIRA

Kelas :

Judul (Nama tokoh/aktor/artis/pahlawan nasional favoritmu)

BTS

Saya Sangat Menyukai Bts.
Mereka terdiri dari 7 orang
Mereka adalah Jungkook Jimin Rm Suga
Jin J-hope V.

Saya Pingin Jumpa mereka.
asal mereka dari Korea Selatan.
Seandainya saya jumpa Bts.
saya akan minta tanda tangan

JK

Appendix V

List of students

No	Name of Students	Initial
1	Aldi Butar-Butar	ABB
2	Angel Paulina Telaumbanua	APT
3	Angel Imelda	AI
4	Anggi Septiani	AS
5	Awaliyah	AW
6	Chika Suci Lestari	CSL
7	Devi Yuli Rajaguk-guk	DYR
8	Fandi Andika	FA
9	Gledis Kartini	GK
10	Imelda Sihombing	IS
11	Juli Agustin	JA
12	Martha Sufina Angelita Silalahi	MSAS
13	Maya Arifianti	MA
14	Monalisa Meirani Manik	MMM
15	Monica Imanuela Sitompul	MIS
16	Muhammad Praditya	MP
17	Naomi Susia	NS
18	Noto Prayetno	NP
19	Radijah	RJ
20	Rasya Fauzi Sinaga	RFS

21	Rifky Prasstio	RP
22	Rivaldo Imanuel Hutahuruk	RIH
23	Saira Ramadhani	SR
24	Sofi Isabel Marito Sitompul	SIMP
25	Syahrira	SK
26	Tina Saragih	TS
27	Vharil Prayuda	VP
28	Wula Auralia Sipahutar	WAS
Amount		28

APPENDIX VI

TABLE NILAI r PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

APPENDIX VII

Documentation



Reviewing about descriptive text before giving the test in first group



Reviewing about descriptive text and then give the test in group 2




reviewing and then giving the test in group 3



Make a private research at students' house

APPENDIX VIII

Research Response Letter

 **YAYASAN MEDAN GENERASI IMPIAN**
SK. Kemenhumkan RI Nomor : AHU.01080.50.10.2014 tanggal 30 April 2014
Sekretariat : Jl. Gunung Sinabung No.3 Kel. Glugur Darat II Kec. Medan Timur - 20253
email : yayaan.medangenerasimpian@gmail.com | Telp. 06 142561415

SURAT KETERANGAN
007/A/MGI/XI/2020

Yang bertanda tangan di bawah ini Local Coordinator Yayasan Medan Generasi Impian, menerangkan bahwa:


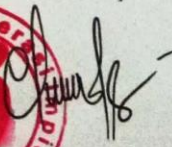
Nama	: SRI YUSTIKA AMELIA
NIM	: 0304163186
Tempat/Tanggal Lahir	: Sarang Ginting, 03 Juni 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Tanjung Rejo Dusun IV, Desa Dolok Manampang Kel. Dolok Manampang Kecamatan Dolok Masihul.

Yang bersangkutan telah melakukan riset di Yayasan Medan Generasi Impian Jl. Gunung Sinabung No.3, Glugur Darat II, Kec. Medan Timur, Kota Medan, Sumatera Utara 20238, guna memenuhi informasi/keterangan dan data-data yang berhubungan dengan skripsi yang berjudul:

The Correlation between Students' Habbit in Writing a Diary and Achievement in Composing Skill of Descriptive Text.

Demikian surat keterangan ini dibuat dan untuk dapat dipergunakan seperlunya.

Medan, 27 Oktober 2020
Yayasan Medan Generasi Impian



Cut Mariani
★ Local Coordinator

CS Scanned with CamScanner