THE EFFECTIVENESS OF DIARY WRITING TECHNIQUE ON STUDENTS WRITING OF RECOUNT TEXT AT MTS N 4 MEDAN ACADEMIC YEAR 2018/2019

THESIS

Submitted to Tarbiyah and Teachers Training Faculty UIN-SU Medan
As a Partial Fulfillment of The Requirements for the Degree of Sarjana
Pendidikan

By:

GITA SUMARDIAH

34.14.1.007

TARBIYAH FACULTY AND TEACHERS TRAINING

ENGLISH DEPARTEMENT STATE ISLAMIC UNIVERSITY

(UIN) OF NORTH SUMATERA

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ABSTRACT

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Title   : The effectiveness of diary writing technique on students writing of recount text at VIII Grade MTS N 4 Medan in Academic Years 2017/2018.

Key word : Diary writing , Writing Skill , Recount Text

The objective of the research were to know whether or not diary writing is effective on students writing of recount text and fto get the empirical evidence of the students' effectiveness in writing recount text by using diary writing technique at the eight grade of MTS N 4 Medan. This research was experimental research. The population of this research was all students of class VIII of MTS N 4 Medan. The samples of this research were taken from 30 students of experimental group (class VIII-1) and 30 students of control group (class VIII-4). The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' effective in writing recount text by using diary writing technique got the mean 76.00 and standard deviation was 8.06; (2) The students' effective in writing recount text by using conventional strategy got the mean 62.47 and standard deviation was 7.30. The value of tobserved was 6.564 and that of ttable was 2.009. So the value of tobserved was higher than that of ttable. It means that there was significant effect of using diary writing technique on students' writing of recount text.

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Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and solution to our beloved prophet Muhammad SAW who has brought us from the darkness into the lightness.

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<div align="right">
Medan,   Juli 2018
The Writer

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CHAPTER I

INTRODUCTION

This chapter covers the general preview of the present research. It consists of the background of the research, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research, and the significance of the research.

A. The Background of the Research

English in Indonesia has been widely taught and learned as a foreign language. The English Curriculum in Indonesia itself is designed by the Department of National Education . The Curriculum, furthermore, cover the topics and the skills taught and learned at schools. In both junior and senior high school levels, for instance, English topics are ranging from English expressions to English texts. The topics are studied and integrated with the four English language skills namely listening, speaking, reading, and writing.[1]

Nowadays in Indonesia, all of the students from primary school to university levels learn English as a foreign language. The purpose of learning English is that students can communicate in English both oral form and written . Especially in senior high school level, the students learn all English language skills like speaking and writing.

Writing is one of the four language skills. Writing also should reinforce and help extends the listening, speaking, and reading skills. Writing as one of the

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[1] Betty Mattix Dietsch,(2006),*Reasoning and Writing well*, New York : McGraw-Hill, P.12

four language skills is part of syllabus in English teaching. It can be seen from the Curriculum 2004 on Vita Ningrum journal , that is standard competency of senior high school starting the aim of English teaching is "Siswa mampu mengembangkan kemampuan dalam bahasa Inggris dalam bentuk lisan dan tulisan.[2]

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

الَّذِي عَلَّمَ بِالْقَلَمِ

" Who taught by Qur'an"[3]

The word Qalam in verse 4 of surah al-Alaq has meaning of the tool to write (pen). Is used to write , and the result of using pen is written .One generation can transfer their knowledge to the next generations . it shows that the tool of written and writing have important roles .

Prophet sallallahu _alaihi wa sallam said,

بالكتابة العلم قيدوا

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

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[2] Vita Ningrum, Dkk,(2013),*e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 ISSN 2331-1841*. P.1

[3] Mahmud Y. Zayid , (1980) . *The Meaning of The Qur'an Translation* . Lebanon : Dar Alchoura . p.457

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

One way of improving writing skills is through constant writing. The more students write the more their writing skills develop. But writing has to be meaningful to the writer, and even more important, writing has to be interesting. Thus, the notion of 'diary' came into existence as a reaction against the traditional methods of writing where the focus is usually on the end product stressing correctness of form and paying attention to the mechanics of writing rather than the message the writer tries to send .

In writing, students have a problem in finding ideas quickly. based on my experience when I do teaching practice (PPL) located at MTS Guppi in Desa Pematang Sijonam Dusun 3 Kecamatan Perbaungan, there are many problems to the students when they wanted to write. One of them did not fear what they had to write first, they spent 5-10 minutes to thinking about what they wanted to do. Writing from an empty head is futile anguish.‖ When the researcher asked the students to write, I heard some comments like, "I do not know what I should write. I do not have any ideas at the moment", "Miss, please help me, I do not know what to write", and" I have no inspiration at the moment". Those expressions show that students sometimes could not find and organize ideas easily.

The study further says that the students also got difficulties in expressing their ideas and organize them logically. The situation, moreover, seems to be what is known as writer's block. Students experience the writer's block in a situation where they cannot write even a single sentence after ten . Writing Skill Viewed from their IQ, IJEE (Indonesian Journal of English Education), fifteen minutes. Here, they simply do not know where to start or what to write. This problem is caused by students' inability to generate ideas and teachers' inability to provide writing themes that will stimulate them.

Beside that , students also have a problem in using the right tense or grammar structure in a text well. Having a good understanding of grammar is important in writing to ensure the writer's intended meaning and to avoid communicative misunderstanding. In reality, however, writing in a foreign language like English can be difficult because of its grammar that is different from students' grammar in their native language.

Making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text.

Based on some problems that occur in these students and is based on the experience of the researcher , the researcher focused on the students' problem in how to develop the idea by using grammatical sentence and mastering the vocabulary particularly in recount text. One of the easy ways that can help the

students in developing the ideas is asking them to start their writing by expressing their feelings, thoughts, ideas, experiences, and so on that they face in their daily life. This can help the students to develop their ideas. It is assumed that this way can be adopted by the students to encourage and to accustom them to write whatever they want to write.

Since writing needs procedure and organization, writing deals with mixture of idea, vocabulary, and grammar. Harmer on his book states that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text. There are many kinds of written text. One of them is recount text.[4]

Recount is a text that retells events or experiences in the past . Its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time[5]. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved.[6]

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[4] Jeremy Harmer , *How to teach English* ,(2007),New York : Longman Limited, P.23

[5] Astrid. (2010*). Improving Writing Recount Text Trough Personal Journal . Unpublished: Tadulako University Palu* . P.49

[6] Vita Ningrum, Dkk,(2013),*e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 ISSN 2331-1841*. P.2

From the explanation above, the researcher concludes that recount text is a kind of a story that retells us about an event, an experience, or an action that happened in the past and it has been proved the truth. It is the unfolding sequence of events over time, and the purpose is to tell what happened. It begins by telling the reader who was involved, where the event took place and when it happened. Related to the purpose of telling the past event, past tense must be utilized in recount text.

Relating to recount text, diary writing is one of media in teaching writing. By diary writing, the students are free to express their ideas, experiences, activities that have happened in their life. The advantages of diary writing in teaching writing recount text are the students can apply the use of simple past tense in context, and they can organize their ideas by using correct grammar, in this case simple past tense, good mechanics, and rich vocabulary. Diary writing has a lot of fun, and can be adapted to a variety of writing experiences.

Thus, by learning writing recount text trough diary technique in this level, they can get easier in writing and to be the famous writer one in the world. From the description above the writer tries to make this study entitled: "*The Effectiveness of Diary Writing Technique On Student Writing Of Recount Text at MTSN 4 Medan .*"

B. The Identification of the Problem

Based on the background of the study, then the identification of the problems can be written as follows:

1. The teacher teach recount text with conventional technique but the students is still low in writing recount text

2. The teacher teach recount text with conventional technique but the teaching used by the teacher was inappropriate and made the students bored.

3. The teacher teach recount text with conventional technique but the students still difficult to writing practice and build the ideas .

C. Limitation of Problem

Through this research, the writer would like to limit the problems on the students lack of ideas to write, students lack of writing practice, and teachers lackof varieties or ways in teaching writing. The diary writing, hopefully, can solve those three particular problems.

D. Research Question

The research is carried out in a quantitative experiment research with the formulation of the problem as follows

1. Is there any significant difference scores between the students' ability in writing recount text before and after being taught by using diary technique.

E. The Objective of the Research ;

Based on the research problem, the study is intended to:

1. To investigate the student ability in writing recount text before being taught by using diary technique.

2. To investigate the students' ability in writing recount text after being taught by using diary technique.

3. To investigate the significant difference scores between the students' ability in writing recount text before and after being taught by using diary technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Writing Skills

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

1. Definition of Writing

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

It is one of the four basic skills (listening, reading, speaking, writing) that are very complex and difficult to learn. There are some characteristics of a good

writing. A text or paragraph may these for to be understood as a visible division of the subject method. There are three characteristics in writing a good text or paragraph [7]

A. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

B. **Cohesion**

Another characteristic of a good paragraph is Cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

B. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

Writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage. The ability to express one's ideas in written form is a second or foreign

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[7] Boardman. (2008) . *Characteristic Of Good Writing* . Cambridge . Cambridge University Press. P. 71-72.

language[8]. It means that writing is an activity to express our ideas in written form On the other side, Barnet and Stubb's said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice".

From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.From the ideas previously, the writer conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of leaarning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

2. Witing Process

Writing is a process that involves several steps. At least, there are three steps in the writing process.

[9]Step one: Prewriting. Thinking about your topic and organizing your ideas.

Step two: Writing. Using your ideas to write a first draft.

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[8] Marianne celce-Murcia ,(2001). *Teaching English as Second or Foreign Language*, 3rd edition. USA. P.107

[9] Karen Blanchaard, and Christine Root,(2003),*Ready to Write; A First Composition Text 3ed,*p.36

Step Three: Revising. Improving what you have written.[10]If the writers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

a. Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise. There are several ways to warm up before start writing:

b. Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them. To brainstorm, follow these steps:

a) Begin with a broad topic.

b) Write down as many ideas about the topic as you can in five minutes.

c) Add more items to your list by answering the questions what, how, when, where, why, and who.

d) Group similar items on the list together.

e) Cross out items that do not belong.

c.   Clustering

Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas. This term will be explained in the next section. On the other hand said that pre-writing is any activity in the classroom that encourages

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[10] Karen Blanchaard, and Christine Root,(2003),*Ready to Write; A First Composition Text 3ed,* p.37

students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:6

a) Group Brainstorming

b) Clustering

c) Rapid Free Writing

d) WH-Question

d.   Writing

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide.

As you write, remember to:

1)   Begin with a topic sentence that states the main idea.

2)   Include several sentences that support the main idea.

3)   Stick to the topic.

4)   Arrange the sentences so that the order of odeas makes sense.

5)   Use signal words to help the reader understan how the ideas in your paragraph are connected.[11]

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[11]Karen Blanchard and Christine Root, Ready to Write; A First Composition Text 3ed, (Longman: Pearson Education,Inc., 2003), p. 43

e. Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising.[12]

When students revise, they review their text on the basis of the feedback given in the previous stage. They reexmaine what was written to see how effectively they have communicated their meanings to the reader.In another source stated that writing is a process that involves the following steps: [13]

1) Discovering a point-often through prewriting.

2) Developing solid support for the point-often through more prewriting.

3) Organizing the supporting material and writing it out in a first draft.

4) Revising and then editing carefully to ensure an effective, error-free paper.

3. Purposes of writing

The purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas Themselves should arguably be seen as the most important aspect in the writing.[14]

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others.

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[12] Karen Blanchard, and Christine Root, Ready to Write......, p. 44

[13] John Langan,(2006) *English Skills with Readings:sixth edition*. New York: McGraw-Hill Companies, Inc.p.67

[14] Penny Ur,(1996*) A Course in Language Teaching: Practice and Theory*, London: Cambridge University Press. p.162

a. Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. [15]

All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial. [16]

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[15] Penny Ur,(1996*) A Course in Language Teaching: Practice and Theory*, London: Cambridge University Press. p.163

[16] Daniel Brown and Bill Burnette,(1984*) Connection 'A Rhetoric/Short Prose Reader,* New Jersey: Houghton Mifflin Company, p. 129

d. Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good-humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.[17]

4. Tasks of Teacher in Teaching Writing

Points out that there are a number of tasks that the teachers should do to help their students become better writers.

They are as follows.

a. Demonstrating

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

b. Motivating and provoking

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

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[17] Robert Keith Miller,(2006) *Motives for Writing*, New York: McGraw-Hill, Inc.p.121

c. **Supporting**

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

d. **Responding**

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

e. **Evaluating**

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

The explanation above shows that the teachers take an important role in the development of the students" writing skills. Good teachers are they who can perform those tasks while teaching writing. They can facilitate the students in their learning so that the students could develop their writing strategies.[18]

5. **Types of Writing Performance**

There are five major categories of classroom writing performance. They are as follows.

a. **Imitative**

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

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[18] Jeremy Harmer , (2007) *How to teach English* New York : Longman Limited,2007. P.42-43

b. **Intensive**

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

c. **Self-writing**

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

d. **Display writing**

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

e. **Real writing**

The purpose of this type of writing is to exchange useful information. Since the different writing may have different purposes, the teacher should able to give the students a clear understanding of the types of writing performance so that the students could differentiate and recognize which types their writing belongs to.[19]

B. Recount Text

A text is something that we often write. We live in a world full of words. The words are then arranged into texts to communicate a meaning. We create texts when we speak or write and we interpret them for meaning when we listen and read. To create a good piece of text, we have to make the right choices of words,

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[19] Saifullah ihda muflih ,(2016) *the use of Diary writing to improve the students' writing skill in recount text* . P.145

sentences, processes, and features. These choices, in addition, will reflect our purpose and context.

In addition to text categories, text can be further divided into different text types such as descriptive text, narrative text, explanation text, recount text, and more. These text types, moreover, are used to communicate for a particular purpose. The research, however, will just focus on one of the texts, recount text.

1. The Definition of Recount Text

Recount text is one of the texts that the eighth grade students learn at school. Recounting itself is an activity where we are telling people about something that has happened in our lives. It might be about what we did at the weekend or about exciting things that happened on our holiday last year. Anderson and Anderson define a recount text as a piece of text that retells past events, usually in the order in which they happened.[20] From this definition, it can be seen that a recount text consists of past events that are ordered chronologically. It further means that we cannot write the events randomly as there are orders to follow that will make the text understandable.

Furthermore, recount text can also be defined as a text that is basically written to make a report about an experience of a series of related event.[21] These events are then be sequenced completed with characters in a particular set of time and place. This shows that the information about characters, time, and place, are crucial in writing a good recount text.

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[20]Mark Anderson and Kathy Anderson (1997) Text Types in English 1, Australia: Macmillan Education Australia PTY LTD, P. 48 .

[21] Peter Knapp and Megan Watskin,(2005) Genre, *TEXT, Grammar Technologies for Teaching and Assessing Writing,* Australia: University of New South Wales Press, pp. 220—224.

Another definition, moreover, comes from Hyland defining a recount tex as a kind of genre that has social function to retell event for the purpose of informing or entertaining.4This definition supports other definitions that have been mentioned above showing that the recount text deals with events in the past to be retold.

Moreover, a recount text is written not only to retell past events, but it is also written to evaluate and interpret their meaning and significance in some way. It is, therefore, important to give audience a description of what happened and when it happened. The stories in recount, as a result, have expressions of attitude and feeling that are usually made by the writer about the events.

The text, in addition, is also written to retell an event as well as to further inform or entertain the readers. The readers, for instance, can be both informed about the characters, events, and places and also be entertained by the overall story. The readers then can enjoy the stories that are often the personal stories of the writer.

From the definitions and purposes stated above, it can be concluded that a recount text is a text that retells and describe past events in a sequenced order so the audience can know about the past events chronologically. In learning and understanding the recount text, there are three key points to remember – retelling stories, past events, and chronological order of past events.

Furthermore, the examples of recount text can be varied from newspaper reports, television interviews, speeches, letters, and diaries. If newspaper reports, for instance, are categorized into the factual recount then letters and diaries can be

categorized into the personal recount. The paper, however, will be focused on one of the examples, diaries.

2. Purpose of recount text

Purpose of a recount is to list anddescribe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved,where, when, etc. b) the retelling of a series of events in chronological sequence. [22]

Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such us next, after, when then, after, before, first, at the same time. It describes events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

3. Types of Recount Text

In exploring how text work , there are three types of recount. They are[23] :

a. **Personal Recount**

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

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[22] Derewianka, (2004). *Exploring How Text Work.* Australia.Primary English Teaching Association,p.18
[23] Derewianka, (2004). *Exploring How Text Work.* Australia.Primary English Teaching Association,p.18

1) Use of first pronoun (I, we).

2) Personal responses to the events can be included, particularly at the end.

3) Details are often chosen to add interest or humor.

b. **Factual Recount Text**

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

1) Use of third person pronouns (he, she, it, they).

2) Details are usually selected to help the reader reconstruct the activity or incident accurately.

3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

4) Mention of personal feelings in probably not appropriate.

5) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).

6) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).

7) The passive voice may be used (e.g. the breaker was filled with water).

8) It may be appropriate to include explanations and satisfactions.

c. **Imaginative recount**

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a

Roman Slave: how I invited…) [24]

4. The Generic Structure of Recount Text

Just like any other texts, recount text also has its own generic structure that differentiates it from other texts. In most literatures, the generic structure or the organization of recount text is consisted of three parts namely orientation, events, and conclusion. The following information is the generic structure of the text in details :

1. Orientation

The first part of recount text is known as orientation. It provides the background information of a story about who, what, where, when, why, and how. This first paragraph is like an introduction that introduces the story to readers. This also gives the readers a glimpse of what the story will be about.

Further study explains that the audience needs to know when the events occurred (time), who was involved (characters), what happened, where the activity or event took place (setting) and sometimes what the reason was for the event. In addition, the orientation part is also like an opening to the overall story. It sets the scene and supplies the necessary information in the story that is needed to fully understand the retelling. The orientation paragraph, finally, can consist of one sentence but will often consist of at least two to three sentences.

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[24] Indah nur dwi ,(2010), *Improving Writing Recount Text by Using Photographs* . Semarang, . P.16-19

2. Events

After giving the readers the background information of the story, the text is then continued with a series of events in the second paragraph. As mentioned earlier, recounting is done when we want to retell our past events, activities, experiences, or stories and order them chronological

So, a series of events is important to give the readers the details of our story so they get a clear picture and description of what happened. Writing a series of events, however, is not easy as it is the complex part of the recount text.

In this part, furthermore, the writer needs to focus on supplying details about the who, what, where, and when that make the events, characters, and settings in the story rich and complete. The events here should be sequenced in time order so the writer should not start off explaining what happened at the beginning of the day, then skip to the evening and back to the morning again.

5. The Language Features of Recount Text

Besides from its generic structure, a text can also be recognized by its language features. These elements of a text – generic structure and language features, are different from one text to another. The recount text, moreover, has the following specific language features:

1. The use of nouns and pronouns.

In general, nouns can be a person, a thing, and a place. Just like any other texts, the recount text is also composed with many nouns and pronouns. The proper nouns like the names of people and places such as Angga and Medan respectively are used frequently in the text.

The examples of pronouns, moreover, are such as he, she, and they. These nouns and pronouns are used to identify the people and places involved in the story. These language features, furthermore, are crucial to inform the readers about the characters (people) and the settings (places) in the story.

2. The use of adjectives

Adjectives such as beautiful, interesting, fun, are used to give details about who, what, when, where, why, and how, in the text. The details are important to give a vivid description of the story to the readers. The details will also enable the readers to feel the story personally and intimately whether it is about the writer's fun holiday or the writer's awful experience.

3. **The use of simple past tense**

Simple past tense is used to tell about the past events in the text. As Betty defines, ―The simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).[25]

Therefore, the correct use of simple past tense in recount is important because it shows that the experiences or activities have happened in the past which is the essence of the recount text.[26] The simple past tense, moreover, is one language feature that distinguishes the recount text from other texts.

3. The use of action verbs

Recount text also uses many action verbs to describe the experiences or activities particularly in the events section. The action verbs like went, watched,

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[25] Betty Schrampfer Azar, Fundamentals of English Grammar Third Edition, (New York: Pearson Education, 2003), P. 25
[26] Anderson and Anderson First Edition, op. cit., P. 50.

played, are often found in the text. The words are, furthermore, written in the simple past tense and use either regular or irregular form.

4. **The use of conjunctions and time connectives**

Conjunctions are used to combine two sentences together while time connectives are used to show the sequence of events. They are used to inform readers what activity that happens first, next, and so on until the last one in a chronological order.

These language features, additionally, are crucial in the text to show the chronological order in the events section that are like a guideline for the readers of what happens and when it happens. The examples or conjunctions are and, but, for and the examples of time connectives are first, second, next, finally.

6. **The use of adverbs and adverbs of phrases**

Adverbs and adverbs of phrases can be used to give more detailed sentences. These language features are used, furthermore, to add more information and explanation so the readers can understand the story completely. The examples of adverbs are slowly, cheerfully, carefully and the examples of adverbs of phrases are in my house and two days ago.

7. The example of Recount text

Orientation

   Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends.We start climbing at 8 p.m. It was so dark and we only used flashlight to getthe way.I felt no worry because all of my friends were professional climber. I just followed their instruction.

Event

   We climbed slowly and enjoy the night there.After 7 hours walking in the dark, we could reach the top of the mountain. Itwas at 3 a.m. early in the morning.We were not alone. There were a lot ofpeople who reached that top before us.

   We waited the sun rises by cooking some food and making some hot drinkto get back our energy. We sang some songs together, shared stories and gotacquainted with people there.After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process [27]because we only spent a few energy and time even we had to be more careful to do this process.However, it was great experience i hadever done so far.

Reorientation

After all, that was my great experienceI had ever have. :)[28]

B. Diary

   Recount writings can take many forms such as newspaper reports, letters, and even diaries. All of these are recounting the past events to the viewers or readers. Newspaper usually recounts events such as accidents and disasters while diaries

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[28] https//.gudangpelajaran.com/contoh-recount-text, 13 march 2018. 5:19 pm .

recount personal events and experiences. Writing a diary, in particular, can be a good way for students to practice their recount text writing.\

1. **Definition of Diary**

One of the most engaging uses of personal student journals is as a mirror of the mind. In this mode, journals invite learners to find language deep within self to array one's hopes, dreams, disappointments, concerns and resolves. Learning journals / diaries and portfolios are increasingly used in higher education as means of facilitating or of assessing learning.

Many students like to write diary, because they can explore what they feel and they can express something. Students like to write a diary especially for girl. It will be good habit when we often write a diary. It can help students to improve their writing ability, especially in recount text.[29]

Diary can be a media that teacher used to make the students interested in writing especially in teaching recount text. Mustika (2010) states that Diary is the note of our daily life activities or the note about interesting moment, we write about the moment that interesting moment, we write about the moment that interesting in the diary book. The function of diary, we can memorize about the moment of our daily life of our history of life. There are five contents of diary: the date, month, and year of the moment, the time of the moment, moral message of the moment). Diary book is the book that fully with our personal notes our journal of daily life. In diary must have the story, time and date or day, place and do not forget the people that involved in our story[30]

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[29] http//.repo.iain.tulungagung.ac.id.5:18pm
[30] Sri yulianti, mareta fitriana,(2017) . *The Effectiveness of Using Diary in Teaching Writing Recount Text* . smart journal , volume 3 no 1 . page , 57-61

2. The Structure and Language Features of a Diary Entry

A diary is usually written in a book with each page called as an entry. A diary entry, furthermore, typically has a structure like the following:

1. Date

As mentioned earlier, a diary is written on daily basis and arranged by date. A diarist – someone who writes a diary, usually begins an entry by writing the date such as Friday, 15th of August.

2. Orientation

After writing the date, diarists then continue with the orientation or introduction. Here, they will use a greeting like ―Dear Diary‖ and followed by the first few sentences telling what the entry will be about.

1. Paragraphs

Next, the sequence of events will be presented along with the details and the writers' feelings and reactions about them. In this part, moreover, the writers not only can write about the events or activities that happened in the day, but they can also write about their feelings, thoughts, and emotions, throughout the day.

2. Personal reflection

In this part, the writers will reflect upon their experiences or events that they had that day. It is also like a conclusion of what they think and feel about the day.

5. A sign-off

Lastly, some writers end their diary entry by giving their signature. This is optional, however, as some others might not include their signature in their entry.

Moreover, a diary entry also has its specific language features. They are:

1. The use of proper nouns

Proper nouns are used to describe the specific people, places, times, and events.

2.   The use of action verbs

The action verbs are used to describe the activities or experiences that the writers did that day.

3.   The use of simple past tense

Since a diary entry is mostly about past events, therefore the tense used is simple past tense.

4. The use of adjectives

Adjectives are used to describe the events and the feelings more vividly.

5. The use of time connectives

Time connectives such as first, before, finally, are used to indicate the order of the events.

6. The use of adverbial phrases

The adverbial phrases are used to show more details about the events and experiences.

Example of Diary writing

Sunday, October 27th 2013

Dear Diary,

Ran and Lucy asked us to visit the Brewery. You know, it's very nice day.

Firstly, we met at the big wheel on the corner of Bellevue Street and Milton Road, five minutes before the tour began. Then we divided into three groups and went

into the brewery in different ways. During the tour we saw how the machines made the beer from beginning to end.

After this, we went to the bar to watch the video about the brewery's history while we drank beer.

Finally, we asked our guides some questions. Before we left two of our classmates thanked them for their attention and help. Then we left to go our homes. What a nice adventure!

3. The Implementation of Diary in Teaching Writing

Classroom writing is an essential academic requirement. However, most students are reluctant and unconfident when they have to write about something in the classroom. It is because they think that they have nothing to say or write.

In addition, the time pressure also makes them cannot write their ideas properly.In relation to those cases, writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping journals or diaries .Points out that writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about.

Diary writing that is provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings.

Moreover, keeping a dairy is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary can also make writing as a familiar part of the students' life. Therefore, it can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing. [31]

C. Relevant Previous Studies

There are some previous studies that are relevant to this research. The first relevant study was done by Taufiq Hidayat titled The Use of Diary Writing Method to Improve Students' Writing Recount Text Ability as his thesis in 2012. The study was conducted at SMA N 12 Semarang and it aimed at examining the use of diary writing method in improving students' writing recount ability.

The study, moreover, was an experimental research with two classes (X-7 as the experimental group and X-6 as the control group). The study revealed that diary writing was effective to be applied on the tenth grade students of SMA N 12 Semarang.[32]

Another study on diary writing was also conducted by Nofi Yulianti titled Improving the Writing Skills through Diary Writing as her thesis in 2014. The study was conducted at SMA N 1 Ngemplak and it aimed at implementing diary writing as a medium to improve the writing skills. The study was a classroom action research with 31 students of grade X.D as the participants. The study, furthermore, used both qualitative (interview and observation) and quantitative data (pre and post tests). The study showed that there were improvements on the

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[31] Wulandari reni kristina ,(2016) *The Effectiveness of Using Diary Towards Students Achievement in Writing Recount Text* . Tulungagung .

[32] Taufiq Hidayat,(2012) ―The Use of Diary Writing Method to Improve Students' Writing.Semarang , p.15

students' writing skills in five aspects – content, organization, vocabulary, language use, and mechanics.[33]

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

D. Thingking Framework

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

Unfortunately, most Indonesian students think that writing is generally difficult. The reasons are that it takes a lot of time to think about the toipc that they are going to write, they have view ideas and inspirations, and they only have little knowledge about technique of writing. Students found themselves unconfident to write because they thought that they had nothing to write. When they had already got the idea, the lack of vocabulary and grammatical mastery

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[33] Nofi Yulianti, (2014) Improving the Writing Skills through Diary Writing , a *thesis* at Yogyakarta State University, unpublished p. 14.

also made their ideas could not be properly conveyed. The other problems also came from the teacher.

From the some problem above the writer used diary as technique 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 theirfeeling, experienced and wish.The writer thinks that by writing diary can make students freely write their ideas in the written form .

Recount text and diary and also based on the previous studies stated above, it can be seen that diary writing can be used as analternative way in teaching and learning recount text. Even though diary is one of the types of recounts, it is still rarely studied and used at the classroom. Teachers fail to see this as a new variety in teaching and learning recount text.

By keeping a diary and getting regular feedback, the students got an opportunity to practice their writing skills or at least their writing would get better day by day. So, it can be assumed that diary writing can improve the writing skills of the tenth grade students of MTSN 4 Medan

E. Theoretical Hypotheses

Based on the theories that have been explained above, then theoretical hypotheses can be proposed. The theoretical hypotheses in this research are as follows:

- H0 (null hypothesis): Diary writing is not effective in improving students'writing of recount text.

- Ha (alternative hypothesis): Diary writing is effective in improving student'writing of recount text .

CHAPTER III

Research Methodology

This chapter presents the place and time of the research, the research design, the population and sample of the research, the content of the intervention, variable of research , the instruments of the research, the technique of data collection, and technique of data analysis.

A. The Place and Time of the Research

The research was conducted at MTSN 4 Medan located at Jalan Jala Raya Perumahan Griya Martubung The consideration of conducting the research at this site was because of the accessibility and familiarity of the situation and the participants. The research was carried out for two months from April Until Mei

The reasons of choosing this location are:

1. Based on the observation, the students are still confused to build a recount text

2. The students have low ability in writing recount text

3. The students have low motivation to learn English, especially in writing recount text.

4. The english teacher is rare using diary writing technique in teaching process to increase student ability on wrting especially of recount text

B. Population and Sample

1. Population

Population is the generalization which consist of object/subjects who have certain qualitiesand characteristics that set by the writers to learn

and then take the conclusion [34]. So, the population of this research is the eleven grade senior high school at MTSN 4 It is located on Jalan Jala Raya Perumahan Griya Martubung there are two level, that is VIII, totally.. students. The focus of this research is only the students at class...The srudents of this level are taken as the population because they have been studying about report text. They have schedule for English class in Monday... am..

2. Sample

Syahrum and Salim stated that sample is a part of population that is as research object. In determnination/sampling of population has rules, that is sample was representative (representing) to population [35]. In a sampling at least consist of four underlying, namely :

1. Limitation of time, effort and cost

2. Faster and easier

3. Provide more information and more in-depth

Based on the opinion above the sample of this research were a population study. The writer choose class .... as the sample with the amount of students ..students.

C. Research Design

The method of the research was experimental. The researcher chose the method because she wants to know the effectiveness of using

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[34] Sugiono,(2009),*Statistika Untuk Penelitian*,Bandung:Alfabeta, P.61

[35] Syahrum dan salim, (2007),*Metodology Penelitian Kuantitatif ,*Bandung : Cipta Pustaka Media, P.113-114.

diary writing in student's writing achievement. The approach used is quantitative. It means the method and instrument involve numerical measurement and then statistical quantification was conducted. In experimental design, a pre-test was administered and then followed by separate methodological treatments to a number of different groups of pupils. After a fixed period of time a post test was given. Based on the explanation above, the design of the research can be described in the pattern below:

Experimental Group	Pre test O1	Treatment	Post test O2
Control Group	Pre test O3	Treatment	Post test 04

D. **Definition Operasional**

1. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

2. Diary is the note of our daily life activities or the note about interesting moment, we write about the moment that interesting moment, we write about the moment that interesting in the diary book. The function of diary, we can memorize about the moment of our daily life of our history of life.

3. The students ability in writing recount text is the intelligence of the students to write or build up recount text well and correctly .

   The indicators of students ability in building recount text are :

1. Students can identify past verb forms (V2) along with their meaning

2. Student can identify recount text type

3. Students can write recount text based on students' experience with correct rhetorical steps.

E. Technique of Data Collection

To collect the data the researcher used two instruments that are writing test as primary instrument and interview as secondary instrument.

1. Test

Test is any procedure for measuring ability, knowledge, or performance.6 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 unforgetable 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 unforgetable experience once more based on the correct order of generic structure.

2. Interview

Interview is dialogue between interviewer and interviewee. The researcher will interview the students related the writing class. The follow up of interview is aimed to know how the use of diary writing is. So the researcher would get more information about students' responds. Here, the researcher used semi-structured interview. The Researcher did not record the interview but only took a note.

3. Document

A Document is anything written that contains information serving of proof. As a quantitavive research, the research has to take the documentation of the research. The researcher collected some photos during teaching-learning process. The document of MTSN4. in nused for collecting data about names of all students.

1. **Scoring the Test**

Categories	Score	Criteria
Content	27-30	Excellent to very good: knowledge, substantive, coherence, relevant to assigned topic.
	22-26	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair to poor: limited knowledge of

		subject, little substance, inadequate development of topic.
	13-16	Very poor: does not show knowledge of subject, nonsubstantive, not pertinent.
Organization	18-20	Excelllent to very good: ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	7-9	Very poor: does not coherence, no organization.
Vocabulary	18-20b	Excellent to very good: sophisticated range. Effective word/idiom choice and usage, word mastery, appropriate register.
	14-17	Good to average: adequate range, accasional errors of word/idiom form, choice, usage but the meaning not obscured.
	10-13	Fair to poor: limited range, frequent

		errors of word/idiom form, choice, usage, meaning confused or obscured
	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
Language use/grammar	22-25	Excellent to very good: effective complex construction, few errors of agreement, tense, number word order/function, articles, pronouns, prepositions.
	18-21	Good to average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	11-17	Fair to poor: major problems in simple/complex construction, frequent errors of negation, egreement, tense, number, word order/function, articles, pronoun, preposition and fragmen, run-ons, delection, meaning confused or obscured
	5-10	Very poor: virtually no mastery of

		sentence construction rules, dominated by errors, does not communicate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.
	4	Good average: frequent errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused.
	2	Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, etc, paragraphing; handwriting illegible

1. Technique of Collecting Data

In collecting data, the writer uses some techniques :

1. Observation : I observed the the teacher and student's activity isn teaching learning prosess, the situation and condition in the class while the teaching learning prosess.

2. Interview : the instrument done by interviewing the teacher about the problem that always be faced by teacher in teaching prosess.

3. Test : this technique was made by create a pharagraph and specify the generic structure of recount text to measure how far the achievement of students .

2. Technique of Analyzing Data

Before analyzing the data of the research, it needs to requirement test to know the normality and homogenety test.

To test the normality of the data, it's used liliefors[36] tes by doing stees as follow :

- Observation x_1, x_2 and x_n are made as standar value z_1, z_2 z_n with the formula:

$$Z_1 = \frac{X_1 - X\ S}{} \text{ where the average } x = \sum \frac{X_1}{n} \text{ and the standard deviation.}$$

- For each standard coefficient, use absolute normal standard distribution, the count the frequency $F(z_1) - P\ (z \leq z_1)$

- The next, count the proportion

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[36] Drs. Andi Supanga, *Statistika*, 2007 (Jakarta : Kencana)p. 38

$$Z_1 = \frac{X_1 - X}{S}$$

To find out the effectiveness of diary writing on students writing ability, mean of the control group and experimental group will be compared by using t-test, as follows:

$$T = \frac{x_1 - x_2}{\sqrt{\dfrac{s_1{}^2}{n_1} + \dfrac{s_2{}^2}{n_2}}}$$

T-test = The effect

X_1 = Mean of Post-test – Pre-test in experimental group

X_2 = Mean of Post-test – Pre-test in control group

$S_1{}^2$ = Variant of Pre-test – Post-test in experimental group

$S_2{}^2$ = Variant of Pre-test – Post-test in control group

N_1 = Sample in experimental group

N_2 = Sample in control group

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses the result of the research. It was done by the writer to find out the students' ability in writing recount text who were taught by using and without using diary, and to find out whether there is any significant difference between the students who are taught by using diary and without using diary .

a. Findings

1. Description Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research was applied a writing test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying diary writing technique

Diary Writing Technique while control group without applying Diary Writing Technique.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

Tabel 4.1

The Students' Score of Experimental Class

No	Students name	Score of Pre-test	Score of Post-test
1	FES	68	76
2	SK	44	66
3	DNA	52	76
4	NC	44	68
5	DA	68	76
6	EA	44	66
7	N L	44	66
8	RF	68	78
9	AN	68	76
10	VA	52	86
11	NC	44	66
12	RAFH	44	76
13	NH	40	68

14	DA	68	88
15	MTS	52	78
16	ZSH	44	66
17	SK	52	80
18	HF	44	66
19	APN	52	66
20	FDY	68	76
21	SFP.	68	86
22	ILAH	52	78
23	OR	56	88
24	RAS	52	86
25	ANN	68	86
26	A	40	66
27	SFL	56	76
28	CIW	56	76
29	IDC	52	86
30	NH	52	88

	Total	$\sum$= 1600	$\sum$=2280
	Mean	53.33	76.00

Based on the table above, the student's achievement in writing recount text in experimental group showed the lowest score of pre-test was 40, and the highest score of pre-test was 68 and the mean of pre-test was 53.33. On the other hand the lowest score of post-test was 66, and the highest score of post-test was 88 and the mean of post-test was 76.00

Table 4.3

The student's score of control class

No	Students name	Pre-test	Post-test1
1	MRA	40	56
2	AN	56	66
3	AH	56	70
4	BM	46	56
5	PZ	56	76
6	MBF	50	60
7	NKS	64	76

8	NRH	42	57
9	SH	64	76
10	SA	42	56
11	ADR	64	76
12	LN	42	60
13	MFR	44	58
14	DA	44	60
15	AS	40	58
16	MA	42	58
17	RR	46	60
18	DA	44	66
19	RA	50	60
20	AES	46	60
21	AN	50	60
22	MZ	42	56
23	AA	42	56
24	GCT	64	76

25	ILA	64	76
26	WHM	42	56
27	AH	46	60
28	MRM	46	60
29	NH	46	60
30	NA	42	60
	Total	$\sum = 1462$	$\sum = 1874$
	Mean	48.73	62.47

Based on the table above, the student's score in writing recount text in control group showed the lowest score of pre-test was 40, and the highest score of pre-test was 64 and the mean of pre-test was 48.73. On the other hand the lowest score of post-test was 56, and the highest score of post-test was 76 and the mean of post-test was 62.47.

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (53.33) and the score in post-test (76.00). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

B. Data Analysis

1. Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

1.1 Normality Testing of Experimental Group

Table Frequency Distribution of Pre Test in Experimental Group

No	Xi	Fi	XiFi	Xi2	XiFi2
1	40	3	120	1600	4800
2	44	8	352	1936	15488
3	52	8	416	2704	21633
4	56	3	168	3136	9408
5	68	8	444	4624	36992
	Total	30	1600	14000	88320

Based on the data above, the result of $FiXi^2$ is 88320 and FiXi is 1600. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$x = \frac{\sum fixi}{\sum fi}$$

Where ;

X   = mean of variable x

$\sum fixi$ = total number of score

$\sum fi$ = number of sample

So ,

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1600}{30}$$

$$= 53,33$$

b. Variant

where ;

s^2 = variant

N = number of sample

So ,

$$S^2 = \frac{\sum fixi - (\sum fixi)}{n(n-1)}$$

$$== \frac{30 \times 73204 - (1462)}{30(30-1)}$$

$$= \frac{2196120 - 21374444}{30\,(29)}$$

$$= \frac{89600}{870}$$

$$= 102.98$$

c. Stadart deviation

$$S = \sqrt{s}^{\;2}$$

$$S = \sqrt{102.98}$$

$$= 10,14$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing recount text can be seen in the following table :

Table 4.3 Testing of Pretest in Experimental Group

No	Score	Zi	F(zi)	S (zi)	F(zi)- s(zi)
1	40	-1.31	0.094	0.10	-0.006
2	40	-1.31	0.094	0.10	-0.006
3	40	-1.31	0.094	0.10	-0.006
4	44	-0.92	0.179	0.36	-0.181

5	44	-0.92	0.179	0.36	-0.181
6	44	-0.92	0.179	0.36	-0.181
7	44	-0.92	0.179	0.36	-0.181
8	44	-0.92	0.179	0.36	-0.181
9	44	-0.92	0.179	0.36	-0.181
10	44	-0.92	0.179	0.36	-0.181
11	44	-0.92	0.179	0.36	-0.181
12	52	-0.13	0.448	0.63	-0.182
13	52	-0.13	0.448	0.63	-0.182
14	52	-0.13	0.448	0.63	-0.182
15	52	-0.13	0.448	0.63	-0.182
16	52	-0.13	0.448	0.63	-0.182
17	52	-0.13	0.448	0.63	-0.182
18	52	-0.13	0.448	0.63	-0.182
19	52	-0.13	0.448	0.63	-0.182
20	56	0.26	0.604	0.73	-0182
21	56	0.26	0.604	0.73	-0.182
22	56	0.26	0.604	0.73	-0.182
23	68	1.45	0.926	1.00	-0.74
24	68	1.45	0.926	1.00	-0.74
25	68	1.45	0.926	1.00	-0.74
26	68	1.45	0.926	1.00	-0.74
27	68	1.45	0.926	1.00	-0.74

28	68	1.45	0.926	1.00	-0.74
29	68	1.45	0.926	1.00	-0.74
30	68	1.45	0.926	1.00	-0.74
	Total		**$L_{o} = $ -0.006**		
	Mean		**$L_{t} = $ 0.029**		

Finding Z score

Formula

$$Z_i 1 = \frac{xi - x}{s}$$

$$Z_i 1 = \frac{40 - 53.33}{10.14} = -1.31$$

$$Z_i 2 = \frac{44 - 53.33}{10.44} = -0.92$$

$$Z_I 3 = \frac{52 - 53,33}{10.14} = -0.13$$

$$Z_I 4 = \frac{56 - 53.33}{10.14} = 0.26$$

$$Z_I 5 = \frac{68 - 53.33}{10.14} = 1.45$$

B. Finding $S(Z_i)$

$$S(Z_I) = \frac{fkum}{N}$$

$$\frac{3}{30} = 0.10$$

$$\frac{11}{30} = 0.36$$

$$\frac{19}{30} = 0.63$$

$$\frac{22}{30} = 0.73$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or Lo = -0.006 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.029. It is known that the coefficient of Lo (-0.006) ≤ Lt (0.029). So it can be concluded that the data distribution of the student's ability in writing recount text is normal.

Table 4.4 Frequency Distribution of Post Test in Experimental Group

No	Xi	Fi	XiFi	Xi2	XiFi2
1	66	3	120	1600	4800
2	68	8	352	1936	15488
3	76	8	416	2704	21633
4	78	3	168	3136	9408
5	80	8	444	4624	36992
6	86	30	1600	14000	88320

7	88	3	264	7744	23232
	Total	30	2280	42380	175168

a. Mean

$$x = \frac{\sum f_i x_i}{\sum f_i}$$

Where ;

X = mean of variable x

$\sum f_i x_i$ = total number of score

$\sum f_i$ = number of sample

So ,

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{2280}{30}$$

$$= 76.00$$

b. Variant

where ;

s^2 = variant

N = number of sample

So ,

$$S^2 = \frac{\sum fixi - (\sum fixi)}{n(n-1)}$$

$$== \frac{30 \times 175168 - (2280)}{30(30-1)}$$

$$= \frac{5255040 - 5198400}{30(29)}$$

$$= \frac{56640}{870}$$

$$= 65.10$$

c. Stadart deviation

$$S = \sqrt{s}^{\ 2}$$

$$S = \sqrt{65.10}$$

$$= 8.06$$

After getting the calculation of the mean , variant and deviation standart . then the next step is to found out the normality of the test . it means that the test was given to the students is observed by liliefors test . the calculation of normality writing recount text can be seen in the following table :

Table 4.5 . Normality Testing of Post Test in Experimental Group

NO	SCORE	Z_i	$F(z_i)$	$S(z_i)$	$F(z_i)-s(z_i)$
1	66	-1.24	0.107	0.26	-0.153
2	66	-1.24	0.107	0.26	-0.153
3	66	-1.24	0.107	0.26	-0.153
4	66	-1.24	0.107	0.26	-0.153
5	66	-1.24	0.107	0.26	-0.153
6	66	-1.24	0.107	0.26	-0.153
7	66	-1.24	0.107	0.26	-0.153
8	66	-1.24	0.107	0.26	-0.153
9	68	-0.99	0.160	0.33	-0.170
10	68	-0.99	0.160	0.33	-0.170
11	76	0.00	0.500	0.60	-0.100
12	76	0.00	0.500	0.60	-0.100
13	76	0.00	0.500	0.60	-0.100
14	76	0.00	0.500	0.60	-0.100
15	76	0.00	0.500	0.60	-0.100
16	76	0.00.	0.500	0.60	-0.100
17	76	0.00	0.500	0.60	-0.100
18	76	0.00	0.500	0.60	-0.100
19	78	0.25	0.598	0.70	-0.102
20	78	0,25	0.598	0.70	-0.102
21	78	0,25	0.598	0.70	-0.102

22	80	0,50	0.690	0.73	-0.040
23	86	1.24	0.893	0.90	-0.007
24	86	1.24	0.893	0.90	-0.007
25	86	1.24	0.893	0.90	-0.007
26	86	1.24	0.893	0.90	-0.007
27	86	1.24	0.893	1.00	-0.068
28	88	1.49	0.932	1.00	-0.068
29	88	1.49	0.932	1.00	-0.068
30	88	1.49	0.932	1.00	-0.068
Total	2280		$L_{0 = -0.007}$		
Mean	76.00		$L_{T = 0.029}$		

A. Finding z score

Formula ;

$$Z_i 1 = \frac{xi - x}{s}$$

$$Z_i 1 = \frac{60 - 76.00}{8.06} = -1.24$$

$$Z_I 2 = \frac{68 - 76.00}{8.06} = -0.99$$

$$Z_i 3 = \frac{76 - 76.00}{8.06} = -0.00$$

$$Z_I 4 = \frac{78 - 76.00}{8.06} = 0.25$$

$$Z_i 5 = \frac{80 - 76.00}{8.06} = 0.50$$

$$Z_i 6 = \frac{86 - 76.00}{8.06} = 1.24$$

$$Z_i 7 = \frac{88 - 76.00}{8.06} = 1.49$$

B. Finding S(Z_i)

$$S(Z_I) = \frac{fkum}{N}$$

$$\frac{8}{30} = 0.26$$

$$\frac{10}{30} = 0.33$$

$$\frac{13}{30} = 0.43$$

$$\frac{18}{30} = 0.60$$

$$\frac{21}{30} = 0.73$$

$$\frac{27}{30} = 0.90$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or Lo = -0.006 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.029. It is known that the coefficient of Lo (-0.006) ≤ Lt (0.029). So it can be concluded that the data distribution of the student's ability in writing recount text is normal

1.2 Normality Testing of Control Group

Table 4.6 frequency distribution of pretest in control group

No	Xi	Fi	XiFi	Xi2	XiFi2
1	40	2	80	1600	3200
2	42	8	336	1764	14112
3	44	3	132	1936	5808
4	46	6	276	2116	12696
5	50	3	150	2500	7500
6	56	3	168	3136	9408
7	64	5	320	4096	20480
	Total	**30**	**1462**	**17148**	**73204**

Based on the data above, the result of $FiXi^2$ is 73204 and FiXi is 1462. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$x = \frac{\sum fixi}{\sum fi}$$

Where ;

X   = mean of variable x

$\sum fixi =$ total number of score

$\sum fi \quad =$ number of sample

So ,

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1462}{30}$$

$$= 48,73$$

b. Variant

where ;

$s^2 =$ variant

N = number of sample

So ,

$$S^2 = \frac{\sum fixi - (\sum fixi)}{n(n-1)}$$

$$== \frac{30 \times 73204 - (1462)}{30(30-1)}$$

$$= \frac{2196120 - 21374444}{30(29)}$$

$$= \frac{58676}{870}$$

= 67.44

c. Stadart deviation

$$S = \sqrt{s}\ ^2$$

$$S = \sqrt{67.44}$$

= 8,21

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing descriptive text can be seen in the following table :

Table 4.7 Normality testing in pretest of control group

NO	SCORE	Zi	F (zi)	S(zi)	F(zi)-s(zi)
1	40	-1.06	0.144	0.66	-0.516
2	42	-1.06	0.144	0.66	-0.516
3	42	-0.82	0.206	0.33	-0.124
4	42	-0.82	0.206	0.33	-0.124
5	42	-0.82	0.206	0.33	-0.124
6	42	-0.82	0.206	0.33	-0.124
7	42	-0.82	0.206	0.33	-0.124
8	42	-0.82	0.206	0.33	-0.124
9	42	-0.82	0.206	0.33	-0.124
10	44	-0.82	0.206	0.33	-0.124

11	44	-0.58	0.282	0.43	-0.148
12	44	-0.58	0.282	0.43	-0.148
13	44	-0.58	0.282	0.43	-0.148
14	46	-0.33	0.370	0.63	-0.260
15	46	-0.33	0.370	0.63	-0.260
16	46	-0.33.	0.370	0.63	-0.260
17	46	-0.33	0.370	0.63	-0.260
18	46	-0.33	0.370	0.63	-0.260
19	46	-0.33	0.370	0.63	-0.260
20	50	0,15	0.561	0.73	-0.169
21	50	0,15	0.561	0.73	-0.169
22	50	0,15	0.561	0.73	-0.169
23	56	0,89	0.812	0.83	-0.018
24	56	0,89	0.812	0.83	-0.018
25	56	0,89	0.812	0.83	-0.018
26	64	1.86	0.969	1.00	-0.031
27	64	1.86	0.969	1.00	-0.031
28	64	1.86	0.969	1.00	-0.031
29	64	1.86	0.969	1.00	-0.031
30	64	1.86	0.969	1.00	-0.031
Total	1462		$L_0 = 0.018$		
Mean	48.73		$L_T = 0.029$		

-

C. Finding Z score

Formula ;

$$Z_i 1 = \frac{xi - x}{s}$$

$$Z_i 1 = \frac{40 - 48.73}{8.21} = -1.06$$

$$Z_I 2 = \frac{42 - 48.73}{8.21} = -0.82$$

$$Z_i 3 = \frac{44 - 48.73}{8.21} = -0.58$$

$$Z_I 4 = \frac{46 - 48.73}{8.21} = 0.15$$

$$Z_i 5 = \frac{50 - 48.73}{8.21} = 0.15$$

$$Z_i 6 = \frac{56 - 48.73}{8.21} = 0.89$$

$$Z_i 7 = \frac{64 - 48.73}{8.21} = 1.86$$

B. Finding S(Z_i)

$$S (Z_I) = \frac{fkum}{N}$$

$$\frac{2}{30} = 0.66$$

$$\frac{10}{30} = 0.33$$

$$\frac{13}{30} = 0.43$$

$$\frac{19}{30} = 0.63$$

$$\frac{22}{30} = 0.73$$

$$\frac{25}{30} = 0.83$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or Lo = 0.007 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.029. It is known that the coefficient of Lo (-0.007) ≤ Lt(0.029). So it can be concluded that the data distribution of the student's ability in writing recount text is normal.

Tabel 4.8. Frequency distribution of post test in control group

No	Xi	Fi	XiFi	Xi2	XiFi2
1	56	T	392	3136	21952
2	58	3	174	3364	10092
3	60	12	720	3600	43200
4	66	2	132	4356	8712
5	76	6	456	5776	34656
	Total	**30**	**1874**	**20232**	**118612**

Based on the data above, the result of FiXi² is 118612 and FiXi is 1874. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$x = \frac{\sum fixi}{\sum fi}$$

Where ;

X $\quad$ = mean of variable x

$\sum fixi$ = total number of score

$\sum fi$ $\quad$ = number of sample

So ,

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1874}{30}$$

$$= 62.47$$

b. Variant

where ;

$s^2 =$ variant

N = number of sample

So ,

$$S^2 = \frac{\sum fixi - (\sum fixi)}{n(n-1)}$$

$$== \frac{30 \times 118612 - (1874)}{30(30-1)}$$

$$= \frac{3558360 - 3511876}{30\,(29)}$$

$$= \frac{46484}{870}$$

$$= 53.42$$

c. Standart deviation

$$S = \sqrt{s}\ ^2$$

$$S = \sqrt{53.42}$$

$$= 7.30$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality writing recount text can be seen in the following table :

Table 4.9. Normality Testing of Post Test in Control Goup

NO	SCORE	Zi	F (zi)	S(zi)	F(zi)-s(zi)
1	56	-0.89	0.188	0.23	-0.42
2	56	-0.89	0.188	0.23	-0.42
3	56	-0.89	0.188	0.23	-0.42
4	56	-0.89	0.188	0.23	-0.42
5	56	-0.89	0.188	0.23	-0.42
6	56	-0.89	0.188	0.23	-0.42
7	56	-0.89	0.188	0.23	-0.42
8	58	-0.061	0.270	0.33	-0.60
9	58	-0.061	0.270	0.33	-0.60
10	58	-0.061	0.270	0.33	-0.60
11	60	-0.34	0.368	0.73	-0.362
12	60	-0.34	0.368	0.73	-0.362
13	60	-0.34	0.368	0.73	-0.362
14	60	-0.34	0.368	0.73	-0.362
15	60	-0.34	0.368	0.73	-0.362
16	60	-0.34.	0.368	0.73	-0.362
17	60	-0.34	0.368	0.73	-0.362
18	60	-0.34	0.368	0.73	-0.362
19	60	-0.34	0.368	0.73	-0.362
20	60	-0,34	0.568	0.73	-0.362
21	60	-0,34	0.568	0.73	-0.362
22	60	-0.34	0.568	0.73	-0.362

23	66	0,48	0.686	0.80	-0.114
24	66	0,48	0.686	0.80	-0.114
25	76	0,89	0.812	0.83	-0.018
26	76	1.85	0.968	1.00	-0.032
27	76	1.85	0.968	1.00	-0.032
28	7676	1.85	0.968	1.00	-0.032
29	76	1.85	0.968	1.00	-0.032
30	76	1.85	0.968	1.00	-0.032
Total	**1874**		$L_{0 = -0,32}$		
Mean	**62.47**		$L_{T = 0.029}$		

-

D. Finding z score

Formula ;

$$Z_i 1 = \frac{xi - x}{s}$$

$$Z_i 1 = \frac{56 - 62,47}{7.30} = -0,89$$

$$Z_I 2 = \frac{58 - 62.47}{7.30} = -0.61$$

$$Z_i 3 = \frac{60 - 62.47}{7.30} = -0,34$$

$$Z_I 4 = \frac{66 - 62.47}{7.30} = 0.48$$

$$Z_i 5 = \frac{76 - 62.47}{7.30} = 1.85$$

B. Finding $S(Z_i)$

$$S(Z_I) = \frac{fkum}{N}$$

$$\frac{7}{30} = 0.23$$

$$\frac{10}{30} = 0.33$$

$$\frac{22}{30} = 0.73$$

$$\frac{24}{30} = 0.80$$

$$\frac{30}{30} = 1.00$$

From the table above, it can be seen that Liliefors observation or Lo = -0.032 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.029. It is known that the coefficient of Lo (-0.032) ≤ Lt(0.029). So it can be concluded that the data distribution of the student's ability in writing recount text is normal

2. **homogeneity testing**

2.1 homogenity testing of pre-test

$$F = \frac{S_1^2}{S_2^2}$$

Where :

S_1^2 = The biggest variant

S_2^2 = The smallest variant

Based on the variants of both samples of pre-test found that ;

S_{ex}^2 = 102.98   N= 30

S_{co}^2 = 67.44   N=30

So,

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2}$$

$$F_{obs} = \frac{102.98}{67.44} - 1.52$$

Then the coefficient of F_{obs} = 1.52 is compared with F_{table}, where F_{table} is determined at real level α = 0.05 and the same numerator dk = N - 1 = 30 - 1 = 29 that was exist dk numerator 29, the denominator dk = n - 1 (30 - 1 = 29). Then F_{table} can be calculated F0.05(29,29) = 1.85 So $F_{obs} < F_{table}$ atau (1.52 < 1.85) so it can be concluded that the variant is homogenous.

2.2 Homogenity testing of post test

$$F = \frac{S_1^2}{S_2^2}$$

Where :

S_1^2 = The biggest variant

S_2^2 = The smallest variant

Based on the variants of both samples of pre-test found that ;

$S_{ex}^2 = 65.10$ N= 30

$S_{co}^2 = 53.42$ N=30

So,

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2}$$

$$F_{obs} = \frac{65.10}{53.42} - 1.21$$

Then the coefficient of $F_{obs} = 1.21$ is compared with F_{table}, where F_{table} is determined at real α level $= 0.05$ and the same numerator dk = N - 1 = 30 - 1 = 29 that was exist dk numerator 29, the denominator dk = n - 1 (30 - 1 = 29). Then F_{table} can be calculated F0.05(29,29) = 1.85 So $F_{obs} < F_{table}$ atau (1.21 < 1.85) so it can be concluded that the variant is homogenous.

3. Hyphotesis testing

Table 5.1 mean of post test –pretest in Experimental Group

No	Score post-test	Score pre-test	Decrease
1	76	68	8
2	66	44	22
3	76	52	24
4	68	44	24

N0	Score pre-test	Score post-test	Decrease
5	76	68	8
6	66	44	22
7	66	44	22
8	78	68	10
9	76	68	8
10	86	52	34
11	66	44	22
12	76	44	32
N0	**Score pre-test**	**Score post-test**	**Decrease**
13	68	40	28
14	88	68	20
15	78	52	26
16	66	44	22
17	80	52	28
18	66	44	22
19	66	40	26
20	76	68	8

21	86	68	18
22	78	52	26
23	88	56	32
24	86	52	34
25	86	68	18
26	66	40	26
27	76	56	20
28	76	56	20
29	86	52	34
30	88	52	36
		Σ	**680**
		Mean	**22.66**

Table 5.2 Mean of Post test – pretest in Control group

No	Score of pre-test	Score of post-test	Decrease
1	56	40	16
2	40	56	10

No	Score of pre-test	Score of post-test	Decrease
3	16	56	14
No	**Score of pre-test**	**Score of post-test**	**Decrease**
4	56	46	10
5	76	56	20
6	60	50	10
7	76	64	12
8	56	42	14
9	76	64	12
10	56	42	13
11	76	64	12
12	60	42	18
13	58	44	14
14	60	44	16
15	58	40	18
16	58	42	16
17	60	46	14
18	66	44	22

No	Score of pre-test	Score of post-test	Decrease
19	60	50	10
20	60	46	14
21	60	50	10
22	56	42	14
23	56	42	14
24	76	64	12
25	76	64	12
26	56	42	14
27	60	46	14
28	60	46	14
29	60	46	14
No	**Score of pre-test**	**Score of post-test**	**Decrease**
30	60	42	18
		$\sum$	422
		Mean	14.06

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow :

$$T= \frac{x_1 - x_2}{\sqrt{\dfrac{s_{1^2}}{n_1} + \dfrac{s_{2^2}}{n_2}}}$$

$$= \frac{22.66 - 14.06}{\sqrt{\dfrac{37.88}{30} + \dfrac{14.02}{30}}}$$

$$= \frac{8.60}{1.31}$$

$$= 6.564$$

From the computation above, it can be seen that $t_{observed}$ = 6.564. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the Ha is accepted if the $t_{observed}$>t_{table}. In this study the calculation of the scores uses t_{test} for the degree of freedom 58 (df = N + N - 2) at the level of significant 0.05 that the critical value is 2.009. So it can be seen that t_{table} = 2.009. (See Appendix) After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table}. It can be seen as follow:

$t_{observed}$ > t_{table}(α= 0.05) with df 586.564 > 2.009

From the result above, it shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means that writing by using diary writing technique affect student's achievement in writing recount text.

C .Discussion

There was a significant difference on students' achievement in writing recount text by using diary writing technique. The students that were taught by

diary writing technique have higher score than were taught by conventional strategy.

It was explained in Chapter II that Diary is the note of our daily life activities or the note about interesting moment, we write about the moment that interesting moment, we write about the moment that interesting in the diary book. The function of diary, we can memorize about the moment of our daily life of our history of life. Many students like to write diary, because they can explore what they feel and they can express something. Students like to write a diary especially for girl. It will be good habit when we often write a diary. It can help students to improve their writing ability, especially in recount text

From the calculation above it found that $t_{observed} = 6.564$ whereas the $t_{table} = 2.009$. It shows that students' achievement in writing recount text by using diary writing technique was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in writing recount text that were taught by diary writing technique . This means that the students' achievement in writing recount text that were taught by diary writing technique was better than taught by conventional strategy.

CHAPTER V

CLOSING

A. Conclusion

After doing the experiment in teaching writing recount text by using diary writing technique in experiment class and without using diary writing technique in control class, the researcher analyzed the data of the experiment, then the researcher continues to conclude the research. Based on the data which has been calculated, the researcher have some conclusion as follows :

1. There is a significant difference of students' ability in writing recount text between students who are taught by diary writing technique and the students who are taught without using diary writing technique From the data obtained it is seen that the result of the students' achievement in writing recount text by using diary writing technique is higher than that by using conventional technique at the eight grade of MTS N 4 Medan. Diary writing technique is effectively in improving the students'achievement in writing recount text. The result of $t_{observed}$ is 6.564 and t_{table} is 2.009 ($t_{observed} > t_{table}$, 6.564 > 2.009). It means that Ho is rejected and Ha is accepted. There is a significant effect of diary writing technique on the students' achievement in writing recount text..

B. Recommendation

Based on the result of the research, the researcher would like to give some suggestions as follow:

1. Stakeholder

For the principle of MTS N 4 Medan. it is good to motivate the teachers, especially English teacher to teach the students by using diary writing technique.

2. Teachers

For English teachers, the English teachers can use diary writing as an technique in learning recount text . English teachers make the learning activity not monotonous and enjoyable.

3. Students

For students, it is suggested to improve their writing ability. By applying diary writing technique , the students could improve their writing ability because this technique give students ideas to writing recount text , and use the vocabulary that make them familiar with the words. So, students will have a habit ands ability to write and use the words in classroom activity even in outside classroom activity.

4. Researcher

For the researcher, the researcher hopefully can be operated in conducting further research/ study for obtaining better result.

5. Further Researcher

For other researcher, the result of this research can give information or reference about implementation of diary writing technique on the student's writing of recount text .

C. Implication

Implication is drawn from the research finding. The discussion of the data from research finding points out that teaching and learning recount text by using diary writing technique is effective toward students' ability in writing recount text. It was showed by the students' ability in writing recount text are performed better than the students' who did not have the treatment of diary writing . Moreover, it can be happened because the students have to convey their ideas, then it can be output for the students to easily in writing recount text .

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THE CRITICAL VALUE OF LILIE FORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Source : Sudjana . *Metode Statistika*. Bandung : Tarsito, 2002

APPENDIXES B

TABLE OF DISTRIBUTION

(bilangan dalam daftar menyatakan :

Fp ; baris atas untuk p = 0.05 dan baris bawah untuk p = 0.01)

26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24
32	4,15	3,30	29,00	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,89	1,93	1,87	1,82	1,78	1,72	1,69
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	2,17	1,66	1,63
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	1,72	2,06	2,00
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	2,15	1,65	1,62
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	1,71	2,04	1,98
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	2,13	1,64	1,61
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	1,70	2,02	1,96
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,63	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84
70	3,98	3,13	2,74	2,50	2,35	2,32	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66
200	3,89	3,01	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,85	1,42
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	2,17	2,09	1,97	1,88	1,79	1,69	1,62
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,16	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,81	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,61	1,54
∞	3,34	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,59	1,52

APPENDIXES C

The students initial and real name of experimental group X-1

Initial name	Real name
FES	FRISKA ELVIRA SYAHRI
SK	SYAKIRA KHOFIFA
DNA	DHIYA NADA ATIKAH
NC	NAILA CAHYA
DA	DAFFA ARIANDA
EA	ERYNE ADELIA
NL	NAJLA LUBNA
RF	RAIHANIL FADHILAH
AN	AMELIA NATASYA
VA	VINA AMEERA
NC	NADYA CALLISTA
RAFH	RAIHAN ALI FANDIKA HRP
NH	NABILA HUMAIRAH
DA	DAFFA ADWIRI

MTS	M.TEGUH SATRIA
ZSNH	ZIHAN SALSABILA NAFISYAH HRP
SNK	SITI NUR KHOLIZA
HF	HIKMATUL FADILLAH
APN	ADRIANSYAH PUTRA NST
FDY	FAIZ DAVA YUDHISTIRA
SF	SALSABILA FARI P.
ILAH	IBNU LUTFI AL-HAFIZ
OR	OLLA RAMDHANI
RAS	RINI AMELIA SARI
ANN	ARAFAH NAZLYA NST
A	AMELIA
SFL	SITI FADILLAH LUBIS
CIW	CANTIKA IZZA WANI
IDCS	INDRI DIANA CITRA SURBAKTI
NH	NADHYARUL HASANAN

APPENDIXES D

The students initial and real name of control group X-4

Students initial	Students Real name
MRA	M.RIZKY AKBAR
AN	AISYAH NABILA
AH	ANNISA HRP
BM	BOBBY MARDILLAH
PZ	PUTRI ZUHAILIA
MBF	M. BAGAS FAHREZY
NKS	NAJWA KHALIFAH SALAM
NRH	NAZWA RAHMAH .H
SH	SITI HUMAYRAH
SA	SYADINI AULIA
ADR	AISYAH DWI RAMDHANI
LN	LIZA NATASYA
MFR	MHD FANNY RIZKY
DA	DAFFA ALFATINI

AS	AZZURA SALSABILLA
MA	M. APRIZAL
RR	RIZKY RAMADAN
DA	DIMAS ARDIANSYAH
RA	RANI ARDILLA
AE	ARIH ERSADA S
AN	ALVI NAZMI
MZ	MAFTHUH ZIDDAN
AA	AFIFH AFIZHA
GCT	GITA CITRA TAMA
ILA	IBNU LUTHFI ALHAFIZ
WHM	WILDA HANISA MUZZANY
AH	ANNISA HRP
MRM	MHD RIZKY MAULANA
NH	NAJIDARIA HRP
NA	NADILLA AFRIDA

APPENDIXES E

(pre-test)

Create a paragraph recount text based on your understanding and specify its generic structure

Name :

Class :

SCORE

APPENDIXES F

(post-test)

Create a paragraph recount text based on your understanding and specify its generic structure

Name :

Class :

Topic : **MY HOLIDAY**

SCORE :

APPENDIXES G

KEY ANSWER

My Holiday

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della'' s house. It has a big garden with flowers and a tennis court.

Event

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

lots of colourful

Reorientation

In the afternoon we went home.

Generic Structure:

1. Orientation : The topic that will describe is the holiday to visit the Blue Mountains in Bali.

2. Event : Describe the situation of scenic railway, shopping, went on the scenic skyway and
saw cockatoos.

3. Reorientation : went home, as the end of the story

APPENDIXES G

APPENDIXES H

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kelas Eksperimental

Sekolah   : MTSN 4 MEDAN

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/2

Standar Kompetensi :

1.1.   Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar

1.2.   Mengungkapkan makna dalam teks tulisfungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.1.   Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

11.3.   Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, berterima dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk recount dan narrative.

Jenis teks **:** Recount

Aspek/skill : Reading dan writing

Alokasi waktu : 1x40 menit (1 pertemuan)

1. Tujuan pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Menentukan tujuan komunikatif teks recount yang dibaca

2. Menentukan langkah retorika dan struktur dari teks recount yang dibaca

3. Menentukan ciri kebahasaan teks recount yang dibaca

4. Membaca teks recount

5. Menjawab berbagai pertanyaan tentang informasi dalam teks recount yang dibaca

6. Menulis teks recount dalam bentuk diary entry di kelas

7. Menganalisa struktur dan unsur kebahasaan teks recount dalam diary entry yang dibuat

8. Menjawab berbagai pertanyaan tentang informasi dalam diary entry yang dibuat.

2. Materi pembelajaran

Orientation

   Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends.We start climbing at 8 p.m. It was so dark and we only used flashlight to getthe way.I felt no worry because all of my friends were professional climber. I just followed their instruction.

Event

   We climbed slowly and enjoy the night there.After 7 hours walking in the dark, we could reach the top of the mountain. Itwas at 3 a.m. early in the morning.We were not alone. There were a lot ofpeople who reached that top before us.

   We waited the sun rises by cooking some food and making some hot drinkto get back our energy. We sang some songs together, shared stories and gotacquainted with people there.After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process [37]because we only spent a few energy and time even we had to be more careful to do this process.However, it was great experience i hadever done so far.

Reorientation

After all, that was my great experienceI had ever have

2. Definisi teks recount

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

3. Ciri-ciri kebahasaan teks esai berbentuk recount

a.   Penggunaan kata benda dan kata ganti

Contoh: Angga, Depok, he, we

b.   Penggunaan kata sifat

Contoh: happy, bored, sad

c.   Penggunaan simple past tense

Contoh: was, went, enjoyed

d.   Penggunaan kata kerja dalam bentuk lampau

Contoh: go >> went, watch >> watched

e.   Penggunaan kata sambung dan penghubung waktu

Contoh: and, but, then, finally

f.   Penggunaan kata keterangan dan frasa kata keterangan

Contoh: slowly, a year ago, in my house

4. Langkah retorika dan struktur teks recount

1. Orientation

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

2. Events

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

3. Conclusion

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

Panduan menulis diary entry

A. In your diary, you may share:

- Your daily activities and your feelings about them

- What makes you happy and sad

- Your love stories

- Your friendship stories

- What makes you bored, angry, and disappointed

- Etc

B. Start writing your diary with the date of the day and the greetings like

―dear diary‖, ―hello‖, ―hi‖

C. Diary is usually written in PAST TENSE form with VERB 2 because it tells about the things that have happened

3. Metode pembelajaran: Three phase technique

4. Teknik/strategi pembelajaran:

Menulis diary entry di kelas sebagai bentuk

latihan teks recount

5. Langkah-langkah kegiatan pembelajaran:

A. Kegiatan pendahuluan

1. Tanya jawab tentang hal yang terkait dengan kondisi siswa

2. Memperkenalkan materi berupa teks recount dan mengaitkan materi tersebut

dengan kehidupan siswa

B. Kegiatan inti

1. Membaca teks recount yang tersedia

2. Mendiskusikan tujuan dan struktur teks recount bersama-sama

3. Mengidentifikasi struktur teks recount

4. Menentukan unsur kebahasaan teks recount

5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

6. Menghubungkan materi teks recount dengan kehidupan sehari-hari/hal di

sekitar kita

7. Menulis diary entry sebagai bentuk latihan teks recount

8. Menghubungkan kegiatan penulisan diary dengan pembelajaran teks recount

dan kehidupan sehari-hari siswa

9. Menganalisa struktur dan unsur kebahasaan teks recount dalam diary entry

yang dibuat

10. Menjawab berbagai pertanyaan tentang informasi dalam diary entry yang

dibuat.

C. Kegiatan penutup

1. Menanyakan pendapat peserta didik secara umum tentang kegiatan

pembelajaran di kelas

2. Menyimpulkan kegiatan dan materi pembelajaran pada pertemuan ini

3. Menugaskan peserta didik untuk menulis diary entry di rumah agar mereka

mempraktikkan kegiatan menulis teks recount.

6. Sumber belajar

1. Buku teks yang relevan

2. Teks recount dari Internet

3. Buku diary berisi diary entry siswa

Kepala Madrasah

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DOCUMENTATION

Class of Experimental Group

Class of Control Group