



**THE EFFECTIVENESS OF WRITING DIARY ACTIVITIES IN IMPROVING THE
STUDENTS' ABILITY IN TEACHING RECOUNT TEXT AT EIGHTH GRADE MTS
AL-JAM'İYATUL WASLIYAH MEDAN
IN ACADEMIC YEAR 2016/2017**

THESIS

**Submitted to The Faculty of Tarbiyah and Teacher Training
UIN-SU Medan as Partial Fulfillment of The Requirements for S-1 Program**

By:

**ICHA CHAIRUNNISA
NIM. 34.13.3.181**

FACULTY OF TARBIYAH AND TEACHER TRAINING

DEPARTMENT OF ENGLISH EDUCATION

STATE ISLAMIC UNIVERSITY OF

NORTH SUMATERA

MEDAN

2017



THE EFFECTIVENESS OF WRITING DIARY ACTIVITIES IN IMPROVING THE STUDENTS' ABILITY IN TEACHING RECOUNT TEXT AT EIGHTH GRADE MTS AL-JAM'İYATUL WASLIYAH MEDAN IN ACADEMIC YEAR 2016/2017

THESIS

**Submitted to The Faculty of Tarbiyah and Teacher Training
UIN-SU Medan as Partial Fulfillment of The Requirements for S-1 Program**

By:

ICHA CHAIRUNNISA
NIM. 34.13.3.181

Advisor I

Advisor II

Dr. Hj. Siti Zubaidah, M.Ag
NIP 19530723 199203 2 001

Dr. Hj. Farida Repelita Waty Kembaren, M.Hum
NIP 19690217 200701 2 024

**FACULTY OF TARBIYAH AND TEACHER TRAINING
DEPARTMENT OF ENGLISH EDUCATION
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
2017**

SURAT PENGESAHAN

Skripsi ini yang berjudul: **THE EFFECTIVENESS OF WRITING DIARY ACTIVITIES IN IMPROVING THE STUDENTS' ABILITY IN TEACHING RECOUNT TEXT AT EIGHTH GRADE MTS AL-JAM'İYATUL WASLIYAH MEDAN IN ACADEMIC YEAR 2016/2017**, disusun oleh : **ICHA CHAIRUNNISA** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan pada tanggal:

15 Juni 2017 M
20 Ramadhan 1438 H

Dan telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan Islam (S.Pd.) dalam Ilmu Pendidikan Guru pada **Jurusan Pendidikan Bahasa Inggris (PBI)** Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 19750622 200312 2 002

Marvati Salmiah, S.Pd, M.Hum
NIP. 19820501 200901 2 012

Anggota Penguji

1. **Dr. Hj. Siti Zubaidah, M. Ag**
NIP. 19530723 199203 2 001

2. **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**
NIP. 19690217 200701 2 024

3. **Dr. H. Amiruddin, MS,MA, MBA, Ph.D**
NIP. 19660115 199403 1 002

4. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum**
NIP. 19750622 200312 2 002

Mengetahui
Dekan Fakultas Tarbiyah dan Keguruan UIN SU

Dr. H. Amiruddin Siahaan M.Pd
NIP. 19601006 199403 1 002

Nomor : Istimewa Medan, 2017
Lamp. : 6 (Enam) eks Kepada Yth.:
Hal : Skripsi Dekan Fakultas Ilmu
An. Icha Chairunnisa Tarbiyah Dan Keguruan UIN
Sumatera Utara Medan

Assalamu'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran perbaikan seperlunya terhadap Skripsi:

Nama : Icha Chairunnisa
NIM : 34.13.3.181
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effectiveness of Writing Diary Activities in Improving Students' Ability In Teaching Recount Text At Eight Grade MTs Al-Jam'iyatul Wasliyah Medan In Academic Year 2016/2017".

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb

Medan, 2017

Advisor I

Advisor II

Dr.Siti Zubaidah,M.Ag
NIP. 19530723 199208 2 001

Dr. Hj. Farida Repelita Waty Kembaren, M.Hum
NIP. 19690217 200701 2 024

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : **Icha Chairunnisa**

Nim : **34.13.3.181**

Jurusan / Program Studi : Pendidikan Bahasa Inggris (PBI) / Strata 1

Judul Skripsi : **The Effectiveness of Writing Diary Activities in Improving Students' Ability In Teaching Recount Text At Eight Grade MTs Al-Jam'iyatul Wasliyah Medan In Academic Year 2016/2017.**

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

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

Medan, Mei 2017
Yang membuat pernyataan

Icha Chairunnisa
NIM. 34.13.3.181

ABSTRACT



Name : Icha Chairunnisa
NIM : 34.13.3.181
Faculty/Departement : Faculty of Tarbiyah and Teachers' Training.
Advisor I : Dr. Siti Zubaidah, M.Ag
Advisor II : Dr. Hj. Farida Repelita Waty
Kembaren, M.Hum
Tittle : The Effectiveness of Writing Diary Activities in Improving the Students' Ability in Teaching Recount Text at Eighth Grade MTs Al-Jam'iyatul Wasliyah Medan in Academic Year 2016/2017

Skripsi, Medan. Departement of English Education Faculty of English Education Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera, Medan 2017

Keywords: *Writing, Diary, Recount Text, Classroom Action Research.*

This research was aimed to find out the effectiveness of writing diary activities in improving the students' ability in taching recount text. The background of the study in this research was based on the students' difficulties in comprehending writing recount text. In order to solve this problem the teacher should have creative activity, and writing diary activities can be an alternative way as a learning media that will make students enjoy and easy to write

In this study, the researcher conducted a classroom action research as the methodology of this research in the Eighth grade of MTs Al-Jam'iyatul Wasliyah Medan in Academic year 2016/2017. There were three meetings during the research, they were pre-cycle test, cycle test I and cycle test II. The researcher used written test and observation in collecting the data. The using of written test was to measure the students' skill in writing recount text after giving the treatment, and the using of observation was to monitor students` activities during teaching learning process.

The result of the test showed that the students' score in the pre-cycle test was 59.22, the students'' score in the cycle I test was 68.22 and the students' score in the cycle II test was 73.17. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. The researcher concluded that the research improved students' skill in writing recount text by writing diary activities and get better score

Acknowledge by:
Advisor I

Dr. Hj. Siti Zubaidah, M.Ag
NIP. 19530723 199203 2 001

ACKNOWLEDGMENT



In the Name of Allah the Most Gracious and the Most Merciful

All praise is due to Allah SWT, the sustainer, the most gracious, and the most merciful, who had given the writer love and blessing to finish a last assignment in my study, “Thesis”. Peace and His blessing, mercy is onto beloved and our dear the holly prophet Muhammad Saw (peace be upon Him) and his family, his companion, and his adherence.

The thesis: “The Effectiveness of Writing Diary Activities in Improving Students’ Ability in Teaching Recount Text at MTs Al-Jam’iyatul Wasliyah Medan” is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2017.

My great appreciation goes to all the people who helped me and supported me from the beginning. They are:

1. **Dr. Amiruddin Siahaan, M.Pd.**, as the Dean of Tarbiyah Faculty and Teachers’ Training at State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum.**, the Head of English Educational Department.
3. **Maryati Salmiah, M.Hum.**, as the Secretary of English Education Department.
4. **Dr. Hj. Siti Zubaidah, M.Ag** and **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum.**, as my advisors for providing their valuable guidance, whose encouraging, kind, and

valuable assistance enabled me to complete this study. I can say expect, “Thank you very much for guiding me.”

5. All lecturers of English Education Department for the sciences, and thought which had been given to me during study at English Educational Department.
6. The Headmaster, teachers, and all staffs in MTs Al-Jam’iyatul Wasliyah Medan for everything the best, and especially for Zulika Limbong, S.Pd, English teacher of class VIII-B for all the best giving.
7. My beloved family: father (**Bambang Mulyatno**), Mother (**Sri Tania Wati**), and young sister (**Ulfa Chairani**), who always give me their endless love, pray, and support for finishing my study.
8. All of my friends in English Educational Departement, especially PBI-6 2013 “Always On”.
9. My best friends Nur sa’adah, S.Pd, Khairunnisa Siregar, Amraini Rezeki Naibaho, Indah Pratiwi Gultom, S.Pd, Leli Sari, S.Pd, Nur masitah, Titah Linia Harefa, S.Pd, and Desy Ramadhani, SE., I love you All, thanks for support and pray.
10. All of teachers in TPA Muslimin (Mr. Jefri, Mrs. Dra. Ermiyanti, Mrs. Nelwita, S.Pd., Mahmuddin, Ulfa Chairani, Nurul Hasnah, and Muammar Khadafi), and All of my friends in WAKRIM moslem organization.
11. My special someone, he is Reski Kurnia Syahputra Simamora. Thank you for being who you are and for being with me.
12. Last, but not least, to all people who help me whose name cannot be mentioned one by one, I can only say “thanks a million”. Hopefully, Allah always gives the blessing to all of you.

Furthermore, I would like to express my best gratitude and deep appreciation for all people who love and help me. Finally, the I hope that my thesis will be useful for the readers,

especially the students of English Education department who want to conduct similar research. May Allah the almighty bless of us.

Medan, May 2017

Icha Chairunnisa
NIM 34133181

DEDICATION

I dedicate this thesis to:

1. My parents: **Bambang Mulyatno** (a man who never hurts me and makes me like a princess) and **Sri Tania Wati** (a greatest woman in this world who I never can be as strong as her).
2. My young sister: **Ulfa Chairani**, thanks for support

This is for you.

TABLE OF CONTENT

TABLE OF CONTENT	i
LIST OF TABLE	iii
LIST OF FIGURE	iv
LIST OF APPENDIX	v
CHAPTER I INTRODUCTION	1
A. The Background of Study	1
B. The Identification of Study	5
C. The Limitation of Problem	6
D. The formulation of Problem	6
E. The Aim of Study	6
F. The Significance of Study	6
CHAPTER II REVIEW OF LITERATURE	8
A. Theoretical Framework	8
1. Writing	8
2. Diary	15
3. Writing Diary	20
4. Text	21
5. Recount text	21
6. The Use of Writing Diary in Teaching Recount Text	26
B. Related of Study	27
C. Conceptual Framework	28
D. Hypothesis	29
CHAPTER III METHOD OF RESARCH	30
A. Research Method	30
B. Location and Time Research	31
C. Subject of Research	31
D. Procedure of Collecting Data	31
E. Data Collection Technique	35
F. Data Analysis Technique	41
G. Achievement Indicator	43

CHAPTER IV	RESEARCH FINDING	44
A.	Data Analysis	44
1.	The Quantitative Data	44
2.	The Qualitative Data	54
B.	Research Finding	56
C.	Discussion	58
CHAPTER V	CONCLUSION AND SUGGESTION	60
A.	Conclusion	60
B.	Suggestion	61

REFERENCES

APPENDIX

LIST OF TABLE

TABLE	TITTLE	PAGE
2.1	Advantages and Disadvantages of Writing Diary	17
3.1	Sheet of observation attitude students in learning	36
3.2	Score Guidance	38
4.1	the student's score from pre-test, post-test in cycle I and the post-test in cycle II	44
4.2	Distribution of students' ability in writing recount text in pre-test	49
4.3	Distribution of students' ability in writing recount text in post-test I	51
4.4	Distribution of students' ability in writing recount text in post-test II	54
4.5	Comparison the results of observation on pre-test, cycle I, and cycle II	56
4.6	The comparison of the students' score in Three test	57
4.7	The Percentage of students' ability in writing recount text in Pre-test, Post-Test I, and post-Test II	57

LIST OF FIGURE

FIGURE	TITTLE	PAGE
3.1	Design of Classroom Action Research	32

LIST OF APPENDIX

APPENDIX	TITTLE
I	Lesson Plan of Pre-Test
II	Lesson Plan of Cycle I and Cycle II
III	Test of Pre-Test
IV	Test of Post-Test I
V	Test of Post-Test II
VI	Observation Sheet Pre-Cycle
VII	Observation Sheet Cycle I
VIII	Observation Sheet Cycle II
IX	Interview Sheet
X	The Result Students Score of Pre-Test
XI	The Result Students Score of Post-Test I
XII	The Result Students Score of Post-Test II
XIII	Students Name
	Research and Observation Paper from Campuss
	Research and Observation Paper from School
	Biography

CHAPTER I

INTRODUCTION

A. The Background of Study

English is an international language that is used to communicate among people all over the world. English is so widely spoken; it has often refer to as a world language, the lingua franca of modern era, and while is not an official language in most countries, it is currently the language most often taught as a foreign language.¹ In Indonesia, English as foreign language, because of that, English becomes a difficult study to be learnt for Indonesia students

English study as a foreign language is gradually getting more important. In Indonesia government, English is consider as a first foreign language and compulsory subject to be taught in secondary schools.² For student, they only get a few times to learn or practice English in school. So they are not interest and always be shy to use English. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with world community.

Generally, the purpose of teaching English language at school is to develop the students' language skills. Teaching English in Indonesia concerns with communicative based acquisition. It contains four basic skills that are usually taught in an integrated way. The basic skills are listening, speaking, reading, and writing. Writing is the skill that involves communicating a message by making sign on page.

¹ http://en.wikipedia.org/wiki/English_language retrieved on December 2, 2016

² Depdiknas, *Peraturan Menteri Pendidikan Nasional, No. 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, (Jakarta:2003), p.11

In terms of language skills, writing is the ability to speak the final master. The ability to write is more difficult to control, even by native speakers of the language concern though. This is due to the ability to write which requires mastery of various linguistic elements and elements outside the language itself.³ By writing, can be more familiar with the capabilities and potential. In order to know the extent to which knowledge of a topic.

Writing is a means of both communication and self expression. Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment.⁴ Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested.⁵

Based on the opinions above, can be conclude that the act of writing is an activity that must be share by all people or students. It aims so that students can easily solve of problems that it faces. Instead of students who do not have writing the writing skills, are likely to face obstacles in communication. Trough writing, students can be express / express ideas / opinions, thought, and feelings that are owned. In addition, it can develop thinking and creatiivty of students in writing.

³ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: PT BPF, 2001), p. 296

⁴ Henry Rogers. *Writing Systems: A Linguistic Approach*. (Oxford: Blackwell Publishing: 2005), p.1

⁵ John Langan, *English Skill: Eight Edition*, (New York: McGraw Hill Higher Education, 2006), p.20

Writing activity is an activity undertaken by the students every day. However, in reality many students complain if learning to write on the subject of learning. Many students who do not feel able to prepare and use a sentence with good structure and correct. Many students also could not expressing ideas in written language is good, this situation would hinder the success of learning to write in classroom.

The researcher is mainly focus on writing skill, because writing is consider the most difficult and complicate language skill to be learn. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. The study will be focused on writing recount text which one of the materials in English lesson for Junior High School especially on the Eight Grade students trough writing diary activities.

Recount text is text that retell about a story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text retell about past event and use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other. Its very easy to different recount text from another text we can make recount text from our story. The purpose of a recount is to give the audience a description of what occur and when it occur.

Diary writing is recommend as a medium in teaching writing recount text because it is assume that students will be easier to understand how to write a recount text. Writing diary becomes a part of people's life. It is usually done everyday that makes students more familiar in writing a story. Students usually write down on a paper when they experience an unusual event, such as a funny, happy, or sad story.

The use of diary writing in teaching writing recount text is still infrequent. It is because of the fact that many teachers consider that teaching recount text is enough only through the use of textbook. Beside that, teacher usually uses same techniques in teaching writing for all genres, whereas each genre has different structure and characteristic. English Teacher relative use some technique in teaching writing can be difficult for students to achieve learning target, especially in writing genre. It also make the students feel bored.

Because of that, based on statement above researcher find some problems experience by students in writing recount text, such as: students difficult to write english writing, students difficult understanding about grammar in writing, students have lack vocabulary, the teacher use monoton media like just use white board and text book or media use by teacher not accordance with learning recount text, and also teacher not motivate student in english writing.

The researcher use diary as media to express their ideas in written form, because diary can make them to be more motivated and easier them to express their feeling by writing diary. They can write about their feeling, experienced and wish. The researcher thinks that by writing diary can make students freely write their ideas in the written form. Writing English diary is one of the alternative techniques in teaching recount text, the important thing is to write rather than just not doing.

Writing diary which is usually done everyday becomes a habit for students. By writing diary, they will become more fluent in writing something and reduce in making some errors in writing. Diary is actually an individual work that is given to students to make them motivate to practice writing continually based on their daily activities. The frequency of practice reporting in writing something in their daily life will improve their ability in writing skill.

The object of the research is the Eighth grade students of Junior High School. They are still in what is called as puberty period. In this period, they have a tendency to be critical and emotional. Sometimes, students need to share their feelings with themselves personally through writing diary. Moreover, what they will tell in diary has the same form with recount text. So they can understand recount text by practicing writing diary.

Based on the reason above, that's why researcher wanted to conduct a research with the tittle **“The Effectiveness of Writing Diary Activities in Improving The Student's Ability in Teaching Recount Text at Eighth Grade MTS Al-Jam'iyatul Wasliyah Medan In Academic Year 2016/2017”**

B. The Identification of Problem

Based on the background of study above, the problem can identified as the following :

1. Students are difficult to write English writing
2. Students have lack vocabulary
3. The teacher not motivate students in writing
4. Media use not accordance with learning recount text.

C. The Limitation of Problem

Based on the identification of study above, problems that arise so wide that needs to be restricted. Therefore, researcher limit problem the point on “The Effectiveness of Writing Diary Activities in Improving The Student’s Ability in Teaching Recount Text at grade Eighth MTs Al-Jam’iyatul Wasliyah Medan In Academic Year 2016/2017”

D. The Formulation of Problem

Based on the limitation of study above, there are three things that formulation of problems in this research, that is:

1. How to results from the effectiveness of writing diary activities in improving the student’s ability in teaching recount text ?

E. The Aim of Study

Based on the formulation of study above, the aim that achieved through this research, that is:

1. To know results from the effectiveness of writing diary activities in improving the studnt’s ability in teaching recount text.

F. The Significance of Study

There are some significance of this study which can contribute the following:

1. Theoretically : Researcher hope the results of this study can contribute in learning recount text through writing diary activities.

2. Practically :

To researcher : this research is expected to provide benefits for reseachers who will be a teacher. Hope researcher will be able to develop a model of learning as well as the media to use so it can improve the quality of education in Indonesia.

To teacher : adding to the insight to select the model and media of learning.

To school : as the archives for school and foster cooperation between teachers to improve the quality of education in sustainable manner.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, theories are needed to explain some concept applied concerning to the research. The collection of literature that related to the study will be conducted in this study. This chapter dealt with the definition of writing, process of writing, genre of writing, purpose of writing, general concept of diary, advantage and disadvantage of diary, recount text, characteristics of recount text, the use of writing diary in teaching recount text, related study, conceptual framework, and hypothesis.

1. Writing

1.1. Definition of Writing

Writing is one of the four skills in language teaching in which the person transfer idea into a written through symbols or letter. Writing is thinking on paper, or taking to someone on paper, it means that someone conveys his thinking, feeling, idea and intention to other people through writing. Writing is a dynamic process. It is a process of trnaslating ideas into written symbols; it combines thinking, feeling, and talking silently to readers and oneself.

Writing is the ability which help the writers put their thoughts into words in a meaningful form. The writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.⁶ Like walking or cycling, writing is a matter

⁶ J.B. Heaton, *Writing English LanguageTest*,(New York: Addition Longman Group, 1988), p. 135

of habit. The acquisition of any habit is accomplished through repeating and untiring practice on the part of the learning.⁷

In the holy Al-Qur'an writing is also important skill should be learned and there is verse that state the existance of writing that be stated in Al-Qur'an, that is Surah Al-Qalam:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the Pen and by the (record) which (men) write”

The pen is the symbol of the permanent record, the written Decree and perfect Order in goverment of the world. And by that token, the man of God comes with a plan and guidance that must win against all destruction.

Allah says that writing is one of ways to get knowledge to development his knowledge and status in society. Therefore, by writing, human get knowledges. The verses are Al-Alaq (4-5):

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“who taught (man) by the pen ? He taught man, what he knew not”

This surah begins with the first message from Allah SWT. He is not directly teach the human, but they are taught by another human in which their ability to teach comes from Allah. It mainly deals with importance of knowledge to man, for his development. Mankind has a common origin. His development, progress and status mainly depend on the knowledge he gains. For this, Allah has provided man with the sense of observation and thinking.

⁷ Ramelan, *English Phonetic*, (Semarang: UNNES Press, 2003), p. 4.

Prophet sallallahu ‘alaihi wa sallam said,

قيّدوا العلم بالكتابة

Meaning: “tie the science by writing” (Genealogy of hadith Ash Shahihah no. 2016)

Shaykh Muhammad bin Salih Al ‘Uthaymeen rahimahullah said, “A student of science should be spirit of memorizing what has been learned, whether by memorizing in your heart or by writing it. In truth, mankind is the place of forget, then if he was not eager to repeat and review the lessons learned, the knowledge that has been achieved could be lost in vain or he forgotten”. (Kitaabul ‘Ilmi p.62)⁸

Writing is the expression of language in the form of letters, symbol, or word. The primary purpose of writing is communication. Regardless of the language, writing has many rules including grammar, spelling, and punctuation. People use many tools to assist in their writing such as dictionaries and thesaurus.⁹ It means that the writing skill can be mastered through repeating action and practicing continually of the skill.

Based on some opinions on the above, researcher can concluded that writing is a way to produce language by putting down words or ideas to some medium. And it is a learned process that takes time and concentrated practice because the writer has more time to think than they do in oral.

⁸ Wisma MTI:Yogyakarta. 2012. <https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan/>. Accessed on Saturday, 22nd 2017.

⁹ Utami Dewi, *How to write*, (Medan: La-Tansa Press), p. 2

1.2. Process of Writing

In process of writing, there are three main process, namely: preparing to write, drafting, and revising. Can be described as follows:

1) Preparing to write

Most work in writing need some preparations. How to long spend on this preparation, and what you do, largely depends on your readers, your purpose, the content and the writing situation. For example, a quick message to a friend requires deferent preparation from a letter to a company applying for a job.

2) Drafting

The drafting stage is where the writer really begin writing. The most important thing here is to get words into paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording.

3) Revising

In this stage revising is the most importante in writing process. Revising might take place while drafting or after finished draft.¹⁰

Revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.¹¹

¹⁰ Kristine Brown & Susan Hood, *Writing Skill and Strategies for Student of English*, (Cambridge: Cambridge University Press, 1993), p. 6

¹¹ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

According to Utami Dewi, the process of writing occurs in several stages:

1) Prewriting

Students generate ideas for writing: brainstorming, reading, literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

2) Rough Draft

Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a 'sloppy copy'.

3) Reread

Students proof their own work by reading aloud and reading for sensibility.

4) Share With a Peer Revisor

Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

5) Revise

Improve what the narrative says and how it says it: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve. Clarify.

6) Editing

Work together on editing for mechanics and spelling. Make sure the work is 'good proof'.

7) Final Draft

Students produce their final copy to discuss with the teacher and write a final draft.

8) Publishing

Students publish their written pieces; sending their work to publishers; reading their finished story aloud, making books. This is a time to celebrate.¹²

1.3. Genre of Writing

As students prepare to write, they need to think about the purpose of their writing: are they writing to entertain, to inform, to persuade.? Setting the purpose for writing is just as important as setting the purpose for reading, because purpose influences decisions students make about form.

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.¹³ The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

There are twelve types of genre, they are:

- 1) Spoof has function to retell an event with a humorous twist,
- 2) Recount has a function to retell or inform an event or activity in the past,
- 3) Report has a function to describe the way things are, with the refrence to a range of natural or non-natural phenomena or things in the world,

¹² Utami Dewi, op. Cit. p. 9-11

¹³ Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p. 4.

- 4) Exposition has a function to persuade the reader that something is the case or not,
- 5) News item has a function to inform readers about events of a day,
- 6) Anecdote has a function to share with others an account of an unusual or amusing story,
- 7) Narrative has a function to amuse, entertain actual or vicarious experience in a different way,
- 8) Procedure has a function to explain how something through a sequence of action of steps is done,
- 9) Description has a function to describe a certain person, or thing,
- 10) Explanation has a function to explain the processes involved in the formation of natural or socio-cultural phenomena,
- 11) Discussion has a function to present (at least) two points of view about an issue,
- 12) Review has a function to give critique about an art or event for a public audience.¹⁴

1.4. The Purpose of Writing

There are three general purposes of writing, and they can all occur in a single essay, although usually one of the purposes is dominant:

- 1) To explain (educate, inform)
- 2) To entertain (amuse, give pleasure)
- 3) To persuade (convince, change the reader's mind)¹⁵

¹⁴ L. Gerrot & P. Wignell, *Making Sense of Functional Grammar*, (Cambridge: Antipodean Educational Enterprises, 1994), p. 190-219

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

Based on the definition above, the writer can conclude that writers have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information and why they think it is important.

2. Diary

2.1. Definition of Diary

The diary is one form of personal writing. Personal writing is a statement of ideas and our feelings about our own experience. Diary is a record of what we do today and past, is also an important source of information about events, what, when, who, how, why, and where, which relate to ourselves, to express everything that is not possible to disclose to other.¹⁶ Moreover in Wikipedia, it is stated that:

Diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. Diaries undertaken for institutional purpose play a role in many aspects of human civilization including government records, business ledgers and military records.¹⁷

¹⁵ J.M. Reid, *Basic Writing*, (California: Prentice Hall, 2008), p. 8

¹⁶ Nurhadi, *Bahasa Indonesia untuk SMP kelas VII*, (Malang: Erlangga, 2007), p. 9

¹⁷ Wikipedia, Free Encyclopedia, "Diary", <http://en.wikipedia.org/wiki/diary>, retrieved on December 08, 2016, 10.55 am

Diary is a book containing records of a personal nature, such activities will be conducted or experiences memorable experience every day in the form outpouring of hearts and minds.¹⁸ Writing diary is very good because in a diary we would be able to recognize who we are. Although it is private, diaries have meaning either expressed or implied.

The statement above means that diary generally is the record of people's experience that happened periodically. Diary will be means to communicate people's thoughts, ideas, feelings, and emotions. They need affection affection from their friends and need to be heard and respected. But sometimes, they also need to share with themselves through diary writing. Keeping diary is an excellent means of documenting experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

2.2. The Advantages and Disadvantages of Diary

Because writing is skill, it makes that more you practice writing, the better you will write. One excellent way to get practice in writing, even before you begin composing essays, is to keep a daily or almost daily journal. Writing a journal will help you develop the habit of thinking on paper and will show you how ideas can be discovered is the process of writing. A journal can make writing a familiar part of you life and can serve as a continuing source of ideas for paper. At some point during the say – perhaps during a study period after your last class of the day, or

¹⁸ Kosasih, *Intisari Bahasa dan Sastra Indonesia untuk SMP kelas 1,2, dan 3*, (Bandung: 2005, Bina Cipta), p. 399

right before dinner, or right before going to bed – spend fifteen minutes or so writing in your journal.¹⁹

Table 2.1
Advantages and Disadvantages of Writing Diary

ADVANTAGES	DISADVANTAGES
1. Your writing ability will improve. A psychological fact or life is that we fear rejection or disapproval from others, and we do better when we are not controlled by that fear. Journals and diaries are, by nature, not open to public scrutiny. You will find that your enjoyment of writing increases, as well as your knack for it outside of your journal: for everyone loves reading a writer who loves to write a good read	1. If you look at it is a “task” (say, you write it forcibly), then it may sometimes be a pain to write it regularly. Someday, may be you just aren’t in the frame of mind to write it, yet for some reason you are forced to write.
2. You will enjoy reading what you have written, even months and years later you will find your self coming back to you filled journal. There is almost nothing so interesting --if you have written about things that interest you—as your own journal.	2. by writing <i>everything</i> about your life in a diary, be sure that it isn’t accessible by others (without your permission, of course). If somebody does happen to find it and read it all, you may not really like the consequences. Diary by itself doesn’t judge you. Buy anymore who reads it is most likely to judge you at least to an extent. So, do not write stuff that you don’t want others to read or make sure your diary is safe at all times. ²⁰
3. You will be able to organize frustrated thoughts and calm your outlook on life.	
4. Your journal will keep you and accountable as you work to meet goals.	

¹⁹ John Langan, *College Writing Skills, Media Edition*, (United States of America: McGraw-Hill, 2003), p. 15

²⁰ Quora, <https://www.quora.com/what-are-some-advantages-disadvantages-of-writing-a-diary>. Accessed on December 30th 2016. 13.30 pm

5. At the very least, your journal can jog your memory if you forget what happened on a certain day, or aren't certain of the details of an important conversation or event. ²¹	
--	--

2.3. The Benefit of using diary

Diary has some advantages. They are:

1. 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.

2. Freedom of Expression

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

3. Developing writing skill

Diary writing contributes to a student's general writing improvement in the same way as training enhances an athlete's performance: it makes them fit.²²

4. Student-teacher dialogue

Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level.²³ When a teacher writes to a class and says, 'you can write to me on any subject and I will

²¹ Jane Grey, <http://hubpages.com/literature/10-Benefits-of-Keeping-a-Journal>. Accessed on December 30th 2016, 14.00 pm

²² Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 12

²³ Norma Green, "journals Informal Diary Writing", in Jack C. Richards (*ed.*), *New Ways in Teaching Writing*, (Virginia: TESOL Inc., 1995), p. 201

reply. But do not worry, I will not show it to anybody else', the student knows they have a channel of communication that was not there before. When a student writes in a diary, he or she knows that the teacher will read what is written with, perhaps, a different eye from the normal evaluative one. A different kind of conversation therefore takes place.²⁴

2.4. How To Write a Diary

Some things need to be done when writing a diary, as follows:

1. Specify the problem or the main topics that will be written, that is before writing our experience in the diary, it must first be determined what topics will be written so that in writing it the same as the topics will write.
2. Write down what we want to record in diary freely and unimpeded, it means in pouring private experience must freely and unimpeded without limiting room thought while writing in a diary, but it must be with a good and true language.
3. Do not procrastinate time, it means while we want to write our story in the diary should not delay the time of writing. This is so that the content is more perfect.
4. Specify the time and date each time you writing diary, it means every we write our experience in diary must make the time and date, so we knowing when the story takes place.²⁵

²⁴ Jeremy Harmer, *Loc.cit.*

²⁵ Kosasih, *Op.Cit.*, p. 401

2.5. Example of Diary

Here is example of diary:

Thursday, 27 May 2010 17:19

Dear Diary

Today school ended for half term holidays, had bit of dreadful day because fell out with my friend for a bit but now we are friends so am a happy human. Tomorrow is mums birthday am so excited might go out to dinner.

On Saturday I have tuition, sometimes is joyful, sometimes is plain boring! On Wednesday next week might go cinema with Ayesha to watch street Dance 3D, heard it is good! A another day next week might go cousins house for sleep over. Overjoyed 1st day back to school is lincolnsfield day. Might take you and write things about every day!! Already packing my suitcase :D can wait!
Bye bye diary see you tomorrow!!²⁶

3. Writing Diary

From the statement before, based on explanation of writing and diary, researcher can be concluded that writing diary is joyful activity so the students hopefully can be freely writing their idea and digging their idea. In writing diary, someone can share what he or she has in mind after they showed or felt something. People usually write a particular moment in their life.

²⁶ <https://www.makewav.es/story/137501/title/mydiaryentryonmyschoolholidays> retrieved on December 09, 2016, 19.18 pm

4. Text

Points out text differ in term of the purposes they carry. The term purpose here is more or less similar to what Halliday Hasan termed “functional” above. Functional means a stretch of language, or a text, is in use. It has a purpose, i.e. we use language because we have a purpose.²⁷

Generally, a text is something that we usually read. Meanwhile, Halliday explained that text is not group of words but as a semantic unit.²⁸ The quotation above, it is clear that in defining about text we must also regard to the group of word meanings in one text. In general, text is an article which often read. It is the language unity that expresses the meaning contextually.

Meanwhile, as we use language for various purposes, numerous types of texts are resulted. And these different types of texts are often labelled ‘genre’; types of texts that vary across culture. From the statement above, text is the simplest way to express our idea which has meaningful and purposes with acceptable structure.

5. Recount Text

5.1. Definition of Recount Text

A recount is a genre of texts. Recount is a piece of text retells past events. Recount text is text that retell about a story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text retell about past event and use adverbs of time, for example: when, one day, once upon a time,

²⁷ B.Derewianka, *Exploring How Text Work*. (London: Heinemann educational Books, 2002), p. 17

²⁸ Halliday, M.A.K. 2004, *An Introduction to Functional Grammar*, London: Oxford University Press.

last holiday, after, before, and other. Its very easy to diffrent recount text from another story.

We might tell about what we did on the weekend or it might be about interesting events which is happen when we were on holidays last month. It can be said that a recount is a piece of text that retells past events. According to Knapp and Watkins, state that recount are the simplest text the type in the genres, formally, recounts, are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.²⁹

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.³⁰

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

وَلَقَدْ أَرْسَلْنَا رُسُلًا مِّن قَبْلِكَ مِنْهُمْ مَّن قَصَصْنَا عَلَيْكَ وَمِنْهُمْ مَّن لَّمْ عَلَيْكَ نَقْصُصْ.....^{٣٠}



“We have sent forth other apostles before you; of some, We have already told you the story, of others We have told you nothing.”. (QS. Al-Ghafir: 78)

²⁹ P. Knapp & M. Watkins, *Genre, Text and Grammar*. (Sydney: University New South Wales, 2005), p. 223

³⁰ Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

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

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

A recount tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occured. A writeror speaker uses a recount tell us about a story or an event. Recount are usually given in the order that the event occured. Recount can be: factual, such as a news story, such as telling someone how you built something, personal, such as a family holiday, or your opinion on a subject.

5.2. Characteristics of Recount Text

5.2.1. Social Function

Recount text describe the experience which has been passed by way of telling the events of what heppened based on time sequence of occurence. Recount text has the social function to retell event for the purpose of informing or entertaining to reader.³¹

³¹ Rudi Hartono, *op.cit.*, p. 6

5.2.2. Generic Structures

There are three generic structure of recount. They are:³²

- 1) Orientation: provides the setting and produces participants. It provides information about „who“, „where“, and „when“.
- 2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
- 3) Re-orientation: optional-closure of events. It is „rounds off“ the sequence of events.

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

5.2.3. Grammatical Features of Recount text

The common grammatical features of recount text are:³³

- 1) Use of nouns and pronouns to identify people, animals, things involved
- 2) Use of actions verbs to refer to events
- 3) Use of past tense to locate events in relation to speaker's or writer's time
- 4) Use of conjunctions and time connectives to sequence of events
- 5) Use of adverb and adverbial phrase to indicate place and time
- 6) Use of adjective to describe nouns.

³² Ken Hyland, *op.cit.*, p. 135

³³ *Ibid.*, p. 135

5.2.4. Types of Recount Text

There are three types of recount text:

- 1) Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
- 2) Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- 3) Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

5.2.5. Example of Recount Text

Here is the example of recount text

My Personal Experience

Orientation

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physical calculations, and biological processes.

Events 1

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The Inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

Events 2

I learned from Edward Jenner’s book. Edward was an English doctor who found the cure for smallpox. The next book was Louis Pasteur’s book. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicilin.

Re-orientation

After I read the book, I realised that science is useful for human kind. By researching, we can discover things that can help human kind.

Therefore, since that moment, I managed to change my behavior and became a doctor.³⁴

6. The Use of Writing Diary in Teaching Recount Text

Teaching English as a foreign language sometimes make the teachers realize that transferring knowledge to the students is not easy. A good teacher will not give up he or she finds the students bored with the lesson. In teaching learning process, teachers are expected to make it more interesting through the medium used. Diary is one of the media that can be used in teaching writing, especially in writing recount text.

In the teaching and learning activities, using writing diary technique in teaching recount text put in the modelling of the stage step. Teacher give model of diary writing then explain about it. For the exercise the teacher asks students to write their past experiences in the diary form. They should keep in their mind to make writing as the part of their life. They should practice about how to write an English text starting from their daily life because what they write is actually an example of recount text. Besides, they should consider some criterion to make a good writing recount text.

Writing diary is an alternative technique in teaching recount text. Hopefully it would make students easily digging their idea, freely writing their idea and would make students excited in the teaching learning process. This technique should be seen as a way of extending the students' experience for them to develop their recount text writing.

³⁴ Artono Wardiman, *et. al.*, *English in Focus for Grade VII Junior High School (SMP/MTs.)*, (Jakarta: Pusat Perbukuan Depdiknas, 2008), p. 115-116

B. Related of Study

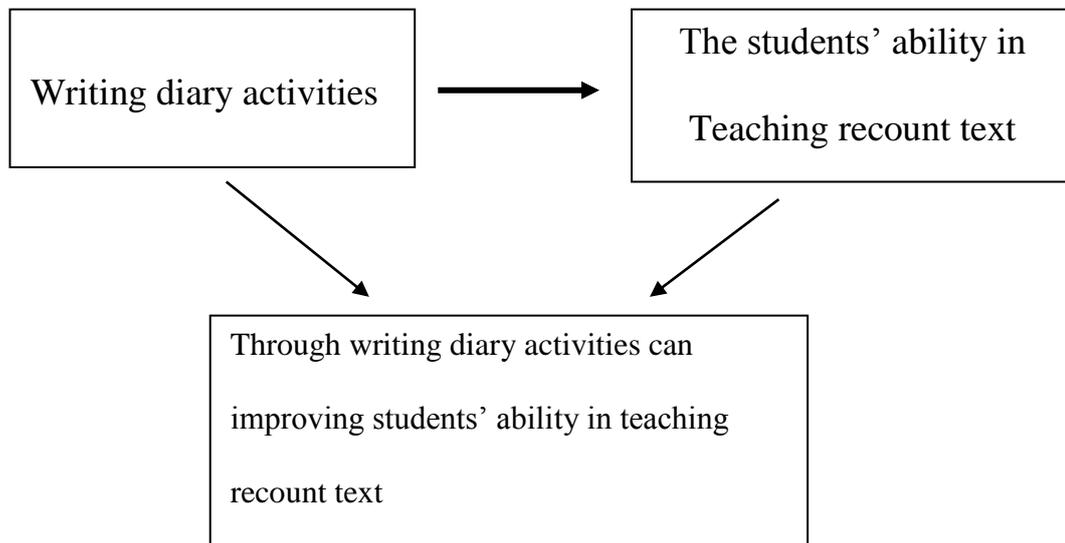
In this planning research, the writer finds the other related studies as follows:

1. Ilham pranata, research on title “Improving The Students’ Achievement In Writing Recount Text By Using Picture Sequence at MAS Al-Wasliyah Tembung Second Grade (Social Study) In 2012/2013 Academic Year”. There is an improvement of the students’ achievement in writing recount text if it is taught by using picture sequence strategy. It is proven from the mean of the students’ scores in three tests: pretest (24.47), post test I (50.8), and post test II (65.9). The result of qualitative and quantitative data analysis show that the application of picture squence improves the students’ achivement in writing recount text.³⁵
2. Asti Kurnia Ningsish “Writing Diary As An Alternative Technique In Teaching Written Recount Text”. using diary writing in teaching writing recount text can helps students of the eight grade students of SMP N II Bae, Kudus in the academic year 2009/ 2010 to improve their achievement in the recount text writing. Based on the t-test calculation, t- observation is higher than t- table ($t_o = 3.17 > t\text{-table} = 1.99$) on the level of significance 0.05 and degree of freedom 74. It shows that the alternative hyphotesis of this research is scepted. This means that there is a significant difference in the achievement of recount text writing between the students who wrote

³⁵ Ilham Pranata, “Improving The Students’ Achievement In Writing Recount Text By Using Picture Sequence”, (Medan: Skripsi IAIN SU, 2013), p. 51

diary as the source for the recount text writing and those who did not use diary as the source for the recount text writing.³⁶

C. Conceptual Framework



Writing is an activity or expression opinions, thoughts, and feelings. Furthermore, in addition to the thought and creativity of students in writing. The ability to write recount text is also contained in graduation competency standards. This shows that writing recount text is an ability that must be mastered by students. But in reality many students who hasn't mastered the ability to write recount text. This is causes the use of learning model is not in accordance with the purpose of learning to write recount text.

Diary is actually an individual work that can be given to the learner in order to make the learner be motivated to hold practice continually in his or her daily activity without any pressure. Retelling their experiences through diary can be a good practice to teach recount text, especially in grammatical points. The

³⁶ Asti Kurnia Ningsih, "Writing Diary As An Alternative Technique in Teaching Written Recount Text", (Semarang: Skripsi UNNES, 2009), p.52

frequency of practice in writing something in his or her daily life will improve their skills in writing and reduce making errors.

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

D. Hypothesis

In this research, based on formulation of problems and theoretical review in the above, the researcher assumes that using writing diary activities to teach recount text is effective because students can practice writing freely without any pressure. Moreover it has the same form as recount text. So it can be used to motivate the students to improve their ability in writing recount text and reduce making errors.

CHAPTER III

METHOD OF RESEARCH

A. Research Method

This research is an action research. Based on the location there are a variety of action research, as follow Classroom Action Research or *Penelitian Tindak Kelas (PTK)*. Classroom Action Research undertaken for repair or improvement learning practice in sustainable that based attached to the implementation of a teacher educator professional mission.

action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.³⁷ Classroom action research is one way to repair and improved educational services that organized in improving the quality of the overall school program. Calsroom action research is emphasis on activity (action) through test idea into practice or real situation that the activities are expected to be able repair and improve the quality of teaching and learning in the classroom.

Based on that, the method used is qualitative method and quantitative method. Qualitative method is kind of research based on descriptive data from each individual form of attitudes and behaviors that can be observed during the learning process. While quantitative method is research covering every riset conducted by calculating the percentage, average, as well as other statistical calculating. In meaning, kind of this research involve the researchers in the calculations, numbers, and quantity.

³⁷ Suharsimi Arikunto. dkk, *Penelitian Tindak Kelas*, (Jakarta: Bumi Aksara, 2012), p. 104

B. Location and Time Research

This research was conducted at MTs Al-Jam'iyatul Wasliyah Medan, Jl. Ismailiyah No. 82 Medan. The research was conducted in the second semester in the academic year of 2016/2017 and this research conducted from February 2017

C. Subject of Research

The main subjects of the research are the students of class VIII-B MTs Al-Jam'iyatul Wasliyah Medan. This class consists of 40 students

D. Procedure of Collecting Data

There are two cycles in this study. There are four components in one cycle for doing action research, they are:

a. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

b. Acting

This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to understand in writing recount text, give students treatment ways to remember every word in spelling and writing, give students assignments in individual, evaluate their mistakes and make summarize about materials.

c. Observing

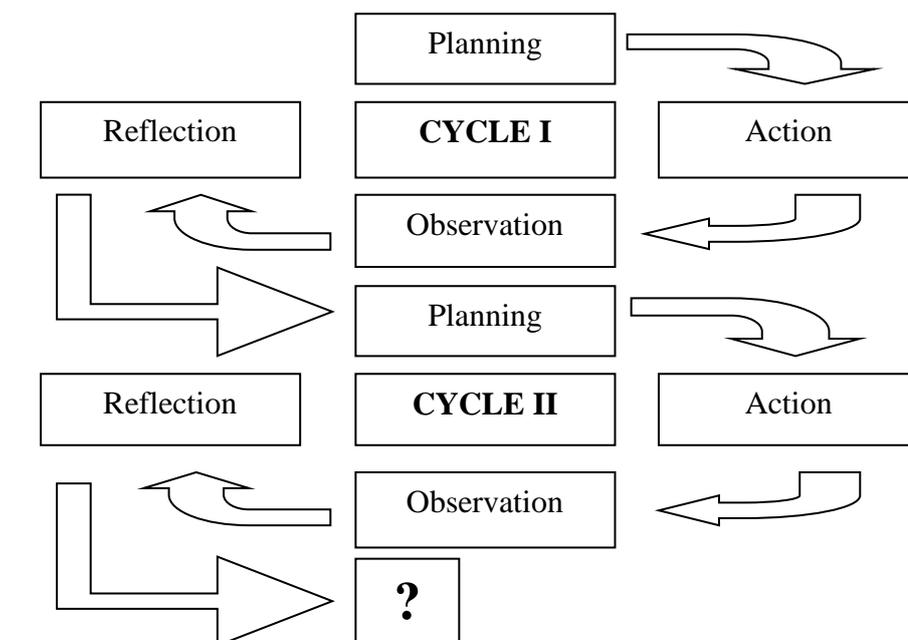
In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

d. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.³⁸

In this classroom action research, the resarcher planed to cunduct two cycles through diary writing activities in teaching recount text, which is each cycle consist of four stages, they are: planning, acting, observing, and reflecting. This is design of cycle execution classroom action research was as follows:³⁹

FIGURE 3.1 Design of CAR



³⁸ Ibid., p. 17-22

³⁹ Ibid., p. 16

1. Procedure of The Pre-Test

The first step in making classroom action research was researcher used pre-test to assess the students' ability in writing recount text. In this activity the teacher taught students with conventional method. The teacher explained about text including; definition, generic structure, and characteristics of recount text. After that, the teacher asked to the students to write a recount text according to their experience while holiday.

After that researcher gets the data from pre-test and the observation, researcher analyzed the result to determine the use of writing diary activities in teaching recount text. After recognizing the possible cause of problems faced by students, the researcher would explore ways that writing diary activities can become an aid in teaching recount text.

2. Procedure of Cycle I

Researcher preparing the research instrument such as lesson plan, example of diary, materials, observation checklist, and formative test. Formative test was use to get information about the way of teaching language in certain level. This test is important for teacher in increasing a teaching language program. It has function also to know the teaching language that has done run well or not. In this cycle, the researcher used Bad Experience as the theme.

As acting, researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance. Then researcher give explanation about diary and give example of diary. Then researcher tell the topic of this cycle is Bad experience. After that

researcher give students the paper task and give some questions to students related to the task, and then ask students about the difficult vocabularies that they do not know. Finally, the teacher gave evaluation test to students by ask them to write their bad experience in the paper.

In this cycle, researcher also do the observation by asking the researcher friend to help in observing the learning process when researcher teaching. After having the first treatment, the researcher took an assessment. The assessment conduct to measure the students improvement in writing after first treatment. In the last step, researcher analysis and evaluation the actions that have been done in this cycle. Reasearcher analysis the result of the observation. It continue then to make reflection which one should be maintained and which one should be repaire in the next cycle.

3. Procedure of Cycle II

The second cycle was done based on the result of reflection from the first cycle. If the result from observation is still low, so it is needed another action in order the next cycle makes some improvement of the quality. In preparation stage, researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aid, observation checklist, and evaluation test.

As acting, the researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assesment). The procedure of teaching and learning process in this treatment is the same as the previous meeting. The main focus of the treatment to

eliminate students' difficulties in the previous meeting. As the previous meeting, the researcher ask the students to make a diary based on their experience yesterday.

In the process of learning, the researcher observed the teaching and learning process by asking the researcher friend to help him to monitor the class situation and the students' activity by using observation checklist. In the last of this cycle, researcher analysis the result of the observation and concluded the improvement in the researcher's study.

E. Data Collection Technique

Data collection was process of collecting information that related to inquiry, information that be believed will respond to the research question. For collection the data the researcher used three instruments that are observation, test, and interview.

1) Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decides to use observation form. The observationappraised the activities during the teaching and learning process.

In this study, an observation checklist is used to observe the subject of the study in some aspect. The aspect that will be observed are student' attendance, students actively in asking question to the teacher, students actively in answering question, students actively in doing assignment from teacher, students attention during the lesson, and students cooperative attitude during the lesson.

TABLE 3.1
Sheet of observation attitude students in learning

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher explanation						
2	Students activity in make a note from teacher explanation						
3	Students asks question to the teacher clarify understanding						
4	The students are enthusiastic in responding teacher's question						
5	The students answer teacher's questions						
6	The students are enthusiastic doing and complete the written test						

2) Test

Test used in this research is essay that require students to write a recount text through writing diary activities. Test is used to measure the students' mastery in writing recount text. It was done twice; pre-test and post-test:

a. Pre-test

Before the teacher taught new material by using diary, the teacher asked students to make a recount composition about their unforgettable experience. Pre-test was given to the experimental and control classes in same way.

b. Post-test

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

In this research, the researcher used rating scale to score or evaluate the students' achievement in writing. There are five aspects, which are used as consideration in scoring. They are content, organization, vocabulary, language use (grammar), and mechanics. The scoring guidance according to Sara is as follow:⁴⁰

⁴⁰ Sara Cushing Weigle, *Op. Cit.* p. 116.

TABLE 3.2
Score Guidance

No	Assessment Aspects	Categories	Score	Criteria
1.	Content	Excellent	27-30	Excellent to very good, knowledge, substantive, thorough development of thesis, relevant to assigned topic.
		Good	22-26	Good to average: some knowledge of subject adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		Fair	17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
		Poor	13-16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate..
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
		Good	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		Fair	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		Poor	7-9	Very poor: does not communicate, no organization.
3.	Vocabulary	Excellent	18-20	Excellent to very good: sophisticated range effective word/idiom choice and usage, word form mastery, appropriate register. Type equation here.

No	Assessment Aspects	Categories	Score	Criteria
		Good	14-17	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
		Fair	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
		Poor	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
4.	Language Use	Excellent	22-25	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
		Good	18-21	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
		Fair	11-17	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning confused or obscured
		Poor	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate

No	Assessment Aspects	Categories	Score	Criteria
5.	Mechanics	Excellent	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		Good	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		Fair	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused
		Poor	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
Total Skor			100	

3) Interview

The interview was done in the first and in the end of the meeting. The interview was done in the first meeting in order to find the obstacles of the students in studying English especially in writing. In the end of the meeting the interview was done to know the effectiveness of writing diary activities in writing recount text including their difficulties in writing.

F. Data Analysis Technique

The aim of this study is to find out whether writing diary could improve the writing students skill or not. There are pre test and post test, these tests are used to measure the student's progress in mastering writing skill. The steps of data analysis are:

1. Analyzing observation

The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist in observing class condition and monitored the learning process. In the end, the data will be analyzed by describing the result of percentage from the check list. Use the formulate:

$$R = \frac{\sum t}{s} \times 100\%$$

Where:

R = Score

$\sum t$ = Total Score

s = Score Maximal

2. Analyzing the test

After conducting the test, the researcher gave score to the writing test papers of the students. The researcher uses test to measure the writing ability covering content, organization, vocabulary, language use, and mechanics. In giving score of writing test, the researcher processes the result of the students' tests. The writer gave score for each component of writing as follows:

- a. Content : The lowest score is 13 and the highest score is 30
- b. Organization : The lowest score is 7 and the highest score is 20
- c. Vocabulary : The lowest score is 7 and the highest score is 20
- d. Language use : The lowest score is 5 and the highest score is 25
- e. Mechanic : The lowest score is 2 and the highest score is 5

After getting the mean of each elements of writing, the researcher formulated the result to get the total mean score as follow⁴¹:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

\bar{x} = The mean of students' score

$\sum x$ = The total score

n = The Number of student

Next, to categories the number of the students who passed the test successfully, the researcher applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who get point 70

R = The percentage of students who get point 70 above

T = The number of students who took the rest

⁴¹ Rahayu Kariadinata dan Maman Abdurrahman, *Dasar-Dasar Statistik Pendidikan*, (Bandung: CV. Pustaka Setia, 2012), p. 65

G. Achievement Indicator

The students' achievement and failure in doing the activities planned assessed by referring the criterion issued by MTs Al-Jam'iyatul Wasliyah Medan, namely *Kriteria Ketuntasan Minimal* (Minimum Passing grade Criteria). A material could be said that it was successfully taught if students had minimal score 70. It means that 70% of the material was mastered by students.

CHAPTER IV

RESEARCH FINDING

A. Data Analysis

The research analyzed two kinds of data. They were qualitative and quantitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet and interview. The data were taken only one class. The class VIII-B which 40 students. This research was done in two cycles. Every cycle consisted of four steps of classroom action research, namely : Planning, action, observation, and reflection.

1. The Quantitative Data

The quantitative data were taken the test results during conducted research which carried out in two cycles. Form of the test is writing. Writing test was taken from pretest, post test of cycle 1 and post test of cycle 2. The result of the student's score could be seen in the following table.

TABLE 4.1
The student's Score from the Pre-test, the Post-Test in cycle I
and the post-Test in cycle II

No.	Initial Name	Student's Score		
		Pre-Test	Post Test of Cycle I	Post Test Cycle II
1.	AAL	65	73	75
2	AH	57	66	70
3.	AQ	42	68	78
4.	AF	54	65	68

No.	Initial Name	Student's score		
		Pre-Test	Post Test of Cycle I	Post Test Cycle II
5.	AH	68	72	72
6.	AN	70	78	85
7.	AL	60	69	72
8.	BM	55	55	70
9.	CA	59	69	72
10.	EAM	63	70	70
11.	FH	58	66	69
12.	FR	54	68	73
13.	FF	72	70	75
14.	FA	65	73	73
15.	HZA	66	73	73
16.	HR	42	50	72
17.	HA	49	60	65
18.	MN	72	78	84
19.	MA	66	72	72
20.	MAL	69	74	79
21.	MIA	59	70	70
22.	MJA	55	68	68
23.	MPR	70	65	74
24.	MM	45	70	75
25.	NR	69	73	76

No.	Initial Name	Student's score		
		Pre-Test	Post-Test of Cycle I	Post-Test of Cycle II
26.	NRS	65	75	75
27.	PS	45	60	67
28.	R	68	73	78
29.	RA	64	72	72
30.	RQ	49	71	73
31.	RMM	50	65	70
32.	RV	62	70	80
33.	SKH	49	62	66
34.	S	58	70	70
35.	SY	47	58	65
36.	SM	72	75	84
37.	TN	72	72	85
38.	YHA	49	57	67
39.	ZK	55	66	70
40.	Z	60	68	75
TOTAL		$\Sigma = 2401$	$\Sigma = 2729$	$\Sigma = 2927$
		$\bar{X} = 59.22$	$\bar{X} = 68.22$	$\bar{X} = 73.17$

1.1. The Pre-Test

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing recount text. In pre-cycle consist of four steps: planning, action, observation, and reflection.

a. Planning

In planning step, the researcher prepared in teaching learning, such as make lesson plan with the theme which has been discussed about holiday, material about recount text, pre-test as instrument to collect the data, and observation sheet.

b. Action

In action, researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance list. Teacher gave the explanation about the definition, generic structure, and grammatical features of recount text. Teacher explained to the students about how to make recount text writing by gave them some examples of recount text. Then, teacher gave a piece of paper to the students and asked them to make a paragraph about their experience when holiday. In this case, the teacher asked students to remember their experience or some events that happened when holiday and applied it into sentences and paragraph of recount text.

c. Observation

From the observation in this activity, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. There were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process.

d. Reflection

After finishing the writing, the teacher asked them to collect their writing. Most of them said that writing is very difficult, because they had to remember their experience and wrote it into paragraph. Besides that, they got difficulties in translating the Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in Appendix X.

From the result, researcher calculated the mean of the score of students' writing result, therefore the mean of pre-test:

$$\begin{aligned}\bar{X} &= \frac{2401}{40} \\ &= 59.22\end{aligned}$$

The number of students who pass the test was calculated as follows:

$$\begin{aligned}P &= \frac{6}{40} \times 100\% \\ &= 15\%\end{aligned}$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

TABLE 4.2
Distribution of Students' Ability in Writing Recount Text in Pre-Test

Criteria	Total Students	Percentage
Successful	6	15%
Unsuccessful	34	85%

From the table above, it can be concluded that the students' ability in writing recount text was low. The mean of student was 59.22. from the table above shown that 6 students got successful it was 15% and 34 students got unsuccessful it was 85%. It means that the students ability in writing recount text is low. Based on the achievement above, the means of students' score in pre-cycle was still poor and not satisfactory. The researcher was aware that most the students still had difficulties to write a recount text.

1.2.The Cycle I

There were several procedure that were conducted this cycle I, such as planning, action, observation, and reflection. The detail of each procedure was as follow:

a. Planning

Based on the result of pre-cycle, it showed that the students' ability in writing recount text was still low. In the planning step, the researcher

prepared the teaching learning design, such as, making lesson plan, the example of diary, the observation sheet, and the task sheet.

b. Action

researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance. Then researcher give explanation about diary and give example of diary. Then researcher tell the topic of this cycle is Bad experience. After that researcher give students the paper task and give some questions to students related to the task, and then ask students about the difficult vocabularies that they do not know. Finally, the teacher gave evaluation test to students by ask them to write their bad or happy experience in the paper.

c. Observation

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also most of students joined the class most enthusiast than previous meeting.

d. Reflection

After whole activity had finished, the researcher assessed the students' writing result. The result of the writing test in cycle I can be seen in Appendix XI. From the result, researcher calculated the mean of the score students' writing result, therefore the mean of post-test in cycle I:

$$\begin{aligned}\bar{X} &= \frac{2729}{40} \\ &= 68.22\end{aligned}$$

The number of students who pass the test was calculated as follows:

$$\begin{aligned}P &= \frac{21}{40} \times 100\% \\ &= 52.5\%\end{aligned}$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was belows:

TABLE 4.3
Distribution of Students' Ability in Writing Recount Text in Post-Test I

Criteria	Total Students	Percentage
Successful	21	52.5%
Unsuccessful	19	57.5%

From the table above, there was an improvement of students ability in writing recount text from pre-test. It could be seen from that the mean of students in post-test I was 68.22. From the table above shown 21 students got successful it was 52.5% and 19 students got unsuccessful it was 57.5%. Even though, it is still needed more improvement because it could not achieve yet 70% as the target of succes Classroom Action Research. Based on the problem above, researcher conducted cycle 2 in order to improve the students writing recount text.

1.3. The Cycle II

The cycle II was done based on the result of cycle I. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The second cycle was done by the researcher in order to get better improvement of students' result. The researcher conducted the steps as follow:

a. Planning

Based on the result of the cycle I, it showed that the students' ability in writing recount text was still low. The researcher made some planning that was conducted in this cycle. In the planning, researcher arranging lesson plan based on the teaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation.

b. Action

The researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assesment). The procedure of teaching and learning process in this treatment is the same as the previous meeting. The main focus of the treatment to eliminate students' difficulties in the previous meeting. As the previous meeting, the researcher ask the students to make a diary based on their experience yesterday.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiast then before meeting.

d. Reflection

In this cycle, the researcher motivated the students before writing the paragraph. The students' activity in learning process was enough maximum they were more interesting and enthusiastic in the learning process. After whole activity had finished, the researcher assessed students' writing result as in second cycle. The result of the writing test in cycle II can be seen in Appendix XII.

From the result, researcher calculated the mean of the score students' writing result. The result of the evaluation test in cycle II was as follow:

$$\begin{aligned}\bar{X} &= \frac{2927}{40} \\ &= 73.17\end{aligned}$$

The number of students who pass the test was calculated as follows:

$$\begin{aligned}P &= \frac{32}{40} \times 100\% \\ &= 80\%\end{aligned}$$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

TABLE 4.4
Distribution of Students' Ability in Writing Recount Text in Post-Test II

Criteria	Total Students	Percentage
Successful	32	80%
Unsuccessful	8	20%

From the table above, shown that 32 students get success score or it was 80% and 8 students got unsuccess score or it was 20%. It could conclude that the students ability in writing recount text. The researcher concluded that the problems have been solving through writing diary activities for teaching English writing in recount text and the teaching and learning process is effective to improve their writing skill.

2. The Qualitative Data

The Qualitative data were taken from the result of the observation and interview. Both teacher and student's behaviour during the teaching learning process in the classroom were evaluated in qualitative data.

2.1. Observation sheet

In the observation sheet, there were some items that are supposed represents the situation during the accomplishment of each cycle of this research. Aspects in observation activity follows: students participate toward teacher explanation, students activity in make a note from teacher

explanation, students asks question to the teacher clarify understanding, the students are enthusiastic in responding teacher's question, and the students are enthusiastic doing and complete the written test.

Researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation checklist. in pre-cycle there were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process. In cycle I most of the students had participated effectively during the teaching and learning process. In cycle II the activities of the students were observed and it showed the most of the students did not have significant problems about writing. The majority of the students joined actively response with the teacher explanation. The result of observation during the resarch can be seen in Appendix VI, Appendix VII, and Appendix VIII

2.2. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. Researcher also shared with Mrs. Zulaikha Limbong as the English teacher of eighth grade students of MTs Al-Jam'iyatul Wasliyah Medan. The teacher explained that the students of eighth grade still poor on ability in writing especially in writing recount text, because the motivation of students to learn English was poor.

The interview also was done after implemented the technique to the English teacher and some students who got the low and high value during the learning process. From the students and teacher's answer in interview, showed that the teacher felt the learning process was more active and the students' ability in writing was improve. From the students in interview pointed that they pleasure and enjoy learned recount text through writing diary activities in Appendix VIII.

B. Research Finding

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. The improvements of students' ability in writing recount text can be seen in the following table:

TABLE 4.5
Comparison the results of observation on pre-test, cycle I, and cycle II

No.	Meeting	Total score	Percentage
1	Pre-Test	16	53.3 %
2	Cycle I	19	63.3 %
3	Cycle II	22	73.3 %

The students' score in those three test were varied. In the first lowest score was 42 and the highest one was 72. In the second test, the lowest score was 50 and highest one was 78. In the third test, the lowest score was 66 and the highest one was 85. The achievement of the students' score in the vocabulary tests can be seen in the table:

TABLE 4.6
The Comparison of the Students' score in Three Test

Name of Test	Pre-Test	Post-Tset I	Post-Test II
Lowest Test	42	50	66
Highest Test	72	78	85
\bar{X}	59.22	68.22	73.17
N	40	40	40

Where:

\bar{X} = Mean

N = Number od Students

The result of students ability was indicated that there was an improvement on the students' abiliy in writing recount text through writing diary activities. The mean of the pre-test 59.22, it was very low. The mean of the post-test I cycle I was 68.22, then the mean of post-test II cycle II was 73.17. It was indicated that the scores and the mean in second cycle were better than pre-test and post-test I.

TABLE 4.7
The Percentage of Students' Ability in Writing Recount Text in Pre-test, Post-test I, and Post-test II

Test	Successful		Unsuccessful	
	Total of Students	Percentage	Total of Students	Percentage
Pre-test	6	15%	34	85%
Post-test I	21	52.5%	19	57.5%
Post-test II	32	80%	8	20%

The percentage of students who got score >70 also grew up. In the pre-test, the students who got score >70 were 6 students (15%). In the post-test I cycle I, the students who got score >70 were 21 students (52.5%). It means that there was improving about 37.5%. The post test II cycle II, students who got score were 32 students (80%). And improvement was about 27.5%. It means that the mean of the score in every meeting increased. In another word the students ability in writing recount text were become better in the first meeting to next meeting.

C. Discussion

Using a strategy can influence the result of teaching. There are a lot of media can be applied in the classroom. When the teacher teaching in front of class, that teacher should be choose the good and creative strategy or media that can make their students understood the lesson and enjoy their study. From the statistic data, the students' ability in writing recount text by writing diary activities in post-test II shows the highest score was 85 and the mean was 73.17, and if without strategy the highest score 72 and the mean 59.22. It mean that the students' score was increased.

The fact said that the students more interested in learning writing recount text through writing diary activities. They were fun and still serious to study about recount text. Based on the research in MTs Al-Jam'iyatul Wasliyah medan at the eighth grade, the researcher found that writing diary activities was good strategy to increase the students ability in writing recount text, because this strategy made students enjoy, fun, easy, and freely to write recount text as a material in class. The students also more braveness and had self confidence and know what they

will write. Based on the result, there was an effective improvement on the students' ability in writing recount text through writing diary activities

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding that were describe in chapter IV and their interpretation, the researcher draws the following conclusion:

1. Writing diary activities can improve students' skill in writing recount text.

Diary writing can make students more interest with the material of writing recount text. By writing diary activities, teacher can stimulate the students to write their experience in paper. Students more enjoy to write their experience, students also remember their experiences and arrange it in the simple paragraph recount text. Writing diary activities is interest and motivate students to learn English writing easily.

2. Based on the result of the research that had been done in two cycle (cycle I and cycle II). The teaching of writing recount text trough diary writing activities is very effective. It was supported by the significance result of students score in the pre-cycle (59.22), Cycle I (68.22), and Cycle II (73.17).

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. Theoretically : This thesis can contribute in learning recount text through writing diary activities.
2. Practically :
 - a. For researcher as a model of learning as well as the media to improve the quality of education in Indonesia.
 - b. For School headmaster need to motivate teachers to broaden their horizons about various innovative and supportive learning models to apply models in learning.
 - c. For Teacher Writing diary activities is good way for the teacher to use because make writing learning more interesting in writing recount text.
 - d. For Students it's good to practice their writing ability, because can make them more easier and enjoyble in writing activities.

REFERENCES

- Arikunto, Suharsimi, dkk. 2012. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Asrul, dkk. 2014. *Evaluasi Pembelajaran*. Bandung: Citapustaka Media.
- Bram, Bram. 1995. *Write Well Improving Writing Skills*. Yogyakarta: Penerbit Kanisius.
- Brown, Kristine. & Susan Hood. 1993. *Writing Skill and Strategies for Student of English*. Cambridge: Cambridge University Press.
- Depdiknas. 2003. *Peraturan Menteri Pendidikan Nasional, No. 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*. Jakarta.
- Derewianka, B. 2002. *Exploring How Text Work*. London: Heinemann educational Books.
- Dewi, Utami. *How to Write*. Medan: La-Tansa Press.
- Gerrot, L. & P. Wignell. 1994. *Making Sense of Functional Grammar*. Cammeray: Antipodean Educational Entterprises.
- Green, Norma. 1995. "Journals Informal Diary Writing", in Jack C. Richards (ed.), *New Ways in Teaching Writing*, Virginia: TESOL Inc.
- Grey, Jane. <http://hubpages.com/literature/10-Benefits-of-Keeping-a-Journal>. Accessed on December 30th 2016, 14.00 pm
- Halliday, M.A.K. 2004, *An Introduction to Functional Grammar*, London: Oxford University Press
- Harmer, Jeremy. 2004. *How to Teach Writing*. England: Pearson Education Limited
- Hartono, Rudi. 2005. *Genres of Text*. Semarang: UNNES.
- Heaton, J.B. 1988. *Writing English Language Test*. New York: Addition Longman Group.
- http://en.wikipedia.org/wiki/English_language retrieved on December 2, 2016
- <https://www.makewav.es/story/137501/title/mydiaryentryonmyschoolholidays> retrieved on December 09, 2016, 19.18 pm

- Hyland, Ken. 2004. *Genre and Second Language Writing*. The United State of America: The University of Michigan Press.
- Kariadinata, Rahayu dan Maman Abdurrahman. 2012. *Dasar-Dasar Statistik Pendidikan*. Bandung: CV. Pustaka Setia
- Knapp, P. & M. Watkins. 2005. *Genre, Text and Grammar*. Sydney: University New South Wales.
- Kosasih. 2005. *Intisari Bahasa dan Sastra Indonesia untuk SMP kelas 1,2, dan 3*. Bandung: Bina Cipta
- Langan, John. 2003. *College Writing Skills, Media Edition*. United States of America: McGraw-Hill.
- , John. 2006. *English Skill: Eight Edition*. New York: McGraw Hill Higher Education.
- Ningsih, Asti Kurnia. 2009. *Writing Diary As an Alternative Technique in Teaching Recount Text*. Semarang: UNNES
- Nurhadi. 2007. *Bahasa Indonesia untuk SMP Kelas VII*. Malang: Erlangga
- Pranata, Ilham. 2013. *Improving The Students' Achievement in Writing Recount Text By Using Picture Squence*. Medan: Skripsi IAIN SU
- Quora, <https://www.quora.com/what-are-some-advantages-disadvantages-of-writing-a-diary>. Accessed on December 30th 2016, 13.30 pm
- Ramela. 2003. *English Phonetic*. Semarang: UNNES Press.
- Reid, J.M. 2008. *Basic Writing*. California: Prentice Hall.
- Rogers, Henry. 2005. *Writing Systems: A Linguistic Approach*. Oxford: Blackwell Publishing.
- Wardiman, Artono. *et. al.*, 2008. *English in Focus for Grade VII Junior High School (SMP/MTs.)*. Jakarta: Pusat Perbukuan Depdiknas.
- Weigle, Sara Cushing. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.
- Wikipedia, Free Encyclopedia "Diary", <http://en.wikipedia.org/wiki/diary>, retrieved on December 08, 2016, 10.55 am

LESSON PLAN

School : MTs. Al-Jam'iyatul Wasliyah Medan
Class : VIII^B
Semester : II (Two)
Subject : English
Skill focus : Writing Recount text
Time : 2 x 40 Minutes

1. Standard of Competence

Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.

2. Basic of Competence

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

3. Indicator

The students are able to:

- 1) To understand about recount text, the social function and the generic structure of recount.
- 2) To use simple past tense in a paragraph
- 3) To make a paragraph using recount text.

4. Learning Aim

- 1) Students are able to understand recount text, the social function and the generic structure of recount text.
- 2) Students are able to use simple past tense in paragraph.
- 3) Students are able make a paragraph using recount text

5. Character of students expected

- 1) Dicipline
- 2) Respect
- 3) Diligence
- 4) Responsibility
- 5) Carefulness

6. Learning Activities

- 1) Pre Activities :
 - a. The teacher opens the class by greeting
 - b. The teacher checks the student's attendance

- c. The teacher gives explanation about recount text
- d. The teacher gives brainstorming by asking students about their experience:
 - 1. What do you do during your last holiday?
 - 2. What do you feel in your holiday? Why?
 - 3. Where is your favorite place that you visit when your last holiday?
- e. The teacher tells the topic of the lesson

2) Main Activities

- a. Teacher gives paper to students
- b. Teacher explain about grammatical points used in the text
- c. Teacher asks students to write their experience in their paper
- d. Teacher asks students to tell their last experience in their paper
- e. Teacher gives some helps to students if they get difficulty

3) Post activities

- a. After finishing the work, some students tell to their work in front of class
- b. Students collect the tasks to teacher
- c. Teacher gives the conclusion of today's lesson
- d. Teacher closes the lesson

7. Lesson Source

- 1) English relevan text book
- 2) Dictionary
- 3) Internet

8. Media

- 1. Paper
- 2. White board and board maker
- 3. Pen

9. Learning Method

Discussion

10. Material

On the english text book (English in Focus for grade VIII) page 116 – 117
Recount Text

a. Definition of recount text

A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

b. The generic structure of recount text

1. Orientation : tells who was involved, what happened, where the events took place, and when it happened.
2. Events : tell what happened and what sequence.
3. Reorientation : consist of optional-closure of events/ending

c. Language feature of recount text

1. Using simple past tense
2. Using conjunction word

Example of Recount Text

My Personal Experience

Orientation

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physical calculations, and biological processes.

Events 1

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The Inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

Events 2

I learned from Edward Jenner’s book. Edward was an English doctor who found the cure for smallpox. The next book was Louis Pasteur’s book. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicilin.

Re-orientastion

After I read the book, I realised that science is useful for human kind. By researching, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.

11. Assesment

1. Form : Written form

2. Technique : students are asked to make paragraph of recount text in paper based on the theme.

3. Aspects to be assessed :

No	Assessment Aspects	Categories	Score	Criteria
1.	Content	Excellent	27-30	Excellent to very good, knowledge, substantive, thorough development of thesis, relevant to assigned topic.
		Good	22-26	Good to average: some knowledge of subject adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		Fair	17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
		Poor	13-16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate..
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
		Good	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		Fair	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		Poor	7-9	Very poor: does not communicate, no organization.
3.	Vocabulary	Excellent	18-20	Excellent to very good: sophisticated range effective word/idiom choice and usage, word form mastery, appropriate register.

		Good	14-17	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
		Fair	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
		Poor	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
4.	Language Use	Excellent	22-25	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
		Good	18-21	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
		Fair	11-17	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning confused or obscured
		Poor	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate
5.	Mechanics	Excellent	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation,

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

Known by,
Head Master MTs. Al-Jam'iyatul Wasliyah

The Teacher

H. Burhanuddin Noor, LC

Zulkaidah Limbong

The Researcher

Icha Chairunnisa
NIM. 34.13.3.181

LESSON PLAN CYCLE I AND CYCLE II

School : MTs. Al-Jam'iyatul Wasliyah Medan
Class : VIII^B
Semester : II (Two)
Subject : English
Skill focus : Writing Recount text
Time : 4 x 40 Minutes

1. Standard of Competence

Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.

2. Basic of Competence

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

3. Indicator

The students are able to:

- 1) To understand about recount text, the social function and the generic structure of recount.
- 2) To use simple past tense in a paragraph
- 3) To make a paragraph using recount text.

4. Learning Aim

- 1) Students are able to understand recount text, the social function and the generic structure of recount text.
- 2) Students are able to use simple past tense in paragraph.
- 3) Students are able make a paragraph using recount text

5. Character of students expected

- 1) Dicipline
- 2) Respect
- 3) Diligence
- 4) Responsibility

5) Carefulness

6) Learning Activities

Meeting I

1) Pre Activities :

- a. The teacher opens the class by greeting
- b. The teacher checks the student's attendance
- c. The teacher gives explanation about diary and example of diary
- d. The teacher gives brainstorming by asking students about their experience.
- e. The teacher tells the topic of the lesson, that is bad experience

2) Main Activities

- a. Teacher gives paper to students
- b. Teacher explain about grammatical points used in the text
- c. Teacher asks students to write their experience in their paper
- d. Teacher asks students to tell their last experience in their paper
- e. Teacher gives some helps to students if they get difficulty

3) Post activities

- a. After finishing the work, some students tell to their work in front of class
- b. Students collect the tasks to teacher
- c. Teacher gives the conclusion of today's lesson
- d. Teacher closes the lesson

Meeting II

1) Pre Activities :

- a. The teacher opens the class by greeting
- b. The teacher checks the student's attendance
- c. The teacher gives explanation about purpose of writing diary activities
- d. The teacher gives brainstorming by asking students about their experience.
- e. The teacher tells the topic of the lesson

2) Main Activities

- a. Teacher gives paper to students
- b. The students, individually write a diary of their personal experience
- c. Teacher explain about grammatical points used in the text
- d. Teacher asks students to write their experience in their paper
- e. Teacher asks students to tell their last experience in their paper
- f. Teacher gives some helps to students if they get difficulty

3) Post activities

- a. The teacher submit the task
- b. The students, together with the teacher, summarize and reflect on what they have learnt from the lesson
- c. Teacher closes the lesson

7. Lesson Source

- 4) English relevan text book
- 5) Dictionary
- 6) Internet

8. Media

4. Paper
5. White board and board maker
6. Pen

9. Learning Method

Discussion

10. Material

Diary

Definition of diary

A diary is a written record of personal experience, thoughts and feeling

Some things need to be done when writing a diary, as follows:

5. Specify the problem or the main topics that will be write, that is before write our experience in the diary, it must first be determined what topics will be written so that in writing it the same as the topics will write.
6. Write down what we want to record in diary freely and unimpeded, it means in pouring private experience must freely and unimpeded without limiting room thought while writing in a diary, but it must be with a good and true language.
7. Do not procrastinate time, it means while we want to write our story in the diary should not delay the time of writing. This is so that the content is more perfect.

Example of diary

Thursday, 27 May 2010 17:19

Dear Diary

Today school ended for half term holidays, had bit of dreadful day because fell out with my friend for a bit but now we are friends so am a happy human. Tomorrow is mums birthday am so excited might go out to dinner.

On Saturday I have tuition, sometimes is joyful, sometimes is plain boring! On Wednesday next week might go cinema with Ayesha to watch street Dance 3D, heard it is good! A another day next week might go cousins house for sleep over. Overjoyed 1st day back to school is lincolnsfield day. Might take you and write things about every day!! Already packing my suitcase :D can wait! Bye bye diary see you tomorrow!!

Assesment

- 7) Form : Written form
- 8) Technique : students are asked to make paragraph of recount text in paper based on the theme.
- 9) Aspects to be assessed :

No	Assessment Aspects	Categories	Score	Criteria
----	--------------------	------------	-------	----------

1.	Content	Excellent	27-30	Excellent to very good, knowledge, substantive, thorough development of thesis, relevant to assigned topic.
		Good	22-26	Good to average: some knowledge of subject adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		Fair	17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
		Poor	13-16	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate..
2.	Organization	Excellent	18-20	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
		Good	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		Fair	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		Poor	7-9	Very poor: does not communicate, no organization.
3.	Vocabulary	Excellent	18-20	Excellent to very good: sophisticated range effective word/idiom choice and usage, word form mastery, appropriate register.
		Good	14-17	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
		Fair	10-13	Fair to poor: limited range,

				frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
		Poor	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
4.	Language Use	Excellent	22-25	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
		Good	18-21	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
		Fair	11-17	Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning confused or obscured
		Poor	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate
5.	Mechanics	Excellent	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		Good	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		Fair	3	Fair to poor: frequent errors of spelling, punctuation,

			capitalization, paragraphing, poor handwriting, meaning confused	
		Poor	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
	Total Skor		100	

Known by,
Head Master MTs. Al-Jam'iyatul Wasliyah

The Teacher

H. Burhanuddin Noor, LC

Zulkaidah Limbong

The Researcher

Icha Chairunnisa
NIM. 34.13.3.181

PRE-TEST

Kind of Paragraph : Recount
Tense : Past Tense
Time Allotment : 40 Minutes

Instruction

1. Write down your name and class.
2. Write example of recount text based on your holiday experience
3. Include your emotion in diary.
4. Do it individually.
5. Do not be afraid to write your feelings.

POST-TEST I

Kind of Paragraph : Recount
Tense : Past Tense
Time Allotment : 40 Minutes

Instruction

1. Write down your name and class.
2. Write down about your personal experience “Bad or Happy Experience” in a diary paper.
3. Include your emotion in diary.
4. Do it individually.
5. Do not be afraid to write your feelings.

POST-TEST II

Kind of Paragraph : Recount
Tense : Past Tense
Time Allotment : 40 Minutes

Instruction

1. Write down your name and class.
2. Write down about your experience based on last days in this week.
3. Include your emotion in diary.
4. Do it individually.
5. Do not be afraid to write your feelings.

APPENDIX VI

OBSERVATION SHEET PRE-CYCLE

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher explanation			√			3
2	Students activity in make a note from teacher explanation			√			3
3	Students asks question to the teacher clarify understanding		√				2
4	The students are enthusiastic in responding teacher's question			√			3
5	The students answer teacher's questions		√				2
6	The students are enthusiastic doing and complete the written test			√			3
TOTAL						$\frac{16}{30} \times 100\%$ $= 53.3 \%$	

Observer

Khairun Nisa

OBSERVATION SHEET CYCLE I

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher explanation				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks question to the teacher clarify understanding		√				2
4	The students are enthusiastic in responding teacher's question			√			3
5	The students answer teacher's questions			√			3
6	The students are enthusiastic doing and Complete the Written test				√		4
TOTAL						$\frac{19}{30} \times 100\%$ $= 63.3 \%$	

Observer

Khairun Nisa

OBSERVATION SHEET CYCLE II

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher explanation				√		
2	Students activity in make a note from teacher explanation			√			
3	Students asks question to the teacher clarify understanding			√			
4	The students are enthusiastic in responding teacher's question			√			
5	The students answer teacher's questions				√		
6	The students are enthusiastic doing and complete the written test					√	
TOTAL						$\frac{22}{30} \times 100\%$ $= 73.3 \%$	

Observer

Khairun Nisa

INTERVIEW SHEET

A. Interview with the teacher at the first session.

1) Bagaimana proses pembelajaran di kelas?

Jawab : biasanya saya membuat suasana sedikit tenang dan tertib, setelah itu baru saya melanjutkan ke materi pembelajaran pada hari itu, metode yang saya gunakan seperti biasa hanya ceramah.

2) Aktifitas apa saja yang dilakukan dalam proses pengajaran writing?

Jawab : hanya menjelaskan materi dan mengerjakan latihan.

3) Media apa yang anda gunakan dalam pengajaran writing?

Jawab : biasa ya hanya buku paket dan LKS

4) Skill apa yang anda anggap paling sulit dalam pengajaran bahasa inggris?

Jawab : skill yang sulit itu writing, listening, and speaking

5) Apa kendala yang ada dalam pengajaran writing?

Jawab : minat siswanya lemah, kemudian mereka sangat minim dalam penguasaan vocabulary, maupun pemahaman grammar, jadi saya harus benar-bener bisa mengguide mereka dalam pembelajaran writing.

6) Apakah anda pernah mendengar writing diary activities sebagai tehnik ataupun strategi?

Jawab : pernah

7) Menurut ibu, apakah writing diary activities efektif pada pengajaran skill writing?

Jawab : ya, saya rasa efektif untuk mengajarkan kepada siswa dalam menulis.

8) Menurut ibu, apakah writing diary activities dapat meningkatkan kemampuan menulis siswa dalam bahasa inggris?

Jawab : menurut saya kemungkinan dapat meningkatkan kemampuan siswa dalam menulis teks bahasa inggris.

B. Interview with the students at the first session

1) Apa yang kamu ketahui tentang menulis?

The student 1 : menulis adalah memindahkan yang ada didalam otak ke kertas melalui pulpen atau pensil.

The student 2 : menulis itu membuat cerita atau karangan melalui tulisan supaya dapat dibaca.

The student 3 : menulis ya mencatat mualimah

2) Apakah kamu suka menulis recount text?

The student 1 : suka sih mualimah, tapi bahasa indonesia

The student 2 : suka juga mualimah

The student 3 : iya

3) Media apa yang sering digunakan guru pada saat mengajar writing?

The student 1 : kadang-kadang aja

The student 2 : Cuma buku aja atau LKS

The student 3 : gak ada

4) Menurut kalian penting atau tidak media dalam writing?

The student 1 : bagi saya penting, karena untuk lebih memudahkan dalam memahami pelajaran

The student 2 : iya itu penting

The student 3 : penting mualimah

C. Interview with the teacher at the second session

- 1) Bagaimana kondisi siswa ibu dalam pembelajaran writing setelah menggunakan writing diary activities?

Jawab : sejauh yang saya lihat, kegiatan menulis diary dalam recount text ini cukup baik untuk diterapkan, siswa lebih termotivasi lagi dalam belajar bahasa inggris, khususnya pada writing.

- 2) Apa pendapat anda tentang pembelajaran recount text melalui kegiatan menulis diary?

Jawab : saya lihat kegiatan menulis diary ini bisa dijadikan sebagai alternative technique dalam pembelajaran writing di kelas.

- 3) Apakah anda merasa termotivasi setelah melihat penggunaan tehnik writing diary activities dalam pembelajaran dikelas?

Jawab : saya sangat mengapresiasi apa yang sudah anda lakukan dengan anak didik saya dalam dalam pembelajaran recount text melalui kegiatan menulis diary, tentunya ini sangat memotivasi saya untuk bisa mencoba menerapkannya dalam pembelajaran writing selanjutnya.

D. Interview with the students at the second session

- 1) Bagaimana menurut kamu writing diary activities dalam menulis recount text?

The student 1 : saya sangat suka, karena membuat kita lebih memahami recount text

The student 2 : menurut saya memudahkan untuk membuat paragraph recount text

The student 3 : saya jadi memahami recount text

- 2) Apakah writing diary activities ini sangat bermanfaat dalam belajar writing?

The student 1 : berguna, membuat saya lebih bebas untuk menulis

The student 2 : sangat berguna, saya bebas mengungkapkan emosi dan perasaan saya

The student 3 : berguna lah mualimah

- 3) Kalau begitu, apakah kamu sudah mulai mencoba menulis diary dalam bahasa inggris?

The student 1 : sudah dong mualimah sekaligus untuk membiasakan saya menulis bahasa inggris

The student 2 : sudah, walaupun sedikit-sedikit

The student 3 : sudah mualimah

The Result Students Score of Pre-Test

No.	Initial Name	Score	Categories
1.	AAL	65	Unsuccess
2.	AH	57	Unsuccess
3.	AQ	42	Unsuccess
4.	AF	54	Unsuccess
5.	AH	68	Unsuccess
6.	AN	70	success
7.	AL	60	Unsuccess
8.	BM	55	Unsuccess
9.	CA	59	Unsuccess
10.	EAM	63	Unsuccess
11.	FH	58	Unsuccess
12.	FR	54	Unsuccess
13.	FF	72	success
14.	FA	65	Unsuccess
15.	HZA	66	Unsuccess
16.	HR	42	Unsuccess
17.	HA	49	Unsuccess
18.	MN	72	success
19.	MA	66	Unsuccess
20.	MAL	69	Unsuccess
21.	MIA	59	Unsuccess
22.	MJA	55	Unsuccess
23.	MPR	70	success
24.	MM	45	Unsuccess
25.	NR	69	Unsuccess
26.	NRS	65	Unsuccess
27.	PS	45	Unsuccess
28.	R	68	Unsuccess
29.	RA	64	Unsuccess
30.	RQ	49	Unsuccess
31.	RMM	50	Unsuccess
32.	RV	62	Unsuccess
33.	SKH	49	Unsuccess
34.	S	58	Unsuccess
35.	SY	47	Unsuccess
36.	SM	72	success
37.	TN	72	success
38.	YHA	49	Unsuccess
39.	ZK	55	Unsuccess
40.	Z	60	Unsuccess

The Result Students Score of Post-Test I

No.	Initial Name	Score	Categories
1.	AAL	73	success
2.	AH	66	Unsuccess
3.	AQ	68	Unsuccess
4.	AF	65	Unsuccess
5.	AH	72	success
6.	AN	78	success
7.	AL	69	Unsuccess
8.	BM	55	Unsuccess
9.	CA	69	Unsuccess
10.	EAM	70	success
11.	FH	66	Unsuccess
12.	FR	68	Unsuccess
13.	FF	70	success
14.	FA	73	success
15.	HZA	73	success
16.	HR	50	Unsuccess
17.	HA	60	Unsuccess
18.	MN	78	success
19.	MA	72	success
20.	MAL	74	success
21.	MIA	70	success
22.	MJA	68	Unsuccess
23.	MPR	65	Unsuccess
24.	MM	70	success
25.	NR	73	success
26.	NRS	75	success
27.	PS	60	Unsuccess
28.	R	73	success
29.	RA	72	success
30.	RQ	71	success
31.	RMM	65	Unsuccess
32.	RV	70	success
33.	SKH	62	Unsuccess
34.	S	70	success
35.	SY	58	Unsuccess
36.	SM	75	success
37.	TN	72	success
38.	YHA	57	Unsuccess
39.	ZK	66	Unsuccess
40.	Z	68	Unsuccess

The Result Students Score of Post-Test II

No.	Initial Name	Score	Categories
1.	AAL	75	success
2.	AH	70	success
3.	AQ	78	success
4.	AF	68	Unsuccess
5.	AH	72	success
6.	AN	85	success
7.	AL	72	success
8.	BM	70	success
9.	CA	72	success
10.	EAM	70	success
11.	FH	69	Unsuccess
12.	FR	73	success
13.	FF	75	success
14.	FA	73	success
15.	HZA	73	success
16.	HR	72	success
17.	HA	65	Unsuccess
18.	MN	84	success
19.	MA	72	success
20.	MAL	79	success
21.	MIA	70	success
22.	MJA	68	Unsuccess
23.	MPR	74	success
24.	MM	75	success
25.	NR	76	success
26.	NRS	75	success
27.	PS	67	Unsuccess
28.	R	78	success
29.	RA	72	success
30.	RQ	73	success
31.	RMM	70	success
32.	RV	80	success
33.	SKH	66	Unsuccess
34.	S	70	success
35.	SY	65	Unsuccess
36.	SM	84	success
37.	TN	85	success
38.	YHA	67	Unsuccess
39.	ZK	70	success
40.	Z	75	success

STUDENTS NAME OF CLASS VIII-B

No.	Initial Name	Name
1.	AAL	Abdul Aziz Lubis
2.	AH	Abdul Halim
3.	AQ	Abdul Qohar
4.	AF	Ahliha Firdausa
5.	AH	Al-Hafiz
6.	AN	Annisa
7.	AL	Aqmal
8.	BM	Budiman Maha
9.	CA	Chairul Azmi
10.	EAM	Edy Azhari Manik
11.	FH	Fahmi Hamdan
12.	FR	Fahri Ramadhan
13.	FF	Fakhrul Fahrozi
14.	FA	Fajar arifin
15.	HZA	Haikal Zikri Annur
16.	HR	Haris Ramadhan
17.	HA	Helvi Apriyanti
18.	MN	Mawaddatun Nisa
19.	MA	Muhammad Abdu
20.	MAL	Muhammad Aldi
21.	MIA	Muhammad Irfan Ahmad
22.	MJA	Muhammad Jalil Affandi S
23.	MPR	Musri Putri Rahayu
24.	MM	M. Muzakir
25.	NR	Najwa Raudho
26.	NRS	Nurul Ramadhani S
27.	PS	Putri Syahira
28.	R	Ramlan
29.	RA	Rangga Apriiliansyah
30.	RQ	Rifqi Qordawi
31.	RMM	Riski Maulana M
32.	RV	Rivaldi
33.	SKH	Sauqy Khalis H
34.	S	Suaidah
35.	SY	Syahrizal Yusuf
36.	SM	Syahidah M
37.	TN	Tiara Ningsih
38.	YHA	Yaspin Halim Ali
39.	ZK	Zaidul Khoir
40.	Z	Zulkarnain

BIOGRAPHY

Personal

Name : Icha Chairunnisa
Reg. Number : 34.13.3.181
Department : English Education
Place / Date of Birth : Medan, March 06th 1995
Address / Email : JL. Karya Gg Purwosari No. 3 Medan /



Ichachairunnisa@gmail.com

Phone Number : 0853 – 5997 – 1464

Skripsi Title : The Effectiveness of Writing Diary Activities in
Improving Students' Ability in Teaching Recount Text at
Eighth Grade MTs Al-Jam'iyatul Wasliyah Medan in
Academic Year 2016/2017

Advisor : 1. Dr. Hj. Siti Zubaidah, M.Ag
2. Dr. Hj. Farida Repelita Waty Kembaren, M.Hum

Motto : Do not try to be same, but be better

Education

1. TK Al-Mukhlisin Medan
2. SD Negeri 060843 Medan
3. SMP Negeri 16 Medan
4. SMK Swasta YPI Amir Hamzah Medan
5. S1 Universitas Islam Negeri Sumatera Utara Medan